CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

This chapter is divided into two sub-categories, which presents more specific conclusions of the findings of the study and recommendations for English teachers in choosing a textbook and for future researchers.

5.1 Conclusion

The conclusion is to answer the statement of the problems which has been stated in Chapter One, how colour of clothing and hair length are represented for males and females through visuals in the English textbook for Grade 2 primary school pupils entitled *English Chest 2: Student Book* and whether males and females are represented stereotypically in photographs and line drawings of *English Chest 2: Student Book*. To answer the statement of these problems, the writer uses the visual method by counting the number of males and females wearing blue and pink colours of clothing, and then their hair length.

The findings of the writer's gender representations analysis shows that the total percentage of males in photographs is 49% and the total percentage of males in line drawings is 49.5% while the total percentage number of females in

photographs is 51% and the total percentage of females in line drawings is 50.5%. The total number of females is more than males, which means that the number of males and females in this textbook is almost the same or equal (non bias).

Gender representation result between the colours blue and pink, the colour blue is worn more by males than females while pink is worn more by females than male, which shows gender stereotypes. The total of males wearing blue in photographs is 16% while males wearing blue in line drawings have a total of 27%. The percentage of males wearing blue in both photographs and line drawings is 25%. Females wearing blue in photographs have a total of 11% while in line drawings, it is 27%. The percentage of females wearing blue in both photographs and line drawings is 24%.

It is obvious that the percentage of males wearing blue in line drawings and of females wearing blue in line drawings is the same, that is, 27%. Therefore, there is no gender stereotype about males or females wearing the colour blue in line drawings. Indeed, there is no big difference in the percentage of males and females wearing blue in the total number of photographs and line drawings for the colour blue.

Males wearing pink in photographs are 0% while males wearing pink in line drawings are only 1%. In both photographs and line drawings the total percentage is 1%. Females wearing pink in photographs are 18%, while females wearing pink in line drawings are 26%. The total percentage of females wearing pink in both photographs and line drawings is 24.7%.

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It is significant that there are no males at all wearing pink in the photographs. Indeed, the data of 1% for males wearing pink in photographs and line drawings is only three, which is actually the repetition of the same picture three times in the case of a male walking on his hands in line drawings only. The number of females wearing pink in the photographs and in the line drawings is significantly higher than the number of males wearing pink in photographs or in line drawings.

Regarding hair length of both genders, male characters with short hair is definitely dominant in the data, as there are no males with long hair in this textbook, which means that male characters are dominantly pictured 100% with long hair rather than short hair. The total of females with long hair in photographs is 81% and the total of females with long hair in the line drawings is 71%. The total percentage of females with long hair is 73%. In comparison, females with short hair in the photographs is 18% and the total number of females with short hair in the line drawings is 28%. The percentage of females with short hair is 27%. Therefore, male characters and female characters are still portrayed stereotypically regarding their hair length.

After analyzing the data, the writer can see that this textbook has a gender bias about the colour pink, but not for the colour blue. The dominant colour of clothing for females between blue and pink is pink with the total of 25%. However, this percentage is not much greater than the number of females wearing blue in photographs and in line drawings, which is 24%. Thus, female characters

are still portrayed slightly stereotyped (24,7%) in the textbook by picturing them in pink colour.

The calculations in Chapter Four are some examples give proof of gender stereotypes that leads to gender bias. If pink colour and long hair are stereotyped more for female while blue colour and short hair are stereotyped for male, the students will just focus on these things or make generalization about it. Yet, this textbook has started to change about the colour views of gender because females also wearing blue in the line drawings. English teachers need to be careful to analyze every aspect of textbooks so that they do not sacrifice creativity; otherwise, the teacher will continue to use biased materials as long as they are prepared to discuss gender representation with the students. Only in line drawings only that blue is non-stereotyped for male because females are also wearing blue. In fact that blue colour is the least of the "gender specific" colours being equal to both males and females (Smith, 2016, p. 1). However, blue is mostly associated with the male gender.

5.2 Recommendation

The writer thinks the textbook is suitable for the students of Grade Two as long as it meets the requirements of the school for teaching English and the culture. This textbook has been used by one school in Bandung. Gender stereotypes are actually hard to avoid because even the teacher generally uses them in their daily life; yet, it is recommended that teachers examines English textbook before using it because the students will easily imitate visually from the

textbook, especially about gender representations. From textbook itself there are a lot of illustrations that influences the student mind to follow what they have seen unconsciously. Therefore, the teachers need to be concerned that the textbook they choose is suitable for their students, especially concerning gender representations. Rather than banning textbooks with stereotypes, teachers may guide students to recognize what are examples of gender stereotypes because this will help them to develop critical thinking skills (Stockdale, 2006, p. 14).

For other researchers who take courses in Applied Linguistics in English, there are other *English Chest* Student Books, which have not been analyzed yet, So far, Grade One and Grade Six have been analyzed, while Grade Two is being analyzed by the present writer. Future researchers may analyze other colours in Grade Two.

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