

CHAPTER FIVE

CONCLUSION

This chapter discusses the summary of the findings and the recommendation for the further research. They will be discussed respectively.

5.1 Summary

This study analyses visual and word representations of sports or hobbies and occupations. In general, the findings show that in sports or hobbies context, there are more representations of males than females visually and in words such as running, football, and cycling. In other words, males are more dominant in both visual and word representations in sports or hobbies context. In addition, the study finds that there are a lot of sports or hobbies which are represented to neither male nor females such as sprint, rugby, jumping, climbing, golf, walking. In occupation context, the finding also shows that males are more represented than female visually and in words such as a doctor, a bus driver, and an engineer. In the other words, males are more dominant in both visual and word representation in occupation context. Moreover, there are a lot of occupations which are

represented to neither males nor females such as a painter, a lifeguard, a barrister, a plumber, a vet, an architect, and an accountant.

5.2 Recommendation

In this study, the subject of the research is only an English textbook used in one particular junior high school in Bandung. Therefore, further researchers can analyze other English textbooks used in Bandung and compare the findings to know the existence of gender equally. Moreover, the further researcher can also analyze other English textbooks with different level or different publisher to get information about a significant improvement of a more balanced-gender representation.

There is gender inequality in the representation of males and females in the context of sports or hobbies and occupations in the textbook. Furthermore, UNESCO (2010) stated that “it is important to stress the importance of developing high-quality textbooks in compliance with clear and relevant quality criteria, among which the promotion of gender equality and the avoidance of gender biases which should play a central role.” (p. 5). The findings of this study show that males are more dominant in both visual and word representations in terms of sports or hobbies and occupations. In sports or hobbies context, there are 34 type sports or hobbies mentioned in the textbook and most of them are represented by males. In occupations context, there are 48 kinds of occupations mentioned in the textbook and most of them are also represented by males. In other words, the publisher of the textbook has not followed the UNESCO’s recommendation. Therefore if the teachers use this textbook, they

have to make sure that they will be aware of gender bias in textbook and more active in balancing gender representation in their teaching specifically in term of sports or hobbies and occupations. If gender inequality is found in English textbooks, specifically in terms of sport or hobby and occupation, the teacher should know how to deal with it. If the teacher cannot balance the gender inequality, the students might feel hopeless. As for example in the context of occupation, doctor is represented twice by male, while there is only one represented by female. Indirectly, it might make females losing their hope in becoming a doctor. Therefore, as a teacher, what must be done is to provide additional examples to balance the representation of male and female. In addition, schools must be more selective in choosing English textbooks so that gender inequality can be avoided.

