

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

This chapter discusses the conclusion and recommendation of this study. In addition, this chapter includes Summary of the Finding and Recommendation. They will be presented respectively.

5.1 Summary of the Finding

The study only analyzes characters' hair length and the use of firstness (pronoun and proper noun) to know the representation of males and females in *English in Mind*. The findings show that for hair length, male characters are mostly represented as someone with short hair and female characters are mostly represented as someone with long hair. The finding shows that there are more male representations than female representations in the term of hair length of the characters. For the use of firstness, the finding shows that proper nouns appeared more often than pronouns in sentences. However, both proper nouns and pronouns mostly refer to male characters than female characters. For example, the most used pronouns are he, his and him. In conclusion, this study finds that male characters

are more dominant than female characters, both in the characters' hair length and the use of firstness. It shows that there is still gender inequality in the textbook.

5.2 Recommendation

For recommendation, it is divided into two sections. The first one is for schools, teachers, and textbook publishers. The second one is for further research. They will be presented respectively

5.2.1 Recommendation for Schools, Teachers, and Textbooks' Publishers

As mentioned earlier, this study found that in *English in Mind*, gender inequality still exists. It can be seen from the total number of male characters which are outnumber female characters, both in the characters' hair length and the use of firstness. Therefore, it is better for both schools and teachers to check visual and word representations of males and females in the textbook before they use them for teaching and learning. To be aware of gender inequality in the textbooks and from getting affected by gender bias, the teachers should be aware of the textbook that they will use. If the teachers are aware of gender bias, they can also give more examples to the students to balance male and female representations. For example, in this study, it is found that in the textbook, there are more male representations. In this case, the teachers can give more examples of female representations to balance the representations of male and female. Another example is if in the exercise there are more male pronouns or names, the teachers can also give more examples of female pronouns and names. For textbook publishers, they should re-check the textbooks before they publish them. If there is a material that shows

gender inequality, they can give other examples or explanations to balance the representations of male and female characters, so that they can help to promote gender equality. As mentioned in *Guidelines for Textbook Review and Analysis from a Gender Perspective* (UNESCO, 2010), promoting gender equality in textbooks is a good start to make people, especially students to be more aware or have knowledge about gender equality.

5.2.2. Recommendation for Further Research

This study analyzes only hair length and the use of firstness in one English textbook, entitled *English in Mind* for second grade of junior high school students, to find whether there is gender equality or not. Since researcher limited her research on two aspects: hair length and the use of firstness, other researchers can analyze other aspects of the textbook, such as: occupations, activities and colors. Future researchers can also analyze gender equality in other English textbooks that will be used for junior high school students, especially about hair length and the use of firstness. Thus, they can provide more information and knowledge about gender representations in the textbook.