

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the research findings, it can be concluded that :

1. The gender was represented through the six aspects in three units of the textbook “Grow with English” that was analyzed. First, female and male pictures with ratio 121: 84 in which the total number of pictures of female were 121 and for male were 84. In unit 1 there were 42 female pictures and male pictures were 18. In unit 3 there were 40 female pictures and male was the same were 40 pictures. In unit 6 there were 39 female pictures and 26 male pictures. Second, female and male mentioned with ratio 43: 7 in two units except male in unit 6 with the total number of female mentioned were 43 and male mentioned were 7. In unit 1, there were 27 female mentioned and only 6 male mentioned, in unit 3 female mentioned were 7 and male only 1 mentioned. In unit 6 female mentioned were 9 and and male were nothing. Third, gender roles with ratio 4: 7 in 1, 3 and 6 units with the total number of female roles were 4 and male roles were 7. Fourth, female and male role models with ratio 6: 3 was found in 1, 3, and 6 units which total number of female were 6 and male were 3. Fifth, female and male games or sport with ratio 3: 7 in 1, 3, and 6 units. The last, pattern mentioning names with ratio 8: 4 in 1,3 and 6 units which the total number of female were 8 and male were 4.

2. The most dominant gender representation in the English textbook is female with 62%.

### **B. Suggestion**

Based on the results of the study, there are some suggestions that might be useful for English teachers, students, and further researchers:

1. Teachers can use the results of the study as the information when they want to use the textbook. They will know what gender in the textbook is unequally. Furthermore, they need to analyze an English textbook before using it. Second, teachers have to be more aware of gender issues by reading books, or up to date journals and articles.
2. For students, the English teacher have to treat students with nonexist manner in teaching and learning process such as assigning students in equal gender groups or using nonsexist language for examples: firefighter, police officer, and business person.
3. Further researchers are expected to study gender representation in English textbook with different aspects analyzed or another gender issues that may exist in the textbook.

