

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the research findings, conclusions are drawn as following.

- (1) In English textbooks of 2008-2013, gender stereotype and gender equality appear in four contexts: personality, family, workplace and school. The workplace context dominantly appears both in gender stereotype and gender equality; furthermore, the use of gender stereotype appears more than the use of gender equality in English textbook 2008-2013.
- (2) The use of relational process based on the linguistic realization dominantly appears in utterances or sentences used by male and female. Based on the data from the English textbooks 2008-2013, the relational process occurred outside and inside human being and to indicated identification, attribution, and possession.
- (3) There are reasons why the gender stereotype and gender equality appear in English textbooks of 2008-2013. Gender stereotype appears in English textbooks of 2008-2013 because people ignore somebody's individual characteristics and qualities. The gender stereotype appears in these books because people still believe that something done actively or need power is usually done by male, while female usually does the passive activities. While the gender equality appears in English textbooks of 2008-2013 because firstly UNDP (United Nation Development Program) understands

gender equality to be an irreducible condition for inclusive, democratic, violence-free and sustainable development. As such, it is articulated in the updated UNDP Strategic Plan 2008-2011 as an 'integrating dimension of UNDP's work. In addition, the second is because there is regulation from national education minister number 84 year 2008 about the action of gender equality.

5.2 Suggestions

In line with the above conclusions, suggestions are offered as the following.

- (1) To English book writers, they need to be aware of gender stereotype and gender equality because their decision in creating sentences with gender equality in the book will give better impact to both teachers and students using the book.
- (2) a. The principals and English teachers are supposed to be more selective in choosing English textbook with gender equality used in the class.
b. Curriculum developers are also recommended to develop more appropriate curriculum by considering having the gender equality in English subject. Then, they are also supposed to be more aware of students' understanding about gender equality and gender stereotype in order to make the students know that both male and female have the same right to do everything.

(3) Other researchers need to conduct further studies dealing with the gender stereotype and gender equality in different phenomena by considering the fact that gender stereotype still dominantly appear in realization, meanwhile the regulation of using the gender equality already exist. So, the gender equality should be more exist in English textbooks.





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