

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

1. Based on findings of the study by using six theories from Logsdon to analyze, the result shows that gender representation in textbook entitled "English in Mind" for Seventh grade are containing gender bias and there are still stereotypes in the textbook. Male are dominant in 5 aspects. While women is only dominant in one aspect.
2. Gender representation in the textbook entitled "English in Mind" (second edition) for Seventh grade is still imbalance. Furthermore, Textbook with balances gender representation and follows by the application of learning based on gender equality during teaching will encourage students to have a good understanding of gender equality and encourage students to applying gender equality in their daily lives.

B. RECOMMENDATIONS

1. For textbook authors
Textbook authors are expected in the future can provide the balances gender roles in the next edition of their textbooks.
2. For teachers
Teachers are expected to be able to choose textbooks that are in accordance with the curriculum but also pay attention to balances gender representation in textbooks. Teachers are also expected to be able to create teaching that applies the principles of gender equality during learning activities. In this way, the student's mindset about gender equality can be formed properly and encourage them to apply in their daily lives.
3. For students
Students are expected to makes connection between their knowledges that they already know about gender equality and apply it in everyday life.
4. For researchers
The other researchers are expected to explore more deeply about gender representation in textbooks, because this research may not be perfect. It because of the limitation of time, method and knowledge constraints. This study also expected to be used as a reference for other researchers

5. For readers

This is expected to add more knowledges for the readers that are interested in exploring about gender representation in textbooks.

