

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented the conclusion of this research, followed by suggestions that could be made for the upcoming research. The conclusion and the suggestion were written based on the findings and discussions of the research.

5.1 Conclusions

This study analyzed gender representation in the “Pathway to English” textbook for senior high school students (Grade X). The analysis focused on four main aspects from Jones, Kitetu, and Sunderland (1997): dialogue initiation, turn-taking, number of words used by each gender, and number of male and female speakers. An additional analysis of male and female vocabulary was also included to support the discussion.

The results from all four aspects showed that the *Pathway to English* textbook provided a generally fair representation of male and female characters, but small gender differences still existed. Males appeared slightly more often, spoke a little more, and took a bit more control in the dialogues. Females characters were active and visible, but their participation was more cooperative or responsive rather than leading.

Gender representation in language materials often appears balanced in numbers but not always in the functions and roles given to each gender (Jones, Kitetu, and Sunderland, 1997). The *Pathway to English* textbook reflected this

pattern. It showed there was gender equality in the speaking activities, but still presented male characters as slightly more dominant in visibility and voice.

Besides the four main aspects, this research also analyzed the proportion of male and female vocabulary that appeared in the textbook dialogues. The purpose of this analysis was to identify which gender was more frequently represented through words and references. In summary, the analysis of vocabulary proportion supported the idea that the *Pathway to English* textbook presented both genders equally, but still gave more opportunities and representation to the male identity.

Overall, the textbook presented a positive step toward gender fairness, but a complete balance between male and female representation had not yet been fully achieved.

5.2 Suggestions

Based on the findings and discussions, the researcher made several suggestions for teachers, textbook writers and publishers, and for future researchers.

5.2.1 For Teachers

Teachers should be aware of the gender representation found in textbooks. They can help create a more balanced classroom environment by giving both male and female students equal opportunities to speak, lead discussions, and express opinions. Teachers can also add examples or activities that highlight female contributions and leadership to balance the content.

5.2.2 For Textbook Writers and Publishers

Writers and publishers should consider gender representation carefully when creating English learning materials. Textbooks should include both male and female characters equally in terms of appearance, speaking roles, and vocabulary. It is important to design dialogues and topics that show both genders as active, intelligent, and independent individuals, avoiding stereotypes where males always lead and females only respond.

5.2.3 For Future Researchers

Future researchers can expand this study by analyzing more textbooks from different levels or publishers. They can also include other aspects of representation, such as images, reading passages, or grammar exercises, to see whether gender bias appears in other parts of the material. Further studies can also use different frameworks or compare local and international textbooks to gain a deeper understanding of gender representation in English learning materials.

Based on the suggestions provided, it can be concluded that promoting gender balance in English textbooks requires teachers, writers, and researchers to act together. Teachers should ensure equal participation, writers should represent both genders fairly, and researchers should explore further materials. These efforts support gender fairness in learning and classroom practice.