

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

This study was conducted to analyze gender representation and Indonesian social values in the *English for Nusantara* textbook for Grade VIII junior high school students. Based on the findings and discussion, the conclusions of this study are as follows:

The first female characters appeared more frequently than male characters in the *English for Nusantara* Grade VIII textbook, with female characters accounting for 53% of the total representation, while male characters accounted for 47%. Female representation appeared slightly more dominant than male representation. Gender representation in the textbook indicated a moderate imbalance between male and female characters. Female characters were more frequently depicted in active, authoritative, and problem-solving roles, whereas male characters were generally portrayed as caring, supportive, and cooperative. However, mixed-gender representations and collaborative activities were also frequently depicted, suggesting that the textbook reflected a relatively inclusive representation of gender.

The second Indonesian social values and identity in the *English for Nusantara* textbook were mainly reflected through cooperation, social interaction, responsibility, respect for diversity, and cultural practices. Based on Tables two and three, the social values identified in the textbook included Cooperation, Mutual Assistance, Responsibility, Social

Awareness, and Equality and Social Justice, while the cultural identity indicators included Clothing, Traditional Houses, Ceremony, and Cultural Practice. Cooperation was found in six chapters, making it the most dominant social value, whereas Cultural Practice was found in three chapters and became the most frequently represented cultural identity indicator. These findings showed that the textbook emphasized social responsibility, cooperation, diversity, and cultural values as important aspects of Indonesian identity

5.2. Suggestions

Based on the findings of this study, several suggestions are proposed for different stakeholders:

- 1) For textbook writers and curriculum developers, it is recommended to further improve gender balance by increasing the representation of female characters in active, leadership, and decision-making roles. This can help reduce subtle gender bias and promote more equitable gender portrayals in educational materials.
- 2) For teachers, it is suggested that they critically evaluate textbook content before and during classroom use, particularly in relation to gender representation and cultural values. Teachers can also facilitate classroom discussions that encourage students to reflect on gender equality and social values embedded in the learning materials.
- 3) For future researchers, it is suggested to expand the scope of analysis by comparing different English textbooks across grades or curricula, or by integrating students' perceptions of gender and cultural representation.

This can provide a more comprehensive understanding of how textbook influence learners identity construction.

- 4) For students, the textbook can be used not only as a language learning resource but also as a medium to develop awareness of social values, cultural identity, and gender equality in everyday life.