

**AN ANALYSIS OF GENDER REPRESENTATION IN
ENGLISH TEXTBOOKS FOR TENTH GRADE STUDENTS**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By

VIVI VIDARI

NPM.1711040170

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2021 M/1443 H**

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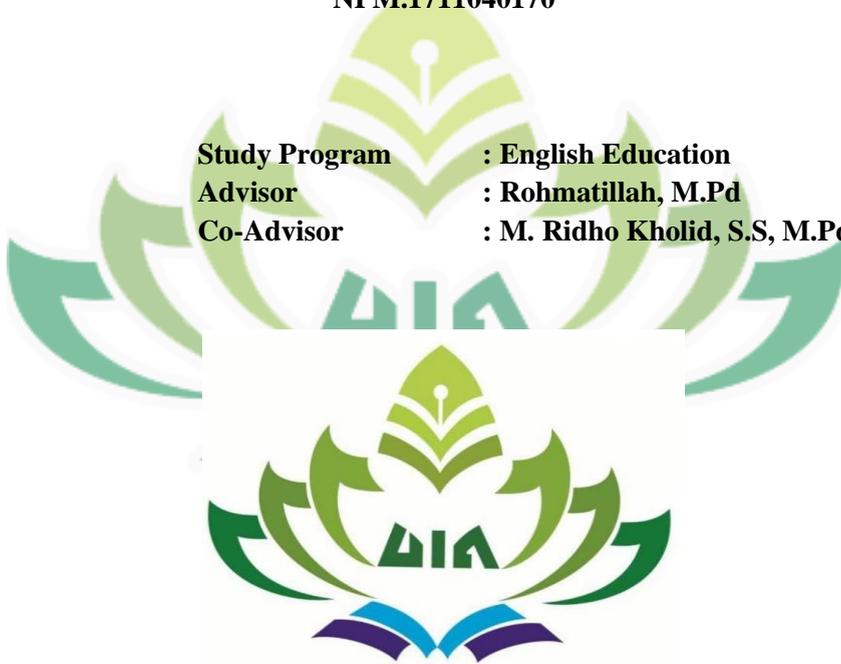
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2021 M/ 1443**

ABSTRACT

The research related to how gender was represented in three English textbooks for tenth grade students used in schools. The textbooks were Talk Active by Yudhistira, Bahasa Inggris by Indonesian Ministry of Education and Culture, and Pathway to English by Erlangga. This research aimed to find out the gender balance and imbalance represented in textbooks using Logsdon's theory and to assess the most dominant aspect of gender representation in each textbooks.

Descriptive qualitative research was used as the design of this research. Meanwhile, the instrument of this research was the researcher itself. Documentation was used to obtain the data. Moreover, there were three processes in analyzing the data by Miles and Huberman: data condensation, data display and drawing and verifying conclusion.

The findings of this study indicated that female and male were portrayed unequally. Almost all aspects of gender representation in three selected textbooks were dominated by male. However, it was discovered one aspect which was dominated by female namely female games in Bahasa Inggris textbook. Furthermore, gender bias was still found in these textbooks. It was due to stereotypes toward both genders which assumed that men's trait were strong, competent, independent, dominant, and active while women's were the opposite. Besides, the most dominant aspect in the three English textbooks were female or male mentioned.

Key words: *Gender Representation, Gender Bias, English Textbook.*

DECLARATION

The researcher is a student with the following identity:

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Thesis Title : An Analysis of Gender Representation in
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Students

Hereby stated that this thesis is definitely my own work. I am completely for the content of this undergraduate thesis. Other writers' or experts' opinions or finding included in the undergraduate thesis were quoted or cited in accordance with ethical standards.

Bandar Lampung, January 2022



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ADMISSION

A thesis entitled: **“An Analysis of Gender Representation in English Textbooks for Tenth Grade Students”**, By: **Vivi Vidari, NPM: 1711040170**, Study Program: **English Education**, was tested and defended in the examination session held on: **Wednesday, February 16th 2022.**

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MOTTO

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا
إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَنُّكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other)). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).”¹ (Q.s Al-Hujurat: 13)



¹ Abdullah Yusuf Ali, The Meaning of Holy Quran, New Edition Revised Translation, (Madinah: Almana Publication, 2004), p. 366

DEDICATION

I offer up my praise and gratitude to Allah SWT for always giving the abundant blessing to me. Then, I sincerely dedicate this undergraduate thesis to:

1. my dearest parents Mr. Darmawansyah and Mrs. Asnita who always pray and support me until I could finish this undergraduate thesis,
2. my lovely elder and younger sisters who always give me a support to complete my undergraduate thesis,
3. my beloved big family who supports and gives me advice, and
4. my Almamater, State Islamic of University Raden Intan Lampung.



CURRICULUM VITAE

Vivi Vidari was born on May 22nd, 1999 in Bandar Lampung. Vivi is the second child from three siblings of Mr. Darmawansyah and Ms. Asnita. She began her educational at SDN 1 Pesawahan then graduated in 2011. After that, she continued her study at SMPN 6 Bandar Lampung and graduated in 2014. Then, she graduated from MAN 2 Bandar Lampung in 2017. She was accepted to be a student in English Education Study Program at State Islamic of University Raden Intan Lampung. During her college life, she joined one of the campus organizations, UKM Bahasa. She was awarded a scholarship in teaching and learning English at Rumah Inggris. Additionally, she has been participated in volunteer programs such as Indonesia Teaching Community (ITC) and Ngajak Anak Belajar (Ngajar).



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In the name of Allah SWT, the most gracious and merciful so that this thesis was completed. A long journey has been passed in conducting this masterwork. Ups and downs throughout the process turned the writer wiser, especially in decipher the meaning of patience. In the greatest appreciation, the gratitude are intended to:

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Lastly, it was said that all the shortcoming and mistakes were clearly present in the process of making in this masterwork. Therefore, the deepest apologies and critics are conveyed and accepted. This research

was expected to be useful for readers and can be used as a reference for development for a better future.

Bandar Lampung, January 2022
The writer

Vivi Vidari
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CHAPTER I

INTRODUCTION

A. Title Affirmation

As the first step to understand the title of this research, the researcher will explain the title used in this research. This is aimed to provide information about the title and to avoid misunderstanding to the readers. The study is titled “An Analysis of Gender Representation in English Textbooks for Tenth Grade Students.” The explanation of the title as follows:

Analysis is an attempt by a person or researcher to find and solve a problem in it. In linguistics, analysis is a study of language to examine the structure of language in depth. Textbook is a tool used as the main reference for certain subject in presenting material by the teacher in classroom. Also, teacher uses the textbooks that are relevant for the learning objective being accomplished. Textbook analysis is an evaluation process that determines how well the contents of a textbook are being utilized for pupils. Textbook analysis also enables teachers to move beyond impressionistic assessments, get meaningful, reliable, systematic, and contextual insight and comprehension into the textbook material's overarching character.¹

Gender refers to men and women's roles and obligations in the family, community, and culture. It is the process by which men and women socially acquire their femininity or masculinity. Gender representation is the way how women and men are represented in the textbook. It is for assessing the balance or imbalance of gender in pictures and texts that contain in textbook. Balance or equal representation means that both genders are presented equally in terms of pictures and also texts. Simultaneously, imbalance or unequal representation

¹ M. Ali Ghufroon, & Mursid Saleh, “*Designing a Model of Research Paper Writing Instructional Materials for Academic Writing Course: Textbook Evaluation*”, (Language Circle: Journal of Language and Literature X/2, 2016), p.116.

implies that one gender is overrepresented in words and images. The majority of people believe males are more dominant than females.² Actually this statement implies gender bias implicitly which happens in society, especially in school textbooks.

The researcher analyzed three English textbooks. The first textbook titled “*Talk Active for Senior High School Year X*” by Yudhistira. The second textbook is “*Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X*” by Indonesia Ministry of Education and Culture. And the third is “*Pathway to English for SMA/ MA grade X*” by Erlangga. The researcher chose the three textbooks because the textbooks are arranged based on Curriculum 2013. Besides, most schools use one of these textbooks into. From the previous explanation, it can be concluded that this research analyzed how gender is presented in English textbooks. Thus, the researcher chose research title “An Analysis of Gender Representation in English Textbooks for Tenth Grade Students.”

B. Background of the Problem

Everyone, men and women alike, must obtain an education in this era. Education is critical in terms of developing quality human resources capable of maintaining up with the rising technological advancements. Thus, education is one of the foundations of achieving a decent and prosperous life. The educational process is comprised of several components, including humans as objects and educators, methods as instructional strategies, and media as instructional tools. Learning media can be viewed as a tool that can be used to stimulate students' thoughts, feelings, attention, abilities, and skills in order to promote a more effective and efficient learning process. There are numerous types of educational media, including posters, tape recorders, videos, music, films, power point presentations, journals, and textbooks.

² Janet Holmes & Miriam Meyerhoff, “*The Handbook of Language and Gender*”, (Oxford: Blackwell Publishing, 2003), p. 473.

The textbook is frequently used as a guide for the teacher when presenting material to be taught. When textbooks are used in the classroom, both the teacher and the students get benefits. To begin, Hutchinson and Torres said that textbooks provide input for classroom lessons via texts, activities, and explanations.³ This means that textbooks will provide us with a wealth of information, knowledge, and activities. Second, teachers who are inexperienced and in need of teacher training can benefit from textbooks because they can serve as a foundation for developing their teaching. Additionally, teachers and students can evaluate prior learning sessions in the textbook to prepare for the upcoming meeting. As a result of the preceding statement, it can be concluded that textbooks are critical media in the teaching and learning process.

There are numerous varieties of English textbooks available today. Thus, the teacher should carefully select the textbook prior to using it in the classroom. The textbook chosen will have an effect on the success or failure of the teaching and learning process. The textbook analysis process is divided into two stages. The first stage would be to evaluate the book's content in relation to its intended users. The second stage would be to determine the efficacy of the materials. Additionally, teachers must analyze the textbook in order to alter educational materials. For instance, teachers can incorporate materials when the textbook's content is incomplete. Additionally, they might eliminate unnecessary materials from the guidebook. When teachers deem textbook contents inappropriate for classroom instruction, they may substitute their own materials.

At this point, the majority of teachers analyze textbooks, choosing and adapting material to fit the syllabus. They select textbook materials that are appropriate for students, eliminate those that are inappropriate or excessive, and incorporate

³ Hutchinson, T., & E. Tores, (1994). "*The Textbook as Agent of Change.*" ELT Journal Volume 48/4. Oxford University Press, p.317.

material from other sources that is not included in the textbook but it is crucial for students.

Additionally, the researcher interviewed several English teachers to ascertain how they analyze textbooks, and their responses were nearly identical. The English teachers only evaluate whether the materials are appropriate for the syllabus and then use the school's textbook. Indeed, numerous aspects of the textbook require analysis, including the types of vocabularies developed, illustrations, exercises, and social and cultural aspects such as the concept of gender. As a result, it is critical to analyze the entire content of the textbooks, particularly the concept of gender.

In Indonesia, there are numerous ethnic groups and customs in Indonesia, including Lampung, Betawi, and Minangkabau. Three of them are several examples of Indonesian ethics. Gender and culture are inextricably linked. Gender refers to the public roles assigned to men and women in society.⁴ It is determined by their social environment. According to Robinson:

Anthropological descriptions focus on a variety of sectors of social life that reflect the archipelago's different gender hierarchies, most prominently phenomenology investigations of familial behaviors, marital and living accommodations, legacy, and symbolic programs rely on two sexes (the latter is particularly acute in eastern Indonesia).⁵

Gender norms in Indonesia have indeed been altered in the name of gender parity, however this has led to additional issues. One of them is an occupation issue. Many societies believe that women's roles are limited to housework and that only men are capable of repairing machines. That is not true,

⁴ Thiyagu, "*Gender, School, Society and Inclusive School*," (India, Tiruchirappalli: Bharathidasan University, 2015), p.2.

⁵ Kathryn Robinson, "*Gender, Islam and Democracy in Indonesia*," (New York: Routledge, 2009), p.11.

as women and men have equal opportunities to do lots of things. This means that gender is a fascinating topic for analysis.

Moreover, the material of the textbook reflects social and cultural norms such as gender. Students acquire language from the textbook, and their capacity to comprehend and interpret things around them is impacted by language. It is critical for the textbook to represent balanced pictures and content about males and females and to encourage students to consider a range of options and positions for both genders, as students' attitudes and values are shaped by their surroundings, including the values taught in school.⁶ Additionally, it can assist teachers in avoiding social issues that may arise as a result of their gender. Thus, it is critical to analyze and discuss gender in textbooks, particularly in ELT textbooks.

Likewise, gender analysis on textbooks is critical, as textbook materials have an implicit gender bias. As mentioned in *Evaluating and Selecting Learning Resources: A handbook*, certain resources include an implicit bias against women as a result of their cultural or historical background. When such materials are used, it is necessary to educate students about the context.⁷ Moreover, some studies analyzed gender representation in English textbooks. The results of their studies explained that most textbooks contain gender bias. Analytical and Capacity Development Partnership (ACDP) Indonesia also stated that numerous instances of gender bias were discovered in Indonesian textbooks.

Due to the reasons stated previously, it is crucial to examine gender in ELT textbooks, particularly gender representation. This could support and assist teachers in

⁶ Davies, J, Richardson, S, Gaudet, K, Adams, L, *et al*, “*Evaluation and Selection of Learning Resources*”, (Charlottetown, Canada: Prince Edward Island Department of Education, 2008), p 6.

⁷ *Ibid*

achieving the educational objective. Consequently, a gender representation analysis of ELT textbooks were be conducted. Beside, this study examined three textbooks for tenth grade students. The first textbook is titled “Talk Active” which released by Yudhistira. This textbook is used in several schools including SMA AL-Azhar, SMA AL-Kautsar, and SMA Gajah Mada Bandar Lampung. The second textbook is “*Bahasa Inggris*” that published by the Indonesian ministry of Education and Culture, this book is used in SMA N 8 Bandar Lampung, SMA N 2 Bandar Lampung, SMA N 16 Bandar Lampung, and SMA N 1 Talang Padang. And the third book is “*Pathway to English*” by Erlangga, SMA N 7 Bandar Lampung and MAN 1 Bandar Lampung are used this book. Three English textbooks are chosen because they are arranged by Curriculum 2013 and most schools use these textbooks too. As a result, the researcher is interested in conducting a study titled “**An Analysis of Gender Representation in English Textbooks for Tenth Grade Students**”.

C. Identification of the Problem

The researcher identified the following issues as a result of the problem’s context:

1. Most English teachers only analyze whether the materials are suitable for the syllabus or not and use the textbooks supplied by their school.
2. The English teachers do not pay attention to social cultural aspect, especially gender in the textbook.

D. Focus and Sub-focus of the study

1. Focus of Study

The researcher focused on how gender was represented in English textbooks for tenth grade students by Logsdon. There are three textbooks that were analyzed in this

research. The first textbook titled “*Talk Active for Senior High School Year X*” by Yudhistira. The second one is “*Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X*” by Indonesia Ministry of Education and Culture. And the third is “*Pathway to English for SMA/ MA grade X* by Erlangga. The researcher also investigated materials, tasks, grammatical, and the entire content of textbooks used during a semester's teaching and learning process. And the researcher assessed the most dominant aspect of gender representation in each textbooks by Logsdon.

2. Sub-focus of study

Sub-focus of this study was the researcher analyzed three textbooks mentioned with using Logsdon's theory about how gender representation. This theory identified six different aspects of gender representation in textbooks, and the researcher employed all of them.

E. Formulation of the Problem

After examining the problem's scope and limitations, the researcher identified the problem as follows:

1. How was gender represented in the three textbooks that entitled “*Talk Active for Senior High School Year X* by Yudhistira, *Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X* by Indonesia Ministry of Education and Culture, and *Pathway to English for SMA/ MA grade X* by Erlangga” using Logsdon's theory?
2. Which aspect was the most dominant in three textbooks based on gender representation suggested by Logsdon?

F. Objective of the study

The objectives for the study were determined by the problem's formulation as follow:

1. To find out how gender was represented in three textbooks: *Talk Active for Senior High School Year X* by Yudhistira, *Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X* by Indonesia Ministry of Education and Culture, and *Pathway to English for SMA/ MA grade X* by Erlangga using Logsdon's theory.
2. To assess the most dominant aspect that was presented in three English textbooks suggested by Logsdon.

G. Significance of the study

The findings of this investigation are intended to have both theoretical and practical implications. The significances are described as follow:

1. Theoretically

The findings of this research intend to benefit readers by increasing their understanding of gender representation in textbooks, as well as theories about textbook analysis and gender representation.

2. Practically

a. The Teacher

This study aimed to be a guide for teachers in avoiding gender bias while selecting the English textbooks to be used in education process.

b. The Students

This study is intended to provide extra information about gender representation which found in the third textbooks titled *Talk Active for Senior High School Year X* by Yudhistira, *Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X* by Indonesia Ministry of Education and Culture, and *Pathway to English for SMA/ MA grade X* by Erlangga. And students can understand the kinds of gender representation as well as can be more aware about gender issue.

c. The Other Researcher

This research was intended to serve as a guide for other academics interested in discussing similar studies.

H. Relevance of the Study

There have been several studies conducted on gender in English textbook. The first study is “*The Analysis of Gender Position in ELT (English Language Teaching) Textbooks for Eleventh Grade Students*” which is done by Ani Syela.⁸ The purpose of this study is to determine which gender positions are equivalent in textbooks *Bahasa Inggris* for eleventh grade students in the first term and *Pathway to English for eleventh grade*, as well as to determine which male and female roles are appropriate for their gender positions. This research used six elements to analyze gender in textbook. The elements are female or male visual depiction or portrayal, female or male characters, female or male mentioned, male role models of female or male, female/ male activities, and pattern of mentioning female/ male. The result demonstrates that in the first textbook, female and male characters appear in equal numbers and there is no dominant female or male character. While in the second textbook, it was discovered that males dominate all aspects. Additionally, it was discovered that the second textbook contains inappropriate gender roles.

Second is study from Ummu Salamah titled “*Gender Representation in The English Textbook (A Content Analysis of Bright for Seventh Grade Students Published by Erlangga)*.”⁹ The purpose of this thesis is to determine whether or not gender is appropriately portrayed in the “*Bright: An English Course for*

⁸ Ani Syela. “*The Analysis of Gender Position in ELT (English Language Teaching) Textbooks for Eleventh Grade Students*”. A thesis (2018), Sultan Maulana Hasanuddin State Islamic University Banten.

⁹ Ummu Salamah, “*Gender Representation in the English Textbook, A Content Analysis of Bright for Seventh Grade Student Publisbed by Erlangga.*” A thesis (2014), Syarif Hidayatullah State Islamic University Jakarta.

Seventh Grade Junior High School Students”. She examined six facets of Logsdon's gender representation. Female/male images, female/male mentions, roles of female/male, games of female/male, role models of female/male, and pattern of female/male mentions are all considered. As a result of the research, gender is unequally depicted in the book that she had been analyzed. Males dominate in 4 categories: images, roles of gender, games of female/male, and role models of gender. However, females dominate males in two categories: the total of female/male names mentioned and the pattern of female/male name mentions. As a result, gender representation is imbalance in the *Bright*.

The third study entitled “*Gender Representation in Indonesia EFL Textbook Exercise (A Critical Analysis of Buku Bahasa Inggris Exercise Published by Kemendikbud)*” which is done by Aslim Zahri.¹⁰ The focus of this thesis is to whether both sexes are fairly represented in the course book. This research evaluated gender parity in textbooks by examining five factors identified by Amin and Birjandi. Visibility, firstness, feminine/masculine, basic constructions, behavior, and profession are all considered. The findings indicate that this textbook portrays gender unequally and that three out of five characteristics are lacking. Visibility, activity, and occupation were the categories discovered. While the categories of firstness and generic masculinity could not be recognized here. Males dominating two categories in this textbook: activity and occupation. Females outnumber males in one category: visibility.

The last relevance study is written by Siti Azisah. The title is “*Gender Representation in English Textbooks of 2013 Curriculum in An Islamic Junior High School in South Sulawesi*”.

¹⁰ Aslim Zahri, “*Gender Representation in Indonesia EFL Textbook Exercise (A Critical Analysis of Buku Bahasa Inggris Exercise Published by Kemendikbud)*”. A thesis (2018), Ar Raniry Islamic State University.

Indonesia".¹¹ The focus of this thesis is to examine the representation of gender in English textbooks from the 2013 curriculum used in an Islamic School in South Sulawesi. This research examined three textbooks; *Passport to the World 1, A Fun and Easy English Book for Grade VII of Junior High Schools* by Platinum PT Tiga Serangkai Putra Mandiri, *An English Course for Junior High School Students VIII* by Erlangga, and *Headline English for SMP-MTs 3* by Yrama Widya. Six categories were used to examine the textbooks: visibility (visible or invisible); equity (balance or imbalance); stereotyping or non-stereotyping; neutral or gender-based; and progressive or non-progressive. As a result of this research, textbooks depicted gender in a balanced, equitable, visible, and non-stereotypical manner. The eighth-grade textbook reflected balance, however there are stereotypes about gender, and there is also one gender dominant portrayal in the eighth-grade textbook.

All of the research articles mentioned previously discuss some similarities and differences with this research. To start, this study intended to find out how gender was represented in textbooks for tenth grade students by Logsdon and to assess the most dominant aspect of gender representation in each three textbooks suggested by Logsdon. Second, this research used three English textbooks for tenth grade students, which titled *Talk Active for Senior High School Year X* by Yudhistira, *Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X* by Indonesia Ministry of Education and Culture, and *Pathway to English for SMA/ MA grade X* by Erlangga. Three English textbooks were chosen because they are arranged by Curriculum 2013 and most schools use these textbooks.

¹¹ Siti Azisah, "Gender Representation in English Textbooks of 2013 Curriculum in An Islamic Junior High School in South Sulawesi Indonesia. Journal (2017), Alauddin Makasar State Islamic Univeristy.

I. Research Methodology

1. Research Design

Research design can be defined as the specific techniques involved in the research process, including data collecting, analysis, and report writing.¹² It can be known that research designs are important procedures that aid the researcher in conducting his or her research. Such as how the data can be gathered, how the data can be analyzed, and the resulting information can be used to solve the study objectives. Qualitative research was used to support this analysis and descriptive qualitative was used as the method. This method is used to accurately and factually describe the facts and features of a particular segment of the population.¹³ Descriptive qualitative research is defined as research that explains the phenomena or events studied in a methodical, accurate, and factual manner or that displays the fact, qualities, and relationship of the research components. In this study, researcher chose descriptive qualitative as the research method since it is appropriate and helps the research to analyze how gender representation in materials, tasks, grammatical, and the entire content of textbooks using Logsdon's theory in three English textbooks and assess the most dominant aspects of gender by Logsdon.

2. Instrument

The researcher is a major instrument in qualitative research. This means that the researcher is ultimately responsible for selecting the appropriate instrument for her/his research. In addition, the human investigator is also the human investigator is the main instrument for data collection and analysis.¹⁴ This is one advantage in doing the qualitative analysis, which is the

¹² John W. Creswell, *“Planning, Conducting, and Evaluating Quantitative and Qualitative Research”*, (Boston: Pearson, 2012), fourth edition, p. 20.

¹³ Isaac and William, *A Handbook in Research and Evaluation 2nd Ed.*,(California: Edits Publishers),p.46

¹⁴ Donald Ary, et.al. *Introduction to Research in Education*, (Canada: Wadsworth, 2010), eight edition, p.424.

researcher allowed to set the way of planning the research, collecting the data, analyzing the data and representing the data by herself.

3. Data Collecting Technique

A data collection technique is a series of steps taken by a researcher to objectively collect data. Numerous data collection procedures were utilized to assure the data's accuracy. The data were acquired through document analysis. The term refers to written documents or artifacts composed entirely of text, such as textbooks, novels, and journals. This investigation assessed the content of three English textbooks, *Talk Active*, *Bahasa Inggris*, and *Pathway to English* were examined in this study, involving texts, images, lexicon, as well as tasks. The procedure to collect the data:

- 1) The researcher found English textbooks that would be analyzed. The researcher used three English textbooks for tenth grade students entitled "Talk Active" by Yudhistira, "Bahasa Inggris" released by Ministry of Education and Culture, and "Pathway to English" by Erlangga.
- 2) The researcher read the English textbooks.
- 3) The researcher collected the entire content of textbooks about gender representation that exist in three English textbooks.

4. Data Analysis

As said by Miles and Huberman, data analysis consists of three steps: data condensation, data display, and drawing and verifying conclusion.¹⁵

- 1) Data Condensation

Data condensation is the initial stage in analyzing the data for this analysis. According to Miles, data

¹⁵ Matthew B. Miles, A. Michael Huberman and Johnny Saldana, 2014 "Qualitative Data Analysis: a Methods Sourcebook", Third Edition, Arizona: Sage Publications, p.31.

condensation is the way of determining, concentrating, reducing, separating, and translating data in the field into written records. This study obtained data from documentation, primarily English textbooks. The researcher identified the gender representation in three English textbooks based on Logsdon's theory.

2) Data Display

The second stage is to display the data. The data displayed is a structured and compacted collection of information that enables conclusions and actions to be drawn. The function of data display is to help the reader understand about the data.

3) Drawing and Verifying Conclusion

Conclusions and verification are the final steps in the analysis process. The researcher reached a conclusion in this step to explore the meaning of the analyzed data and their implications for the research questions, whereas verification is a series of processes that can explain the answers to the formulation of the problem and research objectives. This conclusion of this research was to analyze how gender representation in three English textbooks, the researcher analyzed gender representation with using six aspects of gender by Logsdon's theory. Besides, the researcher assess the most dominant aspect of gender representation by Logsdon in Salamah in each textbooks.

The aspects are:

- a. Female or male picture: the researcher tallied the total of female and male images present in English textbooks
- b. Female or male mentioned: female and male mentioned in English textbook were tallied including proper noun, pronoun, common noun, and title.

- c. Female or male role: the occupational roles of female/ male was counted, such as student, doctor, etc.
- d. Female/ male games: the researcher counted the activities which present in textbook (e.g football, swimming).
- e. Female/ male roles models: the role models present in sentences or exercises were tallied (e.g public figure and famous singer).
- f. Pattern of mentioning female/male names: the order of mention of female and male names in a single phrase (e.g Rina and Thoni) were be tallied.¹⁶

5. Research Procedure

The procedures of the research used as follows:

- a. The researcher read all contents in the English textbooks.
- b. The researcher identified all gender that exist in the three selected English textbooks.
- c. The researcher classified all gender that exist in textbooks based on six aspects gender representation by Logsdon into tables.
- d. The researcher put the data into tables based on the names of six aspects gender representation by Logsdon.
- e. The researcher counted the data in each aspect of the gender representation.
- f. The researcher took a look about imbalance or balance gender in three English textbooks.
- g. The researcher took a look the most dominant of aspect gender representation in each English textbook by Logsdon.

¹⁶ Ummu Salamah, *Op. Cit.* p.21-22

- h. The researcher made conclusions from the analysis in this research.

6. Trustworthiness of the Data

Qualitative research requires that the inferences drawn from the data are valid; additionally, the consistency of the data must be considered. This means that the research instrument should also be validated prior to being used to analyze the data in order to obtain a reliable result. What's more, Ary divided 4 aspects for gaining it; credibility, transferability, dependability, and conformability.¹⁷

1) Credibility

Credibility is concerned with the accuracy and veracity of the findings. This implies that the researcher should be thorough in conducting and reporting the research's findings. To show up at credible findings, the researcher must first establish confidence in the findings through a thorough examination of the research design, participants, and context.

2) Transferability

Transferability refers to the researcher's assessment of the study's findings' applicability or generalizability to different situations or populations. It is the process of establishing the credibility of data about the context in order for it to be compared and appraised. The transfer occurs when the future user of the findings compares and determines the degree of resemblance between the two contexts.

3) Dependability

Dependability is expected in qualitative research because the context of the study changes. It focuses about the consistency that is pondered as the scope of variation that can be traced or explained.

¹⁷ Donald Ary, et.al, 2010, *Op. Cit.* p 498.

4) Conformability

The findings of the research study can be confirmed by other researcher. Conformability is engaged with demonstrating that the data and interpretation of the results are not a fiction of the inquirer's imagination, but are taken directly from the data.

The researcher used credibility and conformability to determine the validity of data in this study. Because the data were used to demonstrate the truth of the research study's findings, it is essential to validate the data by consulting an expert to ensure the research's validity. Credibility has four strategies; prolonged engagement, persistent observation, triangulation, and member check. In this case, the researcher only used triangulation. Triangulation is the process of confirming and discovering facts through cross-checking it. As said by Miles and Huberman, triangulation is used to demonstrate that alternative measures of a conclusion agree with it or do not contradict it. Moreover, Miles also explain that triangulation can be identified as follow:

a. Triangulation of data source

The data were collected from different persons, times, places, and etc.

b. Methodological triangulation

Method triangulation included observation, interview document.

c. Researcher/Investigator triangulation

Researcher triangulation engaged the assistance of numerous investigators throughout data collecting and analysis. This type requires the participation of a large number of observers in order to validate the data.

d. Theoretical Triangulation

The data were collected from several theories which related to the research in data analysis such as journals, articles, books etc.

After knowing the kinds of triangulation based on Miles, Huberman, and Saldana. The researcher used investigator triangulation in this research. Furthermore, the researcher validated the data by involving an expert. The researcher asked Ms Firma for help to validate this research.



CHAPTER II

THEORITICAL FRAMEWORK

A. Textbooks

1. Definition of Textbook

Textbook or course book is a type of media which frequently used in education system. Numerous scholars have given various definitions of textbook. According to Tomlinson, textbook covers all of the necessary material for a language-learning course. It aims to fit as much material into a printed book as possible and is intended to be the main book that learners must use throughout a course.¹⁸ Richard also stated textbooks are designed to be instructional resources that aid in learning by activating cognitive functions and providing learners with structure and growth. It indicates that the teacher is used the textbook as a reference throughout the teaching learning process, particularly in the classroom.

Additionally, Tomlinson considers a textbook as a source for presenting material, as well as engaging students in activities such as lexical, pronunciation, language, listening, reading, speaking, and writing.¹⁹ Similarly, Saif in Abdelrahman argues that a textbook is a term for program and that it is the student's guidance that delivers knowledge and develops their thinking. This implies that textbooks are important part of the educational, inextricably linked to the teaching and learning processes.

Furthermore, Richards said that textbooks are included into language instruction in a variety of ways. The textbook is used in accordance with the student's necessities and objectives. For instance, an English teacher utilizes a reading handbook to teach the students how to read. While the teacher is instructing his

¹⁸ Tomlinson. B, "*Materials Development in Language Teaching*, Second edition", (Cambridge: Cambridge University Press, 2011).

¹⁹ *Ibid.*

students on grammar, he may select a grammar guidebook as the teaching book.²⁰

From all statements above, it is clear that textbooks cannot be omitted from the classroom instruction. The teacher employs textbooks as the major source of information for a subject while delivering material in the classroom, and the teacher also uses textbooks that are appropriate for the learning objective being achieved. As illustration, if a teacher teaches the learners to write, she utilizes a writing book in the lesson. Students will get benefit too when using textbook, they can use textbook as a guide for obtaining information in understanding the material and practice the exercises from teacher.

2. The Role of Using Textbook in EFL

Textbooks play essential components in educational activities, particularly in the English language subject. Sheldon in Litz says that textbooks do not only demonstrate the physical basis of any ELT system, but it also provide significant benefits for students and teachers while employed in the EFL classes.²¹ Cunningsworth summarized the role of textbook contents in language instruction. Among them is the following:

- 1) A repository of oral and written presentation resources;
- 2) A repository of exercises for learners to develop communicative interaction and practice;
- 3) A guide book for pupils on a variety of subjects, including syntax, lexicon, and accent;
- 4) A provider of enrichment and activity ideas for the school;
- 5) A course that incorporates previously established learning goals;
- 6) A repository for identity education or self-access activities;

²⁰ Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 254.

²¹ David R. A. Litz, "Textbook Evaluation and ELT Management: a South Korean Case Study, (Asian EFL Journal, 2001), p. 5.

- 7) Assistance to inexperienced teachers who have yet to develop confidence.²²

Hutchinson and Torres in Awasthi suggest that textbooks are nearly universal component of teacher instruction and supervision, a remembering assist for learners, and a lasting record of what was being taught. Second, a textbook can indeed provide as a complement to teachers' classroom instruction. Third, a textbook provide guidance for teachers who lack experience regarding the types of materials and approaches to use. Also, a textbook can serve as a guide for teachers in providing learners with structured resources. As a result of these explanations, textbooks provide significant benefits in the EFL classroom, not only for the teacher as well as for the students.

3. Textbook Analysis

Numerous textbooks have been written with different variants and authors. Because of it, teacher should be able to choose the appropriate textbook selectively. Mukundan, et al mention that the textbook selection will also determine the success or the failure of the study.²³ It seems that teacher should assess textbooks prior to using them based on the objective of the learning.

Cunningsworth identifies four rules for analyzing textbooks. To begin, textbooks should be appropriate for students' needs and align with the language learning goals. Second, textbooks should demonstrate the subject's actual application to the learner. In learning languages, excellent textbooks should equip students with the skills necessary to utilize appropriate language to accomplish their goals. Thirdly, textbooks must take into account students' requirements as learners and should aid their process of

²² Cunningsworth. A *“Choosing Your Coursebook”* 1995, Oxford: Heineman, p. 7.

²³ Mukundan, J., Hajimohammadi, R., & Nimehchisalem, V. (2011). *“Developing an English language textbook evaluation checklist. Contemporary Issues in Education Research”*, 4 (6), p.100

learning without enforcing a rigid 'method' fanatically. And the last, textbooks should clearly serve to facilitate learning.²⁴

Besides, Nation and Macalister state that the teacher must select and examine textbooks or course books for a variety of reasons. Here are a few examples.

- 1) The course book does not include many of the practices which the teacher has previously effectively implemented.
- 2) The course book information does not comfortably fit inside the course's period given.
- 3) The course book includes content which is incompatible with the learners' ability level or age.
- 4) The learners' skills and information do not correspond to those outlined in the course book.
- 5) The course book omits necessary language objects, abilities, concepts, discussion, and strategies.
- 6) The course book does not incorporate the teacher's preferred concepts.
- 7) The course book excludes pupils from the program creation process.²⁵

Further, Wen-Cheng et al propose that several factors should be considered while analyzing textbooks. Textbooks should include the following:

- 1) Be the most recently published.
- 2) Include relevant content.
- 3) Calculate the linguistic and cultural diversity.
- 4) Use proper layout and formatting.
- 5) Include images that are appropriate and clear.

²⁴ Cunningsworth, *Op. Cit.*, p. 15-17.

²⁵ I.S.P. Nation and John Macalister, "*Language Curriculum Design*", (New York: Routledge, 2010), p. 161.

- 6) Contain audiovisual materials that are clear, authentic, and suitable.
- 7) Contain a suitable for a diversity of learning methods.
- 8) Work well in conjunction with a variety of arranging approaches.
- 9) Include workouts.²⁶

Conversely, Richards contends that a textbook can assume six different forms. The first type is content modification. A criteria of a good textbook is if the content is not aged, sex, socioeconomic background, profession, religious, or ethnic heritage appropriate for the target students, it might need to be altered. The second is the ability to add or delete content. The textbook's content can be modified or eliminated if it has too many or too few learning activities. The third is content reorganization. The teacher can rearrange and restructure which contents are more appropriate for use in particular types of learning. The following, when adapting a textbook, the teacher can also address omissions. The teacher may omit unimportant content from the textbook. Moreover, teachers can adjust activities to provide pupils with additional emphasis. As illustration, a listening exercise may be designed solely for the purpose of gathering information; as a result, it is altered to require students to listen a second or third times for a specific way. And lastly, insufficient experience might be incorporated into the textbook by expanding tasks.²⁷

On the other hand, Campbell in Ena establish some basic qualitative standards for aligning or selecting textbooks to ensure that they are culturally appropriate for students. The first criteria is that the instructional books be impartial and non-stereotypical. Second, they need possess a comprehensive, all-encompassing,

²⁶ Wang Wen-Cheng, Lin Chien-Hung, and Lee Chung-Chich, "*Thinking of the Textbook in the ESL/ EFL Classroom, English Language Teaching*", Vol. 4, No. 2, 2011, p.94.

²⁷ Jack C. Richards, "*Curriculum Development in Language Teaching*", Cambridge: Cambridge University Press, 2001), p. 260.

and all-encompassing comprehension of humanity and its background. Additionally, they need to have a range of perspectives. They should not be primarily representative of the majority group's culture. Effective educational media should draw on and extend prior experiences of pupils. Finally, they must aid students in analyzing and understanding how actual events occur.²⁸

In summary, teacher should choose and analyze textbooks depending on the aims and objectives of study, as textbook selection has a direct impact on the success or failure of learning. Teachers must also consider specific characteristics of textbooks, one of which being social implications.

B. Gender

1. Understanding about Gender

Gender is a term that is often encountered in daily life. Therefore, it is critical to comprehend gender. Tate asserts in Siren that gender is not innate; rather, it is shaped by a range of elements in a person's environment.²⁹ Gender is not a biological construct, it is a reflection of our own self-concept. Gender is an essential component of our identity and the image we portray of ourselves. Gender identity is composed of numerous components, including personality, other perception, biological, and environmental influences.³⁰ Therefore, gender identification can be used to describe human personality.

Many people believe that gender and sex are synonymous. They are connected, but have different meaning. According to Holmes, sex is the biological diversity of men and women. Whereas the term "gender" relates to the culturally constructed

²⁸ Ena, o.t. "*Gender Roles Representation in Indonesian School Textbooks: Visual Content Analysis.*" South Carolina: Createspace, 2014. P.5

²⁹ Tea Siren, Thesis: "*Representations of men and women in English language textbooks. A critical discourse analysis of Open Road 1-7*" (Olulu: Univeristy of Oulu Spring, 2018), p. 7

³⁰ *Ibid.*

distinctions between being feminine and masculine.³¹ This statement is also supported by Crawford and Unger, they state that sex is a biological difference in inherited traits, biological anatomy, and feature. On the other hand, gender is what culture produces from the 'natural resources' of biological sex. It can be said that sex is inborn, but gender is constructed socially.

Thiyagu also added that gender denotes to the duties and obligations given to males and females by our families, societies, and cultures.³² He also defined gender as common expectations and norms are having in society about the appropriate behavior of two sexes, features, and duties. Gender could be regarded of as a sociocultural concept which separates males and females and hence defines their interactions. These responsibilities and roles are acquired over generations and cultures.³³

Moreover, Swedish International Development Cooperation Agency (SIDA) emphasizes that gender plays a role in their activities.³⁴ To start, necessary work is defined as the activities which results in their employment. Secondly, biological work is inextricably linked to domestic duties. The next, social work includes time and effort devoted to political, spiritual, or group activity within an association, as well as community work and other activities in which both genders participate equally.

As the conclusion, Gender is used to differentiate between men and women non-biologically. Gender can be defined as society's perspective of an individual's function, expression, and identity. Social roles subconsciously influence the way people act as female or male which has an effect on the traits associated with being male or female in society. While gender can change over time, sex is an innate trait that cannot be changed.

³¹ Mary Holmes, *What is Gender? Sociological Approaches*, (London: SAGE Publications, 2007), p. 2.

³² Thiyagu. *Gender, School, Society and Inclusive School*, "Op. Cit, p. 2.

³³ *Ibid.* p. 4.

³⁴ Gender Analysis: *Principles and Elements*.(Stockholm: Swedish International Development Cooperation Agency, 2015), p. 3

2. Gender and Language

Gender and language are two distinct but intimately connected concepts. Women and men's social roles have an effect on how they utilize language. According to Ann Weatherall, gender has an effect on linguistic variety, which includes vocabulary, grammar, pronunciation, and communication style.³⁵ In accordance with Ronald Wardhaugh's assertion that the social responsibilities of men and women are related to gender and language.³⁶

In addition, Weatherall also mentions that women prefer color adjectives including *lavender*, *khaki*, *turquoise*, *violet*, and *fuchsia* whereas the majority of men do not. Additionally, she asserts that females frequently use the adjectives *darling*, *charming*, *wonderful*, *gorgeous*, and *sweet*, while males use them only very infrequently. Women are also considered to have their own lexicon, which contains terms and adjectives such as *elegant*, *wonderful*, *heavenly*, *beautiful*, *charming*, *cute*, and *amazing*.³⁷

Also there are distinctions between males and women in specific grammatical expressions in English. Women are more likely than men to adopt specific patterns linked with wonder and good manners. Because women are less certain of themselves and their beliefs than males, they can respond the inquiry with a statement that has an increasing tone rhythm. They accomplish this by including a tag inquiry in their statement, such as "They apprehended the thief last week, didn't they?" despite the fact that this is not an interrogative sentence, it does seek information.³⁸

Moreover, the following points illustrate the distinctions between men's and women's utterance:

³⁵ Ann Weatherall, "*Gender, Language and Discourse*", (New York: Routledge, 2002), p. 2.

³⁶ Ronald Wardhaugh, "*An Introduction to Sociolinguistics*", (Oxford: Blackwell Publishing, 2006), fifth edition, p. 315.

³⁷ *Ibid.* p.318-319.

³⁸ *Ibid.* p.321.

1. Both genders acquire district-specific language use patterns.
2. Women frequently place a greater emphasis on the affective components of a connection than males do.
3. Women are more prone to use verbal techniques emphasizing solidarity than men.
4. Women prefer to connect in ways that support and build solidarity, whereas males (particularly in formal circumstances) tend to interact in ways that support and maintain their authority and status.
5. Women seem to be more adaptive technically than men.

Besides, men's dominance in language is seen in the characteristics of naming conventions that categorize women according to their connection with males.³⁹ As illustration, after marrying, a wife takes on her husband's surname. Additionally, the title before women's names has historically differed according to their marital status (Mrs. or Miss). Nonetheless, the prefix (Mr.) preceding men's names is ignored for assessing their marital status.

In conclusion, gender and language are related. Gender has an effect on how women and men use language. Women and men can be classified into distinct roles in linguistics depending on their vocabulary, grammar, pronunciation, and communication style. In English, men's characteristic is more dominance than women.

3. Gender Stereotype

Stereotype refers to the collective opinion or preconceived features or attributes that something, people of a certain social circle, should possess.⁴⁰ Mary Talbot stated that the term "stereotype" is frequently used to relate to behavioral prescribing

³⁹ Ann Weatherall, "*Gender, Language and Discourse*", *Op. Cit*, p. 21

⁴⁰ A research from OHCHR Research and Right to Development Division Rule of Law, "*Gender stereotypes and Stereotyping and women's right*", 2014, p. 1.

or implicit assumptions, instead of specific traditions.⁴¹ This means that stereotypes are judgments about an individual based solely on the perceptions of the group into which that individual can be classified.

The majority of people portray men and women differently. In fact, they are same as human being. In context, gender stereotypes are interpreted differently such as jobs/ family obligations, passions, and also activities.⁴² Society shapes the perception of women and men, as well as their thoughts and behaviors. In general, stereotypes are classified into two types: auto and hetero stereotypes. Auto-stereotypes are biases against one's own group, and hetero-stereotypes are biases toward other groups. These forms of stereotypes have the potential to influence how an individual perceives himself or herself and another person's life. Furthermore, stereotypes might be favorable or unfavorable, correct or erroneous, and refuted by people of the particular social group.⁴³ Women, for comparison, are frequently portrayed as dependent and passive. Also, they are said to be fascinated by gossip, style, and purchasing. On the other hand, men are distinguished by attributes that are diametrically opposed to those of women, including independence and energy. These attitudes are referred to as gender stereotypes.

Gender stereotypes are preconceived notions about the differences between the sexes. By and large, society believe that men are dominant and women are subordinate. As Talbot points out, gender stereotypes associated with gender ideology perpetuate naturalized gender inequalities. They accomplish this by sustaining hegemonic male dominance and female submission.⁴⁴ For contrast, whereas men are naturally dominant

⁴¹ Janet Holmes and Miriam Meyerhoff, "*The Handbook of Language and Gender*", (Oxford: Blackwell Publishing, 2003), p. 472.

⁴² Mechouat Karima, "*Towards a Zero Tolerance on Gender Bias in the Moroccan EFL Textbooks: Innovation or Deterioration?*" Arab World English Journal (AWEJ) Vol.8, 3 September 2017, p. 338

⁴³ Robert A. Baron Nyla R. Branscombe, "*Social Psychology*", (United States of America : Pearson Education Limited, 2014), thirteenth edition, p. 201

⁴⁴ Holmes and Meyerhoff. *Op. Cit.* 472.

in conversation, women should ideally refrain from speaking at all.⁴⁵ Thus, gender stereotypes can be defined as preconceived notions about the traits of women and men. And men are more domineering in speech than women are.

However, Mary and Rhoda in Ummu stated to avoid misunderstanding about gender stereotypes which happened in characteristics of men and women, as follow:

- a. Stereotyped groups are clearly identified and have a low degree of authority.
- b. A large number of people believe on the features of a stereotyped group.
- c. Stereotypes involve an implicit judgments across communities, which is detrimental to the stereotyped group.
- d. While negative perceptions tend to become the consequence of processing of information, they are also influenced by impulses to defend oneself, the other's group, and the structure of society where one lives.
- e. Stereotypes are tough to overcome, even though the one who maintains them encounters multiple conflicting examples.
- f. The majority of people are unaware that they stereotype and reject that the stereotypical characteristics of their group apply to them.

In addition, Hilary said gender stereotypes include personal attributes, role in society (jobs), behaviors, and physical features (appearance). The first one is women's and men's personal characteristics frequently refer to the opposite adjectives. The features of women and men are categorized into two types: instrumentality and emotional attributes. Instrumentality is defined as the proactive, objective, self-sufficient, assertive, straightforward, emotionless, domineering, and capable

⁴⁵ *Ibid.* p.473.

characteristics of males. Yet emotional attributes are associated with female characteristics like expressiveness, warmth, sensitivity, concern for others, and a greater care about people and situations. Similarly, Richardson characterizes females being immature, inept, and incapable, whereas males are mature, complete, and capable. It demonstrates how two sexes are portrayed as possessing diametrically opposed traits. Stereotypes, on the other hand, implies that men seem for being superior to women. The following are common traits of women and men.⁴⁶

Table 2.1 Female and Male traits

Female traits	Male traits
Loving	Capable
Emotive	Dependable
Gentle/Polite	Tough/Coarse
Sensitive	Self-assured
Follower	Leader
Frail	Powerful
Pleasant	Skilled
Trendy	Nonconformist
Subtle	Assertive

The second is the social roles of women and men. According Law and Chan in Lee and Collins, social roles are classified as male-monopolized (done just by men), male-dominated (mostly done by men), female-monopolized (done solely by women), female-dominated (primarily done by women), and inherited by men and women (it can be done by both genders equally).⁴⁷

⁴⁶ Robert A. Baron Nyla R. Branscombe, *Op. Cit.* p.183.

⁴⁷ Jackie F.K. Lee and Peter Collins, “*Gender Representation in Hong Kong English Textbooks*” (<https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.eoc.org.hk/e>)

Male-monopolized category refers to roles that are exclusively done by men. In patriarchal views, men deserve to be the family's leader. Men hold influence over household problems in many civilizations because they are viewed as the family's head.⁴⁸ Female-monopolized is a term that refers to societal roles that are reserved exclusively for women. Male-monopolized is a term that refers to a male-dominated position. Men engage in activities within the home; they frequently perform household tasks such as operating machinery and repairing broken items. Whereas female-monopolized refers to a female-dominated position. Women at work illustrations depict household duties such as purchasing, cooking, nursing, and laundry. Besides, the findings reinforce patriarchal ideas that women are required to serve, wash the dishes, and handle housekeeping.⁴⁹ Gender-shared means that both genders characters are represented fairly. They are frequently in possession of something. Both genders characters also varied in their belongings: whereas men are more likely to own electronics and vehicles, women are more likely to own culinary equipment. Thus, it demonstrates that men and women exhibit a variety of diverse proclivities. Men's activities appear manly, while women's activities appear feminine.⁵⁰ Thus, it shows that both men and women portray different type of tendencies. It seems that the men's interests are more macho and the women's are more domestic.

Furthermore, women are typically responsible for maintaining communication between family members. Women are typically more empathic and also better listeners than men. They will both encourage and assist the speaker in continuing to

oc/upload/200671112336211184.pdf&ved=2ahUKEwjo7PeFwOnpAhXBeisKHTrxBtYQFjAAegQIAxAB&usg=AOvVaw1i7LJ7c3cBjYN3ao7oqrS&cshid=1591319851777/, 5 June 2020, 2006), p. 10-11

⁴⁸ Chona R. Echavez, "The Other Side of Gender Inequality: Men and Masculinities in Afghanistan" (paper presented at Afghanistan Research and Evaluation Unit, Kabul, 2016), p. 21

⁴⁹ David N.P. Mburu and Grace Nyagah, "Effects of Gender Role Portrayal in Textbooks in Kenyan Primary Schools, on Pupils Academic Aspirations" Problems of Education in The 21 Century Volume 47, 2012, p. 103

⁵⁰ Jackie F.K. Lee and Peter Collins, *Op. Cit.*, p. 18

speak.⁵¹ When women speak, they are frequently more polite.⁵² And women are more considerate of others because they possess warmer characteristics that help break through communication barriers. It can be said that women act according to social norms. As a result, women's obligations extend beyond public employment to incorporate work within the house, which is considered socially acceptable.

While females and males labor in society, their occupations become integrated with their gender characteristics. Mburu and Nyagah define both male and female careers. Characteristics of men are featured in professions including educators, doctors, officers, retailers, fashion designers, mason bees, and huge scale farmers and journalists. Besides that, Crawford as well as Unger argue in Ummu that the majority of women work as assistants, midwives, and educators, while men are working as technicians, architects, and programmers.⁵³

Likewise, a traditional perception of women's employment is connected to household chores such as buying groceries, preparing meals, laundering, pressing, and caring for children. Despite males occasionally perform chores, they prefer tasks that require the use of equipment or machines. In line with Lips, males typically perform chores linked to service and maintenance, whereas women typically perform preparing food, cleaning, household chores, and folding the clothes.

Gender stereotypes concerning women's and men's behavior are the next component. Certain personal attributes connected to males and females lead individuals to think the attitude of two genders. Since women are considered as kind, tolerant, and attractive, that they behave in accordance with those preconceptions. In comparison, men who are portrayed being muscular, knowledgeable, powerful, as well as energetic are

⁵¹ Damien Healy, "The representation of women and men in a modern EFL textbook: Are popular textbooks gender biased?" *Memoirs of the Osaka Institute of Technology, Series B* Vol. 54, No. 2, 2009, p. 95

⁵² *Ibid.*, p. 93

⁵³ Ummu Salamah, *Op. Cit.*, p. 18

expected to work in government and conduct only repairing machines, washing cars, and other maintenance tasks. Physical features are the final component. This category deals to the appearance of women and men. In general, men are often portrayed as powerful, masculine, sensual, and athletic, whereas women are typically presented as pretty, elegant, and intelligent.

From all statements above, it can be concluded that women and men are represented distinctively in societal structure. Gender stereotypes comprise several components, including personal attributes, social roles (jobs), behaviors, and physical characteristics (appearance). Men are generally more dominating than women. Men refer to activities that are considered masculine. Women, on the other hand, imply to feminine activities. As a result, the roles of both genders are built uniquely.

4. Gender Bias

The development of gender stereotypes in society has an effect on people's ideas and behaviors. Stereotypes would almost certainly result in gender bias. Gender bias is a term that refers to a bias for or prejudice against one gender over another. The school is one of the institutions that promote gender socialization. Further, schools contribute to gender socialization through textbooks and teacher-student interactions. This statement is supported by Alek and Wekke that, gender bias indirectly conveyed through the resources selected for educational usage. Moreover, El-Sanabary in Chafetz asserts that Saudi Arabia, a historic Islamic republic, also has the same framework of females and males instruction, as well as sexual preference education system with programs stressing female's household activities. This means that instructors must be cognizant of sex discrimination in the classroom, as they are the agents who engage closely with children. Conventional civilizations place a higher premium on education for males than on female education, owing to the ethical assumption that men are the financial producers and hence require a decent education. One approach is to evaluate teaching materials as a medium for

teaching and learning process, since they may involve gender bias.

Some parts of textbooks may contain gender bias. Muthali'in A said that there are numerous ways in which textbooks written by Depdiknas (Department of National Education) or other publishers display gender bias including the use of gendered imagery, activities in the text as well as explanations of careers and duties. Students' perceptions of gender may be influenced by all of the factors listed above. Students' conceptions of gender are likely to be affected by textbook elements that involve possible gender prejudice. For instance, the generic *he* can refer to either *he or she*, and universal *man* could apply both for women and men appropriately. As a consequence, students' perceptions of gender bias have become more prevalent.

Senior high school students may not consider gender bias to be a big issue. Yet, as long as pupils absorb what they learn from textbooks. As a result, they will believe that men are more valuable than women. From the above argument, it is preferable to evaluate textbooks prior to applying them to minimize sexual discrimination socialization in school.

C. The Relationship between Gender and Textbook

1. Gender and Textbook in Education

Lloyd in Mburu and Nyagah asserted the way gender is portrayed in kid's textbooks has an effect on societal beliefs and values of sexual identity conduct.⁵⁴ Gender inequality in courses will have an impact students' negative perceptions. Despite the fact that gender equity policies have been implemented, gender bias remains a major problem in the world.

Nowadays, there is a growing concern of sexual equality, particularly in books. Numerous experts have undertaken research on gender represented fairness, as evidenced by the fact that

⁵⁴ David N. P. Mburu and Grace Nyagah, *Op. Cit.*, p. 101

numerous experts have conducted research on the subject. Meanwhile, the government has implemented a number of laws aimed at resolving the gender issue in textbooks. To eliminate gender discrimination, the government established the National Education Standards Board and the Center for Curriculum and Book Development to evaluate the quality of textbooks. It means that gender is important topic to discuss.

Gender stereotypes are a frequent occurrence in education. Through contact and the use of textbooks in the classroom, it is possible for gender stereotypes to develop. Chafetz explains certain features of male-female interactions. More time is spent outside by the boys and they make better use of the available area. Girls, on the other hand, tend to play in fewer groups or individually and place more emphasis on teamwork. School rebellion is more common among boys than among girls. National Agency for Education in Rachmijati and Cahyati declared that Agency's annual compilation of final grades in mandatory schooling, there is a notable discrepancy in achievements between boys and girls, compared to boys, girls score higher on academic exams, and they are also more interested in discussing questions relating to human rights, the lifestyle, the coming years, and moral attitudes.⁵⁵ On the other hand, boys are connected with the color blue and rough and tumble play. In contrast, girls are connected with liking pink color, playing dolls, cleaning house.

Furthermore, boys are linked with loud and boisterous activities, such as teasing and roughhousing. Girls are taught to be polite, nice, and well-groomed, but boys are taught to be rude, aggressive, and abrasive.⁵⁶ These could be used to make judgments about how students are learning. Perception can have a beneficial or a terrible impact on people. When it comes to males, they can change into a decent person or become wicked; for females, they can motivate to be better or to remain stagnant. As a result, gender stereotypes are well-known throughout the educational process.

⁵⁵ Cynantia Rachmijati and Sri Supiah Cahyati, "Gender Representation in Textbook Bahasa Inggris Grade X, ELTIN Journal, Volume 6/II, October 2018, p. 60

⁵⁶ *Ibid.*

Gender stereotypes in textbooks are a difficult issue to tackle, but they persist. Gender stereotyping is frequently fairly subtle in the materials evaluated.⁵⁷ However, the variety of textbooks has grown in popularity. Moreover, handbook sorting is a difficulty. It is because not all educators possess the expertise or criteria for selecting the most appropriate textbook for their students' requirements. Additionally, gender stereotypes might have a detrimental influence on students. The portrayal of two genders in school books may have an effect on how students are learned and behave. Lloyd in Mburu and Nyagah asserts that the way gender is described in kid's textbooks has an influence on perceived and views of gender-appropriate conduct in society.⁵⁸ Parallel to what Frasher and Walker have suggested in Lee and Collins, gender representation in textbooks includes social thoughts and behaviors.⁵⁹ Gender stereotypes can evolve into gender bias.

As previously said, social construction in school occurs through interaction and textbooks in which the educator plays a part. According to Fahriany, Alek, and Wekke, as stated in Klein, educators are often oblivious about their own prejudiced instruction habits since they are merely teaching the way of teaching, and minor gender disparities in course resources are frequently disregarded.⁶⁰ As well, Analytical and Capacity Development Partnership (ACDP) Indonesia discovered numerous instances of gender disparity in Indonesian textbooks.⁶¹ As a conclusion, the educational provider must be cognizant of eliminating gender imbalance during the process of learning.

From all statement above, it can be concluded that it is evident that it is critical to emphasize understanding of equal treatment and equality between women and men in the education. They acquire schooling on an equal terms with mankind. The educational

⁵⁷ Jackie F.K. Lee and Peter Collins, *Op. Cit.*, p. 16

⁵⁸ David N.P. Mburu and Grace Nyagah, *Op. Cit.*, p. 101

⁵⁹ Jackie F.K. Lee and Peter Collins, *Op. Cit.*, p 5

⁶⁰ Fahriany, Alek and Ismail Suardi Wekke, 2018, "Gender Representation in English Textbooks for Islamic Junior High School Students", *Journal of Gender Studies*, p.161

⁶¹ Cynantia Rachmijati and Sri Supiah Cahyati, *Op. Cit.*, p. 60

materials should depict a diverse range of male and female students in actively participating and at various ages.⁶² This must convey gender parity and eliminate discrimination in accordance with the perpetual heritage. Mukundan and Nimehchisalem outline three strategies for avoiding gender imbalance. The first way to avoid discrimination appears to be to seek to denote in textbooks. The following solution is to take into account the standards for gender-equitable materials selection. The last alternative is to modify the content to the textbook's intended readership.⁶³

2. Gender Representation in Textbook

Gender parity must be implemented in textbooks to maintain the textbook's value. Both genders should be treated equally. According to SIDA, gender parity is accomplished while women and men, girls and boys, receive equal human rights, future prospects, and chances, as well as the ability to design their entire existence and participate in society.⁶⁴ Similarly, Payne defined equality of men and women as the lack of treatment based on a particular sex in terms of goals, priority setting or benefit distribution, and access to healthcare.⁶⁵ Moreover, gender equity deals with the allocation of rewards, authority, finances, and duties for women and men that is equitable fair and equal.

Equitable gender representation in portrayals, namely, equal or unequal gender representation. It measures male and female prevalence and resource management. The imbalance was that one sex overpowered the contents and/or imagery and another was lacking. It is also needed for school. Schools are a key indicator of socialization processes. It could become a tool for encouraging student gender bias. Interaction and textbooks can socialize gender bias. Therefore, educators should be cognizant of gender prejudice

⁶² Fahriany, Alek and Ismail Scuardi Wekke, *Op. Cit.*, p. 151

⁶³ Jayakaran Mukundan and Vahid Nimehchisalem, "Gender Representation in Malaysian Secondary School English Language Textbooks" Indonesian Journal of English Language Teaching Vol. 4, No. 2, October 2008, p. 78-79

⁶⁴ *Gender Analysis: Principles and Elements*. (Stockholm: Swedish International Development Cooperation Agency), 2015, p. 1

⁶⁵ Sarah Payne. "How Can Gender Equity be addressed through health systems?", (Denmark: WHO Regional Office for Europe), 2009, p. 3

throughout interactions. A decent textbook without gender bias is also essential for students and teachers.

Certain scholars consider gender representation in their research. Damien does research on gender and makes use from several categories, including firstness, professions, and interactions.⁶⁶ On the other hand, Lee and Collins classify the categories for observing gender representation in textbooks as female and male characters, female and male social and domestic roles, female and male conceptual roles, masculine formulaic structures, labels, and the order of appearance pictorial representation of males and females.⁶⁷ Furthermore, Logsdon mentioned in Salamah that gender representation in textbooks consists of six aspects:

1. Number of female or male pictures

It is not always easy to identify gender of pictures or illustration in textbooks. According to Brugeilles and Cromer, a person's appearance, such as his or her hairdo and attire, can occasionally be used to classify him or her. Hairstyles for men and women are vastly different; for instances, a beard and moustache for men, and also men have a short hair whereas women styles are braided, plaiting or threading; ribbons or bands in the hair, etcetera. Furthermore, men typically wear pants, while women typically wear skirts or dresses.⁶⁸

2. Female or male mentioned

Female or male mentioned includes proper noun, pronoun, common noun, and title.⁶⁹ Proper noun involves name (*e.g. Lily, Jams*) and surname with courtesy title (*e.g. Mrs Jessi, Mr Bram*). Pronoun involves subject pronoun (*e.g. he, she*), object pronoun (*e.g. him, his*), possessive pronoun (*e.g. his, hers*), and possessive adjective (*e.g. his, her*). Then common noun is

⁶⁶ Damien Healy, *Op. Cit.*, p. 92

⁶⁷ Jackie F.K. Lee and Peter Collins, *Op. Cit.*, p. 8-32

⁶⁸ Carole Brugeilles and Sylvie Cromer, "Analyzing Gender Representations in School Textbooks", (Paris: CEPED, 2009), p. 34.

⁶⁹ *Ibid.* 33.

such as dad, mom, husband, wife, son, and daughter. Also, the title including madam and sir.

3. Female or male roles

The roles of females or males are depicted in textbooks using texts, illustrations, or activities. In addition to various professions, other roles that can be filled by either men or women include teacher, student, police officer, actor, actress, dancer, and composer, among many more.

4. Female or male games

Games of female or male relate to activities that are conducted by women or men in textbooks, such as purchasing, swimming, playing basketball, and working.

5. Female or male role models

The role models of female or male which discovered in writings, pictures or exercises were analyzed. The role models are such as public figures such as famous singers and historical figures.

6. And pattern of mentioning female/ male names

The pattern refers to the simultaneous use of female and male pronouns in a same sentence. The mentioning is referred to as firstness. When two gender-specific nouns or pronouns present in a sentence in pairings, such as mother and father or he/she, the one appearing first can be perceived as having an upper position.⁷⁰

From those explanation, assessing gender representation is a critical component of the textbook. Gender portrayal should be examined since textbooks may contain gender prejudices. Additionally, gender preconceptions can evolve into gender bias. It has the potential to have an indefinite effect on students. As a result, women and men should portray themselves equally.

⁷⁰ D. Ashley Stockdale, "Gender Representation in an EFL Textbook", (Birmingham: University of Birmingham, 2006), p. 2.



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