AN ANALYSIS OF SEXIST LANGUAGE IN ENGLISH TEXTBOOK ENTITLED "TALK ACTIVE 3" PUBLISHED BY YUDHISTIRA

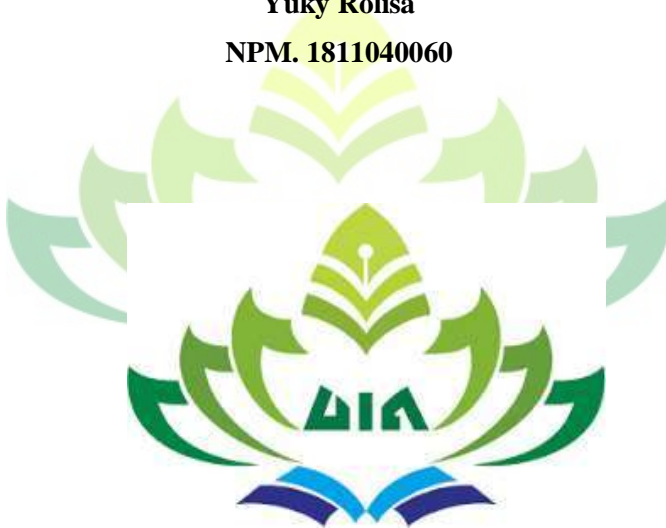**A**
THESIS
Submitted as a Partial Fulfilment of the Requirements for S1-Degree

By

Yuky Rolisa
NPM. 1811040060

TARBIYAH AND TEACHER TRAINING FACULTY ISLAMIC STATE UNIVERSITY OF RADEN INTAN LAMPUNG
1443 H/2022 M

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Study Program : English Education

Advisor   : Nunun Indrasari M.Pd
Co-Advisor : Agus Hidayat M.Pd

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ABSTRACT

Language plays an important role in communication. Therefore, language learning in the school environment is very important. a textbook, which is a guideline in the teaching and learning process. Hutchinson and Torres propose that any textbook has a significant and beneficial role to play in the teaching and learning of English. So, the textbook plays an important role in the teaching and learning process. It can also help teachers in planning lessons or activities in the classroom. because English still reflected sexism. This research examined the sexist language of an English textbook entitled "Talk Active 3." According to Henley, who was referenced in the Weather A sexist language is defined as "a language that ignores women; a vocabulary that defines women narrowly; and a language that denigrates women."

This research used descriptive qualitative method to discover of the types of sexist language in english textbook entitled "Talk Active 3". The steps involved in data analysis are data identification, data classification, analysis, description and explanation of the data, and data conclusion. The findings of this study show that the English textbook "Talk Active 3" contains 36 different types of sexist language. Which only 3 categories of sexist language types contain in English textbooks.

Based on data analysis, there were 31 data of men as standard, 3 data of women are different and only 1 data that included in sex-role descriptor. So, the dominant types of sexist language in English textbook is men as standard. It can be concluded that sexist language was still exist in English textbook.

Keywords: linguistic; textbook; sexist language

APPROVAL

Title	: AN ANALYSIS OF SEXIST LANGUAGE IN ENGLISH TEXTBOOK ENTITLED "TALK ACTIVE 3" PUBLISHED BY YUDISTIRA
Name	: Yuky Rolisa
Students Number	: 1811040060
Program	: English Education
Faculty	: Tarbiyah and Teacher Training Faculty

APPROVED

Was tested and defended in the examination session at Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung

Advisor   Co-Advisor

Nunun Indrasari, M.Pd   **Agus Hidayat, M.Pd**
NIP.198707272015032006

The Chairperson of English
Education Study Program

Dr. Moh. Muhassin, M.Hum
NIP.197708182008011012

ADMISSION

The following thesis entitled :

AN ANALYSIS OF SEXIST LANGUAGE IN ENGLISH TEXTBOOK ENTITLED "TALK ACTIVE 3" PUBLISHED BY YUDHISTIRA by YUKY ROLISA NPM: 1811040060, Department: English Education, has been successfully defended as Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung, The thesis defense was held on: Wednesday, September 14 2022.

Board of Examiners:

Chair	: Meisuri, M.Pd	( )
Secretary	: M. Nawawi, M.Pd	( )
Primary Examiner	: Dewi Kurniawati, M.Pd	( )
Secondary Examiner	: Nunun Indrasari, M.Pd	( )
Advisor	: Agus Hidayat, M.Pd	( )

Dean, Faculty of Tarbiyah and Teacher Training

Prof. Dr. Hj. Nirva Diana, M.Pd.
NIP. 196408281988032002

MOTTO

اِنَّ ۚ لِتَعَارَفُوْا وَقَبَاۤئِلَ شُعُوْبًا وَجَعَلْنٰكُمْ وَّأُنْثٰى ذَكَرٍ مِّنْ خَلَقْنٰكُمْ اِنَّا النَّاسُ يٰٓأَيُّهَا

١٣ – خَبِيْرٌ عَلِيْمٌ اللهَ ۚ اِنَّ اَتْقٰىكُمْ اللهِ عِنْدَ اَكْرَمَكُمْ

O mankind, indeed We have created you from male and female and made
you peoples and tribes that you may know one another. Indeed, the most
noble of you in the sight of Allah is the most righteous of you. Indeed,
Allah is Knowing and Acquainted. (Surah Al-Hujurat:13)

DEDICATION

Praise and gratitude be to Allah the Almighty for His abundant blessing for me, and from my deep of heart and great of love, this thesis is dedicate to the followings:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, Mr Nurkholis and Mrs Siti Rosidah who have provided me with unconditional loves and never-ending supports, not only for my study but also for the success my life I am thankful for having you by my side, and this thesis is absolutely also yours.
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5. My beloved almamater and lecturers of UIN Raden Intan Lampung. Thanks for having contribution for my self-development

CURRICUM VITAE

The researcher's name is Yuky Rolisa. She was born on January 28th 2000 in Bandar Negeri, Lampung Timur. She was the first child of Mr. Nurkholis and Mrs. Siti Rosidah. She has one sister, her name is Ratry Dewi. She began her study at TK PGRI and graduated in 2007,and then at primary school of SDN 01 Bandar Negeri, and finish her study at primary school in 2012. She continued her study at Junior High School of SMP PGRI 01 Labuhan Maringgai and graduated in 2015. And for Senior High School, she continued at SMAN 01 Pasir Sakti and graduated in 2018. After graduated from Senior High School, she took English education major to continued her study at UIN Raden Intan Lampung.

In 2021, researchers participated in the 'Kuliah Kerja Nyata dari Rumah' (KKN-DR) college campus program as a form of community service in Mekar Sari, kecamatan Pasir Sakti, kabupaten Lampung Timur . Then in the same year, the researcher carried out the PPL program as a form of implementing the teacher's knowledge that had been obtained during lectures, where the PPL program was implemented at SMPN 23 Bandar Lampung. After completing several campus programs, researchers focused on completing the thesis which is one of the graduation requirements.

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Alhamdulillahirabbil „alamin. All praises be to *Allah „azzawajalla*, the Most Gracious, the Most Merciful, and the Most Beneficent who has given me love and blessing that made me able to finish this research and writing this thesis entitled An Analysis of Sexist Language in English Textbook entitled "Talk Active 3" Published by Yudhistira.

Peace and salutation be upon our beloved prophet Muhammad SAW, his family and companions has struggled whole heartedly to guide ummah to the right path. This thesis is written as one of requirements of S-1 degree the English Education Study Program of UIN Raden Intan Lampung. The researcher would like to thank to the following people for their ideas, time, guidance, support, encouragement, and assistance for this thesis accomplishment:

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wanna thank me for having no days off, I wanna thank me for, for never quitting.

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Finally, the researcher was fully aware that there is still a lot of weakness in this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.

Bandar Lampung

The researcher

Yuky Rolisa

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CHAPTER I
INTRODUCTION

A. Title Affirmations

This study was analysed the use of sexist language in English textbooks for class 12. This is the explanation of the purpose of this study and explains some of the terms in the title that the researcher was examined. This is the first step in understanding the title and also in order to avoid misunderstandings in the interpretation of the title. This is a thesis proposal entitled An Analysis of Sexist Language in an English Textbook Entitled "Talk Active 3," published by Yudhistira. The explanation of the keywords is as follows:

1. Analysis

Analysis is a process that is done to find out about the facts contained in the object to be studied. Analysis aims to parse, differentiate, and also categorize things in a particular classification so that it is easy to understand. Analytical activities are very important in a study. Because this activity is the core of a study aimed at finding important facts in a problem or phenomenon.

2. Sexist language

Sexist is a word that is related to gender. Sexism or sexist is one of the branches of linguistics that studies gender representation. Sexist language is a language that presents between two genders but unequally or in other words one

member of a gender group is considered inferior to the other gender group. Sexist language is usually more detrimental to female's gender, because it is considered inferior to the male gender.

3. Textbook

Textbook is an important instrument in a learning process. With the textbook the teacher is able to present the material. This can be used as a source of learning for teachers or students. Teachers use textbooks as the main material in the learning process. Beside that, students use textbooks to help understand the material provided by the teacher.

B. Background of the Problem

A language is a communication tool that is commonly used by people for specific purposes. Language needs to be learned to find out which forms of communication are good for everyday life. Language plays an important role in the process of human development because humans are social creatures. The study of language is linguistics. In linguistics, all components and concepts language are studied. Linguistics studies all languages in the world, including English.

English is one of the subjects in the school, formal or informal. The role of language itself is very strong in everyday life, namely as a means of communication. On the other hand, English is a language that must be mastered in the modern era. Therefore, English is categorized as a compulsory subjects in the Indonesian education system. In the process of learning a language, a language teacher needs a textbook. Textbooks play

an important role in the learning process. Textbooks are one of the teacher's guides in teaching material according to the applicable curriculum. Cunningsworth in Siska Novianti stated that a textbook is a book authored by experienced and competent people, and the content is usually thoroughly tested in pilot studies in actual teaching scenarios before publication.[1] So, textbook play an important role in the teaching and learning process. The function of the textbook is to facilitate teachers in planning lessons or activities that will be carried out in the learning process. The textbook has been mentioned as a resource for ilustrating societal structures,values,and norms. Futhermore, textbooks can give the linguistic awareness and communicative ability to learn a foreign language, expecially English.

In presenting an English textbook, gender representation needs to be considered. Graddol and Swann argued that gender is social difference in terms of masculinity and femininity.[2] So, the gender terms are used to distinguish between male and female. Futhermore, english is the only language that still reflects sexism, which making discrimination on the language used for women. This representation of gender can lead to misrepresentation of genders in relation to reviews of their social and domestic roles and the social activities they are related to. Talk about sexism, there are some experts that describe the definition of sexism.

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[1] 'An Analysis Of Compatibility On English Textbook Entitled Bright For The Seventh Grade Students Of Junior High School Based On Tomlinson's Theory', Universitas Muhhamadiyah Surakarta, 2014.

[2] David Graddol & Joan Swann, *Gendervoices:Telaah Kritis Relasi Bahasa dan Struktur Social*,(Pasuruan:Pedati.1989),p.11

Sexism by Wilson in Umera-Okeke stated sets expectations for women's appearance, actions, skills, emotions, and proper place in society.[3] In other words, one sex is superior to the other. This phenomenon often appears in groups, which depict males as superior to females. Sexism is still a problem in western society. This is a problem for the views of many people, because they assume that sexism does not exist in real life. Graddol and Swan defined sexism as any prejudice against women or men based on their gender, regardless of the reason.[4] In most situations, sex discrimination refers to prejudice towards women. The grounds for sexism are related to the various roles that women and men play in a male-dominated society. We may indicate to women and men that there are other ways of thinking and behaving by analyzing language and describing the opportunities for modifications in usage; these sexist forms of representation can be modified.

Men and women have distinct stereotypes in various parts of the world where patriarchal societies are entrenched. Men, for example, are regarded as superior, while women are regarded as inferior.[5] Because textbooks are a very important learning medium in the learning process. So, gender representation in textbooks will affect the young language learner's gender identity formation, future career, and inspiration. Moreover, Hartman and

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[3] N. Umera-Okeke, 'Linguistic Sexism: An Overview of the English Language in Everyday Discourse', *AFRREV LALIGENS: An International Journal of Language, Literature and Gender Studies*, 1.1 (2012), 1–17.
[4] Ibid
[5] R. T Schaefer, *Sociology in Modules.* (NEW YORK: NY: McGraw-Hill Education., 2018).

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Judd in Syarifudin suggests that students may employ sexism in their lives if it is taught to them through ESL books.[6] In this study, the researcher will examine sexist language in a textbook. By examining english textbooks, it can learn about gender ideology represented and raise awareness of the publisher or the author of the textbook. In other words, sexist language can be abolished or discrimination against the language used by women can be equal to the language used by men.

In this research which interested in analysing the existence of sexist language in english textbooks. Using the theory guidelines of experts. This study tried to find the fact that there was used of sexist language in textbooks. In addition, there are several similar studies that are referenced by researcher in carrying out this study. For the first, Humardhiana and Hidayah (2020) with their study entitled Confronting Subtle Sexism In An Indonesian EFL Textbook, the results show that even though the textbook does not reflect any signs of blatant and covert sexism, it still promotes subtle sexism that the writers might not aware of.[7] And other study about sexism was from Xin and Xin (2018), in this study they found the fact that the existence of sexism is

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[6] Syarifuddin, 'Sexism in Efl Textbooks Used in Indonesian Schools', *LiNGUA*, 9.1 (2014), 100–101.

[7] Ana Humardhiana and Yayah Nur Hidayah, 'Confronting Subtle Sexism in An Indonesian EFL Textbook', *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*, 5.2 (2020), 137 <https://doi.org/10.24235/eltecho.v5i2.7386>.

still an indisputable fact, and is still seen in vocabulary everywhere.[8]

Therefore, based on the explanation above, this research was used other concepts of sexism, but still within the same scope and also use a feminist approach in this research. In addition, English textbooks was used to research objects in order to be a reflection of the teachers delivery of material. So, this study was taken a title "AN ANALYSIS OF SEXIST LANGUAGE IN ENGLISH TEXTBOOK ENTITLED 'TALK ACTIVE 3' PUBLISHED BY YUDHISTIRA".

C. **Focus and Subfocus of The Research**

This research is focused on the analyzing on sexist language in english textbook entitled 'Talk Active 3' for 12 grade of senior high school and choose english textbook entitled Talk Active 3 as the data to analyze. Meanwhile sub-focuses of this research is on the types of forms sexist language in the textbook entitled 'Talk Active 3'.

D. **Formulation of The Problem**

Related of the background, this research formulated the problem as follow:

1. How is sexist language exist in english textbook entitled "Talk Active 3" published by Yudhistira?

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[8] L I Xin and Liang Xin, 'Understanding of Sexism in English Vocabulary in Chinese Context', *Studies in Literature and Language*, 16.1 (2018), 1–6 <https://doi.org/10.3968/10284>.

2. Which is the dominant types of sexist language in the textbook entitled "Talk Active 3" published by Yudhistira?

E. Objective of The Research

1. To identify of the sexist language in textbook entitled "Talk Active 3" published by Yudhistira.

2. To know of the dominant types of sexist language in the textbook entitled "Talk Active 3" published by Yudhistira.

F. Significance of The Research

The results of this study are expected to English teaching and learning. It has two major significance, there;

1. Theoritical Significance

   To provide information about the use of sexist language in english textbooks, so that it can be avoided use in the writing of teaching materials or textbooks or in everyday life.

2. Practical Significance

   a. For student

      To provide the information about sexist language that still exist in textbook. With this information, students will be more aware in the use of sexist language in communicating.

   b. For teacher

      It is hoped that teachers can avoid the use of sexist language in the teaching and learning process, and can

also filter some sexist language in english textbooks so as not to be used.

G. Relevant Research

In conducting, this research need the other study that similar with this research. The first research is Confronting Subtle Sexism In An Indonesian EFL Textbook from Hidayah (2020). This study was examined an Indonesian EFL textbook entitled "Bahasa Inggris Kelas XII" for the twelfth graders in Indonesia, which was published by the Ministry of Education and Culture. This research has two objectives, namely to find out whether Bahasa Inggris Kelas XII, an EFL textbook for the twelfth graders in Indonesia published by the Ministry of Education and Culture, promotes subtle sexism, and how teachers as the last filters, can confront subtle sexism in the textbook. The textbook was thoroughly investigated and studied based on its contents and graphics. Following that, Ansary and Babaii and Tao qualitative inquiry methodologies were put into practice. The investigations focused on firstness and masculine generic conception in language analysis, as well as sex visibility, female/male-oriented topic presentation, sex-related career opportunities, stereotypical sex roles and behaviors, and attributions. Additionally, this study adhered to some techniques to build credibility that Creswell stated, including extended engagement, source triangulation, theory/perspective triangulation, and member checking.The results show that even though the textbook does not reflect any signs of blatant and covert sexism, it still promotes subtle sexism that the writers might not aware of. Also, this study tries to

propose some suggestions for teachers to confront subtle sexism in EFL textbooks, such as using a gender bias checklist, making changes or creating new original materials, fostering a critical class discussion by using the sexist textbooks, and teaching gender-fair language.[9]

The second research is Understanding Of Sexism In Vocabulary In Chinese Context from Xin (2018). This study was examined the sexism in English vocabulary and the understanding of these expressions in Chinese context. There are three parts of this study. In the first part the researcher introduces the linguistic sexism that understood by Chinese users and learners. In the second part, the author briefly refers to the characteristics of English vocabulary that the Chinese users and learners should be to learn. In the last part, the author gives some advice for the Chinese users and learners to better understand the sexism in English vocabulary. Through the study of the author finds that the existence of sexism is still an indisputable fact, and is still seen in vocabulary everywhere. In other words sexism still exists and is still reflected in the language, especially in many daily expression, which reflects the deep-seated concept of men superiority.[10]

The third research is Sexism in Elementary EFL Textbooks: Spotted in Uzbekistan from Norova (2020). This research examines the representation of gender in four English as a

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[9] Humardhiana and Hidayah.Op.cit
[10] Xin and Xin.Op.cit

Foreign Language (EFL) textbooks, namely Kids' English, for elementary students produced in Uzbekistan. This study used quantitative analysis of EFL textbooks unveiled an imbalance in gender representation, in which males are depicted considerably more than females. The study uses a critical discourse analysis (CDA) approach to examine the EFL primary textbooks Kids' English 1, 2, and 3 and 4 written for Uzbek English learners. In order to determine how gender is actually represented in the textbook, the current study blends CDA with gender studies. The study uses the three-dimensional discourse methodology proposed by Fairclough (2013). The study is also a main effort that employs Fairclough's (2015) three-dimensional framework to critical discourse analysis while critically analysed EFL textbook analysis utilized in Uzbekistan. The quantitative research revealed a gender representation disparity in Uzbekistan, where men are portrayed more frequently than women. The lack of female representation in textbooks demonstrates the sexist philosophy and stereotypical agenda of the EFL textbook Kids' English. According to the study, this subsequently maintains patriarchy and unjust gender social norms, impeding the advancement of gender equality initiatives in Uzbekistan. Underrepresentation of females in the textbooks demonstrates that Kids' English EFL textbooks contain a sexist ideology and stereotypical agenda.[11]

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[11] Nasiba Norova, 'Sexism in Elementary EFL Textbooks: Spotted in Uzbekistan', *REiLA : Journal of Research and Innovation in Language*, 2.2 (2020), 37–45 <https://doi.org/10.31849/reila.v2i2.4470>.

The fourth research is Disney's Sexist Language: Feminist Stylic Approach in Beauty and the Beast (2017) from Romadhon(2020). This study aims to uncover the characteristics of sexism in the context of linguistic derived from a gender specific term. This study was qualitative research. The object and data of this analysis are determined by purposive sampling. The object of this study is the dialog in the film Beauty and the Beast (2017) on live action remake. The data analysed using the linguistic determinism theory of Sara Mill's feminist stylistic framework. The existence of the language determinism theory is important to feminists. Along with providing a scientific foundation, the existence of the linguistic determinism hypothesis has made it possible to conduct linguistic research on the derogatory stereotypes of women in the language and show how society functions through language use. Nilsen, Schultz, and J. Mills cited a number of critical feminist English lexical studies that claimed sexism was present in many of the terms used by English speakers. This study tried to uncover how Disney's progressiveness in the language arena, specifically the use language particularly gender-specific or sexist terms is used.The finding of this study are walt disney's beauty and the beast (2017) live-action shows the use of generic noun and generic pronouns appear in a sexist way, diminutive naming of gay and female characters and negative terms used to portray female characters. [12]

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[12] Education Studies, 'Disney's Sexist Language: Feminist Stylistic Approach in

H. Research Method

1. Research Design

In conducting this research, the researcher uses qualitative descriptive research. Meanwhile, Mantra in the book Moleong stated that qualitative methods are research procedures that can produce descriptive data in the form of text or audio and daily behavior observed.[13] The qualitative approach is defined by Bodgan and Taylor in book *"metodologi penelitian kualitatif"* as a research process that generates descriptive data such as verbal or nonverbal utterances or words from the item being investigated.[14]

Because this research is not controlled or based on laboratory research, a qualitative technique is used to explore, analysed, and find social phenomena that are occurring organically. To put it another way, qualitative research deals with data that is expressed in words rather than numbers and statistics. This study uses content analysis for content in the textbook appropriately. According Downe-Wambolt in Bengtsson In order to characterize and quantify particular events, content analysis is a research method that offers a systematic and objective way to draw reliable conclusions from written, visual, or vocal data.[15] The process of content

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Beauty and The Beast (2017)', *Journal of Applied, Social and Education Studies*, 1.2 (2020), 115–28.

[13] Ali Siyoto, Sandu & Sodik, *Dasar Metodologi Penelitian*, ed. by Ayup, 1st edn (Yogyakarta: Literasi Media Publishing, 2015).

[14] J.Moeloeng Lexy, *Metodologi Penelitian Kualitatif* (Bandung: P. Remaja Rosda Karya, 2002).

[15] M Bengtsson, 'How to Plan and Perform a Qualitative Study Using Content Analysis', *NursingPlus Open*, 2016, 8–14 <https://doi.org/10.1016/j.npls.2016.01.001>.

analysis entails examining the written and spoken words contained in all other verbal resources, including books, periodicals, and newspapers.[16] So, this study was explained, analysed, and also described the types of sexism language in the english textbook entitled "Talk Active 3" for 12th grade in senior high school. The purpose of using this method is to get a brief description and rich understanding, including sexist language in English textbook entitled "Talk Active 3" published by Yudhistira.

2. **Data And Data Source**

   a. **Data**

   Data plays an important role in this research. This research used data in the form of words or sentences. Because in qualitative research, data deals with data that is expressed in words rather than numbers and statistics. The data for this research was taken from the English textbook entitled "Talk Active 3", published by Yudhistira. The data that used in this research are in the form of words, sentences, utterances, or the expressions that differentiate between male and female, and they include all aspect of sexist language in English textbook analysis.

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[16] C.R Kothari, *Research Methodology Method and Technique*, *News.Ge* (New Age International (P) Ltd., 2004).

b. **Data Source**

Moleong explains that the source of data in qualitative research is in the form of text or spoken or written words that can be observed by researchers so as to get implied meaning in the document.[17] The selection of data sources in this research will present relevant data and be easy to interpret. Because in this study, researchers expect a deep understanding of the theory to be used. So in this research, the data sources are taken from all content of an english textbook entitled "Talk Active 3" published by Yudhistira. Reads all the contents of the english textbook and writes all aspects related to sexist language to get data.

3. **Data Collecting Technique and Instrument**
   a. **Instrument**

In qualitative research, the researcher is the key instrument, or in other words a human instrument. Researchers serve to establish the focus of the research, choose the source of the data, as well as collect data that was analysed. The next task of the researcher is to estimate the data and make conclusions on the data obtained. Nasution in qualitative research, humans are the main instrument in research because there is no other option. The reason is that in qualitative research, the problem, research focus, research procedures, and

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[17] Ibid

expected results cannot be determined definitively and clearly. Therefore, researchers are the main instruments in this study.[18]

Lincoln and Guba in sBodgan argued, that humans can obtain and collect data because humans are the main instrument of the research. The researcher examines the English textbook "Talk Active 3," published by Yudhistira, and then investigates all aspects of sexist language.[19] In addition to the researchers who act as the main instrument in this research. In this study, researchers need tools that can help in the analysis of data. Such as laptops, notes, and stationery. In the presentation of data, researchers will be assisted with tables to make it easier to categorize data. And can help researchers in the analysis the data that has been obtained. Here is the table that will be used for the data display:

Title of textbook:

Publisher :

NO.	Findings	Types of sexist language	explanation
1.			

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[18] J. Andriani H Hardani. Ustiawaty, *Buku Metode Penelitian Kualitatif Dan Kuantitatif*, 2017.
[19] Robert sBodgan, Ibid

2.			
3.			

Table 1. 1

b. Data Collecting Technique

Data collection techniques are the most strategic step in research, because the purpose of research is to obtain data. Without data collection techniques, the expected data will not be obtained. In qualitative research, there are several kinds of data collection techniques that can be used. Among them are, observation, interviews, documentation, and triangulation. So, in this research, the researcher used the documentation method. The data collection technique with the documentation method is the retrieval of data obtained through documents. Lincoln and Guba in Hardani stated that documents are any written material or film that is often used for research purposes.[20]

There are several steps that was followed in collecting data by documentation method. The first, reads and writer on every page picked from the data sources by the researcher. With this the researcher can select some of the data found in the textbook. after obtaining some data, the researcher can identify the data into several categories. After that, the data that will be considered to be types of sexist language was noticed and placed as

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[20] Op. cit

primary data. Next step, analyze the data with the theory to make a brief. After getting accurate analysis results with several theories that support. The researcher draws conclusions from the results of the analysis and further verifies it to the experts to obtain accurate results. From this explanation can be described as follows.

| Select Data | Explore | Identificati on | Analyze | Concluding | Verification |

4. Data Analysis

After get the expected data, the next step is to analyses the data. The data are analyses as the following steps. According to Miles and Huberman in book *"metode penelitian kualitatif & kuantitatif"* by Hardani stated that qualitative data analysis is divided into three activities, there are data reduction, data display, and conclusion with draw. [21]

a) Data Reduction

Data reduction can be interpreted as the process of data selection or simplification of data. This process is done periodically during the data collection. Data reduction is part of the analysis that aims to focus or classify data so that later it can be drawn into conclusions and verified. According to Riyanto in Hardani describe that data reduction means that

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[21] Ibid

data must be simplified, choosen data that is important, and abstracted.[22] With the data reduction process, there is a living in and living out process. Living in is the selected data and living out is unused data. Reducing data will be guided by the goals to be achieved.

In these steps, try to classify data into primary data. This data will be analysed more deeply. In these steps, the researcher will select some data that is in accordance with the established standards. This is the first step for researchers in analysing data. The data reduction will make it easier to interpret every finding in the English textbook that contains sexist language.

b) **Data Display**

The data display is a set of information that is arranged and allows to provide a summary of conclusions and actions. In qualitative research, the presentation of data can be done in the form of short descriptions, charts, relationships between categories flowcards, and the like. By playing the data, it will make it easier to understand what happened, plan the next work based on what has been understood.

The data screen described the process of a set of structured information that provides the possibility of drawing conclusions and acting. Based on the explanation of data display. This step was presented the description, explanation, and analysis of types sexist language in english textbook entitled "Talk Active 3" published by Yudhistira. This is to

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[22] Ibid

make it easier for researchers to conclude the data, which will then be verified to be true. This is a very important step in determining the results and also answering the research question in this study. Therefore, the role of researchers in classifying data into several categories in accordance with the theory used.

c) **Concluding or verification**

The conclusion in qualitative research is a new finding that has never existed before. Conclusions in qualitative research may be able to answer the formulation of problems formulated from the beginning, but it may also not, because as has been stated, problems and problem formulations in qualitative research are still temporary and will develop once the researcher is in the field.

This study was examined the data and analysed it based on the sources and theories used, which as previously explained that this study is based on the sources and theories. After the data is concluded, the analyses comply with the sources and theories in which the researcher added some opinions towards the result found.

5. **Trustworthiness of Data**

Proposal developers need to convey the steps they will take in their studies to check for the accuracy and credibility of their findings. Creswell & Miller said that validity is seen as a strength of qualitative research, it is used to recommend assessing whether the findings are accurate from the position of the

researcher, the participant, or the readers. Koro Ljungberg also states that validation is a process that can create confidence in a community through the development of intersubjective judgement. However, Maxwell in Leave added that validation of a project would necessitate the use of appropriate research methods for a specific research purpose, as well as the appropriateness of the data gathered and the conclusions drawn from the research findings.[23]

In qualitative research, validity tells us about credibility and trustworthiness. Credibility is a set criterion for data and information that have been collected have truth value, meaning that the results that have been obtained in qualitative research must be trustworthy by readers. To gain high credibility, Lincon and Guba in Leave recommend seven techniques that can be used in qualitative research. Among them: prolonged engagement, persistent observation, triangulation, pear debriefing, negative case analyses, referential adequacy checks, and member checking.[24]

In this study, triangulation techniques were used to establish validity. Triangulation or observing something from multiple perspectives, implies that the discovery is validated using various data sources and methods of data collection. Strategies of triangulation in order to build confidence in the findings of the research. Triangulation is a frequent strategy for addressing the

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[23] Patricia Leave, *Research Design, Quantitative, Qualitative, Mixed Metods, Arths-Based, and Community-Based Participatory Research Approaches* (New York: Guilford Press, 2017).

[24] Ibid

same subject by combining several methods or data sources. In this strategy, there are 3 types of triangulation:

a) Source data triangulation

Source data triangulation is defined as a method used to examine an assertion of the data. It is used to test the credibility of data from various sources that have been collected. Or by using literature or theory to interpret the data that has been collected and to put it in a framework for understanding.

b) Theoretical Triangulation

Means analysis of data through various relevant theories, such as articles, journals or books.

c) Investigator Triangulation

This strategie means that data analysis uses more than one expert to get reliable results.

This study used theoretical triangulation and investigator triangulation to test the validity of the data produced, based on the forms of triangulation mentioned above. This study enlisted the help of a linguistics lecturer to verify the findings. This explanation is based on some of the data analysis techniques mentioned earlier.

I. Systematics of The Discussion

This study will be organized into five chapters that are all connected to one another. The following is the structure of the discussion:

Chapter I: This chapter is an introduction that presents several important points, including title confirmation, background of the problem, focus and sub-focus of the research, problem formulation, objective of the research, significance of the research,relevant research, research method, and systematic of the discussion

Chapter II: In this chapter shown the theory form expert will be used in this study. The theory in this chapter consist of defintion of language, definition of textbook and the role of textbook, and also definition of sexist language and types of sexist language in english.

Chapter III: In chapter III, the writter present general description of the object, that is english textbook entitled "Talk Active 3" published by Yudhistira. And data and fact presentation of the research to show how the result of data analysis will be presented.

Chapter IV: In the chapter IV, researchers explain research data and research findings. All results are presented in this chapter, from the data of the findings that have been collected. Then the results of the data analysis along with the interpretation of the data.

Chapter V: In the chapter V, the researcher presents conclusions and suggestions. In this chapter, researchers draw conclusions from various findings, then provide suggestions related to conclusions.

CHAPTER II

LITERATURE REVIEW

A. Language

A language is a communication tool that is commonly used by people, for specific purposes. Language needs to be learned to find out which forms of communication are good for everyday life. Language plays an important role in the process of human development because humans are social creatures. The study of language is linguistics. In linguistics, all components and concepts language are studied. Linguistics studies all languages in the world, including English.

Language is a mirror of society. So the language used by a group of society can reflect the form of communication between communities. Edward Sapir in Zheng propose, we can see that language is a guide to social reality.[25] Language plays an important role in forming habits in a society group. Language language depends on age, education, and gender. Chaer in Rabiah stated that Language's fundamental qualities as a representation of the sound system include arbitrary, productive, dynamic, diversified, and humanistic.[26] The language spoken by people has its own level. For example, the language spoken by women with

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[25] Xin Zheng, 'The Analysis of Sexism in English Proverbs', *Journal of Language Teaching and Research*, 9.2 (2018), 352–57 <https://doi.org/http://dx.doi.org/10.17507/jltr.0902.17>.

[26] Sitti Rabiah, 'Language as A Toll for Communication and Cultural Reality Discloser', *Faculty of Letter ,Universitas Muslim Indonesia, Makassar*, 2020, 1–11 <http://slubdd.de/katalog?TN_libero_mab216782845>.

the language spoken by men has differences in terms of the structure of language.

Language functions as a personal or private identity from the speaker's perspective. It indicates that speakers have given their opinions on what they have to say. In addition to expressing their emotions verbally, the speakers also displayed emotion while giving their speeches. The listener can tell whether the speakers are furious, sad, or happy as a result. From the perspectives of the speaker and the listener, language serves as a directive that controls the listener's behavior. From this perspective, the language not only compels the audience to act, but the actions also support the speaker's objectives. The speakers can accomplish this by using sentences to convey a request, demand, command, or seduction.[27]

Language is the most important human tool for communicating with others. The languages spoken in this world are numerous. One of them is English. English is the unifying language of all human beings in the world, or it can be said that it is an international language used to establish relations between countries. With English, many people can communicate without difficulty.

B. Textbook

1. Definition of Textbook

Textbooks are mostly utilized since they are created by a certain agency in accordance with the Ministry of National

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[27] Ibid

Education's program. They are a crucial resource in planned and organized educational research. Any textbook, according to Hutchinson and Torres, has a significant and beneficial role to play in the teaching and learning of English.[28] The ability of students to follow textbooks is critical because textbooks play an important role not only in determining the purpose and plan of a lesson but also in assisting classroom activities by presenting and organizing content in accordance with the curriculum and in making the learning process more appealing to students.

Valverde et al., state that "textbooks are artefacts. They are a part of schooling that many stakeholders have the chance to examine and understand (or misunderstand). In most classrooms, they are the physical tools most intimately connected to teaching and learning. Textbooks are designed to translate the abstractions of curriculum policy into operations that teachers and students can carry out. They are intended as mediators between the intentions of the designers of curriculum policy and the teachers that provide instruction in classrooms. Their precise mediating role may vary according to the specifics of different nations,

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[28] Montasser Mohamed, 'Developing an English Language Textbook Evaluative Checklist', *IOSR Journal of Research & Method in Education (IOSRJRME)*, 1.3 (2013), 55–70 <https://doi.org/10.9790/7388-0135570>.

educational systems and classrooms. Their great importance is constant." [29]

2. Role of Textbook

The role of textbooks is very influential in the teaching and learning process in the classroom. The selection of the right textbook will be one of the considerations in the success of learning in the classroom. Teachers do not just make textbooks as a lesson in the learning process. However, textbooks are also a medium arranging activities that will be done in a class. Commonly, the selection of textbooks is adjusted to the curriculum used in a school. So, the teacher can make the right learning plan with the material in the textbook. Parrish in Wen Cheng explains that the advantages of using a textbook might satisfy a learner's demand for something concrete to work with and take home for additional study.[30]

Cortazzi and Jin in Wen-Cheng suggest that the textbook can serve as a teacher, a guide, a resource, a trainer, an authority, or an ideology. As a result, the textbook can be a significant source of cultural elements in addition to providing linguistic and topical content that must necessarily reflect the ideology inherent in the ESL context of a specific

[29] Lisa Okeeffe, 'A Framework for Textbook Analysis', *International Review of Contemporary Learning Research*, 13.1 (2013), 1–13.

[30] Wang Wen-cheng, Lin Chien-hung, and Lee Chung-chieh, 'Thinking of the Textbook in the ESL / EFL Classroom', *Canadian Center of Science and Education*, 4.2 (2011), 91–96 <https://doi.org/10.5539/elt.v4n2p91>.

circle.[31] Furthermore, textbooks are not only a source of learning for students, but also a means to shape the personalities of students. Students not only get knowledge from teachers, because textbooks are one of the important guidelines in the learning process.

3. **Good Textbook**

Textbooks play an important role in the teaching and learning process. The selection of textbooks as learning tools or guidelines is highly considered. Because the textbook contains a set of materials that will be given to students. In addition, the use of textbooks greatly affects students' understanding. Furthermore, the selection of textbooks must also be tailored to the needs of students. The learning process will be easier to understand if there is consideration between the needs of students and the textbooks to be used.

Some experts express opinions about the criteria of good textbooks that can be used in the learning process. Cunningsworth in Richard proposed four criteria for evaluating textbooks: they should correlate to the learner's needs, textbook should recognize the uses (present or future) that the learner will make of the language, textbook should consider the effects of student's needs as learners and should facilitate their learning processes without doggedly imposing

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[31]Ibid

a rigid technique, and textbook should have a clear role as a learning support.[32]

From the statement, it can be seen that the selection of textbooks is highly considered. Because basically, textbooks play an important role in the learning process. To find out the quality of a textbook, there are several criteria that can measure the quality of a textbook. Rowntree on Richard added good criteria for English material. She says that good textbook material must be are stimulate the learner's attention, remind them of previous learning, inform them of what they will be learning next, explain new learning content to them, connect these ideas to previous learning, etc. Encourage learners to think about new subject, assist them in receiving feedback on their learning, encourage them to practice, ensure they understand what they should be doing, and allow them to assess their progress and assist them in improving.[33]

C. Sexism

Gender identity is a social construct that develops as people become integrated into their society and culture. Holmes in Seyran Jannati stated that the societal norms, standards, and expectations associated with femininity and masculinity are

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[32] Jack C Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press., 2001).

[33] Okeeffe. Loc. Cit

referred to as gender.[34]   Gender in a text is still one of the problems due to gender bias especially in English. In this case, the term sexism arises, the dissimilarity in the presentation of both sexes, thus making one sex superior. Sexism is one of the studies in the field of linguistics. As with other language studies, sexism also needs to be learned. Sexism is one of the studies on gender representation presented within the scope of linguistics. Oxford High level English Chinese Dictionary 2004 edition defined sexism in Xiaoyi that sexism is as unequal treatment (especially of women) and disparities in attitudes based on gender biases.[35]

Saci stated in Bataineh that Any sort of language discrimination that favors one of the sexes over the other is sexism.[36] Sexism includes language that is indicated to discriminate against one of the genders, with the presentation of one of the genders being superior or unequal. While the New English Encyclopedia dictionary mentions that sexism can be defined as a mindset or behavior based on the underlying thinking style of conventional social role stratification; discrimination based on one's gender. From these concepts we can know that sexism is discrimination of one gender by prioritizing one gender.

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[34] Seyran Jannati, 'Gender Representation in EFL Textbooks: A Case of ILI Pre-Intermediate Series', *Journal of Applied Linguistics and Language Research*, 2.3 (2015), 211–22.

[35] Xiaoyi Tan, 'The Causes and Solutions of Sexism in the English Language', *Pisco Med Publishing*, 9.2 (2020), 76–78 <https://doi.org/10.18282/l-e.v9i2.1406>.

[36] Adnan Bataineh, 'Analysis of Linguistic Sexism in Sixteen Omani English Language School Textbooks', *AIJLLS*, 2.6 (2018), 274–91.

Sexism is still widely found in western societies. In western countries, group society is male-dominated and male-centered. This phenomenon can be reflected in the english language. Mills stated there are two types of sexism in english, which are overt and indirect sexism.[37] Overt sexism is obvious, but indirect sexism may only be recognized contextually in connection to the interpretation of surrounding statements. Indirect sexism is highly frequent, so methods for challenging and analyzing its use in language are required.

1. Sexist Language

In Rahmawati, Wareing defined that sexist language depicts men and women unequally as belonging to a sex group where one is thought to be less human, simpler, and entitled to fewer rights than members of another sex group.[38] Another statement about sexist language by Weatherall, that sexist language is not only about the words used to describe women, but also about how they are used and for what purposes.[39] Sexist language is concerned with the phenomenon of gender discrimination that exists in society. A sexist language is a language that tends to degrade women's gender. In other words a sexist language is a

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[37] Sara Mills, *Language And Sexism*, 1st edn (NEW YORK: United States of America by Cambridge University Press, 2008).

[38] Anindia Ayu Rahmawati, 'Analisis Kualitas Terjemahan Ungkapan Yang Mengandung Seksisme Dalam Novel the 19Th Wife Karya David Ebershoff', *International Seminar Prasasti III: Current Research in Linguistics*, 3.1 (2020), 143–49 <http://ojs.uho.ac.id/index.php/JPB/article/view/10079/7219%0Ahttps://core.ac.uk/pdf/230652985.pdf>.

[39] Anwar Nasution, 'Sexist Language Used in "The Jakarta Post"', *Jurnal Ilmiah Sastra*, 4.August 1997 (2016), 86–100.

language that presents both genders unequally. Sexist language is defined as "a language that ignores women; a vocabulary that defines women narrowly; and a language that denigrates women," according to Henley, who was referenced in Weather.[40] Gu Jiazu assumed that English as a sexist language is distinguished by distinct sexist characteristics, the most important of which is lexis.

Another statement about sexist language is defined by Parks & Robertson as words, statements, and expressions that needlessly distinguish between men and women or exclude, trivialize, or diminish either gender. So it can be cocluded that sexism is one form of discrimination of women in the use of language, especially in English. Sexist language is part of sexism. However in sexist language, is limited to the level of use of words included in sexist language only. Sexist language is any intentional or unintentional use of language by a speaker that has the potential to alienate females (and males) and create an environment that is not suitable for communication and effective social relationships.

In additionally there are some effects of using sexist language. At least there are three effects as following:

- It may alienate female interlocutors and make them feel as though they are not being understood;

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[40] Chinyelu Nwaenyi, 'Sexist Language In Nollywood Movies', *Interdisciplinary Journal of African and Asian Studies (IJAAS)*, 6.2 (2020), 185–98.

- it may be one of the causes that leads women to have a negative or stereotypical picture of themselves. It may thus influence women's and men's expectations of what women are capable of;

- it may perplex male and female listeners (for example, as to whether a true generic noun or pronoun is being used or a gender-specific one).[41]

2. Feminist Stylistics

Because it is clear that many of these representational practices are not in the interests of either women or men, feminist analysis seeks to draw attention to and modify the way gender is represented. As a result, feminism stylistic analysis is concerned not just with describing sexism in a text, but also with examining how points of view, agency, metaphor, or transitivity are unexpectedly strongly tied to gender issues, as well as determining whether women's writing practices can be described. Mills stated that feminist style is a word-by-word examination. Mills claims that words can only be sexist in certain situations. She does, however, suggest that examining text at the word level is important since the choice of specific words reflects gender

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[41] Sara Mills, *Feminist Stylistics*, ed. by Ronald Carter, *The Routledge Handbook of Stylistics* (New York: Taylor & Francis e-Library, 2005) <https://doi.org/10.4324/9781315795331.ch21>.

disparities.[42] Feminism is a type of politically oriented stylistics aimed at raising awareness of how gender is dealt with in texts. Feminist social psychologist, according Nancy Henley claims that there are three categories of sexist language, they are:

a.   **Language Ignores Women**

Language that ignores women can be defined by the use of masculine forms such as chairman and fireman when referring to people in general, what has been called the "generic masculine." This can be included in types of sexist language like the use of masculine pronouns as generic forms to refer to both genders. Or it can be the same with generic men or generic pronouns.

A generic pronoun is when he, him, his, or himself is used to refer to both men and women. When the so-called generic pronoun is used to refer to groups of people (e.g., when the student has finished his exam, he should hand in his paper to the invigilator) this usage in certain contexts may be confusing,since it is unclear whether it refers only to males or whether it is in fact being used to refer to students in general.

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[42] Rebecca Demberg, Ibolya Maricic, and Mikko Laitinen, 'Linguistic Sexism', 2014, 29.

Mills states that sexist language is a term used to refer to a wide range of items ranging from the use of items, such as generic pronouns such as "he" (when used to refer to both men and boys). She also added that the "common pronoun" is used when "he", "he" and "himself" are used to refer to both men and women. This therefore means not only that the subject pronoun "he" can be classified as "he" in general, but also possessive and reflective pronouns.

Additionally, Mills gives an example of a generic use of "he" in a sentence when the student has finished his test, he should give his work to to the supervisor , what use this general "he is considered confused because he does is not clear whether it is reserved for men or both men and women. She says that sentences using common pronouns have the additional effect of asserting the marking of the feminine reference to another instance, the masculine being the form while the feminine is the marked form.

b.   **Language Defines Women Narrowly**

This is the second type of sexist language that refers to the fact that language usage reflects women's secondary status since they are more frequently described in terms of their looks and relationship to males, such as as wife or mother, or by courtesy titles that imply their relationship to males (Miss, Mrs).

Because of the necessity to select between 'Mrs' and 'Miss,' the usage of titles for women is similarly challenging (where there is no equivalent distinction between married and unmarried men).

The use of titles aimed at women is equally difficult, because one has to choose between Mrs. or Miss. In that context, it is worth noting that there is no distinction in English between titles intended for married and unmarried men. This shows that women are interpreted in a narrower context than men. The use of titles for men does not indicate a relationship or marital status, in contrast to women, who have more differences with the use of titles.

For example, inequality also exists if a female title is a male title rather than a male title. Here, females are called by their first name alone, while males are called by their title, first name, and last name. Mr. and Mrs. Jones, but never (or almost never) to Mrs. and Mr. Jones or Mr. and Mrs. John and Mary Jones. And with some greetings addressed to men and women, when women were not treated. Other practices can give the impression that women deserve less respect and serious consideration than men, such as talking to women in situations where they do not justify such words with affectionate words.

c. Language Derogates Women

Henley states that the third type of sexist language can be identified as that which may be used to denigrate women, a practice known as "semantic derogation of women." One aspect that can include insulting women is the masculine. This includes connotations that are more positive than feminine.[43] According to Schultz, there is a "semantic derogation of women" a systematic process in which words and phrases linked with women become adversely inflected (Schultz, 1990). Semantic derogation of women is the words that describe women in a profound slang way.

In english,to indicate gender is in the use of suffixes and adjucts. The affixes that lead to a view of women as a derivation from a male term are one of the most visible examples of sexism. By adding a feminine suffix such as -ess or –ette, the feminine one is always derived from the masculine one. When the masculine suffix –ess is added to the word actor, it becomes an actress, which means "a woman who has a profession similar to that of an actor." In the case of –ette, it becomes usherette when usher is adhered to –ette. While the use of adjucts such as for example, police women, woman doctor, etc.

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[43] Elena Teso,thesis: *"A Comparative Study Of Gender-Based Linguistic Reform Across Four European Countries"* (liverpool jhon moores university, 2010).

3. Types of Sexist Language

There are some experts who argue about the types of sexist languages that commonly appear. As for some types of sexist language are revealed in the textbook. Rybacki and Rybacki stated there are at least five types of sexist language.[44]

a. Men as standard

This is one type of sexist language that usually exists in text and conversation. Men are the standard by which individuals are to be judged, based on particular words. Words that include words like mankind, chairman, or the use of generic pronouns such as he, his, or himself. Hyde stated that his' is not gender neutral in the psychological sense, Hyde invited first, third, and fifth graders to write stories about the average student using the pronouns "he," "he or she," and "she" in her study "Children's Understanding of Sexist Language." Only 7% of the stories were about women when the pronoun in the instructions was "he." When the pronouns "he or she" were used in the instructions, 42% of the stories were about women. When the pronoun "she" was used in the

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[44] Rybacki K.C., iRybacki, D.J, *Communication Criticism: Approaches and Genres.* (Wadsworth Publishing., 1991).

instructions, 77 percent of the stories were about women.[45]

Traditional grammar dictates that when the indefinite pronoun one is employed for general reference, one, person's, or himself are typically used in the context to indicate its importance. However, he, his, him, or himself are frequently used instead to avoid repetition, particularly in American English.[46] An example of generic pronoun is "when a student has completed his assignment, he can compile it to the teacher". The standard argument is that the pronouns 'his' and 'he' are employed generically here, not sex-specifically; that is, while the pronouns relate grammatically to the single male student, they should be understood to refer to both male and female students in general. Because in one class, not only male students, but also female students. But mostly, the use of the pronoun "he" to represent both genders are common. When the assumed generic pronoun 'he' is employed, individuals tend to imagine masculine participants, Robertson's studies on imagery and generic pronouns. Another example of using generic words, on used the term "man" seems to be used generically in the book "*prehistoric man.*" In actuality, the 'man' in question is the male member of the species,

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[45] Piengpen Na Pattalung, 'An Analysis of Sexist Language in Esl Textbooks By Thai Authors Used In Thailand', *UNIVERSITY OF NORTH TEXAS*, 2008, 106.Ibid. pg. 24

[46] Guimei He, 'An Analysis of Sexism in English', *Journal of Language Teaching and Research*, 1.3 (2010), 332–35 <https://doi.org/10.4304/jltr.1.3.332-335>.

whose adventures are discussed later in the book, with women's activities represented as just auxiliary. [47]

Porreca stated in his study that the issue of using generic men actually stems from the grammar of English itself, since words like "man" and "mankind" refer to people in general, including both men and women.[48] Other words indicated include sexist language such as the use of the word man as a prefix, such as man-power or man-hours. Mans, in addition to references to male humans can also refer to both genders. The use of generic pronouns by men makes women invisible. Or the use of "male" affixes, such as sailors, fishermen, police, postmen, dustmen, craftsmen. Some of them can actually use generic alternatives to avoid using sexist language, such as the word "craftworker", police station, garbage collector, and so on. In other words, the masculine pronoun can be used to refer to either a man or a woman. Therefore, it appears to be a linguistic manifestation of socioeconomic inequality.

b. Women are Different

The second type of sexist language is the words that indicate women are different from each other. The use of the word that indicates that women are differentiating from each other is often used in English. This is one of

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[47] Op.cit. pg. 24
[48] Syarifuddin.

the uses of sexist language that most people are not aware of in everyday life, such as how the female form is considered the marked term, whereas the male form is considered the unmarked term.

The use of the title also shows that there is a difference between the mention of Women and men. According to Hellinger and Pauwels, using the male's surname on marriage, as well as titles that "define women in terms of their relationship to men (married or not), underlines their dependence on the male."[49] Because of the necessity to choose between 'Mrs' and 'Miss,' the use of titles for women is similarly challenging (where there is no equivalent distinction between married and unmarried men).[50]

There are some different affixes that are used to describe women, like lady and '-ess', '-ette','-enne','-trix'. These affixes have disparaging and trivializing implications that the male phrase does not have. For example, actress, authoress, hostess, stewardess, poetess, comedienne, aviatrix, and etc. Many of them are diminutive variants of the male term; that is, '-ette' can be considered to mean 'smaller than' or 'less than' etymologically speaking. It's worth noting that phrases like 'usherette' (in the setting of a cinema) have no masculine equivalent. These phrases present a problem

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[49] Mills, *Language And Sexism.*
[50] Ibid

for feminist analysis; most theorists believe they should be avoided because of their trivializing connotations.

c. Non-human Terms

The third type of sexist language is the words that describe women in non-human terms. The term used to describe women in non-human terms that is commonly used in the term of animal. One of the sexist languages is the use of words that describe women as non-human terms. The term is usually used by males who refer to their female partners. For example, my chick, my bird, which look to be endearments but indicate that women and attractive tiny animals are on level. There are some words that are often used by men to describe women, such as 'chick', 'duck', 'ducky', 'hen', 'pet', 'dish', 'fox' , 'baby' and so on.

For example, the words Chick claimed that in addition to the word sexist and other non-human terms, the phrase slang, which denotes a young lady, is also included. The word "chick" is used to refer to women in a pejorative and insulting way. This assertion is based on the word's original definition, which is a newborn bird, particularly a young chicken or chick in English. When someone uses the word "chicks," they typically mean cute, adorable, defenseless, and foolish tiny animals. Referring to women as "chicks" is the same as demeaning them and

seeing them as helpless beings with no agency, just like a chick. That applies also to some terms that refer to the meaning of animals, which can be interpreted as something funny yet stupid. This shows that the presentation of women, which is represented by the word non-human terms, is very detrimental to women. There are also a number of phrases that are used to refer to women more often than to men, such as "honey," "sweety," "sweetheart," "sugar," and "cheesecake," which imply that the referent is something delectable and readily available for consumption.[51]

d. **Negative Words**

The fourth types of sexist language are negative words. Negative words are negative adjectives are used to characterize women, but positive words are used to describe males who have the same quality. These some example, of the negative words commonly used.

Table 2.1

MALE	FEMALE
MASTER	Mistress
SIR	Madam
BACHELOR	Spinster
GOVERNOR	Governess
ADVENTURER	Adventuress
COURTIER	Courtesan

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[51] Mills, *Feminist Stylistics*.

In the cases of titles like "master" and "mistress" as well as "sir" and "madam," the male term has maintained its connections with prestige and authority, but while the female term can still have this basic meaning, it has acquired a sexual and unprestigious sense. The words "spinster" and "bachelor", the words "spinster" are no longer often used since they appear to have taken on the derogatory meanings of "old maid" or someone who is unable to find a husband because they are too ugly or "sour." while, the word "bachelor" connotes positivity, freedom, and the ability to make all of your own decisions.[52]

These are all etymologically related phrases, but the female-specific term is used to refer to someone of lower rank and frequently has a sexual connotation, whilst the male-specific term is used to refer to someone of higher status. The phrases 'courtesan' and 'courtier,' for example, now have such disparate meanings that many people will be surprised to learn of their historical link. The male name still refers to someone who works for the court, but the female equivalent now refers to a sexual servant or prostitute (albeit a term which is rarely used except in a historical sense). 'Adventurer' and 'adventuress' are

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[52] Ibid

comparable in that adventuress, like the other female adjectives, has a sexual connotation.[53]

e. Sex-Role Descriptors

The fifth type of sexist language is sex-role description. Here, gender is depicted by adding an affix that indicates the difference between the two genders. For example, police women, women doctor, male nurses, male drivers and so on. The additional use of gender description in a word that refers to one of the genders is a form of sexist language that must be avoided. Such as the phrase of police women, the police profession is mostly depicted with a male gender. So, when the police profession is used by women, then there is a differentiator that states that the police profession is used by women. There are several professions that are identical to one gender, so the use of sex-role description in a text aims to distinguish them.

4. The Relationship of Sexism and Sexist Language

Sexism is one of the parts of linguistic that learn about gender representation. The definition of sexism is discrimination of one gender by prioritizing one gender. Sexism comes from the word sex. The word sex has an important role as a separator between male and female genders. However, now the word sex is replaced with a more gender-neutral term. Sexism is a form of discrimination against one gender, by making it more dominant or superior. The form of sexist

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[53] Ibid

behavior is not only in the form of expressions or speeches, it can be in the form of text or behavior. Actually, sexism can be avoided by trying to use good grammar, as well as paying attention to all forms of speech that can create discrimination against gender. Although, sexism exists in the form of attitudes or behaviors, the sexism that often occurs is in the language or expressions used in everyday life. Language has a close relationship with culture. In other words, sexism can occur because of the culture used in a social group. Because the language used by a group of people will be influenced by their culture.

A language that is discriminatory against one gender is a sexist language. Miller and Swift in Wijayanto argued for language that is sexist and that indicates the naiveness or superiority of a particular gender.[54] Because language is a social phenomenon that reflects social reality, the origins of sexism in language can be traced back to the social context. Sexist language is a term used to denote a wide range of very different elements, ranging from the use of generic pronouns like 'he' (when used to refer to both males and females); word endings like '-ette' used to refer to women (for example, 'usherette'); nouns referring to men and women (such as 'landlord' and 'landlady','manager' and manageres.[55] The scope of sexist

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[54] Agus Wijayanto, 'Sexist Language Dalam Buku LKS Bahasa Inggris Untuk Siswa SLTP Di Surakarta', *Jurnal Penelitian Humaniora*, 7.2 (2006), 133–51.

[55] Rocío Montoro, *Feminist Stylistics*, *The Routledge Handbook of Stylistics*, 2015 <https://doi.org/10.4324/9781315795331.ch21>.Op.cit.pg 70

language's reach—from newspapers and textbooks to classroom, boardroom, and courtroom presentations, to inscriptions carved on priceless monuments, statues, and memorials. So, the phenomenon of sexism does not only exist in social contexts. At the level of education sexism can also appear. As in textbook as guidelines of the learners in teaching and learning process. This can have adverse effects on students in their learning period. In sexism, the gender male can be dominated and centered or it can be said the male is superior.

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