

**AN ANALYSIS OF GENDER REPRESENTATION IN
ENGLISH TEXTBOOK ENTITLED “PRACTICE YOUR
ENGLISH COMPETENCE” FOR EIGHTH GRADE
STUDENTS PUBLISHED BY ERLANGGA**

A Thesis

**Submitted as a partial fulfillment of the requirement for SI-
Degree**

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ABSTRACT

This research would like to analyze the gender representation in the English textbook entitled “Practice your English competence” published by Erlangga. Students learn the language using the textbook, and language influences how they understand and interpret the world around them. It is important that the textbook have to reflect balanced images and information about males and females and support broad choices and many roles for both sexes because the students are influenced by attitudes and values around them, including the values of the textbook which they learn in school. So, it is important to analyze and will be interesting to discuss gender in the textbook.

It is used qualitative method by using content analysis technique. The results were focused on the analysis of four aspects which suggested by D. Ashley Stockdale. They were: 1) the number of female/male visibility, 2) number of female/male firstness, 3) male and female nouns, 4) female/male discourse role.

The result of this research showed gender representation in Practice your English Competence textbook. The data show that men dominate in all aspects, namely visibility, female/male firstness, female/male nouns, and female/male discourse roles. It can be concluded that gender representation in this book is dominated by males.

Keywords: English Textbook; Gender Representation; Junior High School

DECLARATION

Hereby, I state that this thesis entitled: “An Analysis of Gender Representation in English Textbook Entitled Practice Your English Competence for eight grade students published by Erlangga” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in this thesis.

Bandar Lampung, Desember 2022

Declared by,



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ADMISSION

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MOTTO

يَا أَيُّهَا الدَّاسُّ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Mankind, we created you from a single (pair) of a male and a female and made you into nation and tribes, that you may know each other.

Verify the most honoured of you in the sight of Allah is the most righteous of you. And Allah has full knowledge and is well-acquainted

(QS.AL-HUJURAT: 13)¹



¹ Abdullah Yusuf Ali Translation, The meaning of Holy Qur'an, (Maryland: Amana publication, 2001), p. 1342-1343

DEDICATION

This thesis is dedicated to:

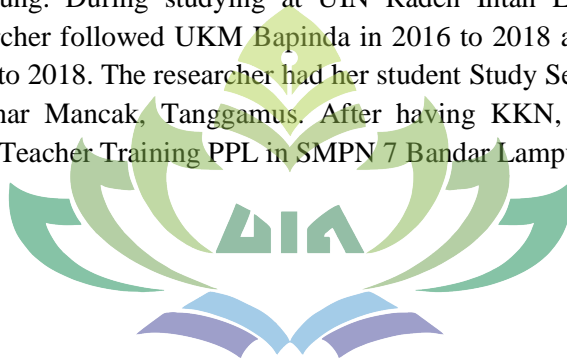
1. Allah SWT who always gives everything and keeps me everywhere and every time.
2. My beloved parents, Mr. Tarso and Mrs. Misrahayati, who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.
3. My beloved big family who always support my study.
4. My beloved Fiance who always support me.
5. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self-development.



CURICULUM VITAE

The name of the researcher is Nosti Rodiah. She is called Nosti. She was born on November, 4th 1998 in South Lampung. She is the last child of Mr. Tarso and Mrs. Misrahayati. She has three older brothers and no sister .

The researcher began her study at Elementary school of SDN 1 Palas and graduated in 2010. Then, she continued her study at Junior High School at SMPN 1 Palas and finished in 2013. After that, she continued her school at SMAN 1 Palas and finished in 2016. After that she decided to continue study in English Educational Program of State Islamic University of Raden Intan Lampung. During studying at UIN Raden Intan Lampung, the researcher followed UKM Bapinda in 2016 to 2018 and Hiqma in 2017 to 2018. The researcher had her student Study Service (KKN) in Sinar Mancak, Tanggamus. After having KKN, she had her Field Teacher Training PPL in SMPN 7 Bandar Lampung.



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First of all, Praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “An Analysis of Gender Representation in English Textbook Entitled Practice Your English Competence for eight grade students published by Erlangga” is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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6. Big families, parents, my beloved aunty and uncle, my beloved cousins, who has been kind and supportive to me because getting through this thesis required more than academic support. This work stands as a testament to your

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- 8.
9. All friends of the English Department of Raden Intan State Islamic University Lampung, especially for B class that cannot be mentioned one by one but you are always in my pray, who always give suggestion and spirit in framework of writing this research.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in the thesis. Therefore, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.



Bandar Lampung, December 2022

The Researcher,

Nosti Rodiah

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CHAPTER I

INTRODUCTION

This chapter contains the explanation of the title affirmation, the background of the research, focus, and sub-focus of the research, formulation of the problem, the objective of the research, the significance of the research, relevance of previous research, research methodology, and discussion systematic.

A. Title Affirmation

The title of this research is An Analysis of gender representation in English textbook entitled “practice your English competence” for eighth grade of junior high school students published by Erlangga. To prevent further misunderstanding in providing an interpretation of the title, it needs to explain some main of this title: An analysis is a way to find and describing a situation or phenomenon. Another definition of analysis is a set of interrelated activities or processes that aim to identify a material in-depth and solve a problem in more detail.

This research analyzed gender representation in English textbook. Textbook is teaching matter and material. Textbook is all bookss used in the teaching and learning process, including working book, modules, and reference books. Gender is a term used to refer to the social categories of male and female. Gender-related processes influence behavior, thoughts, and feelings in individuals, they affect interactions among individuals, and they help determine the structure of social institutions. In gender representation, the general finding is that the kind of gender bias in texts found in texts is inimical to gender equality in quality education. This research will find gender representation in English textbook. It has the purpose to describe specifics of the things. Referring to the explanation of the main terms above, it can be an analysis of gender representation in English textbook entitled “practice your English competence” for eighth grade of junior high school students published by Erlangga as the title

because the author will analyze the gender representation in English textbook entitled “practice your English competence” for eight grade of junior high school students published by Erlangga.

B. Background of the Research

Nowadays foreign language is growing very rapidly from real life. By foreign language, We can find many things offered including English. With language, they have many ways to express their idea by using combination of words.

English is one of the main factors of success in this challenging era. Moreover, to comprehend the language, education has an important role. UNESCO has pinpointed the important role education plays in bringing about change in societies:

Only education and learning at all levels and in all social contexts can bring about this critical change. Education is a fundamental lever of change contributing to poverty eradication, sustainable development, equity, and inclusiveness. It is also a means of realizing broader social, economic, political, and cultural benefits. It empowers all people of all ages with the knowledge, skills, and confidence they need to shape a better future.¹

Knowing how important English is, the Indonesian government places English as a compulsory subject in schools and becomes a subject that determines students' graduation. Many English teachers use textbook or course book that is English language. This is done by English teachers following the times

English education can provide opportunities for students to achieve maximum English competency. For example, students can show their experiences, opinions, and feelings, have cross-cultural understanding, and can communicate using simple

¹ UNESCO (2014). UNESCO Roadmap for Implementing the Global Action Programme on Education for Sustainable Development. Paris: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>

writing.² The teachers have to make the process of teaching and learning to be more effective to optimize the teaching learning process. The teacher can use several methods, instructional material, media, and others that appropriate to the curriculum.

In the teaching and learning process Textbook as instructional material is very important in the curriculum system. Without textbooks, the teaching and learning process will not be well organized. To make it organized the Teacher should provide an appropriate textbook guiding the teaching learning process.

A major aspect of using textbooks is for teachers to try to engage students with the content they will encounter. So even though you may think of other (and better) textbooks, your challenge is to make the very best use of the textbook that you have³. It means that textbook is all of something that can be used to facilitate learning in the teaching and learning process⁴. Based on this definition, the term of textbook is teaching matter and material. Teaching matter refers to the physical of the source of teaching matter or book itself. Teaching material refers to the substance or the content of a book like topic, theme, exercise, and explanation

Moreover, teachers have to know how to choose a good textbook by analyzing it. the teacher can understand the contents of textbook by learning and analyzing it. But most of English teachers only analyze the difficulties of the materials in the textbook or what the materials are appropriated or not to be taught to students. The teachers do not analyze the cultural content of the textbook such as gender.

² Santosa, Nengah et.al. 2014. Pengembangan Buku Teks Bahasa Inggris Kontekstual sebagai Upaya Menciptakan Situasi Belajar Aktif Bagi Siswa Kelas VII SMP e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Teknologi Pembelajaran (Volume 4 Tahun 2014) accessed from <http://download.portalgaruda.org>> on

³ Rynanta, Reilnildis A C and Ruslan, Suharmanto. 2013. Content Analysis on English Textbook Entitled “English in Mind Starter” retrieved from jurnalonline.um.ac.id/data/artikel on

⁴ Ibid,p.

In Indonesia, gender is an interesting issue to be discussed such as gender equality. In Indonesia New Order, the government has defined women as housewife and mothers. They only take care of their family and women are not considered working to get money for their family. They depend on their husband's income. But women can work to maintain their family by themselves now. They can work what men do such as, working in government or enterprise.⁵

Moreover, the content of ELT (English Language Teaching) textbook represents cultural and social values such as gender. Students learn the language using the textbook, and language influences how they understand and interpret the world around them. It is important that the textbook have to reflect balanced images and information about males and females and support broad choices and many roles for both sexes because the students are influenced by attitudes and values around them, including the values of the textbook which they learn in school. So, it is important to analyze and will be interesting to discuss gender in the textbook, especially gender position in ELT textbook. This is because the gender bias in textbooks also describes men/women in various areas of life. For example, textbooks describe men as more dominant in every field such as role models, cognitive abilities, professional activities, personality characteristics, and achievements in various fields, than women. (Shah, 2019)⁶

In addition, it is important to analyze gender in the textbook because of an inherent gender bias that is in the materials of the textbook. As a theory that is stated in

⁵ Rachma Ida, "The Construction of Gender Identity in Indonesia: between Cultural Norms, Economic Implications, and State Formation". *Masyarakat, Kebudayaan dan Politik*, Th XIV, No. 1, (January, 2001), 24. Retrieved May 2, 2020, from <http://journal.unair.ac.id/filerPDF/02-ida.pdf>

⁶ Shah Mehraj Ud Din, "Content analysis of English Language Textbook of Jammu and Kashmir State Board of School Education for Class 8th from Gender Perspective": online journal of multidisciplinary subject, vol. 13 issue-1 (june, 2019), retrivied november 15, 2021, from <https://files.eric.ed.gov/fulltext/ED604218.pdf>

Evaluation and Selection of Learning Resources: A Guide
“Some materials contain an inherent gender bias because of historical or cultural context. When such resources are provided and used, students should be made aware of the context. As a result, gender bias that included in the textbook could influence students’ thoughts about men and women.

C. Focus and Sub-Focus of the Research

Based on the background of the research, this research focuses to analyze the English textbook entitled practice your English competence for eighth grade of junior high school students published by Erlangga.

Sub focus of this research is to analyze gender representation in English textbook entitled practice your English competence for eighth grade of junior high school students published by Erlangga.

D. Formulation of the problem

Based on the background of the research, the formulation of the problem reveals in this research, as follows:

1. How female/male visibility presented in the *practice your English competence textbook*?
2. How female and male firstness , pronoun (e.g. *he, she, his, her*), and female/male term (e.g. *Sir, ma'am*) presented in the *practice your English competence*?
3. how female or male nouns refer to a kind of names of female or male presented in practice your English competence?
4. How Female/male discourse roles presented in practice your English competence?

E. Objective of the Research

1. To describe female/male visibility presented in the *practice*

your English competenc textbook

2. To describe firstness (e.g. *he, she, his, her*), and female/male term (e.g. *Sir, ma'am*) presented in the *practice your English competence*.
3. To describe Female or male noun pronouns presented in the practice your English competence.
4. To describe female or male discourse roles including the amount of talk that are done by female or male presented in practice your English competence.

F. The Significance of The Research

This research expected that there were some uses of the research as follows:

1. Theoretically

This research expected to in-depth the knowledge and to give more information about gender representation that could occur in the practice your English competence

2. Practically

a. For the teacher

The research would be useful and valuable especially for the English teacher to know about how gender is presented in the practice your English competence and make the teacher be able to reduce the occurrence of gender stereotype in teaching and learning process.

b. For the students

The results of this research are expected to give information for the student about gender representation in the practice your English competence.

c. For the other researcher

This research is intended to be one of the sources used by future scholars to perform a more in-depth investigation about gender representation in the

practice your English competence.

G. Relevant Previous Research

There are some research about gender in English textbooks that are done by researchers. The first previous research is *The Representation of Gender in English Textbooks in Indonesia* which is done by Fadhila Yonata and Yan Mujiyanto. The research describes the similarities and differences of the representation of gender in English textbooks in Indonesia. The textbooks are by non-native speakers entitled *Bahasa Inggris (BI)* which is written by Widiati, Rohmah, and Furaidah and another one is by native speakers entitled *Aim High (AH)* by Falla and Davies. It has been found that both BI and AH are similar in the domination of males over females in the exercise and images part. In addition, both of the textbooks are also similar in depicting male characters engaged with higher education, social, and outdoor-based activities. Moreover, the difference between BI and AH are BI has no one female or equal shared domination in all of the parts while AH has female-dominated the frequency in the course material and equal shared domination in the reading passage and conversation part.⁷

The next previous research about gender in English textbook is *Gender Representations in English Textbooks used in Grade Eight under National and State Boards, India* by Shristi Bhattacharya. This research investigates different representations of genders and how the language and images are used in the three English textbooks used in grade eight in India. The textbooks are Blossoms, Honeydew, and Read Now. There

⁷ Fadhila Yonata and Yan Mujiyanto, "The Representation of Gender in English Textbooks in Indonesia", in *Language Circle: Journal of Language and Literature*, Vol. 21, No. 1 (October, 2017), 100. Retrieved June 24, 2020, from <https://journal.unnes.ac.id/nju/index.php/LC/article/download/11473/6784>

are seven categories that are analyzed in this research. They are the gender of authors, gender of characters, male or female center, topics, firstness, images and visibility, language features and plot to answer the two research questions. The result of the research explains that there is still gender bias or stereotype in the English textbooks used in Indian schools.⁸

The other previous research is Gender Representation under Critical Image Analysis: The Case of Iranian ELT Textbooks that researched by Ali Dabbagh. The research identifies and reveals gender positioning in the images used in the recent ELT textbooks. The textbooks which were analyzed in this research are Prospects 1, 2 & 3 as a nationwide ELT. The result of this research explains that males have more active roles and females are frequently shown as there active and goal participants in the images.⁹ This research is related to the previous researches above. It discusses gender in ELT (English Language Teaching) textbook. It analyzes illustration and text in the textbook. The difference of this research from them is the object of the research.

In this research, gender representation is as the objective of the research. The use of textbook inside and outside the classroom may indicate this as a potential tool for introducing social norms and values. Textbooks serve as a basis for language input that learners need and for language practice that occurs in the classroom¹⁰. From these roles of language, it can be assumed

⁸ Shristi Bhattacharya, "Gender Representations in English Textbooks used in Grade Eight under National and State Boards, India", in *Language in India*, Vol. 17, No. 6 (June, 2017), 410. Retrieved June 25, 2020, from <https://www.semanticscholar.org/paper/Gender-Representations-in-English-Textbooks-used-in-Bhattacharya/8b6efa3c912741f67c662e21f447dfb8f29fafb9>

⁹ Ali Dabbagh, "Gender Representation under Critical Image Analysis: The Case of Iranian ELT Textbooks", in *International Journal of English Language & Translation Studies*, Vol. 4, No. 4 (October-December, 2016), 48. Retrieved June 25, 2020, from <https://journal.unnes.ac.id/nju/index.php/LC/article/view/11473/6784>

¹⁰ Fadhila Yonata and Yan Mujiyanto, "The Representation of Gender in English Textbooks in Indonesia", in *Language Circle: Journal*

that gender especially its identity can be represented, constructed and contested through language . It means textbook containing gender are needed because the representation of gender in the text may affect students as language learners.

The second reason is because until now that has not been much research that discusses the content of this English textbook. This book is a produce as a recommendation for the textbook reference spreading out through the eighth grade of Junior High School students. In addition some teachers in some different junior high schools in Bandar Lampung use this textbook. This book is used in many schools as a supporting book besides the main book that was given by the education ministry. The third reason is this book was chosen as the object of the research because it implemented curriculum 2013 that is applied in Indonesia.

H. Research Methodology

1. Research Design

In conducting the research, this research used a qualitative approach. Moelong states that qualitative research is a type of research, which does not include any calculation or numeration¹¹. It means that the data in this research is analyzed in the form of description and identification or analysis of the texts.

In this research focused on the analysis of the textbook content entitled “an analysis of gender representation in English textbook entitled “Practice your English competence” for eighth grade of junior high school students published by Erlangga.

The design in this research is textbook analysis of document analysis to gather the textual and written documents that are provided within the textbook that was researched. In qualitative

of Language and Literature, Vol. 21, No. 1 (October, 2017), 100.

Retrieved June 24, 2020, from

<https://journal.unnes.ac.id/nju/index.php/LC/article/download/11473/6784>

¹¹ Moleong, J. Lexy. 2005. *Metode Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya

research the document analysis is a method that is widely applied for written or visual data with the purpose of identifying specific characteristics of materials that are going to be analyzed in general form of textbook, newspapers, or any other host of documents. In this qualitative research, intended to examine the condition of materials that are provided in English textbook “**Practice your English Competence published by Erlangga**”. With the help of document analysis in collecting the data from the textbook, this research will use descriptive qualitative method in analyzing, interpreting, and reporting the data that is described in the English textbook. This kind of analysis will done with the help of words to describe any detailed conclusion or interpretation in a less biased and subjective manner.

This research used a content analysis design. It focused on the Instrument of research. The primary instrument of this research is table of checklist and the researcher itself as this study is categorized as a content analysis research.

I. Research Instrument

Ary et.al., state the primary instrument used for collecting the data in qualitative research is the researcher him or herself¹², often collecting the data by gathering and analyzing documents. So, the first instrument for this study is the researcher herself, the second instrument gathering and analyzing documents. As the instruments for collecting the data, this research will be uses a few attributes namely observation checklist.

¹² Ary, D., Jacobs, L.C., Sorensen, C. 2010. Introduction to Research in Education (8th. Ed). CA: Wadsworth Cengage Learning.

Table 1
visibility

Pages	Appearing	
	Male	Female
Total		

Table 2
firstness

Chapter	Male	Female
Total		



Table 3
Names

Chapter	Female			Male		
Total						

Table 4
Discourse role

Chapter	Female	Male

	Acti ty	Quanti ty	Deta il	Acti ty	Quanti ty	Deta il
Total						

J. Technique of Data Collection

In collecting the data, this research used a documentation study. Documentation study may refer to the technique of collecting data by gathering and analyzing documents, while document is any communicable material (such as text, video, audio, etc) use to explain some attributes of an object, systems, or procedures. The researcher will do the document analysis. Ary et.al., stated that documents represent a good source for text (word) data for a qualitative study¹³. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. In this study, the content of the English textbook analyzed including pictures, vocabularies, texts, and exercises.

K. Data Analysis

Researcher carried out three steps of data analysis in this study. The first step is data reduction. In this stage, the researcher selected the data according to the research needs and then be coded. The second step is displaying the data, namely the presentation of the data in the form of descriptive text. The third step is conclusion / verification. At this stage, the data that has been obtained and coded are then interpreted and concluded

¹³ Ibid. p.223

L. Systematic Discussion

The systematic of discussion of the overall discussion in this research consists of three parts, they are:

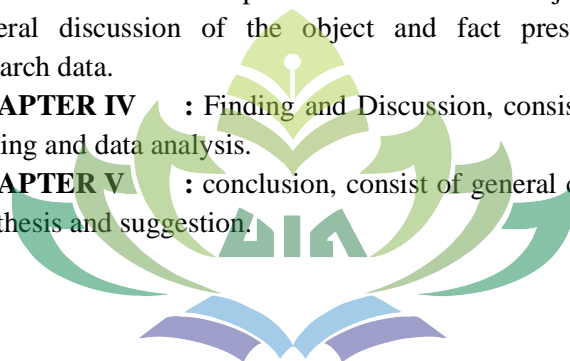
CHAPTER I : Introduction on consists of title affirmation, research background, focus and sub focus, research questions, research objectives, benefit of the research, scope and limitation, relevant research, research method and systematic of discussion.

CHAPTER II : Review of Related Literature consists of frame of theories there are the definition of textbook, function of the textbook, the important of textbook, textbook analysis, content analysis, the definition of gender, gender and language, gender representation.

CHAPTER III: Descriptions of the research object consist of general discussion of the object and fact presentation and research data.

CHAPTER IV : Finding and Discussion, consist of research finding and data analysis.

CHAPTER V : conclusion, consist of general conclusion of the thesis and suggestion.





CHAPTER II

LITERATURE REVIEW

This chapter serves as a literature review of the study which consists of theories of text book and gender analysis. There are two sections in this chapter. In the first section, discuss an overview of writing which includes the definition of textbook, the function of the textbook, the importance of textbook, and textbook analysis, content analysis. In the second section, the definition of gender, gender and language, gender representation, and researches on gender representation.

A. TEXTBOOK

1. The Definition of Textbook

In teaching and learning process, instructional materials become an important part used to support language instruction It is defined as anything used by teachers to promote learning for students¹⁴. Nowadays, people can find textbooks easily at bookstores and libraries. Although most textbooks are published in printed format, now, some can also be viewed online.

Textbooks as the printed form of instructional materials play a vital role in any English language teaching program¹⁵. Instructional materials in the form of textbook are very important for both teacher and learner. The teacher needs textbook in making teaching preparation and conducting the teaching. Learners need textbook to be able to follow the lesson well. In other word, a lack of textbook in teaching and activities can create less success in teaching. textbook considered as a basis of education and the main resources of information. They may encourage or discourage learners according to teaching materials.

¹⁴ Cakir, I. (2015). Instuctional Materials Commonly Employed by Foreign Language Teachers at Elementary schools. Student views of instructor-student rapport in the college classroom. International Electronic Journal of Elementary Education, 8(1), 69-82

¹⁵ S.S Nahrkhalaji, "An Evaluation of a Global ELT Textbook in Iran: A Two phase Approach", International Journal of Humanities and Social Science, 2(2012), 185

Learners can promote in language learning gradually by using textbooks¹⁶.

Textbook is all book used in the teaching and learning process, including working book, modules, and reference book besides, the source of knowledge is the textbook and they are used for transferring and imparting knowledge to students of different age groups and Textbook provides a key to the subject matter for those who are completely new to that discipline¹⁷. choosing a suitable textbook for their teaching situation is seemed to be one of the most challenging tasks that EFL teachers often face.

The term of textbook is teaching matter and material. Teaching matter refers to physical of the source of teaching matter or book itself. Textbook commonly contains grammar, vocabulary, pronunciation, function and loads language skills. Teaching material refers to the substance or the content of book like topic, theme, exercise and explanation. The explanation above shows that textbook is translated according to various of user's view. To get a good picture of the suitability of a textbook, a careful investigation needs to be undertaken.

2. The Function of Textbook

The function of textbook includes the function for the teacher and learner. Textbook is handle book of learner and it is as teaching media then textbook is also called teaching matter, course book and reference book of learning activity on the students¹⁸. A textbook for teaching matters can also be called course book and reference book. Course book contains the material that is designed specially for orientation teaching of certain course appropriate with curriculum that bases the content's arranging of course book. Reference book is book that

¹⁶ Evaluation of Two General English Textbooks: New Interchange 2 vs. Four Corners 3

¹⁸ Depdiknas 2006. *Pedoman Penulisan Buku Pelajaran, Penjelasan Standar Mutu Buku Pelajaran Bahasa Indonesia*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional. 4

contains of theory or the orientation about a knowledge area. Reference book is used as deepening of scientific concept.

Textbook can become the instrument of teaching. Textbook is usually used together with some of learning source like: workbook, reference book of teacher or proponent. Textbook has position and function as the main source of teaching activity. In the language teaching, textbook becomes teaching tool of procedure, concept, strategy, and language skills. Textbook provides concept, example and exercise's activity. Textbook contains of units of teaching material that have to be followed by the students through a series of activity and exercise like reading text, analyzing text, discussing the content of the text and reflecting.

Textbook has five functions. They are:

- i. Informative (gives information to the students about target language)
- ii. Instructional (guides the students in the practical of language that learned)
- iii. Experiencing (gives the students experience to use language that learned)
- iv. Eliciting (pushes the students to use the language)
- v. Explanatory (helps the students to find the principle of language).¹⁹

As the teaching matter, First, textbook is the orientation for the teacher to direct learning activity and reference of competence that have to be learned to the students. Second, textbook is the orientation for the students to decide learning activity and the substance of competence that learned. Third, textbook is the instrument of evaluation on the accomplishment of the teaching result.

¹⁹ Tomlinson, B. 2012. *Materials Development for Language Learning and Teaching*. Cambridge: Cambridge University Press.

3. The Important of Textbook

Textbook is the main media of learning process, it plays the important role besides other modern tools of education. Textbook usually becomes the main source that is used at school. the importance of textbook are:

- a. Without a textbook, learners think their learning is not taken seriously.
- b. In many situations, a textbook can serve as a syllabus.
- c. It provides ready made teaching text and learning task.
- d. It is cheap way of providing learning materials.
- e. Without it, learner will be out of focus and teacher dependent
- f. For novice teachers a textbook means security guidance and support.²⁰

Above of all, it can be explained that there are many meanings from experts about textbook. Textbook provides materials that can be developed by the teachers for teaching. It becomes a main source in teaching learning process. By the textbook, both teacher and students know what they have to do in class and what they have to reach in the end of the lesson. As the important of textbook, selecting textbook is a must. There is no the best textbook to learn, but there will be suitable textbook that teacher should choose.

B. Textbook Analysis

Analyzing a textbook is a way to describe all content of the textbook. Analyzing a textbook is done by the researcher to know the quality of the textbook. Selecting textbook is also done to know a good textbook. No single course book or textbook that been released to market will be completely ideal for particular group of learner. Instead of looking for the ideal that will be rather hard to find, we should find the best possible fit that fits the potential in adapting and supplementing where

²⁰ Fauziati, Endang. 2010. *Teaching of English As A Foreign Language (TEFL)*. Surakarta: Muhammadiyah University Press

its inadequate or unsuitable.

C. Content Analysis

A content analysis is a detailed and systematic examination of the contents of a particular body of material for the purpose of identifying patterns, themes, or biases. Content analyses are typically performed on forms of human communication, including books, newspapers, personal journals, legal documents, films, television, art, music, videotapes of human interactions, transcripts of conversations, and Internet blog and bulletin board entries.²¹ It means that content analysis is a set of interrelated activities or processes that aim to identify a material in depth and solve a problem in more detail.

Content analysis is a method of analyzing written, verbal, or visual communication messages. It is known as a method of analyzing documents.²² defines the concept of content analysis as follows :“content analysis is potentially one of the most important research techniques in the social sciences. The content analysis views data of representation not of physical events but of the texts, images, and expressions that are created to be seen, read, interpreted, and acted for their meanings and must therefore be analyzed with such use in their mind. analysing text in the contexts of their uses distinguish in content analysis from other methods of inquiry.”

Based on the explanation above, it can be concluded that content analysis is document analysis. The documents that are analyzed include texts, images, and expression in written. Content analysis is appropriate to be technique of the textbook analysis. This research uses a textbook entitled “*Practice your English Competence*”. In the content of the textbook, there are

²¹ Paul and Jeanne, *practical research planning and design*. England, pearson education. 2016, p. 275

²² Krippendorff, Klaus. 2004. *Content Analysis, an Introduction to Its Methodology*. Thousand Oaks, CA: Sage

Publications, Inc.

texts, images, and expression in written. All of that will be analyze by the researcher using content analysis technique.

D. Concept of Gender

Gender has been the subject of scientific crucial for over a century. Scientists have debated the similarities as well as the differences between women and men: Are men better at math than women? Are women more emotional than men? Are men more aggressive than women? Do men and women have the same capacities to be engineers, nurses, and lawyers?. What is the difference between sex and gender?.

Gender by contrast is a much more fluid category. It refers to the social categories of male and female²³. Gender as the way human society deals with human bodies, and the many consequences of that “dealing” in our personal lives and our collective fate²⁴. It means that gender is a differentiating characteristic that determines how women and men should think, act and feel.

Gender is one of the ways of signaling that something has been created. The child makes the mother, and out of the complementary work of men and women in the gardens appears the 'relationship of husband and wife.'²⁵ Gender system limits and creates opportunities within which are constructed the social practices of daily life, the characteristics of social institutions and all our patterns of thought. For example, men are strong, rational, mighty. Meanwhile, the woman is gentle, more compassionate, and motherly. These traits are actually interchangeable. This means that there are men who are gentle and more compassionate. Likewise, some women are strong,

²³ Hegelso.s.vicky, *the pshycology of gender* (4th ed.) (New york Pearson education , 2012), p. 3

²⁴ Amanda Barton & Lydia Namatende Sakwa, *The representation of gender in English textbooks in Uganda, Pedagogy, Culture & Society*, School of Education, University of anchester, Manchester, UK , Faculty of Humanities and Social Sciences, Uganda Martyrs University, Kampala, Uganda, Vol. 20, No. 2, July 2012, p. 174

²⁵ Ibid, p. 178

and rational.

Gender ideologies can be defined as social constructions that assign “appropriate behaviors, qualities, practices, identities, and expression of emotions, needs and desires that ‘produce’ masculinity and femininity”.²⁶

Gender is different from sex. The first distinction to make is between sex and gender. Sex refers to the biological categories of female and male, categories distinguished by genes, chromosomes, and hormones. A feature of the male sex category includes the Y chromosome regardless of whether a male wears a baseball cap or barrettes, or is competitive or empathetic, he is of the male sex because he possesses the Y chromosome. Personality and appearance are related to the gender category²⁷ it means that Gender can be defined as a condition where individuals who are born biologically as men and women then acquire social characteristics as men and women through masculinity and femininity attributes that are often supported by values or systems and symbols in the society concerned.

From the explanation above, it can be concluded that Gender is a term used to refer to the social categories of male and female. Gender-related processes influence behavior, thoughts, and feelings in individuals; they affect interactions among individuals, and they help determine the structure of social institutions. Although Sex is Term used to refer to the biological categories of male and female like men have a penis, scrotum, produces sperm. Meanwhile, women have a vagina, a uterus, and produce eggs. These biological tools are not interchangeable, so they are often said to be the nature or provision of God.

²⁶ The Role of Gender and Education in the Perpetration and Prevention of School-related Gender-based

²⁷ Hegelso.s.vicky, *the pshycology of gender* (4th ed.) (New york Pearson education , 2012), p. 3

E. Gender and Language

Gender and language are different things but both of them related to each other. Different roles of females and males affect the way they use language. women's language styles might be perceived as deficient when compared to men's styles.

A language is essentially a set of items, what Hudson calls 'linguistic items,' such entities as sounds, words, grammatical structures, and so on.²⁸ Language permits us to express and interpret our own experiences, but it also allows us to connect with other people as we interpret their expressions of their experiences. Language is an important aspect of gender through which individuals make sense of their ideas and feelings about the world. Language can also be a primary factor through which gender biases are explicitly and implicitly.²⁹

Gender, like language, is a social construct, subject to confirmation and affirmation or redefinition and renegotiation in virtually every encounter.³⁰ In communication, parameters like ethnicity, culture, social status, setting, and discourse functions may in fact be as important as extra-linguistic gender, and none of these parameters is represented in a language in any direct or unambiguous way.³¹ In "Performing Gender Identity: Young Men's Talk and the Construction of Heterosexual Masculinity," Deborah Cameron reflects on why popularized and simplistic accounts of male and female language behaviors seem so recognizable.³²

²⁸ Nanik Mariani & Fatchul Mu'in, *An Introduction To Linguistic*, PBS FKIP Universitas Lambung Mangkurat Banjarmasin, Kalimantan Selatan, 2007, p. 3

²⁹ Amanda, Lydia, *The representation of gender in English textbooks in Uganda: faculty of humanity and social science*, Uganda martyrs university, kampala, 2012, p. 175

³⁰ Mary jane, *Language, Gender, And Community in late twentieth century fiction*, p. 51

³¹ Marlis, Hadumod, *Gender Across Language*, John Benjamins Publishing Company Amsterdam/Philadelphia, 2001, P. 3

³² *Ibid*, p. 7

Wardaugh describes women's speech as being different from that of men. Men's speech usually provides the norm against which women's speech is judged. Consequently, from the language patterns, it can be revealed how different nations view gender. For example, judging the color pink as for female only or doing skincare is not a masculine thing. Other examples in language use are men should apologize first and disagreement if women do the conversation first. Those examples trigger people in surroundings which makes gender unbiased is struggling in Indonesia

F. Gender Representations

The concept of representation and how it has been explored in visual arts, print and non-print media, especially in textbooks (learning materials) has been taken up by many researchers in gender and education. Hall in Mustapha and Samuel also added that Gender representation which abound visually in most media also exist in the written text such as textbook.³³ Gender representation could affect students' language use and social life. Half of the influence comes from the material they learn; it is a textbook. The first feminist criticisms on the content of EFL textbooks appeared almost five decades ago. The general finding is that the kind of gender bias in texts found in texts is inimical to gender equality in quality education because gender biased representations impact negatively on child development.³⁴ Since then, many scholars have called out both the explicit as the implicit gender bias present in these teaching materials. Besides, gender bias is perceived to be one of the "best camouflaged – and

³³ Mustapha, Samuel, *Gender equality in and through education in Nigeria: Gender representation in learning materials*, Dept of Humanities, Faculty of Development and Society Sheffield Hallam University, Sheffield, 2012

³⁴ MUSTAPHA, Samuel, *Gender equality in and through education in Nigeria: Gender representation in learning materials*, Dept of Humanities, Faculty of Development and Society Sheffield Hallam University, Sheffield, 2012

hardest to budge – rocks on the road to gender equality in education”.³⁵

Gender bias in textbooks most commonly expresses itself through the invisibility, exclusion or omission of non-male, female, characters. The representation of females and males in school readers is important because school texts, and basal readers in particular, are accepted by many as being major agents of socialization.³⁶ Later on, the term gender bias is chosen to use in this study since it becomes the concern of the study

Ansary and Babai in Yonata added Gender bias often manifests itself in English textbooks with an over-representation of males.³⁷ women often being caricatured and assigned stereotypical roles and reactions. Men tend to occupy more powerful positions and have a greater range of occupational roles while, generally, women are of inferior status³⁸ In addition, the roles of women and men must be balanced. It can be achieved when Women and men enjoy status and have equal opportunity and realize their full potential to contribute on political, economic, social and cultural development, and to benefit from the results.

Gender-bias in EFL textbooks can manifest itself in two different ways: through the usage of gender-biased language and through visual materials. Traditionally, women are those who are trivialized and diminished in relation to men. Gender disparity

³⁵ The Evolution of Heteronormativity in EFL Textbooks

³⁶ A.F. Gupta & A. S. Y. Lee *Gender representation in English language textbooks used in the Singapore primary schools*, English Language & Literature, National University of Singapore, Kent Ridge, Singapore 0511, 1990

³⁷ Fadhila Y and Yan M. 2017. The Representation of Gender in English Textbooks in Indonesia, Language Circle: Journal of Language and Literature. vol 12(1) 91-101

³⁸ Amanda Barton & Lydia Namatende Sakwa, *The representation of gender in English textbooks in Uganda*, Pedagogy, Culture & Society, Faculty of Humanities and Social Sciences, Uganda Martyrs University, Kampala, Uganda 2012

usually manifests itself through the usage of the generic pronoun he, derivational morphemes, compound nouns including generic word man, titles, and in other ways. In visual materials, the appearance of women characters are relatively low in comparison with men characters. Yonata and Mujiyanto in their research found that Overall, the percentage of female related pictures was lower than male related ones, which is also similar with Barton and Sakwa who revealed female were under-represented in the illustrations.³⁹ It means that there are domination of male over female in the images part.

g. Gender Representatiton of Textbook

femininity and masculinity of women and men is one that is discussed when we talk about gender. Many people interpret that men are more dominant than women. For example related to femininity and masculinity. Femininity is woman like long hair, slim body, while masculinity is man like man or macho, short hair.

According to Munawar Mirza, to transmit and transform culture, values and community beliefs to students, the curriculum will be used in every school as the most powerful tool. in textbooks and teaching materials as well as through the school environment, it is known as a hidden curriculum, because every society has a gender belief system and gender stereotypes⁴⁰. For example: female and male students or teachers in the school environment. How they dress, their attitude and others, of course,

³⁹ Fadhila Y and Yan M. 2017. The Representation of Gender in English Textbooks in Indonesia, Language Circle: Journal of Language and Literature. vol 12(1) 91-101

⁴⁰ Munawar Mirza, *Gender Analysis of School Curriculum and Textbooks*. (Islamabad: UNESCO, 2004), 26. Download on April 25th 2018 From: <http://unesco.org.pk/education/documents/publications/Gender%20Analysis%20of%20School%20Curriculum%20and%20Text%20Books.pdf>

will be equivalent to what is described in the textbooks they use. In analyzing EFL textbooks the researcher can choose from a variety of methods as a problem gender in foreign language textbooks has been extensively researched through various analyses.

To answer the research questions, we conducted a qualitative content analysis, using theory from D. Ashley Stockdale *Gender Representation in an EFL Textbook*. It describes in great detail which elements the researcher can include in their analysis and how this can be done. To analyze how gender representation in ELT textbook can be done by analyzing some aspect in the textbook:

1. Visibility

Visibility is an aspect that refers to the relative number of men and women who appear in textbooks and the easiest gender balance aspect to check is visibility. To identify the gender can be done by analyzing and the attributes that exist in the image. Classification is carried out according to cultural context stereotypes, for example: hairstyles as men's styles: beards, mustaches, very short hair, and women's styles: braiding, plaiting or tying; ribbons or bows in the hair, etc.; clothing is seen as female: skirt or dress, and as male: trousers.

2. Firstness

This aspect analyzes which gender appears in the first position, when two gender-specific nouns or pronouns appear as pairs in a text, included common noun (e.g. *Father, Mother*), title (e.g. *Sir, Ma'am*). Pronoun including subject pronoun (e.g. *He, She*), object pronoun (e.g. *Him, Her*), and possessive pronouns (e.g. *His, Hers*), appearing in the first position could be interpreted as making a higher status.

3. Nouns

in this aspect will discuss how the frequency of gender in relation to the nouns used to describe male and female respectively. Including names referring to women and men in the text both for the number of occurrences and for named individuals that appear in each unit and Nouns which refer to males and females featured in the text will be counted both for total number of occurrences.

4. Discourse Roles

The balance of gender representation in textbooks can also be seen in the discourse contributions made by female and male figures in a textbook. In this part the aspect that be considered was amount of talk. In the amount of talk will count the number of words uttered per each main character, and add up the total to give the overall proportion of girl talk and boy talk in the textbook.⁴¹



⁴¹ D. Ashley Stockdale, Gender Representation in an EFL Textbook, 5-9.

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