A Sexism Analysis in English Textbook Used in Indonesian Schools'7th Grade Entitle:
***"When English Rings a Bell"* Published By the Ministry of Education and Culture**

A THESIS

Submitted as a partial fulfillment of the Requirements for S1-Degree

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CHAPTER I
INTRODUCTION

A. Title Confirmation

In this part presented the title confirmation. This section has aimed to make easier to understand and also access the research title by describing some keywords from the research title. The title of this research is **"A Sexism Analysis in English Textbook Used in Indonesian Schools'7th Grade Entitled "When English Rings a Bell" Published by the Ministry of Education and Culture"**.

Textbook is one of the media or tools that can be used for the teaching and learning process in the classroom. With the existence of textbook, teachers can more easily convey the material. And then for the students, textbook can help students to understanding the material provided by the teachers. In short, textbooks are compiled equipped with appropriate teaching tools, so the teachers and students can more easily understand the content in it.

Analysis is an activity in which there are several sub-activities such as differentiating, parsing, sorting activities which are then classified with a specific purpose, and after that in search of the relation of the right and find the meaning of that. While the analysis referred to in this study is the activity of searching, categorizing and finding sexism criteria.

Sexism is a prejudice or attitude of discrimination based on a person's sex or gender. In short, Sexism is often directed at women. Sexism is a system of beliefs and rules that which emphasizes the dominance of men over women.

B. Background of The Problem

"Sexism is the foundation on which all tyranny is built. Every social form of hierarchy and abuse is modeled on male-over-female domination."

(Andrea Dworkin)

Sexism is a foundation where there is unequal treatment between men and women in society. This unequal treatment emphasizes the dominance of men over women. This is supported by Cameron opinion. He claimed that sexism is as a system in which women and men are not simply different, but unequal. Sexism is language manifestation of the system, and it works to the disadvantage of women, not men.[1] Based on his opinion it can be said that the language of sexism emphasizes the existence of inequality between men and women. Unequal treatment between men and women creates pros and also cons in society. There is an assumption that there should no unequal treatment between men and women because basically the behavior of men and women is equal. On the contrary, there is an assumption that men and women are destined to be different, so unequal treatment between men and women a natural or normal thing. Besides that, Saci in Bataineh stated that any sort of language discrimination that favors one of sexes over the other is sexism.[2] From this definition, it can be seen that sexism is an exaggeration of one sex and/or one sex dominated the other sex and consider one of the sexes in this case the male is superior to the female.

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[1] Touran Ahour, Bayezid Towhidiyan, and Mahnaz Saeidi, "The Evaluation of 'English Textbook 2' Taught in Iranian High Schools from Teachers' Perspectives," *English Language Teaching* 7, no. 3 (2014):150.

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

Furthermore, sexism exists in every order of life in various forms and also different at each level. In the world of education, sexism can be seen as sexual harassment and gender stereotypes. Sexism in education can also be as subtle illustrations in textbooks. Such as in the pictures in the textbook is women are given a little portion and the role of female in the pictures/illustration is described as passive while men become someone who has an active role, for example women are illustrated at home like prepare food and eating with family, cook food in the kitchen. Meanwhile males are illustrated as active people like control traffic in a police uniform, being a guide at events, riding motorcycle.

If talking about textbook, in Indonesian schools used EFL textbook as a tool to teaching and learning foreign language. Moreover, textbook can provide linguistic and communicative awareness the ability to learn foreign languages, especially English. This is supported by Tomlinson, he stated that textbook in the teaching and learning process has function as the main language input received by the students or as the media for them to have language practice.[3] Therefore, by using the textbook, the students can improve their foreign language skills through the EFL textbook that is used during in teaching and learning process in the classroom. Besides that, textbook have a very deceive role. One of the roles of textbook is as a guide for teachers. This is in line with the opinion by Hutchinson and Torres, they claimed that the textbooks can support teachers through potentially disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own.[4]

By considering the roles of textbook, it is necessary to have a textbook analysis process. Going through the textbook analysis process will make it easier for us to know the advantages and disadvantages of the textbooks that used. This is supported by Sheldon opinion. He defines textbook analysis as a trough investigation of textbooks using some kind of consistent evaluation procedure to identify the particular strengths and weaknesses in textbooks already in the use.[5] Textbook analysis process has aims to find out whether the textbooks used in the teaching and learning process are in accordance with the needs, lacks, wants, necessities, level of students, accordance to basic competencies and curriculum. This is strength by Tomlinson & Masuhara opinion. They are state that textbook analysis involves measuring the potential value of textbooks by judgments about the effect of t he materials on the people using them.[6] Based on their opinion it can be said that by doing textbook analysis process we can determine the quality of a book such as we can know the impact of the textbook that we used to the students.

As stated previously, doing analyze and also examine sexism in textbook is important, because sexism have an impact on the construction of students themselves, that is about how students view gender identity. Men and women have distinct stereotypes in various parts of world where patriarchal societies are entrenched, men, for example are regarded as superior, while women are regarded as inferior.[7] Moreover, Hartman and Judd in Syarifuddin stated that if the textbooks show sexism which is stereotypical or biased or disadvantaged for one gendered students as this study, students may use that sexism in their life.[8] This is also violated the right of

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[3]Riana Herlinda, "The Use Textbook in Teaching and Learning Process", The 61st TEFLIN International Conference, UNS Solo 2014.

[4] David R.A. Litz, "Textbook Evaluation and ELT Management: A South Korean Case Study", Asian EFL Journal: 6

[5]Ni'mal Fuyudloturromaniyyah, "A Textbook Analysis: An in-Depth Analysis of Activities in Scientific Approach's Perspective in An EFL Textbook For Seventh Grade", Journal of English Education,3, no. 2 (2015):53.

[6]Riyan Dwi Cahyaningsih, "Teacher ' S Perception On Folklores In English Textbook In Sma 1 Bae Kudus" 1, no. 1 (2017): 107

[7] R. T Schaefer, Sociology in Modules. (NEW YORK: NY: McGraw-Hill Education., 2018).

[8] Syarifuddin, "Sexism in EFL Textbook Used in Indonesian School.":72

the equality between men and women and also violate the laws and regulations in Indonesia no. 7 years 1974 about "Convention on the Elimination of all forms Discrimination against Women".

From the explanation before, here are some previous studies that are related to this research that is doing analyze sexism. At the first research comes from Syarifuddin, he has studied about Sexism in EFL Textbooks Used in Indonesian Schools. This study has aims to analyze the sexism in three of the most widely used EFL textbooks in Indonesian Schools, that are follows: *1) Let's go with English 1 which is for the first year of elementary school, 2) Look ahead which is for the first year of senior high school, 3) English on sky 1 which is for the first year of junior high school.* The result of this study shows that are sexism is present in the EFL textbooks used in Indonesian schools. The most unbalanced and the worst finding is the firstness (the order of mentions) with the ratio 10:1 in favour of male gendered words that appear first.[9]

Another research is from Ana Humardhiana and Yayah Nur Hidayah, they have studied about Confronting Subtle Sexism in An Indonesian EFL Textbook. This study analyzed an Indonesian EFL textbook entitled *Bahasa Inggris Kelas XII* for the twelfth graders in Indonesia Published by Ministry of Education and Culture. This study has two objectives, at the first is to find out whether the book promotes subtle sexism, secondly is how teachers as the last filters, can confront subtle sexism in the book and other EFL textbooks in general. The results of this study 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.[10]

Moreover, the researcher interest in conducted sexism analysis in English textbook used in Indonesian Schools also, but in this research has differences with the previous studies. In this research the researcher used English textbook used in Indonesian school 7th Grade Entitled: "When English Rings a Bell" Published by Ministry of Education and Culture. This textbook widely used in throughout Indonesian schools as the main book, especially at SMP Negeri 6 Mesuji Makmur and SMP Negeri 4 Mesuji Makmur. After the researcher do preliminary research, the researcher found context of sexism in the English textbook used in Indonesian school 7th grade entitled "When English Rings a Bell" published by Ministry of Education and Culture at Indonesia, for example: *"Mr and Mrs. Adnan" (on pages 8).* This example promotes gender equity, where there is describes a women as a mare complement to her husband, belittling women or make them invisible. Thus making the researcher more interested in analyzing sexism in this textbook. Another different from the previous studies is this research analyzed what are criteria of sexism found in the English Textbook 7th Grade Entitled: "When English Rings a Bell" Published by Ministry of Education and Culture, which the dominant criteria of sexism that found in English textbook used in Indonesian school 7th Grade Entitled: "When English Rings a Bell" Published by Ministry of Education and Culture.

Hence, based on researcher explained, the researcher taken a title "A Sexism Analysis in English Textbook Used in Indonesian Schools' 7th Grade Entitled: "When English Rings a Bell" Published by the Ministry of Education and Culture".

C. Focus and Sub Focus of the Research

Related to the background of the problem, the focus of this study is only analyzed about sexism in text and pictures/illustration in the English Textbook used in Indonesian school 7th Grade Entitled: "When English Rings a Bell" Published by the Ministry of Education and Culture. Specifically this research discussed about criteria of sexism found in English Textbook

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[9]Syarifuddin, "Sexism in EFLTextbooks Used in Indonesian School.":62

[10]Ana Humardhiana and Yayah Nur Hidayah, "Confronting Subtle Sexism in An Indonesian EFL Textbook" 5, no. 2 (2020): 137

7th Grade Entitled: "When English Rings a Bell" Published by the Ministry of Education and Culture and also the dominant criteria of sexism found in English Textbook 7th Grade Entitled: "When English Rings a Bell" Published by the Ministry of Education and Culture.

D. Problem Formulation

In this research, the researcher had formulated of the problems as follows:

1. "What are criteria of sexism found in English Textbook 7th Grade Entitled: "When English Rings a Bell" Published by Ministry and Culture?"
2. "Which are dominant criteria of sexism found in English Textbook 7th Grade Entitled: "When English Rings a Bell" Published by Ministry of Education and Culture?"

E. Objective of the Research

In connection with the formulation of the problem, it can be concluded that the objectives of this study are bellows:

1. To identify criteria of sexism found in English Textbook 7th Grade Entitled: "When English Rings a Bell" Published by Ministry and Culture.
2. To know the dominant criteria of sexism found in English Textbook 7th Grade Entitled: "When English Rings a Bell" Published by Ministry of Education and Culture.

F. Significance of the Research

The results of this research are expected to be useful for teachers, authors and also the future researcher, as described below:

1. For Teacher

Every student has their own characteristics in learning it means that how to teach and how to deliver the material it is different. Thus, the results of this research hoped the teacher can guide the students, and also recite the material in the English textbook that used before they are teaches the students. Besides that, the results of this research hoped the teachers as the final filter for the material in the textbook, efforts can be made to create a healthy and free microenvironment from all biases so that girls or boys can reach their full potential.

2. For Authors

For the author as a writer or person who has a very important role in EFL textbook, the results of this research hoped make the author of the English textbook have a real awareness of the existence of sexism in written EFL textbooks, so as to minimize the sexism context in EFL textbooks.

3. Future Researchers

Through the results of this research hoped that it can help the next researcher who wants to do similar or even the same research, namely analyzing and examining sexism in EFL textbooks used in Indonesian Schools as a reference. There are various EFL textbook used in Indonesia Schools that can be analyzed which show sexism.

G. Relevant Research

This research is not the first study to analyze sexism in the English Textbook. So, in this research the researcher used the previous studies or previous research as a reference or source for her research. Research types that existed before this study as follows: at the first research from Siti Reisya, the title is *Sexist Language in the Twilight Saga Eclipse Movie.* This study analyzed sexist language in the Twilight Saga Eclipse Movie by using ambivalent sexism theory that are hostile and benevolent sexism. This study used qualitative research. The results of this study are follows: any 22 sentences of hostile sexism, 33 sentences of benevolent sexism, 21 sentences male, 34 sentences of female.[11]

The second research conducted by Syarifuddin, the research title is *Sexism in EFL Textbooks Used In Indonesian Schools.* In this study analysis was based on the National Council of Teachers of English (NCTE)'s 'Guidelines for gender-fair use of language' (2002) and Porreca's study (1984). This study has aims to analyze the sexism in three of the most widely used EFL textbooks in Indonesian Schools, that are follows: *1) Let's go with English 1 which is for the first year of elementary school, 2) Look ahead which is for the first year of senior high school, 3) English on sky 1 which is for the first year of junior high school.* The result of this study shows that are sexism is present in the EFL textbooks used in Indonesian schools. The most unbalanced and the worst finding is the firstness (the order of mentions) with the ratio 10:1 in favour of male gendered words that appear first.[12]

The next research is from Ana Humardhiana and Yayah Nur Hidayah the title *Confronting Subtle Sexism in An Indonesian EFL Textbook.* This study analyzed an Indonesian EFL textbook entitle Bahasa Inggris Kelas XII for the twelfth graders in Indonesia Published by Ministry of Education and Culture. This study has two objectives, at the first is to find out whether the book promotes subtle sexism, secondly is how teachers as the last filters, can confront subtle sexism in the book and other EFL textbooks in general. The results of this study 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.[13]

The fourth research is *An Analysis of Sexism in English.* It was conducted by Guemei He. This research analyzed sexism in the use of language through comparison, induction and also exemplification. This study has aim that is to disclose some of the features of English language that suggest cultural biases and socially unjust attitudes towards women. This study has suggestion that is to help us have better understanding of the relationship between language and society.[14]

In the same side with Arlene D. Talosa and Conchita Malaenab-Temporal, Ph.D., the research title is *Content Analysis of Sexist Language Occurrence on Written Discourse of Junior Pre-service Teachers.* The studies analyze to determine the occurrence of sexism on the written discourse of pre-service teachers through content analysis. The results of this study are that the most occurred sexist language on the written discourses of the pre-service teachers are generic pronoun he and she, generic word man used as a noun and verb and occupational titles.[15]

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[11]Siti Reisya, "Sexist Language in the Twilight Saga Esclipse Movie," 2018.
[12]Syarifuddin, "Sexism in EFLTextbooks Used in Indonesian Schools."
[13]Humardhiana and Hidayah, "Confronting Subtle Sexism in An Indonesian EFL Textbook."
[14]Guimei He, "An Analysis of Sexism in English," *Journal of Language Teaching and Research* 1, no. 3 (2010): 332–335.
[15]Arlene D. Talosa and Conchita Malenab-Temporal, "Content Analysis of Sexist Language Occurrence on Written Discourse of Junior Pre-Service Teachers," *TESOL International Journal* 13, no. 4 (2018): 96–103.

The last research is conducted by Tao, Baiqiang, the research title is *Identifying and Combating Sexism in EFL Textbooks*. The studies found out there exist sexism or gender inequality in the Chinese high School EFL textbooks. This study discusses about how to identify sexism in EFL textbooks with a case study into the EFL textbooks for China's senior high school's students and here after recommends feasible strategies combating sexism in EFL textbooks.[16]

Based on the explanation above, this research is slightly similar to Syarifuddin study, but this research is different from Syarifuddin study. Syarifuddin study search there is sexism in three textbook used in Indonesian schools and also search the unbalanced criteria of sexism, but in this research the researcher founding what are criteria of sexism found from six criteria that used to analyze in English textbook entitled "When English Rings a Bell" and after that analyzed which are the dominant criteria of sexism found in English textbook entitle "When English Rings a Bell".

H. RESEARCH METHOD

1. Research Design

In this research, the researcher used descriptive qualitative research approach. The research design in this research used content analysis. The content analysis had focused on analyzing material including pictures, texts, vocabularies, and also exercises in the English textbook entitled When English Rings a Bell that are related to sexism.

2. Data and Data Source

a. Data

Data is a collection of information or a thing obtained through observation or also by searching to certain sources like journal, thesis, and book. Data is fact or statistic that can be analyzed. The data in this research take from the English textbook entitled "When English Rings a Bell" 7th grade Published by Ministry of Education and Culture.

b. Data Sources

Data Source in this research is the researcher taken from journals, articles and thesis that are related to sexism analysis.

3. Instrument and the Data Collection Technique

a. Instrument

As we know instrument is a tool that can be used to collect the data. Djunaidi and Almanshur stated that in qualitative research uses the researcher as the instrument of the research.[17] Therefore, in this research the researcher self as a key of instrument. In addition, there are several complementary tools used by researcher to do the research, these tools include laptops, notebooks, digital dictionaries and also pens.

b. Data Collection Technique

There are several steps that the researcher used to collect the data in this research, the steps as follows:

1. At the first the researcher read the English textbook 7th grade entitled When English Rings a Bell published by ministry of education and culture.
2. Secondly, the researcher gave more attention to all part of the textbook

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[16]Tao Baiqiang, "Identifying and Combating Sexism in EFL Textbooks-_with a Case Study into China" (2008): 1–15.

[17]M. Djunaidi Ghony and Fauzan Almanshur, *Metodologi PenelitianKualitatif (Yogyakarta: Ar-Ruzz Media, 2009), p.95*

3. The data that have been collecting contain criteria of sexism noticed and placed as primary data
4. Then the researcher classified the data into six criteria of sexism and after that analyzed the data.

4. Data Analysis

Data analysis as "an effort to systematically search and organize records" results of observations, interviews, and others to improve researchers understanding of the case under study and presenting it as a find for others. Meanwhile, to increase thus understanding needs to be continued with efforts looking for meaning".[18] From the opinion, it means that data analysis is a process or activities such as reviewing, categorizing, grouping the data to explain the data clearly and in detail. It is done to make the analysis process easier, more precise or more accurate.

In this study the researcher used or adopted the steps from Miles and Huberman to analyze the data. There are three steps to perform data analysis in qualitative research Based on Miles and Huberman. These three steps include: [a] Data Condensation, [b] Data Display, [c] Drawing Conclusion and Verification.[19] These steps explained in more detailed as follows:

a. Data Condensation

Based on Miles and Huberman, they stated that data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials.[20] From this opinion, it means that data condensation is a process of thinking sensitively or carefully which is this process requires breadth and depth of insight tall one. The qualitative data can be simplified and transformed in various ways through rigorous selection by condensing the data. So that, the data condensing activities taken place continuously for data collection is in progress until the writing of the final research report is completed. Therefore, in this study the researcher read the textbook and then the researcher collected the data that related to sexism. After collected the data, the researcher classified the data into six criteria of sexism, and then the data that has been categorized/classified into six criteria of sexism is presented into table.

b. Data Display

The next is displaying data. With the process of displaying data, make it easier to understand what is going on and also plan further work based on what has been understood. Miles and Huberman argue that the presentation of data display here is an organized collection of information that provides the possibility drawing conclusions and taking action.[21] The data in this research display or presented in narrative form. In this step, the researcher gave the explanation about why the data into the criteria of sexism in the analysis in English textbook 7th grade entitle "When English Rings a Bell" Published by Ministry of Education and Culture.

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[18] Hardani Ahyar, *Buku Metode Penelitian Kualitatif & Kuantitatif.* Yogyakarta: CV. Pustaka Ilmu, 2020.

[19] Miles, M. B., & A. M. Huberman. *Qualitative data analysis: A Methods sourcebook (3nd ed).* Thousand Oaks, CA: Sage Publication, 2014.

[20] Ibid.

[21] Ibid.

c. Drawing Conclusion and Verification

The conclusion is the essence or one of the important parts of the research findings describe the latest opinions based on previous descriptions or decisions obtained based on inductive or deductive reasoning methods. Conclusions in here must make relevant to the research focus, objectives research and research findings that have been interpreted and discussion.[22] It is also necessary to remember that the conclusion of the research is not a summary of the research.

After seeing the displaying of the data, the researcher drew conclusion about what are the criteria of sexism found in English textbook 7th grade entitle "When English Rings a Bell" published by Ministry of Education and Culture", and also which are the dominant criteria of sexism found in English textbook 7th grade entitled "When English Rings a Bell" Published by Ministry of Education and Culture.

5. Trustworthiness of the Data

In conducting the trustworthiness test of the data, in this research the researcher used triangulation method. Norman K. Denzin stated that Triangulation is a process of combining data from different sources to study a particular social phenomenon.[23] From the definition of triangulation before, it can be said that triangulation is a strategy that is often used to deal with the same subject by combining several methods or data sources. Norman Denzin classified types of triangulations into four types, that are follows: 1) Data Triangulation, 2) Methods Triangulation, 3) Investigator Triangulation, 4) Theory Triangulation.[24] Four types of Triangulations based on Norman Denzin explained more detail bellows:

a. Data Triangulation

Data triangulation is the use of variety of data sources, including time, space and persons, in a study.

b. Methods triangulation

Methods triangulation is the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method.

c. Investigator Triangulation

Investigator Triangulation is the use of more than one investigator, interviewer, observer, researcher or data analyst in a study. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and/or analyzing study data.

d. Theory Triangulation

Theory triangulation is the use of multiple theories or hypothesis when examining a situation/phenomenon from different perspectives, through different lenses, with different questions in mind.

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[22] Ibid.
[23] UN Aids, "An Introduction to Triangulation" (2010), http://www.unaids.org/en/media/unaids/contentassets/documents/document/2010/10_4-Intro-to-triangulation-MEF.pdf.
[24] Ibid.

Based on explanation above, the researcher only used the investigator triangulation to view or check whether the data is valid or not. Validation of this research checked by the expert to the study related to this research. And in this research the researcher choose Ms. Zakiyah, M.Pd as validator to validate the data.

I. Systematics of the Discussion

The systematic discussion of this research describing bellow:

CHAPTER I

In this chapter discussion about the title affirmation, background of the problem, focus and sub-focus of the research, problem formulation, objectives of the research, significance of the research, Relevant Research, Research Method, and also Systematics of the Discussion.

CHAPTER II

This chapter discuss about literature reviews of the research. The contains of this chapter are the frame of several theories used in the research like theory of definition of textbook, role of textbook, criteria of good textbook, textbook analysis, and also theory of sexism.

CHAPTER III

This chapter discuss about the general descriptions of the object of the research. In this case is English Textbook entitles When English Rings a Bell grade 7th, facts and the data display.

CHAPTER IV

This chapter discuss about research analysis. Contain of this chapter are data analysis and research findings.

CHAPTER V

This chapter discuss about conclusion and recommendation. In this chapter the researcher give conclusion of the research and after that give recommendation.

CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

After doing some steps to analyze the data, The results shows that in English textbook used Indonesian schools' 7th grade entitled "When English Rings a Bell" Published by Ministry of Education and Culture at Indonesia there are contain contexts of sexism in it. The findings shows that from 6 criteria of sexism that used to analyze the data only 5 criteria of sexism that were found in English textbook 7th grade entitled "When English Rings a Bell" Published by Ministry of Education and Culture at Indonesia, that are includes: a) generic man, b) titles, labels and names, c) occupational roles, d) omission and e) firstness. From 5 criteria of sexism that was found in this textbook, only 1 criteria's more dominant than the other criteria, that is omission criteria. The finding criteria of sexism generic man show 1 example data that related into the criteria. 15 examples data related to the titles, labels and names criteria. The number of occupational roles of men and women is (9:7). The total number of male omissions in text and pictures or illustrations when combined is 451 while female omissions in both text and pictures/illustrations are combined, the result is 405. The order mention's of firstness the ratio of the result show (2:1), with 2 data into male first and 1 data into female first.

Regarding the results, it can be concluded that there are many contexts that fall into the criteria of sexism in English textbook 7th grade entitled "When English Rings a Bell" Published by Ministry of Education and Culture at Indonesia. There are still many differences between male and female in this English textbook. This is evidenced by the context that women are still marginalized from men both in text and pictures/ illustrations in this textbook, for example it can be seen from the occupational roles between men and women in this textbook it is described that men are active people while women on the contrary are described as passive people who are more at home. This indicates that writers still pay little attention to the existence of contexts of sexism in the textbooks they write and publish.

B. SUGGESTION

This study provides information to understand the existence of sexism in the textbooks, especially in EFL textbooks used in Indonesian schools. However, this research is still far from perfect. Based on findings from this research, it is suggested that as a writer of EFL textbook must have more awareness of the existence of sexism when written EFL textbooks. It means that it is necessary to make improvements or revisions to the EFL textbooks that will be produces which will then be distributed to schools in Indonesia. Besides that, the teachers should check or evaluate the content of the EFL textbook that they want to used in the teaching and learning processes, because the textbook can be as guidelines for the students to behave, and if the textbook used by students contain context of sexism in it, it is indirectly teaches the students to have attitude to discriminate against women. And for the next researcher that who wants to do same research like this research, the researcher hoped this research can be as a reference, and also the next researchers able to make more complete research than this research.

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