

**GENDER ANALYSIS IN ENGLISH TEXTBOOK OF
NINTH GRADE OF JUNIOR HIGH SCHOOL ENTITLED
“THINK GLOBALLY, ACT LOCALLY” IN 2013
CURRICULUM PUBLISHED BY INDONESIAN MINISTRY
OF EDUCATION AND CULTURE**

**Submitted as a Partial Fulfillment
of the Requirements for S1-degree**



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ABSTRACT

Gender analysis is critical for decreasing gender misunderstandings among students, providing a balanced and gender-sensitive education, and assisting students in forming their own ideas independent of textbooks. This study focused on gender equality or inequity in the English textbook for Ninth Grade Junior High School entitled "Think Globally, Act Locally" in the 2013 Curriculum published by the Indonesian Ministry of Education and Culture. The goals of this study were to determine how gender was represented in English textbooks using Hamdan's gender representation theory, as well as which aspects of Hamdan's gender representation that were found in English textbooks were more prevalent.

This research was designed as a qualitative research using content analysis to collect data. In this study, two instruments were used: the researcher himself as the main instrument and documentation by Hamdan. In this study, the data was analyzed in three steps: data condensation, data display, and conclusion drafting. Finally, the investigator triangulation was employed to evaluate the data analysis results.

The results of an analysis of English textbooks demonstrate that gender representation was unequal. Female appear 893 times, while male only appear 846 times. Textual visibility is the most prevalent aspect in English textbooks, followed by visibility in images and illustrations in the second position; grammatical functions in the third position; attributes traits and qualities in the fourth position; topic dominance in the fifth position; firstness in the sixth position; occupational distribution in the eighth position; and general conceptions in the ninth position.

Keywords : Gender, English Textbook, Qualitative Research, Content Analysis



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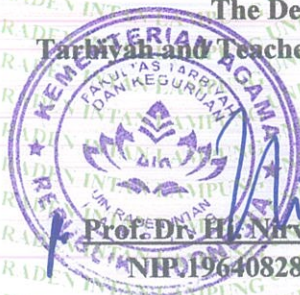
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FREE PLAGIARISM LETTER

I hereby declare that this thesis, entitled Gender Analysis in English Textbook of Ninth Grade of Junior High School Entitled “Think Globally, Act Locally” in 2013 Curriculum Published by Indonesian Ministry of Education and Culture is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they books, articles, and any other kinds of document, are properly acknowledged in the footnotes and bibliography.

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MOTTO

مَنْ عَمِلَ صَالِحًا مِّنْ ذَكَرٍ أَوْ أُنْثَىٰ وَهُوَ مُؤْمِنٌ فَلَنُحْيِيَنَّهٗ حَيٰوَةً طَيِّبَةً ۖ وَلَنَجْزِيَنَّهُمْ أَجْرَهُمْ بِأَحْسَنِ مَا كَانُوا يَعْمَلُونَ

“Whosoever acts righteously – whether a man or a woman – and embraces belief, We will surely grant him a good life; and will surely grant such persons their reward according to the best of their deeds.”- (Q.S. An-Nahl (16): 97)¹

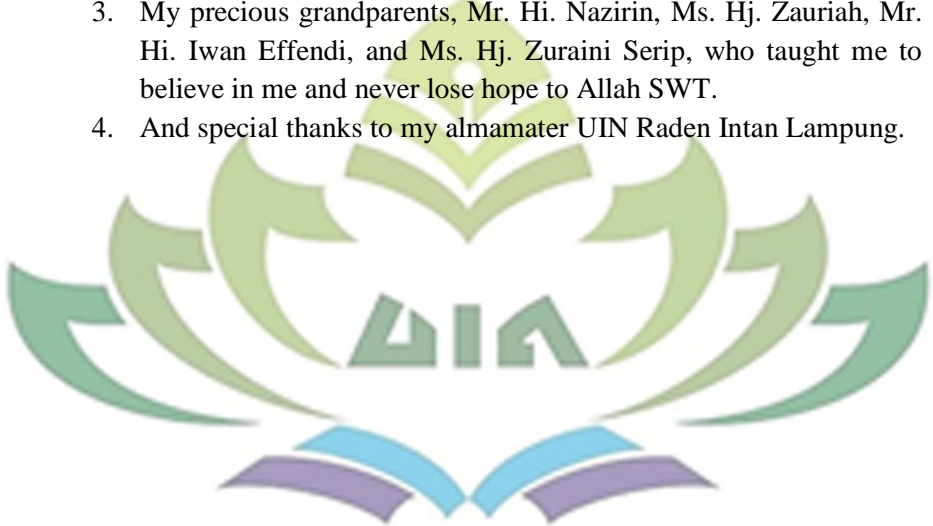


¹ Abdul Karim and Pryla Rochmahwati, “Gender Equality in Islamic Religious Education,” *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 1, no. 1 (2021): 147, <https://doi.org/10.21154/cendekia.v1i1.2553>.

DEDICATION

This graduating paper is dedicated to:

1. My beloved parents, Mr. Rudy Gunadi, SH. and Ms. Soleha Wati for showing faith in me and giving me huge supports and all the motivation to prove that I can finish this thesis.
2. My beloved little sister and brother Salwa Dwi Andyta, Zakky Fajar Siddiq, and Raisya Humaira who have been very supporting, caring, and helping a lot in endlessly cheering me up during this difficult stage of my studies while at University
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4. And special thanks to my almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Amanda Putri Salsabila was born on May 30th, 2000 in Pasar Krui, Pesisir Barat. She is famously called by her friend, Manda. Amanda is the first daughter of Mr. Rudy Gunadi, SH., and Ms. Soleha Wati. She has two little sisters and one little brother named Salwa Dwi Andyta, Zakky Fajar Siddiq, and Raisya Humaira.

In her academic background, Amanda completed her formal education at SDN 01 Krui in 2006 and graduated in 2012. In the same year, she continued her study at MTs NU Krui and finished in 2015. Then she was accepted at SMAN 1 Pesisir Tengah and graduated in 2018. Then, in 2018, she continued her study at UIN Raden Intan Lampung as a student of the English Study Program of Tarbiyah and the Teacher Training Faculty.

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8. All of my friends who I could not write one by one.

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from readers for the improvement of the graduating paper.

Bandar Lampung, March 31st 2023
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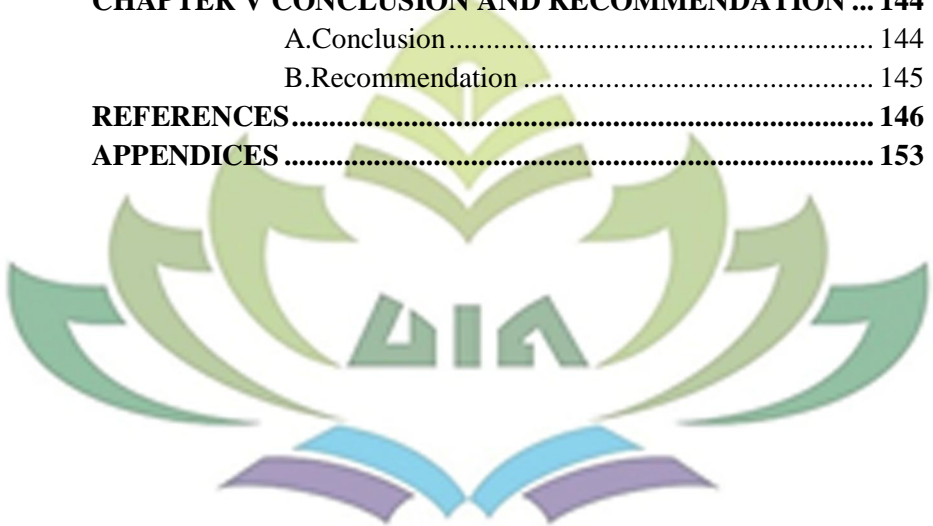


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CHAPTER I INTRODUCTION

A. Title Confirmation

The first section talks about the mean of the research title, but before that, the researcher will explain to you the definition of each point in the title to avoid misunderstanding. The research title is Gender Analysis in English Textbook of Ninth Grade of Junior High School Entitled "Think Globally, Act Locally" in 2013 Curriculum Published by Indonesian Ministry of Education and Culture. The definition will explain below:

The origin of the word gender in contemporary English can be traced back to the Middle English word *gendre*, a loanword from Anglo-Norman and Middle French *gendre*. The word *gendre* is derived from the Latin word *genus*. Both terms can be translated as "kind," "type," or "sort." This prefix is related to the Greek root *gen-*, which means "to produce," and may be found in words like *gene*, *genesis*, and *oxygen*. In modern French, it is found in the word *genre*, which means "type" or "kind."² Gender refers to the roles and responsibilities of men/boys and women/girls as determined in families, societies, and cultures, including what features attitudes and behaviors of each gender than expected.³ Gender influences the attitudes, emotions, and way of interacting with a person's biological sex within that environment.⁴

The word "analysis" originates from Greek and may be translated directly as "to loosen up." The word "analysis" refers to a similar operation that people are doing to analyze and interpret the data and organize it to help them answer the questions—analyzing the data to find out what is true. The analysis can

² Md. Obaidullah Siam, "Meaning and Definitions of Gender: An Analysis," n.d., 3.

³ Solomon Mengistie and Mulugeta Yayeh Worku, "Gender Representation in Educational Materials: A Focus on Ethiopian English Textbooks," no. August (2020): 1, https://doi.org/10.1007/978-3-319-95687-9_137.

⁴ American Psychological Association, "Definition of Terms: Sex, Gender, Gender Identity, Sexual Orientation," in *American Psychologist*, 2011, 1.

discover new information about an object by locating objective evidence on the object, it can break a concept or idea into its essential aspects, enabling one to draw meaningful conclusions or judgments regarding a topic or problem. The process of acquiring data, describing things as they are, collecting and documenting occurrences, constructing lists, and other similar activities are all included in the analysis.

Textbooks are undoubtedly the most broadly applied purpose of teaching in foreign language classrooms. Textbooks must incorporate the essential aspects of language and culture and match learners' needs, cultural background, and level of linguistic skill. Because nowadays, the textbook has an exciting topic to discuss, it is critical to assist teachers in selecting the most relevant ones for their classes.⁵ The textbook should contain educational information that stimulates students' thought processes, encourage concentration on problem concerns, and promotes the future growth of specific science. It is essential to add questions, images, charts, tables, and diagrams in the textbook that create a challenging scenario and motivate students to acquire the required knowledge.

The researcher chose an English textbook titled "Think Globally, Act Locally," a Ninth-Grade-appropriate English textbook offered by the Indonesian Ministry of Education and Culture; it was published in 2015 and aligned with the 2013 curriculum. Three authors write the English textbook they are Siti Wachiah, Asep Gunawan, and Diyantari.

After the explanation from those definitions found out that the research means in the title "**Gender Analysis in English Textbook of Ninth Grade of Junior High School Entitled "Think Globally, Act Locally" in 2013 Curriculum Published by Indonesian Ministry of Education and Culture"** would talk

⁵ Biljana Radić-Bojanić and Jagoda Topalov, "Textbooks in the EFL Classroom: Defining, Assessing and Analyzing," *Collection of Papers of the Faculty of Philosophy*, 2016, 138, <https://doi.org/10.5937/zrffp46-12094>.

about the gender representation in English textbook that Indonesia Student ways used in the classroom.

B. Background of the Problem

Everyone should expand their knowledge by exploring new information to obtain information from worldwide. Before beginning practice or attempting to become involved in the environment, someone must acquire the necessary knowledge; without understanding the fundamentals, someone can fall into a mistake that could be harmful. It is the reason why individuals around the world begin to acquire more knowledge and information. Most people know education is the socially controlled and regulated continual transfer of socially meaningful experiences from previous generations. The primary way to obtain an education is to enroll in a training program at an educational institution. Typically, essential education begins in elementary school. In this grade, some kids learn or practice fundamental skills such as writing, reading, counting, self-expression, and making friends. The fundamental education can develop into a primary education that continues through junior high school, senior high school, and college degrees.

The importance of education in informing young people about their rights is vital. No educational system should accept prejudice or inequality of any kind, as this is antithetical to the aim of education, which is to unlock the potential in every individual. The curriculum is the program of instruction. It shows what the goals of education. A curriculum includes all beliefs, values, attitudes, skills, and knowledge that makeup education.⁶ The curriculum is fluid, and it continues to change to accommodate changes that are taking place in the global community. These changes must be

⁶ Innocent Mutale Mulenga, "Conceptualization and Definition of a Curriculum," *Journal of Lexicography and Terminology* 2, no. 2 (2018): 3, <https://law.unza.zm/index.php/jlt/article/download/76/76>.

accounted for when determining the results that are expected.⁷ The 2013 curriculum is chosen because it aims to enhance students' soft and hard skills, including manners, talents, and knowledge.⁸

Learning media is a technology that conveys messages and can be applied to education, which includes books, movies, and videos, are a physical way to transmit educational knowledge and materials and includes hardware technologies as well as written and visual forms of communication. However, the standard learning media in every school worldwide and in Indonesia is a textbook. The textbook is indeed teaching material as well as a learning resource for students; textbooks must also be able to present an object sequentially for learning purposes and provide a touch of good affective, social and cultural values so that they can comprehensively make students not only able to develop the cognitive, affective and psychomotor abilities. A textbook serves as a guide for teachers in explaining concepts to students. Still, it also offers several objects that students can use to further their exploration of the subject matter.⁹

According to UNESCO,¹⁰ textbooks and learning materials can transmit knowledge, develop skills, and influence how students interact with the outside world. Textbooks and learning materials are reliable information sources that major tools for changing attitudes and behavior. It means that the content of a textbook includes a wide variety knowledge, skills, and information to communicate with people from other countries and different cultures, and the topic in a textbook comes from any information; it can be a history, narrative story, descriptive text, social knowledge,

⁷ Hasan Baharun, *Pengembangan Kurikulum: Teori Dan Praktik (Konsep, Prinsip, Model, Pendekatan Dan Langkah-Langkah Pengembangan Kurikulum PAI* (Pustaka Nurja, 2017), 1.

⁸ Julfahnur et al., "Implementasi Kurikulum 2013 Dalam Pembelajaran Sma," 2013, 1.

⁹ Mahnaz Hall, "Gender Representation in Current EFL Textbooks in Iranian Secondary Schools," *Journal of Language Teaching and Research* 5, no. 2 (2014): 253, <https://doi.org/10.4304/jltr.5.2.253-261>.

¹⁰ UNESCO, *A Comprehensive Strategy for Textbooks and Learning Materials*, 2005, 6.

gender equality, and basic knowledge such as vocabulary, pronunciation, reading, writing, listening, and speaking. Occasionally, the textbook will incorporate visual presentation, and textual presentation organized according to the topic of each section's content. Textual presentation refers to discussions and any written content, while visual presentation refers to illustrations in the form of drawings and photographs. Several textbooks illustrate the visual and textual presentation of a boy or girl, men, and women, depending on the work, activity, genre, and purpose. Several junior high school in Bandar Lampung uses the textbook in the learning and teaching process, there were SMP N 9 Bandar Lampung, SMP N 17 Bandar Lampung, SMP N 27 Bandar Lampung, and SMP N 29 Bandar Lampung, the 2013 curriculum has been incorporated into an English textbook titled Think Globally, Act Locally for Ninth Grade of Junior High School.

Gender, many people argue that the notion of gender is the difference between the sexes that exist in humans; in fact, gender has a meaning that is far from that understanding; gender is more focused on roles, attributes, traits, attitudes, and behaviors that grow and develop. Differences cause the emergence of gender inequality. Differences in roles, attributes, traits, attitudes, and behaviors grow and develop in society, where society states that women are only weak figures who cannot carry out their duties or a job perfectly. At the same time, men are always considered brave and responsible and can get the job done in a short amount of time. Many men still do not have a sense of responsibility and have not been able to play a role according to their gender, as well as women; many women are used to it compared to which makes most women required to stand on their own two feet without expecting shade from men. This difference in gender roles has begun to be taught by parents at home related to what roles each child must do at home, such as girls must always help their mothers cook, clean, and have fun, while boys are not obliged to do this. Gender inequality is an unfair condition due to the system and social structure, so both women and men become victims of the system. Gender justice will occur if a condition is created in

which the share and social cycle of women and men are equal, harmonious, balanced, and harmonious. The only cause of inequality is not gender. Class, color, ethnicity, caste, sexual orientation, (dis)ability, age, and religion are different determinants of social identity.

There are several stages to describe gender inequalities that arise in social cycles. Marginalization, subordination, stereotypes, violence, and double burden. Due to gender inequalities, marginalization is a procedure that results in poverty. There are numerous ways to marginalize an individual or group. Among these is the use of gender assumptions. For instance, the belief that women serve as supplementary breadwinners is frequently evaluated using this premise. Then, subordination is the evaluation or presumption that a role performed by one sex is subordinate to that of the other. It is well-known that society's overall values have separated male and female gender roles. Women are viewed as responsible and play a role in household or reproductive matters, whereas men are responsible for public affairs or production. On the other hand, assigning a standard image or label/stamp to a person or group based on a false or erroneous assumption is stereotyping. Generally, labeling occurs across several connections and is frequently used to legitimize the actions of one group over another. Furthermore, labeling reveals unequal or imbalanced power relationships that try to conquer or dominate other parties. Negative labeling can also be based on assumptions about a person's gender. However, women are frequently handed unfavorable labels. Example: Women are perceived as crybabies who like being teased. The female gender is illogical and emotional and cannot make vital judgments, as well as homemakers and supplementary breadwinners, while the primary breadwinners are men. Violence refers to physical and non-physical acts committed by one gender or a family, community, or government against the other gender. Female and male characters are distinguished based on their gender roles. Women are associated with feminism, while men are macho. This character displays itself through psychological traits, such as men being

perceived as courageous and vital. On the other hand, women are viewed as soft, weak, and submissive. There is nothing inappropriate about this distinction. However, it turns out that these character distinctions give rise to violent acts. Assuming that women are fragile is perceived as justification for assault. Lastly, double burden indicates that one gender carries a heavier workload than the other. Women's reproductive role is frequently viewed as permanent and unchanging. There has been a rise in the number of women working in the public sector, but a decrease in domestic responsibilities has not been accompanied. Their most significant endeavor is to replace other women, such as housemaids or other female family members, in performing the labor. Nonetheless, the obligation remains with women. Consequently, they have a double load. To avoid those inequality, a socialization need to be discuss in environment by spreading the information about gender equal to parents and children.

The reason why gender research must be carried out is because gender differences have been taught from an early age by families, and even then, they will be taught in schools through teacher behavior and learning. Learning that is usually given to students is often channeled through textbooks and explanations from teachers. Students may not realize the existence of gender material in textbooks; this is where the role of the teacher needs to be shown. Teachers are asked to start researching, select textbooks that have material on gender inequality and start sorting out materials that are suitable to be conveyed to students. Textbooks taught to students at least have gender roles divided into productive roles, reproductive roles, and social roles, as well as gender stereotypes which include gender behavior traits, gender roles, gender values, and gender status. A good textbook should display and highlight the roles played by women and men according to their status, environment, culture, and community structure, which are displayed in the form of illustrations and sentence descriptions. However, in reality, many textbooks still do not show a gender perspective because the roles of men and women are still clearly

distinguished and highlighted both through pictures and writing. Here are fair and equal education materials for girls and boys :

- a. Fair and equal educational materials for girls and boys (gender-oriented) are educational materials that teach / treat / describe justice and equality between women and men in gaining access, benefits and participation in various aspects of life as well as mastery of the sources of science and information technology.
- b. Describes a dynamic portrait of women and men in a relevant cultural setting. Example Women and men can both look for firewood and draw water from a well/river. Teachers can explain that men can also do household chores.
- c. Abandoning false stereotypes, example; There are only male heroes in history books; Teachers should add female heroes in the teaching plan notes or orally add more information about female heroes.
- d. Describing activities for girls and boys as equal. The teacher can explain that the rights and responsibilities of girls and boys are the same. Girls also need time to play and exercise. Boys also have an obligation to help their mothers at home.¹¹

The way to solve gender inequality is by doing a gender analysis in an English textbook. Gender analysis gathers and analyzes information that holds categories by sex group. Gender analysis investigates disparities between men and women for policies, programs, and initiatives to recognize and satisfy the requirements of both men and women.¹² It also makes it easier to strategically use the differences in knowledge and abilities between women and men. The benefits of conducting gender analysis include planning and implementing development programs that eliminate gender inequality gaps, allowing both women and men to profit from development and equitable empowerment simultaneously. Understand how gender roles, responsibilities, and disparities

¹¹ Mien Ratoe Oedjoe, *Modul Panduan Merancang Bahan Ajar Yang Adil Dan Setara Bagi Anak Perempuan Dan Laki-Laki* (Universitas Nusa Cendana Kupang, 2010), 69–70.

¹² Lis Meyers and Lindsey Jones, “Gender Analysis, Assessment and Audit Manual and Toolkit,” 2012, 2.

influence the project's efficacy and its outcomes' long-term viability.¹³ Gender analysis is essential to ensure that it will avoid gender misunderstanding by students, ensure the provision of a balanced and gender-sensitive education, and help students to create their ideas and create their own without being influenced by textbooks. Therefore, gender representation often involves stereotypes in actual social practice. Gender also a factor that affects language variance, even though language acquisition has traditionally tolerated gender disparities in language use. ELT textbooks can influence the learning and behavior of students. In addition, most educators utilize textbooks as the primary instructional and learning tool. Gender representation in textbooks refers to the representation of both genders. The equitable treatment of gender representation is the equality of balanced or unbalanced representations. It compares the depiction of men and women in images and text. When one gender dominates the text and visuals while the other is underrepresented, there is an imbalance or uneven representation. Balance or equal representation refers to the absence of or similar depictions of both genders in a textbook. Gender analysis determines if men and women have the same access to resources and different opportunities. Most importantly, how power is shared between them equally in a particular setting. When researchers do a gender analysis, it helps them find solutions to all the problems caused by gender bias and helps organizations or institutions meet the needs of people¹⁴, and gender analysis seeks to deconstruct the hierarchical character of gender interactions as part of a broader social study, establish what adjustments are necessary if more equitable relationships are to follow, and create an equal society.

The content taught in high school is not identical to that taught in Junior High School. Because of this variation, the

¹³ Meyers and Jones, 2 Ibid.

¹⁴ Shazia Maheen, Muhammad Arfan Lodhi, and Sabahat Anwar, "Gender Analysis of English Textbooks Taught at Graduate Level in the Constituent Colleges of Islamia University Bahawalpur," *International Journal of Humanities and Education Research* 1, no. 1 (2019): 27.

Indonesian Ministry of Education and Culture creates separate textbooks for each grade level and subject area. "Think Globally, Act Locally" is an English textbook for the Ninth Grade of Junior High School based on the 2013 curriculum and written specifically for the English subjects. Two criteria led to selecting an English textbook titled "Think globally, act locally" as the object of this study. First, this English textbook has not yet been analyzed at the Raden Intan State Islamic University. Nonetheless, another researcher from a different university conducted the gender analysis for the same book. Second, the other researcher from Raden Intan State Islamic University or the other English Education Students who conducted the gender analysis chose different books with varying difficulty levels.

The definitions and benefits of gender analysis lead to the conclusion that the researcher should conduct a gender analysis of an English textbook to determine whether gender equality is provable in an English textbook. Based on the background, the researcher is interested in analyzing the gender equality in English textbook that has the title **Gender Analysis in English Textbook of Ninth Grade of Junior High School Entitled "Think Globally, Act Locally" in 2013 Curriculum Published by Indonesian Ministry of Education and Culture.**

C. Focus and Sub-Focus of the Research

1. Focus of the Research

The focus of the research is how gender is represented by using Hamdan's nine suggested aspects of gender representation; and also the researcher will examine the most significant aspect in an English textbook of Ninth Grade of Junior High School Entitled "Think Globally, Act Locally" in the 2013 Curriculum Published by the Indonesian Ministry of Education and Culture.

2. Sub-Focus of the Research

The Sub-Focus of the research will employ all of Hamdan's nine aspects of gender representation in an English textbook of Ninth Grade of Junior High School Entitled "Think Globally,

Act Locally" in 2013 Curriculum Published by the Indonesian Ministry of Education and Culture.

D. Problem Formulation

After the researcher is able to narrow down the scope and limitation of the issue to the following:

1. How is gender represented in English textbook of Ninth Grade of Junior High School Entitled "Think Globally, Act Locally" in 2013 Curriculum Published by Indonesian Ministry of Education and Culture based on nine aspects of gender representation that Hamdan suggests?
2. Which aspect of gender represented by Hamdan is most prevalent in English textbook of Ninth Grade of Junior High School Entitled "Think Globally, Act Locally" in 2013 Curriculum Published by Indonesian Ministry of Education and Culture?

E. Objective of the Research

Based on the problem formulation above, the purpose of this research is:

1. To reveal the Gender represented in English textbook of Ninth Grade of Junior High School Entitled "Think Globally, Act Locally" in 2013 Curriculum Published by Indonesian Ministry of Education and Culture based on nine aspects of gender representation that Hamdan suggests.
2. To gauge the most prevalent aspect that present in an English textbook of Ninth Grade of Junior High School Entitled "Think Globally, Act Locally" in 2013 Curriculum Published by the Indonesian Ministry of Education and Culture suggested by Hamdan.

F. Significance of the Research

The researcher expects the findings of this study will be beneficial in the following ways:

1. Theoretically

- a. This research will contribute as a piece of additional knowledge to the other researcher who will analyze Gender in another English Textbook.
- b. The result of the research can be used to compare gender equality in another English textbook.

2. Practically

- a. The teacher

This research may help teacher to know about the gender representation in an English textbook of Ninth Grade of Junior High School Entitled "Think Globally, Act Locally" in 2013 Curriculum Published by the Indonesian Ministry of Education and Culture

- b. The student

Students will get a valuable part of supplementary knowledge about how gender roles, responsibilities, and inequities influence the efficacy of a project and the long-term durability of the project's outcomes, and an information to more aware about gender equality.

- c. The other researcher

This research will contribute a piece of additional knowledge and serve as the basis for future research.

G. Relevant Research

Some researchers have conducted research on Gender Analysis in an English Textbook. The first research was conducted by Ummu Salamah, she was an English Education student from Syarif Hidayatullah Islamic State University, with the research title is Gender Representation in the English Textbook (A Content Analysis of Bright for Seventh Grade Students Published by Erlangga). This research shows that males dominate females in four categories: photographs of women and men in roles, games involving men and women, and role models. On the other hand,

females were more prominent in terms of the number of female/male names stated and the pattern in which females cited them. In conclusion, Gender is not equally in Bright: An English Course for Seventh Grade Junior High School Students.¹⁵

The second research was held by two people, they were Nashriyah and Dini Khairul. Nashriyah is a Lecturer at UIN Ar-Raniry Banda Aceh's Department of English Language Education, Faculty of Tarbiyah, and Teacher Training. At the same time, Dini Khairul is a student at UIN Ar-Raniry Banda Aceh's Department of English Language Education, Faculty of Tarbiyah and Teacher Training. The study focuses on gender representation through five aspects, which Amini and Parviz previously examined in their 2012 research. The five aspects are visible, firstness, male generic construction, action, and occupation. Males dominated four aspects of quantity: visibility, firstness, masculine generic construction, and work, whereas females dominated the activity dimension. The numerical difference was not excessive in any way, except for visibility. However, in terms of quality, visibility, and activity, quality, visibility, and activity determined that girls and males are portrayed relatively in high school English textbooks by engaging females in all aspects, which may imply that females are now seen as necessary and valuable as boys. Nashriyah and Dini Khairul decided to analyze fifth textbook at once, they were Bahasa Inggris X Semester 1 and Bahasa Inggris X Semester 2 were written by Utami Widyati, Zuliati Rohmah, and Furaidah in 2014, Bahasa Inggris XI Semester 1 and Bahasa Inggris XI Semester 2 were written by Mahrukh Bashir in 2014, Bahasa Inggris XII was written by Utami Widyati, Zuliati Rohmah, and Furaidah in 2015. All textbooks are published by the Indonesian Ministry of Education and Culture.¹⁶

¹⁵ Ummu Salamah, "Gender Representation In The English Textbook (A Content Analysis of Broght For Seventh Grade Students Published by Erlangga)" (Syarif Hidayatullah Islamic State University, 2014), 5.

¹⁶ Nashriyah and Dini Khairul, "English Senior High School Textbook Analysis: Addressing Gender Bias Issues," *International Journal of Child and Gender Studies* 4, no. 2 (2018): 1.

The last research is held by Dhini Anjarwati, she was an English Education Department Student at State Institute on Islamic Studies Purwokerto, with the research title is Gender Representation in the English Textbook (A Content Analysis of Pathway to English for Tenth Grade Senior High School Published by Erlangga), The findings of this study revealed that the Pathway to English textbooks include gender representation. It's laid out like this: The number of images and texts in the textbook that show women and men in various occupations totaled 23 for females and 55 for males; the number of games or sports totaled 5 for females and 21 for males; the number of firstness in dialogues totaled 4 for females and 11 for males; the number of domestic roles totaled 14 for female and 5 for males; and the number of role models totaled 14 for females and 37 for men. To ensure that a textbook represents equity, the result is there are still gender stereotypes in textbooks. Overall, the Pathway to English textbook author attempted to promote and educate gender equity throughout the textbook.¹⁷

Each of the earlier research articles shows the findings' connections and differences. This study aimed to ascertain how gender is represented in the English textbook Hamdan recommends for ninth-graders, as well as to identify how the dominant gender is portrayed there. Because it is aligned with Curriculum 2013 and is still widely used in most schools, the Indonesia Ministry of Education and Culture's "Think Globally, Act Locally" English textbook for Junior High School's Ninth Grade is selected.

¹⁷ Dhini Anjarwati, "Gender Representation in the English Textbook (A Content Analysis of Pathway to English for Tenth Grade Senior High School Published by Erlangga) THESIS," *English Education* (State Institute on Islamic Studies Purwokerto, 2020), 2.

H. Research Methodology

1. Research Design

Research design is the structuring of settings for the collection and analysis of data to combine relevance to the study purpose with efficiency in the method. Research design is a way for a researcher to show off their ideas. It helps to avoid frustration by putting all the essential parts of the research together to show how they all work together to try to answer the research questions. A research design aims to ensure that the problem-related data are collected accurately and efficiently, and directing data gathering and analysis. There are three abilities to engage in research: quantitative, qualitative, and mixed methods.¹⁸

To support the analysis, the researcher chooses qualitative research with qualitative content analysis as a method. Qualitative research is a systematic scientific investigation aiming to construct a comprehensive, primarily narrative, description of a social or cultural phenomenon to inform the researcher's understanding of the phenomenon.¹⁹ Qualitative research usually collects data in spoken or written words, not in the form of a number. Qualitative research looks at the world from the point of view of the people who do the research and try to think about things from other people's points of view and experiences and the interpretations or meanings they bring to events and situations.²⁰ While qualitative content analysis is one of the several research methodologies used to

¹⁸ Bostley Muyembe Asenahabi, "Basics of Research Design: A Guide to Selecting Appropriate Research Design.," *International Journal of Contemporary Applied Researches* 6, no. 5 (2019): 77, https://www.researchgate.net/publication/342354309_Basics_of_Research_Design_A_Guide_to_selecting_appropriate_research_design.

¹⁹ Prashant Kumar Astalin, "Qualitative Research Designs: A Conceptual Framework," *International Journal of Social Science & Interdisciplinary Research* 2, no. 1 (2013): 118.

²⁰ Felicity Astin and Andrew Long, "Characteristics of Qualitative Research and Its Application," *British Journal of Cardiac Nursing* 9, no. 2 (2014): 93, <https://doi.org/10.12968/bjca.2014.9.2.93>.

examine text data. Other methodologies include ethnography, grounded theory, phenomenology, and historical study. The focus of the qualitative content analysis study is on the communicative aspects of language, with an emphasis on the text's content or contextual meaning.²¹ Frequently, qualitative content analysis is referred to as text. Numerous authors have underlined that content analysis may also be used to assess visual material. When reading about the 'text' or 'textual material' to which qualitative content analysis is applied, it is vital to remember that text is used as a general term, comprising both visual and spoken qualitative material.²² Textual data may be verbal, written, or electronic; it may have originated from narrative responses, open-ended survey questions, interviews, focus groups, observations, or print sources such as books or manuals. Qualitative content analysis goes beyond counting words to classify vast volumes of text into a manageable number of categories conveying connected meanings. These categories may represent either direct or implied communication.

The researcher chose qualitative content analysis as the research method since it is appropriate and helps the research to analyze how gender representation in grammatical, pictures, conversation, exercises, and the entire content of textbooks using Hamdan's theory in the English textbook of Ninth Grade of Junior High School Entitled "Think Globally, Act Locally" in 2013 Curriculum Published by the Indonesian Ministry of Education and Culture and reveal the most dominant aspects of gender by Hamdan.

²¹ Hsiu Fang Hsieh and Sarah E. Shannon, "Three Approaches to Qualitative Content Analysis," *Qualitative Health Research* 15, no. 9 (2005): 1278, <https://doi.org/10.1177/1049732305276687>.

²² Margrit Schreier, *Qualitative Content Analysis in Practice*, SAGE Publications, 2012, 3.

2. Data Source

The textbook used as a data source in this study is "Think Globally, Act Locally" by the Indonesian Ministry of Education and Culture for the Ninth Grade of Junior High School. This textbook was written by Siti Wachiah, Asep Gunawan, and Diyantari.

The English textbook is divided into eleven units, each with a different theme. Several colorful visual representations are included in the textbook, encouraging students to consider using the textbook as a source of information. Students in the ninth grade of Junior High School are the target audience for this book, with illustrations of both females and males appearing in nearly every unit. Not only do they appear in visual representations, but both females and males also appear in textual form like conversation, sentences, vocabulary and exercises. As the primary data source of this research, the researcher has focused on analyzing the gender equality that appears in this textbook, whether it shows up in visual images or textual form.

3. Data Collection Technique

Data collection is the systematic process of acquiring and analyzing information about variables of interest to answer specified research questions, test hypotheses, and evaluate outcomes. All data collecting aims to collect high-quality evidence, which translates into rich data analysis and enables constructing a compelling and believable response to the given questions.²³ Data collection may involve observations and study of records, reports, images, and documents. One of the many research approaches used to evaluate text data is content analysis. Content analysis research focuses on the features of language as communication, with an emphasis on the text's

²³ Syed Muhammad Sajjad Kabir, "Methods of Data Collection," in *Basic Guidelines for Research: An Introductory Approach for All Disciplines*, First Edit (Chittagong-4203, Bangladesh: Book Zone Publication, 2016), 202, [https://doi.org/10.1016/S0001-2092\(07\)69400-9](https://doi.org/10.1016/S0001-2092(07)69400-9).

content or contextual meaning. Text data can be vocal, written, or electronic and can come from narrative replies, open-ended survey questions, interviews, focus groups, observations, or print media such as articles, books, or manuals. Content analysis goes beyond simply counting words to closely examine language in order to classify enormous volumes of text into a small number of categories that represent related meanings. These classifications can represent either explicit or inferred communication. The purpose of content analysis is to offer knowledge and comprehension of the phenomenon under investigation. Content analysis is defined as a research approach for subjective interpretation of text data content using a systematic classification process of coding and finding themes or patterns.²⁴

The researcher took several steps to collect the data from an English Textbook of Ninth Grade Junior High School Entitled “Think Globally, Act Locally.” as the subject of the research :

- a. The researcher reads the content of the textbook, Researcher can re-read the textbook several times to get accurate data.
- b. Separate the textual gender presentation and visual gender presentation from each units of the textbook
- c. The researcher marks the textual presentation that contain gender difference
- d. The researcher chooses the visual presentation that also contain gender difference
- e. Separating the textual gender presentation and visual gender presentation into gender representation is suggested by Hamdan.

4. Research Instrument

Instruments play a significant role in this research. The tool is one of the most critical parts of this research. In qualitative research, the researcher is the research instrument or tool. As a

²⁴ Hsieh and Shannon, “Three Approaches to Qualitative Content Analysis,” 1278.

human instrument, the researcher decides the focus of the study, chooses informants as data sources, collects data, assesses data quality, analyzes data, interprets the data, and draws conclusions from the data and research.²⁵ According to Donald²⁶, the characteristic of qualitative research, a human investigator is a principal instrument for collecting and analyzing data, as only a human instrument is capable of performing tasks such as communicating with people in the setting, examining someone's activities, reading their documents and written records, and recording the information in field notes and journals. Qualitative research investigates human experiences and situations to represent the complexity of the human experience, which is capable of adjusting to and responding to its surroundings.

Documentation based on Hamdan's research represents the second instrument. For instance, the analyst chose the first factor, "visibility in Photos and Illustrations," and individually studied the data from the textbooks. Using the following equation, the researcher calculated the coefficient of agreement:

$$\text{Gross Agreement} = \frac{\text{Variables agreed upon}}{\text{Total variables}}$$

The researcher accepted any percentage above 90%

Here is Hamdan's design for the documentation protocol. According to the procedure and the researcher's perspective, the documentation process will be complete or limited. Here is the protocol for documentation:

²⁵ Hardani et al., *Buku Metode Penelitian Kualitatif & Kuantitatif*, ed. Husnu Abadi (Yogyakarta: CV. Pustaka Ilmu Group Yogyakarta, 2020), 35.

²⁶ Donald Ary et al., *Introduction to Research in Education*, ed. Chris Shortt, 8th ed. (Belmont, California: Wadsworth, Cengage Learning, 2010), 424.

Table 1. 1
General Instrument of Analysis of Gender Aspects

The instrument of analysis of gender aspects						
Gender Aspect		Male		Female		Total
		Number	Percentage	Number	Percentage	
1	Visibility in Images and Illustrations					
2	Textual Visibility					
3	Topic Dominance					
4	Occupational Distribution					
5	Firstness					
6	Grammatical Function					
7	Attributes Traits and Qualities					
8	Activity Types					
9	Generic Conception					

In addition to the generic gender features analysis instrument. The objective of designing the protocol is to collect the intended data that demonstrates the research aims. Here is the specific tool utilized in gender factors analysis:

a. Visibility in Images and Illustrations

Table 1. 2

The instrument of analysis of gender visibility in photos and illustrations in an English Textbook "Think Globally, Act Locally"

Page No.	Male	Fem ale	Page No.	Male	Fem ale	Page No.	Ma le	Femal e
						Total	No	Percen tage
						Male		
						Fem ale		
						Amo unt		

b. Textual Visibility

Table 1. 3

The instrument of analysis of gender Textual Visibility in an English Textbook "Think Globally, Act Locally"

Page No.	Male	Fem ale	Page No.	Male	Fem ale	Page No.	Male	Fem ale
						Total	No	Perc

								entag e
						Male		
						Fem ale		
						Amo unt		

c. Topic Dominance

Table 1. 4

The instrument of analysis of gender Topic dominance in an English Textbook "Think Globally, Act Locally

Chapter	Topic	Male	Female	Total	No	Perce ntage
1				Male		
2				Female		
3				Total		
4						
5						
6						
7						
8						
9						
10						
11						

d. Occupational Distribution

Table 1. 5

The instrument of analysis of gender occupational distribution in an English Textbook "Think Globally, Act Locally

Occupational						
					Total	
Chapter	Page	Male	Page	Female	Frequency	Percentage
1						

Total						
2						
Total						
3						
Total						
4						
Total						

e. Firstness

Table 1. 6

The instrument of analysis of gender firstness in an English Textbook
"Think Globally, Act Locally"

Words						
					Total	
Chapter	Page	Male	Page	Female	Frequency	Percentage
1						
Total						
2						
Total						
3						
Total						
4						
Total						

f. Grammatical Function

Table 1. 7

The instrument of analysis of gender grammatical function in an English Textbook "Think Globally, Act Locally"

Page No.	Male	Female	Page No.	Male	Female	Page No.	Male	Female
						Total	No	Percentage
						Male		
						Female		
						Amount		

g. Attributes Traits and Qualities

Table 1. 8

The instrument of analysis of gender attributes traits and qualities in an English Textbook "Think Globally, Act Locally"

Chapter	Page	Adjective	Male	Female		No	Percentage
1					Gender		
					Male		
					Female		
					Total		
2					Gender		
					Male		
					Female		

					Total		
3					Gender		
					Male		
					Female		
					Total		
4					Gender		
					Male		
					Female		
					Total		

h. Activity Types

Table 1.9

The instrument of analysis of gender activity types in an English Textbook "Think Globally, Act Locally"

Activities						
Chapter	Page	Male	Page	Female	Total	
					Frequency	Percentage
1						
Total						
2						
Total						
3						
Total						
4						
Total						

i. Generic Conception

Table 1. 10

The instrument of analysis of gender generic conception in an English Textbook "Think Globally, Act Locally

Chapter	Page	Word
1		
Total		
2		
Total		
3		
Total		
4		
Total		

5. Data Analysis

The process of data analysis in qualitative research begins with the preparation and organization of the data (i.e., text data as in transcripts or image data as in photographs) for analysis, followed by the reduction of the data into themes through a process of coding and condensing the codes, and finally the representation of the data in figures, tables, or a discussion of the findings.²⁷ According to Miles and Huberman characterize data analysis as including three steps: data condensation, data display, and conclusion drawing and verification. The three streams were portrayed by Miles and Huberman as being implicated before, during, and after data gathering in parallel form to create the public domain known as "analysis."

a. Data Condensation

The process of choosing, concentrating, streamlining, abstracting, and/or changing the data that are included in the entire corpus (body) of written-up field notes, interview transcripts, papers, and other empirical materials is known as data condensation. Condensing data strengthens the

²⁷ John W Creswell, *Qualitative Inquiry & Research Design*, ed. Brittany Bauhaus, 3rd ed. (California: SAGE Publications Inc., 2013), 180.

information. Data condensation is a type of analysis that sharpens, sorts, concentrates, discards, and organizes data in order to draw and verify "final" findings.

b. Data Display

Data display is the second major flow of analytical activity. A display, in general, is a structured, compacted collection of information that enables for conclusion drawing and action. Looking at displays helps us grasp what is going on and decide whether to investigate further or take action based on that understanding.

c. Conclusion Drawing and Verification

Drawing and verifying conclusions is the third phase in data analysis, by noticing regularities, patterns, explanations, potential configurations, causal processes, and propositions, the data analysis starts to make decisions about what things mean as soon as the data is collected. As the analyst moves forward, conclusions are also validated. After the data had been gathered, a preliminary conclusion was drawn before moving on to the final analysis.²⁸

6. Research Procedure

The research procedure is a procedure that the researcher will follow in conducting the research. The procedures of the research are used as follows:

- a. The researcher reads all of the English textbooks' material.
- b. The researcher recognizes every instance of gender in the English textbook.
- c. The researcher categorizes gender in textbook based on Hamdan's nine aspects of gender representation.
- d. The researcher categorizes each gender by looking at Hamdan's gender requirements in each aspect.
- e. The researcher organizes the data into tables based on Hamdan's nine aspects of gender representation.

²⁸ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*, Three (SAGE Publications Inc., 2014), 31–32.

- f. The researcher calculates the data for every aspect of gender representation and describes the data according to findings.
- g. The researcher examines the gender balance or imbalance in the English textbook.
- h. The researcher examines the most prevalent aspect of gender representation in an English textbook based on Hamdan's theory.
- i. The researcher draws findings from the research analysis.

7. Trustworthiness of the Data

Trustworthiness relates to assessing the study's overall quality and worth and the degree to which the study's conclusions correspond to the study's objectives, as determined by the data provided by participants. Lincoln and Guba stated that trustworthiness is one method that researchers might use to convince themselves and readers that the conclusions of their research deserve attention is to provide supporting evidence.²⁹ Lincoln and Guba also measure trustworthiness based on four general factors: credibility, transferability, dependability, and confirmability.³⁰

a. Credibility

Credibility relates to the veracity of the facts, the participant's opinions, and the researcher's interpretation and presentation of them. Enhance the credibility by explaining the experiences as a researcher and confirming the findings with the participants.

b. Transferability

Transferability refers to the applicability of findings to various contexts or populations. A qualitative study satisfies this requirement if the results are meaningful to non-

²⁹ Lorelli S. Nowell et al., "Thematic Analysis: Striving to Meet the Trustworthiness Criteria," *International Journal of Qualitative Methods* 16, no. 1 (2017): 3, <https://doi.org/10.1177/1609406917733847>.

³⁰ Norman A. Stahl and James R. King, "Understanding and Using Trustworthiness in Qualitative Research," *Journal of Developmental Education* 44, no. 1 (2020): 26.

participants and readers can relate the findings to their own experiences. Researchers should provide enough information on the informants and research context for the reader to evaluate the findings' applicability or transferability. However, the criteria for transferability depend on the objective of the qualitative investigation. It may be relevant only if the research attempts to generalize about the subject or phenomenon.

c. Dependability

Dependability is the alignment of the data under circumstances that are similar. It can be accomplished when a different researcher agrees with the decision trails made at each stage of the research process. A study would be regarded as dependable if the findings were replicated with similar participants under similar circumstances, according to the researcher's methodology and descriptions.

d. Confirmability

The researcher's capability to show that the statistics accurately reflect the participants' responses and not their biases or perspectives are referred to as confirmability. The researcher can conduct confirmability by explaining how conclusions and interpretations are arrived at and providing evidence that the results were drawn directly from the data.

To determine the validity of the data in this study, the researcher chose to employ credibility and confirmability. Since the data were utilized to support the legitimacy of the research study's conclusions, it is crucial to validate the data by seeking the advice of an expert. Lincoln and Guba recommended several methods for addressing credibility, including prolonged engagement, persistent observation, triangulation, and member check. In order to guarantee the accuracy of the data analysis for this research, the researcher chose to use triangulation. A technique for improving the validity and credibility of research findings is triangulation. Triangulation offers a choice of datasets to explain various aspects of an interesting

phenomenon, which might enhance research.³¹ In Helen, Denzin suggests four different sorts of triangulation:

- a. Data triangulation is the utilization of multiple data/information sources that include time, place, and people.
- b. Investigator triangulation requires the utilization of numerous researchers in an empirical study that employs more than one independent researcher who uses multiple investigators/evaluators in a single study.
- c. Theory triangulation is utilizing various professional views to understand a single set of data/information, unlike investigator triangulation, which often employs professionals from outside the subject of study.
- d. Methodological Triangulation uses several qualitative and quantitative techniques or the encouragement of different data gathering techniques, such as interviews and observations, to examine a program. If the results of each method are the same, validity is established.³²

However, Investigator Triangulation is a proper technique to help this research. The researcher involves an expert to confirm the findings.

I. Systematic of the Discussion

The research discussion will consist of five Chapters, as follows:

Chapter I is an Introduction that consists of Title Confirmation, Background of Problems, Focus and Sub-Focus of the Research, Problem Formulation, Objective of the Research, Significance of the Research, Relevant Research,

³¹ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education, Research Methods in Education*, 6th ed. (Oxon: Routledge, 2007), 141, <https://doi.org/10.4324/9781315456539-19>.

³² Helen Noble and Roberta Heale, "Triangulation in Research, with Examples," *Evidence-Based Nursing* 22, no. 3 (2019): 67, <https://doi.org/10.1136/ebnurs-2019-103145>.

Research Methodology, and Systematic of the Discussion.

Chapter II is a Review of Literature that consists of Definition of Curriculum, The Function of Curriculum, The Purpose of Curriculum, Curriculum 2013, The Purpose of Curriculum 2013, and Characteristic and Structure of Curriculum 2013, Definition of Learning Media, The Function of Learning Media, The Advantages of Learning Media, Types of Learning Media, Textbook as Media and Material in Learning English, Definition of Textbook, The Role of Textbook, English Foreign Language Textbook, The Role of English Language Teaching, Definition of Gender, Gender Stereotypes in Environment, and Gender Representation in Textbook.

Chapter III is a Description of the Research Object that consists of General Description of the Object and Facts and Data Display.

Chapter IV is a Research Analysis that consists of Data Analysis and Research Findings.

Chapter V is a Conclusion and Recommendation that consists of Conclusion and Recommendation.

CHAPTER II

REVIEW OF LITERATURE

A. Curriculum

1. Definition of Curriculum

Education is the based form knowledge for every person in all around the world, but to develop the education some expert need a guidelines to making sure that education is suitable to applied in teaching and learning process. According to Pratt, Barrow, and Milburn, "curriculum" comes from the Latin verb *currere*, "to run." The diminutive form of "*currere*" means "racing chariot" or "race course." Cicero extended the term by associating it with *curriculum vitae*, which means "the course of one's life." He also connected it to *curriculum mentis*, a metaphor for "the (educational) course of the mind." Not until the nineteenth century did the phrase become prevalent in teaching.¹ The curriculum has several meanings; the curriculum might be a lesson plan, a student's study plan, or school-based learning activities. The curriculum continues to evolve in tandem with the evolution of various tasks that must be performed and become educational responsibilities. Romine² state that "Curriculum is interpreted to mean all of the organized courses, activities, and experience which pupile have under direction of the school, whether in the classroom organisatoris not". Beauchamp³ also state that "A Curriculum is a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrollment in given school". Hamid also found the concept of curriculum that has four aspects, they are:

¹ Shao-Wen Su, 'The Various Concepts of Curriculum and the Factors Involved in Curricula-Making', *Journal of Language Teaching and Research*, 3.1 (2012), 153-158 (p. 153) <<https://doi.org/10.4304/jltr.3.1.153-158>>.

² Sholeh Hidayat, *Pengembangan Kurikulum Baru*, ed. Anang Solihin Wardan, Third Prin (Bandung: PT. Remaja Rosdakarya, 2015), 21.

³ Hidayat, 21 Ibid.

- a. A curriculum is an idea derived from curriculum and education-specific theories and research.
- b. The curriculum is a documented plan that includes objectives, resources, activities, equipment, and time.
- c. In learning practices, the curriculum as an activity has a written plan.
- d. The curriculum results from the attainment of behavioral or specific skill modifications among pupils.

Based on the several definitions above can conclude that A curriculum collects studies and instructional programs delivered to students by an educational institution. It also contains lesson ideas designed to be given to pupils during a single educational period. The term "curriculum" appears to be predominantly associated with what teachers will teach and what students will learn. In truth, the curriculum is also directly tied to how students master the outcome.

2. The Function of Curriculum

The curriculum serves the following purposes for the educational system as a whole educational experience provided to the student:

- a. It influences the educational orientation, including the type of society individuals wish to live and serve.
- b. It establishes the guiding ideas and methods for selecting and organizing educational programs.
- c. It focuses on the application of the selected principles.
- d. It determines and evaluates what modifications have been implemented.⁴

The curriculum in education has several function that is:

- a. As a tool to ensure the set outcomes.
- b. As a foundation in the norms of every educational activity,

⁴ Maduka Enyimba, "The Role of Curriculum and Development in Teaching and Learning: A Critical Appraisal African Epistemology Project View Project African Philosophy Project View Project," *Journal of Literature, Languages and Linguistics* 1, no. January 2013 (2013): 95, <https://www.researchgate.net/publication/336669678>.

- c. As a guide for teachers to carry out learning to attain educational goals,
- d. As a guide to enhance the learning environment so that it becomes conducive.⁵

According to Alexander English⁶, There is more function of curriculum that has different function, such as:

- a. The adjustive of adaptive function is the capacity to adapt to the entire environment
- b. The integrating function is provide services to individual differences in society
- c. The differentiating function can Provide services catering to societal diversity
- d. The propaedeutic function, pupils are prepared to continue their studies at a higher level
- e. The selective function is allow someone to select what they desire.
- f. The diagnostic function be an assist pupils in comprehending and accepting themselves to reach their full potential.

3. The Purpose of Curriculum

The curriculum is a system comprised of components that are interconnected with one another. These interconnected components are as follows: 1) objectives; 2) content; 3) tactics or methods; 4) organization; and 5) evaluation. These aspects serve as the primary foundation for ongoing efforts to establish a system for learning.⁷ The curriculum aims are developed with two considerations in mind: 1) the progression of societal expectations, prerequisites, and conditions; and 2) the growth of philosophical ideas and their application to the pursuit of philosophical ideals. After that, the educational goals are broken down into a few other categories, including long-term, medium-

⁵ Hidayat, *Pengembangan Kurikulum Baru*, 25–28 Op.Cit.

⁶ Hidayat, 31–32 Ibid.

⁷ Hidayat, 51 Ibid.

term, and short-term objectives and general and specific educational targets. The objectives of education can be categorized in a variety of ways, ranging from broad to specific, and then further subdivided into the following four categories:

a. National Education Goals

The National Education Goals are the broadest, and they are required to be used as guidance for every educational endeavor that is made. Adhering to a nation's way of life and ideology should be the primary focus of one's efforts. The national education goals are long-term objectives that serve as the foundation for all other national education objectives, including formal, informal, and non-formal education.

b. Institutional Goals

Every educational institution should work toward achieving what is known as "institutional goals." The attainment of general goals, which are expressed in graduate competencies at each level of education (for instance, competency standards for primary, secondary, vocational, and higher education levels), is the end goal of institutional goals. These goals are intermediate goals on the path to achieving general goals.

c. Curriculum Goals

Curriculum goals must be met for each academic discipline. Institutional objectives can be supported and guided by curricular objectives, which are short-term targets for achieving the long-term objectives of educational institutions.

d. Instructional Goals or Learning Goals

Learning goals are an ability that students are expected to possess after studying a specific subject. They are a component of the goals set for the curriculum. It is the instructor's responsibility to describe the learning objectives because they are the only people who understand the field

conditions. This includes having an awareness of the aspects of the pupils who will carry out the learning in a school.⁸

4. Curriculum 2013

The Ministry of Education and Culture of Indonesian has been applied several curriculum to Indonesian education, there are many types of curriculum applied before curriculum 2013, those were curriculum Curriculum 1947, Curriculum 1952, Curriculum 1964, Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994 and Supplement Curriculum 1999, Curriculum Competence Based (KBK) 2004, and Curriculum Education Chapter Level (KTSP) 2006. Since the start of the 2013/2014 school year, the curriculum from 2013 has been used as the basis for the national curriculum. As a national curriculum, Curriculum 2013 satisfies both of the curriculum's aspects. The first dimension is the planning and organization of objectives, content, and lesson materials, and the second dimension is the methodology used in learning activities. The curriculum for 2013 aims to educate Indonesia's populace so that they will be able to live as individuals and citizens who are loyal, productive, creative, innovative, and effective, and who can make a positive contribution to the ongoing existence of society, nation, state, and world civilization.⁹ This curriculum is one of the devices intended to guide the process of maximizing pupils' potential quality. Therefore, the curriculum is prepared and designed to serve as a guide in training students to become:

- a. Quality human beings who are capable and proactive in responding to the ever-changing issues of the times.

⁸ Hidayat, 51–53 Ibid.

⁹ dan Teknologi Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, “Kurikulum 2013,” Sistem Informasi Kurikulum Nasional, 2022, <https://kurikulum.kemdikbud.go.id/kurikulum-2013/>.

b. Humans with education, faith in, and devotion to God Almighty are noble characters who are also healthy, knowledgeable, capable, creative, and independent.

c. Citizens with democratic and responsible values.¹⁰

The responsibility of the central government, provincial governments, and district/city governments to implement Curriculum 13. The assignment of duties for executing the 2013 curriculum is as follows:

a. The responsibility of the central government is to prepare teachers and principals to apply the curriculum.

b. The federal government is responsible for evaluating the curriculum's countrywide implementation.

c. The provincial government is responsible for overseeing and reviewing the implementation of the curriculum in neighboring provinces.

d. District/city governments are responsible for providing teachers and school principals with professional help in implementing curricula in their respective districts/cities.¹¹

5. The Purpose of Curriculum 2013

A curriculum certainly has goals that are expected to facilitate students in gaining knowledge. According to Law No. 20 of 2003 (*Undang-undang Nomor 20 Tahun 2003*), the objective of national education is to develop the potential of pupils to become individuals who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and democratically accountable citizens. Following the requirements of the law, a vision for education in Indonesia for the year 2025 has been established: to produce intelligent and competitive individuals. The 2013 curriculum

¹⁰ Rendi Alek, Happy Fitria, and Syaiful Eddy, "The Role of Teachers in Implementing Curriculum 13 in Primary Schools," *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* 6, no. 1 (2021): 292, <https://doi.org/10.29210/021043jpgi0005>.

¹¹ Alek, Fitria, and Eddy, 292 Ibid.

has been created to enable Indonesians to live as individuals and citizens who are faithful, diligent, creative, innovative, and empathetic, and who can contribute to society, nation, and world civilization.¹²

6. Characteristic and Structure of Curriculum 2013

The 2013 curriculum is competency-based, and its growth is geared toward reaching Graduate Competency Standards-based competencies.¹³ The curriculum structure covers the conceptualization of curricular material in the form of subjects, distribution of content/subjects in semester or year, study load for subjects, and weekly study load for each student. The curriculum structure also incorporates content and learning load organization in the learning system.¹⁴ Therefore, the curriculum 2013 is a set of ideas and structures for the purpose, the content of learning resources, and how to use them to achieve the certain educational goal. The 2013 curriculum aspires to teach Indonesian students to live as someone and citizens who are faithful, productive, creative, innovative, and emotionally intelligent and who can contribute to and develop better to the human character in the life of society, nation, state, and world civilization.

B. Learning Media

1. Definition of Learning Media

Learning something new involves continuing somebody's education or acquiring further knowledge; how different people gain additional information may vary. Some people may quickly grasp new concepts with little experience and practice, while others can learn them if someone shows them how to do things. As long as people are still learning something new,

¹² Dirman and Cicih Juarsih, *Pengembangan Kurikulum (Dalam Rangka Implementasi Standar Proses Pendidikan Siswa)*, ed. Hairun Nufus (Jakarta: PT. Rineka Cipta, 2014), 13.

¹³ Dirman and Juarsih, 18 Ibid.

¹⁴ Dirman and Juarsih, 23 Ibid.

many people utilize the media as a tool to become proficient or reliable in learning new things or deepening these skills. The word "media" is derived from the Latin word "medium," which signifies an intermediate or an introduction. Arsyad mentions in "*Media Pembelajaran*", the word media is derived from the Greek word "*medius*," which means "middle," "intermediary," or "introduction." To understand in broad terms, Gerlach and Ely state that the definition of the media as "human, material, or events that build conditions that enable students to acquire information, skills, or attitudes," the media are conditions that allow students to acquire knowledge, skills, or attitudes.¹⁵

Learning media is one of the teaching and learning process vital components. The precision of the utilization of learning material can impact the process's quality and the attained outcomes. The instructor utilized multiple forms of media, including human, written, visual, and multimedia forms of media. The majority of the teaching material that the instructor employed was engaging and had the potential to get the students involved in learning.¹⁶ Ibrahim in Nurdyansyah¹⁷ mention that learning media can stimulate interaction in the teaching and learning process to achieve instructional objectives. It can be said that learning media are everything that can use to channel messages (learning materials) to stimulate the attention, interests, thoughts, and feelings of students in learning activities to achieve learning goals, and according to Hasan¹⁸ that The term "learning media" refers to anything that acts as a go-between or liaison between the information provider, the

¹⁵ Azhar Arsyad, *Media Pembelajaran*, ed. Ashaf Rahman, Revision (Jakarta: Rajawali Pers, 2014), 3.

¹⁶ Muh. Rajib Silmi, 'Types of Media and Teaching Techniques in Teaching Speaking At Smp Brawijaya Smart School Malang', *Suar Betang*, 12.2 (2018), 223–233 (p. 232) <<https://doi.org/10.26499/surbet.v12i2.33>>.

¹⁷ Nurdyansyah, *Media Pembelajaran Inovatif*, ed. Pandi Rais, First (Sidoarjo, Jawa Timur: UMSIDA Press, 2019), 46.

¹⁸ Muhammad Hasan et al., *Media Pembelajaran, Tahta Media Group*, 2021, 29.

instructor, and the recipients of the information, the students. The purpose of learning media is to encourage students to be motivated and follow the learning process in a complete and meaningful way. To summarize those definitions of learning media, we can say that learning media is any resources, tools, methods, or approaches utilized in teaching or learning activities to facilitate the exchange of scholarly communication between teachers and students appropriately and effectively.

2. The Function of Learning Media

Learning media is everything (it may be tools, methods, or anything else) that can be used to convey messages, content, and learning objectives so that it can stimulate the attention, interest, thoughts, and positive emotions of students in learning activities so that they are not bored with the learning and so that it is easier for them to achieve their learning objectives. Learning media can improve learning processes and outcomes by clarifying and simplifying the presentation of messages and information. Learning Media can direct students' attention to boost their motivation and involvement with their environment and the ability to learn autonomously according to their talents and interests through learning media. Learner's senses, space, and time can all be transcended with the use of learning media.

¹⁹ Media refers to teacher aids in schools, while learning is the interaction between teachers and students and all learning components. Communication, communicators, communicants, learning materials, learning media, and learning objectives are the components that make up the learning process. Miarso in Marpaung ²⁰ statet that the functions of learning media include:

- a. Creating a realistic learning environment
- b. Media utilization is an integral component of the learning system.

¹⁹ Syafaruddin Marpaung, "Penggunaan Media Dalam Pembelajaran Bahasa Inggris Di Sekolah Menengah Atas," vol. 4, 2014, 2.

²⁰ Marpaung, 4:5 Ibid.

- c. Learning media are crucial for accomplishing educational objectives.
- d. The use of media in education speeds the learning process and aids pupils in comprehending the material delivered in class.
- e. The use of media in education is meant to improve educational quality.

DePorter and Hernacki ²¹ asserted that teachers should utilize media in teaching-learning activities for the reasons listed below:

- a. Instructional media can remedy the inexperience of the learners. Learners come from many backgrounds, such as family life, society, and the social economy. Different surroundings, societies, social economics, etc., will result in diverse learning experiences for students living in different regions.
- b. The scope of instructional media extends far beyond the classroom. There are numerous things, such as bacteria, viruses, etc., that the students cannot touch. We must use a microscope to learn about and see minute objects. Markets, stations, and harbors, which cannot be brought into the classroom, are represented via photographs.
- c. Instructional media are designed to facilitate learners' direct contact with their surroundings.
- d. The media have generated several observations. Depending on the teacher's objectives, the students' attention might be focused on what is most important.
- e. Concepts can remain simple, concrete, and fundamental in media.
- f. Using media in learning stimulates the motivation of the students.

²¹ Urip Tanggoro, 'The Use of Instructional Media to Improve Students' Motivation in Learning English', *Dialektika*, 3.1 (2015), 100–107 (pp. 104–105).

g. The media have transformed concrete experiences into abstract ones.

Which mean that Learning media is an instrument for enhancing the efficacy and practicability of the learning process to be carried out efficiently and following rules. Learning media and instructional resources are essential in education, particularly throughout the teaching and learning process at school.

3. The Advantages of Learning Media

Media are essential learning aids for the English language. Media can be utilized to aid in the simplification and perfection of the language-learning process, the reduction of the use of mother tongue or first language, the stimulation of students' learning motivation and interest, and the explanation of a new concept so that students can comprehend it without difficulty or misunderstanding, and the leveling of perceptions. There is more advantage to learning media, as Arsyad state ²² :

- a. Learning media can clarify the presentation of messages and information to facilitate and enhance the learning process and its outcomes.
- b. Learning media can improve and direct children's attention, leading to increased studying motivation, a more direct connection between students and their surroundings, and the possibility of students learning freely based on their talents and interests.
- c. Learning media can circumvent the restrictions of location, time, and the senses.
- d. Learning media can give students a shared experience of events in their environment and facilitate connection with teachers, the community, and their environment through field trips and museum or zoo visits.

²² Arsyad, *Media Pembelajaran*, 29–30 Op. Cit.

4. Types of Learning Media

Educational Media also assists students and teachers in recognizing common issues that develop during the teaching and learning process. Under the student-centered technique, students actively participate in the learning procedure. The use of media in teaching and learning is intended to motivate students, in conjunction with appealing multimedia, resulting in the students' convenience and enjoyment of learning. Additionally, students will be more willing to learn a new topic. The technology-enhanced learning material can deliver a different learning experience than traditional methods.²³

According to Marpanaji²⁴, there are six forms of learning media: (1) Text, (2) Audio, (3) Visual, (4) Motion, (5) Real objects and models, and (6) People. The most prevalent form of educational media is textual. This sort of text media is used in books, posters, whiteboards, and computer screens, among others, to impart educational content. Audio, which includes anything audible, such as human voice dialogues, music sounds, and engine sounds, is frequently utilized as an instructional medium. Visual learning materials include diagrams on a poster, images on walls (e.g., wall charts), images drawn with chalk or markers on a blackboard, photographs of items, etc. Motion is an educational medium that includes videotape, cinema, and animation. Natural objects or models are three-dimensional learning mediums that students can touch and manipulate. The final sort of media is individuals, including instructors, students, and subject matter experts. Students can learn from teachers, other students, and subject matter experts.

²³ Ahamad Asmadi Sakat and others, 'Educational Technology Media Method in Teaching and Learning Progress', *American Journal of Applied Sciences*, 9.6 (2012), 874-878 (p. 877) <<https://doi.org/10.3844/ajassp.2012.874.878>>.

²⁴ E. Marpanaji, M. I. Mahali, and R. A.S. Putra, "Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants," *Journal of Physics: Conference Series* 1140, no. 1 (2018): 3, <https://doi.org/10.1088/1742-6596/1140/1/012014>.

There is other explanation of the types of learning media or instructional media that can help both of teacher and student in learning, according to Harmer in Aisyah ²⁵, learning media include textbooks, images, projectors, whiteboards, PowerPoint presentations, films, and computer-based technology tools. The two components of learning media are software and hardware trimmer; a teacher may use an application, whereas, on hardware media, a teacher may use a computer, laptop, or projector.

According to the previous statement, it is crucial to employ learning media to support the teaching and learning process in the classroom so that activities run smoothly and students feel comfortable and interested in participating in the teaching and learning process at school. Therefore, the presence of learning media can increase student interest in teaching and learning and aid teachers in delivering material through media taught to students; many types of learning media will certainly aid teachers in teaching and learning, allowing teachers to select the type of media that will use following the material. Here are the following media types that can be used for the teaching and learning process in the classroom:

a. Human-based media

Human-based media is the oldest form of information transmission and communication. Human-based media propose two effective methods: problem-centered design and inquiry.

b. Printed materials

Textbooks, guidebooks, journals, magazines, and loose sheets are the most well-known print-based learning materials.

²⁵ Silvi Aisyah and Acep Haryudin, 'Instructional Media Used in Teaching English', *PROJECT (Professional Journal of English Education)*, 3.6 (2020), 737-742 (p. 737) <<https://doi.org/10.22460/project.v3i6.p737-742>>.

c. Visual-based media

Visual media (pictures or parables) play a vital function in learning. Visual media can increase comprehension and memory retention. Visuals can also increase student engagement and connect the subject matter's content and the natural environment to be effective.²⁶

d. The audio-visual media

Audio-visual presents a complete communicating setting. The pupils can quickly comprehend the facial expressions, gestures, and physical setting, bringing learning closer to real-world circumstances. It is essential to evaluate a program's applicability to the class environment, available time, content value, and how to implement it more efficiently for the benefit of all students' content learning. These media include video CDs that contain audio and video recordings of films and television shows.²⁷

5. Textbook as Media and Material in Learning English

a. Textbook as Media in Learning English

English language textbooks are designed to teach students what they need to know to become proficient in the language at any given point. There are many advantages to learning a second language through written texts rather than listening or speaking, but this approach also has disadvantages. As a result, textbooks give students the hands-on exposure required to become fluent in the target language. Since the primary purpose of language teaching is to instill in students a strong command of the target language, and a quality textbook is a precondition, textbooks should possess the following qualities:

²⁶ Arsyad, *Media Pembelajaran*, 89 Op. Cit.

²⁷ Ahmad Baidawi, "Using Visual Media in Teaching Speaking," *OKARA: Jurnal Bahasa Dan Sastra* 1, no. 1 (2016): 58, <https://doi.org/10.19105/ojbs.v10i1.811>.

1) Content

A quality English language textbook must be well-equipped to suit the students' diverse communication demands. English is a second language in the country, so English learners should utilize textbooks that provide in-depth instruction on the four language skills - hearing, speaking, reading, and writing - to effectively use the language. The textual instructions should mirror the natural order for gaining these skills, as outlined above. Most textbooks emphasize the development of reading and writing skills, which is a significant obstacle for second-language learners. Rarely is much emphasis placed on developing speaking and listening skills.

2) Qualification of the Authors

Writing English textbooks is a job for English language experts who are fluent in the language and understand how best to communicate knowledge to students. The authors of English language textbooks must be experts in English as a Second Language and Applied Linguistics to achieve the same level of success as the authors of Intensive English.

3) Reflection of Students' Cultural

Experience plays a crucial role in the learning process. It has been demonstrated that students learn faster when their experiences are reflected in their lessons. Learning is aided when learners can connect a newly introduced experience to an experience they have already had in life, as new individual objects that enter the brain must always be connected to existing information for meaningful learning. Based on past experiences, relevant new ones are interpreted.

4) The Lay-out of the Textbook

English language textbooks are studied intensively and deserve a better layout to ease comprehension. They differ from newspapers and periodicals, which are selectively read. The readability of a textbook is

determined by how its ideas are presented. Presenting the contents of a page in two or three columns, as the case may be, makes reading cumbersome because students must read through multiple columns on the same page to grasp the page's intended meaning.

To sum up all the information above, it can be concluded that The textual instructions should mirror the natural order for gaining these skills, as outlined above. Most textbooks emphasize the development of reading and writing skills, which is a significant obstacle for second-language learners. Writing English textbooks is a job for English language experts who are fluent in the language and understand how best to communicate knowledge to students. The authors of English language textbooks must be experts in English as a Second Language and Applied Linguistics to achieve the same level of success as the authors of Intensive English. Experience plays a crucial role in the learning process. English language textbooks are studied intensively and deserve a better layout to ease comprehension. Presenting the contents of a page in two or three columns, as the case may be, makes reading cumbersome because students must read through multiple columns on the same page to grasp the page's intended meaning.

b. Textbook as Material in Learning English

The English textbook includes several distinctive qualities that address some restrictions on language usage, language function, and social circumstance. The selection of materials and the proper approach might encourage student enjoyment. When a teacher discovers inappropriate material that is not aligned with students' requirements, they must adapt the material so that it meets their needs. The instructor must next pick, adapt, and create the materials. A teacher must choose the necessary materials, student activities, and instructional methods for the teaching-learning process. The teaching policy must be consistent with the availability of

English textbooks that meet the requirements of the curriculum and the needs of the students.²⁸

According to William in Yulizar²⁹, a quality textbook has several aspects. A textbook should address each of the criteria. Its purpose is to deliver high-quality content that will be discussed during the teaching and learning process. The stated criteria are as follows:

- 1) A textbook should provide initial instructions on how language objects and skills should be presented.
- 2) A textbook should recommend pronunciation training aids, such as a phonetic system.
- 3) A textbook should provide relevant circumstances and a variety of instructional strategies for teaching structural Chapters.
- 4) A textbook should differentiate between the many objectives and abilities involved in teaching vocabulary.
- 5) A textbook should guide the initial presentation of passages for reading comprehension.
- 6) A textbook should include the proper illustrations, graphs, and tables.

Based on explanation above can conclude that a textbook should follow the criteria to developed high-quality content.

C. Textbook

1. Definition of Textbook

Every person needs education or basic knowledge as a first step. With the basic skills, a person can survive in any situation, but without rules, a person can easily get lost or go in the wrong direction. Imagine a car without wheels. The car's body could

²⁸ T Rokhayati, "Developing English Textbook Based on Intercultural Approach and Character Education at the Tenth Grade Students of SMA in Purworejo Regency," *Proceeding of the International Conference on Teacher ...* 2, no. 1 (2016): 220, <https://jurnal.uns.ac.id/ictte/article/view/8138>.

²⁹ Yulizar Rusydi, 'An Analysis of Aims and Approach of a Textbook: "Look Ahead English Course For Senior High School Students Year X"', *Jurnal As-Salam*, 1.2 (2016), 130–132 (pp. 130–131).

look great, but it could not move because it didn't have wheels. It is also like a person's life, which needs rules to get better and go in the right direction. Learning something new is not as simple as flipping the hands. When someone first begins to learn a language, they find themselves in a similar circumstance. The process of gaining further information may necessitate the contribution of a guide to ensure success in the process, such as video, audio, and even a textbook. Textbooks serve as a guideline for various language learning and teaching systems, and they offer numerous usefulness to both teachers and students.³⁰ Textbooks are typically the most noticeable feature of a curriculum and are frequently the only source of information used by teachers and students. In many parts of the world, textbooks continue to be an integral part of teaching and learning rather than being used to supplement other resources.³¹ Textbooks can affect readers in various ways: not just through their content (concepts, factual information, value judgments) but also through their design, visual components, pedagogical method, and other factors.³²

Textbooks include primarily textual information. A textbook lesson on nonfiction books is provided based on the type of material. Students can consist of textbooks, children's books, novels for teens, and adult publications, depending on the intended audience. A textbook lesson can be classified as textbooks or picture books based on its physical form; allocation of a textbook lesson, including textbooks. Following the concepts, methods, and strategies indicated in the curriculum, textbooks incorporate objectives, issues, activities, media employed, and evaluation tools. It stated that the

³⁰ **Majid Amerian and Alimorad Khaivar, 'Textbook Selection, Evaluation and Adaptation Procedures', *International Journal of Language Learning and Applied Linguistics World*, 6.1 (2014), 523–533 (p. 524).**

³¹ Do Thi Bich Loan et al., "Guidelines for Textbook Review and Analysis from a Gender Perspective," 2010, 5.

³² Loan et al., 5 Ibid.

textbook provides information that is learned or taught. There is a clear separation between the textbook and other books that are not designated as textbooks, so an explanation of these types of books is required.³³ Textbooks that are set up in a way that is systematic and progressive:

- a. Instruction is structured and organized in Chapters and Chapters;
- b. The information, explanations, comments, practical exercises, summaries, and evaluations are presented in the proper order;
- c. The goal of systematic learning is to gain new knowledge and ideas.

The content of textbooks corresponds to the stipulations offered in defining curricula;

- a. What must be taught in each subject based on the degree of learning;
- b. What factors facilitate comprehension of the physical and social environment;
- c. What will contribute to the student's education; is the development of theoretical and practical skills, conduct, and attitudes, as outlined in the curriculum's goals.

Additional external sources complement the textbooks' content:

- a. What the author knows in a specific field; frequently, the information has been developed and refined through many years of teaching.
- b. Reference books that provide thorough, accurate, objective, and in-depth information on the subject matter of the textbook;
- c. Textbooks already published locally or internationally;
- d. Journals of the scientific, technological, economic, social, and cultural disciplines that publish timely information or advances; scholarly publications.

³³ Rukni Setyawati and others, 'A Critical Literary Review of Expert Opinions Toward Textbook Development', 1, 614–631 (p. 618).

e. Including the social and economic sectors of education, state institutions, and the social and cultural environment.

However, textbooks cannot be restricted to a simple synthetic representation of the curriculum's contents. In addition to their organization, textbooks enrich, develop, and strengthen their contents.

2. The Role of Textbook

A textbook should fit with what is being conducted. It can also help with putting the curriculum into action. The students are given a textbook to help them understand the material in the curriculum. Textbooks need to be paired with other materials to make them complete. According to Richard ³⁴, textbook can play positive and negative roles at the same times, such as:

a. Positive Roles

- 1) Give structure and a syllabus for a program,
- 2) Help standardize education,
- 3) Control the quality,
- 4) Offer diverse learning resources,
- 5) Efficient,
- 6) Provide good language models and input,
- 7) Train teachers, and
- 8) Visually attractive.

b. Negative Roles

- 1) Feature inauthentic language,
- 2) Misrepresent content,
- 3) Do not reflect students' needs, and
- 4) Overpriced.

The course book or textbook serve an important part in English language teaching, according to Cunningsworth in Lisa ³⁵ that the first act as a tool for delivering both written and spoken content. As a second benefit, they provide students with

³⁴ Jack C Richards, "The Role of Textbooks in a Language Program The Role of Textbooks in a Language Program," no. June (2015): 1–2.

³⁵ M Lisa, "An Analysis of Writing Material in English Textbook ' When English Rings the Bell ' for Eighth Grade," *Retain* 06, no. 01 (2018): 78.

opportunities to practice and engage in linguistic engagement through a wide range of learning activities. Furthermore, they provide a source of information for pupils on various language topics, including grammar, vocabulary, and writing style. A syllabus learning objectives can also be reflected as an excellent source of self-directed learning for kids. Teachers starting might lean on them for moral support and guidance.

As a result of the several roles recommended by experts, the amount of textbooks published today has disregarded the quality of the textbook. Sometimes the produced textbooks do not meet the criteria for a quality textbook. Therefore, a teacher must be more cautious and comprehensive while selecting textbooks for use in educational activities because textbooks are crucial to teaching and learning all disciplines that will be taught to students.

3. English Foreign Language Textbook

Indonesia has an official language that makes English become a foreign language that most students learn at school. A foreign language is a language learned and spoken by a person after their first and second languages. The language is not used in the individual's society daily. English as a universal language capable of bridging all educational, economic, political, social, and cultural aspects. English as a Foreign Language is included in the curriculum, especially in public schools. English is a compulsory subject in Indonesian senior and junior high schools. In elementary schools and kindergarten, where English is not a required subject, it can be taught as a local content subject. As students start to learn about English, the first step they might have to take is to look for a textbook that is appropriate and related to the topic. Since textbooks appear to play a significant role in teaching English, their texts and contents become fundamental to the education of students. Textbooks serve a crucial role in educating students in the English language. Therefore, it is intriguing to learn what these

textbooks contain to determine what roles they can play in English instruction.³⁶

The majority of EFL textbooks offer an eclectic approach based on contemporary theories proposed by communicative trends, making them a vital necessity for most EFL instructors. According to Richards and Rodgers³⁷, textbooks are organized so that their tables of contents suggest a progression from basic to advanced language forms and functions. According to Richards³⁸, the three most prevalent types of language practice seen in the majority of English teaching materials are:

- a. Mechanical practice is a regulated practice task that students can complete well without necessarily comprehending their language. Repetition and replacement drills to train the use of particular grammatical or other components are examples of this exercise.
- b. Meaningful practice is an exercise in which language control is still offered but in which students must make meaningful decisions. Students could be given a street map with numerous buildings labeled in various locations to practice using prepositions to describe the locations of places. A list of prepositions such as across from, on the corner of, close, on, and next to is also provided. They must then answer queries such as "Where is the bookstore?" and "Where is the telephone?" Because they must reply based on the placement of the locations on the map, the exercise is now meaningful.
- c. Communicative practice refers to activities where the emphasis is on practicing language usage in a real communicative setting, where real information is communicated, and where the language employed is

³⁶ Jennie Magnusson, "The Functions of Textbooks : A Textbook Analysis of Text Genres and Their Representation," 2021, 4.

³⁷ Luis Fernando Gómez-Rodríguez, 'English Textbooks for Teaching and Learning English as a Foreign Language: Do They Really Help to Develop Communicative Competence?', *Educación y Educadores*, 13.3 (2010), 327–346 (p. 332) <<https://doi.org/10.5294/edu.2010.13.3.1>>.

³⁸ Gómez-Rodríguez, 332 Ibid.

unpredictable. Students can be required to design a map of their neighborhood and answer questions on the location of various locations, such as the closest café or bus stop.

Based on the previous explanation, textbooks should include criteria for quality books and instructional materials that are appropriate for each level and may serve as a basic reference for students that offer many opportunities, such as regulated practice tasks that students can complete well, make meaningful decisions, and active in a communication setting.

4. The Role of English Language Teaching

Education is typically received by the student or under the direction of experts. Any encounter that has a formative effect on how a person thinks feels, or acts is educational. Education is gained at various times and stages, from childhood to death. It is an essential need that cannot be waived at any point.³⁹ In Indonesia, English is the most important foreign language studied. Typically, English is taught as a foreign language in Indonesia. Typically, a foreign language is taught as one of the topics in school to educate children the fundamentals of communication and the mastery of the four language skills (listening, reading, writing, and speaking) in a foreign language with specific constraints. English is essential for both learning technology and dealing with it directly. As the language of global communication, both spoken and written English must be actively studied. English, being the global language, is not only the standard for international communication but also a requirement for academic success.⁴⁰

³⁹ Eman Abdulhafidh, "The Role of English in Present Day Higher Education," *International Journal of Social Sciences & Educational Studies* 4, no. 2 (2017): 2, <https://doi.org/10.23918/ijsses.v4i2sip123>.

⁴⁰ Anisah Setyaningrum, "The Role of English Education As the Solution of the Social Welfare Problem in Indonesia," *QIJIS (Qudus International Journal of Islamic Studies)* 4, no. 2 (2016): 190, <https://doi.org/10.21043/qijis.v4i2.1789>.

According to Archana, in English Language Teaching, teachers take on various tasks (ELT). When interacting with students, a teacher takes on several roles, including learner, facilitator, assessor, manager, and evaluator. By taking on several hats, the educator transforms into an outstanding guide capable of sculpting the students' destiny.⁴¹

a. Teacher as learner

Teaching and learning is a continual process in which techniques may change as generations progress. The role of the educator is to persuade students that education fulfills classroom requirements and promotes learning. Before planning interactions with students, the instructor must consider students' perspectives. When a teacher plans and teaches with the learner, pupils can acquire and comprehend knowledge without difficulty.

b. Teacher as facilitator

The optimal learning environment should mirror the pupils' social, intellectual, and linguistic lives. Teachers should establish a solid basis for their personal development as facilitators. As facilitators, teachers must direct and encourage pupils to learn independently as self-explorers.

c. Teacher as assessor

Evaluation is an efficient method for ensuring that pupils acquire all knowledge. Before assessing a pupil, a teacher must determine how much the student will profit from their proper evaluation. These evaluations may be conducted by verbal comments, quizzes, or the assignment of assignments. An evaluation enables a teacher to organize her future teaching strategies and assists students in mastering their language.

⁴¹ Usha Rani Kumbakonam and S Archana, "Role of a Teacher in English Language Teaching (Elt)," *International Journal of Educational Science and Research* 7, no. 1 (2017): 2–3, www.tjprc.org.

d. Teacher as manager

A practical method is for a teacher to plan how to handle courses within the allotted time, covering academics and interpersonal skills with diverse teaching techniques. A seasoned educator can regulate timing based on their own experience. The success of teaching-learning approaches is contingent on a teacher's mastery of the primary classroom management mechanisms.

e. Teacher as evaluator

The teacher must be a good evaluator in order to evaluate the pupil. To credit a student's career, a teacher must thoroughly and objectively review it. A student has numerous opportunities to learn from their mistakes. Additionally, an assessor should concentrate on the student's strengths rather than their faults, and each student should conform to positive expectations.

Based on the explanation above, the conclusion is that the teacher's role is not only to transfer knowledge but also to have some of the roles a teacher performs when dealing with the students.

D. Gender

1. Definition of Gender

Gender refers to the comparative, related, or differentiated duties, obligations, and actions of females and males. While the sexes of men and women are defined by biology, gender roles are socially formed. Gender relates to the power dynamics between women and men. Gender roles are culturally-based expectations on the identities and behaviors of men and women. It is essential to note that gender roles differ among societies and can evolve. Gender and gender roles influence the economic, political, social, and ecological opportunities and limitations both men and women face. Individuals' interactions with their environments produce gender roles.

They provide clues as to what types of behavior are deemed acceptable for each gender. Appropriate gender roles are

determined by a society's perceptions of the distinctions between the sexes.⁴² A socially constructed concept of gender defines women and men. It is the conception of responsibilities, functions, and roles assigned to women and men in public and private life and within society. The definitions of femininity and masculinity are culturally distinctive and vary throughout time and geography, with the construction and reproduction of gender occurring at individual and societal levels. Each is of equal importance. Individuals shape gender norms and roles through their actions and perpetuate them by adhering to expectations.⁴³

Gender roles are viewed from a variety of views throughout fields. An ecological perspective on gender roles posits that gender roles are shaped by the interactions between individuals, groups, and their respective environments. In other words, while individuals play a part in defining gender roles, the physical and social surroundings in which people function also play a role. According to a biological perspective on gender roles, women have a natural affinity for the feminine gender role, whereas males have a natural affinity for the masculine gender role. The biological approach does not imply that one role is intrinsically more important than another. A sociological perspective on gender roles implies that masculine and feminine roles are learned and not necessarily related to male and female biological aspects. Sociologists investigate society's many meanings and values of masculine and feminine gender roles. Concerning the sociological perspective, a feminist perspective on gender roles may argue that because gender roles are learned, they can be unlearned, and new roles can be developed.

⁴² Amy M Blackstone, "Gender Roles and Society," in *Human Ecology: An Encyclopedia of Children, Families, Communities, and Environments*, ed. Julia R. Miller, Richard M. Lerner, and Lawrence B. Sciamborg (Santa Barbara, California, 2003), 335 Op. Cit.

⁴³ UNHCR Africa, "GENDER MAINSTREAMING; Conceptual Framework, Methodology and Presentation of Good Practices," *Charted Nations*, 1998, 7.

2. Gender Stereotypes in Environments

Gender stereotypes are views about the traits of persons that are exclusively dependent on their gender, despite the actual variation among members of various gender groupings. The notions reflect the knowledge and expectations of perceivers regarding women, men, transgender, and other gendered individuals. Typical stereotype material comprises personality traits, behaviors, physical aspects, roles, preferences, attitudes, abilities, and interests. Stereotypes are significant to the psychology of gender because they influence how individuals process information about gender and how they evaluate members of different gender groupings. Stereotypes constitute the schema or lens through which individuals interpret the social world. This item presents a concise overview of gender stereotypes, including their history, origins and purpose, types and forms, repercussions, and measures for their reduction.⁴⁴

Individuals are grouped by gender into women, men, transgender, and two-spirit, among others, which gives rise to gender stereotypes. Once individuals are grouped according to gender, it is thought that they share features, and their distinctive qualities are frequently neglected. This process of social categorization is the initial step in simplifying information processing. After classifying humans into gender groupings, in-groups and out-groups, or groups to which one belongs and groups to which one does not belong, can be determined. This classification permits differentiation between diverse gender groupings, resulting in differential group valuation.⁴⁵ In most cases, the existence of gender stereotypes results in discrimination, mainly to the detriment of women. The fact that can be seen, e.g., by the dividing professions into those types of men and women-segregation, by different levels of remuneration for men and women, different levels of unemployment, as well as by viewing

⁴⁴ Bettina Casad and Breanna R Wexler, "Gender Stereotypes," in *The SAGE Encyclopedia of Psychology and Gender*, ed. Kevin L. Nadal (SAGE Publications Inc., 2017), 2, <https://doi.org/10.4135/9781483384269.n>.

⁴⁵ Casad and Wexler, 2 Ibid.

the two gender either in the private or employment areas differently.

Nevertheless, in most societies, men's roles in the productive domain are prominent, whereas their reproductive – or domestic – the part is just subsidiary. Men's formative work usually takes place outside the home, allowing them to perform their roles sequentially rather than simultaneously. In most countries, men are more involved in decision-making processes within political activities: they sit in assemblies and councils and direct more government agencies than women, holding a more significant political power and exerting more substantial influence on their communities. Also, they usually have greater economic power: they run more medium- and large-sized companies and business activities and proportionally earn more income at all occupational levels than women. Men's contribution to domestic activities is often limited to tasks involving financial decisions, like children's education, house purchases, etc.

In contrast, women are frequently required to undertake numerous duties within the reproductive and productive spheres (commonly called "multi-tasking"). Women have been described as frequently juggling three roles:

- a. A productive role: Although women engage in paid labor or income-generating activities globally, they are typically disadvantaged in terms of access to, control over, and benefits from productive resources.
- b. A reproductive function (or a domestic position): reproduction refers to the acts required to sustain and preserve human existence. Examples include bearing, caring for, and educating children, cooking food, washing clothes, and cultivating or foraging for food to be consumed at home.
- c. A community management role: This term refers to activities typically performed by women – as an extension of their reproductive function – for the benefit of the community, such as the provision and maintenance of scarce resources of collective consumption, such as water, health care, and education. The majority of this effort is unpaid and voluntary.

community management tasks carried out by men are typically more visible and of greater social significance (e.g., administration of local justice)

They also have the positive and negative effects of gender stereotypes in an environment. Positive gender stereotypes attribute positive aspects to a particular gender group; women are warm, kind, and compassionate. Men, in contrast, are competent, self-assured, and forceful. Negative stereotypes have received the most incredible attention because they are easy to identify as harmful and problematic. Women who are excessively emotional, illogical, and unskilled serve as examples, whereas men are short-tempered, violent, and lack empathy.

3. Gender Representation in Textbook

Textbooks have become primary educational tools that have economic and ideological impacts. Textbooks are a powerful means of socialization that can transmit knowledge and values and facilitate the growth of students' educational and technical skills. There have numerous studies on any subject, whether to revise the content to improve learning, to provide a more accurate account of universally held values (such as equality and peace), or to meet demands for technical assistance through the provision and distribution of teaching materials. Gender issues in education have also been reflected in the curriculum, and explicit attempts have been made to address gender gaps in education. In most textbooks, males are shown as having prestigious and powerful vocations, such as judges, doctors, and military officers. At the same time, females are ascribed to lesser prestige occupations, such as teachers, nurses, and receptionists.

The existence of gender differences in society has resulted in distinct roles, responsibilities, and living environments. Consequently, the community becomes anchored to the difference, resulting in the underlying perspective that men and women are distinct, human gender is a human right. Gender can be a fundamental classification acknowledged and adhered to by all human societies to establish a person's social identity. It is believed

that gender differences affect mood, motivation, and the learning process. Today, experts are willing to attribute gender differences to societal forces that provide females with role models and foster a positive attitude toward second language acquisition.

A strong representation of gender concerns in sex education enriches and improves the content of sex education.⁴⁶ Gender stereotypes increase the importance of representation in the educational system. How girls and boys are handled in the classroom can promote dangerous assumptions about the specific physical and cognitive skills of girls and boys, resulting in the gendering of specific subjects, resources, and teaching methods. There are two paths to defining gender representation they are gender equality and gender inequality. Gender equality is individuals of both sexes can pursue any career, lifestyle, and skill set without discrimination. They have equal rights, opportunities, and access to society, regardless of gender. Not necessarily does gender equality imply that everyone is treated equally. Their various desires and demands are valued equally. In contrast, Gender inequality is one of today's most pressing issues that men and women are not equal and that gender impacts an individual's life experience. These disparities stem from biological, psychological, and societal standards. There are two ways to promote the gender representation:

- a. Subjects and educational materials should not be sexist. Boys and girls should be permitted to pursue and develop an interest in any subject they choose. Books, curricula, posters, photographs, and educational materials should depict both sexes as scientists, careers, instructors, artists, coders, dream chasers, and pioneers.
- b. Education systems must be reformed to overcome gender stereotypes. Strategies such as curriculum revision and teacher

⁴⁶ Jude Mukoro, "The Representation of Gender in England's Sexuality Education Policy," *Sexuality, Gender and Policy* 00 (2021): 1, <https://doi.org/10.1002/sgp2.12032>.

training to confront and repair harmful gender norms can aid in this shift.

From this, students can recognize and appreciate the differences and similarities between the sexes, overcome stereotypes and prejudices, and work that must be done since childhood education, not only in adolescence, because integral sexual education has the role of preventing and combating cases of violence against children, that's the reason why we have to carry out a gender analysis. The goal of gender analysis is equity, not equality. Gender Analysis is a valuable tool for determining the degree of gender responsiveness of a textbook and other learning materials, as well as what one may need to change or raise awareness about for learning materials to address the interests of girls, boys, men, and women.

On the other hand, Hamdan ⁴⁷ categorize the gender representation into nine aspects, they are:

a. Visibility in Images and Illustrations,

There are several guidelines to follow to getting know the percentage of visibility of female and male in images and illustrations, as follow : Each character in a single illustration is examined.

- 1) An illustration is a photograph, picture, cartoon, or sketch.
- 2) If a character appears in many books, each appearance is counted as a separate appearance.
- 3) Animal-personified characters are not counted.
- 4) It is determined how many male and female characters there are.
- 5) Clothing and haircut are indicators for determining the essence's gender. When the gender is vague or unclear, it is omitted.

⁴⁷ Sameer Mahamed Thaher Hamdan, "Analyzing Aspects of Gender in English Language Jordanian Basic Stage Curriculum from A Socio-Cultural Perspective" (2008), 58.

b. Textual Visibility (Nouns and Pronouns),

As a critical indicator of gender balance in the textbooks, the researcher identified and tallied the frequency of physical appearance of male and female characters (nouns and pronouns) in the discourse of the text at the level of words and sentences.

c. Topic Dominance,

The reading passages assess the dominant character (male or female) of the theme of interest using the following criteria:

- 1) Who speaks first in mixed-gender conversation and pair work practice.
- 2) The quantity of speech or number of speech turns.
- 3) The leading figure in a dialogue or reading passage is found in the textbook.

d. Occupational Distribution,

Occupation refers to the labor performed by men and women to earn a living. The occupations must be estimated and examined to see whether the distribution of gender on an economic basis is balanced or unbalanced. In addition, to assess whether one gender has been disproportionately represented in various financial and vocational sectors.

e. Firstness,

In this category, data are based on whether a female or male character initiates a discussion first. The data of firstness was extracted from both images and text. However, the textual data are limited to dialogue because it is simple to discern and analyze which character speaks first. The same exploration method applies to visual data as it does to textual data. The dialogue box or the character's facial expression indicates which character will speak first.

f. Grammatical Function (Subject),

This category aims to provide insight into the position assigned to each gender and their behavior in conversation phrases. The subject of a rigorous evaluation of sentences was the actor's function as a performer. Analyses of grammatical examples in dictionaries frequently deal with this topic.

g. Attributes Traits and Qualities (Adjectives),

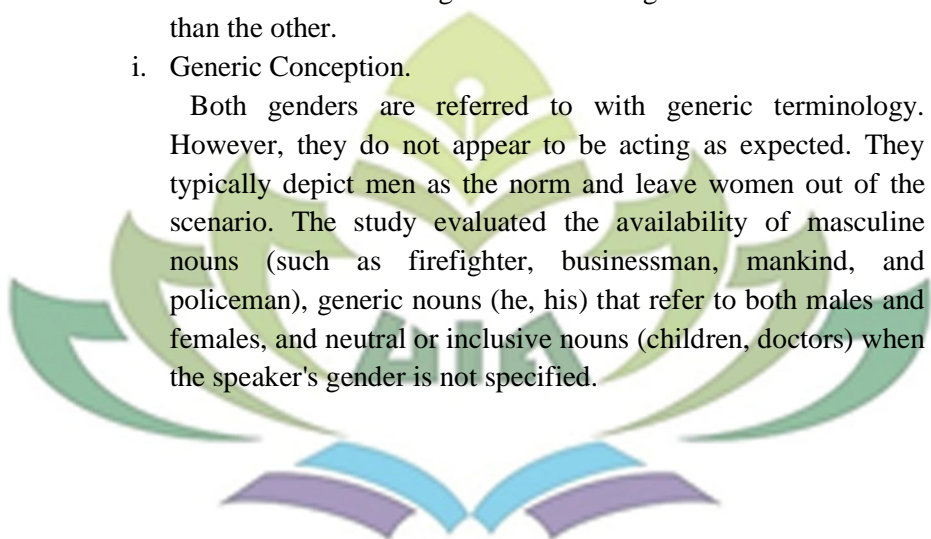
This category contains adjectives that describe masculine and feminine nouns. According to studies, English textbook authors frequently utilize common adjectives such as lovely, overweight, and ugly to describe women. On the contrary, they depict men as robust, loyal, and gorgeous.

h. Activity Types,

The study aims to evaluate the distribution of such activities to determine if they are associated with one gender in a way that differs from the other gender or if one gender does them more than the other.

i. Generic Conception.

Both genders are referred to with generic terminology. However, they do not appear to be acting as expected. They typically depict men as the norm and leave women out of the scenario. The study evaluated the availability of masculine nouns (such as firefighter, businessman, mankind, and policeman), generic nouns (he, his) that refer to both males and females, and neutral or inclusive nouns (children, doctors) when the speaker's gender is not specified.



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