AN ANALYSIS OF GENDER REPRESENTATION IN ENGLISH TEXTBOOK ENTITLED BRIGHT AN ENGLISH COURSE FOR EIGHTH GRADE OF JUNIOR HIGH SCHOOL STUDENTS PUBLISHED BY ERLANGGA

A Thesis

By

Regita Rina Pramesti
NPM. 1611040305

Study Program   : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1444 H / 2023 M

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

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Regita Rina Pramesti
NPM. 1611040305

Study Program : English Education

Advisor	**: Dr. M. Muhassin, M.Hum**
Co-Advisor	**: M. Ridho Kholid, S.S, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1444 H / 2023M**

ABSTRACT

AN ANALYSIS OF GENDER REPRESENTATION IN ENGLISH TEXTBOOK ENTITLED BRIGHT AN ENGLISH COURSE FOR EIGHTH GRADE OF JUNIOR HIGH SCHOOL STUDENTS PUBLISHED BY ERLANGGA

By

REGITA RINA PRAMESTI

Textbook is a sort of educational resource that teachers and students use to support teaching and learning at school. Teachers should evaluate all aspects that exist in the textbook such as types of vocabularies developed, illustrations, and social culture particularly gender representation. Gender representation is one of important aspects which is rarely considered by the teachers. This is proven when the researcher interviewed an English teacher to determine whether she consider gender while selecting textbooks. And it was discovered that the majority of them do not pay attention to gender. Though, the way gender is represented will impact students' though and behave. That is why it is crucial to investigate gender representation in textbooks. Additionally, the researcher analyzed the eighth grade English textbook that is frequently utilized in most schools. The textbook is Bright an English Course for Junior High School Students.

The researcher utilized the qualitative research design in concert with a content analysis. She analyzed how gender is represented using Logsdon's theory in an English textbook. There are six aspects of gender representation by Logsdon: number of female or male pictures, female or male mentioned, female or male games, female or male roles, female or male role models, and pattern of mentioning female or male names. The researcher gathered data through documentation. Moreover, the researcher followed three processes in assessing the data collected by Miles and Huberman: data condensation, data display and drawing and verifying conclusion.

The findings of this study indicate that men dominate all six aspects of gender representation. Actually, there is one of the most aspect of textbook that is dominated by men, namely the aspect of male

mentioned Bright An English Course for Junior High School. Gender is not represented equally in the English textbook for eighth grade. It was found six aspects of gender representation by Logsdon in the textbook and the six aspects are dominated by male. The aspects are number of female or male mentioned, female/male mentioned, female/male roles, female or male games, female or male role models and pattern of mentioning female or male names.

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

DECLARATION

The researcher is a student with the following identity:

Name : Regita Rina Pramesti

Student Index Number : 1611040305

Thesis Title : An Analysis of Gender Representation in English Textbook Entitled Bright an English Course for Eighth Grade of Junior High School Students.

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

Bandar Lampung, Maret 2023

Regita Rina Pramesti
NPM. 1611040305

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat ; Jl. Letkol. H.Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

Title : **An Analysis of Gender Representation in English Textbook Entitled Bright an English Course for Eighth Grade of Junior High School Students**

Student's Name : Regita Rina Pramesti

Student's Number : 1611040305

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic
University,
Raden Intan Lampung

Advisor,   Co-advisor,

Dr. Moh. Muhassin, M.Hum   **M. Ridho Kholid, M.Pd**
NIP: 197708182008011012   NIP. 198505122015031004

The Chairperson of
English Education Study Program

Dr. Mohammad Muhassin, M. Hum
NIP. 197708182008011012

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol. H.Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A research proposal entitled: **An Analysis of Gender Representation in English Textbook Entitled Bright an English Course for Eighth Grade of Junior High School Students** by : **Regita Rina Pramesti, NPM: 1611040305, Study Program: English Education** was tested and defended in the examination session held on: Friday, June 09th 2023.

Board of Examiners:

The Moderator : Prof. Dr. Idham Kholid, M.Ag (................)

The Secretary : Sri Suci Suryawati, M.Pd. (................)

Primary Examiner : Agus Hidayat, M.Pd. (................)

The First Co-Examiner : Dr. Moh. Muhassin, M.Pd. (................)

The Second Co-Examiner : M. Ridho Kholid, M.Pd. (................)

The Dean Of,
Tarbiyah and Teacher Training Faculty

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

MOTTO

لَا يُكَلِّفُ اللّٰهُ نَفْسًا اِلَّا وُسْعَهَا

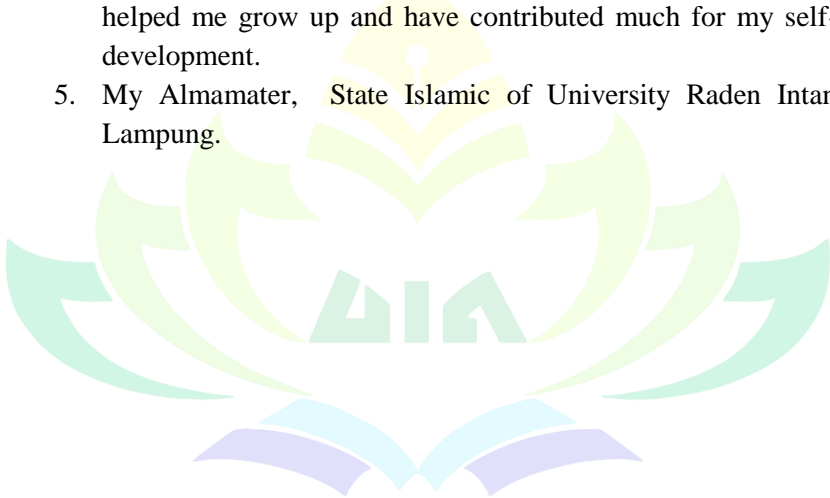*"Allah does not burden a soul but to the extent of their ability."*
(Q.S Al-Baqarah: 286)

DEDICATION

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

1. My lovely parents Mrs. Aniar who always pray and support me until I could finish this undergraduate thesis,
2. My beloved big family who supports and gives me advices, and
3. My collegue bestfriends in English Education from class F who always support me a lot till I completely my thesis.
4. My beloved lecturers of UIN Raden Intan Lampung who helped me grow up and have contributed much for my self-development.
5. My Almamater, State Islamic of University Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Regita Rina Pramesti. She was born on August 22nd, 1998 in Bandar Lampung. She is a very great daughter of Mrs. Aniar. She started her education at SDN 2 Bandar Jaya then graduated in 2010. After that, she continued her study at SMPN 4 Terbanggi Besar and graduated in 2013. Then, she graduated from SMAN 1 Seputih Agung in 2016. She was accepted to be a student in English Education Study Program at State Islamic of University Raden Intan Lampung.

During her college life, she joined one of the campus organizations, UKM Bahasa as a general treasurer. Additionally, she loves teaching English so that she had been participated in volunteer programs through online volunteer during the pandemic of Covid-19 such as teaching English through virtual online at Primary School, Junior or Senior High School all over cities in Indonesia. Currently, she has been teaching at Standard Gandhi English Language Center as an English teacher.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim, first of all, the researcher would like to convey her thankfulness to the almighty Allah SWT for providing her with an opportunity, guidance, and blessings. As a result, the researcher was able to arrange and complete this undergraduate thesis. Peace and salutation may always be praised to our prophet Muhammad peace be upon him, who has taken us from darkness to brightness. By the grace of Allah SWT, the researcher was able to complete her undergraduate thesis, "*An Analysis of Gender Representation in English Textbook Entitled Bright an English Course for Eighth Grade of Junior High School Students published by Erlangga*." This undergraduate thesis is one of the requirements for the award of an undergraduate degree in the English Education Study Program at the State Islamic University of Raden Intan Lampung.

The researcher could not have completed this study and undergraduate thesis on her own. She had received a lot of aid, guidance, and prayers from people around her. Therefore, the researcher wanted to convey her greatest appreciation to those who have always taken care of her, and she wants to express her sincere appreciation to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung and all the staffs.
2. Dr. M. Muhassin, M.Hum, as the chairperson of English Education Study Program of UIN Raden Intan Lampung and as the Advisor who has given guidance, support and solution to the researcher in the accomplishment of undergraduate thesis.
3. M. Ridho Kholid, S.S. M.Pd, as the secretary of English Education Study Program of UIN Raden Intan Lampung and as the Co- Advisor who has helped, guidance, support and solution until this undergraduate thesis finished
4. Mrs. Hj. Euis Tati Darnati, M.Pd, as the principal of SMPN 25 Bandar Lampung and Ms. Erwinda Rismayasari, S.Pd, as

an English teacher in SMPN 25 Bandar Lampung who had allowed me to do the research.

5. My beloved friends (Faridatunikmah, Fatikatulhikmah, Vinny Elvina Nickent Ayunva Pradinanty, Ana Octa Nanda Sari and all of my classmates (PBI Class F 2016) who cannot be mentioned one after another.

However, the researcher realizes that this undergraduate thesis has limitations in certain way and it is far from being perfect. Thus, critique, comment, and suggestion are expected to arrange a better paper in the future. Hopefully, this research will be useful and can give the beneficial for the readers who want to get information about gender representation.

Bandar Lampung, Maret 2023
The writer

Regita Rina Pramesti
NPM. 1611040305

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CHAPTER I
INTRODUCTION

A. Title Affirmation

As the first step to grasp the title of this research, the researcher will explain the title used in this research. This is aimed to provide information about the title and to avoid misunderstanding to the readers. The title of this study is "An Analysis Of Gender Representation In English Textbook Entitled Bright An English Course For Eighth Grade Of Junior High School Students Published By Erlangga". The explanation of the title as follows:

Analysis is an attempt to identify and address a problem that arises in it by a person or researcher. Investigation is the study of language in linguistics that focuses on the in-depth analysis of language structure. A textbook is a tool used by teachers to provide material in the classroom and is also utilize by teachers to choose textbooks that are appropriate for the learning objectives which they want to achieve. Textbook analysis is the process of evaluating how effectively people can utilize the materials inside a textbook. Additionally, textbook analysis enables educators to get past subjective evaluations and gain practical, precise, systematic, and time-sensitive understanding of the fundamental principles underlying the content of the textbooks.[1]

Men and women have different roles and responsibilities in the family, in society, and in culture. It determines how socially adopt a feminine or masculine role. The manner that women and men are portrayed in textbooks is known as gender representation. It is used to determine whether there is a balance or imbalance of gender in the textbook's images and texts. When both genders are represented fairly in written and images, this is referred to as balance or equal representation. Contrarily, imbalance or inequality representation occurs when one gender is more

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

prevalent while the other is inadequately portrayed in texts and images. Most of people believe that men have more power than women.[2] Actually this statement implies gender bias implicitly which happened in society, especially in textbooks of school.

This study focuses on investigating gender representation in an English textbook entitled *Bright: An English Course* for Eighth grade Junior High School students. This book was designed and published designed by Erlangga Publisher in 2017 which is used in SMPN 25 Bandar Lampung. The researcher chooses the textbook because the textbook is arranged base on Curriculum 2013 and support for students to memorize words in vocabulary based on the theme, and the grammar structure to communicate interpersonally and transactional.

From the explanation above, it can be inferred that this research is to analyze how gender presentation in the English textbook. Therefore, the researcher chose research title "An Analysis Of Gender Representation In English Textbook Entitled Bright An English Course For Eighth Grade Of Junior High School Students".

B. Background of the Problem

In this era, education is crucial for everyone to get understanding about education. In order to maintain the quality of human resources who can keep up with the present, increasingly sophisticated innovations, education is one of life's most crucial elements. Thus, one of the pillars of obtaining a good and prosperous life is education.

There are some elements involved in the educational process, including persons as subjects and teachers, methods as learning tactics, and media as tools in the learning system. In order to increase to be more effective and efficient learning process, learning media can be used as a tool that can be utilized to stimulate students' thoughts, feelings, attention, and abilities or skills. Such as, posters, tape recorders, videos, music, movies,

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

power-point, journals, and textbooks themselves can be a few examples of learning media. A textbook is a source of frequently tool as an instruction whens a teacher as facilitator presenting material in class. There are advantages for both teachers and students when using textbooks in the classroom. First of all, textbooks offer input into lessons in the form of texts, exercises, explanation about vocabulary and grammar structures and so forth (Hutchinson and Torres)[3]. This implies that textbook will provide us with a wealth of knowledge, information, and activities. Second, textbooks can be useful for teaches who has less trained and need of the teacher training since they can serve as a foundation for them to build up their classroom management skills. Additionally, the textbook provides an opportunity for teachers and students to review lessons from earlier meeting regularly.[4] From those statements above, it can be implied that textbooks is crucial media in teaching and learning process.

In these days, there are so many different English textbooks available to teachers. The teachers should select one carefully before applying it in the classroom. Choosing a textbook is one of the most important selections which teachers can decide to involve the appropriate material towards the context in which it is going to be used. The good choice of textbook will determine whether the teaching and learning process is successful or not. The analysis of the textbooks is divided in two phases. The first step would be to evaluate the book's purpose in relation to its substance. The efficiency of the materials would be the second phase to consider.[5] In addition, in order to modify the instructional materials, teachers must also study the textbook. When the content of the textbook is incomplete, the teachers probably have to complete some strong elements to fulfill and support the material to be complete or when the textbook consists of weakness which

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

[4] O'Neill, R, (1982), *Why Use Textbooks?*. ELT Journal Volume J6/2January 1982.

[5] Brian Tomlinson, *Developing Materials for Language Teaching*, (London: Continuum, 2003), p. 45.

is out of topics, they can eliminate part of them as well. Teachers can replace materials when necessary based on the syllabus of each topic materials so that the textbook are suitable and supportive to be taught for students with daily their activities about materials in the classroom.

The researcher also interviewed an English teacher to know how she analyzes the textbook. The textbook has been composed by curriculum 2013. The English teacher said that for eighth grade still using the previous curriculum 2013 due to curriculum Merdeka has not been applied yet for eighth grade of Junior High School. Meanwhile, curriculum Merdeka is being applied in seventh grade and the latest textbook also being used, and for eighth and ninth grade still using curriculum 2013 so the textbook as well.[6]

The English teacher only analyzes whether the materials suitable with the syllabus or not and they only use the textbook provided by the school. Actually, there are many aspects of the textbook need to be analyzed such as kinds of vocabularies developed, illustration, exercises, and social cultural aspect like the concept of gender. Consequently it is important to analyze the whole materials of the textbooks, especially the concept of gender.

In Indonesia's social framework, students can learn about how men and women perform their social roles from the diverse cultures which includes various viewpoints on gender. As Taylor et al states, ' The ways that gender is portrayed or represented in the culture – in mass media, schools, public discussion – provides us with our conceptual tools for thinking about men and women. For instance, about the jobs among men and women which is appropriate based on their status gender each other. The textbook also contains of English generic use of *man* and *he* can refer to both men and women.[7] When the issue exists in a society including in a textbook itself, schools becomes an agent to

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[6] Rismayasari, Erwinda, *Observation of Pre-Research*, (Bandarlampung: February 2022)

[7] Verta Taylor, Nancy Whittier, Leila J. Rupp, *Feminist Frontiers,* (New York; mCgRAW Hill, 2006), seventh edition, p. 139

socialize it through textbook with further understanding and concept about gender.

Additionally, cultural and social values like gender are represented in ELT (English Language Teaching) textbook content. The language is taught to students through textbooks, and language affects how they comprehend and perceive the outside world. Because the students are impacted by the attitude and value of the knowledge around them, includes the values of the textbook that they learn in school. The textbook also can be crucial to consist of balanced pictures and information about males and females about diverse roles for both sexes.[8] It also can help teacher to avoid social issue that may arise due to the gender. So, it important to analyze and will be interesting to discuss gender in the textbook, especially gender position in ELT textbook.

As a result of the inherent gender bias included in the textbook's materials, it is also crucial to analyze how gender is represented in the curriculum. As theory that is stated in Evaluation and Selection of Learning Resources: A Guide "Some resources have an inherent gender bias due to the historical or cultural background. Students should be made aware of the context when using these resources."[9]

Based on the previous issues which have been conducted, it is crucial to analyze gender in ELT textbook, especially gender representation. It can support teachers to reach the learning goal. So, the analysis of gender representation in ELT textbooks will be done. From the research studies, the researcher is interested in conducting a study about gender representation on the textbook of *Bright an English textbook* used by eighth grade of Junior High School students which is organized in the framework of the Curriculum 2013. Therefore, the researcher is interested in conducting the research entitled **"An Analysis Of Gender**

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

[9] Ibid

Representation In English Textbook Entitled Bright An English Course For Eighth Grade Of Junior High School Students Published By Erlangga".

C. Identification of the Problem

Based on the background of the problem above, the researcher identified the problems of the research as follow:

1. The English teacher commonly only analyzes the difficulties of the materials in the textbooks or whether the material is appropriated or not to be taught to students.
2. The English teacher usually does not consider the sociocultural aspects like the concept of gender in the textbook.

D. Focus and Sub-focus of the study

1. Focus of Study

The researcher focuses on how gender is representation in English textbook entitled *Bright* An English Course for the eighth grade of Junior High School Students designed by Erlangga. The Researcher also analyses materials, tasks, grammatical, and all contents in the textbooks that used for a year semester in teaching and learning process.

2. Sub-focus of study

Sub-focus of this study is the researcher would analyze the English textbook by using Logsdon's theory about how gender representation. This theory has six aspects of gender representation in textbooks and the researcher would use all of aspects of gender representation. The six aspects are female and male pictures, female and male mentioned, female and male roles, female and male games, female and male role models, and patterns of mentioning female and male names.[10]

E. Formulation of the Problem

Dealing with the background of the problem and limitation of the problem, the researcher recognized the problem as follow:

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[10] Logsdon, Martha. (1985). *Gender roles in primary school texts in Indonesia,* Honolulu: University Of Hawaii.

1. How is gender represented in an English Textbook entitled "*Bright* An English Course for the eighth grade of Junior High School Students designed by Erlangga" ?
2. What is one of the most dominant aspects in the English textbook based on gender representation suggested by Logsdon?

F. Objective of the study

Based on the formulation of the problem, the research objectives are:

1. To know whether or not gender represented equally in the textbook of "*Bright* An English Course for the eighth grade of Junior High School Students" by Erlangga.
2. To know the most dominant aspects that present in the English textbook suggested by Logsdon.

G. Significance of the study

The results of this study are expected to provide some benefits, both theoretically and practically. The significances are described as follow:

1. Theoretically

   The results of this study are expected to give a lot of benefits for readers to increase their knowledge of gender representation in textbooks including theories related to textbook analysis and gender representation.

2. Practically

   a. The Teacher

   This study is expected to help teachers in selecting English textbooks that have included aspects of gender representation.

   b. The student

   This study is expected to support more information about gender representation which found in the textbook titled "*Bright* An English Course for the eighth grade of Junior High School Students" by Erlangga.

c. The Other Researcher

This research is expected to be used as a reference for other researchers who are interested in discussing similar study.

H. The Relevance of the Study

There are some studies which conducted about gender in English textbook. The first study is from Ummu Salamah entitled "*Gender Representation in The English Textbook (A Content Analysis of Bright for Seventh Grade Students Published by Erlangga).*[11] The purpose of this study is to see whether or not gender is represented equally in the *Bright: An English Course for Seventh Grade Junior High School Students*. The researcher chose the textbook because it is composed based on the Curriculum 2013 besides the textbook was published by Indonesia Ministry of Education. She analyzed six aspects of gender representation by Logsdon. The aspects are female/ male pictures, female/ male mentioned, female/ male roles, female/ male games, female/ male role models, and pattern of mentioning female/ male. The result of the research is gender is represented unequally in the *Bright*. Males are more visible in four aspects including pictures, gender roles, female/male games, and gender role models. However, females outnumbering males are found in two aspects, number of female/male mentioned and pattern of mentioning female/male names. So gender representation is imbalance in the *Bright*.

The third study entitled "*Gender Representation in Indonesia EFL Textbook Exercise (A Critical Analysis of Buku Bahasa Inggris Exercise Published by Kemendikbud)*" which is done by Aslim Zahri.[12] The aim of this study is to examine if both genders are represented equally in the English textbook. This research used 5 aspects by Amin & Birjandi to analyze gender

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[11] Ummu Salamah, "*Gender Representation in the English Textbook, A Content Analysis of Bright for Seventh Grade Student Publised by Erlangga.*" A thesis (2014), Syarif Hidayatullah State Islamic University Jakarta.

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

representation in textbook. The aspects are visibility, firstness, feminime/ masculine, generic constructions, activity and occupation. The results are gender is represented unequally in this textbook and there are 3 aspects out of 5 were found in this textbook. The categories were visibility, activity, and occupation. While firstness and generic masculine categories could not be found here. In this textbook, males dominated two categories were activity and occupation. Females are dominant in one category which is visibility.

The last relevance study is written by Lisca Hajarah. The title is "*The Representation of Gender in English Textbook " Pathway To English" at Second Grade of Senior High School".[13]* This study aims to investigate whether or nor gender is representation equally in Pathway to English for Senior High School Grade XI General Program. The research method uses is content analysis. This research was a qualitative research and used descriptive method to expose the data which was collected by analyzing the data. the data of this research were analyzed in six aspects of gender such as female or male pictures, female or male mentioned, female or male roles, female or male games, female or male role models and pattern of mentioning female or male. The result of the analysis shows that the gender position of males is more dominant than females in the English textbook.

From all those research articles that have been mentioned above, there are similarities and differences with this research. First, the researcher wants to know whether or not gender represented equally in textbook for eight grade students and to find out the most dominant aspects in the textbook that present in a textbook suggested by Logsdon. Second, this research will use the English textbook entitled "*Bright* An English Course for the eighth grade of Junior High School Students". The researcher chooses the textbook because it is composed based on the

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[13] Lisca Hajarah, "*The Representation of Gender in English Textbook " Pathway To English" at Second Grade of Senior High School*. A thesis (2020), Riau State Islamic University Pekan Baru.

Curriculum 2013 besides the textbook was published by Erlangga and supported by Indonesia Ministry of Education.

I. Research Methodology

1. Research Design

Research design can be defined as the particular procedures involved in the research process, data collection, data analysis, and report writing.[14] It can be known that research designs are the crucial procedures which can help the researcher in conducting his/her research. Such as how the data can be reached, how the data can be analyzed, and how the result can answer the research questions. The research design that will be applied to support this analysis is qualitative research and the method that use in this study is content analysis. The purpose of this method is to identify bias, prejudice, or propaganda in textbooks.[15] As Klaus Krippendorf stated that content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.[16] In this study, researcher will analyze how gender representation in the English textbook.

2. Instrument

In qualitative research, the key instrument is the researcher itself.[17] It means that the researcher is the primary key in determining the right instrument for her/his research. In addition, the human investigator is also the primary instrument for the gathering and analyzing of data.[18] This is one advantage in doing

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[14] John W. Creswell, "*Planning, Conducting, and Evaluating Quantitative and Qualitative Research*", (Boston: Pearson, 2012), fourth edition, p. 20.

[15] Kimberly A. Neuendorf, "*The Content Analysis Guidebook*", (Thousand Oaks, California: Sage Publications, 2002), p. 53.

[16] Klaus Krippendorf, "*Content Analysis: An Introduction to Its Methodology*", (Thousand Oaks, California: Sage Publications, 2004), second edition, p. 18.

[17] Donald Ary, et.al., *Introduction to Research in Education*, (Canada : Wadsworth, 2010), eight edition, p.25

[18] Ibid p.424.

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

3. **Technique of the Data Collection**

Data collecting technique is a sequence of ways that researcher takes to collect data objectively. To obtain valid data, some techniques of data collection were applied. The data would be collected by using document analysis. This technique is used to describe written document or text-based artifacts like textbook, novels, journals, and others. The content of the English textbook will be analyzed in this research, including texts, illustrations, vocabularies, and exercises. The procedure to collect the data:

1) Find English textbook that will be analyzed. The researcher used the English textbook for the eighth grade students entitled Bright An English Course" for Junior High School Students published by Erlangga.
2) Read the English textbook
3) Collect the gender representation that exists in the English textbook.

4. **Data Analysis**

According to Miles and Huberman, there are three steps of analyzing data namely data reduction, data display and conclusion drawing/ verification.

1) Data Reduction

Data reduction is the first step to analyze the data in this research. Miles said that data reduction refers to process of selecting, focusing, simplifying, abstracting, and transforming the data from written records in the field. In this research, the data is obtained through documentation namely English textbook. The researcher will analyze how gender representation in the English textbook based on Logsdon's theory.

2) Data Display

The second step is data display. Data displayed is organized and compressed collections of information that

enables conclusions and actions to be drawn. The function of data display is to help the reader understand about the data.

3) Conclusion drawing

The last step in the analysis process is to draw conclusions and verification. In this step, the researcher will make conclusion to consider the meaning of the analyzed data and to assess their implications for the questions, while verification is a series of processes that are able to explain the answers to formulation of the problem and objectives of the research. This conclusion of this research is to analyze how gender representation in the English textbook, is gender represented equally in the English textbook or no. The researcher will analyze gender representation with using six aspects of gender by Logsdon's theory.

The aspects are:[19]

a. Female or male picture: the writer will count the number of female/male pictures present in Bright textbook.

b. Female or male mentioned: the female/ male mentioned in English textbook will be counted. It will conclude both female and male names, personal pronoun (e.g. *he, she, his, her*), and female/male term (*e.g. Sir, Ma'am, Mrs*).

c. Female or male role: the occupational roles of female or male are counted, such as student, teacher, doctor, etc.

d. Female/ male games: the writer will find and count the activities which present in textbook (e.g football, swimming).

e. Female/ male roles models: the role models present in texts or exercises will be counted (e.g public figure and famous singer).

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[19] Logsdon, M. (1985). *Gender roles in primary school texts in Indonesia,* Honolulu: University Of Hawaii.

f.   Pattern of mentioning female/male names: the order of mention of female and male names in a single phrase (e.g Mrs.Murphy and Mr. Portman) will be counted.[20]

And there are some procedures in data analysis:

a.   Identify all gender representation in Bright English textbook.

b.   Classify gender that exists in textbooks based on the names of tables in six aspects gender representation by Logsdon.

c.   Insert the data into tables based on the names of six aspects gender representation by Logsdon.

d.   Count the data in every aspect of the gender representation.

e.   Have a look about imbalance or balance gender in the English textbooks and which the most dominant aspect is in the English textbook.

f.   Make conclusions from the analysis in this research.

5.   Trustworthiness of the Data

In qualitative research the inferences have been obtained should be valid of the data moreover the consistency of the data is also crucial to be considered. It means that the instrument of the research also should be validated before it is used to analyze the data in order to get a reliable finding. What's more, Ary divided 4 aspects for gaining it; credibility, transferability, dependability, and conformability.[21]

1)   Credibility

Credibility focuses on the accurateness and the truthfulness of the findings. It means the researcher should be thorough in conducting and making the result finding of the research. In order to reach the credible findings, the researcher should establish confidence in the findings based on research design, participants, and context in a good way.

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[20] Logsdon, Martha, loc.cit.
[21] Donald Ary, et.al, 2010, *Op.cit.*, p 498.

2) Transferability

In transferability, the researcher concerned to consider whether the findings of study can be applied or generalized to other contexts or to other groups. It is the process of making the data credible about the context so that it can be compared and judged. The transfer is made by the potential user of the findings, who must compare and decide on the similarity of the two contexts.

3) Dependability

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

4) Conformability

The findings of the research study can be confirmed by other research. Conformability is concerned with establishing that data and interpretations of the findings are not figment of the inquirer's imagination, but clearly derived from the data.

In this research, the researcher will use credibility and conformability to check the validity of data. This data is used to demonstrate the truth of the research study's finding, so it's important to valid the data by checking to expert to make sure the validity of this research. Credibility has four strategies; prolonged engagement, persistent observation, triangulation, and member check. In this case, the researcher only uses triangulation. Triangulation is the process of strengthening and finding by cross checking the information. According to Miles and Huberman, triangulation is supposed to support a finding by showing that independent measures of it agree with it, or at least do not contradict it. Moreover, Miles also explain that triangulation can be identified as follow:

a. Triangulation of data source

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

b. Methodological triangulation
   Method triangulation includes observation, interview document.
c. Researcher/Investigator triangulation
   Researcher triangulation includes investigators, such as investigator A, investigator B, etc.
d. Theoretical Triangulation
   The data is collected from several theories which related to the research in data analysis such as journals, articles, books etc.[22]

After knowing the kinds of triangulation based on Miles, Huberman, and Saldana. The researcher will use theoretical triangulation and in this research, to check validity of the data. And the researcher will also check the validity the data by involving the expert. The source of the data in this research refers to the types of gender representation in the textbook that will be used in the research.

J. Systematic of the Discussion

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

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

CHAPTER II   **:** Review of Related Literature consists of frame of theories gender representation in English textbook which is divided into several sub-chapters. First, textbook which is divided into sub-topics including definition, role, criteria of good textbook. Second, gender which divided into sub-topics including definition, relation between language and gender, gender stereotype and gender bias. Third, relation between gender and

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[22] Mattew B. Miles, A. Michael Huberman and Johnny Saldana, "*Qualitative Data Analysis: a Methods Sourcebook"*, Arizona : Sage Publications, 2014, p. 261-262

textbook divided into gender and textbook in education and gender representation in the Bright textbook.

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

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

CHAPTE V   **:** It consists of conclusion and suggestions.

CHAPTER II
THEORITICAL FRAMEWORK

A. Textbooks
1. Definition of Textbook

A textbook or a course-book is one of media which frequently used in teaching and learning process. There are many definitions of textbook that mentioned from several experts. According to Tomlinson that textbook is one of tools used to assist teachers in teaching students [1] Textbook is also teaching sources used to support learning through stimulation of cognitive processes and provide structure and development for students to follow means that textbook is used as reference by teacher in teaching and learning process, especially in classroom.

In addition, Textbooks are usually needed in teaching and learning process as guidance for both teachers and students. Reed et al define textbook as an instructional tool mostly used in the classroom. [2] It is the same as Saif in Abdelrahman states that textbook is a synonym for curriculum and it is the student's guide to use in the class which provides him with information and increases his mind with knowledge. [3] It can be said that textbook is a part of curriculum which cannot be separated from teaching and learning process.

Furthermore, Jack C. Richards added that textbooks are used in different ways in language programs. The using of textbook is appropriated with needs and purpose of learning. For example, English teacher uses reading textbook when he teaches his

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[1] Brian Tomlinson, "*Materials Development in Language Teaching*, Second edition", (Cambridge: Cambridge University Press, 2011).

[2] Arthea J.S. Reed, Verna E.B., Mary W.o., In the Classroom; An Introduction to Education, (New York: McGraw Hill, 1998), third edition, p. 256

[3] Mahmoud Sulaiman Hamas Bani Abdelrahman. Dr, 2014, "*An Analysis of the Tenth Grade English Language Textbooks Questions in Jordan Based on the Revised Edition of Bloom's Taxonomy*", Journal of Education and Practice, Vol. 5, No.18, p. 139

students reading skills. While the teacher teaches grammar to his students, he will chose grammar textbook as lesson book.[4]

From all statements above, it can be concluded that textbook cannot be neglected from teaching and learning process. Textbook is a set of instructional materials used systematically by teachers and students in the classroom as a main resource in teaching and learning activities. It consists of some parts of materials, such as grammar, vocabulary, reading texts, and exercises. It also consists of pictures or other illustrations. For instance, when the teacher will teach her/his students writing skill about grammar in exercises, she/he uses writing textbook in her/his classroom. The students will get benefit too when using textbook, they can use textbook as a guidance book to obtain information in understanding the material and practice the exercises from their teacher.

2. The Role of Using Textbook in EFL

Textbooks play important role in teaching and learning process, especially in English foreign language. Sheldon in Litz says that textbooks do not only show the visible heart of any ELT program but also extend considerable advantages for both students and teacher, when they are being used in the EFL classroom.[5] Cunningsworth summarized the role of materials in textbook in language teaching. These include the following:

1) A resource for presentation materials (spoken and written),
2) A source of activities for learner practice and communicative interaction,
3) A reference source for learners on grammar, vocabulary, pronunciation, and so on,
4) A source of stimulation and ideas for classroom activities,
5) A syllabus where it reflects learning objectives that have already been determined,

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

[5] David R. A. Litz, "*Textbook Evaluation and ELT Managemen : a South Korean Case Stud"y,* (Asian EFL Journal, 2001), p. 5.

6) Support for less experienced teachers who have yet to gain in confidence.[6]

Furthermore, According to Penny Ur is cited in Kartini that explains the roles of textbook, as follow:

a. Framework

Framework is provided for teachers. It covers for instructional outdoor or indoor. It is created based on syllabus in curriculum. Therefore, the material can be arranged by teacher that it appropriates with learning objectives

b. Ready-made Texts and Tasks

Textbook provides texts and materials that is ready for teaching and learning use. Teacher is facilitated form content of textbook for providing material. They don't spend their time for arranging materials. They just choose the material and activities based on student need.

c. Guidance

Textbook can become guidance for teacher. Moreover, the teacher is inexperience in instructional process. Sometimes, teachers confuse to explain language material. They may not capable enough to arrange by themselves. Therefore, textbook can become as material provider to solve the problem. It is because textbook shows the material based on learning objectives.

d. Autonomy

The existent textbook helps students to learn by themselves. They can learn before teacher explanations. They also can review the material based on teacher explanations. Moreover, they may know more the materials for doing examinations. To sum up, textbook is become student's learning resource.[7]

Likewise, according to Jack C. Richard is cited in Kartini that the functions of textbook as follow:

a. Textbook provides structure and a syllabus for a program

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[6] Cunningsworth, "*Choosing Your Coursebook*" 1995, *Op.cit.,* p. 7.
[7] Penny Ur, Op.Cit., p. 18

Textbook is not only become material provider but also become syllabus. It is because textbook is developed based on syllabus in curriculum.

b.   Textbook helps standardize instruction

Most of teachers in Indonesia teach the same level of some classes. And then, most of students get similar explanations of material. In additional, they get same way of examination. Thus, the textbook can become standardize instructions.

c.   Textbook provides a variety of learning resource

Several textbooks are complemented with workbook, CD cassette, video, SC ROM'S so on. The complete features of learning resources avoid students to be bored in learning process.

d.   Textbook is efficient

Textbook can help teachers to save their time. They don't spend their time to arrange materials. They have to choose type of materials and assignment to teach students every meeting. It makes easier because teacher has more space for teaching rather than preparing material.

e.   Textbook can train teacher

Teacher that may have not experience, can learn materials from textbook. Therefore, teacher ability can be practiced from textbook.[8]

All in all, textbook consists of books made and published for educational purposes and to help the learning process in the classroom. Textbook becomes the main medium of teaching while other materials serve as complementing the teaching and learning processes for teachers and students. A textbook has an important role of transmitting information. It can be argued that an EFL textbook forms the image of English language as well as the culture and practice to study English. Textbook has been the main reference for most EFL teachers to carry out the teaching and learning process. The accessibility of a plethora of commercial textbooks for language teaching should actually enable teachers to compare those books and choose the best one

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[8] Kartini, Op.Cit., pp. 7-8

that will fit their students' needs. Teachers should realize that a wrong choice of textbook would have detrimental effects towards students' learning. Therefore, it is important for teachers to know the criteria of a good textbook.

3. Textbook Analysis

There are many textbooks published with different variations and authors. Because of many textbooks published, teachers have to analyze a textbook before using it. They need to be able to choose a textbook selective. Harmer states that before selecting a textbook, teachers have to analyze, pilot, and ask students' opinion which textbooks are the best for them.[9] It seems that teacher should be analyzed the textbooks based on the purpose of the learning before using it.

Analyzing textbooks means examining the content such as learning materials, exercises, illustrations, and so on. Then, the textbook analysis aims to describe a textbook. According to Harmer a good textbook contains stimulating and interesting materials including language items with appropriate sequences, clear explanation about what to be learned, and a summary of previous materials.[10]

Besides, Nation and Macalister state that there are several reasons why textbooks or course-books have to be chosen and analyzed by the teacher. Here are some of them.

1) The course book does not include all the activities that the teacher has used successfully before.
2) The course book material does not fit comfortably into the time available for the course.
3) The course book contains content that is unsuitable for the learners' level of proficiency or age.
4) The learners' knowledge and skill do not match that in-volved in the course book
5) The course book does not include language items, skills, ideas, discourse or strategies that the learners need.

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[9] Jeremy Harmer, 2007, op. cit., p.153

[10] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991), new edition, p. 257

6) The course book does not apply principles that the teacher feels should be applied.

7) The course book does not involve the learners in the curriculum design process.[11]

In addition, Wen-Cheng et al also argue several aspects that must be considered in analyzing textbooks. The textbooks should:

1) Be the latest published.
2) Contain relevant content.
3) Calculate the linguistic and cultural diversity.
4) Contain appropriate layout and formatting.
5) Contain suitable and clear the illustrations.
6) Contain clear, authentic, and appropriate audiovisual materials.
7) Contain a suitable for variety of learning styles.
8) Be effective for a variety of grouping strategies.
9) Contain exercises [12]

A research from Guide for Literacy, A Research Guide for Literacy Practitioners Serving Adults with Learning Disabilities mentions some criteria as the standards for selecting instructional materials. They are:

1) The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.
2) The instructional principles used to promote learning are clearly stated and consistent with what is known about adult learning.
3) The learning outcomes that can be expected are clearly described.
4) The results achieved by using the instructional materials can be used to make decisions regarding further instruction.
5) The procedures for checking the learner's progress are clear and easy to use.

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

[12] Wang Wen-Cheng, Lin Chien-Hung, and Lee Chung-Chich*, "Thinking of the Textbook in the ESL/ EFL Classroom, English Language Teaching"*, Vol. 4, No. 2, 2011, p.91-96.

6) The requirements for literacy practitioners to learn to use the material are reasonable.

Likewise, Richards argues that textbook may take six variations of form. The first form is modifying content. Content may need to be changed if it is not appropriate for target students such as student age, gender, social class, occupation, religion or cultural background. The second is adding or deleting content. The content of the textbook can be added or omitted when the textbook contain too much or too little learning activities. The third is reorganizing content. The teacher can reorganize and arrange which contents are more suitable for using in certain learning.

The next, teacher can also do addressing omissions when adapts the textbook. The unimportant content of the textbook can be omitted by teacher. Furthermore, teacher can modify tasks to give the students an additional focus. For example, a listening activity may focus only on listening for information, so it is adapted so that students listen a second or third time for a different purpose. And the last is extending tasks, the insufficient practice may be added in the textbook.[13]

Based on the explanation above, textbooks analysis becomes a necessary as there are many textbooks published in Indonesia. It may be quite difficult to select a textbook which is the best for all students who have several characteristics. They may have different needs, knowledge background, learning style, even different culture. Textbooks can be analyzed from some perspectives. One of them is social or cultural values. This study focuses on such perspective that examines the representation of gender which refers to the impressionistic method for textbook analysis.

4.   Criteria of Good Textbook

Textbook has substantial role in instructional and learning process. The textbook can be as handbook, module, student's

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

worksheet, tests' compilations. According Campbell in Ena, determined minimum qualitative criteria to select a good textbook. The first criterion is that the learning materials are unbiased and non-stereotypical. Second, they should have comprehensive, complete, and inclusive view of society and its history.[14] The textbook should not consist of variety perceptions. It doesn't focus on one group. The good material should extend students experiences. In additional, it can help student to understand real life. Likewise, Rachmijati and Cahyati explain that the criteria of a good textbook should show the relationship of women and men in society based on their role, status, environment, culture, and community structures which are displayed in the form of illustrations and descriptions of the sentence.[15]

Furthermore, Hutchinson and Waters in Astuti state that good materials should cover three criteria. The criteria are the following:

a. Textbook encourage learners to learn:
1) Interesting texts
2) Enjoyable activities which engage the learners thinking capacities
3) Opportunities for learner to use their existing knowledge and skill
4) Content which both learner and teacher can cope with
b. Provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chance to learning.
c. Involve both opportunities for analysis and synthesis.[16]

Based on description above, the good criteria of textbook should consist of material without biased, stereotype and based on student needs. It because students use textbook to image the real life. Therefore, the materials have to accomplish with the learning objectives.

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[14] Ouda Teda Ena, Loc. Ci
[15] 3 Cynantia Rachmijati and Sri Supiah Cahyati, "Gender Representation in Textbook Bahasa Inggris Grade X, ELTIN Journal, Volume 6/II, October 2018, p
[16] Riski Wahyu Astuti, Op. Cit., pp. 29-30

B. Gender

1. Understanding about Gender

Gender is a term that is often encountered in daily life. Therefore, it is important to understand about gender. Tate in Siren states that gender is not something we are born into, but rather, it is shaped by multiple factors in the child's surroundings.[17] Gender is not something biological, it is about our own conception of ourselves. Gender is our identity and the image we have of ourselves. Gender identity consists of many building blocks which are self-perception, other-perception and biological and social influences.[18] Thus, it can be said that gender identity describes human personality.

A lot of people consider that gender and sex are the same things. It is quite difficult to distinguish between gender and sex. Both of them are related each other but they have different meaning. According to Holmes, sex is biological differences between males and females. Whereas, a gender is socially produced differences between being feminine and being masculine.[19] This statement is also supported by Crawford and Unger, they state that sex is "a biological difference in genetic composition and reproductive anatomy and function". On the other hand, gender is "what culture produces from the 'raw materials' of biological sex".[20] It can be said that sex is determined biologically, but gender is socially constructed.

Moreover, Swedish International Development Cooperation Agency (SIDA) mentions that gender have several roles related to their work.[21] First, productive work relates to any work that generates to their work. Second, reproductive work relates to

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

[18] *Ibid.*

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

[20] Crawforf, Mary, Rhola, U. 2004. *"Women and gender: A Feminist psychology"*, New York: McGraw Hill, fourth edition, p.21

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

work in household. Third, community work relates to work and time devoted to political, religious or social work in organization, community work or other work that both women and men engage in.

In conclusion, gender is the roles of men and women constructed both socially and culturally. The roles teach people how to behave as a female or a male differently. It also constructs people's views on themselves, how they feel, how they think, and how they interact in society. People cannot choose whether they were born as females or males, but they can decide whether they behave as females or males.

2. Gender and Language

The relationship between gender and language is a common issue. Gender and language are two different things that are interrelated. In society, the roles of women and men influence the way they use the language. According to Ann Weatherall, gender has relationship with linguistics variation including, variation of vocabulary, grammar, pronunciation, and communication style.[22] In line with Ronald Wardhaugh statement that the social roles of the men and women also are the connection of gender and language.[23]

In addition, Weatherall also mentions that women use *color words* like *mauve, beige, aquamarine, lavender,* and *magenta* but most men do not. She also maintains that adjectives such as *adorable, charming, divine, lovely*, and *sweet* are also commonly used by women but only very rarely by men. Women are also said to have their own vocabulary to emphasize certain effects on them, words and expressions such as *so good, such fun, exquisite, lovely, divine, precious, adorable, darling,* and *fantastic.*[24]

In English grammatical matters, the intonation patterns of men and women vary, women using certain patterns

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

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

[24] Ibid., p.318-319.

associated with surprise and politeness more often than men.[20] Moreover, women may answer a question with a statement that employs the rising intonation pattern usually associated with a question rather than the falling intonation pattern associated with making a firm statement. Women do this because they are less sure about themselves and their opinions than are men.

Moreover, the differences between men and women's speech can be mentioned in the following:

1. Women and men develop different patterns of language use.
2. Women tend to focus on the affective functions of an interaction more often than men do.
3. Women tend to use linguistic devices that stress solidarity more often than men do.
4. Women tend to interact in ways which will maintain and increase solidarity, while (especially in formal contexts) men tend to interact in ways which will maintain and increase their power and status.
5. Women are stylistically more flexible than men.

Besides, the dominance of men in language is also found in the characteristics of naming convention that clarifies women in terms of their relationship with men.[25] For example, a wife adopts her husband's surname upon marriage. Also, the title preceding women's names have traditionally varied based on whether they are married or not (Mrs or Miss). Nevertheless, men's title (Mr) that comes before men's names are not considered their marital status.

In conclusion, gender and language are related each other. The influence of gender in language, especially English, is obvious. Gender affects female' and males' behavior in using the language. Moreover, language reflects power and social status. In English, men's dominance is found is some features. While, women seems to be ignored and trivialized.

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[25] Ann Weatherall, "*Gender, Language and Discourse*", p. 21

3. Gender Stereotype

Stereotypes are general views about the characteristics of a group of people.[26] Some people are categorized into a particular group that has similar characteristics. The stereotypes of the group can be both positive and negative characteristics.[27] For example, it is common that women are described as dependent and passive. Furthermore, they are also interested in gossip, fashion, and shopping. However, men refers to the opposite characteristics to women such as independent and active. Those beliefs are then called gender stereotypes.

For instance, men and women are portrayed differently by most people. Actually they are same as human being. In context, gender roles are assumed differently such as jobs/ family roles, interests, and also activities.[28] The image of women and men's beliefs and also behaviors are influenced them in society. In general, stereotypes can be divided into two types; Stereotypes about one's own group are called auto-stereotypes and stereotypes about other groups are called hetero-stereotypes.[29] Those kind of stereotypes are possible to affect how people perceive his/her self and someone's life. Moreover, they can be positive and negative, can be accurate or inaccurate, and may be either agreed with or rejected by members of the stereotyped group.[30] For example, women are generally reflected as dependent and passive. Furthermore, they are believed to be interested in gossip, fashion, and shopping. On contrary, men are markedly defined by opposite characteristics to women such as

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[26] Mary Crawford and Rhoda Unger, op. cit., p. 49

[27] Robert A.Baron, Nyla R.B., and Donn Byrne, Social Psychology, (Boston: Pearson Education, 2008), twelfth edition, p. 191

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

[29] Davis Matsumoto and Linda Juang, "*Culture and Psychology",* (Wadsworth: Cengage Learning, 2008), , (Wadsworth: Cengage Learning, 2008), fourth edition, p. 149

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

being independent and active. These beliefs are then called gender stereotypes.

Gender stereotype is perception about different characteristics of women and men. Generally, people assume that men are dominance that women are subordination. As Talbot states "Gender stereotype linked to gender ideology reproduce naturalized gender differences. In doing so, they function to sustain hegemonic male dominance and female subordination."[31] For example, men are dominance in talk while ideally women should be saying nothing at all.[32] It can be said that gender stereotype is assumption about different characteristics of women and men that men are more dominant than women in talk.

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

a. Groups that are the target of stereotypes are easily identified and relatively powerless

b. People largely agree about the characteristics of a stereotyped group

c. Stereotypes imply a covert comparison between groups, to the disadvantage of the stereotyped group

d. Misperceptions appear to be the product of information processing, however, motives to preserve one's self, one's group, and the social system in which one lives are also important

e. Misperceptions are difficult to modify, even when the person who holds the stereotypes encounters many disconfirming examples.

f. People are largely unaware that they stereotype, and they deny that stereotype characteristic of their group apply to themselves

In addition, gender stereotypes have some components consisting of personal traits, social roles (occupation),

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[31] Holmes and Meyerhoff. "*The Handbook of Language and Gender"*, 472.

[32] Ibid., p.473.

behaviors, and physical characteristics (appearance).[33] The first, the personal traits of women and men usually refer to the opposite adjectives. The different traits of women and men are classified in two categories, instrumentality and affective traits. Instrumentality is considered as men's traits such as active, objective, independent, aggressive, direct, unemotional, dominant, and competent. Whereas, affective traits refer to women's characteristics such as expressive, warm, and sensitive, concern about others, and concern more for people than things. Likewise, Richardson describes women as immature, incompetent, and incapable, but she describes men as mature, complete, and competent.[34] It shows that women and men are stereotyped as having opposite traits. However, the stereotypes shows that men seems to be better than women.

The following are common traits that are usually associated with women and men. [35]

Female traits	Male traits
Warm	Competent
Emotional	Stable
Kind/Polite	Tough/Coarse
Sensitive	Self-confident
Follower	Leader
Weak	Strong
Friendly	Accomplished
Fashionable	Nonconformist
Gentle	Aggressive

Similarly, Matsumoto and Juang also point out stereotypes against men such as active, strong, critical, adult-like, conscientious, extrovert, open, and they need dominance, autonomy, aggression, exhibition, achievement, and endurance.[36] Whereas, women are viewed as passive, weak,

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[33] Hilary M. Lips, op. cit., p. 21

[34] Laurel Richardson, "Gender Stereotyping in the English Language", in Verta Taylor (eds.), Feminist Frontiers, (New York: McGraw Hill, 2007), seventh edition, p. 100

[35] Robert A. Baron Nyla R. Branscombe, *loc. cit.*

[36] David Matsumoto and Linda Juang, op. cit., pp. 154 - 155

nurturing, adaptive, agreeable, neurotic, and they have psychological needs such as abasement, deference, nurturance, affiliation, and heterosexuality. The second is social roles of women and men.

A conventional view about women's work is associated to domestic works such as shopping for food, cooking meals, washing, ironing, and child rearing. Although men sometimes do the housework, they tend to do the works related to the use of tools or machine.[37] It is also supported by Lips that men usually do the housework related to repair and maintenance, while women usually do the cooking, laundry, housecleaning, and ironing.[38] It shows the different division in the housework between men and women. What men do seem to be masculine works and women tend to do the feminine one. Furthermore, women usually have role to keep communication among member of family. Women usually have stronger feelings of empathy and also good listener than men. They will encourage and also support the speaker to continue speaking.[39] Women are often more polite when speaking.[40] And woman is more care to the other person because they have warmth traits to break the space of communication. It can be said that women do as social norm. Therefore, women's duties are not work in public but also work inside home as social norm.

When women and men work in public, their job integrate with women's and men's traits. Mburu and Nyagah determine the occupations both male and female. Male Characters are portrayed in professional and businesses occupations as teachers, doctors, policemen shopkeepers, tailors, bee keepers

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[37] Susan M. Shaw and Janet Lee, Women's Voices, Feminist Visions: Classic and Contemporary Reading, (New York: McGraw Hill, 2007), p. 433

[38] Hilary M. Lips, op. cit., p. 255

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

[40] *Ibid*., p. 93

and larger scale farmers and reporters.[41] Besides, Crawford and Unger in Ummu explain the example of most of women occupations as secretaries, nurses, and school teachers, whereas men's job are mostly as mechanics, engineer, and computer scientists.[42]

Moreover, a conventional view about women's work is associated to domestic works such as shopping for food, cooking meals, washing, ironing, and child rearing. Although men sometimes do the housework, they tend to the works related to the use of tools or machine.[43] It is supported by Lips that men usually do the housework related to repair and maintenance, while women usually do the cooking, laundry, housecleaning, and ironing.[44]

Next is gender stereotypes about women and men's behavior. Some personal traits associated with women and men trigger people to assume women and men's behavior. Because women are stereotyped as gentle, patient, lovely and so on, people believe that women tend to behave as those stereotypes. In contrast, men stereotyped as strong, competent, dominant, active, and so on are believed to work in public and only do the house-work such as repairing machine, washing car, and other works related to the maintenance. The last component is physical characteristics. This category refers to women and men's physical appearance. In general, women are portrayed to be attractive, feminine, and smart, but men are described to be strong, macho, sexy, and muscular.[45]

From all statements above, it can be concluded that in society women and men are represented differently. Gender stereotypes can be classified into some components that consist of personal traits, social roles (occupation), behaviors,

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[41] David N.P. Mburu and Grace Nyagah, *"Effects of Gender Role Portrayal in Textbooks in Kenyan Primary Schools, on Pupils Academic Aspirations"* Problems of Education in The 21 Century Volume 47, 2012, p. 102

[42] Ummu Salamah, *Op. Cit.*, p. 18

[43] Susan M. Shaw and Janet Lee, "*Women's Voice, Feminist Visions: Classic and Contemporary Reading"*, (New York: McGraw Hill, 2007), p.433

[44] Hilary ,M. Lips, op. cit., p.255

[45] Mary Crawford and Rhoda Unger, op. cit., p.52.

and physical characteristics (appearance). Most of men are dominated than women. Men refer to masculine activities. While Women refer to feminine activities. Consequently, the gender roles are constructed differently.

4. **Gender Bias**

Gender stereotypes that develop in society affect people's thoughts and behavior. Stereotypes would likely to cause gender bias. School is one of the gender socialization institutions. Schools also contribute to gender socialization through textbooks or interactions between teacher and students. This statement is supported by Alek and Wekke that, gender bias is also taught implicitly through the resources chosen for classroom use. Likewise, El-Sanabary in Chafetz states that the traditional Islamic country, Saudi Arabia, has a dual system of male and female education and gender-segregated schools and colleges with gender-specific curricula emphasizing women's domestic functions. It means that teachers should be aware gender bias in school, because they are the agent who interact students directly. Traditional societies tend to emphasize educating boys rather than girls as a result of the normative principle that men are the economic providers; hence, they need to have good schooling. One way is to consider textbooks are used as a media for teaching in the classroom as they may also consist of gender bias.

Gender bias in textbooks can be presented in some components. Muthali'in A states that textbooks which are published by Depdiknas (Department of National education) or other publishers presents gender bias in several ways such as pictures, activities, descriptions, professions, roles, games, possession, duties, and responsibilities.[46] All components that have mentioned above may influence students' mind of gender unconsciously. Also, components in the textbooks that may contain gender bias are likely to influence student's

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[46] Achmad Muthali'in, "*Bias Gender dalam Pendidikan"*, (Surakarta: Muhammadiyah University Press, 2001), p.103.

conceptualization of gender. For example, the use generic he can mean *he* or *she*, and the generic man can also refer to both women and men grammatically. As a result, gender bias becomes continued common manifestation in students' mind.

Students of junior high school may not think that gender bias is matter. However, as long as they use get from the textbook internalizes into their mind. Thus, it will lead them to think that men have a higher status than women. Based on the explanation above, it is better to analyze textbook before using it, so it can avoid gender bias socialization in school.

C. The Relationship between Gender and Textbook
1. Gender and Textbook in Education

According to Lloyd in Mburu and Nyagah, the way gender is represented in children's textbooks, impacts attitudes and perceptions of gender-appropriate behavior in society.[47] Sexism in textbook can influence to be bad perceptions of students. Event though, gender equity policies has been created, gender bias are still become problems in the world.

Nowadays, the awareness of gender equity are increasing especially in textbook. It can be seen that many scholars have studied about gender representation equality. And also, there are several policies created by the government to solve the problem of gender in textbook. To avoid gender issue, government establishes National Education Standards Board and Center of Curriculum and Book to control the textbook quality. It means that gender is important topic to discuss.

In education, gender stereotype is problem which often happens. Through interaction and using textbook in classroom, it can sometimes lead to gender stereotype. Several characteristics in interactions about boys and girls are explained by Chafetz.[48] Boys interact in larger and more visible groups, play outside more, and use more space while girls play in smaller groups or pairs, and stress cooperation. Boys are more likely than girls to

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[47] David N. P. Mburu and Grace Nyagah, *Op. Cit.*, p. 101
[48] Janet Saltzman Chafetz, Handbook of Sociology of Gender (Texas: Spinger, 2006), p. 417

challenge school. National Agency for Education in Rachmijati and Cahyati declared that Agency's annual compilation of final grades in compulsory school reveals that there is clear difference in results between boys and girls. Girls achieve better results in subject tests and they are also more involved in discussing question dealing with human rights, environment, the future, and ethical opinions compare to boy result.[49] The other, boys are associated with blue color, wild games and bruises. While girls are associated with pink color, clean, dolls, and quiet games. Girls learn to be polite, kind and take care of their appearance, while boys learn to be rough, demanding, and vigorous.[50] Those may become judgment for student learning process. The effect of judgment can become negative or positive. For boys, they can change into good personality or change to be naughty whereas for girls may inspire to be better or to be static with too much satisfaction. Thus, gender stereotype is familiar toward students learning process.

Gender stereotype in textbook is arduous problem to solve and it is still presence in textbook   The gender stereotyping in the textbooks reviewed is often quite subtle.[51] Moreover, the variant of textbooks has published more and more. Also, filtering textbook is another problem. It is because not all teachers have ability and criteria for choosing the best textbook based on student needs. Furthermore, the gender stereotypes can become bad effect for students. The image of women and men in textbooks may influences students taught and behavior. According to Lloyd in Mburu and Nyagah the manner in which gender is represented in children's textbooks impacts attitudes and perceptions of gender-appropriate behavior in society.[52] Similar, Frasher and Walker in Lee and Collins have argued, gender portrayal in textbooks reflects social values and

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

[50] *Ibid.*

[51] Jackie F.K. Lee and Peter Collins, *Op. Cit., p. 16*

[52] David N.P. Mburu and Grace Nyagah, *Op. Cit.*, p. 101

behavior.[53] The problem of gender stereotype perpetuity can develop to be gender bias.

As the explanation before about gender socialization in school are through interaction and textbook that teacher takes role of it. Fahriany, Alek and Wekke as cited in Klein state that teachers are generally unaware of their own biased teaching behaviors because they are simply teaching how they were taught and the subtle gender inequities found in teaching materials are often overlooked.[54] Further, according to Analytical and Capacity Development Partnership (ACDP) Indonesia, there were many gender bias contents found in textbooks in Indonesia.[55] Consequently, the agent of education should be aware to avoid gender bias in learning process.

From all statement above, it can be concluded that it is important to focus on the awareness of equal rights and opportunities for men and women in the classroom. They earn education equally because they are same as human being. Teaching material should portray a balance of boys and girls in active roles and different age groups.[56] It should imply gender equity and omit inequity with perpetuity tradition. Mukundan and Nimehchisalem state three ways to avoid gender bias.[57] One possible solution to avoid discrimination seems to be making an attempt to depict the reality in the textbooks. The next remedy is considering the guidelines of the gender-fair material development. Another solution could be determining the content based on the target audience of textbooks.

2. Gender Representation in Textbook

In textbook, Gender equality must implement for keeping the quality of textbook. Both female and male should deserve same treatment. According to Swedish International Development

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[53] Jackie F.K. Lee and Peter Collins, *Op. Cit., p* 5

[54] Fahriany, Alek and Ismail Suardi Wekke, *Op. Cit.,* p.161

[55] Cynantia Rachmijati and Sri Supiah Cahyati, *Op. Cit.,* p. 60

[56] Fahriany, Alek and Ismail Suardi Wekke, *Op. Cit.,* p. 151

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

Cooperation Agency (SIDA) declare that gender equality is achieved when women and men, girls and boys, have equal rights, life prospects and opportunities, and the power to shape their own lives and contribute to society.[58] Similarly, Payne said that gender equality means the absence of discrimination on the basis of a person's sex in opportunities, allocation of resources or benefits, and access to services.[59] Further, gender equity means fairness and justice in the distribution of benefits, power, resources, and responsibilities between women and men.

The equity of depictions with respect to balance or imbalance, that is equal or unequal gender representation. It is for assessing the frequency and space allocation for males and females. Imbalance is that one particular sex was predominant and the other was poorly represented in the texts and/or illustrations.

As stated before that not only teachers socialize gender, but also textbooks. Textbooks may also present gender bias implicitly. According to Logsdon, gender representation in the textbooks consists of six aspects; number of female/male pictures, number of female/male mentioned, gender roles, female/male games, female/male roles models, and pattern of mentioning female/male names.[60]

Then, as the child grows up the gender socialization is continued in the schools. Teachers and sources of teaching and learning activities such as textbooks contribute in socializing gender to the students. Through textbooks social value such as gender is taught implicitly. If the value consists of gender bias, it will influence the way they portray themselves as a female or male. Furthermore, gender bias may also influence their behavior as female or male. For example, a female student associated with feminine activities may be assumed

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

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

[60] Martha Logsdon, *Gender Roles in Primary School Texts in Indonesia*, (Honolulu: University of Hawaii, 1985), pp. 243 - 262

to break the gender rules if she does the masculine activities such as playing football, boxing, and so on. Whereas, a male students tends to dominate such activities because he believes that he is more powerful than female. Therefore, it is important to examine textbooks as one of knowledge resources for students in order to avoid gender bias that may be developed in the textbook.

Moreover, it is important for school. It is because schools are one of agents for gender socialization. It may become the media for transmitting gender bias in student mindset. Socialization of gender bias can be through interaction and textbook. Consequently, teacher should to be aware during interaction to avoid gender bias. Also, the good textbook without gender bias is important for students and teacher in teaching and learning process.

Some scholars conduct gender representation in their study. Damien conduct study about gender and use some areas namely, firstness, occupations and conversations.[61] The other, Lee and Collins state the categories for analyzing representation of gender in textbook which are female and male characters, female and male social and domestic roles, female and male semantic roles, masculine generic constructions, titles, order of appearance pictorial representation of males and females.[62] Furthermore, Logsdon stated that gender representation in the textbooks consists of six aspects:

1. Female or male pictures

   It is not always easy to identify gender of pictures or illustration in textbooks. According to Brugeilles and Cromer, to identify gender of pictures can be done by analyze the attributes which on the pictures. The attributes such as hairstyles and clothes, which are highly stereotyped according to cultural context, may sometimes provide a basis for classification. For example, male hairstyles includes beard, moustache, and very short hair while female styles are

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[61] Damien Healy, *"The representation of women and men in a modern EFL textbook: Are popular textbooks gender biased?"* Memoirs of the Osaka Institute of Technology, Series B Vol. 54, No. 2, 2009, p. 92

[62] Jackie F.K. Lee and Peter Collins, *Op. Cit., pp. 8-32*

braiding, plaiting or knotting; ribbons or bows in the hair, etc. Moreover, for clothes, male usually wears trouser while female wears skirt or dress.[63]

2. Female or male mentioned

Female or male mentioned includes proper noun, pronoun, common noun, and title.[64] Proper noun involves name (*e.g. John, Tina*) and surname with courtesy title (*e.g. Ms. Portman Mrs. Murphy, Mr. Campbell*). Pronoun involves subject pronoun (*e.g. he, she*), object pronoun (*e.g. him, his*), possessive pronoun (*e.g. his, hers*), and possessive adjective (*e.g. his, her*). Then common noun is such as father, mother, husband, wife, son, and daughter. The last is title, for example madam and sir.

3. Female or male roles

The roles of females or males are identified from texts, pictures, or exercises in the textbook. The examples of female or male professional or occupational roles are teacher, student, police, actor, actress, singer, writer and others.

4. Female or male games

Female or male games refer to a kind of activities that done by female or male in the textbook such as shopping, driving, studying, working and others.

5. Female or male role models

The role models presented in texts, illustrations or exercises. The role models are such as public figures which presented in textbooks. The examples are famous singers and historical figures.

6. Pattern of mentioning female/ male names

The pattern refers to mentioning of female and male names in a single phrase. The mentioning is called firstness. Firstness is two gender-specific nouns or pronouns appear as a pair in a text, like mother and father or he/she, the one

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

[64] Brugeilles and Cromer, *Analyzing Gender Representations*, p. 33.

appearing in the first position can be interpreted having a higher status.[65]

Therefore, analyzing is an important process in the textbook. The existence of gender representation should analyze because textbooks may consist of gender stereotypes. Moreover, gender stereotypes can develop become gender bias. It can influence students perpetually. Thus, women and men should portray equally.

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[65] D. Ashley Stockdale, *Gender Representation in an EFL Textbook*, (Birmingham: University of Birmingham, 2006), p. 2.

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