

GENDER REPRESENTATION IN THE ENGLISH TEXTBOOK

(A Content Analysis of Pathway to English for Tenth Grade

Senior High School Published by Erlangga)



THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of IAIN Purwokerto
as a Partial Fulfilment of the Requirements for Achieving
the Degree of Sarjana Pendidikan (S.Pd.) in English Education Study Program**

By:

DHINI ANJARWATI

(1617404010)

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TARBIYA AND TEACHER TRAINING STATE

INSTITUTE OF ISLAMIC STUDIES PURWOKERTO

2020

STATEMENT OF ORIGINALITY

Herewith I,

Nama : Dhini Anjarwati

Students Number: 1617404010

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Department : English Education

declare that to the best my knowledge this thesis content is my own research or work. I conducted this research with all the assistance of suggestion and sources as acknowledge. If any claim in the future about this research, I would be responsible for clarification.

Purwokerto, 25th June 2020

I who declares,



Dhini Anjarwati

S.N. 1617404010

APPROVAL SHEET

This thesis, entitled

GENDER REPRESENTATION IN THE ENGLISH TEXTBOOK


(A Content Analysis of Pathway to English for Tenth Grade

Senior High School Published by Erlangga)

Written by **Dhini Anjarwati**, Student Number 1617404010, English Education Departement, Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies (IAIN) Purwokerto, was examined on Friday, 17th July 2020 and declared qualified for achieving the degree of *Sarjana Pendidikan* (S.Pd) in English Education.

Examiner I/Head of Examiners/

Examiner II/ Secretary,

Supervisor,




Muflihah, S.S., M.Pd.

Dr. Maria Ulpah, S.Si., M.Si.

NIP. 1920923 20000 2 001

NIP. 19801115 200501 2 004

Main Examiner,

IAIN PURWOKERTO

Dr. H. Munjin, M.Pd.I

NIP. 19610305 199203 1 003

Legalized by

Dean,



Dr. H. Suwito, M. Ag.

NIP. 19710424 199903 1 002



IAIN.PWT/FTIK/05.02

Tanggal Terbit :

No. Revisi :

OFFICIAL NOTE OF SUPERVISOR

To the Honorable.

Dean of Faculty of Tarbiya and Teacher Training

State Institute of Islamic Studies Purwokerto

In Purwokerto

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Heaving guided, analyzed, directed and corrected the thesis by Dhini Anjarwati Student Number 1617404010, entitled:

GENDER REPRESENTATION IN THE ENGLISH TEXTBOOK

(A Content Analysis of Pathway to English for Tenth Grade

Senior High School Published by Erlangga)

I recommended the thesis to be submitted to Dean of Faculty of Tarbiya and Teacher Training, State Institute of Islamic Studies Purwokerto, and examined in order to get Undergraduate Degree in English Education (S.Pd)

Wassalamu'alaikum Warahmatullahi Wabarakaatuh

Purwokerto, 25th June 2020

Supervisor



Muflihah, S.S., M.Pd
NIP. 1920923 200003 2 001

MOTTO

Watch your thoughts for they become words.

Watch your words for they become your actions.

Watch your actions for they become your habits.

Watch your habits for they become your character.

Watch your character for they become your destiny.

In other words what you think you become.

(Margaret Thatcher)



IAIN PURWOKERTO

DEDICATION

I dedicate this thesis for my family. A special gratitude for my parent Wahyu Hartanto and Siti Rofikoh that their love like salt of sea is invisible but the affection and love are forever.

And beloved brother Irfando Rio Nugroho is the extraordinary person in my heart who makes me brave even in the dark.

Loving you makes me complete.



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The researcher realizes that there is a lot of weakness in this thesis. Therefore, if any constructive criticism, contribution and suggestion will be gladly accepted.

Purwokerto, 25th June 2020

Researcher,



Dhini Anjarwati

S.N. 1617404010

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Dhini Anjarwati

S.N. 1617404010

English Education Departement
State Institute on Islamic Studies Purwokerto

ABSTRACT

This research was aimed at analyzing gender representation in *Pathway to English*, one of the English learning sources. One of the criteria of a good learning source is that it represents gender equity. To ensure that a textbook represents equity, a study to the whole content of the textbook is needed. Gender representation of *Pathway to English* is interested to be analyzed because it is nationally used as the main sources of ELT in Senior High School in Indonesia. Therefore this textbook becomes the media for promoting and educating gender equity.

This is a qualitative research using content analysis. The data of this research were taken from the content of *Pathway to English* that represents gender relation. The data consisted of pictures and texts contained in the textbook and were analyzed by categorizing the content into visibility, occupations, games, firstness, domestic roles, and role models. The data of this research were gathered through document analysis. It was used to describe textual data in textbook.

The result of this research showed gender representation in *Pathway to English* textbook. The data was showed as follows: a) the number of visibility from pictures were 24 for females and 38 for males; b) the number of occupations from pictures and texts in the textbook were 23 for females and 55 for males; c) the number of games or sports were 5 for females and 21 for males; the number of firstness from dialogues were 4 for females and 11 for males; the domestic roles were 14 for females and 5 for males; the role models from texts and pictures were 14 for females and 37 for males. According to the data, there are still gender stereotypes in textbook. Overall, the author of *Pathway to English* textbook has tried to promote and educate gender equity in textbook.

Keywords: Textbook, Gender Representation

TABLE OF CONTENT

PAGE OF TITLE.....	i
PAGE OF STATEMENT OF ORIGINALITY.....	ii
PAGE OF APROVAL SHEET.....	iii
PAGE OF OFICIAL NOTE OF SUPERVISOR.....	iv
PAGE MOTTO.....	v
PAGE OF DEDICATION.....	vi
PAGE OF ACKNOWLEDGEMENT.....	vii
PAGE OF ABSTRACT.....	ix
TABLE OF CONTENT.....	x
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
LIST OF APPENDICES	xv
CHAPTER I: INTRODUCTION.....	1
A. Background of Problem.....	1
B. Operational Definition.....	4
1. English Textbook.....	4
2. Gender Representation.....	5
C. Research Questions.....	5
D. Objectives and Significances of The Research.....	5
1. Objectives of The Research	5
2. Significances of The Study.....	5
E. Review of Relevant Studies.....	6
F. Structure of The Study.....	6
CHAPTER II: LITERATUR REVIEW.....	8
A. Textbook.....	8
1. Definition.....	8
2. Function.....	9
3. Criteria of Good Textbook.....	12
4. Textbook in Indonesia.....	13

5. EFL Textbook.....	15
6. Selection of Textbook.....	15
B. Gender.....	18
1. Definition.....	18
2. Gender Equality in Islam.....	20
3. Gender Stereotype.....	23
4. Gender Bias.....	30
C. The Relationship between Gender and Textbook.....	31
1. Gender and Textbook in Education.....	31
2. Gender Representation in The Textbook.....	34
CHAPTER III: RESEACH METHODOLOGY.....	39
A. Type of The Research.....	39
B. Object of The Research.....	39
C. Technique of The Data Collection.....	39
D. Technique of Data Analysis.....	40
CHAPTER IV: RESEARCH FINDING AND DISCCUSION.....	42
A. Data Description.....	42
1. Visibility.....	42
2. Occupation.....	43
3. Game or Sport.....	45
4. Firstness.....	45
5. Domestic Role.....	46
6. Role Model.....	47
B. Data Analysis.....	49
1. Visibility.....	49
2. Occupation.....	51
3. Game or Sport	52
4. Firstness.....	55
5. Domestic Role.....	56
6. Role Model.....	58
C. Discussion.....	59

CHAPTER V: CONCLUSION AND SUGGESTION.....	63
A. Conclusion.....	63
B. Suggestions.....	63
BIBILOGRAPHY.....	65
APPENDICS.....	68
CURRICULUM VITAE.....	81



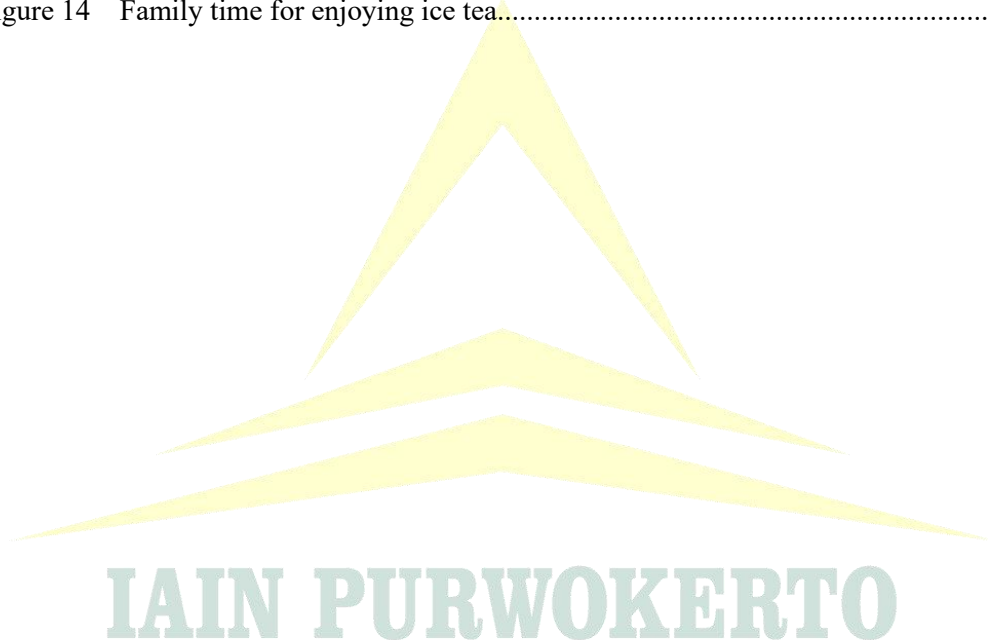
THE LSIT OF TABELS

Table 1. personal traits.....	25
Table 2. visibility data.....	42
Table 3. occupations data.....	43
Table 4. game or sport data.....	45
Table 5. firstness data.....	45
Table 6. domestic role data.....	46
Table 7. role model data.....	47



LIST OF FIGURES

Figure 1	Male taller than female.....	50
Figure 2	Wearing coat of male.....	50
Figure 3	Playing with son.....	50
Figure 4	Male as winner.....	50
Figure 5	Enjoying meals.....	50
Figure 6	Repairing a car.....	50
Figure 7	Playing basketball of male.....	54
Figure 8	Playing PS game of male.....	54
Figure 9	Playing instrument music of male.....	54
Figure 10	Playing Football of female.....	54
Figure 11	Playing instrument music of female.....	54
Figure 12	Educating role for child.....	58
Figure 13	Family time for watching television.....	58
Figure 14	Family time for enjoying ice tea.....	58



LIST OF APPENDICES

Appendix 1. Visibility in The Textbook.....	68
Appendix 2. Occupations in The Textbook.....	76
Appendix 3. Game or Sport in The Textbook.....	76
Appendix 4. Firstness in The Textbook.....	77
Appendix 5. Domestic Role in The Textbook.....	78
Appendix 6. Role Model in The Textbook.....	78



CHAPTER I

INTRODUCTION

A. Background of Problem

In teaching and learning process of the English language, numerous elements could affect the outcomes of learning for students which elements support effective instruction. These are learning environment; clear and share outcomes; varied content, materials and methods; practice and feedback; complex thinking and transfer.¹ These five elements are complement and enhance one another. Additionally, according to Haryono, materials mean anything which is used to help for teaching language learners.² Therefore, these elements foster student comprehension with the goal of improving students' achievements in learning.

From several elements above, the textbook becomes one of the material resources that contributes a lot to the success of teaching and learning. This is because the textbook is a prominent role as main sources for education. According to Cunningsworth, some functions of textbook are as resources for presentation material, activities for learner practice and communicative interaction, simulations and ideas for classroom language activities, a syllabus, self-directed learning and supporting experienced for teacher.³ Besides, textbooks are also become a framework, syllabus, ready-made text and tasks, economy, convenience, guidance and autonomy.⁴ For teachers, textbook assistance, and support systems to achieve the aim of teaching and learning processes. Teachers also can save their time and focus on teaching processes without arranging assignments for students. They are

¹ "Elements of Effective Instruction", www.greatschoolspartnership.org/resources/elements-of-effective-instruction/, (accessed at 11 June 2020)

² Y. M. Harsono. "Developing Learning Materials for Spesific Purposes". TEFLIN Journal, Vol. 18, No 2, August 2007, p. 170

³ Allan Cunningsworth, Choosing Your Coursebook (Thailand: Macmillan Education, 1998), p. 7

⁴ Penny Ur, A Course in Language Teaching, (Cambridge: Cambridge University Press, 2009), p. 184

able to modify and motivate based on student needs. For students, the textbook is a source to get linguistic input. They are allowed to learn before and review after the learning and teaching process. Consequently, one of the successful learning and teaching process factors is dependent on the textbook.

Besides, the abundant of published textbook EFL in commercial is challenging task for selection and evaluation. In general, textbook may be suitable for teaching and learning but it isn't including with guarantee for certain learning objectives. Also, there is no book which is designed for general consumption. For instance, every learner has different characteristics. The certain way for teaching is effective solutions based on student needs. However, developing a good-quality textbook needs comprehensive considerations of lot of aspects. According to Campbell in Ena determined some qualitative criteria for selecting a good textbook. First, the materials are unbiased and non-stereotypical. Secondly they should have comprehensive, complete, and inclusive view of society and its history.⁵ Third, materials should have diverse viewpoints. Consequently, the good materials should represent group equally without bias and stereotype which is related with gender issue.

Based on explanations above, gender issue may exist problems in textbook content which should be solved. Gender stereotypes are also still present in teaching materials.⁶ In addition, as the increase of gender relation awareness among human being, the government of Indonesia has included gender mainstreaming program to educational aspects. The rules and evaluations strict have been established by Indonesia government for education sector. For gender equity policies, Ministry of Education and Culture No. 84 year 2008 about guideline of the implementation gender

⁵ Ouda Teda Ena. "Gender Roles Representation in Indonesian School Textbooks: A Visual Content Analysis", Sanata Dharma University, p. 5

⁶ *Gender Education and Training*, (Luxembourg: Publications Office of the European Union, 2016), p. 3

equity in education. It arranges that each unit of work in education sector should be integrated with implementation of gender.⁷ For textbook management, Indonesia government established National Education Standards Board (BSNP) and Center of Curriculum and Book (Puskurbuk). Those functions are managing the use of textbooks. It conducts the textbook development. Also, National Education Standards Board and Center of Curriculum and Book should supervise the textbook that used by consumer namely teacher and students in Indonesia. Moreover, it controls the evaluation process about textbook distributions either government or trade companies. Further, Indonesia government gives attention to avoid gender issue for textbook of educations. It can be seen for several policies. Thus, Indonesia has been developing gender equity through quality textbook progressively.

In fact, the gender bias still exist in textbook. Some research are discovered the gender inequity in textbook content. According to the result of study was done by Suhartono and Kristina that the representation of males in Indonesia textbook is much greater than females.⁸ Similar, Darni' and Abida' discovered a strong stereotypical image in the textbook that men dominate the public sphere and women the private sphere.⁹ Also, Fahriany, Alek and Wekke found the authors of English for MTs use image are used inequity or unbalance.¹⁰ These are some samples about gender inequity in textbook.

Based on the explanation above, it can be concluded that reviewing gender representation in a textbook is necessary to be done because it will help improving the quality of learning materials. Among many textbooks for students, there is a textbook that needs to be analyzed in relation to gender

⁷ Republik Indonesia, Undang-Undang Kemendikbud No. 86 year 2008 about Pedoman Pelaksanaan Pengarusutamaan Gender Bidang Pendidikan, Article 2

⁸ Suhartono and Diah Kristina, *"Gender Bias in Textbooks and Test Items of English Language Learning in The Indonesian Context"*, 4th PRASASTI International Conference on Recent Linguistics Research, Vol. 166, 2018, p. 426

⁹ Darni' and Fithriyah Ida Nur Abida', *"Gender Bias in Elementary School Language Textbook"*, Interantional Journal of Gender and Women's Studies, Vol. 5, June 2017, p. 128

¹⁰ Fahriany, Alek and Ismail Suardi Wekke, *"Gender Representation in English Textbooks for Islamic Junior High School Students"*, Kafa'ah Journal, 8 (2), 2018, p. 149

representation. As a result, *Pathway to English* revised edition for tenth grade of Senior High School was published by Erlangga which has observed about gender representation in English textbook. The textbook was chosen because it is for national scale user and the implementation of curriculum 2013. This textbook is newest edition that has revised because of some considerations before. It also should reflect the criteria of good textbook based on Education Standards Board and Center of Curriculum and Book which is passed before. Based on considerations, this research was analyzed with title Gender Representation in The English Textbook (Content Analysis of *Pathway to English* for Tenth Grade Senior High School).

B. Operational Definitions

1. English Textbook

Textbook is main source for education sector which takes necessary role in teaching and learning process. Textbooks are the primary material used in teaching a foreign language and language and culture are inseparable.¹¹ Furthermore, the specific textbook for teaching and learning of language in Indonesian government is English Language Teaching textbook. ELT textbook is linguistic source for teaching and learning process. ELT textbook may influence students taught and behavior. Furthermore, most of teachers use textbook as main medium instructional and learning process.

Pathway to English textbook for tenth grade of Senior High School is conducted which is written by Theresia Sudarwati and Eudia Grace and published by Erlangga. It consists of ten separate teaching units, each covering all four skills of reading speaking, listening and writing. Each unit is separated into seven sub-unit. First unit, the title is “Look Around”. Second unit is ‘Let’s Learn More’. Third unit is ‘Cultural Awareness’. Fourth unit, the title is ‘Ways to Say It’. Fifth unit, the title is ‘Act It Out’. Sixth unit, the title is ‘Link It To’. And the last unit, the

¹¹ *Ibid.*, p. 151

title is 'Put in Practice'. This study focused to examine the content of textbook about gender representation.

2. Gender Representation

Gender representation is the way for depicting both gender in the textbook. The equity of depictions with respect to balance or imbalance, that is the fairness treatment gender representation. It is for assessing the how representation in pictures or texts for males and females. Imbalance or unequal representation is that one particular sex was predominant and the other was poorly represented in the texts and/or pictures. Balance or equal representation is both of gender quiet or same depictions in the textbook.

C. Research Questions

How is gender represented in Pathway to English Revised Edition for Tenth Grade Student Publish by Erlangga textbook?

D. Objectives and Significances of The Research

1. Objectives of the research

The objective of the research is:

To examine gender relation is represented in the Pathway Revised Edition for Tenth Grade Student Publish by Erlangga textbook.

2. Significance of the research

a. For writer

This research is expected to in-depth the knowledge about the representation gender in the textbook of Pathway Revised Edition for Tenth Grade Student.

b. For Readers

This research is expected to furnish information gender representation in *Pathway to English* textbook for tenth grade of Senior High School.

c. For other researchers

This research is expected to be able as reference for further research.

E. Review of Relevant Studies

Based on several sources such as journals and previous research related to this research that have relevance with the research topic, the following are the comparison result among previous researches.

The first, a thesis entitled Gender Representation in Indonesia EFL Textbook Exercise: A Critical Analysis of Buku Bahasa Inggris Exercise Published by Kemendikbud written by Aslim Zahri from Faculty of Education and Teacher Training Ar-Raniry State Islamic University Banda Aceh in 2018. The thesis provides some information which is related with systematically of gender representation research. Therefore, it can be acknowledge for this research.

The second research is conducted by the journal of Suhartono and Diah Kristina in 2018, the title is Gender Bias in Textbooks and Test Items of English Language Learning in the Indonesian Context. From the journal, there are two types of gender bias that in majority discovered in the textbook and the test items: the language use and the representation. It is also provided about some education conditions in Indonesia. Hence, the research is relevant to be used as reference.

The third, a journal entitled Gender Portrayal of English Textbooks in A State Islamic Junior High School in Gowa Regency, South Sulawesi, Indonesia written by Siti Azisah in 2016. From the journal, the knowledge about the gender bias, gender equity, cultural identity, gender role base on profession or and other roles which are closest related to the gender knowledge. So, it is available to be used as reference.

F. Structure of The Study

To create a logical, clearly, and systematically discussion of this research, the researcher created a framework to figure the structure of the research. It will be described in this research as follow:

Chapter I contains an introduction which consists of the background of the problem, operational definitions, research questions, objectives, and

significances of the research, review relevant studies, literature review, research method and structure of the research.

Chapter II contains about the theoretical basis of the gender representation in English textbook which is divided into several sub-chapters. First, textbook which divided into sub-topics including definition, function, criteria of good textbook, textbook in Indonesia, EFL textbook and textbook selection. Second, gender which divided into sub-topics including definition, relation between language and gender, gender stereotype and gender bias. Third, relation between gender and textbook divided into gender and textbook in education and gender representation in textbook.

Chapter III contains about the research method that consists of four sub-chapters: type of research, object data, techniques of data collection and technique of data analysis.

Chapter IV contains about the results of the research that consists of three sub-chapters. First is data description of Pathway textbook. Second, data analysis of Pathway textbook. Third is discussion.

Chapter V contains conclusion and suggestions.



IAIN PURWOKERTO

CHAPTER II

LITERATURE REVIEW

A. Textbook

1. Definition

Textbook term is often emerged in many contexts. Theo van el in Kartini explains that textbook refers to '*a coherent body of language teaching materials which may consist of either just the coursebook(s) but also of a learning package consisting of several parts*'.¹² Based on statement, teachers and students are familiar about it. For teacher, textbook is required as important instructional material for students. Also, for students are the basis material provider for their learning process.

Furthermore, many scholars define the definition about textbook. Textbook is a body of language teaching material which content knowledge in order to facilitate students in attaining the objective of learning.¹³ Likewise, Fahriany, Alek and Wekke state that textbooks are identified as means of instructional media because they are widely used by the students and teacher in obtaining information through reading.¹⁴

Similarly, the definitions are not only form scholars but also form Indonesian government that the definition are almost same with scholars. According to National Education Standards Board (BSNP) 2006 in Astuti, a coursebook is the written products that provide the knowledge of the author.¹⁵ Its contents of materials come from the curriculum analysis in the written form. The appropriateness and good arrangement are important for making textbook that it depends on author ability. The

¹² Kartini, Thesis: A Content Analysis on Speaking Materials and Activities Written on English Alive I: An Analytical Study on English Textbook for First Year of Senior High School" (Jakarta: Syarif Hidayatullah State Islamic University, 2005), p. 6

¹³ *Ibid.*

¹⁴ Fahriany, Alek and Ismail Suardi Wekke, *Op. Cit.*, p.159

¹⁵ Riski Wahyu Astuti, Thesis: "An Analysis of English Course Book: Content Analysis of Bahan Ajar Inggris Used by Ninth Grade Students of Junior High School in Madiun" (Ponorogo: IAIN Ponorogo, 2019), p. 26

other definition, Center of Curriculum and Book in National Education Department (2003) coursebook are teaching learning.¹⁶It is for teaching and learning resources. It is designed for education development. Consequently, textbook is main tool for transmitting material among teacher and students.

2. Function

Textbook takes necessary role in education. According to Fahriany, Alek and Wekke, textbooks are a key component in most language programs.¹⁷As stated by the Minister of Education and Culture of Indonesia, that the textbook has an important role in improving the quality of education in Indonesia.¹⁸In some conditions, textbook provides the basis for the language input learners and the language practice in the classroom. For students, textbook provides sources of language knowledge. It is part of teaching material that has taught by teacher.

Moreover, Cunningsworth explains several functions of textbook, as follow:

- a. A resource for presentation material (spoken and written)
- b. A source of activities for learner practice and communicative interaction
- c. A reference source for learner on grammar, vocabulary, pronunciation etc.
- d. A source of simulation and ideas for classroom language activities
- e. A syllabus (where they reflect learning objectives which have already been determined)
- f. A resource for self-directed learning or self-access work
- g. A support for less experienced teachers who have yet to gain in confidence.¹⁹

Furthermore, According to Penny Ur is cited in Kartini that explains so many advantages of textbook. those are same as functions of textbook, as follow:

¹⁶ *Ibid.*, p. 27

¹⁷ Fahriany, Alek and Ismail Suardi Wekke. *Op. Cit.*, p. 155

¹⁸ *Ibid.*

¹⁹ Allan Cunningsworth, *Op. Cit.*, p. 7

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 resources.²⁰

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

²⁰ Penny Ur, *Op.Cit.*, p. 184

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.²¹

All in all, textbook has many functions. In general, it takes important role in educations. It is to be guidance, material provider, complementary of teaching and learning process. Those are advantages of textbook that make easier teacher and students.

²¹ Kartini, *Op.Cit.*, pp. 7-8

3. Criteria of Good Textbook

Textbook has substantial role in instructional and learning process. The textbook can be as handbook, module, student's worksheet, test's 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.²² 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 explains 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.²³

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.²⁴

Based on description above, the good criteria of textbook should consist of material without biased, stereotype and based on student needs.

²² Ouda Teda Ena, *Loc. Cit.*

²³ Cynantia Rachmijati and Sri Supiah Cahyati, "Gender Representation in Textbook Bahasa Inggris Grade X, ELTIN Journal, Volume 6/II, October 2018, p. 59

²⁴ Riski Wahyu Astuti, *Op. Cit.*, pp. 29-30

It because students use textbook to image the real life. Therefore, the materials have to accomplish with the learning objectives.

4. Textbook in Indonesia

Education is one sector that is concerned many people. Moreover, Indonesia government has been struggled in many ways for development educations. UUD 1945 article 31, it was stated that all citizens have the rights to get education.²⁵ Therefore, it has been expected that all kids, no matter what gender, earned their education for 9 years: 6 years in elementary school and 3 years in junior high school. In order for them to be good citizens, literate (have reading-writing ability), and no gender discrepancy involving all education stakeholders.

In social context of Indonesia is become multicultural. One of important context for Indonesia's stability is school circumstance. It is the basic place for the development next generations. Furthermore, most of Indonesia's citizen focus during learning, assignment, arrangement of examinations. It is supported by the crystallization of such identities, besides the pivotal role of teachers and peers, depends, at least in part, on the textbooks Indonesian young people focus on repeatedly during the classroom practice, follow-up assignments or projects, and preparation for the examination.²⁶ The sensitive effect of it is instructional and learning quality for level student comprehension.

In additional, textbook is become main resources for language teacher in Indonesia. It is used as media of learning in schools ranging from elementary school to high school.²⁷ Similarly, Suhartono and Kristina state that textbooks are often used as the main sources of learning in Indonesia.²⁸ It such reflects how important book during learning process of educational sector in Indonesia.

²⁵ Republik Indonesia, Undang-Undang Dasar 1945, Article 31

²⁶ Fahriany, Alek and Ismail Suardi Wekke, *Op. Cit.*, p. 155

²⁷ *Ibid.*

²⁸ Suhartono and Diah Kristina, *Op. Cit.*, p. 166

Also, government control textbook distribution carefully. It can be seen in policies of government. One of the policies are the entrance of textbook distribution. Jazadi states that the presentation of textbook in Indonesia needs to pass several political and evaluation processes to ensure as follow:

The contents of books are in line with and not contradictory to Pancasila (The state Philosophy), UUD 1945 (The 1945 Constitution), Government policies, national unity and security, laws, regulations, ethnics, and that the content does not exploit sensitive issues of SARA (ethnics, religions, race, and intergroup relations). Judgement of this aspect is made by evaluators from Mabes ABRI (Armed Forces Headquarter), Kejaksaan agung (Office of Attorney General), Lemhanas (National Defence Institute) and Inspectorate General of MOEC (Ministry of Education and Culture).²⁹

Furthermore, the rules and evaluations strict have been established by Indonesia government for education sector. In development process, Indonesia government established National Education Standards Board (BSNP) and Center of Curriculum and Book (Puskurbuk). Those functions are managing the use of textbook. It conducts the textbook development. Also, National Education Standards Board and Center of Curriculum and Book should supervise the textbook that used by consumer namely, teacher and students in Indonesia. Moreover, it controls the evaluation process about textbook distributions either government or trade companies.

In brief, Indonesia government gives attention for textbook of educations. It can be seen for several policies about educations that one of aspects is textbook. The government manages the quality textbook for student. Creating, publishing, distributing are including in government monitor. Thus, Indonesia has been developing quality textbook progressively.

²⁹ Aslim Zahri, Thesis: “*Gender Representation in Indonesia EFL Textbook Exercise A Critical Analysis of Buku Bahasa Inggris Exercise Published by Kemendikbud*” (Banda Aceh, Ar-Raniry State Islamic University Banda Aceh, 2018), p. 9

5. EFL Textbook

English textbooks need pay much attention to any aspects that underpin the completeness, because textbooks play a very important role in EFL education since it is generally through textbooks that learners get acquainted with the target language culture and values.³⁰

EFL textbook takes important role in teaching English. The first impression of English subject is presented from the content of textbook. Furthermore, most of teachers use textbook as main medium instructional and learning process. Teacher can save their time without making material because of EFL textbook. Also, students can learn individually without losing material.

Teacher should be aware toward EFL textbook. EFL textbook may influence students taught and behavior. The bad textbook will create nasty effect of learning process. Certain consideration should decide to get the suitable textbook based on student needs. Textbook should cover learning objective. Consequently, teacher should choose EFL textbook based student needs and learning objectives .

6. Selection of Textbook

The textbook which has published, is a challenge for teacher. They have to choose textbook. The appropriateness with the objective of learning is the priority. Textbook is published with many variations which make confusion to choose the best textbook. To choose the best textbook, teacher needs criteria of good textbook. It will make easy way to filter textbook in market.

Now days, learner are becoming sophisticated through technology such as television, computer, smart phone, games etc. They expect high standards of production, particularly where visual are concerned. Also, they expect textbooks to make learning easier and more enjoyable and can be quick to lose interest in dull and uninspiring material, no matter

³⁰ Fahriany, Alek and Ismail Suardi Wekke, *Op. Cit.*, p.159

how sound it may be methodologically.³¹ In this situation, as teachers should be able to choose textbook appropriately. Attractive illustration is the interesting factor of textbook. It should be up to date and long lasting for learning in the class. Moreover, it should be economical finances for students. Those are general factors for considerations.

To solve the problem about choosing textbook, Cunningsworth explains quick-reference checklist for evaluation and selection, as follow:

a. Aims and approaches

The aims of textbook should appropriate with learning objective and student needs. Moreover, textbook should be suitable with learning condition of the class. It should cover material for teaching and learning process.

b. Design and organizations

The component details are the package for complementary textbook such as work sheet, cassette handbook for students and teachers etc. The condition of textbook should arrange well namely, structure, functions, topic, skills etc. The contents of textbook are integrated each other such as difficulty levels, comprehension levels, the use etc. Furthermore, textbook can measure the progress of students learning. The assignment should appropriate with syllabus in curriculum. Student can learn individually. Easy to use is the last consideration such as a clear layout of textbook.

c. Language content

In language textbook, grammar material should appropriate with student level of ability. Furthermore, the vocabulary use is suitable with student ability. The other, pronunciation has to cover student need. Coursebook should include material for pronunciation work such as sounds, word stress, sentence stress and intonation.

³¹ Allan Cunningsworth, *Op. Cit.*, p. 1.

Furthermore, textbook should appropriate with convention and structure namely, writing development, how to get main point in paragraph. Also, the materials are matched with social condition.

d. Skills

Textbook should cover speaking, reading, writing, listening skill. Another, assignment for students should relate with material. Paragraph reading is adapted based on student such as activities, interest etc. For listening skill, the authentic possible, information background, questions and activity are consideration for recording. In speaking skill, spoken English material is facilitating student interaction in real life. The last, in writing skill should provide detail information of writing activity, level accuracy, and appropriateness style of writing.

e. Topics

Topic discussion should involve material and student interest appropriately. The other, good textbook consists of variant topics. The good topic can expand student awareness and experiences. From the topic, students can relate social and culture. In addition, women and men portray equally in the textbook. The last, the topic refers to ethnics, origins, disabilities etc.

f. Methodology

Type of approach in the textbook is important. Learning method should appropriate the activeness of students. Also, the use of technique should convey new language items based on student ability. The good method can develop communicative ability. Furthermore, it provides guidance for students. The last, students are asked responsibility through learning setting of textbook.

g. Teacher's books

Teacher needs guidance to use teacher's book. The teacher's book has to supportive and comprehensive. Furthermore, the learning technique in teacher's books should cover grammar rule,

specific information of culture. The last, the good book provides key answer for consideration.

h. Practical considerations

The whole package of textbook is considered for student ability. The other, the textbook can be used for long time. It is also easy to find in market. Moreover, textbook may need facilitation in practicing the material.³²

Those are consideration to solve the problem in choosing textbook. In additional, Cunningsworth makes way to approach the selection for the best available coursebook. Those are firstly to recognize the instructional objective and secondly, to diagnose teaching or learning material which will be used. Moreover, the last stage is to decide several potential books.³³

The easy way to select textbook based on explanation above, teacher should consider the advantages and disadvantages of textbook. The advantages of textbook refer to features which is provided in textbook such as material, learning objective, design, methodology based on student needs. Consequently, teacher problem in selecting textbook can be solved with several references of textbook selection.

B. Gender

1. Definition

The main point about gender that it is not fate or human are born into. Moreover, gender is created around sphere factor to be identity. 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.³⁴ Gender identity consists of many building blocks which are

³² *Ibid.*, pp. 3-4

³³ *Ibid.*, p. 5

³⁴ Tea Siren, Thesis: "*Representations of men and women in English language textbooks. A critical discourse analysis of Open Road 1-7*" (Oulu: Univeristy of Oulu Spring, 2018), p. 7

self-perception, other-perception and biological and social influences.³⁵ Thus, gender identity depicts human personality.

Sometimes gender identity makes sex and gender to be similar but it is false judgment because it is totally different concept. Those integrated each other because sex and gender have relation with human. However, gender identity is often conflated with sex, but they are separate concepts between gender and sex.³⁶ According Healy, gender is not just the difference between having two X chromosomes or having one X and one Y this is the basic physical difference between the two sexes.³⁷ It is supported by Chafetz that sex refers to biological differences and gender refers to men and women characteristics.³⁸ Therefore, gender and sex are not really same and it has different intention of discussion.

Gender is the socially constructed difference between men and women.³⁹ The social environment impacts to being human life in society. Gender is really dependent on social roles and norms.⁴⁰ Moreover, Healy as cited in Holmes explains that gender describes the social expectations, rules and norms attached to femininity and masculinity.⁴¹

Gender defines the roles and responsibilities that women and men, girls and men, girls and boys have in a given context and culture.⁴² According to Swedish International Development Cooperation Agency (SIDA), gender have several roles related to their work.⁴³ First, productive work relates to any work that generates to their work. Second, reproductive work relates to work in household. Third, community work

³⁵ *Ibid.*

³⁶ Fahriany, Alek and Ismail Suardi Wekke, *Op. Cit.*, p. 153

³⁷ 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

³⁸ Janet Saltzman Chafetz, *Handbook of Sociology of Gender* (Texas: Springer, 2006), p. 46

³⁹ Cynantia Rachmijati and Sri Supiah Cahyati, *Op. Cit.*, p. 60

⁴⁰ Evelina Brusokaite, Paper: "Gender Representation in EFL Textbook", (Kaunas: Lithuanian University), p. 5

⁴¹ Damien Healy *Op. Cit.*, p 92

⁴² *Gender Analysis: Principles and Elements.* (Stockholm: Swedish International Development Cooperation Agency, 2015), p. 1

⁴³ *Ibid.*

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 brief, gender is constructed socially that makes social and gender roles of women and men. The social roles guide people how to behave as female and male unconsciously. It impacts characteristics to being male or female in society. People cannot choose to be male or female. However, they can decide to behave as male or female based on social roles.

2. Gender Equality in Islam

Islam as a religion holds the values of justice and equality contains the principles of equality while there are still issues about gender. Islam to date has had many positive effects in life. One of the positive effects is gender equality. At the beginning of Islam, the dignity of women was more developed than the period of ignorance. However, the stereotype of women is inferior to men. It still exists because it is already a common issue in society.

In muslim societies, stereotypes of gender are influenced by partial and literal understanding Qur'an text and Hadith.⁴⁴ Similar, gender inequality is caused by misunderstanding the interpretation of the Qur'an. Interpretation of social roles between men and women due to partial and incomplete understanding. Their conviction is that not the Qur'an itself but the patriarchal interpretation of the secondary religious texts, the *Tafsir* (Qur'an exegesis) and the *Ahadith* (*Hadith*), is responsible for the subordination of women⁴⁵. At medieval period, the interpreters were still trapped in understanding the text in the Qur'an as the work of Allah.

⁴⁴ Fadlan. *Islam, Feminisme, dan Konsep Kesetaraan Gender dalam Al-Qur'an*. KARSA, Vol. 19, Nol. 2, 2011, p. 106

⁴⁵ Frauenrechte Starken. *Gender Equality and Islam Promoting Women's Human Right through Religion*. (Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH, 2011), p. 2

Women are lesser creatures of Allah than men.⁴⁶ This is because women are created from ribs of men. In addition, the stereotype of women is a creature that lacks sense and needs the guidance of men. For example is as follow:

And abide in your houses and do not display yourselves as (was) the display of the former times of ignorance. And establish prayer and give zakah and obey Allah and His Messenger. Allah intends only to remove from you the impurity (of sin), O people of the (Prophet's) household, and to purify you with (extensive) purification. (al-Ahzâb: 33)

The interpreters at medieval period made the proposition for women is always at home based the letter of al-Ahzâb: 33. It can be concluded that men and women are depicted with different rights. According to Fadlan, the verse does not imply that women must always be at home but women have the main tasks of the household. Besides the other activities are not the main tasks.

According to Fadlan as cited in Asghar, the Quran gives first rights to women that were not obtained before at period of ignorance.⁴⁷ In pre-Islamic times, the situation of women was a very poor condition. They had no rights than men. Meanwhile, rights of women were obtained as independent human beings gradually at the beginning of Islamic era. Women had played an important role for growth and development of Islam. The roles were related to domestic and public affairs. For example, women helped the Prophet on the battlefield. Khadijah also gave much her wealth for Islamic preaching. Other, Arwâ ibn Abd al-Muthalib asked her sons for helping the Prophet. Another, Ummu Syurayk persuaded women to converting the religion secretly that they became Muslim.

Islam always puts everything in a balanced position.⁴⁸ Likewise, Asma Barlas states that the Qur'an is anti-patriarchal and advocates "*the radical equality of the sexes*".⁴⁹ For example, one of gender equality is

⁴⁶ Fadlan, *Op.Cit.*, p. 105

⁴⁷ *Ibid.* , p. 114

⁴⁸ Maslamah and Suprapti Muzani. *Konsep-konsep Tentang Gender Prespektif Islam*. SAWWA. Vol. 9, No. 2, 2014, p. 275

⁴⁹ Frauenrechte. *Op.Cit.*, p. 2

implied as limiting polygamy for men.⁵⁰ This limitation was caused that men were allowed to get married without limitation in ignorance era. They were allowed to have many wives. Therefore, this condition showed that there were right gaps between men and women. However, Qur'an (al-Hujurat: 13) shows the fundamental mission of Qur'an that furnishes the gender inequality, skin color, ethnicity and other discrimination.

According to Nasruddin Umar explains the principles of gender equality in the Qur'an as follow:

1. The equality between men and women is the worshipper of Allah.
2. The facts about women and men are created as leader.
3. Men and women accept and implement primordial agreements with God
4. Based on the Qur'an, Adam and Eve are active players in cosmic drama.
5. In harmony with the principle of equality, women and men have the same right to reach achievement in their life.⁵¹

Further, some propositions explain about gender equality based on the Quran as follow:

1. The creation of male and female

Some verses are related with the creation of male and female such as al-Rum: 21, an-Nisa': 1, al-Hujurat: 13. The main point of these verses are that Allah creates humans in pairs. Based on verses above, there is reciprocal relationship between men and women. In addition, there is no superiority in both genders.

2. The position and equality of men and women.

Some verses are related with position and equality of gender namely, al-Imran: 195, an-Nisa': 124, an-Nahl: 97, at-Taubat: 71-72, al-Ahzab:

⁵⁰ Sarifa Suhra. *Kesetaraan Gender dalam Prespektif Al-Quran dan Implikasinya terhadap Hukum Islam*. Vol. 13, No. 2, 2013, p. 189

⁵¹ Fadlan. *Op.Cit.*, pp. 115-116

35. The main point of the verses are that Allah appoints men and women to uphold Islamic values through faith, piety and charity.⁵²

3. Gender Stereotype

People usually depict women and men differently. However, they are same as human being. the gender roles assumed throughout different contexts namely, occupational/family roles, interests, activities.⁵³ The image of men and women in society influences their beliefs and behaviors. Gender stereotypes can have negative connotations, like those above, but they can also have positive connotations, even though they're often over-generalized.⁵⁴ People portray position of men higher than women. According Judith in Ummu, Men activities are considered more valuable than women although the activities are similar or the same.⁵⁵ Also, when females do not appear as often as males, the implicit message is that women are not as important as men, or that their accomplishments are not as worthwhile to mention as men's.⁵⁶ When females do not appear as often as males, the implicit message is that women are not as important as men, or that their accomplishments are not as worthwhile to mention as men's. Those can be called stereotypes.

According Mary and Rhoda Unger in Ummu, stereotypes area general view about the characteristics of a group of people.⁵⁷ People are classified into certain group based on similar characteristics. The

⁵² Maslamah and Suprapti Muzani Maslamah. *Konsep-konsep Tentang Gender Prespektif Islam*. SAWWA. Vol 9, No. 2, 2014

⁵³ 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

⁵⁴ Fahriany, Alek and Ismail Suardi Wekke, *Op. Cit.*, p.154

⁵⁵ Ummu Salamah, Thesis: "*Gender Representation in The Engsih Textbook: A Content Analysis of Bright for Seventh Grade Students Published by Erlangga*" (Jakarta: Syarif Hidayatullah State Islamic University, 2014), p. 14

⁵⁶ Jackie F.K. Lee and Peter Collins, "*Gender Representation in Hong Kong English Textbooks*" (<https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.eoc.org.hk/eoc/upload/2006711112336211184.pdf&ved=2ahUKEwjo7PeFwOnpAhXBeisKHTRxBtYQFjAAe gQIAxAB&usg=AOvVaw1i7LJ7-c3cBjYN3ao7oqrS&csid=1591319851777/>, 5 June 2020, 2006), p. 8

⁵⁷ Ummu Salamah, *Op. Cit.*, p. 14

stereotypes of the group can be both positive and negative characteristics.⁵⁸ For instance, people assume women that they are dependent and passive. Moreover, women tend about gossiping and shopping. While, men refer to independent and active. They are described differently with women.

Gender stereotype is general opinion about the different characteristics both women and men. Lips in Ummu defines gender as socially shared beliefs that certain qualities can be attributed to individuals based on their membership in the categorical female or male.⁵⁹ Holding that women and men act differently because they use basically different reproductive strategies has many challengers among both social and physical scientists.⁶⁰ Likewise, Matsumoto and Juang explain that gender stereotypes are psychological or behavioral characteristics referring to males or females.⁶¹

However, not all people think about characteristics of men and women as gender stereotype. Thus, to avoid misunderstanding about gender stereotypes, Mary and Rhoda in Ummu determine the characteristics of gender stereotype 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.

⁵⁸ Robert A. Baron, Nayla R.B., and Donn Byrne, *Social Psychology*, (Boston: Pearson Education, 2008), twelfth ed, p.191

⁵⁹ Ummu Salamah, *Op. Cit.*, p. 15

⁶⁰ Janet Saltzman Chafetz, *Op. Cit.*, p. 50

⁶¹ David Matsumoto and Linda Juang, *Culture and Psychology*, (Wadsworth: Cengage Learning, 2008) fourth ed, p. 182

- f. People are largely unaware that they stereotype, and they deny that stereotype characteristic of their group apply to themselves.⁶²

Furthermore, Lips in Ummu states that gender stereotypes have some components consisting of personal traits, social roles (occupation), behavior, and physical characteristics.⁶³

First, personal traits between men and women refer toward opposite adjectives. The different traits both men and women are categorized into instrumentality and affective traits. Instrumentality refers to men's traits namely, active, objective, independent, aggressive, direct, unemotional, dominant and competent. While, affective refers to women traits such as expressive, warmth, sensitive, caring. It presents that women and men have opposite characters. Men are portrayed better than women. Furthermore, Robert, Baron, Nayla, and Donn determine several personal traits both women and men as follow:

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 ⁶⁴

Table 1 personal traits

Similar, Matsumoto and Juang explain about men traits such as active, strong, critical, adultlike, conscientious, extrovert, open and they need dominance, autonomy, aggression, exhibition, achievement and endurance.⁶⁵ Meanwhile, women are viewed as passive, weak, nurturing, adaptive, agreeable, neurotic, and they have psychological needs such as abasement, deference, nurturance, affiliation, and heterosexuality.⁶⁶

⁶² Ummu Salamah, *Op. Cit.*, p. 15

⁶³ *Ibid.*, pp. 15-16

⁶⁴ Robert A. Baron, Nayla R.B., and Donn Byrne, *Op.Cit.*, p.183

⁶⁵ David Matsumoto and Linda Juang, *Op. Cit.*, pp. 185

⁶⁶ *Ibid.* p. 6

Likewise, Connel in Rachmijati and Cahyati states that women are supposed to be nurturing, suggestible, talkative, emotional, intuitive while men, on the other hand, are supposed to be aggressive, tough minded, taciturn, rational, analytic, and promiscuous.⁶⁷

Second category is the social role both women and men. According to Law and Chan in Lee and Collins, they divided the social roles into five major categories: male-monopolized (performed by men only), male-dominated (largely performed by men), female-monopolized (performed by women only), female-dominated (largely performed by women), and gender-shared (performed by men and women equally).⁶⁸ Male-monopolized category is the role who deserves only for men. In patriarchal beliefs, men are the one who deserves as leader in family members. As men in many societies are perceived as the head of the family, they hold authority on domestic matters.⁶⁹ Female-monopolized is social roles who deserves only for women. For instance, of it is Bajapuk traditional wedding of Minang that bride family should give brideprice for bridegroom family. Male-monopolized is the role dominated by male. Men do activities inside house, they tend to do house work such as using machine, repairing stuffs etc. While female-monopolized is the role dominated by female. The images of women work refer to domestic activities such as shopping, cooking, caring, ironing and so on. Also, the results also strengthen the patriarchal beliefs in that women are expected to cook, wash dishes and do the housework.⁷⁰ Gender-shared is both male and female presented equally. They tend to possess something. Male and female characters also differ in what they possess: while males tend to own computers and cars,

⁶⁷ Cynantia Rachmijati and Sri Supiah Cahyati, *Op. Cit.*, p. 60

⁶⁸ Jackie F.K. Lee and Peter Collins, *Op. Cit.*, pp.10-11

⁶⁹ Chona R. Echavez, "The Other Side of Gender Inequality: Men and Masculinities in Afghanistan" (paper presented at Afghanistan Research and Evaluation Unit, Kabul, 2016), p. 21

⁷⁰ 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 21st Century* Volume 47, 2012, p. 103

women are more likely to be in possession of cooking utensils.⁷¹ It presents the different type of tendencies both men and women. The men activities seem masculine. And women activities seem feminine.

Moreover, women usually have role to keep communication among member of family. Having stronger feelings of empathy make women better listeners and they will support the speaker and encourage them to continue speaking.⁷² Women are often more polite when speaking.⁷³ Another role is to care the other person. It because the characteristics of women that have warmth traits to break the space of communication. Those implementations are not work but it is just natural activities for women. People assume it because women do as social norm. Therefore, the duties of women are not only 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 and larger scale farmers and reporters.⁷⁴ For female characters are mostly portrayed in the teaching profession, petty traders and tailors.⁷⁵ Likewise, according 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.⁷⁶ Similar, Lee and Collins women were mainly depicted working in the home, engaged in household state chores or in traditional women's work as teachers, nurses, models or clerks, while men participated in 'active' pursuits

⁷¹ Jackie F.K. Lee and Peter Collins, *Op. Cit.*, p. 18

⁷² Damien Healy, *Op. Cit.*, p. 95

⁷³ *Ibid.*, p. 93

⁷⁴ David N.P. Mburu and Grace Nyagah, *Op. Cit.*, p. 102

⁷⁵ *Ibid.*

⁷⁶ Ummu Salamah, *Op. Cit.*, p. 18

outside the home, as in the workplace, in sports and recreational activities.⁷⁷ For example, in health industry, women tend to be nurse, clinic abortion employee, laboratory specialist, beautician and many more. Meanwhile men tend to be doctor, hospital administrator. Those present that men tendencies are higher than women. According to Shteivi, in conducted a study on the representation of gender roles and he found that the majority of public roles were male dominated.⁷⁸ It means that men are superior and women are inferior.

Furthermore, noun and pronoun use in English usually reflects gender stereotype. A common manifestation of sexism in language is the 'generic' use of the masculine nouns (*e.g. man, policeman*) and masculine pronouns (*e.g. him, he*) when they refer to people in general or when the sex of the referent is unknown.⁷⁹ Feminist against this use because of two reasons. Firstly, it is confusing to people whether the forms include both males and females or whether they refer to males only. Secondly, studies have shown that people rarely conceptualize females when masculine 'generics' are used. The other, a common manifestation of sexism in language is the 'generic' use of the paired pronoun expression such as *he/she, him/her, his/her* or some name's occupation. Those are quiet confusing. It because the topics are both male and female while pronoun expression tends to men such as *policeman, chairman*. In fact, *chairman* means leader. In additional, the leader is not only men but also women. Furthermore, there was a general avoidance of generic nouns such as *humankind* and *police* (with preference given to the male-marked terms *mankind* and *policemen*). Similarly, the generic pronoun *he* seemed to be regularly used to refer to

⁷⁷ Jackie F.K. Lee and Peter Collins, *Op. Cit.*, pp. 4-5

⁷⁸ Cynantia Rachmijati and Sri Supiah Cahyati, *Op. Cit.*, p. 61

⁷⁹ Jackie F.K. Lee and Peter Collins, *Loc. Cit.*

a number of professions, such as president, sportsperson, farmer and thief.⁸⁰ Those may reflect as stereotype in people.

In additional, the behavior of women and men may reflect as gender stereotype. People assume as gender stereotype and influence men and women behavior. Women are reputed as gentle, patient, caring, beauty while men are assumed as string, competent, dominant, active etc.

The last component are appearances. It refers to physical appearance both men and women. A common manifestation about women are attractive, feminine, and smart. However, men are portrayed as strong, macho and sexy. According Mary Crawford and Rhoda Unger in Ummu, the appearance of woman and men are categorized into 4 types.⁸¹ For women are housewives, athletic woman, businesswomen, and sexy woman. And men are athletic man, blue-collar working man, businessman and macho man. Most of physical characteristics are connected with women which are muscular, good body, strong, aggressive, masculine. Likewise, athletic men are muscular, healthy, strong, in shape and good body. Good figure, long hair, good dresser, nail polish, pretty faces are mostly associated with sexy women. While macho men are muscular, hairy chest, mustache, attractive and self-centered. Businesswomen are related to the physical characteristics are associated with wearing suits, smart and good appearance. Also, businessmen are associated with wearing suits, smart, and good appearance. Furthermore, athletic men and women have almost similar physical appearances. Women has masculinity like men but men have their own characteristics about it.

Furthermore, there are several prominent labeling. Women are more likely than men to be addressed by their first names when everything

⁸⁰ *Ibid.*, p.5

⁸¹ Ummu Salamah, *Op. Cit.*, p. 19

else is equal, or, if not by first names, by such terms as lady, miss, or dear, and even baby or babe.⁸² Furthermore, women adopt their husband's name as surname, when women have been married. Also, the marital status of women presents in society. Women who haven't married, use title "Miss" before name. Similar, women who have been married, use title "Mrs." before name. While, men are not influenced marital of status. They use title "Mr." before name freely. In addition, words are presented trivial metaphor for women which are related with gender stereotypes. The metaphors are including immaturity (e.g. *babe*), animal (e.g. *bitch*), clothing (e.g. *blue stocking*, *bit of skirt*), food (e.g. *tart*, *sweetie pie*), vehicle (e.g. *town bike*) and furniture (e.g. *mattress*).⁸³ Animal also become metaphor for women and men. However, women metaphors are depicted as domestic animal. It is cats, kitten, chickadees and so on. It portrayed women as passive people.

In brief, women and men are portrayed differently in society. Gender stereotype effect become either positive or negative. Furthermore, it is classified into four-sub type namely, personal traits, social roles (occupation), behavior, and physical characteristics. 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 stereotype can develop and influence society toward taught and behavior in education especially. Stereotype guides gender bias unconsciously. School is one of the places for gender socialization through textbook or interaction between teacher and students. According to Fahriany, Alek and Wekke, gender bias is also taught implicitly

⁸² Ronald Wardhaugh, Introduction to Sociolinguistics Fifth Edition (United Kingdom: Blackwell Publishing, 2006), p. 322

⁸³ Ann Weatherall, Gender, Language and Discourse, (New York: Routledge Inc., 2002), p. 26

through the resources chosen for classroom use.⁸⁴ 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.⁸⁵ Teachers should be aware gender bias in school, especially, 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.⁸⁶ Textbook is considered as the entrance of gender bias. It may consist of gender bias.

Gender bias in textbook can be presented in several components. Muthali'in A (2001) in Zahri 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.⁸⁷ Those components may influence gender opinion of students. Student may not think much about gender bias. However, gender bias may consist in student's textbook which is internalized unconsciously in their mind. As a result, gender bias become continued common manifestation.

Form explanation above, analyzing textbook is important to avoid gender bias. Gender equity is important for student comprehension. Gender equality is measured by looking at the representation of men and of women in a range of roles.⁸⁸ It allows students to learn science without gender inequality. Consequently, gender bias doesn't become continued manifestation in students mind.

⁸⁴ Fahriany, Alek and Ismail Suardi Wekke, *Op. Cit.*, p. 161

⁸⁵ Janet Saltzman Chafetz, *Op. Cit.*, p0. 414-415

⁸⁶ Chona R. Echavez, et.al., *Op. Cit.*, p. 30

⁸⁷ Aslim Zahri, *Op. Cit.*, p. 17

⁸⁸ Fahriany, Alek and Ismail Suardi Wekke, *Op. Cit.*, p.153

C. The relationship between Gender and Textbook

1. Gender and textbook in Education

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.⁸⁹ 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. Stromquist explains that less progress has occurred in the funding and development of the content favorable to creation of positive identities among women in textbooks in developing countries.⁹⁰ It is because men are more attractive than women. Women were invisible object of learning in 1967.

Now days, the awareness of gender equity are increasing in textbook especially. It can be seen that many scholars have studied about gender representation equality. In Indonesia, government also creates several policies to solve the problem of gender in textbook. To avoid gender issue, government establish National Education Standards Board and Center of Curriculum and Book to control the textbook quality. Those means that gender is important topic.

Gender stereotype in education is prominent gender topic. Sometimes, gender stereotype is socialization through interaction and textbook. Firstly, Chafetz explains several characteristics in interactions about boys and girls.⁹¹ 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 challenge school. National Agency for Education in Rachmijati and Cahyati stated that Agency's annual compilation of final grades in compulsory school reveals that there is clear difference in results between boys and girls. Girls attain better results in subject tests and

⁸⁹ David N. P. Mburu and Grace Nyagah, *Op. Cit.*, p. 101

⁹⁰ *Ibid.*

⁹¹ Janet Saltzman Chafetz, *Op. Cit.*, p. 417

they are also more involved in discussing question dealing with human rights, environment, the future, and ethical opinions compare to boy result.⁹² 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.⁹³ 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.

Secondly, gender stereotype is in textbook that it is difficult problem to solve. It is because gender stereotype is still existence in textbook. The gender stereotyping in the textbooks reviewed is often quite subtle.⁹⁴ 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.⁹⁵ Similar, Frasher and Walker in Lee and Collins have argued, gender portrayal in textbooks reflects social values and behavior.⁹⁶ The problem of gender stereotype perpetuity can develop to be gender bias.

Gender bias in education is an insidious problem that causes very few people to stand up and take notice.⁹⁷ As the explanation before

⁹² Cynantia Rachmijati and Sri Supiah Cahyati, *Op. Cit.*, p. 60

⁹³ *Ibid.*

⁹⁴ Jackie F.K. Lee and Peter Collins, *Op. Cit.*, p. 16

⁹⁵ David N.P. Mburu and Grace Nyagah, *Op. Cit.*, p. 101

⁹⁶ Jackie F.K. Lee and Peter Collins, *Op. Cit.*, p 5

⁹⁷ Fahriany, Alek and Ismail Suardi Wekke, *Op. Cit.*, p. 153

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.⁹⁸ Further, according to Analytical and Capacity Development Partnership (ACDP) Indonesia, there were many gender bias contents found in textbooks in Indonesia.⁹⁹ Consequently, the agent of education should be aware to avoid gender bias in learning process.

To sum up, it is important to focus on the awareness of equal rights and opportunities for men and women in the classroom.¹⁰⁰ 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.¹⁰¹ It should imply gender equity and omit inequity with perpetuity tradition. Mukundan and Nimehchisalem state three ways to avoid gender bias.¹⁰² 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 according to the target audience of textbooks.

2. Gender Representation in The Textbook

Textbook is entrance for gender representation. One of topics is gender bias socialization. The way to know the gender bias is analyzing. Analyzing textbook is important to know the mark of gender bias. Furthermore, there are many sources to access variant textbook. Thus, analyzing is important process to know gender representation equity.

⁹⁸ *Ibid.*, p. 161

⁹⁹ Cynantia Rachmijati and Sri Supiah Cahyati, *Op. Cit.*, p. 60

¹⁰⁰ *Ibid.*, p.59

¹⁰¹ Fahriany, Alek and Ismail Suardi Wekke, *Op. Cit.*, p. 151

¹⁰² 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

Based on explanation, gender equality has to implemented in textbook for keeping quality of textbook. Both female and male should deserve same treatment. According to Swedish International Development Cooperation Agency (SIDA) states 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.¹⁰³ Likewise, Payne states 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.¹⁰⁴ 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. The ratio of 1:3 would be imbalance gender representation. If gender representations are better than a ratio of 2:3 the textbook was balanced.¹⁰⁵

Textbook for education sphere is one of analyzing object. Moreover, it is important for school. It because schools are one of agent 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.

¹⁰³ *Gender Analysis: Principles and Elements*. (Stockholm: Swedish International Development Cooperation Agency), 2015, p. 1

¹⁰⁴ Sarah Payne. *How Can Gender Equity be addressed through health systems?*. (Denmark: WHO Regional Office for Europe), 2009, p. 3

¹⁰⁵ Siti Azisah, "Gender Portrayal of English Textbooks In A State Islamic Junior High School In Gowa Regency, South Sulawesi, Indonesia", JICSA Vol. 5, No 1, 2016, p. 89

Furthermore, the fact of students is easy influenced through message and speech directly or indirectly. The illustration in textbook is reflected as gender stereotype for student perceptions. It is become identities students both present and future. In the other hand, textbook is used for most of teacher. According to Sadker and Zittlman in Karima, books represent the basis of most teachers' instructional decisions.¹⁰⁶ Furthermore, Baldwin & Baldwin in Karima state that Since teachers spend between 70% and 90% of their classroom time in textbooks. Thus, students study textbook's opinion. It has big chance to influence student mindsets.¹⁰⁷

According to Hamidah, the representation of both genders can be identified from four things, namely, (1) natures and behaviors, (2) types of games, (3) ambitions and interests, and (4) achievements. Pertaining to ambitions, men are represented to have ambitions in works that require physical strength, challenge, and intellectual strength while women are represented as having ambitions in types of work emphasizing emotion and subtlety.¹⁰⁸

Some scholars conduct gender representation in their study. Damien conduct study about gender and use some areas namely, firstness, occupations and conversations.¹⁰⁹ 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.¹¹⁰ Besides, Salamah conducts study about gender representation with categorizing such as female/male pictures, female/male mentioned,

¹⁰⁶ Mechouat Karima, *Op. Cit.*, p. 339

¹⁰⁷ *Ibid.*, p. 340

¹⁰⁸ Siti Cholisotul Hamidah, "The Representation of Gender Ideology in Indonesian Textbooks", ISLLAC Journal of Intensive Studies on Language, Literature, Art, and Culture Vol. 1 No. 1, 2017, p. 207

¹⁰⁹ Damien Healy, *Op. Cit.*, p. 92

¹¹⁰ Jackie F.K. Lee and Peter Collins, *Op. Cit.*, pp. 8-32

female/male roles, female/male games, female/male role models and pattern of mentioning female/male names.¹¹¹

Furthermore, Karima uses different areas to know gender representation. Those are following:

a. Visibility

The invisible women in textbook is the aspect discrimination. It impacts bad effect for students. Student don't understand the material. The other is the attitude toward foreign language and culture. It is to discriminate that women are less important than men.

b. Occupational Roles

Discrimination of occupational role in textbook is identified as tendency to oppose women. This role puts men in higher position rather than women. It seems men are superior while women are inferior. Those means that women are life controlled by men both home or public. Consequently, student expectations are influenced based on model in textbook directly.

c. Domestic Roles

Traditional view about social gender and household role is connected with women as household task and men as career. Most of women in textbooks are portrayed as cooking, doing dishes, setting table whereas, men are portrayed as repairing stuffs.¹¹²

Similar, Sunderland in Mukundan and Nimehchisalem examine several categories for analyzing gender representations, as follow:

- a. Invisibility: fewer males than females or vice versa.
- b. Occupational stereotyping: females/ males in fewer and more menial occupational roles.
- c. Relationship stereotyping: women more in relation with men than men with women.
- d. Personal characteristic stereotyping: e.g. women as emotional and timid.
- e. Disempowering discourse roles: more males talking first.

¹¹¹ Ummu Salamah, *Op.Cit.*, p. 26

¹¹² Mechouat Karima, *Op. Cit.*, pp. 340-341

f. Degradation: blatant sexism to the point of misogamy.¹¹³

All in all, 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. Therefore, women and men should portray equally.



¹¹³ Jayakaran Mukundan and Vahid Nimehchisalem, *Op. Cit.*, p. 69

CHAPTER III

RESEARCH METHODOLOGY

A. Types of The Research

This study was conducted with qualitative approaches. The qualitative approach was purposed to get data for evidence in this research. The method of this research was content analysis. It usually applies to written or visual data. It supported the purpose of this research. The purpose of this research was to examine gender representation equity in the English textbook.

B. Object of The Research

The object of the research was the English textbook entitled *Pathway to English* for tenth grade of Senior High School students. The book was written by Theresia Sudarwati and Eudia Grace which was published by Erlangga in 2016. The textbook has 212 pages with ten chapters. It has variation contents such as speaking, listening, reading and writing. The other content is exercises for students comprehension based on skills. The cultural awareness to develop sights of students is the other one. Furthermore, Self-reflection for the students is in every chapter. Another one, summary in every chapter is for the simple explanation about the material in the chapter. The textbook was chosen because of the implementation of curriculum 2013, national scale users, revised edition and passing on National Education Standards Board (BSNP) and Center of Curriculum and Book (Puskurbuk) selection. So, the result of this research will be beneficial for education section and many more.

C. Technique of Data Collection

The data of this research were gathered through document analysis. It was used to describe textual data such as journals, textbooks, novels, etc. The content of the *Pathway to English* textbook was analyzed. Material based on skills were included in this research. The others are illustrations, generic marker linguistics, exercises that had analyzed. Those items integrated for gender representation in the textbook.

D. Technique of Data Analysis

In analyzing the gender representation in *Pathway to English* textbook for tenth grade of Senior High School, this research conducted some categories for data analysis. The categories were:

First, the category of visibility was used to assess the presence of gender representation of picture. This visibility category conducted for analyzing the number of female or male mentioned picture in textbook. In this category, the picture was chosen for illustrating woman or man only and the pictures for illustrating woman and man together were used for other category considerations. Then, the whole data of visibility were presented with table and ratio to for easy analyzing.

The second category was occupation. This category was counted to examine what occupation referred to man or woman. In this category used some item for illustrating what the occupation are. The items were text and picture in every chapter. Therefore, the research obtained occupations which was sorted to female only, male only and both genders.

The third category was games or sports. Data were gathered form texts and pictures in the textbook. This research obtained the game or sport which referred to female or male in the textbook. The data were presented in table.

The fourth, the firstness category determined gender representation based on pattern mentioned whether woman or man was initiated or mentioned first in dialogues. The data were presented in table which were divided into first mention of dialogues and main characters in the conversations.

The fifth, the category of the domestic role was to indicate gender representation. This study was discovered some domestic role based on text, and picture textbook. This category determined the domestic role which referred to females and males.

The last category was role model. Role model category was conducted to find out gender representation. The data were gathered form text, and picture

in the textbook. It was used to examine whether role model referred to males or females.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

This study was done by using a qualitative approach. This study used some categories for analyzing items in the textbook. Those categories are visibility, occupations, games or sports, firstness, domestic roles and role models. The data are the following:

1. Visibility

This visibility category conducted for analyzing the number of females or males referred to pictures in textbook. The data are following:

Unit	Female	Male
Unit 1	-	-
Unit 2	2	4
Unit 3	1	3
Unit 4	1	7
Unit 5	7	5
Unit 6	4	6
Unit 7	3	3
Unit 8	2	4
Unit 9	-	3
Unit 10	4	3
Total	24	38
	38, 7%	61, 2%

Table 2 Visibility Data

2. Occupation

This category was counted to examine what occupation referred to males or females. The data were conducted as follow:

No	Female			Male		
	Occupation	Quantity	Detail	Occupation	Quantity	Detail
1	Customer	1	Both gender	Customer	1	Both gender
2	Teacher	2	Both gender	Teacher	3	Both gender
3	Student	1	Both gender	Student	1	Both gender
4	Singer	5	Both gender	Singer	5	Both gender
5	Futurologist	1	Both gender	Futurologist	1	Both gender
6	Writer	1	Both gender	Writer	1	Both gender
7	Inventor technology	2	Both gender	Inventor technology	16	Both gender
8	Songwriter	1	Both gender	Songwriter	1	Both gender
9	Politician	1	Both gender	Politician	1	Both gender
10	Businesswoman	1	Both gender	Businessman	1	Both gender
11	Artist	1	Both gender	Actor	1	Both gender
12	Model for cover girl	1	Female	Sales manager	1	Male
13	Physicist	1	Female	Driver	2	Male
14	Tutor	1	Female	Security	1	Male
15	Governess	1	Female	Firemen	1	Male

16	Prime minister	1	Female	Dean of faculty	1	Male
17	Fortune teller	1	Female	An expert oceanology	1	Male
18	-	-		Scientist	1	Male
19	-	-		Security	1	Male
20	-	-		Novelist	1	Male
21	-	-		Kidnapper	1	Male
22	-	-		Bee-keeper	1	Male
23	-	-		Shopkeeper	1	Male
24	-	-		Chairman	1	Male
25	-	-		Composer	1	Male
26	-	-		Editor	1	Male
27	-	-		Owner	2	Male
28	-	-		Mayor	1	Male
29	-	-		President	1	Male
30	-	-		Sportsman	1	Male
31	-	-		Trainer	2	Male
32	-	-		Beggar	1	Male
33	-	-		Chef	1	Male
	Total	23		Total	55	

Table 3 Occupation data

3. Game or Sport

This study was discovered some activities in games or sports in the textbook. The data are following:

Unit	Female	Male
1	-	Diving Surfing Jet skiing Water football
2	-	Playing golf Playing PS
3	-	-
4	Playing guitar Playing violin	Playing Tennis Playing piano (2) Playing guitar (2) Playing harmonica (2)
5	-	Playing Urbana (2) Playing ukulele Playing guitar
6	Playing football Playing volleyball	Playing baseball (2) Playing Basketball
7	Playing traditional music	Playing saxophone
8	-	-
9	-	-
10	-	-
Total	5	21

Table 4 Game or sport data

4. Firstness

This category conducted to determine pattern mentioned of gender.

The data are following:

Unit	Dialogue Female	Center Character		Dialogue Male	Center Character	
		Female	Male		Female	Male
1	-	-	-	Man and women (2)	√	√
2	Lina and Tono (1)	√		Wayne and Fiona (1) Ben and Terry	√	√

				(1) Tono and Lina (1)		√
3	Prita and Benjamin (1) Mother and Father (1) Rita and Ucok (1)	√	√	- - -	- - -	
4.	-	-		Eric and Yolanda (1)	√	
5.	-	-		Man and woman (1)		√
6	-	-		-	-	
7	-	-		-	-	
8	-	-		-	-	
9	-	-		Man and woman (4)	√ (2)	√ (2)
10	-	-		-	-	
Total	4	3	1	11	5	6

Table 5 Firstness data

5. Domestic Role

This category was determined the domestic roles which referred to males or females. The data are following:

Unit	Female	Male
1	-	Reserving private room for wife and children (2)
2	Reserving restaurant for family Repairing machine of the car with daughter Educating material for son	Playing golf with son

	Cooking (2)	
3	Taking care with daughter Cooking Serving coffee Preparing meal	Breadwinner
4	Taking care with son	-
5	-	-
6	Shopping Keeping in touch with family / taking care	-
7	Taking care with husband	-
8	-	-
9	-	Breadwinner
10	Taking care with children	-
Total	14	5

Table 6 Domestic role data

6. Role Model

This category determined some role models in the textbook. The data are following:

Unit	Female	Male
1	-	-
2	-	-
3	Sue Thompson Jemima West Lily Collins	Super Junior Godfrey Gao Jared Harris
4	-	-
5	Anne Frank Taylor Swift Marie Curie Margaret Hilda Thatcher Mother Theresa R.A Kartini Josephine Cochrane	Thomas Edison Adam Malik Ismail Marzuki Pierre Curie Abraham Lincoln Sanusi Pane Nelson Mandela Ir. Soekarno Moh. Hatta Albert Einstein Sudirman

		Didik Nini Thowok Kwik Kian Gie David Beckham Rony Sitompul John Logie Baird Isaac Singer Garret A. Morgan Charles Duryea Frank Duryea Orville Wright Wilbur Wright Benjamin Franklin Wilhelm Conard Rontgen Alexander Graham Bell Mark Elliot Zuckerberg Hubert Cecil Booth George Eastman Chester Carlson Kirk Patrick MacMillan Vladimir Zworykin
6	-	-
7	-	-
8	-	-
9	-	-
10	Titi Puspa Melly Goeslaw Maywood Tim Rice	Michel Jackson Gesang Martohartono Andrew Lloyd Webber
Total	14	37

Table 7 Role model data

B. Data Analysis

This study was done with the result of gender representation in textbook. Meanwhile there are still gender stereotypes in the textbook. The categories were visibility, occupations, games or sports, firstness, domestic roles and role models. Form those categories, this study was analyzed data based on six categories which were gathered form every chapter.

1. Visibility

The category of visibility was the first category for gender representation analyzing in textbook. The number of data in visibility was counted by tallying the occurrences of males or females in pictures in textbook for each chapter. Almost whole of chapters are consisted of pictures only first chapter without pictures. It is because the pictures are appeared based on topic needs. The finding (*see table 3*) above shows that males are more visible in the pictures. The 38 pictures referred to males with 61,2% while 24 pictures referred to females with 38,7%. It means that the ratio is 3:2 with males as the highest portion.

Furthermore, males are depicted with variety ways in the textbook. The appearances of males are depicted that they are tall than females (*see figure 1*). In majority, males are depicted sturdy body with wearing coat formally (*see figure 2*). It figures males as educated appearances. When males are illustrated with child, they tend for playing or relaxing (*see figure 3*). Males are also illustrated as the winner (*see figure 4*). It portrays males that they have ambitions and capable enough to reach their achievements.

While, female appearances are depicted wearing dress. It illustrates women as elegant appearances. In leisure time, females are illustrated that they spent time for enjoying meals (*see figure 5*). Further, female is depicted with daughter for repairing car (*see figure 6*). It portrays females as nurturing figure for family.



Figure 1 Male taller than female

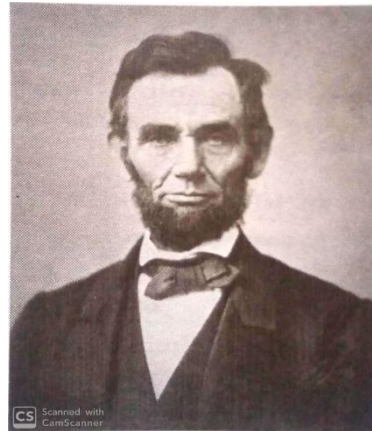


Figure 2 Wearing coat of male

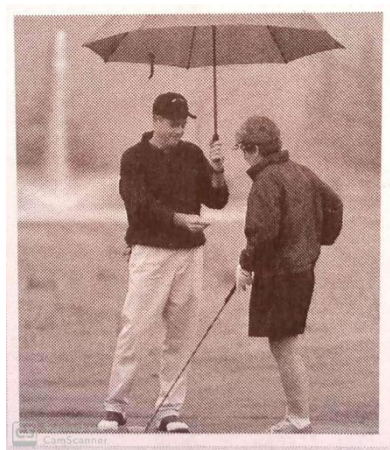


Figure 3 Playing with son



Figure 4 Male as winner



Figure 5 Enjoying meals

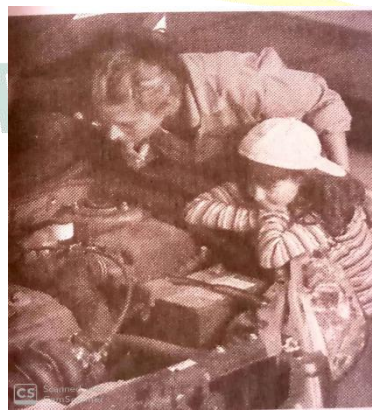


Figure 6 Repairing a car

2. Occupation

Occupation category used to analyze gender representation in textbook. The data were collected from pictures and texts which referred gender in textbook. *Pathway to English* textbook refers to a wide variety occupations with 33 different type of jobs. The finding (*see table 4*) above shows that males are more often appearing than females in occupations category whereas the females portion type of occupations are also much more less than males occupation types. The 55 occupations referred to males while 23 pictures referred to females.

Based on data above, occupation in the textbook are divided into three group namely, both genders, only females and only males. The occupation types for both genders are 11 such as customer, teacher, student, singer, futurologist, writer, inventor technology, songwriter, politician, businesswoman/ businessman, actor/artist. For only females, the data occupation types are 6 such as model for cover girl, physicist, tutor, governess, prime minister and fortune teller. The last, the data for only males are 22 such as sales manager, driver, security, firemen, dean of faculty, an expert oceanology, scientist, security, novelist, kidnapper, bee-keeper, shopkeeper, chairman, composer, editor, owner, mayor, president, sportsman, trainer, beggar and chef. According to data, males and females are depicted with their own different occupations. They are also illustrated with same treatment which it can be seen same occupations for both males and females.

The finding (*see table 4*), male occupations are depicted in textbook attractively. It can be seen form the way for illustrating males in textbook. The illustration of male occupations imply that they are able to be a leader such as president (*see page 95*), mayor, chairman, owner and many more. Also, males are depicted as agent of change which they can find new technology for world such as inventor of telephone, x-ray machine, air plane (*see page 148*). Educated people are also referred to males which they are portrayed as teacher, scientist, futurologist, and an

expert oceanology, businessman. These occupation are belong to professional skill who people should have good enough knowledge. Driver, shopkeeper, bee-keeper are occupation referred to males that implies these job only for males. In addition, male is depicted as security and hunter which it related strong trait because of protecting and doing physical activity. Further, males are able to be entertainer which males are illustrated as singer and actor. In other hand, males are portrayed as murderer and kidnapper which these occupation refers to bad work. They are described as brave people for killing and kidnapping someone. Likewise, males is depicted as beggar. They are not only work in prestigious job but also disputable job which depend on generous people. Those explanations before are illustration of males with range variety occupations interestingly.

Females are also depicted variety ways. The leader is not only referred to males but also females. It can be seen that female can become prime minister and leader of party (*see page 89*). In addition, females are described as entertainer (*see page 81*). The occupations are singer, model of cover girl and actress. Likewise, females are belong to agent of change which they are portrayed as inventor of dishwasher and polonium. Further, females are depicted as educated people namely, futurologist, teacher, businesswoman which they have good knowledge for doing their job. They are also illustrated as governess and tutor who are able to educate children. In addition, they are described as fortune teller that it is only for females.

3. Game or sport

The game or sport was category for analyzing gender representation in textbook. The data were collected from pictures and texts which referred gender in each chapter of textbook. There are six chapters form ten chapters in textbook which consist of game or sport. The finding (*see table 5*) above shows 26 data occurrences. Same games or sports (*e.g. playing music instrument and physical game*) are referred to both female

and male. In the other hand, both females and males are depicted differently in textbook. The number occurrences of male games or sports are higher than female games or sports. The data are 21 for males and 5 for females. The type of games or sports are also depicted that males have more variant type than females. It can be seen that the data are 15 for males and 5 for females. Based on occurrences and types, males portion are higher than females portion.

According to finding above, males are depicted with some games or sports. Males are illustrated with water sports such as diving, surfing, jet skiing and water football. They are also portrayed with physical game which it requires good teamwork such as baseball and basketball (*see figure 7*). Male is also depict playing PS game (*see figure 8*). Further, males are described playing some music instruments such as piano, guitar and saxophone (*see figure 9*). Therefore males are depicted doing variant games or sports in textbook.

Similar, female are illustrated with some sports or games. The sports are related with physical game which require good teamwork because of competition such as football (*see figure 10*) and volleyball. They are also playing music instruments (*see figure 11*). Thus, females are also portrayed with some games or sports in textbook.

IAIN PURWOKERTO



Figure 7 Playing basketball of male



Figure 8 Playing PS game of male



Figure 9 Playing instrument music of male

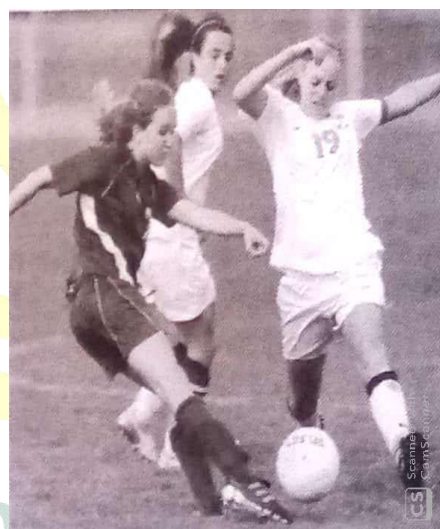


Figure 10 Playing Football of female



Figure 11 Playing instrument music of female

4. Firstness

The category of firstness was the fourth category for gender representation analyzing in textbook. The data are gathered from text in textbook. The number of data in firstness category was counted by tallying the occurrences of males or females in initiate dialogues. There are six chapters from ten chapters in textbook which consist of dialogues. The finding (*see table 6*) above shows 15 data which the number of firstness data are 4 for females and 11 for males. There is 7 difference in favor males here.

The dialogues are consisted of topic which refer to females or males. Some dialogues are referred to females. The topic of dialogues are following:

- (1) talking about novel (*page 32*)
- (2) planning for vacation (*page 40*)
- (3) talking about financial problem of husband (*page 55*)
- (4) talking about planning after passing driving test (*page 55*).

These topics are related with problem and planning which can deserve for general without differentiating gender. Based on firstness data of female, main characters in dialogues are not only referred to females but also males. The characters are 1 for males and 3 for females.

The firstness data of males are consisted of main topic in dialogues.

The topics of dialogue are following:

- (5) Female withdraw some money (*page 5*)
- (6) Male registered training course (*page 7*)
- (7) Male problem was for decreasing weight (*page 22*)
- (8) Female made planning for weekend (*page 24*)
- (9) Male watered plants (*page 32*)
- (10) Females made decision (*page 69*)
- (11) Nelson Mandela was the topic (*page 95*)
- (12) Males felt disappointed (*page 179*)
- (13) Female was confused (*page 180*)
- (14) Male asked suggestion (*page 180*)
- (15) Female got bad score (*page 180*)

In addition, the contain of dialogues are also general topics which can deserve for public without differentiating gender. Further, for center

characters are not only males but also females. The main characters are 6 for males and 5 for females.

5. Domestic roles

Domestic roles was category for gender representation analyzing in textbook. The data are gathered from texts (*e.g. lyrics of songs, dialogues, reading passage and exercise*) and pictures which refer to domestic roles. Almost all chapters are consisted of domestic roles and only one chapter without it. The occurrences of domestic roles are 14 times for females and 5 times for males. There is 9 difference in favor females here.

Females are portrayed with variety domestic roles. The domestic roles of females are related with preparing meals with members of family. For example,

- (16) Mrs. Crogg is cooking. Suddenly she spills a pan of hot oil over herself (*page 28*)
- (17) She should be cooking at the moment (*page 32*)
- (18) Don't ring her now; she will be cooking the children's supper (*page 39*)
- (19) Mother: Here's your coffee. (*page 55*)
- (20) Mother: Good Heavens! Look at the time! Your father... (come) home in a minute. I haven't prepared the dinner yet. (*page 55*)

These examples are gathered from sentences and dialogues which refer to preparing meals. The role of females are cooking for family and serving a cup of coffee for husband. These roles are associated with females as mother and wife who are able to do household.

Moreover, the other domestic roles of females are taking care of family. The examples are gathered from sentence in reading passage and picture in textbook. The examples are following,

- (21) Sarah encouraged Abraham to read. (*page 86*)
- (22) Mother educated son (*see figure 12*)
- (23) Now I have children of my own
They ask their mother...(*page 38*)
- (24) My mother always... very much when my brother gets home late at night (*page 63*)
- (25) Mother don't (2. worry/hurry), I'm fine. (*page 195*)

In all examples, the domestic roles of females are caring with member of family. These roles associated with females as mothers who always give attention for their family. Family are also sharing their feeling to women as mothers.

Meanwhile, domestic roles of males are different with females in textbook. Males are illustrated as breadwinner in family. Consider,

(26) Father : I...(have) to be a bit careful about money when I retire. (*page 55*)

(27) Man: So what's your suggestion? I'm thinking of buying a new motorcycle.

Woman: Well, then consider what is more important. Your mother is very sick at the moment. She needs your financial support. (*page 180*)

Males have roles to fulfill basic necessity for family. They have to work to get money which cover member family needs.

Moreover, male also take important role for family. They are portrayed as person who takes responsibility for family. They have own authority as leader of family.

(28) My wife, my son and I are scheduled to visit Bali for 3 days from 13th to 16th August and wish to stay at your hotel. I am looking for well-furnished double-deluxe balcony room suite, bath attached. (*page 11*)

Males are depicted as fathers who are a leader in family. They should guide members of family. They should make sure family in safe situation. They are also protect family from something which may disturb family.

Male are depicted with fun activity with children. They are able to engage with family. They are associated with playing (*see figure 3*) and relaxing time with family. In addition, they are not depicted with preparing meals activity as females. Males have their own characteristic for delivering their love for family.

Both female and male are also depicted together as father, mother and children. When they are portrayed together, their illustration are

associated with family time. The activities are sitting together, watching television (*see figure 13*), and enjoying ice tea (*see figure 14*).



Figure 12 Educating role for child



Figure 13 Family time for watching television



Figure 14 Family time for enjoying ice tea

6. Role model

The category role model was the last category for gender representation analyzing in textbook. The data are gathered from texts and pictures in textbook which refer to role model category. In majority, these chapters in textbook are not consisted of role model because it is based on topic needs. There are 3 chapters from 10 which consist of role model. The finding (*see table 8*) above shows that the role model distribution of male is higher than female. The data are 37 for males and 14 for females. There is 23 difference in favor males here.

For role models of males, they are depicted with variety background. Inventor technology is one of background such as Thomas Edison, Albert Einstein John Logie Baird, Thomas Edison, Isaac Singer, Graeet A. Morgan, Charles Duryea, J. Frank Duryea, and Benjamin Franklin, Alexander Graham Bell, Mark Elliot Zuckerberg, Hubert Cecil Booth, George Eastman, Chester Carlson, Kirk Patrick Mac Millan, Vladimir Zworykin. Their findings are gasoline automobile, airplane, eyeglasses, x-ray machine, telephone, facebook, vacuum cleaner, traffiic light, camera, xerografi, polonium, theory of relativity and bicycle. The other background of role models are leaders such as Soekarno, Adam Malik,

Abraham Lincoln, Nelson Mandela and Moh. Hatta. In addition, entertainers are depicted as the background of role models for males such as Super Junior, Michel Jackson, Gesang Martohartono Andrew Lloyd Webber, Didik Nini Thowok, Godfrey Gao and Jared Harris. Their role models are as singer, actor, and dancer. In addition, background of role model is hero such as Sudirman. Males are also depicted as educated people such as Kwik Kian Gie (*an expert economist*) and Rony Sitompul (*briliant student*). The other role models are Ismail Marzuki (*composer*), Sanusi Pane (*writer*) and David Beckham (*soccer player*).

Female are also depicted with variety background. Entertainer is a background of role models which refers to females such as Sue Thompson (*singer*), Jemima West (*artist*), Lily Collins (*artist*), Titi Puspa (*singer*), Taylor Swift (*singer*), Melly Goeslaw (*singer*), Maywood (*singer*) and Tim Rice (*singer*). Females are also portrayed as heroine such as Mother Theresa (*humanity movement*) and R.A Kartini (*women emancipation*). Inventor technology is associated with role model of female such as Josephine Cochrane (*dishwasher*) and Marie Curie (*polonium*). Further, female is associated with Margaret Hilda Thatcher as prime minister and a leader of party. Anne Frank is also depicted as role model in textbook because she was a writer.

C. Discussion

The findings of this research revealed important result to discuss. From the analysis, it can be concluded that the author of the textbook has tried to portray gender representation equity while the contains of textbook are still consisted of gender stereotypes. These findings are conducted based on some categories namely, visibility, occupation, games or sport, firstness, domestic role and role model.

For visibility category, gender representation is balance both male and female. Meanwhile, the number of data shows that males are higher than females. According to Azisah, the ratio of 1:3 would be imbalance gender

representation. If gender representations are better than a ratio of 2:3 the textbook was balanced.¹¹⁴ It means that the gender representation in textbook is balanced because the ratio of visibility data is 3:2 in favor males.

The author are also try to promote gender equity in occupations. Females and males are depicted with variety occupations. According to Hamidah, women are only represented with stereotype as secretaries, treasurers, cashiers, and positions closely related to domestic affairs such as becoming servants and man are represented as heads, chairs, and directors and position closely related positions ranging from village heads to presidents.¹¹⁵ In findings, both gender are portrayed with the same occupation principles. For females, they can be a a leader of party (*leader*), inventor technology (*agent of change*), businesswoman, governess (*educated people*), singer (*entertainer*) etc. For males, they also can be a president (*leader*), inventor technology (*agent of change*), teacher (*educated people*). In the other hand, there are different fact about female occupations based on previous study. It can be concluded that author tries to give same treatment in occupations.

In addition, author has tried to avoid gender stereotype for game or sport whereas the type of game or sport of males are higher than females. The result of study was done by Hamidah that types of games, men are presented physical strength, competitive attitude, sportsmanship, aggressiveness, liveliness, courage, and problem solving while women tend parenting, fantasy and pretending.¹¹⁶ It can be interpreted that author try to avoid gender stereotypes because males and females are portrayed with same game or sport principles. Games or sports for males are baseball, diving, playing piano etc. Similar, for females are football, volleyball and playing of traditional instrument. These can be interpreted that females are also competent and able to do same activity with males.

¹¹⁴ Siti Azisah, *Loc. Cit.*

¹¹⁵ Siti Cholisotul Hamidah, *Op.Cit.*, p. 217

¹¹⁶ *Ibid.*, p. 210

The author is also tried to avoid unequal gender representation for firstness. The data for initiating dialogues are dominated by males. So, author has tries to avoid unequal gender representation with main character and topic. The main characters both male and female are portrayed balanced. They are depicted with 7 main characters every gender. And the topic of dialogues are general for students without differentiating gender.

However, the textbook is still consisted of stereotypes. It can be seen that females are associated with variety domestic role. Based on finding table (7), females are portrayed for doing preparing meals (*cooking and serving meals*), nurturing family, caring family and keeping in touch with family. Different fixed tasks are usually allotted to women in the private space, such as preparing meals, shopping, washing, sewing, mending, taking care of the children, etc.¹¹⁷ Identically, females are doing housework, looking after children, serving table, cooking and frequently wearing an apron.¹¹⁸ Also, women are represented by diverse and highly complex activities, ranging from housekeeping, nurturing, ensuring food sufficiency, family health insurance, and taking care of the tidiness the environment.¹¹⁹ In the other hand, the author also tries to avoid gender stereotype which it can be seen that women were repairing car with her daughter. Author tries to give same treatment for female because repairing machine usually referred to male role. According to Hartman and Judd in Karima, males are in charge of other apparently settled domestic tasks, such as gardening, repairing, taking out the garbage, painting.¹²⁰ For male illustration in textbook are portrayed as breadwinner, taking responsibility of family and playing with children. Likewise, Lee and Collins state that men are represented as heads of households, main breadwinners, owners of production sources, and producers of production.¹²¹ These can be interpreted that textbook still

¹¹⁷ Mechouat Karima, *Op. Cit.*, p. 341

¹¹⁸ Evelina Brusokaite, *Op. Cit.*, p. 32

¹¹⁹ Siti Cholisotul Hamidah, *Op., Cit.*, p. 207

¹²⁰ Mechouat Karima, *Op. Cit.*, p. 341

¹²¹ *Ibid.*, p. 216

consists of stereotype for illustrating domestic role. Thus, the modification material is important to avoid judgment about women domesticity.

Some data in textbook which may trigger students are also discovered. The data are depicted male as beggar. It may influences student perceptions that male are incompetent. Moreover, role models of female is still consisted of gender stereotype. Josephine Cochrane is portrayed as inventor of dishwasher which is associated about domesticity while in majority inventor technology of males found the machine or tools for public user. These illustration may impact students to be image their reality life in the future.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

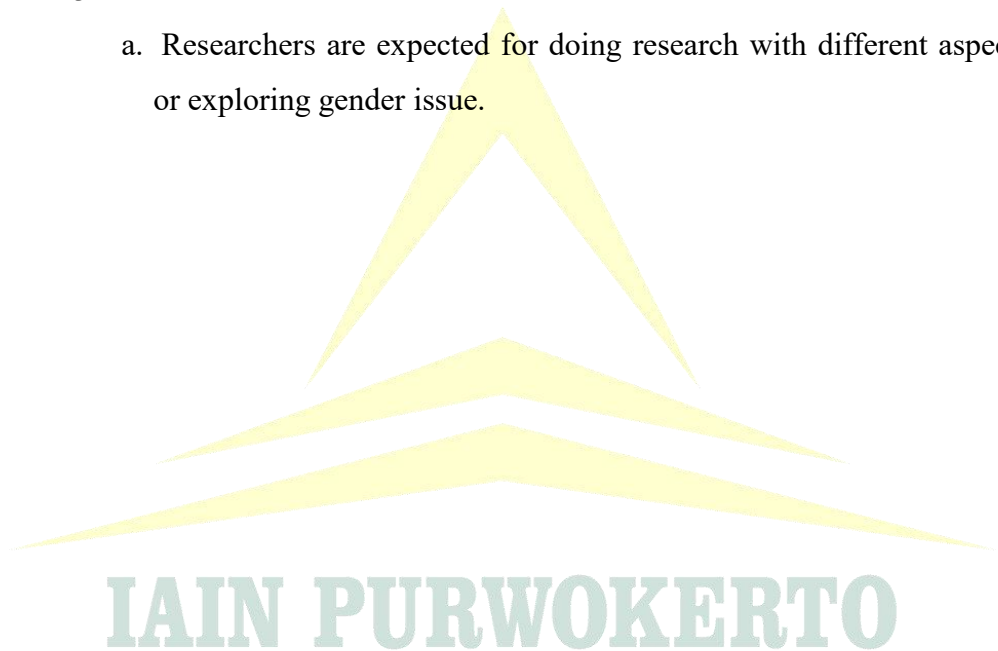
Based on the study of analyzing the English textbook of *Pathway to English* published by Erlangga, it can be concluded that the author of this textbook has tried to promote gender equity and avoid gender stereotype. Occurrences data of males are higher than females in all aspects for analyzing gender representation namely, visibility, occupation, game or sport, firstness, domestic role, and role model. For visibility, data shows that both gender represents equally. The other aspect is occupation which most of data portrayed male and female with same occupation principles. Female and male also depicted with same game or sport principle namely physical sport and playing instrumental of music. Further, firstness aspect shows that the dialogues are acceptable for general public without differentiating gender. Moreover, role model data shows that both male and female are depicted with almost same background of model. In other hand, there are still gender stereotype in textbook based on six aspect which domestic role has the highest occurrences of gender stereotypes. Therefore English textbook *Pathway to English* is still acceptable to be used by school because it has tried promote gender equity.

B. Suggestion

Based on the result of study, there are some suggestions that might be useful for the reader, teacher, students and further researcher. The suggestions are following:

1. For the teacher
 - a. Teachers are expected to be aware with gender issue that might influence students in learning process

- b. Teacher are expected to date with gender issue in education sector especially through journals and book.
 - c. Teacher are expected to select textbook before using for teaching and learning process based on good textbook criteria.
 - d. Teacher are expected be creative to modify learning and teaching process to avoid gender issue in textbook.
2. For the students
- a. Students are expected to be more aware and sensitive with gender issue to prevent the persistence of gender issue.
3. For the further researchers
- a. Researchers are expected for doing research with different aspects or exploring gender issue.



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APPENDICES








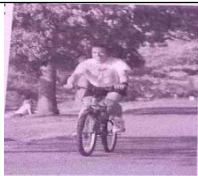
Appendix 1. Female and Male Visibility in The Textbook







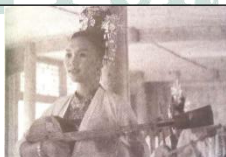

Unit	No.	Picture	Page	Information	
				Male	Female
Unit 1	-	-	-	-	-
Unit 2	1.		18	√	
	2.		18		√
	3.		25		√
	4.		25	√	
	5.		25	√	
	6.		25	√	









Unit 3	1.		37	√	
	2.		41	√	
	3.		53	√	
	4.		54		√
Unit 4	1.		59	√	
	2.		60	√	
	3.		60	√	
	4.		60	√	









	5.		71	√	
	6.		73		√
	7.		73	√	
	8.		74	√	
Unit 5	1.		78		√
	2.		81		√
	3.		82	√	
	4.		83	√	

5.		83	√	
6.		84		√
7.		86	√	
8.		90		√
9.		90		√
10.		91		√
11.		92		√
12.		93	√	

Unit 6	1.		101		√
	2.		103	√	
	3.		103	√	
	4.		103		
	5.		103	√	
	6.		103		√
	7.		104	√	
	8.		105	√	

	9.		106		√
	10.		108	√	
Unit 7	1.		119	√	
	2.		120	√	
	3.		128		√
	4.		129	√	
	5.		133		√
	6.		137		√

Unit 8	1.		145		√
	2.		150	√	
	3.		151	√	
	4.		151		√
	5.		151	√	
	6.		151	√	
Unit 9	1.		178	√	
	2.		179	√	

	3.		184	√	
Unit 10	1.		191		√
	2.		192		√
	3.		192	√	
	4.		192		√
	5.		192	√	
	6.		193	√	
	7.		195		√
TOTAL				38	24

Appendix 2. Occupations in The Textbook

Unit	Female	Page	Male	Page
1	Teacher	21	Customer Sales Manager	8 14
2	Student	35	Driver Student Security Firemen Dean of the faculty	21 25, 30 25 28 35
3	Singer Fortune teller Futurologist	38 54 57	Driver Singer An expert oceanology Scientist Office boy Futurologist	39 41 43 43 51 57
4			Novelist Kidnapper Murderer Writer Bee-keeper Teacher	67 67 67 70 71 79
5	Writer Singer Songwriter Model for cover girl Physicist Tutor Governess Prime minister	78 81 81 81 84 84 84 89, 92	Inventor technology Shopkeeper Chairman Composer Songwriter Musician Teacher Editor Own publisher Mayor Own automobile repair President Politician Sportsman Statesman	82 83 83 83 83 83 87 87 88 91 93 95, 96 95 97, 95 98 98
6	Businesswoman	110	-	
7	Artists	133	Teacher Trainer	111 121, 125, 129

			Businessmen	126
8	Inventor technology (2)	151, 154	Inventor technology (15)	147, 148, 150, 151
	Teacher	170		
9	-	-	Cadger Chef	179 180
10	Singer (3)	192,195	Singer (4)	192,193, 198, 200

Appendix 3. Game or sport in The Textbook

Unit	Female	Page	Male	Page
1			diving surfing Jet skiing Water football	11 11 11 11
2			Playing golf Playing PS	25 25
3				
4	Playing guitar Playing violin	64, 65 64, 65	Playing Tennis Playing piano (2) Playing guitar (2) Playing harmonica (2)	60 65 74 74
5			Playing Urbana (2) Playing ukulele Playing guitar	93 93 93
6	Playing football Playing volleyball	103 103	Playing baseball (2) Playing Basketball	103 103
7	Playing traditional music	133	Playing saxophone	120
8				
9				
10				
Total		5	Total	21

Appendix 4. Firstness in The Textbook

Unit	Female	Page	Male	Page
1			Man and women (2)	5, 7
2	Lina and Tono (1)	32	Wayne and Fiona (1) Ben and Terry (1) Tono and Lina (1)	22 24 32
3	Price and Benjamin (1) Mother and Father (1) Rita and Ucok (1)	40 55 55	-	-
4	-	-	Eric and Yolanda (1)	69
5	-	-	Man and woman (1)	95
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
9	-	-	Man and woman (4)	179, 180
10	-	-	-	-
Total		4	Total	11

Appendix 5. Domestic Role in The Textbook

Unit	Female	Page	Male	Page
1	-	-	Reserving private room for wife and children (2)	10, 11
2	Reserving restaurant for family Repairing machine of the car with daughter Educating material for son Cooking (2)	24 25 25 28, 32	Playing golf with son	25
3	Taking care with daughter Cooking Serving coffee Preparing meal	38 39 55 55	Breadwinner	55
4	Taking care with son	63	-	-
5	Taking care with husband	86	-	-
6	Shopping Keeping in touch with family	111 116	-	-
7	-	-	-	-

8	-	170	-	-
9	-		Breadwinner	180
10	Taking care with children	195	-	-
Total		18	Total	7

Appendix 6. Role Model in The Textbook

Unit	Female	Page	Male	Page
1	-	-	-	-
2	-	-	-	-
3	Sue Thompson Jemima West Lily Collins	38 57 57	Super Junior Godfrey Gao Jared Harris	41 57 57
4	-	-	-	-
5	Anne Frank Taylor Swift Marie Curie Margaret Hilda Thatcher Mother Theresa R.A Kartini Josephine Cochrane	78, 80 81 84, 97, 151 89, 91, 92 95, 97 95 154	Thomas Edison Adam Malik Ismail Marzuki Abraham Lincoln Sanusi Pane Nelson Mandela Ir. Soekarno Moh. Hatta Albert Einstein Sudirman Didik Nini Thowok Kwik Kian Gie David Beckham Rony Sitompul John Logie Baird Isaac Singer Garret A. Morgan Charles Duryea Frank Duryea Orville Wright Wilbur Wright Benjamin Franklin Wilhelm Conard Rontgen Alexander Graham Bell Mark Elliot Zuckerberg	82, 147 83 83, 93 86 87, 98 95 95, 96 95, 96 95 97 97 97 97 99 147 147 147 148 148 148 148 148 148 148 148 148 148 148

			Hubert Cecil Booth	150
			George Eastman	150
			Chester Carlson	151
			Kirk Patrick	151
			MacMillan	
			Vladimir Zworykin	151
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
9	-	-	-	-
10	Titi Puspa	192	Michel Jackson	192, 193
	Melly Goeslaw	192	Gesang Martohartono	192
	Maywood	195	Andrew Lloyd	198
	Tim Rice	198	Webber	
Total		14	Total	37



IAIN PURWOKERTO

CURRICULLUM VITAE

1. Name : Dhini Anjarwati
2. Place, Date of Birth : Banyumas, 15 Maret 1998
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Martial Status : Single
7. Address : Canduk RT 003/ RW 001, Kec. Lumbir, Kab
Banyumas
8. Email : dhini.anjarwati@yahoo.co.id
9. Student Number : 1617404010
10. School Background :
 - a. SDN 1 Canduk
 - b. SMPN 1 Wangon
 - c. SMAN Wangon
 - d. IAIN Purwokerto



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