



**EXPLORING THE REPRESENTATION OF GENDER EQUALITY IN THE
INDONESIAN ELT TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS**

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**ENGLISH LANGUAGE PROGRAM
THE LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2019**



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THESIS

Composed to Fulfill The Requirements to Obtain the Degree of S1 at
the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

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2019

MOTTO

“Shoot for the moon. Even if you miss, you’ll land among the stars.”

(Les Brown)



DEDICATION

1. My beloved parents: Alm. Suharto and Is Irianti Adha
2. My beloved brother and sister: Aditya Wardana, S.ST., and Linda Maulidya
3. My beloved best friends: Aulia Rahmatika N.A., Elva Ayu Wardani, Muhamad Nurul Aiman, and Nabila Maulidiyah.



STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, July 2019

The writer,

Eriza Rezky Winanda

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CONSULTANTS' APPROVAL

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THESIS

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Faculty of Teacher Training and Education
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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, July 2019

The Writer

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SUMMARY

Exploring The Representation of Gender Equality in The Indonesian ELT Textbook for Senior High School Students; Eriza Rezky Winanda; 150210401048; 2019; 32 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

This study examined the representation of gender equality in the Senior High School English textbook issued by the Department of Education and Culture. This study was intended to support the development of education in Indonesia and to give more information toward the discussion of gender equality. Trends in today's language teaching textbooks are very important for the teachers of foreign languages. It was also stated by Kizilaslan (2010) that in the last two decades of the twentieth century, researchers place great importance on assessing the various manifestations of sexism in foreign language textbooks, mainly English language teaching (ELT) textbooks. What is rarely considered is that these textbooks present values or ideologies based on a certain curriculum of any nations that teachers should consider. Teachers of foreign language have the responsibility to present students with gender equality and the textbooks that teachers rely upon are the basis of education, including in Indonesian context. On reference to the curriculum, teachers should consider the values of what the government tries to promote and analyze whether or not the values have been there. The results of the analysis should be taught to respect diversity in achieving gender equality.

This study analyzed visual artifacts and verbal texts which gave information and was related to gender discourses by using critical discourse analysis based on Leeweun (2008). The researcher focused on using textual and micro-semiotic analysis to see whether or not gender equality in the textbook is adequately presented.

The findings showed that gender equality in the ELT textbook was found almost equally represented. Yet, stereotype expressions were still used in some pictures and dialogues for both genders. In some reasons, the writers might have considered these values based on the Indonesian society which is mostly based on Islamic values. In this case, the writers can give more portrayal of gender equality by reducing stereotypes of both genders.

CHAPTER I. INTRODUCTION

This chapter covers topic related to the research problem. It consists of four topics, namely the research background, research question, research objective and the research contribution.

1.1 Research Background

Trends in today's language teaching textbooks are very important to the teachers of foreign languages. It is also stated by Kizilaslan (2010) that in the last two decades of the twentieth century, researchers place great importance on assessing the various manifestations of sexism in foreign language textbooks, mainly English language teaching (ELT) textbooks. What is often unconsidered is that these textbooks present values or ideologies based on a certain curriculum of any nations that teachers should consider. Teachers of foreign language have the responsibility to present students with gender equality and the textbooks that teachers rely upon are the basis of education, including in Indonesian context. By having the curriculum, teachers should consider the values of what the government tries to promote and analyze whether or not the values have been there.

There are so many things that can be analyzed in a textbook, and one of them is the representation of gender equality which has been the focus of many researchers worldwide. Gender is understood through social and cultural conditions. It is also used to portray femininity and masculinity (Turner, Abercrombie & Hill, 1991). In addition, according to World Health Organization (WHO), gender is related to socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. From the explanation above, gender equality is defined as equal rights, responsibilities, and opportunities for men and women. Gender equality has attracted so much attention because it is both a human rights principle and a precondition for sustainable, people-centered development (UN Women).

Gender equality takes center stage in this twenty-first century and is a central topic in many scientific circles. It also has been the focus of Indonesian curriculum in cultural and character education since 2013. Moreover, it has been supported by the Indonesian policy from the 1945 Constitution (i.e. Chapter X, Article 27) that diversity is clearly valued and protected for its citizens to own the same position under the law (Blackburn, 1999). Not only in Indonesia, it has also been directed by the UNESCO (2013) for all nations around the world that gender equality should be considered in education and in every basic daily life because there is no women or men job in particular, which means that both genders have the same opportunity to do anything. Education institution play significant role in the effort to achieve wider gender equality, including by introducing it through textbook.

In this study, I did a critical discourse analysis of an ELT textbook used in Indonesia for third year students of senior high school. This study was analyzed whether gender equality has been applied in the textbook. The focuses to be analyzed in the textbook were the pictures and dialogues presented in the textbook. The data analyses used were textual and micro-semiotic analysis. By analyzing those samples with these two methods, future researchers can do a more thorough examination of gender equality in ELT textbooks.

This study looked over some previous studies about gender representation in various countries such as Ariyanto (2018), Barton & Sakwa (2012), Samadikhah & Shahrokhi (2015) and Yang (2016). Previous studies about gender representation in various countries have shown that the textbooks they have investigated tend to have gender biases and stereotypes. These studies are helpful but lacking in several ways, such as in Yang (2016) which only analyzed a textbook using a visual analysis that was not in-depth. This current study hopes to shed more light on the issue by using a more comprehensive analysis. First, the textbooks analyzed by previous researchers varied from one to several books, ranging over different grade levels prior. In this current study, I used a textbook of the latest edition in 2018 from the curriculum of 2013.

Second, the context for the present research is an English language textbook used in Indonesia while the previous studies analyzed English textbooks in various other countries, including Indonesia, but was for a different subject of research. Third, the level of the textbooks analyzed for the previous studies were various grades from junior high school to high school text books. Here, I analyzed third year senior high school textbooks. Lastly, the data analysis in the present study will use textual and micro-semiotic analysis while the previous studies used only one method of analysis. The main goal of the present study is to contribute more on the study of gender equality in textbooks for future researchers and educators in hopes that the information will help bridge existing gaps and help diminishing gender bias and unfair gender treatment.

1.2 Research Question

Based on the background of research, the question I propose is as follows "how is gender equality represented in the Indonesian ELT textbook for senior high school students?"

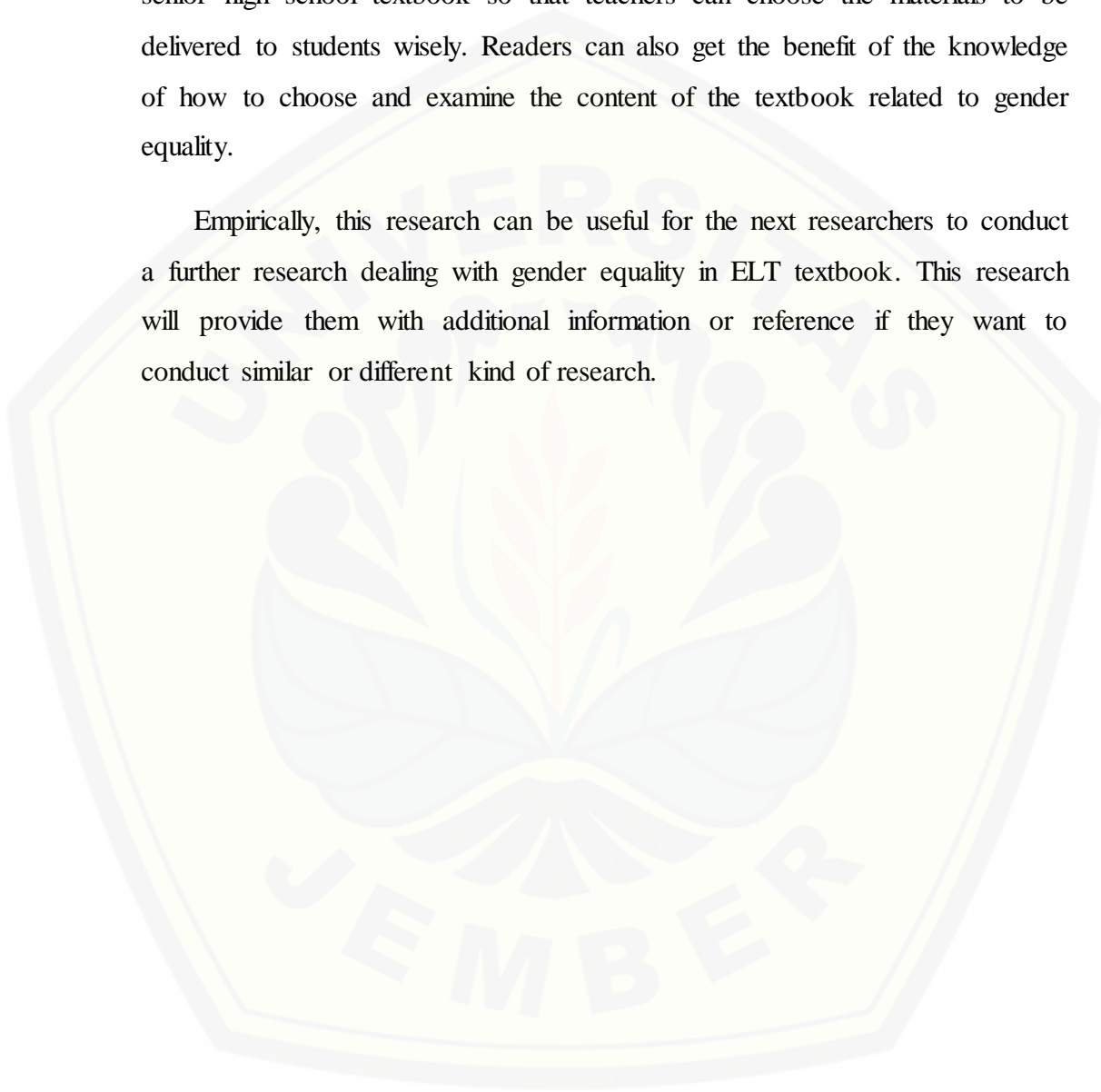
1.3 Research Objective

In answering the research question, the present study objective is to explore gender equality represented in the Indonesian ELT textbook for senior high school students.

1.4 Research Contribution

The result of this study is expected to help the textbook writer and publisher to improve the representation of gender equality in the 12th grade of senior high school textbook so that teachers can choose the materials to be delivered to students wisely. Readers can also get the benefit of the knowledge of how to choose and examine the content of the textbook related to gender equality.

Empirically, this research can be useful for the next researchers to conduct a further research dealing with gender equality in ELT textbook. This research will provide them with additional information or reference if they want to conduct similar or different kind of research.



CHAPTER II. REVIEW OF RELATED LITERATURE REVIEW

This chapter reviews the theories related to the research problems. It consists of two topics namely the definition of Gender Equality and Gender Bias and Textbook as Gender Equality Agent

2.1 Gender Equality

According to United Nation Women (UN Women, 2001), gender equality refers to equal rights, responsibilities, and opportunities for women and men as well as boys and girls. Equality does not imply that women and men will be the same, but it is rather the rights, responsibilities, and opportunities will not be differed based on their gender, whether they are born female or male. It means that men and women are considered equal in all fields, and it is strengthened by Pilcher and Whehelen (2006:37) who state the term of equality as “a state or condition of being the same, especially in terms of social status or legal/political rights”.

Connell (2008) stated that gender is “the way human society deals with human bodies, and the many consequences of that dealing in our personal lives and our collective fate”. Gender has an important aspect, for example, language (Connell, 2008) in which it helps every individuals rationalize their ideas and feeling about the world (Holmes 2008: 339; Mineshima 2008; Montgomery 1995: 223). “Language can also be a primary factor through which gender biases are explicitly and implicitly created” (McClure 1992: 39). There are some researches which show some evidence that “within schools, textbooks play a significant role in the gender socialization of children” (Lee and Collins 2008; Britton and Lumpkin 1977).

Gender cannot be separated from language because human society recognize gender differences and gender equality through a language as supported above by Connell (2008). Moreover, Setyono (2018) reports that EFL textbooks are never free from cultural biases. Teachers and students may think that the biases are seen as normal. It is common that textbooks present stereotyped expressions in dialogues such as; “practice baking cookies and bake choco chips

cookies that illustrate women's social domestic activity in their free time" (Setyono 2018). Similarly, Ariyanto's (2018) research findings in the textbook show that most visual artifacts are gender-biased. Moreover, he reports that "gender equality in the textbook does not seem to be critically translated into curriculum documents, such as textbooks".

According to Barton and Sakwa (2012), gender representation in English-language textbooks has been equally and widely researched on some previous studies. However, the published textbooks used in developing countries appear to take less attention despite the teaching of English being widespread and also gender in educational opportunities is often debated (Sunderland, 2000). It is reaffirmed by Homvist and Gjorup (2007) that teachers promote to "bear in mind that they have a huge responsibility for providing a more versatile view on gender representation than is provided in the textbooks". It needs to be done because textbooks may need critical thinking in explaining the gender representation equally for both men and women.

In Indonesia, gender equality has been the focus of the government since the era of R.A Kartini. It is also stated in the fifth Pancasila "*keadilan sosial bagi seluruh rakyat Indonesia*" which means that the social justice and treatment towards both gender should be equal for every citizens in Indonesia. By having this in thought, the textbook used by the MONEC should be in line with the Indonesian policy which is clearly stated in Pancasila.

2.2 Textbook as The Representation of Social Practices

As the representation of social practices, textbook contain some language teaching materials that reflect what students learn in society in which that they can practice. To enable them to practice what they can learn from the textbook, the study of ideological values, such as gender equality requires an appropriate tool of analyzing the representation in the textbook.

Leeweun's tool in this context is suitable with the social practices of gender equality in a textbook that the researcher is going to analyze. The elements

considered by Leeweun (2008) are *'actions,' 'performance modes,' 'presentation styles,' 'location,' and 'eligibility condition'*. "The core of any social practices is a set of actions performed in sequence" (p. 8). For instance, a mother takes her children to school. The action done by a mother in a certain context is a core of a particular social practice which can be analyzed in-depth. Performance modes and presentation style deal with how the activities are described by writers of a textbook and also how a picture or a verbal text is presented by the writers. Social practices cannot be separated from specific locations. Although sometimes certain locations are not explicitly stated by the writers, there are some clues in which readers can think of. Eligibility conditions are related to the previous elements which make social practices in sequence and relate to one another.

2.3 Textbook as Gender Equality Agent

Textbook is the main teaching materials and part of the language learning process. Both students and teachers can explore textbook and see the social practices promoted by the writer to portray certain aspects from the target language. Similarly, Widodo (2018) argues that textbook is described as an instructional guide that helps to engage with the value implied in the textbook by learning to think, behave, do, value, and to be in the world. In other words, textbook has a big role in promoting gender equality in which Indonesian government has been trying to apply based on the curriculum. In supporting this idea, Tomlinson (2012) views that "it is inevitable that course books communicate a view of teaching and learning, a view of the target language and the culture(s) they represent and the worldview of their producer". He describes that the course book is potentially dangerous because of "a risk of its users uncritically accepting its views".

By the explanations above, both students and teacher are likely not considering gender biases in textbooks. This fact as Ariyanto (2018) claims that "gender bias might represent a potential risk to the establishment of gender equality in ELT textbooks". In addition, UNESCO (2008) reports that "gender

bias in textbooks (GBIT) is a low-profile education issue, given the 72,000,000 children who still have no access to schooling”. Blumberg (2009) adds that this issue is “(1) an important, (2) nearly universal, (3) remarkably uniform, (4) quite persistent but (5) virtually invisible obstacle on the road to gender equality in education—an obstacle camouflaged by taken-for-granted stereotypes about gender roles”. Blumberg (2009) explains further that GBIT is presumed to underestimate girls’ achievement (although it is not clear in what extent).

Unisex classroom setting might be able to diminish the gender inequality because by having this kind of classroom, both genders have the same rights to have education. It is the same as the treatment in the textbooks for both genders that is supposed to be equal. Simply put, as Ariyanto (2018) argues that “if a textbook used in the classroom causes a change that violates the social and cultural norms and values of students, it may be considered as irrelevant and it needs improvement”. Therefore, the representation of gender equality should become a main concern for ELT textbook developers as well as the students and teachers who need to critically consider it.

2.4 Previous Research Findings of Gender Equality

There are some researches which I have chosen based on the similarity and the gaps that can be filled by the present study.

First, a research done by Yang (2016) entitled “Are males and females still portrayed stereotypically? Visual analyses of gender in two Hong Kong primary English Language textbook series” showed that the fact of gender stereotyping is not predominate in the description in the books selected of the textbook series because females were not often pictured of wearing dresses or wearing pink as a ‘feminine’ color. A possible reason for this finding may be the Guiding Principles for Quality Textbooks published by the CDC Ad Hoc Committee on Textbook Quality of the Education Bureau in 2003, before the publication of the two textbook series. According to Education Bureau (2003) there is not any bias in content, for instance, over-generalization and stereotyping. The guiding principles

may serve as a useful reminder to textbook publishers, editors, and illustrators about ensuring gender equality in their representations. In fact, all Hong Kong textbooks need to be approved by the Education Bureau before they can be published in the official recommended booklist. Therefore, it is not surprising that extreme examples of gender stereotyping were not found in the analyzed books.

Second, a research done by Barton and Sakwa (2012) entitled “The representation of gender in English textbooks in Uganda” investigated that a commonly used English-language textbook in Uganda is overtly gender biased. This is because of its largely traditional representation of gender roles characterized by women’s invisibility and silence, their employment in domestic roles and lower rank occupations, and a negative portrayal of their emotional state.

Third, a research done by Samadikhah & Shahrokhi (2015) about a comparison of two textbooks used in Iran indicated that mostly gender representation is more balanced in a textbook entitled “*Top Notch*” series rather than in “*Summit*” series. The results of that comparative study, as the writer noted, that it would be helpful to gain better understanding of the current textbooks used in Iranian institutes.

Fourth, Ariyanto (2018) did a research about gender bias in Indonesia by using CDA. The result showed that gendered texts and discourses in the textbook are unequally depicted. The textbook also revealed that there are some stereotyped gender differences as well.

In this research, unlike the most previous studies, I did a critical discourse analysis which focus on textual and micro-semiotic analysis from van Leeuwen (2008) to see whether or not the representation of gender equality has been applied. By doing so, I hope that it has significant result to fill the gap of the previous studies.

CHAPTER III. RESEARCH METHODS

3.1 Research Design

The present study examined the representation of gender equality by adopting qualitative design namely Critical Discourse Analysis (CDA). Texts are regarded as “an artifact or product of social practices in ELT textbooks which may represent gender issue” (Ariyanto, 2018), such as gender bias which may lead to misconception of gender (in)equality. Texts cannot be separated from its social context. Through this analysis, it was expected to see whether the representation of gender equality have been applied in the textbook selected.

The selected textbook is not only a curriculum document, but also a reflection of gender-based representation of Indonesian social context. CDA takes into account discursive events, which means that the authors of textbooks might send the values for the selected textbook intentionally or unintentionally with gender (in)equality. By using CDA, the language and power of the authors can be investigated (Wodak and Meyer 2001, p. 2).

3.2 Research Context

This study was conducted in Indonesian context where English is used as a foreign language instead of additional or second language. The object of this study was an English textbook entitled “*Bahasa Inggris SMA/MA/SMK/MAK Kelas XII*”. The writers of the selected textbook are Utami Widiati, Zuliati Rohmah, and Furaidah. It is written based on the curriculum 2013. It has 11 chapters and 186 pages. The textbook used in this study was the newest version, revised, and published in 2018 by the Ministry of Education and Culture. The researcher focused on analyzing the visual and verbal texts related to gender discourses.

The textbook analyzed was entitled *Bahasa Inggris untuk SMA Kelas XII (edisi revisi 2018)*[*English for High School grade XII*] published by the Ministry of Education and Culture. The textbook was written by experienced authors of

EFL textbooks in Indonesia. Because the textbook is required to be used at the national level, it is easily accessed and freely downloaded from the MONEC (Ministry of Education and Culture) website (Setyono and Widodo in press). The textbook has been selected because:

1. It is used nationally for the third grade of senior high school students.
2. From the preliminary study of the researcher, there are some visual and verbal texts which represent both gender equality and gender bias.

3.3 Data Collection Method

This research belongs to documentary research, and documentation is a method used to collect the data. Documentation method refers to collecting data by gathering and analyzing documents. According to Grix (2001), documents are produced by individuals and groups in the course of their everyday practices (a country in which the context of social practices) and are exclusively directed for their own immediate practical needs. These documents (such as textbooks) are written with a purpose and are based on particular assumptions which are presented in a certain way or style and to this extent. Documents are naturally occurring objects with a concrete or semi-permanent existence which tell us indirectly about the social world and practices of the people who created them (Payne and Payne 2004).

3.4 Data Analysis Method

This study applied critical discourse analysis (CDA) because it examined the representation of gender equality in a recommended book used nationally in Indonesia through visual and textual discourses. The book contains eleven chapters based on 2013 curriculum guidelines, with presentation style of each following the scientific approach that carry out four aspects: (1) observing and asking questions, (2) collecting information, (3) communicating, and (4) associating (Kementerian Pendidikan dan Budaya, 2014). There are some visual artifacts such as pictures as non-verbal depiction of gender in textbook. By using

textual and critical micro-semiotic analysis, it can be reflected that “visual artifacts seem to be considered as value free” as in (Widodo 2018, p. 14) was also used in this study. The elements of social practices examined for the materials selected in the textbook were based on Leeuwen’s (2008: 7) elements such as; *‘actions,’ ‘performance modes,’ ‘presentation styles,’ ‘location,’ and ‘eligibility condition’*. The elements chosen for analyzing the data was based on the 2013 curriculum guidelines that was expected to have a balanced treatment between male and female representation. The performance mode that results gender equality was formed from social practices in the analyzed textbook as in the presentation style.

To analyze the visual and verbal texts that gender discourses in the ELT textbook, a number of steps were taken. First, the researcher collected the data. Second the collected data are coded into visual representations in a table and the verbal texts into paragraphs. The third is analyzing the data. After analyzing the data, the researcher interpreted the data, and make a discussion related to the previous studies. After having these steps, the researcher made a conclusion from the results.

CHAPTER V. CONCLUSION AND SUGGESTION

Based on the results above, both visual artifacts and verbal texts presented both gender equality and gender inequality. The visual artifacts are thoroughly distributed almost in all chapters, except Chapter 6 and Chapter 7. Meanwhile, the verbal texts related to gender treatments are only presented in Chapter 1 and Chapter 2.

The analyses have three categories of gender equality represented through the visual artifacts and verbal texts provided in the senior high school ELT Textbook published by the Ministry of Education and Culture (MONEC) of Indonesia. The dominating category of gender equality and inequality in the visual artifacts is in the opportunities, meanwhile in the verbal texts is in the responsibility. The gender equality in the textbook appears to be 6 out 10 in visual artifacts and 2 out of 4 in verbal texts. Eventhough the gender equality is almost equally represented, some stereotypical expressions were still found in the textbook. In this case, the writers can give more portrayal of gender equality by reducing stereotypes of both genders.

Although gender equality in the textbook is almost equally represented, there is a suggestion for textbook writers, teacher, the students, and also the future researcher. The textbook writers should focus on maintaining a balance between all aspects of competency, including knowledge, attitudes, and skills. In other words, the textbook should include attitudes as social values; such as gender equality, in English language usage, which should be presented through visual and written texts. There is an urgent need for teachers to implement gender equality in TL learning practice in order to engage students in critical exploration of attitudes as social values in English textbooks. Students need to be aware of gender inequality in a textbook by being more critical in reading and understanding the visuals and verbal texts and by asking and discussing about it with their teacher. It is better to analyze the same theme of gender studies in textbooks by engaging teachers and students perspectives to complete the present study.

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Appendix 1

RESEARCH MATRIX

Title	Problems	Variables	Theoretical Framework	Indicators	Research Methodology
Exploring The Representation Of Gender Equality In The Indonesian ELT Textbook For Senior High School Students	1. How is the representation of gender equality in the third grade high school textbook?	1. The textbook 2. The representation of gender equality	1. UN Women (2001) about gender equality 2. Van Leeuwen (2008) about textual and micro-semiotic analysis in CDA	1. Equal rights 2. Equal responsibilities 3. Equal opportunities	1. Research Design: Critical Discourse Analysis 2. Data Resource: Pictures and dialogues related to gender representation used in an ELT textbook for Senior High School Students 3. Types of the Data: Qualitative Data 4. Data Collection Method: Identifying and coding 5. Data Analysis Method: Describing, interpreting, and discussing

Appendix 2

RESEARCH INSTRUMENT

Table 1 The portrayal of gender equality in textbook , “*Bahasa Inggris SMA/MA/SMAK/MAK Kelas XII*” [adapted from the table “The Potrayal of Values in the Textbook” in Widodo (2018, p. 7)]

NO.	CHAPTER	THEME	VISUAL ARTIFACT	DESCRIPTION	LOCATION/ PAGE	GENDER EQUALITY
1.	N/A	N/A	Liberty Statue	The pictures on the cover showed the portrayal of famous landmarks from some countries, such as Singapore, USA and Netherlands	N/A	Gender equality is not presented clearly because the writers only show a landmark of female statue and no male representation. This visual text is catagorized in opportunity.
2.	1	May I Help You?	A single picture of a male and female	A picture of a male volunteer helping a woman, it could be helping to give direction or show a place	P. 1	It shows gender equality. This visual text is catagorized in responsibility.
3.	2	Why Don't You Visit Seattle?	Food fesival/ food market	A male chef surrounded female buyers	P. 18	It shows gender equality. It is catagorized in equal opportunity.
4.	3	Creating Captions	Collection of images	There are nine random images to be captioned by students but there are	P. 33	It shows gender inequality because there are no female figures provided. It

				2 pictures of male figures and no female figure		is catagorized in opportunity.
5.	4	Do You Know How to Apply for a Job?	Job interview	There is a male job applicant being interviewed by 2 males and a female	P. 43	It shows gender inequality because there is only one female among three males in a job interview situation. it is catagorized in opportunities, and responsibilities.
6.	5	Who was Involved?	Battlefield	There are four male soldiers portrayed in a battlefield	P. 61	The picture stereotypically shows that soldiers should be males which appear to be gender inequality. This is catagorized in opportunity.
7.	8	How to Make	Having a Discussion	A male and a female portrayed sitting next to each other like having a discussion	P. 109	The pictures show that gender equality. This is catagorized in rights and opportunities.
8.	9	Do It Carefully!	Dining room	An old couple portrayed eating in a dining room	P. 119	It shows gender equality. This is catagorized in responsibilitites.
9.	10	How to Use Photoshop?	Someone with a laptop	The picture showed that someone is operating a laptop but it is only portrayed someone's hand without knowing the gender	P. 135	It shows gender equality because the writers do not show whose hands that would be. This is categorized in rights and opportunities.

10.	11	Let's Make a Better World for All	Fatin singing in a stage	The picture portrayed a female wearing hijab singing in a stage	P. 149	It shows gender equality because it does not show stereotypical treatment for female gender. It is categorized in right.
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