



**GENDER REPRESENTATION IN THE EFL TEXTBOOK USED IN  
SENIOR HIGH SCHOOL: A CRITICAL DISCOURSE ANALYSIS**

**THESIS**

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

**WARDATUL HASANAH**

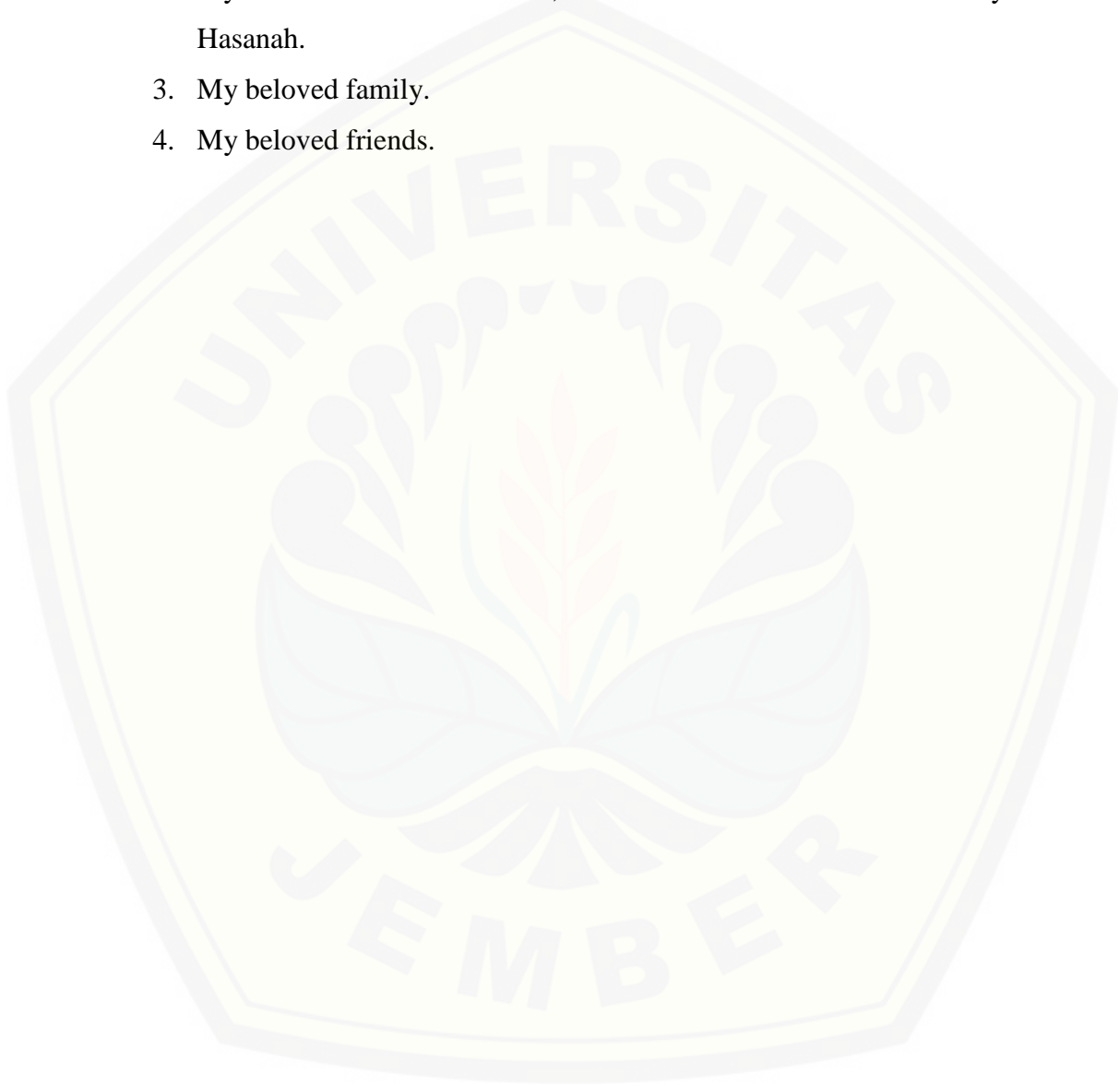
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2019**

## DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, M. Hasan and Jamyatil Hasanah
2. My beloved brother and sister, Hardianto Hasan and Faizil Maulidiyah Hasanah.
3. My beloved family.
4. My beloved friends.



**MOTTO**

“I am not telling women to be like men. I am telling us to evaluate what men and women do in the workforce and at home without gender bias.”

**(Sheryl Sandberg)**



**STATEMENT OF THESIS AUTHENTICITY**

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

I certify that the content of the thesis is the result of my 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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**CONSULTANTS APPROVAL**

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Therefore, I really appreciate any criticism and suggestions from the readers to make this thesis better. Finally, I hope that this thesis will give contribution for the readers.

Jember, June 2019

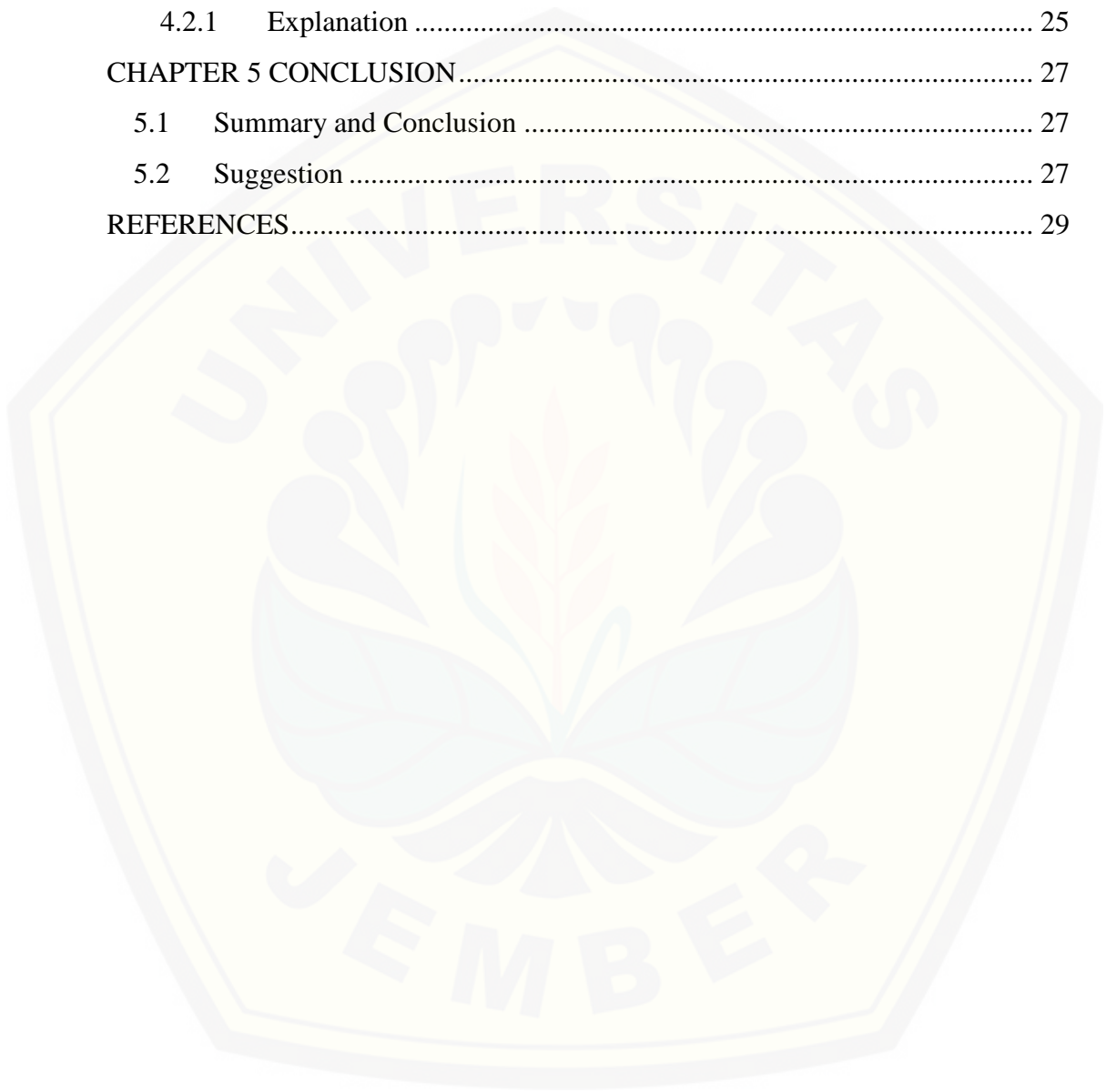
The Writer



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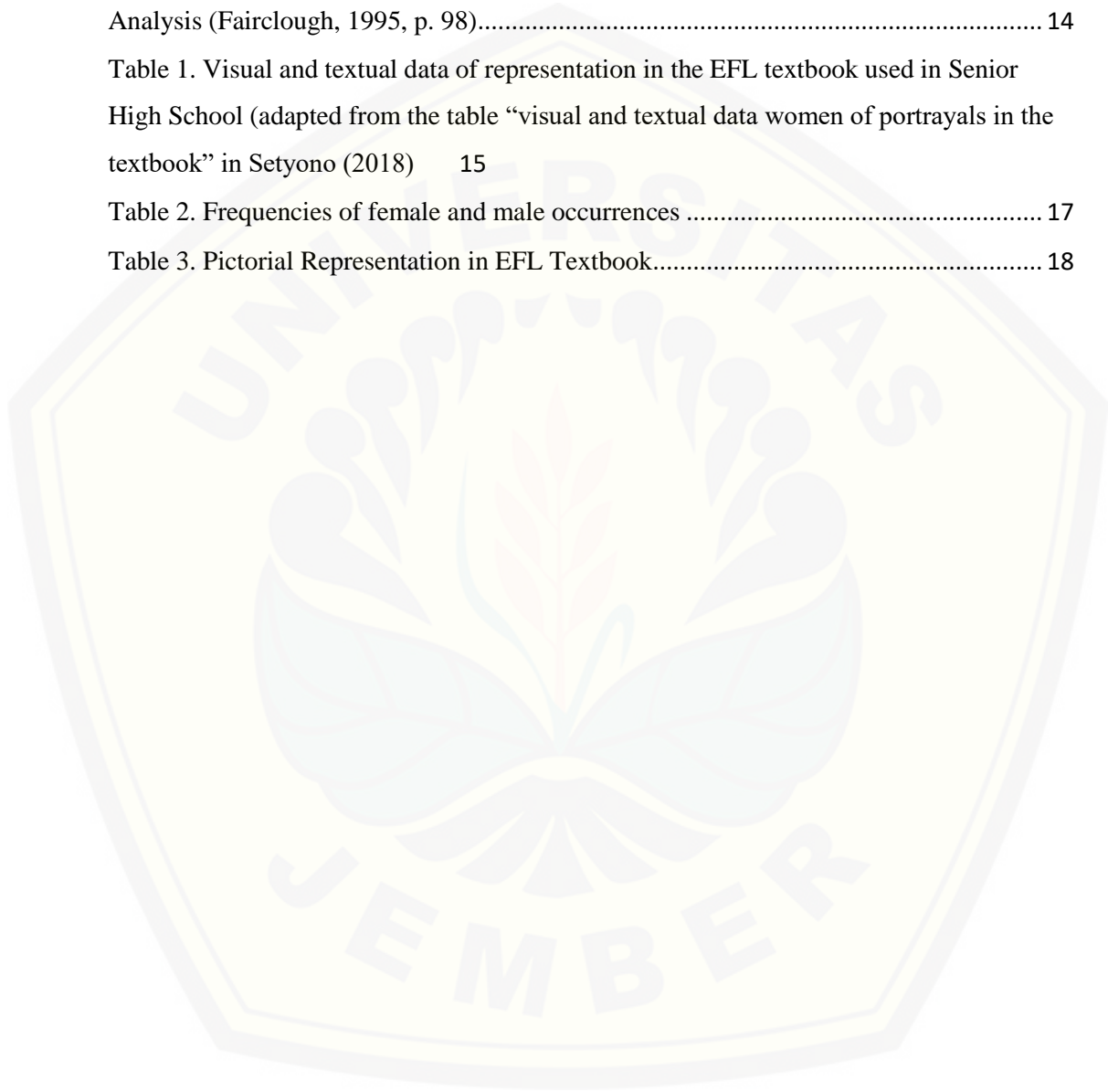
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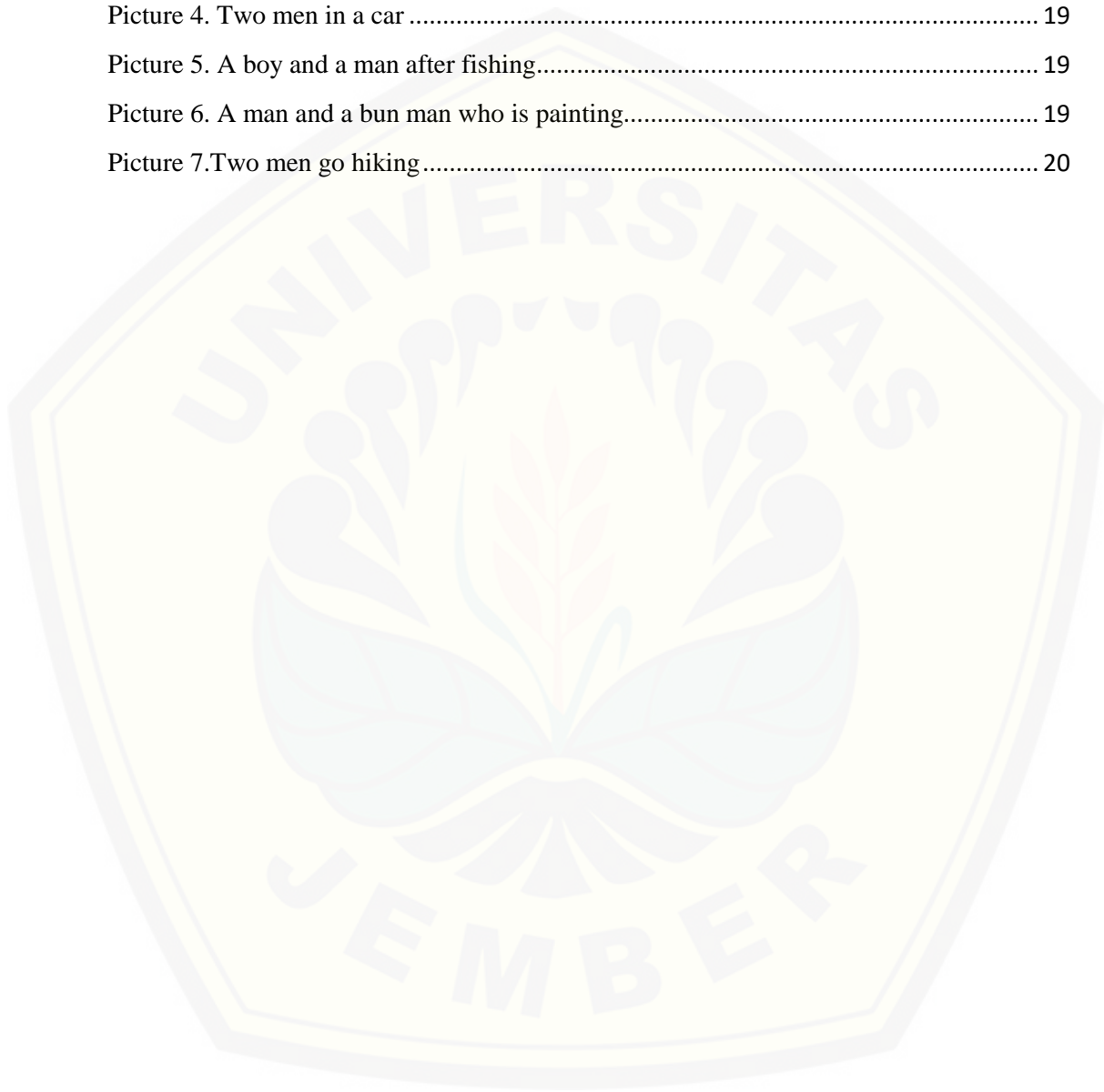
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## SUMMARY

### **GENDER REPRESENTATION IN THE EFL TEXTBOOK USED IN SENIOR HIGH SCHOOL: A CRITICAL DISCOURSE ANALYSIS;**

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This study examined how gender is represented in senior high school English textbook for Grade 10 published by the Ministry of Education and Culture of the Republic of Indonesia. This research used Fairclough's (1989) three-dimensional model in order to examine the manifestation of gender in the EFL textbook to extract the ideology behind their constructions. The study was expected to give valuable information towards the discussion of gender representation in English teaching and learning process for the students, the teachers, and the next researchers in the future.

The study analyzed text and images in the textbook by using Fairclough's (1989, 2001) three-dimensional model—description—four factors were designed, i.e. I) female and male occurrences, II) female and male's pictorial representations, III) activities, and finally IV) female and male's social and domestic roles. These factors were described, interpreted and explained.

The findings showed that there is no significant difference in the terms of male and female occurrences, but female's pictorial representations were underrepresented. Furthermore, males are depicted in a wide range activity and more occupational roles, although it is still shown the positive view to female. However, the EFL textbook has been shown a progressive move towards gender equality although it still shows the stereotyped activities and social role of woman. Besides that, these findings indicate that this EFL textbook authors who are all female has taken into account balanced materials that potentially help senior high school students develop gender awareness and minimize gender misconceptions through a proper exposure of materials that represents positive views of women and men.

## CHAPTER 1 INTRODUCTION

This chapter encompasses the introduction of the research which covers research background, research problem, research objective, and research significance.

### 1.1 Research Background

The importance of English textbook in English language teaching (ELT) cannot be denied. Textbook is a medium for conveying the knowledge, skills and attitudes established in the curricula (Gebregeorgis, 2016). Apart from conveying knowledge, textbooks materials which are closely related to wider education and social context (Yang, 2016) directly or indirectly affect and tend to influence a child's upbringing by "transmitting models of social behavior, norms and values" which are considered as acceptable and appropriate (UNESCO, 2009). Therefore, textbooks are quite consistent to be able to influence learners' attitude, views, and ideologies.

From the English textbooks, students will automatically learn about aspect culture along with language, like gender. Thus, if gender issues are depicted in English textbook, students may internalize the issues involuntarily just by reading the books regularly. For example, if the textbook portrays women to be domesticated and working in low professions, students who read the textbook may view women as someone who cannot work in high professions like men.

Ariyanto (2018) reported that the EFL textbook in Indonesia especially for junior high school students still represented gender bias. In his study, the representation of gender bias in the ELT textbook *When English Rings the Bell* can occur in both the visual artifacts as well as verbal texts used in the ELT textbook as a means of communication rather than the representation of social actions. The portrayal of gender bias can affect students' negative viewpoints about women's competency in today's world, students' motivation and life choices (choice of careers), and students' development of self-esteem and a sense

of themselves in society (Ullah and Skelton, 2013). The impact of gender bias to students' perspective is studied by Foulds (2013) and Russel (2016). They reported that most students in Kenya and Rwanda argued that women tend to work at home, such as laundry as women's work; while men tend to work outside. If men do household work while women are also in their house, students describe it as the real taboo (Russel, 2016). To minimize gender misconceptions, EFL textbook should have balanced materials that potentially help students develop gender awareness by representing positive views of women and men (Setyono, 2018). From the statements above, it can be concluded that gender representation in a textbook becomes an important issue to be analyzed in this research.

Over the last few years, the topic of gender (e.g., gender stereotypes, gender construction, gender equality, gender biases,) in language textbook have been examined by many researchers (Bahman and Rahimi, 2010; Barton & Sakwa, 2012; Ullah & Skelton, 2013; Tarrayo, 2014; Lee, 2014; Gebregeorgis, 2016; Yang, 2016; Namatende-Sakwa, 2018; Ariyanto, 2018; Setyono; 2018). The methods of analysis used are content analysis (quantitative and qualitative) and critical discourse analysis (CDA). For example, a study by Barton and Sakwa (2012), the representation of the positive female role models are under-represented. In their study, women are attributed in domestic role, such as baby-sitter, seamstress, cook, and waitress. Besides, they also investigated the role of teacher in mediating the texts and the result shows that the teacher ignored gender issues. In harmony with this, Ariyanto (2018) reported women also appear in traditional social role. Although the study of Setyono (2018) still portrayed gender biased and stereotype, he showed that women played in modern role such as governor and manager. Furthermore, Geobregeorgis (2016) reported that female characters are visible in the public-sphere, they occupy lower-position jobs, such as cutting hair and teaching at a lower grade level. Based on the findings above, it can be concluded that the result of the previous studies show the textbooks portray gender stereotypes and gender biases, but some studies (Gebregeorgis, 2016; Setyono, 2018) showed the positive female role model (e.g. Hairstylist, English teacher, manager, governor).



Although there are some gender studies in Indonesia (Ariyanto, 2018; Setyono, 2018), the finding of gender representation in Indonesia is still crucial to be discussed. Dealing with the education levels of the EFL textbook and gender issues analyzed, high school EFL textbooks analysis which focus on gender representation have been underexplored. Therefore, this study is an attempt to fill in the study gap by exploring gender representation in the EFL textbook used in senior high school.

Considering the findings of the previous studies, students' perspective about gender, and the importance of the textbooks in the field of EFL, it seems essential that the textbooks undergo evaluation to find out their suitability. The present study tries to investigate gender representation in the EFL textbook for the tenth grade of senior High School students. To analyze gender representation in the EFL textbook, the present study applies critical discourse analysis.

### **1.2 Research Problem**

Based on the problems were stated above, I formulate the following research questions:

1. How is gender represented in the EFL textbook used in senior high school?

### **1.3 Research Objective**

Based on the problem of the research, the objective of the research is to know how gender is represented in the EFL textbook used in senior high school.

### **1.4 Research Contributions**

This study is supposed to be contributive on theoretical contribution, empirical and practical aspect.

1. Theoretical Contribution

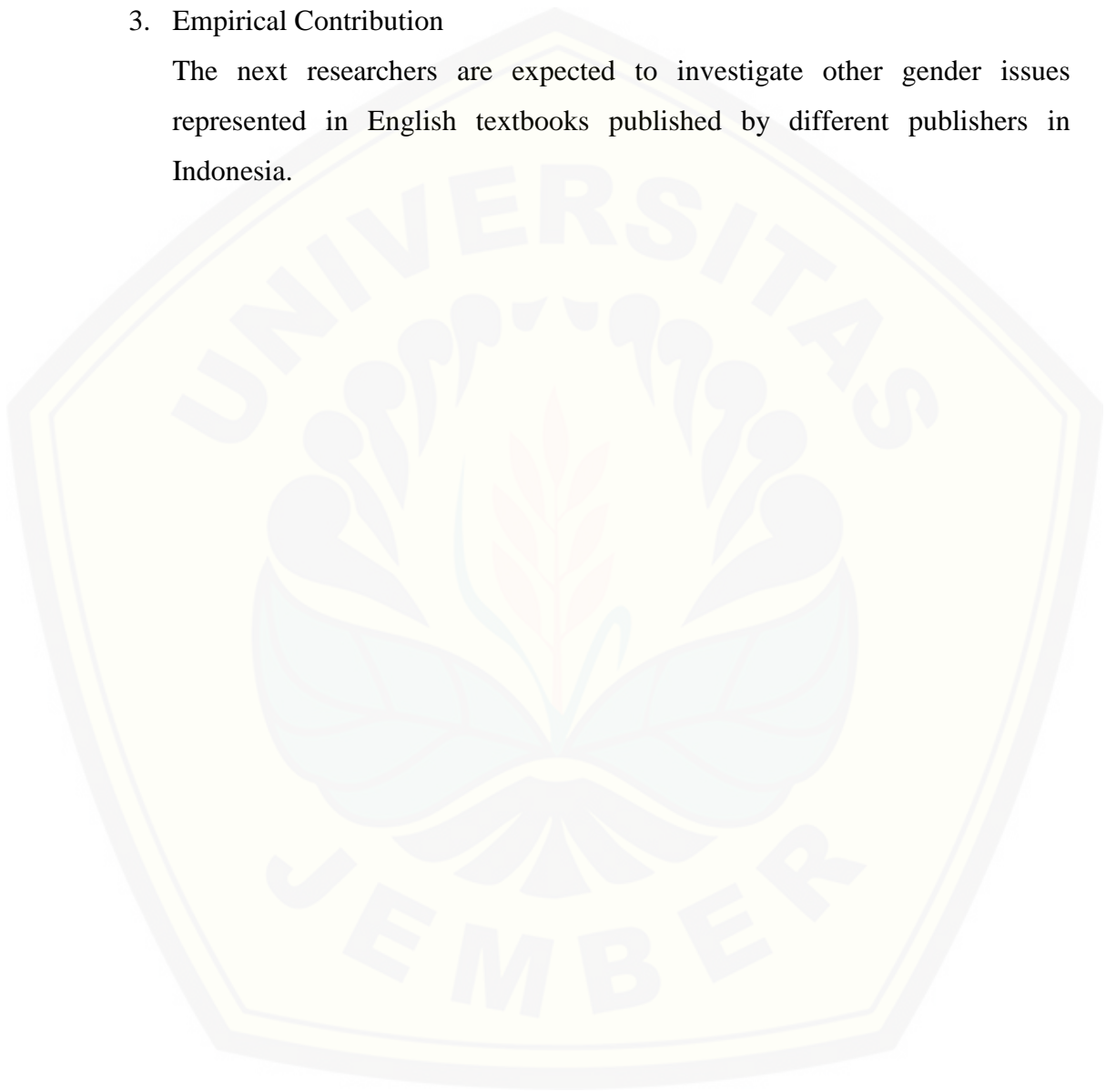
Theoretically, the findings of this study may give valuable information and enrich the knowledge on gender representation in the EFL textbook in term of male and female occurrences, social and domestic roles, activities, and pictorial representation.

2. Practical Contribution

Textbook writers are expected to provide more gender equality contents in EFL textbooks. They might be encouraged to portray the reality of women and men's lives in Indonesia.

3. Empirical Contribution

The next researchers are expected to investigate other gender issues represented in English textbooks published by different publishers in Indonesia.



## CHAPTER 2

### RELATED LITERATURE REVIEW

This chapter presents the theories related to the research review. They cover the theoretical framework, conceptual review, and previous research review.

#### 2.1 Gender Issue in Education: Theoretical Framework

In actualizing gender identity, school is the most important agent in the socialization. It is so evident that there is stereotypical subdivision between male and female. To maintain gender equality, the place to start is education. Seeing gender equality in education as an essential feature, UNESCO (United Nations Educational, Scientific and Cultural Organization) has put forth great effort in promoting gender equality and reducing gender-biased content.

Gender bias in textbook is one of gender-bias in education. However, gender-bias in textbooks is the issue recently regarded as “(...) one of the best camouflaged - and hardest to budge - rocks in the road to gender equality in education” (Blumberg, 2007:4). Gender bias in textbooks is called subtle sexism which represents unequal and unfair treatment of women but is not regarded to be direct sexism because with regard to conventional stereotypes it is assumed to be a norm (Swim et al; 2004, 1). The subtle sexism in textbooks is hidden or unseen because it is placed “between lines”. To specify, the biased items are not directly related with the content of the subject; however, they have a strong connection with the implied meaning that could be taken for the background analysis.

As a result, gender bias in textbooks can cause long term drawbacks on learners’ performances and their social behavior. It is supported by Ullah and Skelton’s (2013) statement that the portrayal of gender bias in school textbooks may affect students’ motivation and life choices (choice of careers), students’ development of self-esteem and a sense of themselves in society, and students’ negative viewpoints about women’s competency in today’s world. The biased ways in which sexes are presented influences not only learner’s perception of gender identity but also limits his or her understanding of the other sex, making it inferior or superior (Davies, 1995:1). The difficulty comes from the tight link

between tendencies in society and the representation of it in the textbooks. Consequently, the only way to fight with biased texts is to teach individuals not to think in a biased manner.

Furthermore, in promoting gender equality, textbook writers may introduce more positive gender images (Ullah and Skelton, 2013). They, for instance, could influence students' mindset by representing successful women who sit as managerial positions (white-collar jobs) commonly dominated by men (Setyono, 2019). In addition, they could also make the students believe that women who work hard could also achieve a success as men do.

## **2.2 Gender Representation in EFL Textbooks**

Textbooks play one of the most important roles in the EFL classroom. Teachers use the textbook as instructional device used in the classroom. Teachers and students usually have the textbook and use it as their reference in teaching and learning, especially language course. Gebregeorgis (2016) defines the textbooks as media for conveying the knowledge, skills and attitudes established in the curricula. Furthermore, Richards (2001) says that textbooks are used in different ways in language programs. The using of textbook is adjusted with needs and purpose of learning. To sum up, textbook as a medium is used based on the needs and purpose of learning to convey knowledge, skills, and attitude.

Textbooks as a representation of what students do should facilitate learning materials that maintain an equal treatment about gender (Ariyanto, 2018) because sometimes teaching materials include gender bias and stereotype items, such as female do feeding and serving but male do farming and teaching (Ariyanto, 2018). The material presented in the textbook is learned as a fact and as a real and correct phenomenon of the surrounded world by the students. Sunderland (1992) described three potential on the learners. Accordingly, cognitive and communicative empowerment for learners is not possible when the females and males character are attributed to restricted social, behavioral, and linguistic roles. Secondly, when learners are attributed relatively few and limited roles, they are "offended, alienated, or made to feel marginalized by this subsequently

demotivated” and thirdly, “models of language may give the whole class a model of conversational discourse characterized by ‘male firstness’” (Sunderland, 1992:85)

To understand the concept of gender representation in the EFL textbook, we need to know the meanings of gender and representation. In defining gender, most people assume that gender and sex have the same meaning, but actually they are different. Crawford and Unger (2004) define sex as “biological differences in genetic composition and reproductive anatomy and function”, but gender is “what culture makes out of the raw materials of biological sex”. Furthermore, Anderson (2009) states that sex refers to species’ dichotomy of their state of being male or female. Gender, on the contrary, is associated with people of different biological sexes, but with ideas of learning, socialization, social construction and representation rather than what is innate, for example, musculature, genes and sexual characteristics (Pakula et al, 2015). In defining sex, UNESCO (2000) states that sex refers to differences between individuals that make them become male and female. Contrary to sex, gender is defined in the terms of femininity and masculinity. Masculinity and femininity pertains the attributes that describe males and females in the social and cultural context (UNESCO, 2000). Gender may include behaviors, dress, gestures, occupation, and roles played by the sexes in society (UNESCO, 2000). Thus, UNESCO (2000) summarizes the difference between sex and gender below (Figure 1)

**Figure 1. Differences between Sex and Gender (UNESCO, 2000)**

GENDER	SEX
Social differences between men and women are: <ul style="list-style-type: none"> <li>• learned</li> <li>• Changeable over time</li> <li>• have wide variations within and between cultures</li> </ul>	Biologically determined differences between men and women that are universal

From the statements above, it can be concluded that sex refers to the biological of men and women and gender relates with the social differences between men and women.

Besides understanding the concept of gender, it is important to understand the concept of representation. Representation is a main part of the process production and exchange meaning of the concepts in our mind to other language (Hall, 1997:1). It does involve the use of language, signs and images which stand for or represent things (Hall, 1997:15). From the experts' definition about gender and representation, it can be concluded that gender representation is the use of language, of signs and images which stand for or represent males and females in the social and cultural context which include activities, occupation, and roles. The implicit and explicit messages about gender representation will be analyzed through text and images provided in the textbook.

In analyzing gender representation, four factors are investigated

1. Female and male occurrences

In order to detect sexism or sex bias, female and male occurrences will be investigated. From the occurrences, it will detect the omission which is this textbook exclude of one gender or not. If one of the genders is omitted or does not appear as many times as the other one; that gender and their issues are not as worthy as other one (Amerian & Esmaili, 2015).

2. Pictorial representation of males and females

Females and males' pictorial representation in the textbook will be counted. Here females and males are counted by numbers of males and females picture in the form of photograph or character illustrations.

3. Activities

In this part, the activities that both genders were engaged in are investigated, for example, *“driving, eating in restaurant”*, *“working”* or *“going to work”*, *“studying or going to school/college/university”*, *“playing”*, *“watching TV or movies”*, *“engaging in social activities”*, *“doing/participating/going to sport”*, and *“engaging in “personal activities”*. (Amerian & Esmaili, 2015).

#### 4. Social and domestic roles

Social and domestic roles of the two genders will be investigated, for example, “*nurse*”, “*doctor*”, “*lifeguard*”, “*fire fighter*”, etc.

### 2.3 Text and Images in Textbook

Textbooks consist of text and images. Fairclough (1992) and Ariyanto (2018) define text as a part of social events. Furthermore, Ariyanto (2018) states that text as an artifact or product of social practices in ELT textbooks may represent gender issues. In Gebregeorgis’ (2016) study, women in the text is represented in domestic activities (do housework, fetch water, feed the hen, cook dinner, wash dishes, and clean the kitchen), but boys just take a rest and play with friends and sibling which are not depicted in the girl’s list of activities.

In defining images, Sovic and Hus (2015) assert visual images as decorations. They assume that learners learn from illustrations which help them to formulate their own roles in the society. However, illustrations show stereotypes. Sovic and Hus’ (2015) statements are supported by Yang (2016) who said that the textbook depicts gender stereotype in images which can affect and formulate students’ conception about their roles in their society. In Ariyanto’s (2018) study, the female student in the picture is represented in domestic and is familiar as a part of home life. From the statements and the examples above, it can be concluded that text and images in textbook may represent gender stereotype that can affect the way how people think and act in social life.

### 2.4 Previous Research Review

The topic of gender in textbook has been proposed by many researchers. There are ten studies that focus on gender issues in textbook. The specific issues being investigated are: gender construction (Bahman and Rahimi, 2010; Gebregeorgis, 2016; Namatende-Sakwa, 2018), gender bias (Barton & Sakwah, 2012; Lee, 2014; Ullah & Skelton, 2013; Tarrayo, 2014; Ariyanto, 2018), gender stereotype (Yang, 2016), and gender equality (Setyono, 2018).

Gebregeorgis (2016) and Namatende-Sakwa (2018) analyzed gender construction in EFL textbook used in Ethiopia and Uganda. By employing

Fairclough's model of CDA, Gebregeorgis (2016) analyzed how gender was constructed in the *English for Ethiopia Student's Book* for grade 4. The results of analysis indicated that the textbook contains both hegemonic gender-stereotyped discourse and an emerging discourse promoting egalitarian gender constructions. Even though women are visible in the public sphere, they occupy lower-position jobs, such as cutting hair and teaching at a lower grade level. Nevertheless, both female and male characters are made equally active and interactive in the texts that contain direct involvement of characters. In examining the constructions of women in Ugandan English textbooks, Namatende-Sakwa (2018) reported that women are portrayed to be physically weak, emotional, irrational, passive, dependent, and jealous in contrast to men who are attributed as physically strong and rational.

Bahman and Rahimi (2010), Barton & Sakwah (2012), Lee (2014), Ullah & Skelton (2013), Tarrayo (2014), and Ariyanto (2018) conducted a research about gender bias in EFL textbook used in Uganda, Pakistan, Philippine, Indonesia, and Japan. Ariyanto (2018) examined gender bias in the EFL textbook published by the Ministry of Education and Culture (MONEC). He found that the textbook still portrays gender biases in the visual and verbal texts analyzed.

Bahman and Rahimi (2010) reported the representation of gender in English textbooks of Iranian high school. The findings revealed that the manifestation of women and men in these textbooks was not fair. In other words, the presence of men was more highlighted than that of women regarding names, nouns, pronouns and adjectives attributed to them. In regard to firstness, also, male-attributed terms came first more frequently than those of females. In reading passages, male characters appeared more frequently than female characters. Moreover, these textbooks contained many male-generics in which women were almost invisible. Also, sexism was detected in regard to animal representations.

Barton and Sakwa (2012) conducted a survey of how gender is depicted in textbook and the role of teacher in mediating the texts. The results showed that a commonly used English-language textbook in Uganda is overtly gender biased. This is because it largely maintains a 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. Furthermore, the teachers mostly ignored gender issues.

Lee (2014) seeks to uncover the hidden curriculum in relation to gender representation in two popular series of contemporary Japanese EFL textbooks. The findings reveal common use of gender-neutral vocabulary and the neutral title Ms. to address women. However, gender disparities in the forms of female invisibility, male firstness and stereotypical images are still prevalent in the textbooks examined.

Ullah and Skelton (2013) elucidated gender biases in 24 school textbooks in Pakistan (Urdu, English and Social Studies) from classes 1 to 8 by employing a qualitative content analysis approach. The study discovered that school textbooks still contained gender-biased messages and stereotypical representations of male and females. The new textbooks are ideologically invested and contributed to the continuation of gender inequality.

Tarrayo (2014) looked at gender visibility (illustrations), "firstness", occupational-role representations, character attributes, and interests and lifestyles. He found out that males had higher representation in illustrations, "firstness", and in occupational roles. Moreover, about the same number of character attributes that was allocated to both genders. Females were usually attributed with their "good" looks and passivity; by contrast, males showed aggression, dominance, and activity. But, the number of interests and lifestyles of females was higher than those of males.

Yang (2016) analyzed gender stereotype in the EFL textbook series used in Hong Kong. This qualitative study analyzed how visualized male and female characters are represented in the selected illustrations, particularly in terms of their hair length and clothing. The results showed that females were more often portrayed having long hair rather than short hair and wearing dresses rather than trousers. For the color of clothing, although blue and pink are generally considered 'masculine' and 'feminine' colors, respectively, less than half and only

a small percentage of the human males and females were portrayed wearing blue and pink, respectively.

In analyzing gender equality, Setyono (2018) looked at visual and textual discourses representing images of women in EFL textbooks in the Indonesian secondary school context. The findings reveal that some gender discourses expressed by female characters and social actors in the analyzed textbooks support the continuation of gender biases and stereotypes, but some emerging discourses showed the positive images of women. It means that the textbooks have balanced materials that promote gender equality in textbook.

The previous studies reviewed on gender issue reported that most EFL textbooks showed gender-biased messages and stereotypical representations of male and females, even though some studies indicate the wider roles of women in the EFL textbooks. To extend a critical discourse analysis of EFL textbooks, this critical discourse study aims to reveal how gender is represented in EFL textbook by Indonesian authors.

## CHAPTER 3

### RESEARCH METHODS

This chapter explains the methodology utilized for analyzing gender representation in EFL textbook. The first part discusses research design. The second part deals with context of the research. The third part discusses data collection method. Last part discusses about data analysis method.

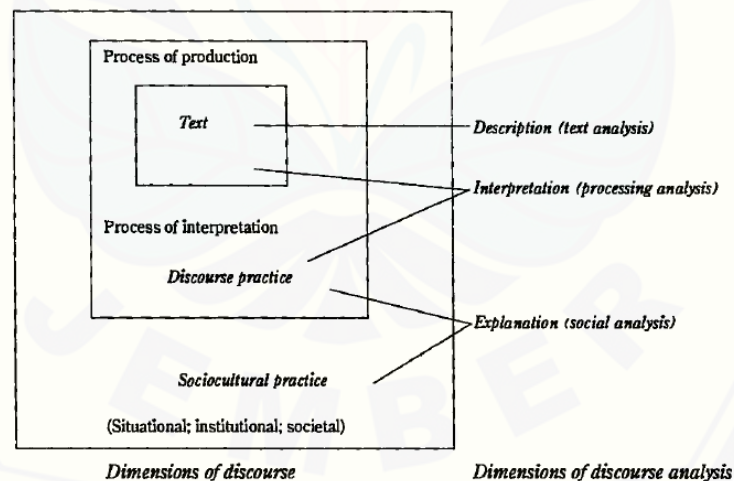
#### 3.1 Research Design

This study attempted to find out gender representation in the EFL textbook. The researcher chose qualitative research as the research design. They will be written in the form of words or sentences rather than numbers. Blaxter *et al.* (2006:64) states that qualitative research focuses on collecting and analyzing information in as many forms, chiefly non-numeric, as possible. It means that the qualitative research is concerned with analyzing the document analysis as well. The qualitative research used critical discourse analysis (CDA) as a tool to analyze the textbook.

Critical discourse analysis (CDA) is used to illustrate how social power inequality, abuse and dominance are resisted and reproduced through talk and text (Dijk, 2008). Fairclough (1995) defines discourse as language in social practice, which, in written, spoken, or visual form, becomes text when produced in a discursive event. This study used Fairclough's three dimensional (2001) approach to critical discourse analysis to explore gender representation. Fairclough (2001) numerates three types of constraints which are deployed by the elites over the contributions of non-powerful participants, "constraints on contents, relations and subjects" (Fairclough, 2001:61). Fairclough (2001:61) emphasizes that all the three constraints are in either "relatively immediate and concrete terms or in a relatively structural and long term way". It is worth mentioning that the power behind the discourse which has "long term structural effects of a more general sort" (Fairclough, 2001: 61) was the focus of the present study.

Fairclough's (1995) approach of CDA has three dimensions: text, discursive practice and social practice. This approach to critical discourse analysis was chosen as the framework for data analysis in this study. This approach works in three levels – the discourse, discourse production and interpretation, and discourse as an element of social practice (see Figure 2). This approach to critical discourse analysis was employed in this study by providing:

- a. Linguistic description of the discourse – textual and visual data from the textbooks
- b. Interpretation of the relationship between both productive and interpretative discursive processes and the discourse – what are attempted to be taught and what are most likely to be learned from textual and visual data from the textbooks
- c. Explanation of the link between discursive processes and social processes – the relationship that production and interpretation of texts and images have with the social context



**Figure 2: Norman Fairclough's Three Dimensional Approach to Critical Discourse Analysis (Fairclough, 1995, p. 98)**

### 3.2 Research Context

This study analyzed gender representation in an EFL textbook used in senior high school published by the Ministry of Education and Culture for grade 10. The textbook entitled *Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X [English for*

*High School/Islamic High School / Vocational High School/Islamic Vocational High School]* by Utami Widiati, Zuliati Rohmah, dan Furaidah. It consists of fifteen chapters and is used in a context where English is considered as a foreign language, so it is not used as a medium of communication in society.

This textbook represents the social practice in Indonesia. It has played an important role in the enactment of a new curriculum (English Curriculum 2013) which has the social competence that suggests the students to develop their attitude to know ideology values. In order to know the ideology values in this textbook, this study examined text and pictures in the terms of male and female occurrences, activities, social and domestic roles, pictorial representation.

### 3.3 Data Collection Method

Data are the important thing in conducting a research. In order to collect the data, documentary method was used as the technique of collecting data. Blaxter et al. (1996:141) state that documentary method is used for collecting data by using documents or written material as a basic for the research. Moreover, Blaxter et al (1996:167) also explain “researchers are expected to read, understand, and critically analyze the writings of others, whether fellow researchers, practitioners, or policy-makers”. It can be said that collecting data by using documents is studying, classifying, and analyzing the data. The data were obtained from curriculum document which was the textbook. The data were focused on the description and representation of gender which is presented in EFL textbook.

Furthermore, this study also used a table that consists of the specific units, theme, description, page, and the portrayal of gender in the textbook which is adapted from the table “visual and textual data of women portrayals in the textbook” in Setyono (2018). The form of data sheet can be seen as follows.

**Table 1. Visual and textual data of representation in the EFL textbook used in Senior High School (adapted from the table “visual and textual data women of portrayals in the textbook” in Setyono (2018))**

Unit	Theme	Description	Location/Page	Portrayal of gender in the textbook

### 3.4 Data Analysis Method

To analyze text and images that represent gender in textbook, a number of steps were taken. First, reading the textbooks comprehensively. Second, selecting text and pictures in the terms of 'females and males' occurrences', 'pictorial representation', 'activities', and 'social and domestic roles'. After identifying the specific data to be analyzed, they were analyzed using Fairclough's (1995) three dimensional approach.

1. In the first level of Fairclough's (1995) three dimensional approach, visual and textual data were described. Qualitative research generally requires some amount of personal interpretation by the researcher while describing and analyzing the data (Creswell, 2012).
2. In the second level of critical discourse analysis, the relationship between the discourse and the discourse practice were interpreted. In that level, the described texts and images were interpreted in terms of the aim of their production and the possible way of their interpretation.
3. Lastly, in the third level of the analysis, the discourse practice described in the second level was explained in terms of the sociocultural practice of Indonesia. There, the aim of production and the possible way of interpretation of the texts and images were explained with reference to the sociocultural norms and realities of Indonesia.

## CHAPTER 5 CONCLUSION

This chapter contains summary, conclusions, and suggestion with respect to stated objectives pedagogical implications of result.

### 5.1 Summary and Conclusion

The present study evaluated how gender is represented in senior high school English textbook published by the Ministry of Education and Culture of the Republic of Indonesia. The findings show that there are four aspects of gender representation which are female and male occurrences, pictorial representation of female and male, female and male activity, and social and domestic roles.

The result shows a progressive move towards gender equality although it still shows the stereotyped activities and social role of woman. The analysis showed from 1401 cases presented gender, 646 incidences of female occurrence appeared in the textbooks in forms of proper nouns, pronouns, or other representations; while 755 cases were reported for male occurrences. Furthermore, there was a huge and significant preference for representing males only in the pictures in the textbooks. Out of 61 pictures representing gender, 29 (47.5%) pictures represented males only, while 17 (27.9%) portrayed females only. In the terms of activities, females and males do school activities, outdoor activities, and indoor activities. In addition, male are dominated in leadership jobs. However, it still shows the positive view of females' jobs.

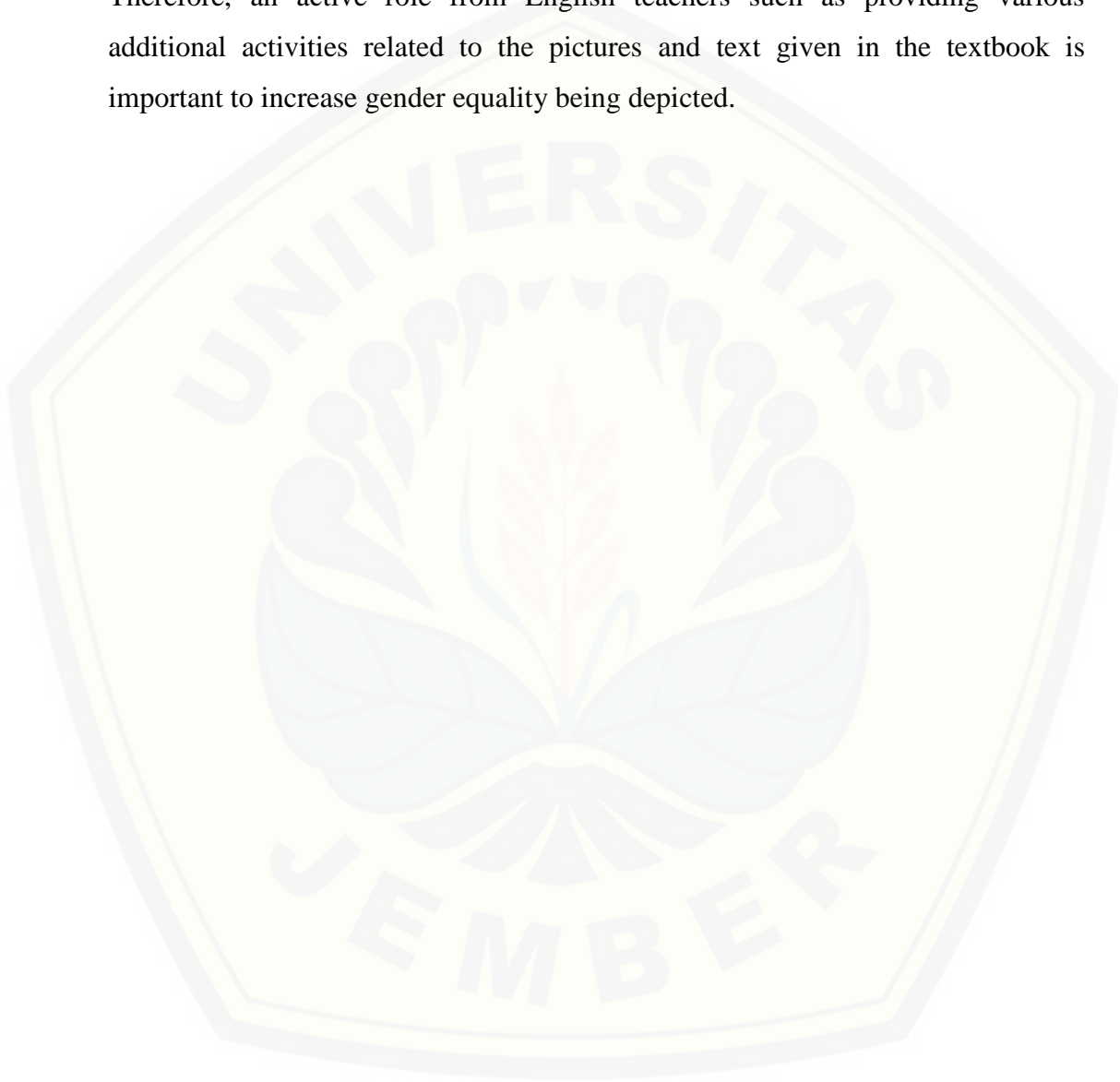
However, the results of the study reveal that some activities and social roles support the continuation of gender stereotypes, but there are also some emerging discourses that portray positive images of female characters and actors. Therefore, as evaluators and users of EFL textbooks, English teachers should become an active participant to overcome gender stereotype in the textbook.

### 5.2 Suggestion

In order to overcome the stereotyped, textbook authors need to take the issue of gender representation into consideration in order to develop textbooks in which the social matters including the roles played by both genders presented in neutral

way by which the students form an enriched perspective toward the roles expected to be performed by them.

English teachers should also consider the representation of gender in the EFL textbooks as an essential part in teaching English as a foreign language. Therefore, an active role from English teachers such as providing various additional activities related to the pictures and text given in the textbook is important to increase gender equality being depicted.





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APPENDIX A

RESEARCH MATRIX

Title	Research Problems	Variables	Indicators	Research Methods
Gender representation in the EFL Textbook used in Senior High School	How is gender represented in the EFL Textbook used in Senior High School?	Gender representation in the textbook	<ul style="list-style-type: none"> <li>- Female and male occurrences</li> <li>- Pictorial representation</li> <li>- Activities</li> <li>- Social and domestic roles</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Research Design</b> Critical Discourse Analysis (CDA)</li> <li><b>2. Research Context</b> English as foreign language</li> <li><b>3. Data Collection Method</b> Documentary</li> <li><b>4. Data Analysis Method</b> Describing, interpreting, and discussing</li> </ol>

APPENDIX B

Table 1. Visual and textual data of representation in the EFL textbook used in Senior High School (adapted from the table “visual and textual data women of portrayals in the textbook” in Setyono (2018))

Unit	Theme	Description	Page	Portrayal of Gender in the Textbook
1	Talking about self	A photograph of a female student who is reading a book	p.3	The depiction of female activity
		An email from Hannah who tells about her family and hers.	p.4	The positive view of female about their activities, interest and dream.
		A letter from Saidah who tells about her family, hobbies, and dream.	p.5	A fair treatment of female’s social role
		A picture of a man who is writing	p.7	The representation of male’s activity
		An exercise that tells about male’s activity in the weekend “ (His/he) spends the weekend playing guitar	p.14	The representation of male’s activity
		An exercise that tells about male’s activity “He is very diligent and loves reading. He always brings book in ____ (he/his) bag”	p.15	The representation of male’s activity
		A picture of a group of people who is standing in a line to take food in a party.	p.17	The activity of men and women
2	Congratulating and complementing others	A dialogue of Alif and his friend who are congratulating him as the new director of a national company where he works.	p.23	The representation of male’s social role
		A picture of two men with dialogue who are talking about the driving test.	p.27	The representation of male’s activities.
		A dialogue between Rani, Anisa, and Mr.Sultoni who are complimenting each other about their outfit.	p.28	The representation of female’s activity and male’s social role.
		A dialogue between Rudi and Ben who are complimenting each other about their outfit and Ben’s new hair style	p. 28	The activity of male and female
		“Tomy has just been promoted to be the branch manager of <i>Jepara Ukir Company in London</i> ”	p.30	The representation of man’s social role
		“ <i>Your sister has graduated from a culinary arts program in Padang, West Sumatra. She wants to be the best chef and plans to open her own restaurant.</i> ”	p.30	The positive view of women’s social role.
		A picture of an old man and a boy who complementing each	p.34	The portrayal of men activities

		other about their fishing skill.		
		A picture of a man who is congratulating a bun man about his great job.	p.34	The activity of man
		<i>"Your sister drives very well."</i>	p.35	The activity of woman
		<i>"Your brother has just bought a new, smart robot".</i>	p.36	The activity of man
3	What are you going today?	A dialogue of two young women and a young men who talk about their plan on holiday	pp.40-41	Stereotyped of women and men activities and the representation of woman's social role
4	Which one is your best gateway?	A picture of two men who go hiking	p.50	The activity of men.
7	The Wright Brothers	A script of interview with the Wright Brothers who are inventor	p. 97	The social role of man
		<i>I help my mom cook in the kitchen</i>	p. 104	The activity of women
8	My Idol	A photograph of Anggun C. Sasmi who is a singer	p.109	The representation of female's social role
		A photograph of Lionel Messi who is a football player	p.109	The representation of male's social role
		A photograph of Afgan who is a singer	p.110	The representation of male's social role
		A dialogue between Mida and Dika who talk about their idol	p.112	The portrayal of woman's activity and social role
9	The Battle of Surabaya	A text about the battle of Surabaya	p.123	The portrayal of male's social role
10	B.J. Habibie	A text about B.J. Habibie	p.134	The portrayal of males' and females' social roles
11	Cut Nyak Dien	A text about Cut Nyak Dien	p. 145	The portrayal of female's social role
13	Malin Kundang	A story about Malin Kundang	p.172	The activity of men
14	Strong Wind	An exercise that tells about male's activity <i>"John _____ (repair) many cars before he received his mechanic's license"</i>	p.189	The activity of men