



**GENDER DOMINANCE PORTRAYED IN THE INDONESIAN
ELT TEXTBOOK FOR JUNIOR HIGH SCHOOL STUDENTS**

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ART DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY
2019**



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THESIS

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

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MOTTO

“Life is like riding a bicycle. To keep your balance you must keep moving.”

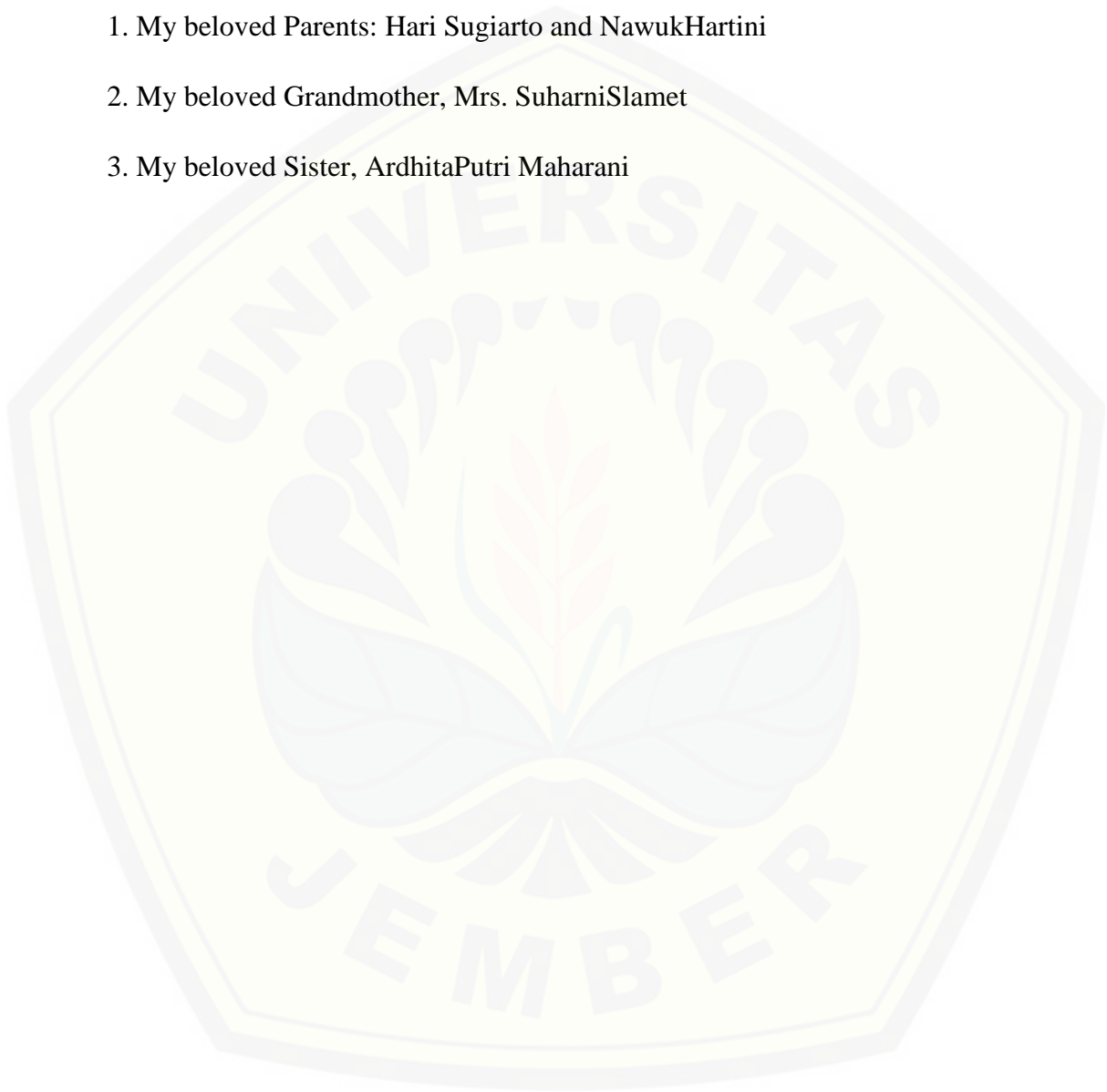
(Albert Einstein)



DEDICATION

This thesis is honorably dedicated to:

1. My beloved Parents: Hari Sugiarto and NawukHartini
2. My beloved Grandmother, Mrs. SuharniSlamet
3. My beloved Sister, ArdhitaPutri Maharani



STATEMENT OF THESIS AUTHENTICITY

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 11th, 2019

The writer,

AyundaLufianaDewi
NIM. 150210401003

CONSULTANTS' APPROVAL

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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 11th2019

The Writer

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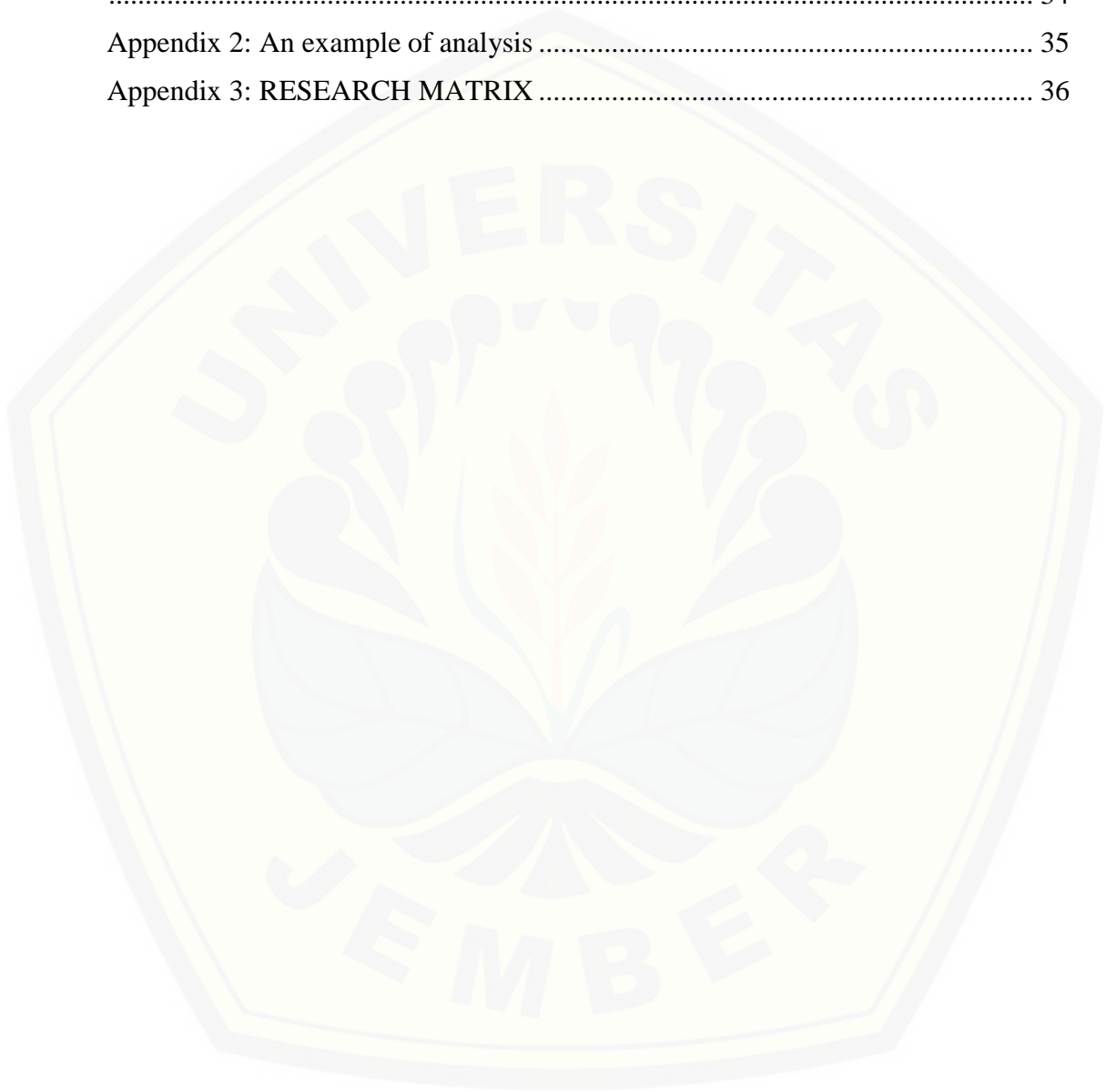
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SUMMARY

Gender Dominance Portrayed in the Indonesian ELT Textbook for Junior High School Students; AyundaLufianaDewi; 150210401003; 2019; 36 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

In general, people view a man and a woman differently. Crawford (2004) states that women's occupations are associated with their gentle and other feminine characteristics, while men's jobs are related to their strengths and masculinities. Thus, there is still existence of gender inequality practices in society. Due to this, the gender issue is still important to be examined, particularly in English textbooks. Because when there is inequality representation between man and woman in the textbook, then it will contribute to slow down the process of establishing equality among people. To minimize the gender bias portrayed in ELT textbook, the researcher sketches out the literature in analyzing gender dominance in ELT textbook, such as gender equality and its practices in Indonesia, and gender equality materials in ELT textbooks.

Gender equality does not mean that women and men should become the same, but that women's and men's rights, responsibilities, and opportunities will not depend on whether or not they are born male or female. When gender equality exists, a society equally values men's and women's similarities and differences. However, the practice of gender inequality in Indonesia is found in many sectors according to The Global Gender Gap Report, 2014. Almost in all aspects of life, women are not much better than men. Due to this, the textbook plays a leading role in making a mental image of males and females in society (Greshuny, 1977; Kobia, 2009). As textbooks play a crucial role as the main reference which supports and influence the whole learning activities especially for the students, then a balanced portrayal of gender in ELT textbooks should be improved.

The gender dominance was analyzed including female/male pictures, female/male mentioned, female/male roles, female/male games, and female/male

role models (Longsdon, 1985). In this study, the content of the English textbook was analyzed through the representation of the images which contain gender dominance by using visual semiotic of Roland Barthes which contain two layers (denotation and connotation). The textbook analyzed was entitled *Bahasa Inggris When English Rings the Bell SMP/MTs Kelas VIII*. There were five steps of procedure analysis, they were identification, code, analysis, interpret, and discussion.

The result of analysis based on Longsdon (1985) aspects, the findings reveal that the textbook male dominated in three aspects consisting of female/male pictures, female/male mentioned, and female/male roles, while in the aspect of female/male games there was balanced number representation and in the aspect of female/male role model, the representation of female was outnumbered of male. From the visual semiotic analysis, the result of analysis demonstrated that in the textbook selected in this study represented where man had more opportunities in almost all aspects discussed, however the portrayal of woman was appeared as having opportunity such as higher education in some aspects analyzed.

In short, the aims of schools textbooks should reduce portrayal of gender bias in society and culture. This would demonstrate both men and women that are competent and can be equally good if both are provided with equal opportunities. Furthermore, the researcher hopes that this study will be useful as information for English teachers, textbook author, and other textbook analysts who want to analyze another different textbook particularly in Indonesia.

CHAPTER I. INTRODUCTION

This chapter introduces several aspects related to the problem being investigated. It presents the discussion on the research background, research question, research objective, and research contributions.

1.1 Research Background

In general, people view a man and a woman differently. Physically people view men are stronger than woman, while emotionally women are more susceptible compared to men who are more rational. This image of a man and a woman may affect people's viewpoints about the roles of a man and a woman in society. Based on the physical and emotional aspects, people have classified that some jobs are suitable only for men while some other jobs are suitable only for women. Crawford(2004) stated that women's occupations are associated with their gentle and other feminine characteristics (e.g., nurse, secretaries, and school teacher), while men's jobs are related to their strengths and masculinities (e.g., engineers, mechanics, and computer scientists). To conclude, a woman is positioned to have jobs that require small portions of physical activities and demand-less problem-solving skills, whereas a man is positioned to have jobs that demand physical strengths and apply decision-making skills.

The previous paragraph shows the existence of gender inequality practices in society. Gender inequalities are problematic as they lower well-being and are a form of injustice in most conceptions of equity or justice (Klasen and Wink, 2003). Due to this, the gender issue is still important to be examined, particularly in English textbooks, to know the extent to which gender inequality practices exist in language learning materials. Textbooks play a very important role in ELT education since it is used by teachers as a core means of teaching in 70-95% of classroom time (Benavot& Marini, 2016). Gender issues can exist through the topics, pictures, example sentences, reading passages, discussion questions, and many activities included in the books (Arkan, 2005). Besides, textbooks play a leading role in making the viewpoint of males and females in society

(Greshuny, 1977; Kobia, 2009). It is possible that the contents in which ELT textbooks represent the dominance between males and females will influence the opinions of language learners in creating gender differences. For example, Treichler and Frank (1989) argue that gender-bias depictions in textbooks might well affect children's career choices. Others have argued that students develop their pride and confidence in society when they see their "appropriately gendered role models" in books and other educational materials (Campbell, 2010). Analyzing gender dominance in the textbook is important because it still needs attention to help their development and besides gender in education is still much debated (Sunderland 2000). Moore (2007) argues that the gender bias in ELT textbooks could contribute to different understanding of social and cultural reality and norms of a society between female and male. Indonesia recognizes gender equality practices, however as in Indonesian social communities and education has different ethnic groups that hold particular social and cultural values of gender equality, it does not fully reflect the ideological values of Indonesian society and recognize gender differences although male and female genders have been equally treated in education (Aryanto, 2018). If the unbalanced representation of men and women in textbooks happened then it may cause the gender biases through learning materials that could contribute to slowing down the process of establishing equalities among people.

There are many previous research studies examining the issue of gender representation in English-language textbooks using different tools of analysis (e.g., content, linguistic analysis, critical discourse analysis). To situate research on gender representations in ELT textbooks, ten previous studies on the issue of gender dominance in ELT textbook in different countries (e.g., Iran, Uganda, Jordan, Hong Kong, Saudi Arabia, and Indonesia) have been reviewed by some researchers (Bahman and Rahimi, 2010; Barton and Sakwa, 2012; Foroutan, 2012; Parham, 2013; Nofal and Qawar, 2015; Dabbagh, 2016; Lee, 2016; Sulaimani, 2017; Aryanto, 2018; and Setyono, 2018). Findings of the previous studies demonstrated that gender portrayed in ELT textbook was dominated by the

male gender. From ten research articles reviewed, however, research studies on the issue of gender in ELT textbooks are underexplored in Indonesia. To fill this gap, this present research will focus on examining gender dominance portrayed in an ELT textbook for junior high school students in Indonesia. To open the room for critical examination on the textual and non-textual information, critical discourse analysis (CDA) will be used as a tool of analysis.

1.2 Research Question

To guide the analysis of gender issue in the textbook, the research question is formulated as follows:

1. What gender dominance is portrayed in the Indonesian ELT textbook for junior high school students?
2. How are male and female domination represented in the textbook?

1.3 Research Objective

The research objective is to portray the representation of gender dominance in the ELT textbook for junior high school students in ELF context. The portrayal of gender dominance is focused on the analysis of the textual and non-textual presentation.

1.4 Research Contributions

The research results are expected to give practical and empirical contributions.

Practically, this study is expected to give English teachers information about gender dominance portrayed in ELT textbook so that teacher can apply gender equality in the class and be more selective in choosing an appropriate textbook for students. Textbook writers are expected to provide balanced materials by reducing materials containing gender bias.

Empirically, the findings of the present study are expected to be useful for other textbook analysts who want to conduct similar research by analyzing other English textbooks published by different publishers in Indonesia.

CHAPTER II. LITERATURE REVIEW

This chapter sketches out the literature which is applied in analyzing gender dominance in ELT textbook. It includes gender equality and its practices in Indonesia, gender equality materials in ELT textbooks, and previous research studies.

2.1 Gender Equality and Its Practices in Indonesia

Gender equality is a social condition whereby women and men share equal rights and a balance of power, status, opportunities, and rewards. Gender equality can be broadly conceptualized by men and women having 1) equitable access and use of resources, 2) equitable participation in relationships, the household, the community, and political arenas, and 3) safety or freedom from violence (Rolleri, 2012). Gender equality does not mean that women and men should become the same, but that women's and men's rights, responsibilities, and opportunities will not depend on whether or not they are born male or female. When gender equality exists, a society equally values men's and women's similarities and differences.

In Indonesia, gender equality is mentioned in the Indonesian constitution. Article 28H paragraph (2) of the 1945 Constitution of the Republic of Indonesia stated that every person shall have the right to receive same opportunity and benefit in order to achieve equality and fairness. However, the practice of gender inequality in Indonesia is found in many sectors, such as education, labor market outcomes, entrepreneurship and finance, infrastructure, health, and institutions and laws (The Global Gender Gap Report, 2014). Almost in all aspects of life, women are not much better than men.

According to The Global Gender Gap Report (2014), in the educational sector, on average Indonesian women are slightly better educated than Indonesian men, but women's labor participation is lower than that of men in Indonesia.

Women experience higher levels of unemployment and underemployment, are represented in the informal sector, and are more likely to be unpaid workers. In the business sector, women are underrepresented as entrepreneurs. They have difficulties in accessing financial resources to develop business and carry out their entrepreneurial abilities. Inadequate transport infrastructure and services are additional obstacles to women's full economic participation. Reliable and efficient transport is particularly important for women as they often handle household responsibilities with employment which can make it difficult to work at a distance from home. In the sector of health services, women's income capacity can limit their access to health services. Women are more susceptible to mental illness than men. Lastly, gender equality is hampered in many instances by laws and institutions that deny women equal property rights, acknowledgment as a household head, and access to work. Women are also under-represented politically, making it harder for their voices to be heard.

In conclusion, it appears that men are more dominant compared to women. The stereotypical view of men tends to form dominance hierarchies and women who build egalitarian structures are widely accepted (e.g., Bakan, 1966; Moskowitz, Suh, & Desaulniers, 1994). Although it has never been empirically tested whether women are organized in a more egalitarian way than men, there is some indirect evidence that seems to support this stereotypical belief. Men, for example, are more successful than women in gaining a high dominant position in direct gender meetings and arising as leaders more often than women, even if women are predominantly dominant. Butler explained that gender is something that people produce through their practice (Kendall, 2007). Likewise, according to Goffman, gendered self is achieved through various ways of speaking or behaving that are conventionally associated with gender (Kendall, 2007)

2.2 Gender Equality Materials in ELT Textbooks

According to Hamdan (2010), school textbooks play an important role in determining pupils' worldview of female and male roles in society. Furthermore, Cunningsworth (1995) posits that "roles of a textbook as a presented material, as a

source of classroom activities, as a source of grammar, vocabularies, intonation for students, as a syllabus”. Westbury (cited in Hopmann et. al. 2004) argues that textbooks are “the most important resources which teachers and schools have as they do their work of educating”. Stromquist et al. (1998) noted that learning material is the set of knowledge that is transmitted through the roles men and women play in the staffing of schools, the way teachers treat male and female students, and the manner in which adults interact with others in texts. Another dimension was added to the learning material, which is the expectations teachers have of boys and girls regarding occupational and family roles, the differential vocational advice was given to boys and girls, the behavioral norms and disciplinary sanctions enforced at school, and the re-creation within the school of norms and values concerning masculinity and femininity by the peer group (Levinson, 1997). According to Stromquist et al. (1998) from a feminist perspective, a distinction should be made between non-sexist curriculum - one that is free of gender stereotypes and other forms of distortions; and an anti-sexist curriculum - one that seeks to destroy stereotypes and to build a new way of perceiving and establishing social relations between men and women.

One of the major elements in the educational system in general and English education in particular, which can practice gender bias, is language teaching and learning textbooks. Textbooks play a very important role in ELT education because generally through textbooks educate the students with the culture and values of the target language. Textbooks in language education are seen as an important channel of both input and ideology for language learners (Cortazzi & Jin, 1999) which affect students' success or failure (Mukundan, Nimechisalem & Hajimohammadi, 2011). Besides textbooks also play a leading role in making a viewpoint of males and females in society (Greshuny, 1977; Kobia, 2009). Consequently, it is possible that the way in which ELT / ESL textbooks represent gender dominance between males and females in society will influence the perspective that language learners create about gender differences.

Since the 1970s, scholars, and researchers have looked at the depiction of gender roles in ELT textbooks. Gender dominance often manifests itself in English as a Second Language (ESL) textbooks with an over-representation of males (Ansary and Babaii, 2003; Johansson and Malmsjo, 2009) and with women often being caricatured and assigned stereotypical roles and reactions. The lack of representation of women in text and visual images that are common compared to men shows that women are less important or less worthy of mention. Honorable job roles (for example, doctors, presidents, chief executive officers, founders) are occupied by men, and women are often portrayed in terms of their relationships with others (e.g. mothers, cousins, wives) and are described as weak, sick or disabled. Treichler and Frank (1989) argue that descriptions of gender biases in textbooks might influence children's career choices. Others argue that students develop their self-esteem and sense of self in society when they see their appropriate gender role models in books and other educational materials. (Campbell, 2010). In the textbook, gender inequality can also be expressed through structure and linguistic sexism. 'Linguistic sexism' refers to the use of words, phrases, or expressions in such a way that they display an unbalanced description of women and men, which includes disparaging, reducing or excluding gender, usually women. One form of linguistic sexism is men as-normal ideology, which makes women invisible or makes them feel exclusive.

Hence, as textbooks play a crucial role as the main reference which supports and influence the whole learning activities especially for the students, then a balanced portrayal of gender in ELT textbooks should be improved.

2.3 Previous Studies on Gender Dominance in English Textbooks

This section reviews previous studies focusing on gender dominance taken from different international ELT textbooks. There are ten previous studies on gender dominance I have reviewed.

Since 2010, gender dominance in English textbooks has been documented in different countries such as Iran, Uganda, Jordan, Hong Kong, Saudi Arabia, and

Indonesia. To begin with, in examining gender representation in English textbooks of Iranian high schools written by Birjandi et al.(2006), Bahman and Rahimi (2010) analyzed three volumes of textbooks which were taught in the first, second and third grades of Iranian high schools. They were analyzed in terms of names, nouns, pronouns, and adjectives allocated to each sex. This study employed both qualitative and quantitative approaches. The results revealed that there was not a fair treatment of females and males in these series of textbooks, i.e., there is a big gender gap between the portrayal of females and males in the books under investigation. Male dominated in the textbooks investigated rather than women.

In Uganda, Bartona and Sakwa (2012) investigated how an English-language textbook used commonly in Uganda secondary schools reinforced gender stereotypes which were prevalent in society by using both qualitative and quantitative analysis of omission in the text; occupational visibility; masculine generic constructions; and adjectives in English in Use, Book 2 textbook. The findings showed that from those points investigated, it was represented by a male 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. At the same year, Foroutan (2012) examined gender characteristics represented through the educational system are associated with the languages used in the educational resources in Iran by using content analysis based on Iranian school textbooks in primary, intermediate and advanced level, including 35 teaching and grammar textbooks for Persian (Farsi), Arabic and English languages. The findings show that in the primary and intermediate textbook, male and female genders had been fairly equally represented and at a higher level, male gender more dominated rather than female gender.

In the same place of Bahman and Rahimi (2010), Parham (2013) examined the representation of gender in conversations, illustrations and graphic design of the cover in nine packages designed to teach English to young children for evidence of bias in Iran by using macro and micro levels of Critical Discourse

Analysis. The results showed in conversation, the female dominated; in illustrations, male dominated, and in graphic design, there was no meaningful difference in the representation of males and females.

In Jordan, Nofal, and Qawar (2015) examined gender representation in one of the English language textbooks, namely, Action Pack 10 by using content analysis, focusing on, the ratio of female to male characters and the depiction of female and male characters in social settings and in domestic settings as well. The results showed that from those points highlighted, male more dominated than rather than female.

In the same place of previous research in 2010 and 2013, Dabbagh (2016) used content analysis in examining gender positioning in the images used in the recent ELT nationwide textbooks, i.e. Prospects 1, 2 & 3 in Iran in which frequency of the aforementioned categories for male and female individuals in the images of Prospect Series were examined. The findings showed that the authors presented a balanced view towards males and females dealing with the roles of gender in terms of an active role, gaze direction, visual techniques, body display, and spaces.

In different place of the previous research, Lee (2016) examined the ratio of female-to-male appearances, the extent of use of gender-neutral and gender-marked constructions, the common adjectives associated with women and men, the common address titles for reference to women, and the order of appearance of women and men in Hong Kong by using content analysis method based on nine of EFL textbooks for high school students published in Japan in 2011. The results showed that from those points investigated, the results revealed that despite the Japanese government's attempt to redress gender inequality, gender bias disfavoring women was still evident in the books examined, though in different degrees. By using Critical Discourse Analysis, Sulaimani (2017) investigated gender frequencies in conversations in three dimensions: gender relations, subject positions, and contents in an International English as a Foreign Language (EFL)

textbook that has been specifically adapted for the Saudi Arabian context using quantitative data using critical discourse analysis based on English Unlimited Special Edition/ level1. The findings showed that from those three dimensions, male gender more represented rather than female in the textbook.

In Indonesia, Aryanto (2018) examined how females and males are represented in the prescribed Indonesian ELT textbook published by the Ministry of National Education entitled *When English Rings the Bell* for junior high school grade VII by using Critical micro-semiotic analysis through visual and verbal texts. The finding showed that gendered texts and discourses in the textbook inadequately depict gender equality. At the same year, Setyono (2018) examined representation images of women in EFL textbooks in the Indonesian secondary school context by using critical discourse analysis through visual and textual discourse for textbook entitled *Bahasa Inggris untuk SMA Kelas X, XI, and XII* [English for Senior High Schools X, XI, and XII] published by the MONEC in Indonesia. The findings reveal that some gendered discourses expressed by female characters in textual and visual data support the continuation of gender stereotypes, but there are also some emerging discourses that portray positive images of female characters and actors.

Those previous studies above report the issue of gender dominance in ELT textbooks in some countries such as Iran, Uganda, Jordan, Hong Kong, Saudi Arabia, and Indonesia. By applying different tools of analysis (e.g., content analysis and critical discourse analysis), trends of the findings demonstrated that in the textbook, men more dominated rather than women in both visual and non-visual. Thus, it showed that most ELT textbooks are portrayed with gender-biased messages and unbalanced representations of male and females, although there are wider roles of women in the ELT textbooks in some studies.

From ten previous articles reviewed, there were only few research studies examining the issue of gender in ELT textbooks in Indonesia. To fill this gap, this research analyzes the issue of gender dominance through the representation of

female/male pictures, female/male mentioned, female/male roles, female/male games, and female/male role model portrayed in an ELT textbook for junior high school students in Indonesia. Then, the present study also applies visual semiotic analysis proposed by Roland Barthes to analyze in-depth meanings of gender dominance in ELT textbooks through those five categories of dominance.



CHAPTER III. RESEARCH METHODS

This chapter explains the methodology used to analyze gender dominance portrayed in ELT textbook. The first part discusses the research design, the second part deals with the tool of analysis, the third part discusses the textbook as the unit of analysis, and the last part deals with procedures of analysis.

3.1 Research Design

The purpose of this study was to analyze gender dominance portrayed in an ELT textbook for junior high school students in Indonesia. Critical discourse analysis (CDA) was chosen as the research design because CDA could illustrate “how social power abuse, dominance, and inequality are enacted, reproduced and resisted through text and talk” (van Dijk, 2008). CDA is concerned with the analysis of written texts and spoken words to reveal the sources of imbalance (power, dominance, inequality, and bias) and how they are initiated and preserved (Dijk, 1997). Moreover, CDA scholars seek to expose these imbalances by looking behind words to uncover the ideological assumptions in written texts or oral speech (Fairclough, 1989) in order to provoke people to corrective action (Fairclough, 1992).

3.2 Data of the Study

Data of the present study are gender dominance in an ELT textbook for Grade VIII of the junior high school published by the Ministry of Education and Culture. The data of the present study (gender dominance) in the textbook has been identified by the researcher in each chapter of the textbook (Appendix 1).

The textbook is entitled *Bahasa Inggris When English Rings the Bell SMP/MTs Kelas VIII*. The English textbook for eighth-grade students of junior high school was selected because: (1) it is written based on English Curriculum 2013, (2) it contains some gender dominance both in visual and non-visual materials, (3) it was written by Indonesian authors who are assumed to portray Indonesian context well, (4) it is used in many junior high schools in Indonesia, and (5) it is yet not investigated by previous researchers

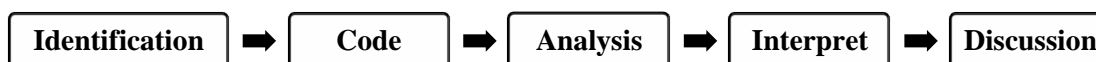
This textbook consists of 13 chapters in 226 pages. Becoming a part of the 2013 Curriculum, this textbook highlights the importance of balancing student's attitudes, knowledge, and skills. Thus, the materials in the textbook (tasks, texts, and images) are written to facilitate the development of students' competencies in understanding English. The textbook also follows the steps of observing, questioning, exploring, associating, and communicating. Those five activities involve the four language skills (listening, speaking, reading and writing practice) and language components (vocabulary, pronunciation, and grammar).

3.3 The Tool of Analysis

Gender dominance in the textbook can be represented through texts and/or images. However, the present study only analyzed the images which contain gender dominance in the textbook because images (pictures, photographs) contain rich information about gender representation and it is easier for readers to understand their meanings. As a tool of analysis in CDA, visual semiotic analysis was used in this research because the focus of analysis is the images representing gender dominance in the textbook. Through visual semiotic analysis, an image that contains gender dominance can be described and interpreted based on its contexts (Jewitt & Oyama, 2001). In this present study, visual semiotics of Roland Barthes was used to analyze the images of gender dominance in the textbook. In Barthesian visual semiotics, the image has two layers: The first layer is denotation that explains what and who is being depicted in the picture; the second layer is connotation that explores the ideas and values expressed through what is represented, and through the way it is represented in the picture (Van Leeuwen, 2001).

3.4 Procedures of Analysis

To analyze the images that contain gender dominance in the English textbook for junior high school in Indonesia, a number of steps in the following will be taken.



Flowchart 1. Procedures of How to Analyze Images

The procedures of analysis in the flowchart above show that the first step is to identify the images that contain gender representation throughout the chapters in the textbook. The second is to code the identified pictures based on five aspects, i.e.;

- Female/male pictures: the writer counted the number of female/ male pictures presented in the textbook examined.
- Female/male mentioned: the female/male mentioned in the textbook examined was counted (included female/male's names, subject pronoun, and female/male's term).
- Female/male roles: the occupation roles of female/male (ex. students, teacher) were counted.
- Female/male games: the writer counted the number of female/ male games/ sports found in the textbook examined, and
- Female/male role model: the role models presented in the pictures of textbook examined were counted. (Longsdon, 1985).

Third, the pictures were analyzed to show what gender representation implicitly and/or explicitly stated in the pictures according to Roland Barthes visual semiotic analysis. The example of analysis can be seen in **Appendix 2**. The fourth step is to interpret the results of the analysis. The final step is to discuss the results of the analysis by comparing and contrasting them to the related theories and findings of previous studies.

CHAPTER V. CONCLUSION AND SUGGESTION

This study has portrayed the representation of gender dominance in the ELT textbook for junior high school students entitled, 'Bahasa Inggris When English Rings the Bell SMP/MTs Kelas VIII'. The content of the English textbook has analyzed through the representation of the images which contain gender dominance. The study has analyzed including female/male pictures, female/male mentioned, female/male roles, female/male games, and female/male role models (Longsdon, 1985) by using visual semiotics of Roland Barthes containing denotation and connotation. Dealing with Longsdon(1985) aspects, the findings reveal that the textbook male dominated in three aspects consisting of female/male pictures, female/male mentioned, and female/male roles, while in the aspect of female/male games there's balanced number representation and in the aspect of female/male role model, the representation of female is outnumbered of male. From the visual semiotic analysis, the result of analysis demonstrated that in the textbook selected in this study represented where man has more opportunities in almost all aspects discussed, however the portrayal of woman is appeared as having opportunity as higher education in some aspects examined in the previous chapter.

There is a suggestion for English teachers, textbook writers, and other textbook analysts. For the English teachers, it is better to be more selective and careful in choosing an appropriate textbook for students containing gender and it is also better for the teacher to apply gender equality in the classroom which can help students get their equal opportunities. For the textbook writers, it is better if they can create balanced material of gender equality in the textbook and reduce the gender bias content in the textbook by reflecting the real portrait in Indonesian society. And for other textbook analysts, it is better if they can analyze the other English textbooks published by different publishers in Indonesia by using either similar or different research study.

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Appendix 1: The distribution of gender dominance in each unit of the textbook

Unit	Topic	The distribution of gender dominance through IMAGES in the textbook									
		F/M Pictures		F/M mentioned		Roles		Games/Sports		Role Model	
		F	M	F	M	F	M	F	M	F	M
Chapter 1	It's English Time	42	43	20	25	2	2	NA	NA	(Lina Mom my Ma' am Sita)	NA
Chapter 2	We can do it, we will do it	9	11	7	6	2	1	NA	NA		
Chapter 3	We know what to do	NA	NA	NA	NA	NA	NA	NA	NA		
Chapter 4	Come to my birthday, please!	22	18	15	9	3	2	NA	NA		
Chapter 6	Our busy roads	NA	NA	NA	NA	NA	NA	NA	NA		
Chapter 7	My uncle is a zookeeper	5	11	2	2	3	3	NA	NA		
Chapter 8	What are you doing?	20	25	4	1	3	5	1	1		
Chapter 9	Bigger is not always better	7	2	4	5	1	1	NA	NA		
Chapter 10	When I was a child	9	9	1	6	2	1	NA	NA		
Chapter 11	Yes, we made it!	7	19	NA	NA	NA	NA	NA	NA		
Total		121	138	53	54	25	26	1	1		

Notes:

F/M : Female / Male

NA : Not Available

Appendix 2: An example of analysis

Unit	Page	Gender Dominance Analysis
NA	Book Cover	<div data-bbox="874 472 1129 837" data-label="Image"> </div> <p data-bbox="639 864 1369 1579">The book cover represents a picture of people surrounds the globe. The book cover denotatively shows a picture of six students and two teachers who are around the globe. This is reflected in their clothes which are different, six children are wearing a uniform and the two pictures below are wearing the same brown clothes just like a teacher. Connotatively, as a visual semiotic resource, the picture expresses a balanced numberrepresentation of having the same opportunity in raising their hand as in the picture between male and female. Besides, the balanced representation of male and female in the picture shows the happiness on their face and there is no one showing sad expression. The gender representation aspects according to Longsdon(1985) aspects show that female and male pictures in the textbook have equal number representation and their roles they have are different, where two female and male in the bottom are teachers and the six children above are as the students. Thus, there is a balanced portrayal of the cover of the textbook.</p>

Appendix 3: RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	METHODOLOGY
Gender Dominance Portrayed in the Indonesian ELT Textbook for Junior High School Students	1. What gender dominance is portrayed in the Indonesian ELT textbook for junior high school students? 2. How are male and female domination represented in the textbook?	Gender dominance in the Indonesian ELT textbook for junior high school students	Longsdon's five aspects of gender representation in the textbook: 1. Female/male pictures 2. Female/male mentioned 3. Female/male roles 4. Female/male games 5. Female/male models	1. Research Design Critical Discourse Analysis 2. Tool of Analysis Visual semiotic analysis of Roland Barthes 3. Data of Study Images in ELT textbook for junior high school 4. Procedure of Analysis Identifying Coding Analyzing Interpreting Discussing