



**GENDER REPRESENTATION IN JUNIOR HIGH SCHOOL EFL  
TEXTBOOK: A CRITICAL DISCOURSE ANALYSIS**

**THESIS**

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JEMBER UNIVERSITY**

**2019**



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**MOTTO**

“Before God We Are All Equally Wise And Equally Foolish.”

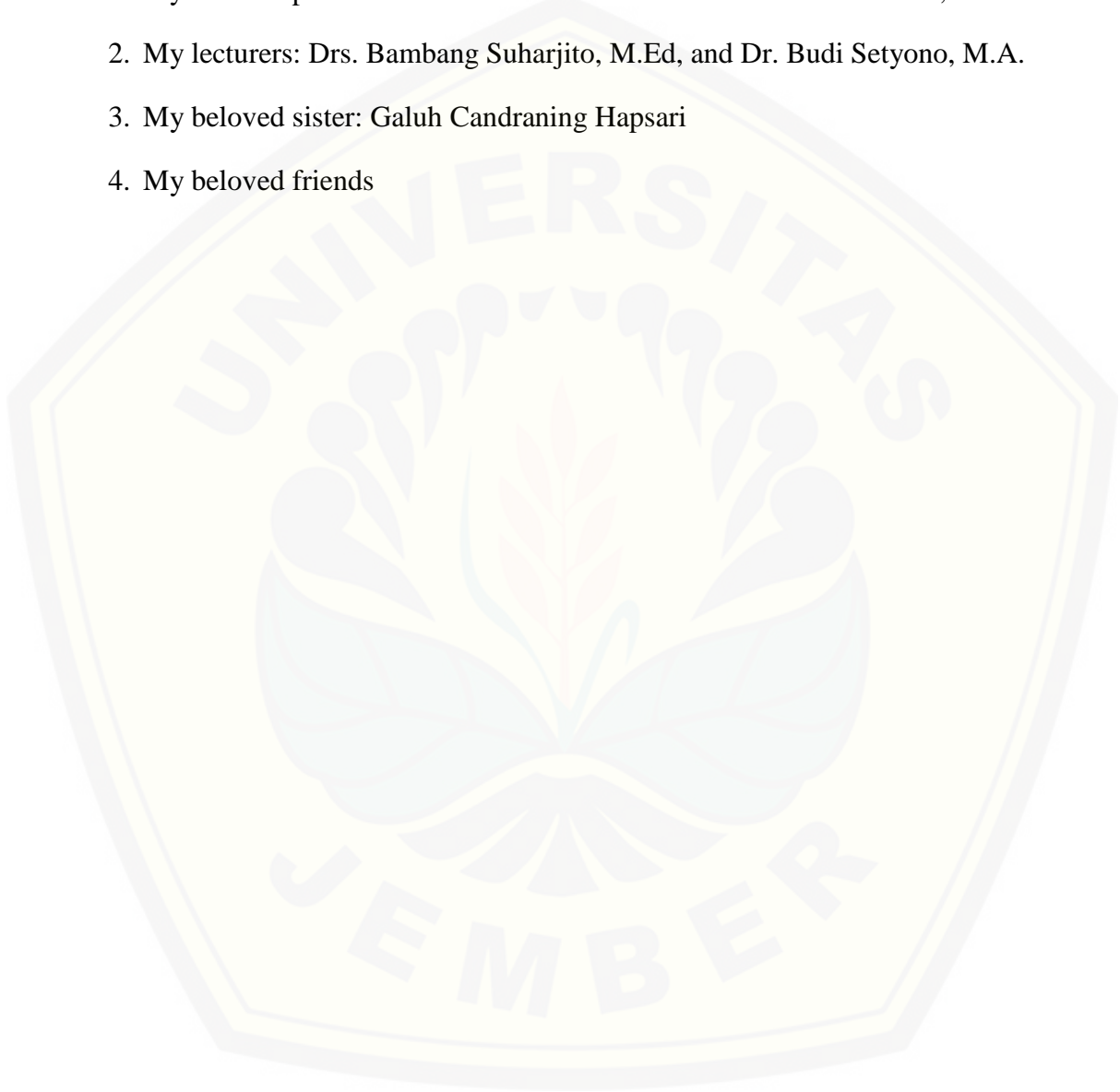
(Albert Einstein)



## DEDICATION

This thesis is honorably dedicaed to:

1. My beloved parents: Ir. Edi Soeharto and Wiwiek Srie Wulandarie, S.H.
2. My lecturers: Drs. Bambang Suharjito, M.Ed, and Dr. Budi Setyono, M.A.
3. My beloved sister: Galuh Candraning Hapsari
4. My beloved friends



**STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author himself. 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, October 2019

The writer,

**Sigit Cahyo Anggoro**  
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**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, October 2019

The Writer



**TABLE OF CONTENTS**

<b>GENDER REPRESENTATION IN JUNIOR HIGH SCHOOL EFL TEXTBOOK: A CRITICAL DISCOURSE ANALYSIS</b> .....	<b>i</b>
<b>THESIS</b> .....	<b>i</b>
<b>MOTTO</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>STATEMENT OF THESIS AUTHENTICITY</b> .....	<b>iv</b>
<b>CONSULTANTS' APPROVAL</b> .....	<b>v</b>
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>
<b>APPENDIX I RESEARCH MATRIX</b> .....	<b>x</b>
<b>APPENDIX II LIST OF CHARACTER EDUCATION</b> .....	<b>x</b>
<b>APPENDIX III VISUAL AND TEXTUAL MATERIALS</b> .....	<b>x</b>
<b>SUMMARY</b> .....	<b>xi</b>
<b>CHAPTER 1 INTRODUCTION</b> .....	<b>1</b>
1.1 Research Background.....	1
1.2 Research Questions .....	4
1.3 Research Objectives .....	4
1.4 Research Contributions .....	4
<b>CHAPTER 2 REVIEW OF RELATED LITERATURE</b> .....	<b>5</b>
2.1 Gender as Social Construction .....	5

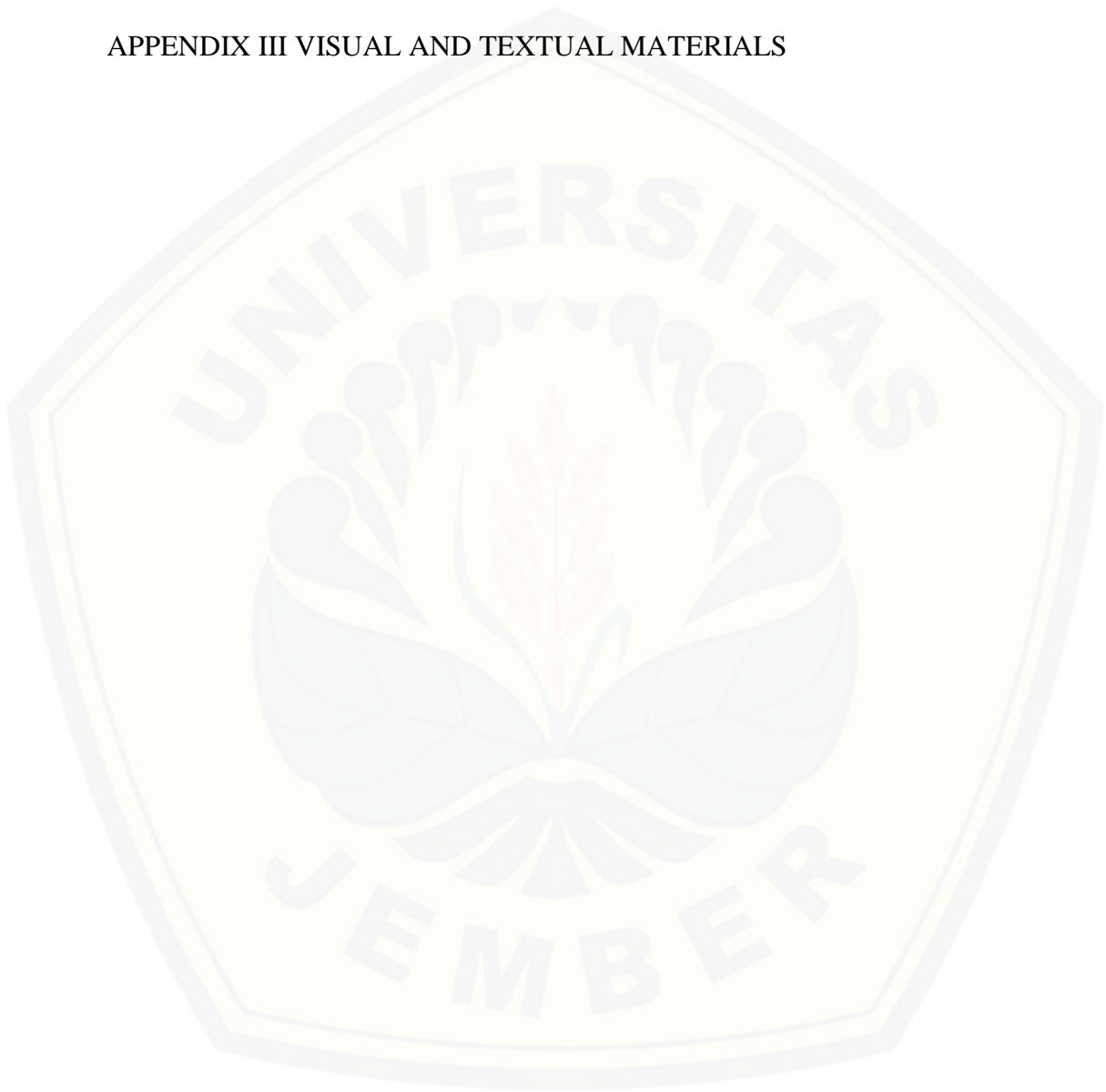
2.2	Gender Stereotype and Gender Bias .....	6
2.3	Extended Gender Roles in Indonesia .....	8
2.4	Gender Representation in EFL textbook .....	9
2.5	Previous Studies on Gender Issues in English Textbooks .....	10
<b>CHAPTER 3 RESEARCH METHODOLOGY .....</b>		<b>12</b>
3.1	Research Design .....	12
3.2	Research Context.....	13
3.3	Data Collection Method .....	13
3.4	Data Analysis Method and Its Procedure .....	14
<b>CHAPTER 4 FINDINGS AND DISCUSSION .....</b>		<b>15</b>
4.1	Findings .....	15
4.1.1	Male and Female Gender Represented in Visual material .....	15
4.1.2	Male and Female Gender Represented in Textual Material .....	27
4.1.3	Pedagogical Implications of the Findings on the Teaching of English in Indonesia.....	35
4.2	Discussion .....	39
<b>CHAPTER 5 CONCLUSION .....</b>		<b>42</b>
<b>REFERENCES .....</b>		<b>44</b>
<b>Appendix I: RESEARCH MATRIX .....</b>		<b>48</b>
<b>Appendix II : List of Character Education .....</b>		<b>49</b>
<b>Appendix III: Visual and Textual Materials .....</b>		<b>51</b>

**THE LIST OF APPENDICES**

APPENDIX I RESEARCH MATRIX

APPENDIX II LIST OF CHARACTER EDUCATION

APPENDIX III VISUAL AND TEXTUAL MATERIALS



## SUMMARY

**Gender Representation in Junior High School EFL Textbook: A Critical Discourse Analysis; Sigit Cahyo Anggoro; 150210401069; 2019; 63 pages; English Education Program, Language and Arts Department, Teacher Training and Education Faculty, Jember University.**

Textbooks play an important role in teaching and learning process since textbooks are easy to access. Widodo (2018) posited that ELT textbooks are one of the tools to achieve the curriculum goals which is supposed to consists of not only knowledge materials and skill, but also attitude and character education. This is justified by Dewantara (1962) who believes that education is a way to develop characters, intelligence and physical of students. Since the topic of the research is about gender, attitude domain of the curriculum becomes the main concern

In Indonesian context, gender is considered as important since “the country socio-culturally recognizes gender differences” (Ariyanto, 2018: 1). This statement justifies that each gender in Indonesia has certain role which affects the students’ attitudes toward their real life if they encounter certain forms of gender bias in the classroom. Gender is constructed based on the culture in which they live. According to Butler (1990), the different roles of gender proves to be performative within the borders of a given culture and society.

Critical discourse analysis is the best tool to reveal “how a text represents and constructs social reality contextually tied to a specific ideological (system) through covert message based on what is said and left unsaid” (Widodo, 2018). The textbook’s title is “*Headline English 1*” which was written by M. Badrus Sholeh and was published by Srikandi Empat, a private publishing company. The data collected was in a form of verbal and visual depiction of conversations, pictures, reading passages, and assignments. The data also consisted of male and female gender in the depiction. The semiotic analysis was used to reveal the hidden meaning.

The results indicate that there have been massive improvements dealing with gender equality depicted in the textbook. Some female depictions have been portrayed as equal as male depictions. This statement is justified from the data

collected in the textbook. Most of female figures are portrayed as a person who performs occupations and roles which are contradictive to the traditional culture in the society. Females are depicted to be having occupation in some sector such as office work, female attendant, and a carrier woman. Females are also depicted to have an independent person and are capable of gaining income for themselves. These findings suggest that female has already plays bigger role in society. Though there are still some findings indicated that female still follows traditional culture such as being passive in conversation and doing housework, this textbook has already made improvements in delivering gender equality.

The result also indicates that this private publishing textbook has managed to support the curriculum goal. The textbook has already provided some character educations depicted in the data. There are at least 8 aspects of character education aspects in the findings namely tolerant, discipline, hardworking, independent, democratic, communicative, fond of reading, and responsibility. Female depictions on the findings suggest that females are able to independently gain income of themselves. Some females are depicted to be hardworking since they rarely forget their duty by doing housework. The female stereotype in the female also suggests that females positively communicate when they interact with male.

All in all, this textbook is recommended for teaching and learning process concerning of gender equality and curriculum goals. There are only few of gender bias depictions, which can be managed by the teachers. By revealing what is in the textbook, it is suggested for the teachers and the author to actively remove any kind of gender bias in the materials. Teachers should be aware of gender representation and its effect for the students. Further research is suggested to apply another method in revealing gender representation in other textbooks.

## CHAPTER 1 INTRODUCTION

This chapter explains several aspects which support the current study. It consists of research background, research problem, research objectives and research contribution.

### 1.1 Research Background

As one of the resources of education material, textbook can serve as one of the most important learning materials inside classroom since it is the most frequent learning resource which the students can use. Considering this issue, selecting textbook which is suitable for students is badly needed. Almost in ELT programs across the globe, textbook serves as the main resource in the classroom since it is easy to access and textbooks are also commonly used in schools across the globe. Widodo (2018) posited that ELT textbooks are one of the tools to achieve the curriculum goals.

Since the role of textbooks is identified as one of the tools to achieve the curriculum goals, textbooks must consists of not only knowledge and skill, but also attitude and character education. It is also believed that the main goal of education is to develop the students attitude and intelligence skill (Ministry of Education, 2017). In fact, few decades ago, Ki Hadjar Dewantara (the father of education in Indonesia) believed that education is a way to develop characters, intelligence and physical of students (Dewantara, 1962). Since this research focuses on gender, attitude domain is chosen. Therefore, textbooks should provide attitude domain as much as knowledge domain.

Gender representation in EFL textbook has been one of the recent issues analysed by educational researchers. Since the existence of textbook in language learning process is important, choosing an appropriate and suitable textbook material turns into a crucial problem. One of the investigations concerning language lies on how gender is represented in English textbooks. In Indonesian context, gender is considered as important since “the country socio-culturally recognizes gender differences” (Ariyanto, 2018: 1) which explains that gender in



Indonesia is constructed based on the cultural values of certain communities. A gender concept in some communities may be different from the other communities. Such context has affected the role of gender in some sectors in Indonesia, including in education sector which in this case, inside the classroom. Both girls and boys may be faced with some gender-biased materials in textbooks and this will cause their perspective towards society. They will apply what they have received in textbooks. If the textbooks provide some negative images of certain gender, they will perform it in their real life. Moreover, when they interact with different gender in their life may also get influenced from the construction of the material they have received from textbook. How students perceive themselves and how they project their role in society is shaped to some extent by what they experience at school, including by how they are represented in textbooks. Textbooks are published and produced in a framework shaped by the EFL discourse community in Indonesia. This statement is supported by Fairclough (1999) who firmly believes that discourse includes the process of text production and the process of text interpretation which are socially determined. This particular situation automatically affects people who produce and interpret text since they will get influenced when selecting and producing language. This is also supported by Butler and Keith (1999: 85) who claim that people who is using and selecting language will “see things in a particular way and follow a particular kind of discourse”. Therefore, selecting textbook is required.

The effect of gender in EFL textbooks can be various since textbooks in language education is considered as an important resource of both input and ideology for students which will determine students success or failure (Mukundan, Nimechisalem, & Hajimohammadi, 2011). Due to the high frequency of language learners' exposure by the textbooks, who is capable of absorbing the cultural prejudice and personal biases reflected in EFL/ ESL textbooks (Dominguez, 2003), it is important to remove any kind of bias or possible destructive elements consisted in EFL textbook (Riazi, 2003). If language learners are exposed by cultural prejudice and personal biases (gender differences) as destructive elements, such as negative image of certain genders, consisted in



textbooks, they will automatically see gender in social practice differently and will influence their mental images about gender differences (Dabbagh, 2016). As what Fairclough (1989: 24) pointed out that "people internalize what is socially produced and made available to them, and use this to engage in their social practice". This issue can be identified deeper inside the visual depiction rather than textual since pictures ideas can be heard louder than words and cannot be challenged so easily due to the non-rational logic laid in them (Dabbagh, 2016). Moreover, visual depiction can convey various meaning which depends on the one who selects it (Fairclough, 1989). Therefore, images can also distribute hidden meaning and ideas which happen in social practice which in this case gender discourse.

Several studies dealing with EFL textbook analysis in visual perspective have been conducted in some studies. Several studies in visual analysis applying multimodal perspective have been conducted by Ahour and Zaferani (2016); Marefat and Marzban (2014.). In critical visual analysis, some studies have been carried out by applying visual semiotic analysis conducted by Dabbagh (2016); Torres (2015). The studies mentioned have similar finding which indicate gender differences though there are some findings indicate gender equality in low frequency in term of the number of appearance. However in Indonesian context, there is still few studies focusing on visual analysis concerning gender representation have been conducted. Some studies focusing on visual analysis applied tabulate data in visual representation conducted by Yonata and Mujiyanto (2017). In Indonesian context, Ariyanto (2018) who investigated gender bias in EFL textbook via CDA framework found that the textbooks contained some gender biases, whereas Setyono (2018) who examined the portrayal of women in EFL textbooks through CDA found that some visual and textual data represented the positive image of women, while some other parts in the textbooks also contained gender stereotypes.

To conclude, the findings of previous studies on gender issues indicated that CDA was mostly used as a tool to analyse EFL textbooks published by the government. To extend the use of CDA in textbook analysis in Indonesian

context, the present study aims to examine critically how female and male genders are represented in an EFL textbook published by a private publishing company in Indonesia. A private publishing textbook is selected as an option for teacher to select material resources if the textbooks published by government consist of several gender bias and gender inequality.

### **1.2 Research Questions**

In reference to the research background, the focus of this present study is formulated in the following research questions:

- (1) How are male and female gender represented in Junior High School EFL textbook published by a private publishing company in Indonesia?
- (2) What are the pedagogical implications of the findings?

### **1.3 Research Objectives**

In reference to the research questions, this research aims to analyse: (1) male and female gender represented through visual and verbal texts in Junior High School EFL textbook published by a private publishing company in Indonesia; (2) the pedagogical implications of the findings are.

### **1.4 Research Contributions**

The findings of the present study are expected to contribute practically and empirically. Empirically, the findings of the present study are supposed to give better understanding on gender issues in EFL textbook context and one of the references for further research dealing with similar topic dealing with gender representation in EFL textbook. Practically, the findings of the present study are expected to give information dealing with gender issue needed in order to select appropriate EFL textbooks for students and guidance for teacher when using EFL textbooks if they encounter gender representation in it.

## CHAPTER 2 REVIEW OF RELATED LITERATURE

This chapter presents the concept of gender in Indonesian context, gender bias and stereotypes, gender representation in EFL textbook and previous studies on gender issues in English textbooks.

### 2.1 Gender as Social Construction

As has been explained previously, gender is a product of social and cultural values that happen in certain places. Each social and cultural value which treats male and female differently has given an impact on how male and female possesses their role. Dai (2015) states that gender refers to social and cultural values, practices, and roles that differentiate males from females; hence, gender roles are not natural but are acquired to meet society's expectations of gender identities. From this statement, the role of each gender depends on their social and cultural values in which place they belong to. Moreover, Chandler (2017) argues that "gender roles are socially constructed as gender behaviours which are learned rather than innate". The different roles of gender proves to be performative within the borders of a given culture and society (Butler, 1990) which means that each society is expected the performance of gendered behaviours based on the biological sex of those carrying out the performance. Hussein et al. (2015) argued that those social and cultural conceptualizations of gender lead to the development of gender stereotype. Moreover, Suter (2006) firmly believes that gender stereotypes are deep-rooted understandings of the characteristics of males and females, which support the continuity of specific gender roles. The limitation of female's role in society gives a concept that female is inferior compared to male.

The differences between male and female gender are often defined as the basis of unequal treatment. Gender differences between man and woman are acknowledged as a representation of social practice in which the genders take place. The treatment that male and female receive is different from one to another since gender differences are socially constructed norms regarding the division of

labour, and the distribution of power, responsibilities and rights between men and women. It is obvious that the treatment of certain gender relies on the ideology(ies) which the discourse takes place. The ideology of each gender construction mainly takes place on the fundamental cultures and social values relating to the relations between men and women, as well as the force of history underlying its evolution. The construction of gender context may be socially constructed, but it may simultaneously change since the cultural variations plays an important role as well.

## 2.2 Gender Stereotype and Gender Bias

Since gender is the main issue in this research, it may happen that the words “gender” and “sex” are often used interchangeably. The word gender is described as psychological or behavioural concept, while sex refers to the biological concept (Mukherjee, 2015). In this research, gender stereotype and gender bias are the main concern since it may be portrayed in the textbook. Ellemers (2018) states that “gender stereotypes reflect the primary importance we attach to task performance when judging men and to social relationships when considering women”. A gender stereotype is a general view of certain concept dealing with attributes and/or characteristics possessed by male and female which are generally performed by male and female. Gender bias, on the other hand, is defined as an act of differentiating male and female on gender-based function and treating them unequally in the matter of social function. In language context, gender bias emerges if certain gender is exploited unfairly and discriminated in terms of linguistic resources (Mujiyanto and Yonata, 2017)

Language is one of the causes of gender stereotype and gender bias construction in society (Aljuaythin, 2018). This statement was proposed by Spender (1980) in her book entitled *Man Made Language*. The male domination over female will cause female’s role in society remains imbalanced. As language is used to communicate with people, its function then expands the scope of gender that is not only about action that human performs but also linguistic resources used to communicate among people. Mills (1995: 62) argues that language takes



crucial role in society since it measures how we understand the world we live in and how we acknowledge “natural” sex roles to be. Furthermore, language is used to express what kind of things done by a man is mentioned masculine, done by a woman is called feminine, and language with no gender is called neuter (Mustedanagic, 2010). Since language holds certain roles in gender context, it can be concluded that gender especially its identity can be constructed, represented and contested through language.

The representation and construction of gender might be imbalance and it also may cause an effect to certain gender. The imbalanced gender condition is also mentioned as gender bias and is commonly known as sexism perspective (Yonata & Mujianto, 2017). They also suggest that gender bias or sexism in language context commonly occurs when a certain gender is portrayed unequally and unfairly in terms of linguistic resources. A statement is considered as sexist if it contributes to, encourages or causes or results in the oppression of women (Vetterling-Braggin in Mills, 1995: 62). Generally speaking, sexism occurs when man-related language, such as “He, Man, etc”, is chosen as norm and standard in language use.

The balance situation of this gender context is acquired when “women and men enjoy the same status and have an equal opportunity to exercise their human rights and realize their full potential to contribute towards political, economic, social and cultural development, and to benefit from the results (UNESCO, 2015: 10). Either male or female are expected to freely speak his/her ideas and to get involved without any boundaries because of his/her sex status. Mustapha (2013) suggests that imbalanced or biased presentations of males and females directly shape gender identities and ideologies, which might clash with the educational goal of the contemporary society, especially the need for gender equality and female empowerment.

### 2.3 Extended Gender Roles in Indonesia

During imperialism Dutch era, education was only allowed for women who belong to the “high-classed” family, while “the poor-conditioned women” were ignored. Then, R.A. Kartini (1879-1904) inspired women to be a part of a movement namely “women’s emancipation” in order to develop Indonesian women education (Porter, 2001). Other female figures, such as Dewi Sartika, Maria Walanda Maramis, Tjut Nya Dhien and Martha Christina Tiahahu, had proved that female could also involve and do the same things as what male is capable of doing. But since Indonesia consists of many cultures and social background, it is still difficult to put female as the same level as men (gender equality). Although Indonesia has formed gender equality in the 1945 Indonesian Constitution, “*which does not differentiate or discriminate between men and women in the workforce, health, politics or law (Masruchah & Keenan, 2005: 170)*”, women was still received inequality treatment. In the early twentieth century, women eventually were expected to work in labour sector, which only require less-ability, in order to help her family financially, not for their passion. Then, in 2005 the Indonesian department of labour and transmigration reported that the number of women (1,779,688 people) who has got professional jobs outnumber the men (1,707,960 people). As time goes by, eventually, women receive opportunity to get jobs they really desire despite their family responsibilities (Damayanti, 2014).

Since the development of gender role in social practice has been growing from time to time, Indonesian government have been developing several programs and facilities provided to support gender equality in many sectors (Setyono, 2018). In education sector, Indonesian government has provided many programs, such as Bidik Misi, free-tuition for primary school, and 20% quota of higher education allocated for low-income students, to support education (Barakat and Bengtsson 2018; Wicaksono & Witoelar 2018; Brewis 2018). In political sector, both executive and legislative have been occupied by women around 20-30%. Women are also commonly encountered in major position compared to men in private sectors such as banking, education and retailing (Siregar 2005;

Simorangkir; 2011). In conclusion, Indonesian women nowadays have gained much better treatment and are considered almost equal compared to men.

#### **2.4 Gender Representation in EFL textbook**

As what have been stated in the previous chapter, textbooks play important role in teaching and learning process in the classroom. Yonata and Mujiyanto (2017) also argued that “a textbook is one of the teaching aids that can be a crucial tool to build students’ attitude toward world life”. Since it consists of language as learning resource, a textbook definitely consists of different type of text selected purposefully to obtain curriculum goals. Thus, those selected text inside textbook is definitely based on the author which is affected by the curriculum ideologi(es). Basically, a textbook can also be confirmed as an ideology embedded. Moreover, Chapelle (2009) maintains that language textbooks not only teach language but also provide different hidden agendas (Widodo, 2018). The hidden agendas in this context refer to any kind of cultural values and prejudice occurred in certain community such as gender bias, cultural dominance, and power relations.

Since the focused topic of the research is about gender issue (gender representation) in EFL textbooks, the hidden agendas carried out by the curriculum conveyed to the textbooks is about gender equality. Ariyanto (2018) states that “textbooks as a representation of what students should do are also a product projected to facilitate learning materials that maintain an equal treatment of males and females in the classroom discourse”. If there is an imbalanced gender portrayed in a textbook, it may violate the students’ perception of a certain gender. An imbalanced gender inside the textbook will also shape gender identities and ideologies (Mustapha, 2015). If such textbook is encountered in education discourse, an improvement to remove the imbalanced gender is badly needed.



## 2.5 Previous Studies on Gender Issues in English Textbooks

This sub chapter reviews several studies that have been conducted in some countries dealing with gender discourse. The example of studies selected based on the visual and verbal of gender depiction in textbooks. A research in Indonesia focusing on how genders are constructed in visual images in textbooks for primary students was held by Damayanti (2014). ‘The Visual Grammar’, developed by Kress and van Leeuwen (2006), was used as the framework of analysis. The finding suggested that females were depicted more dependent than males and were also construed to be admirers of an action carried out by the males.

Applying visual analysis, Yang (2016) investigated how gender is presented in two Hong Kong primary English language textbook series. The results show that representations of females were more often portrayed having long hair rather than short hair and wearing dresses rather than trousers in both line drawings and photographs. For the colour of clothing, although blue and pink are generally considered ‘masculine’ and ‘feminine’ colours, respectively, less than half and only a small percentage of the human males and females were portrayed wearing blue and pink, respectively.

Dabbagh (2016) looked into the gender representation under critical image analysis in Iranian context. The framework selected was based on Goffman (1976) mixed with the image semiotic category of Kress and van Leeuwen (2006) to analyze the images in terms of determining active participant, gaze direction, visual techniques, body display, and the space in which the participants were shown. The Findings suggested that males were presented more than females as active, looking at the viewer, and framed in a close-up format which signified their prominence and power in relation to females. Female in this study, were under-presented compared to male.

Yonata and Mujiyanto (2017) conducted research in gender issue in English textbook of senior high school in Indonesia. Two textbooks used regularly in Senior High School level in Semarang namely *Bahasa Inggris* and *Aim High*

were used as the subjects of the study. In gathering the data, content analysis for analyzing gender representation proposed by Brugeilles and Cromer (2009). The results of the analysis revealed that both textbooks are similar in the domination of male over female in the exercise and images part. On the other hand, *Bahasa Inggris* textbook provided no female or equal shared domination in all of the parts. Meanwhile, *Aim High* textbook has female dominated the frequency in the course material and equal shared domination in the reading passage and conversation part.

A study recently was conducted in Saudi Arabia by Aljuaythin (2018) to investigate the representation of gender in two English as Foreign Language textbooks for elementary students in Saudi schools. By applying Critical Discourse Analysis (CDA) as the tool, it held the three stages of Fairclough's (2015) three-dimensional model: description, interpretation, and explanation. The analysis of the two textbooks showed a gender imbalance tended to males.

A study conducted by Ariyanto (2018), which applied CDA framework in EFL textbooks in secondary school context, found that the textbook materials inadequately depicted gender equality. In addition, Setyono (2018) who analysed the portrait of women in Indonesian senior high school English textbooks using CDA revealed that most of the visual and textual gendered discourses support the continuation of gender biases and stereotypes. Both two studies showed that gender inequality were not explicitly depicted, yet implicitly showed in the material.

Based on the findings of previous studies on the issue of gender in EFL textbooks, it was revealed that gender bias, gender stereotypes and gender inequality were found dominantly. Most researchers analysed visual or textual data in the textbooks, but there were only few researchers analysed both visual and textual data in the textbooks. In addition, studies examining junior high school textbook were rarely found. Therefore, a critical analysis focusing on both visual and verbal text in junior high school EFL textbook will be conducted to fill this gap.

## CHAPTER 3 RESEARCH METHODOLOGY

This chapter presents research methods which was used in this study. It covers research design and data, research context, data collection method, and data analysis method.

### 3.1 Research Design

The current study's purpose was to identify the representation of male and female genders in Junior High School EFL textbook entitled "*Headline English 1*" portrayed in verbal and visual depiction. EFL textbooks, which mostly consist of the social practice elements, ought to represent ideologies in its social context. Since in Indonesian society only recognizes two different genders, which are male and female, both genders should be represented equally in terms of their roles in society, jobs opportunities and as well as their responsibilities. Since the selected textbook is not only a curriculum product, but also cultural and social product, critical discourse analysis is the best tool to reveal "how a text represents and constructs social reality contextually tied to a specific ideological (system) through covert message based on what is said and left unsaid" (Widodo, 2018).

Moreover, CDA can be applied to investigate the relationship between the use of language and the political and social contexts in which it occurs (Paltridge, 2006). Furthermore, CDA concerns with the critical analysis of written and spoken texts to reveal the sources of imbalance (power, dominance, inequality and bias) and how they are initiated and preserved (Dijk 1997). The importance of visual text is as crucial as verbal text since Fairclough's et al. (2004) claim that social construction of meaning is never solely represented linguistically but also vocally and visually.

### 3.2 Research Context

The research context took place in Indonesia where English is considered as a Foreign Language (EFL). English subject as foreign language in Indonesian context has been positioned as one of the subjects in primary and secondary school in the curriculum system (Ariyanto, 2018) though in primary level English subject is considered as compulsory subject. Moreover, Widodo (2016) stated that English as foreign language in Indonesia has been well established and has been admitted by Indonesian society as one of the most important subjects in secondary school. The EFL textbook used in this research took role as representation of social practice from the students whose social background is highly related to the cultural values.

### 3.3 Data Collection Method

Data in the present study were male and female genders represented in the verbal and visual texts in EFL textbook for Junior High School, Grade VII. The textbook's title is "*Headline English 1*". This textbook was written by M. Badrus Sholeh and was published by Srikandi Empat, a private publishing company. This textbook is also written based on the 2013 Curriculum and used nationally. This textbook consists of 9 chapters, and 278 pages.

The data (male and female genders) was collected by applying documentary method, i.e. by selecting verbal and visual texts that contain the representation of male and female genders in the textbook. The data collection, then, was carried out one at the time. The first step was to select textbook which was used in the study. The selected textbook must be supporting the k13 (Curriculum 2013). The next step was choosing the elements that contained male and female genders' representation. The following elements were classified into: verbal/linguistic and visual/pictorial texts. The linguistic texts covered reading passages, exercises, and dialogues, whereas pictorial texts covered any visual images about people/people-like that accompanied the linguistic texts. In the textbook, visual images almost never appeared alone but always as support to reading passages,

exercises, and dialogues. The last step was to select the pictorial texts which covered both male and female as gender discourse.

### **3.4 Data Analysis Method and Its Procedure**

In order to analyse both textual and visual texts which consisted gender representation in textbook, semiotic analysis was the best option to choose. The main reason of choosing semiotic analysis for analysing gender representation was that semiotic analysis concerns with a study of signs and as what Chandler (2007) states that “semiotics involve not only the study of ‘signs’ but also anything in the form of words, images, sounds, gestures and objects’. Therefore, semiotics is concerned with meanings in the broad sense (i.e. language, images, and objects) that generate meanings or the processes which we try to comprehend or attribute the meanings (Berger, 1972). Furthermore, Barthes (1977) claimed that in finding the meaning hidden in both images and texts in the textbook, semiotics can be used as the key.

In applying semiotics analysis, both text and image were analysed from two different perspectives; denotative and connotative. Denotation describes the literal meaning of sign, while connotation refer to the socio-cultural and ‘personal’ associations (ideological, emotional, etc.)” of the sign (Chandler, 2007). In this study, both visual and textual data were analysed connotatively and denotatively in order to identify how female and male were represented in the EFL textbook.

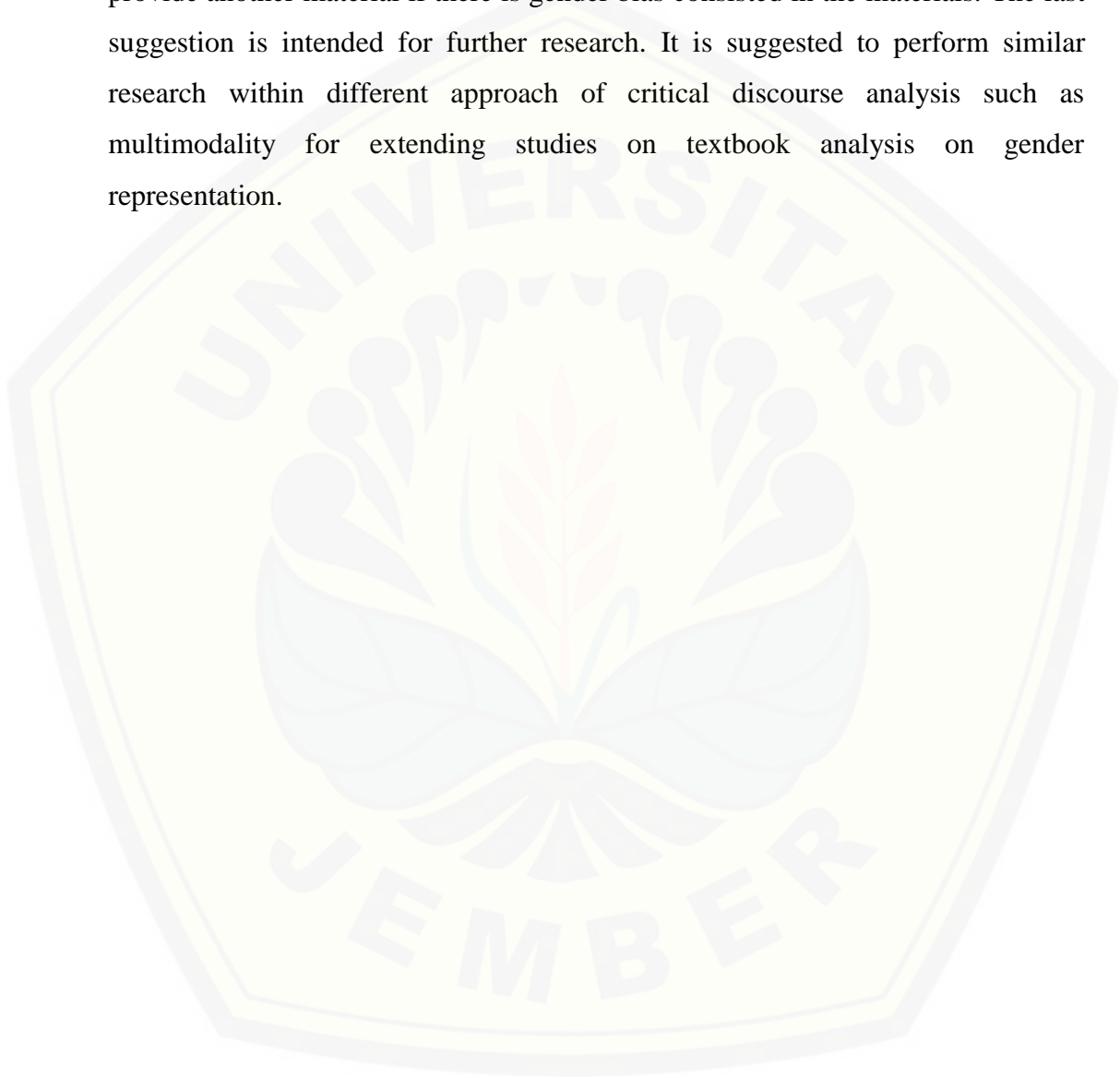


## CHAPTER 5 CONCLUSION

This research aims to identify gender representation consisted in junior high school EFL textbook entitled “*Headline English 1*”. Critical discourse analysis was used as the approach and documentation study as the design. The data analysis was conducted by applying semiotic analysis proposed by Barthes (1977). The data was obtained from the conversations, reading passages, and exercises. Based on the findings, this textbook has delivered gender equality in terms of occupations, role in society, and active participant. The author of the textbook depicts females to be able to perform outdoor activities. Females also tend to have the same occupations as males such as office workers and other sectors of occupations. The female depictions in this textbook suggest that females hold the same role as what males do. However, some traditional stereotype of female still consists in some depictions. In some depiction, female still belongs to the housework activity such as gardening and cleaning the house. Although some traditional culture still consists in the textbook, the number of its appearances is quite low. All in all, the author of the textbook has managed to deliver the positive image of female and also has managed to support gender equality.

The current study provides several suggestions for textbook publisher, the authors, the teachers, and the further researchers which have the same interests in this research. It is a must for the author of the textbook to understand more about gender awareness and what the effects to the students are. The authors are also supposed to provide the materials based on gender equality. It is also suggested to remove any kind of gender bias in term of occupations, activities and also visibilities. The authors are intended to provide opportunity for male and female depictions to perform the equal occupations and to perform the equal role in society. As what Ariyanto (2018) stated, the authors and users of the textbook as agents of ideology making and social role determination should critically consider gender equality in the textbook, the classroom and its wider society discourses. Furthermore, the publisher is responsible to re-check and review the textbook

which has been designed by the authors. The publisher is intended to revise the textbook if there is any kind of gender bias or negative image of certain genders. The next suggestion is intended for the teachers as well. Teachers are supposed to provide better acknowledgement concerning gender awareness. Teacher can also provide another material if there is gender bias consisted in the materials. The last suggestion is intended for further research. It is suggested to perform similar research within different approach of critical discourse analysis such as multimodality for extending studies on textbook analysis on gender representation.





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## Appendix I: RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
<b>Gender Representation in Junior High School EFL Textbook: A Critical Discourse Analysis</b>	<p>1. How are male gender represented in Junior High School EFL textbook published by a private publishing company in Indonesia?</p> <p>2. How are female gender represented in Junior High School EFL textbook published by a private publishing company in Indonesia?</p>	<p>Gender Male and Female</p> <p>Represented in Textual and Visual Depictions</p>	<p>1. Positive representation</p> <p>2. Stereotype representation</p>	Document	<p><b>1. Research Design</b> Critical Discourse Analysis</p> <p><b>2. Research context</b> EFL context</p> <p><b>3. Data Collection Method</b> Documentation</p> <p><b>4. Data Analysis Method</b> The data will be analysed qualitatively by using semiotics analysis (1977)</p>

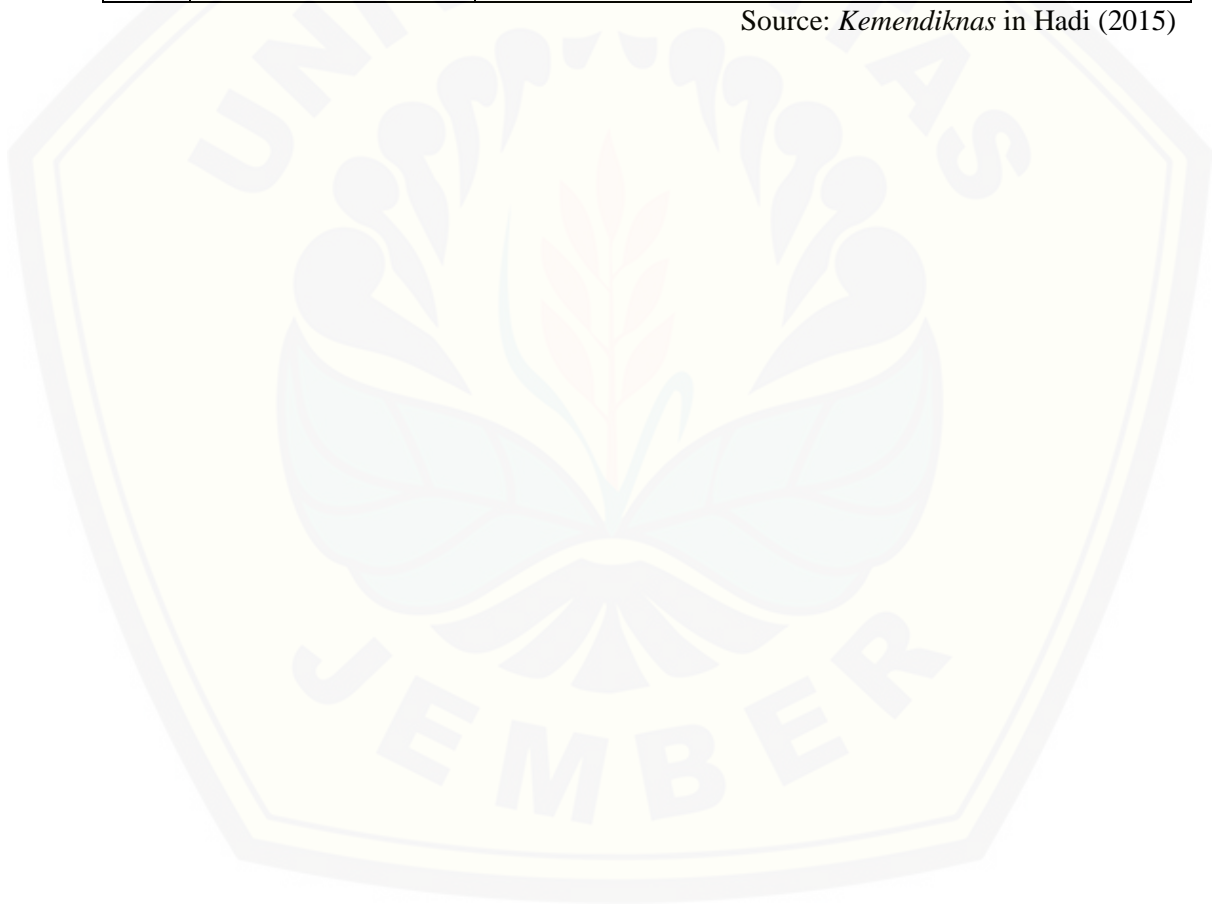


**Appendix II : List of Character Education**

<b>NO</b>	<b>CHARACTER EDUCATION VALUES</b>	<b>DEFINITION OF EACH VALUE</b>
1	Religious	An obedient attitude and behavior in applying religious teachings, tolerant towards the practices of other religions and beliefs, and in harmony with people having different religions.
2	Honest	Attitudes based on one's effort to make oneself a person who is trustworthy in speech, action, and work.
3	Tolerant	Attitudes and actions that respect religions, ethnicity, opinions, attitudes, and actions which are different from one's own.
4	Disciplined	Habit and actions that are consistent with all forms of regulations or rules applied.
5	Hardworking	A tenacious behavior in overcoming difficulties and in completing learning tasks.
6	Creative	Thinking before doing something to discover new ways or results which are better than before.
7	Independent	Attitudes and behaviors that do not depend on other people in completing assignments.
8	Democratic	A way of thinking, behaving, and acting which views one's rights and obligations as equal as those of others.
9	Curious	Attitudes and actions that generally seek to discover more about what one learns, observes, and listens.
10	Nationalist	A way of thinking, acting, and viewing that place national interests higher than personal or communal interests.
11	Patriotic	A way of thinking and doing that reflects faithfulness, care, and respect for the national language, along with the land, social, economic, and political aspects of the community.
12	Appreciative	Attitudes and actions of encouraging oneself to produce something useful of the society and also acknowledging what others do
13	Communicative	Actions that demonstrate an eagerness to converse, interact, and cooperate with other people.
14	Peace Loving	Attitudes, speech, and actions that cause other people to

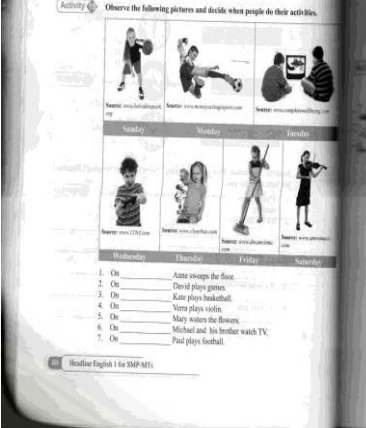

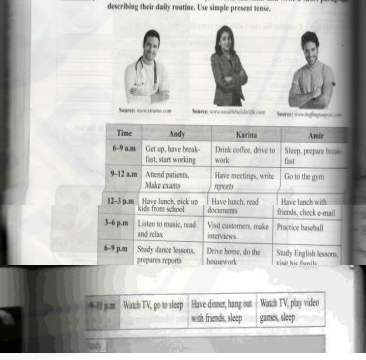
		feel happy and secure due to one's presence.
15	Fond of Reading	The habit to provide time for reading various materials to learn insights and other virtues for oneself.
16	Environment Aware	Attitudes and actions that generally seek to prevent damage in the natural environment and to make efforts to repair the environmental damage that has occurred.
17	Socially Aware	Attitudes and actions that tend to assist other people who need help.
18	Responsible	Attitudes and behaviours of a person in carrying out their duties and obligations, in relation to themselves, social, community, nation, state, and religion.

Source: *Kemendiknas* in Hadi (2015)



Appendix III: Visual and Textual Materials

CHAPTER	PAGE	TOPIC	SUB-CHAPTER	MATERIALS
1	7	Hello and Goodbye	Greeting and Saying Goodbye	
	10	Hello and Goodbye	Introducing Oneself and Others	
3	58	It's My Identity	Talking about Family	
3	66	It's My Identity	Self Identity	

<p>4</p>	<p>80</p>	<p>Today is Sunday</p>	<p>Telling Numbers, Times, Days, Months, and Years</p>																													
<p>4</p>	<p>86</p>	<p>Today is Sunday</p>	<p>Telling Daily Activities</p>																													
	<p>92</p>	<p>Today is Sunday</p>	<p>Telling Daily Activities</p>	 <table border="1" data-bbox="1082 1462 1321 1608"> <thead> <tr> <th>Time</th> <th>Andy</th> <th>Karina</th> <th>Amir</th> </tr> </thead> <tbody> <tr> <td>6-9 a.m.</td> <td>Get up, have breakfast, start working</td> <td>Drink coffee, drive to work</td> <td>Sleep, prepare breakfast</td> </tr> <tr> <td>9-12 a.m.</td> <td>Attend patients, Make exams</td> <td>Have meetings, write reports</td> <td>Go to the gym</td> </tr> <tr> <td>12-3 p.m.</td> <td>Have lunch, pick up kids from school</td> <td>Have lunch, read documents</td> <td>Have lunch with friends, check e-mail</td> </tr> <tr> <td>3-4 p.m.</td> <td>Listen to music, read and relax</td> <td>Visit customers, make interviews</td> <td>Practice baseball</td> </tr> <tr> <td>6-9 p.m.</td> <td>Study dance lessons, prepare reports</td> <td>Drive home, do the homework</td> <td>Study English lessons, visit his family</td> </tr> <tr> <td>10-11 p.m.</td> <td>Watch TV, go to sleep</td> <td>Have dinner, hang out with friends, sleep</td> <td>Watch TV, play video games, sleep</td> </tr> </tbody> </table>	Time	Andy	Karina	Amir	6-9 a.m.	Get up, have breakfast, start working	Drink coffee, drive to work	Sleep, prepare breakfast	9-12 a.m.	Attend patients, Make exams	Have meetings, write reports	Go to the gym	12-3 p.m.	Have lunch, pick up kids from school	Have lunch, read documents	Have lunch with friends, check e-mail	3-4 p.m.	Listen to music, read and relax	Visit customers, make interviews	Practice baseball	6-9 p.m.	Study dance lessons, prepare reports	Drive home, do the homework	Study English lessons, visit his family	10-11 p.m.	Watch TV, go to sleep	Have dinner, hang out with friends, sleep	Watch TV, play video games, sleep
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<p>7</p>	<p>202</p>	<p>How Does He Look Like ?</p>	<p>Writing Descriptive Text about People</p>	
	<p>204</p>	<p>How Does He Look Like?</p>	<p>Writing Descriptive Text about People</p>	