

The Representation of Gender in the Required EFL Textbook of an Indonesian Junior High

Wina Yulistiana¹, Desy Rusmawaty², Bibit Suhatmady³

Universitas Mulawarman

¹winayulistiana5@gmail.com; ²desyrusmawaty@fkip.unmul.ac.id ; ³
bibitsuhatmady@fkip.unmul.ac.id

Abstract

Textbooks are a kind of resource that is often used in the teaching and learning processes in schools by instructors and students. In EFL English textbooks, gender equality becomes a sign of gender discrimination. Consequently, this study assessed the extent to which both sexes were portrayed equally in junior high school English textbooks. The goal of this study is to ascertain how gender is portrayed in EFL textbooks in terms of family responsibilities and employment. To establish the gendering of their dialogues in EFL textbooks. To define the EFL textbook's qualities as determined by junior high schools. To answer the research question, the content analysis method is applied in this research. Each page of the EFL textbook was analyzed to find six aspects. These aspects consist of the six aspects analyzed in the textbook are pictures of women or men, women or men mentioned, roles, games, models, and names of men or boy. The result of this study indicate that in representing gender roles in the EFL textbook "When English Rings a Bell", the researcher found the results of the overall analysis of the number of female roles more than male roles, namely for the pictures mentioned of gender names, occupation roles, roles domestic, predominantly female play, the roles models conveyed all lead to female characters as seen in the EFL English textbook "When English Rings A Bell". After conducting the analysis, it can be concluded that the EFL English Textbook contains different levels of gender bias in the exercises in each chapter. Men are dominant in two categories, namely work, and activities. Meanwhile, women only have a dominant number in the visibility category. Overall, textbook authors have tried to promote gender equality in textbooks. Men are still dominant in textbooks. The textbooks in this study still contain issues of gender bias. So it is hoped that it can be revised so that gender representation in all textbooks will be represented equally.

Keywords: Gender Representation, Prescribed EFL textbook, Junior High School

1. Introduction

Culture, "English Language". The research expands the area of study by calculating men's and women's textual and visual appearances and by examining how men and women are treated in textbooks. The chronology of gender appearance, gender-specific activities, positions, and jobs, as well as the adjectives used by men and women, are examined in this research. It is important to include not just linguistic notions such as tenses, adjectives, and verbs, but also social components while studying textbooks, particularly English textbooks. Among the numerous sources synthesized from ten aspects of textbook evaluation is one on gender issues in education. This section examines the implications of gender in materials and interactions (Sunderland, 2000), the effects of gender stereotypes in children's literature (Bowker, 1996), the representation of men and

women in textbooks (Tyarakanita, et.al., 2021), and identifying differences between men and women in English textbooks (Gharbavi & Mousavi, 2012).

It is necessary to do a gender analysis of textbooks. Because textbooks are a source of learning, they may easily be used to propagate prejudice, including gender bias, or to reveal gender stereotypes (Loan et al., 2010). English textbooks are no exception. Gender representation is one part of reality that appears in written and verbal communication in a social context in English textbooks; hence, it is advisable to analyze whether components of textbooks, such as gender stereotypes, contribute to gender inequality and should be addressed.

In the context of Indonesian English as a foreign language (EFL), the design of ELT textbooks as curriculum papers or curriculum products, Widodo (2016) take gender bias into consideration, since the social state culturally acknowledges gender inequity. While women and men have long been represented as separate or distinctive in multicultural and multireligious Asian civilizations such as Indonesia, these gender distinctions are being affected by concerns of gender equality, such as Indonesian women's independence. Alternatively, as Widodo (2018) puts it, empowering women for Raden Ajeng Kartini, national heroes who champion gender equality and women's education throughout all spheres of social life. Despite this trend for gender equality, gender inequities continue in all countries' social traditions, since men and women have fundamentally different perceptions and behavioral patterns. To a degree, these gender discrepancies may breed gender bias, which may have a detrimental effect on people's conceptions of gender fairness.

English textbooks, as one manifestation of the concept of language in education, play a key role in connecting classroom and real-world language. As noted in Sunderland (2015b), textbooks contribute for between 80% and 95% of instructional time, either directly or indirectly via teacher teaching tactics. Often, this is the sole chance for learners to work directly with the teacher and have direct access to the target language. This is particularly true in the context of English as a Foreign Language (EFL) schooling in Indonesia, where students are seldom permitted to speak the language authentically outside of the classroom. Gender representations in English textbooks are often discussed by academics and non-scholars alike. Additionally, it may be mentioned often in junior and senior high school English textbooks. The way gender roles are depicted in English textbooks contributes to a change in gender representations. In this context, the bulk of English textbooks, especially those used in schools, address gender issues via text, symbols, and visuals related to English themes.

As a result, the portrayal of gender bias in ELT textbooks warrants further examination. The current critical discourse research explores these representations in Indonesian Ministry of National Education-supported ELT textbooks. The outcomes of this research may serve as a foundation for language instruction. Developers of language materials must reconsider how men and women are depicted in ELT textbooks. On the basis of the above facts, this research addressed the following questions: What role does gender play in the EFL textbook in terms of household and vocational roles? How are roles portrayed in an EFL textbook?

2. Literature Review

An excellent textbook takes the instructor's abilities and the student's reading level into account. This section has been updated to reflect advancements in technology and altering educational paradigms. Divergent perspectives exist on the textbook's role as a source of consensus. The analysis is a procedure that breaks everything down into its

component elements, each of which offers precise, logical, and complete results, consistently exhaustive account (Gupta, et.al., 2021). While Textual Analysis is a social science approach used to investigate the context of communication. It is defined by Gumilar, et.al. (2022) as "the study of human communication records, such as books, websites, art, and legislation." Weninger (2022) defines textbook analysis as a scientific technique used in the humanities to ascertain the authorship, legitimacy, and relevance of books.

Teachers and students may use textbooks to examine the story's character traits and moral ideas. Additionally, the teacher may provide students with a selection of literature that exposes them to diverse characters' qualities and moral beliefs. For instance, character values may be determined using the genre's vision and purpose declarations. Students must first grasp the material in order to capitalize on these features and values. Naturally, the teacher may guide students' transition from integrated genre-based language learning activities to character-based language assignments (Widodo, 2015).

The trend of gender issues between men and women in English textbooks may be analyzed using a systematic or schematic approach. According to Brusokaite (2013), foreign language textbooks impart two categories of knowledge: systematic knowledge, which includes syntax and semantics, and schematic knowledge, which includes the target language's social environment and gender roles. English textbooks provide the groundwork for courses that have a substantial impact on student behavior outside the classroom, provide linguistic content and models, and directly or indirectly depict the target language's cultural and social environment.

Discussions on gender disparities in education have expanded over the past few decades to become a part of democratic societies' scientific and political agendas. New levels of knowledge and insight become apparent. However, equality of opportunity for gender respect has not been achieved, all the more so when considered a crucial objective in the battle against subalternity citizenship (Araújo, 2007: 164). Along with the absence of women from the official curriculum and gender stereotypes in textbooks, superficial discussions about girls' academic achievements and school boys' dissatisfaction, and the difficulties female teachers face in obtaining decision-making positions within the school structure, there is an awareness of the transversality of gender equality in education. Gender issues may become more challenging in light of new conditions and events, such as school violence, many disparities, and intercultural and migratory concerns.

3. Methods

This is qualitative research in which textual analysis is used as a method of analyzing data. This method is used to describe textbook material. This method aims to assist in identifying biases, prejudices, and propaganda in textbooks. The term "textual analysis" refers to a collection of research approaches used to describe, analyze, and interpret texts. A text may include a multitude of information, from its precise meaning to its subtext, symbols, assumptions, and the message it transmits. Textual analysis techniques vary depending to the topic and purpose of the investigation. This is sometimes done in order to create a link between the text and a broader social, political, cultural, or aesthetic setting. The source of data was a seventh-grade English textbook titled "When English Rings a Bell." English textbook for junior school pupils written by Siti Wahidah. The Balitbang, Ministry of Education and Culture's Center for Curriculum and Bookkeeping published this book in 2017.

4. Result and Discussion

In this study, the six aspects analyzed in the textbook are pictures of women/men, women/men mentioned, roles, games, models, and names of men/men. All Textbook EFL units were analyzed. The data are described as follows:

1. Female or male image Found in the English Language Textbook (EFL) as images of women and men are presented unevenly.

Chapter	Male	Female
I	21	20
II	6	6
III	3	2
IV	-	-
V	4	6
VI	-	-
VII	1	5
VIII	-	-
Total	35 (47%)	39 (53%)

2. Women and Men Mentioned

In this aspect, the number of women and men mentioned is counted in the textbook in practice, prayer, word, text reading, or dialogue. And the results show that more women are mentioned than men. In total, it was found that the number of women mentioned was 153 and the number of men mentioned was 127. This shows that the gender representation in this book is dominated by women.

Chapter	Male	Female
I	1	4
II	7	6
III	17	10
IV	9	-
V	35	63
VI	40	49
VII	17	21
VIII	1	-
Total	127 (45%)	153 (55%)

3. The Role of Women / Men

In this aspect, many roles of women and men are counted in the textbook, which analyzed only involved the job or professional roles in the pictures, because this book shows more pictures. The results showed that the strength of the role of human work is the same as the role of women's work. In total, the total number of masculine work roles was 18 years old and female work roles were 18 years old.

Chapter	Female	Male
I	Teacher Students	Teacher Students
II	Students Housewife/housework	Teacher Students
III	Teacher Students	Teacher Students
IV	Students Teacher	Students
V	Students	Students
VI	Students	Students
VII	Students Zoo Keeper	Student Zoo Keeper
VIII	Students Gardener Housewife	Students Taxibike Librarian Housefather

4. Games or sports for women or men.

Sports games or women and men in the textbook on this aspect of the number of sports games or women and men analyzed including gymnastics, reading text or pictures. Female games find more games or sports than men. Total, found by the number of games or sports for women is 6, while the number of games or sports for men is 3.

Chapter	Female	Male
I	-	-
II	Play Flute Swim Or Run	-
III	-	-
IV	Play Outdoor Games Football	Play Outdoor Games
V	-	-
VI	-	-
VII	-	Football
VIII	Playing congklak Play a guissing games	Play a guissing games

5. Patterns mentioning names of women/men.

In this aspect, the number pattern mentions the names of women and men in phrases. Find many parts as; (Women and Women, Women and Men / Men and Women and Men). But in this aspect, it is taken in the pattern of women and men or men and women in phrases. From the results of the study, it was found that the first 4 names were in the female designation pattern and 3 names in the masculine designation pattern. This means that the number patterns mentioned to women are more than just human names.

Chapter	Female and female	Female and male/male and female	Male and male
I	-	-	-
II	-	Yuli And Tono	-
III	-	Dayu And Udin	-
IV	Siti And Lina	Beni And Lina	Bani And Bono
V	-	-	-
VI	Dayu And Lina	Udin And Dayu	Beni And Edo
VII	Lina And Siti	Dayu And Udin Siti And Edo	Edo And Beni
VIII	-	-	-

6. The representation of gender in EFL textbooks due to its role and domestic work.

In this chapter, the results of content analysis. Later, comparative results of the three textbooks are presented comparing and contrasting similarities and differences across textbooks. In the following chapters, a discussion of the main findings along with a general description of the research, implications for future practice and investigations, and limitations of the study are presented. In general, textbooks in English entitled "When English Rings, Bell" argues that students are cooperative, tolerant, promote peace, promote gender equality and non-violence to communicate and interact with others. This will be described as follows. The value of cooperatives in the textbook can be seen in various group work activities in oral or written productions in unit 3. For example, students are asked to work in groups and are also asked to ask for mealtimes for everyone in the group. In another activity, students are asked to write information on a table about what Edo did on Sunday. Then, students were asked to work in groups to discuss and decide information about the conversation about what we used to do on Sundays. The value of tolerance is also promoted in textbooks that direct students' understanding of how tolerant they are to other people and other cultures. To promote tolerance in others, there are several explanations of what to expect during the conversation.

7. Gender representation of your conversations in EFL textbooks

The roles of women/men analyzed in the textbook refer to social roles or professions. This role is identified in pictures, exercises, and text reading in each unit. But the role of women/men is not found in units 8, 9,10 which talk about objects and animals. Most of the roles presented in the textbook are students and teachers. This relates to textbook readers who are students. Besides, male representation is dominant in work or activities.

8. EFL textbooks feature more men's work than women's work

Male characters are visualized as having short hair. Finally, vehicles, newspapers, upscale eyeglasses, and sporting equipment (balls, skateboards) are almost exclusively associated with men. On the other hand, women mostly shape work, cleaning, grooming, or grooming and shopping activities, as well as social, routine, and negative roles. Famous female figures are confined to the domains of musicians and artists. Women who prioritize leisure and sports engage in lower-risk activities such as visiting national parks, farms, and museums, as well as taking walks.

In terms of physical appearance and items, women are often associated with hair accessories and cosmetics.

Gender stereotypes are preconceived views about the differences between men and women, namely that males are more dominant than females. Additionally, textbooks portray a stereotypical picture of women and men, with females sketching stunning, long hair and guys drawing short, appealing hair. Second, women and men who are mentioned in English textbooks and *When Rings A Bell* are dominant than women are mentioned. Women are mentioned than men in English textbooks. Third, stereotypes against women are also found in textbooks. Some pictures depict women doing household chores. Women are associated with household chores such as cooking, preparing meals, washing clothes, etc. This reflects gender norms that emphasize the assumption that women's work refers to domestic work and caring for children.

5. Conclusion

The gender representation in the English textbook *When Rings A Bell* indicates the dominant female representation in the mentioned genre aspects, gender games or sports, and mention the patterns of women and men's names. Meanwhile, male representation is dominated in the aspects of images and gender roles. In textbooks, *When Rings A Bell* represents women who are dominated in terms of gender mention, gender roles and gender games or sports. Meanwhile, human representation is dominated by the gender aspect of the image and the pattern of mentioning the names of women and men. The number of gender representations in textbooks in English is more visible than that of men, such as women (689) and men (592). Meanwhile in the textbook, *When Rings A Bell* is seen to be more women than men like women (431) and men (395). Then, from the two textbooks, the number of gender representations in ELT textbooks is equivalent to whether women are more dominant than men.

The study's consequences include the need for English teachers to monitor textbook circulation in schools and exercise more caution when choosing books or other materials to distribute to students. Additionally, teachers must do pre-use studies and reviews of English textbooks and be more aware of textbook gender issues.

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