

The Representation of Gender in English Textbooks

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Article Info

Article history:

Received: August, 2022

Revised: October 2022

Accepted: November 2022

Keywords:

Gender, Gender Representation
in Text, Gender Representation
in Visual, Gender Role of
Occupation, English Textbooks

ABSTRACT

Gender representation in English textbooks has been an interesting issue because teachers use textbooks to explain their lessons in school. However, this type of research is still done infrequently by researchers. The aims of this study are to identify similarities and differences in gender representation in parts of text, gender representation in visual, and gender roles in occupation in English textbooks for Grade Eight in Indonesia. Two English textbooks from different authors and publishers were selected for this study: Textbook 1 (When English Rings a Bell) and Textbook 2 (Interactive English 2). The first result reveals that in the components of the text, male representations are more detectable than female representations. The similarity between the two textbooks describes that male representations are more visible than female representations in conversation script and exercise. However, unlike textbook 2 which also have male domination in two other components, textbook 1 portrays female domination in course material and reading passage. The second result is that male representations are more appeared than female representations in both individual and group settings in both English textbooks. In individual, male characters have the highest proportion in textbook 1 while in textbook 2, male characters in the group have the highest proportion. The last result is that male roles in occupations are portrayed in a larger number of occupations than female roles in occupations for both English textbooks. In Textbook 1, males have 7 categories of occupation, while females have 3 kinds of job. In Textbook 2, male roles identify 10 types of job, while female roles mention 6 categories of occupation. It can be concluded that male characters are more represented than female characters in parts of the text, visual, and role in occupation for both English textbooks. This causes gender inequality between males and females

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<https://doi.org/10.33369/espindonesia.v1i2.25787>

1. INTRODUCTION

Gender disparity has been an issue in the education field in many countries around the world. From 156 nations, Indonesia is ranked 101 in terms of gender bias, with female students participating at a lower rate than male students, and gender roles in Indonesia are still unequal (Global Gender Gap Report, 2021). Lakoff (1973) reveals that women have fewer opportunities than men in education, politics, society, and job positions. In other words, he assumes that education is more important and useful for men than for women, and that women's education should not be higher than men's. Based on the Central Bureau of Statistics (2021), there are 45,21

million students in education levels (elementary, junior high, and senior high school) in Indonesia in the academic year 2020/2021. The data shows the number of male students is greater than female students and from elementary school, junior high school, and senior high school (SMK), only SMA is dominated by women. It shows that some parents are still more worried about their sons receiving an education than their daughters. This is unjust to women since it hinders them from developing their potential.

Stromquist et al. (1998) say that a textbook that is used in the classroom by a teacher can have a significant impact on students' ideas and mindset. For example, when students listen to, read, and write a story about males and females, that story will be given impact by determining the male and female positions. According to Frankly, a textbook has to contribute as an important tool to develop a student's attitude toward world life. It may be used to provide materials and exercises to both male and female pupils. The function of a textbook is to provide school media for both educators and learners to learn not only the topic of learning materials based on the syllabus in the school but also to study the culture, value, and message that the authors want to convey to them. For example, textbooks can be a medium to inculcate specific values for teachers and students, such as gender equality between male and female students in the classroom.

There have been numerous studies on gender representation, particularly in textbooks. Rachmijati & Cahyati (2018) investigated the gender characters that are represented in Bahasa Inggris textbook for tenth grade in senior high school. The authors of the textbook are Widiati, Zuliati Rohmah and Furaidah. It was released in 2017 by Kemendiknas. The researchers analyzed the textbook's content using texts and images. In the text, they analyzed characters and visuals, as well as the activities that were explained, such as social activities and domestic activities. In terms of visuals, they analyzed indoor and outdoor activities. They found that the male was more dominant than the female in the textbook, indicating 51,89% for the male and 48,11% for the female. According to Rachmijati & Cahyati (2018), there are many factors that cause gender bias, such as culture, tradition, religion, etc. Therefore, formal or informal education is one good way to solve gender gaps in society.

Azisah (2017) conducted her study to investigate gender representation in English textbooks in each grade. These textbooks use the current curriculum (the 2013 curriculum) that is implemented in an Islamic school in South Sulawesi. She examined the textbooks using the following criteria: visibility (visible or invisible); equity (balance or imbalance); stereotyped or non-stereotyped; neutral or gender based; progressive or non-progressive. Based on the aspects studied, she found that male and female representations are balanced, visible, and non-stereotyped in three textbooks, but stereotypes and gender dominance are also present in the English textbook for eighth grade. It can be seen both male and female do several common occupations such taxi driver and employer for men while teacher and secretary for women.

Siregar, Henni & Comara (2021) investigated the representation of gender in *When English Rings a Bell* textbook for seventh grade students. This was a qualitative study that applied Halliday's transitivity system to reveal how gender is represented in the textbook. The finding indicated that male participants are more unseen than female participants. Regarding the types of processes, the depictions of male and female characters were both significant in relational processes, but female representations were more prevalent in other processes than male representations. It was observed that both males and females were mostly attributed positive personality adjectives. There are only a few male characters were found to have ominous characteristics. They recommend doing further research to fully understand the gender gap to describe the interactions that are going on and gender construction in the classroom.

Many people have studied gender representation in EFL textbooks, but research on similarities and differences in gender representation in English textbooks is still rare. A recent study on gender representation in English textbook was conducted by 'Aini, Yanto & Fitriyana (2021). They investigated gender representation in *The English Textbook for Grade Ninth in Indonesia (Think Globally Act Locally)* and the result showed that males were more dominant than females in the textbook when it came to active participants in imagery and Characters in the textbook were compared at 72% and 10%, respectively, with men outnumbering women. Additionally, 'Aini et al. argued that men were more dominant than women in the textbook in other aspects such as status, apparel, hobbies, and features. However, this study focuses only on one English textbook that is used in Indonesia and did not compare gender representation in two English textbooks from different authors and publishers.

It is required to conduct a study on gender representation in two English textbooks, textbook 1 (*When English Rings a Bell*) and textbook 2 (*Interactive English 2*) to identify similarities and differences in gender representation in describing parts of text (the course material, the reading passage, the conversation script, and the exercises), gender representation in visuals (individual and group), and gender roles in occupation in two English textbooks by different authors and publishers. Textbook 1 (*When English Rings a Bell*) and Textbook 2 (*Interactive English 2*) may have similarities in portraying male and female representation in some parts, such as in reading passages and conversations, but have differences in some parts, such as that textbook 1 is

more dominant in course material while textbook 2 is more dominant in the exercise part. This is a reason why this study has to be done. That is to analyze how gender representation is described in textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2). As a guideline, the questions of this study are:

1. What are the similarities and differences of gender representation in parts of text in textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2)
2. What are the similarities and differences of gender representation in visual in textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2)?
3. What are the similarities and differences of gender roles in occupation of textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2)?

2. METHOD

In this study, two English textbooks at the same level as junior high school in eighth grade were utilized to analyze the comparisons between male and female representation in parts of the text, visual and the roles of occupation in two English textbooks that have been used for English learning in Indonesian public schools. These textbooks are produced by the Indonesian ELT curriculum (the 2013 curriculum) to include both hard and soft skills (e.g., gender values) that are written by Indonesians. It used two English textbooks by different authors and publishing houses. Both textbooks 1 and 2 have the same total chapters but different total pages. Textbook 1 has 234 pages, while Textbook 2 has 229 pages. The description of textbooks present as follows:

Table 1. Description of English Textbooks

Title	Grade	Writer	Publisher	Year of Revision/Publication
When English Rings a Bell	Eighth	Siti Wachidah et.al.	Kemendikbud	2017 (13 chapters, 234 pages)
Interactive English 2	Eighth	Kenneth W. Ament and Rina Dwi Indriastuty	Yudhistira	2016 (13 chapters, 229 pages)

These textbooks were chosen for the following reasons: These textbooks were chosen for the following reasons: 1) These textbooks adhere to Indonesia's current curriculum (2013 curriculum); 2) These are the most frequently used textbooks in Indonesian public schools; 3) These textbooks are created by Indonesian writers who know the culture of Indonesia and the students' necessity for learning English; 4) These textbooks are learned 4 skills (speaking, reading, writing, and listening), and more emphasis is placed on the basis of activity than reading material (Ministry of Education and Culture, 2014).

This research used quantitative and qualitative approaches to analyze gender representation in parts of text, as well as visual and the role of occupation in two English textbooks. Mixed-methods research is a method of collecting data from two different designs at the same time to reveal philosophical assumptions and theoretical frameworks (Creswell, 2014).

The first analysis focused on male and female character in two English textbooks. This analysis adapted the instrument developed by Yonata and Mujiyanto (2017). The parts of the text consisted of course material, reading passage, conversation script, and exercise. The first analysis was to collect data on the number of male and female characters in each section of text in textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2). In this analysis, the frequencies of male and female characters that were mentioned in whole textbooks were counted in each chapter and then the totals. The percentages of female and male representation in each section of two textbooks were calculated. The second analysis was on male and female character in visual. This analysis followed Susanto's instrument (2021). Gender representation was portrayed in individuals (male and female), and groups (male, female, and both male and female). The frequency of male and female characters was counted in each unit of textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2), and the total of the frequencies was described in percentage. The third analysis was on the male and female representation roles of occupation in textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2). The instrument of this study was also guided by Brugeilles and Cromer (2009) theory. In this analysis, male and female roles in occupation were identified in the whole textbook and counted to find the total of their frequencies in the two English textbooks. After gathering the data, the researcher described the results in some paragraphs based on the available data.

In this study, content analysis used to examine how male and female characters represented in various components of the text; gender representation in individual and group in the visual as well as the gender representation role of occupation. The characters were unknown gender or ambiguous names (the names can be mostly used by boys or girls without any explanation about their biological sex) in the text or the pictures were unidentified gender, not clear or too small to be rejected from this analysis. It carried out to count the number of male and female representation in parts of the text and visual, regardless of how many times some characters reappeared in each chapter in parts of the text and visual, as well as to count the total of gender representation roles in occupations in the entire textbook. The study referred to the frequency of gender character representation in parts of text, visual and the roles of occupation in textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2).

3. RESULT AND DISCUSSION

The findings go around the three aspects involved in the research questions in the study: gender character representation in parts of the text, gender representation in visual and gender representation in the role of occupation in textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2) that are used in junior high school for eight grade in Indonesia.

Table 2. Frequency of male and female characters in Text

Component	Textbook 1		Textbook 2	
	M	F	M	F
Course Material	120	127	54	51
	48.6%	51.4%	51.4%	48.6%
Reading Passage	44	49	25	21
	47.3%	52.7%	54.3%	45.7%
Conversation Script	72	69	107	68
	51.1%	48.9%	61.1%	38.9%
Exercise	68	66	216	194
	50.7%	49.3%	52.7%	47.3%

Based on Table 2 in Textbook 1 (When English Rings a Bell), it identifies female domination in course material and reading passage while male domination is evident in conversation script and exercise. In the course material, male characters are mentioned 120 times, while female characters are mentioned 127 times. Male characters display a percentage of 48.6% while female characters portray a percentage of 51.4%. That means male representations have a lower position than female representations. In the reading passage, female portrayals are more invisible than male portrayals, who are mentioned 49 times (52.7%) for females and 44 times (47.3%) for males. In conversation script, male characters are more dominant than female characters who are represented 72 times (51.1%) while females are represented 69 times (48.9%). In the exercise part, the number of male and female characters becomes smaller in which male representations are described 68 times (50.7%) and is only slightly higher than female representations, which are described 66 times (49.3%). Course material has the biggest proportion in which the number of female characters is more frequent than male characters, while reading passage has the smallest proportion that also portrays female characters as more frequent than male characters in this textbook. There are two parts of the text (course material and reading passage) where female representations are more dominant than male representations, while male characters are more visible in two other parts (conversation script and exercise). It can be seen that the number of male representations and female representations is quite equal, and the ratio between male and female characters is slightly small, in which female characters are only shown 7 times more than male characters based on four components of text. It demonstrates that the female representations are more detectable than the male representations in Textbook 1.

Example 1: Hi, may I introduce myself? My name is Udin (chapter 1, page 3)

Example 2: Wina can do many things. She can read English stories. She can answer questions, but she cannot ask questions in English (chapter 2, page 26)

Example 3: Teacher: Thank you, Lina. Your story is very interesting. I like it.

Student: Thank you, Ma'am.....(chapter 2, page 10)

Example 4: Max wants to sit on the bench under the tree because it isthere (unit 9, page 129)

The examples above are from textbook 1. Example 1 in the course material is about *Udin* introducing himself in the classroom. This example is completed with *Udin*'s picture, which shows *Udin* is a male character based on the name and the picture. Example 2 describes *Wina*'s activities that portray *Wina* as a female character, which uses the pronoun *she* in the second sentence in the reading text. Example 3 is a conversation script between a teacher and a student about *Lina*'s story. This example identifies two female characters who show the teacher is *Ma'am* and the student is *Lina*. Example 4 is about an exercise part that mentions a name called *Max*. *Max* is the name of a boy, and this example demonstrates a male character.

As mentioned in Table 2, it shows that male domination in all parts of the text in Textbook 2 (Interactive English 2). In course material, the ratio between male and female characters is quite small, in which male characters are mentioned 54 times (51.4%) that is only slightly higher than females, in which female characters are displayed 51 times (48.6%). In the reading passage, 25 male and 21 female characters appear which means there is a higher percentage for males (54.3%) than females (45.7%). In conversation script, female representations are still more invisible than male representations, in which males appear 107 times while females appear 68 times. This part is the highest ratio between males and females, and it demonstrates that male characters are 61.1% while female characters are 38.9%. In the exercise part, as the last identified gender representation, male portrayals are more preeminent than female portrayals. Male representations are described 216 times while female representations are described 194 times, and the percentage for males is 52.7% while the females' percentage is 47.3 %. The exercise part has the biggest proportion while the reading passage has the smallest proportion, in which two components that depict male characters are more visible than female characters. It describes that male characters are more dominant than female characters, in which there is no one part that describes female domination in textbook 2.

Example 5: She should stay at home if she has the flu (unit 3, page 53)

Example 6: I was excited to hear Mrs. Trudy's lesson today. Biology.....(unit 11, page 173)

Example 7: A: What is he doing?

B: He is playing soccer.....(unit8, page 127)

Example 8: Andika is playing soccer in the field.....(unit 8, page 138)

These are several examples of textbook 2, example 5 as course material, the female is represented as *she* (pronoun). Example 6 describes *Mrs. Trudy* as a female character that appears in the reading passage. In Example 7, a conversation script does not focus on the speakers, but they talk about someone activity. They mention *he* is the boy character. Example 8 identifies *Andika* as a character who is portrayed in the exercise part. It is clear that *Andika* is a male character based on the name and the activity that he is doing.

Based on table 2, it can be seen that there are similarities and differences for both textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2). The similarities between the two textbooks describe that male representations are more visible than female representations in conversation script and exercise. However, unlike textbook 2, which also has male domination in two other components, textbook 1 portrays female domination in course material and reading passage. In the source material, females are visible 127 times (51.4%) while males are visible 120 times (48.6%) and in the reading passage, females are represented 49 times (52.7%) while males are represented 44 times (47.3%). It demonstrates that female depictions appear more frequently than male depictions by a small ratio. All units of the text in textbook 1 are nearly equal in that the ratio of male to female representations is less than eight, while in textbook 2, the ratio is only quite equal in two parts of the text, namely course material and reading passage, in which the ratio is less than five, and in one part of the text (conversation script), the male characters are frequent enough to almost half the female characters. In text, course material has the highest proportion in textbook 1 while the exercise part has the highest proportion in textbook 2. Although there are two components of female domination in textbook 1, the overall result is still shown that male visibilities are more represented than female in elements of the text.

Gender Representation in the Visual

Table 3. Frequency of male and female characters in Visual

Textbook	Individual		Group		
	Male	Female	Male	Female	Male & Female
Textbook 1	102	86	28	19	73
	54.2%	45.8%	23.3%	15.9%	60.8%
Textbook 2	24	17	40	18	74
	58.5%	41.5%	30.3%	13.7%	56%

Based on Table 3 in Textbook 1 (When English Rings a Bell), it finds that the total number of individuals is represented 102 times for males and 86 times for females in the visuals. The percentage of male characters is displayed at 54.2% while female characters' percentage is presented at 45.8%. The male and female characters in an individual are covered in all 13 chapters of textbook 1 with different numbers. In chapters 10 and 13, it is shown that female individual appear more often than male individual in the visual. Males and females are equally visible in individual in the visual in chapters 1, 4, 5, 6, and 12. In around 6 other chapters, male individual characters appear more often than female individual characters in the visual. It shows that the visual of female characters in individual are imperceptible compared to male characters in individual in Textbook 1. In the group, gender representations are described 28 times for males, 19 times for females, and 73 times for the mixed group (both males and females). The mixed group (both the males and females) has the highest percentage with 60.8%, followed by the male group with 23.3%, and the lowest position is the female group with 15.9%. The mixed group (both males and females) is covered in all the chapters, but not for the male illustrations in the group (they do not exist in chapters 6, 9, 12, and 13) and the female illustrations in the group (they do not exist in chapters 3, 5, 6, 7, 12, and 13). Gender representation for both individual and group categories demonstrates that male characters are more numerous than female characters, with a quite great difference in numbers.

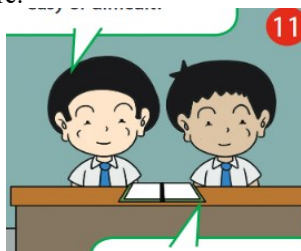


Example 9



Example 10

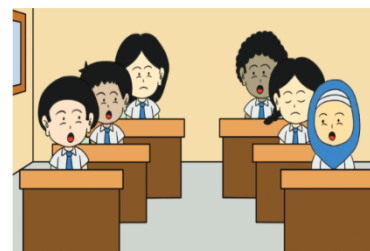
Both examples 9 (Unit 9, Page 121) and 10 (Unit 9, Page 121) are gender-specific in the individual category in the textbook 1. Example 9 is a male individual character while example 10 is a female individual character. A male student and a female student explain different things in the classroom. A male individual describes the plane and helicopter while a female individual explains the mountain and sea. It can also explain their different ideas and favorite things, in which male likes to talk about transportation while female likes to talk about nature.



Example 11



Example 12



Example 13

Examples 11, 12, and 13 are gender depictions in the group. Example 11 (Unit 1, Page 16) depicts a group of male characters, Example 12 (Unit 4, Page 53) depicts a group of female characters, and Example 13 (Unit 6, Page 76) depicts a group of mixed characters (both males and females). Example 11 describes two male students who talk about English material in the classroom. Example 12 depicts three female students in a classroom in which two students are talking to each other and the other one is writing something in her notebook during break time. Example 13 presents three male students and three female students who are waiting for their teacher. All examples use a classroom setting to do their activities, and for both male and female students have different topics in the conversations.

As mentioned in Table 3, the finding in Textbook 2 (Interactive English 2) shows male characters in individual categories are identified 24 times while female characters are represented 17 times in the visuals. The percentage of male characters is higher than female characters, which is 58.5% for males and 41.5% for females. Similar to Textbook 1, Textbook 2 has 13 chapters overall. Chapters 1, 2, 5, 7, 10 and 12 show that female representations are more often than male representations, five other chapters mention that male representations appear more often than female representations in the visual. In the group, gender characters are portrayed 40 times for males, 18 times for females, and 74 times for the mixed group (both males and females).

The mixed group (both males and females) is in the top position with 56%, followed by the male group with 30.3%, and group of female is in the last position with 13.7%. The mixed group (both males and females) is almost displayed in all chapters except in chapter 12, male representations in the group are unseen in chapters 5 and 12, and female representations in the group do not appear in three chapters (chapters 5, 9, and 12). Gender representation for both individual and group in the visual describes that male characters are more leading than female characters in the visual.



Example 14



Example 15



Example 16



Example 17



Example 18

Examples 14 and 15 are gender representation in the individual category while examples 16, 17, and 18 are gender characteristics in the group category. Example 14 is a boy that is playing games while example 15 is a girl that is listening to music. Both examples 14 and 15 show private activities. Example 16 is a male group consisting of three boys, example 17 is a female group consisting of three girls, and example 18 is a mixed group consisting of three girls and one boy. Unlike gender representations in individual, gender representations in groups describe social activities.

The overall result across two English books for Junior High School of Grade Eighth find the similarities that male characters are more evident than female characters for both individual and group although male characters in group are less than mixed characters (both males and females) in group. Based on the totals of male and female characters in individual in two textbooks, Textbook 1 has 16 pictures of male representations more than female representations while Textbook 2 has 7 pictures of male representations more than female representations. In group, male characters has 9 pictures more than female characters and 73 other pictures are leading by mixed characters (both males and females) in textbook 1 while textbook 2 has 22 pictures of male representation more than female representation and 74 other pictures are predominant by mixed characters (both males and females). In textbook 1, male characters have the top proportion in individual while textbook 2 has top proportion for male group. Therefore, male characters are determinately more detectable than females in two English textbooks especially in Textbook 2 whose difference of visibility of males is more double as compared to females in group.

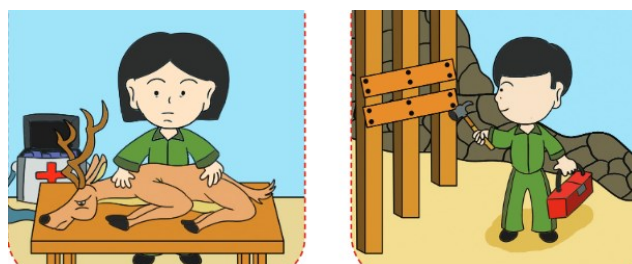
Gender Representation Role in Occupation

Table 4 below presents the finding male and female roles in occupation of textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2).

Table 4. Male and female roles in occupation

Occupation	Textbook 1		Textbook 2	
	Male	Female	Male	Female
Teacher	13	20	7	8
Principal	1	-	-	-
Singer	-	-	9	7
Guitarist	1	-	-	1
Pianist	-	-	1	2
Dancer	-	-	-	1
Painter	-	-	1	-
Zookeeper	5	1	-	-
Librarian	1	-	1	-
Police Officer	1	-	-	-
Security	-	-	1	-
Housewife	-	5	-	7
Driver	-	-	1	-
Janitor	1	-	1	-
Racer	-	-	2	-
Plumber	-	-	1	-

According to table 4 in textbook 1 (When English Rings a Bell), it finds that male role of occupations are portrayed in a larger number than female role of occupations, there are 7 jobs for males while females only describe in 3 jobs. There are only two jobs that are shared by men and women, namely teacher and zookeeper. The occupation of teacher is more represented by females than males in which female teachers appear 20 times while male teachers appear 13 times. On the other hand, zookeeper is a job that more frequent by males than females in which males describe in 5 times while females depict only 1 time. Five other occupations of males such as principal, guitarist, librarian, policeman, and janitor are general occupations that are done by men while females other job is housewife that is certainly the most occupation done by females no males. In this textbook, men can work in wider sector and their opportunities to work are also great while occupations of females are still limited and females only done traditional jobs such as teacher to teach her students or as a housewife to keep healthy for whole family.



Example 19. Gender role as zookeeper (textbook 1, unit 1)

Based on example 19, man and woman are both working. Both of them have the same occupation as a zookeeper, although their duties are different. It can be seen in the picture that the man regularly repairs the animals' cages while the woman takes care of the animals' sick regularly. These images depict the female role of caring for everything, while the male is portrayed as performing a job that requires power.

Based on table 4, the result of textbook 2 (Interactive English 2) shows the number of male occupations is higher than female occupations. Males have 10 categories of job while female have 6 categories of job. There are only three jobs that involved both male and female, namely teacher, singer and pianist. The number of female role as a teacher is more frequent than males that female roles mention 8 while male roles represent 7 times. Female role of occupation as pianist is more various than male role with ratio 2:1. Male role as a singer that is more visible than female in which males appear 9 times while females depict 8 times. It shows that males done several jobs that need more power such as bajaj driver, security, racer, and plumber while females done a job that needed less power such as dancer. Painter, librarian, security, driver, racer, janitor and plumber are only presented by male while guitarist and housewife are only described by female.



Example 20



Example 21

Examples 20 and 21 describe the male and female roles in common occupations in the textbook 2. Example 20 is a male job as a bajaj driver while example 21 is a female occupation as a housewife. These examples show the female role is mostly used in taking care of the family and house while the male can get various jobs and interact with other people outside.

Based on the table above, the similarities between textbook 1 and textbook 2 show that that men and women only have one similar job, namely as teachers. Teachers and housewives are two jobs that are mostly portrayed by women and appear in two textbooks, whereas male occupations have more variations. In Textbook 1, males have 7 variations of jobs while females have 3 categories of occupation, and in Textbook 2 males have 10 types of jobs while females describe 6 kinds of occupation. Males work in jobs that require strength, such as plumbers, racers, security, policemen, and zookeepers, while females work in jobs that require less strength, such as dancers and pianists. The overall finding is that male roles of occupation are more various than female roles of occupation.

Discussion

The first finding of this study shows that male characters are more dominant than female characters in parts of the text for both English textbooks. It assumes that gender representation is inequality especially in textbook 2 in which all components of the text are domination by male characters although the authors of textbook 2 are man and woman. This is probably because the ideas of man author are more favored or prioritized than female author's ideas in designing and composing this textbook. This finding is similar to Yonata and Mujianto (2017) who also found that male characters are more familiar than female characters in two English textbooks (BI is written by Indonesian authors and AH is written by native authors). They say that author's perspectives are still bias in terms of gender stereotype in the community or society. There is no domination by women in one of components of the text in two English textbooks especially in BI that has bigger ratio than AH although the writers of BI are three women while the authors of AH are man and woman. This finding supports Cook's (2015) argument who argues that the number of male representations are portrayed numerous than female representations in language textbooks.

The second finding identifies that male characters are more revealed than female character for both individual and group in the visual in textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2). It indicates the authors' and illustrators' perspective of two textbooks are probably assume that drawing male character illustrations are easier than females, as well as male attribute more less than female that can be seen in textbook 1 portrays all images in illustration form and textbook 2 uses illustrations in more than half of pictures. This finding is similar to Salamah (2014) who also found that the representation of males are dominant than female in English textbook of Bright for Seven grade students in Indonesia public school. It indicates gender stereotypes that she found in several images in the textbook about stereotypes against female and male. This finding is also supported by Barton & Sakwa (2012) ideas in which they say that female are often invisible than male in English textbook. However, this finding is different to Yang (2011) who found that female characters are represented slightly than male characters in two English textbooks. One possible reason might be the author's gender, in which the author of two textbooks is Jo Ann Dionne (woman). According Yang, another possible reason because Hong Kong has a new social policy to effort the fairness and give equal occasions for all people to prevent the gender intolerance. As a female author, she may be want to support the social policy in Hong Kong by language she uses in textbooks that show female illustrations are more seen than male illustrations.

The last finding is that male roles of occupation are portrayed in a larger number than female roles of occupation in textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2). It indicates that female roles in jobs are limited and cannot do jobs that need power while male roles in occupations are broader than female roles in occupations, and males can do many jobs that need power. This finding is in line with

Aguilar (2021), who found that male roles are represented in a larger number than females in terms of occupations in three textbooks. It also demonstrates stereotyped genders that are portrayed as females only being able to do several common categories of jobs, such as nurses (caring occupations), and that male roles are displayed in broader sectors of occupation, such as firefighters. According to Aguilar, the author displays perceptions and stereotypes of gender in which the limitations of jobs for women are only in common traditional jobs while men can have more categories of jobs. This is related to Mkuchu (2009), who says that males are more represented in power and leadership positions than females.

4. CONCLUSION

This study explores gender representation in textbook 1 (When English Rings a Bell) and textbook 2 (Interactive English 2) in junior high school for eighth grade in Indonesia. In relation to research questions, the first finding shows that male characters are more dominant than female characters in parts of text in two English textbooks. In textbook 1, there are two parts where female representations are more frequent than male in course material as the highest proportion in text, in which female characters are described 127 times (51.4%) while male characters are portrayed 120 times (48.6%) and female portrayals appear 49 times (52.7%) while male portrayals are represented 44 times (47.3%) in the reading passage. Two other components of the text identify that male representations are more visible than female representations in conversation script, in which males are mentioned 72 times (51.1%) while females are displayed 69 times (48.9%), as well as male representations are described 68 times (50.7%) while female representations are depicted 66 times (49.3%) in the exercise part. In Textbook 2 (Interactive English 2), it shows that male domination is in all parts of the text. Male characters are identified 54 times (51.4%) while female characters are identified 51 times (48.6%) in course material. There are 25 male characters (54.3%) and 21 female characters (45.7%) in reading passage. In the conversation script, males appear 107 (61.1%) times while females appear 68 times (38.9%). Male representations are 216 times (52.7%) while female representations are 194 times (47.3 %) in the exercise part as the biggest proportion in textbook 2.

The second finding identifies that male characters are more visible than female characters in individual and group based on the visuals in two textbooks. Individually, textbook 1 represented 54.2% of males and 45.8% of females, while textbook 2 represented 58.5% of males and 41.5% of females. Mixed characters (both males and females) have the highest position in the group, followed by males only and females only. Textbook 1 is 60.8% for the mixed group (both males and females), 23.3% for the male group, and 15.9% for the female group, whereas textbook 2 is 56% for the mixed characters in the group (both males and females), 30.3% for male illustrations in the group, and 13.7% for the female images in the group). The last finding shows that male roles in occupations are portrayed more often than female roles in occupations in two English textbooks. There are stereotyped genders in portraying female roles in traditional jobs (e.g. teacher and housewife) and male roles in dominant jobs (e.g. plumber, security, policeman, bajaj driver, and principal). It shows that gender representations in text and visual as well as in the role of occupations are still not balanced in two textbooks. Several aspects can cause gender inequality, such as culture, tradition, belief, and religion, which may result in little awareness of gender issues among authors, publishers, curriculum developers, teachers, and educators. A textbook is an important tool that can be used in formal and informal education to balance the gap between male and female representation.

However, this study is not perfect and may have a lot of flaws in gathering the source, data, and explaining the results. The scope of this research is limited to identifying gender representation in text components (course material, reading passage, conversation script, and exercise), gender characters in visuals (individual and group), and gender roles in occupations. It only analyzes two English textbooks that are used in public schools in Indonesia based on several criteria.

Hopefully, this study can be a reference for the next researcher who wants to conduct research, especially in a similar study. To approach gender equality, the author can be revised and revisited to represent both male and female perspectives. Teachers must be aware of gender issues and have a good mindset and understanding of them. Therefore, they can be a role model to provide examples of the balancing of male and female in texts and visuals, including male and female roles in occupations.

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APPENDIX**Checklist for male and female characters in parts of the text**

Textbook title :

Textbook number :

No	Component	Male	Female	Page Number	Total Number
1	Course material				
2	Reading passage				
3	Conversation script				
4	Exercise				

**Checklist for male and female characters in the visuals in textbook 1
(When English Rings a Bell)**

Unit	Topic	Individual		Group			Page Number
		Males	Females	Males	Females	Both M & F	
1	It's English time!						
2	We can do it and we will do it						
3	We know what to do						
4	Come to my birthday, please!						
5	I'm so happy for you!						
6	Our busy roads						
7	My uncle is a zookeeper						
8	What are you doing?						
9	Bigger is not always better						
10	When I was a child						
11	Yes, we made it						
12	Don't forget it, please!						
13	We got a lot of histories						

Checklist for male and female characters in the visuals in textbook 2
(Interactive English 2)

Unit	Topic	Individual		Group			Page Number
		Males	Females	Males	Females	Both M & F	
1	Attention, please!						
2	I can play the guitar						
3	We must study hard						
4	Will you join us?						
5	Happy birthday!						
6	I have many friends						
7	What's your day usually like?						
8	What are you doing now?						
9	I think cats are the cutest pet						
10	What did you do yesterday?						
11	What happened?						
12	I'll send a message to you						
13	It's time to sing						

Checklist for male and female roles of occupations

Textbook title :

Textbook number :

No	Occupation	Gender Roles		Page Number
		Males	Females	
1	Teacher			
2	Principal			
3	Singer			
4	Guitarist			
5	Pianist			
6	Dancer			
7	Painter			
8	Doctor			
9	Nurse			
10	Police Officer			
11	Security			
12	Firefighter			
13	Librarian			
14	Zookeeper			
15	Housewife			
16	Driver			
17	Janitor			
18	Racer			
19	Plumber			
20	Novelist			