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Gender Representation in English Textbooks for Islamic Junior High School Students

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Abstract

This article would investigate the gender representation in English textbooks for MTs Students. In detail, the investigation covered: Gender-biased, gender position, authors' understanding, male and female position, the explicitly or implicitly presented the gender representation in the English textbook for MTs students. Critical Multimodal Analysis and Content Analysis Method was used to analyze the data. The results will be expected is to obtain the clear understanding of each aspects regarding to the gender representation in the English textbooks for MTs as the object of the investigated. Furthermore, another result can be summed up is the authors of English for MTs use image are used unequal or unbalance. In other words, the authors of "English on Sky" Grade VIII for MTs/Junior High School shows that the gender positioning was unequal. In the meantime, the authors use some words to illustrate or depict the gender which are in English textbook "English in Focus", they are adjective, proper name, and pronoun. Based on the result as seen above, the authors of the two English textbooks, not only the authors of English in Focus but also English on Sky have somewhat understanding the gender bias, gender stereotype.

Keywords: *Gender Representation, Critical Multimodal Analysis, Gender Bias and EFL Textbook.*

Abstrak

Artikel ini menyelidiki representasi gender dalam buku pelajaran bahasa Inggris untuk Siswa MTs. Secara rinci, penyelidikan tersebut meliputi: bias gender, posisi gender, pemahaman penulis, posisi laki-laki dan perempuan, representasi eksplisit atau implisit representasi gender dalam buku teks bahasa Inggris untuk siswa MTs. Analisis Multimodal Kritis dan Analisis Konten Metode digunakan untuk menganalisis data. Hasil yang diharapkan adalah untuk mendapatkan pemahaman yang jelas tentang masing-masing aspek terkait dengan representasi gender dalam buku teks Bahasa Inggris untuk MTs sebagai objek yang diselidiki. Selanjutnya, hasil lain dapat disimpulkan adalah penulis bahasa Inggris untuk MTs menggunakan image yang digunakan ketidaksetaraan atau ketidakseimbangan. Dengan kata lain, penulis "English on Sky" Kelas VIII untuk MTs / SMP High School menunjukkan bahwa posisi gender tidak setara. Sementara itu, penulis menggunakan beberapa kata untuk mengilustrasikan atau menggambarkan jenis kelamin yang ada di buku teks

bahasa Inggris “Bahasa Inggris di Fokus”, kata sifat, nama yang tepat, dan kata ganti. Berdasarkan hasil seperti yang terlihat di atas, penulis dari dua buku teks bahasa Inggris, tidak hanya penulis bahasa Inggris dalam Fokus tetapi juga bahasa Inggris di Sky memiliki sedikit pemahaman terhadap bias gender, stereotype gender.

Kata Kunci: representasi gender; analisis multimodal kritis, bias gender dan buku teks EFL

INTRODUCTION

Indonesian social context, being composed of diverse cultures, calls for pooling all resources to take measures in creating and sustaining national unity both within and between these spheres. One of the areas that can be of crucial significance in establishing oneness among Indonesians is the fundamental school environment where the future Indonesian politicians, professionals and laborers find identities. The crystallization of such identities, besides the pivotal role of teachers and peers, depends, at least in part, on the textbooks Indonesian young people focus on repeatedly during the classroom practice, follow-up assignments or projects, and preparation for the examination. The sensitive influence that textbooks exert, in addition to their quality of instruction, on learners' understanding of social equality and national unity cannot, thus, be denied. Of equal importance is the development of textbooks that provide a neutral realistic representation of gender.

In the light of the dominance framework that is going to be discussed below, we wish to illustrate how gender is depicted in ELT textbooks in the multicultural context of English textbook used in MTs. To this end, there will first be a review of the related literature in this area. Next, the method of analysis will be described. Finally, the research will be concluded with the findings of this study and their pedagogical implications.

(K. A. Davis & Skilton-Sylvester, 2004; Kathryn A. Davis & SKILTON-SYLVESTER, 2004; Kathryn A. Davis & Skilton-Sylvester, 2004), aware of the three theories behind the gender and language research: (1) *deficit theory* that

had a critical and negative view of the female language (Lakoff, 1973) quoted in (K. A. Davis & Skilton-Sylvester, 2004); (2) *dominance frame-work* according to which males' power in society justifies the negative considerations attributed to female speech; and (3) *difference framework* (also known as *dual culture model*) in the 1980s, which holds that diversity in male/ female communication styles is due to different social relationships between the sexes, warn the reader of the misleading and insufficient nature of each one of these three trends.

It is also believed that there are times when the inclusion of stereotypes appears to be inevitable. For O'Neill the primary objective of language textbooks is to transfer the communicative functions to their learners; that is why, writers "borrow predictable stereotypes from other sources ... immediately recognizable ... [that] re-affirm rather than challenge accepted notions of what a woman's role is or what kind of behavior is or is not appropriate for a male" (K. A. Davis & Skilton-Sylvester, 2004). In order to deal with this argument it first seems necessary to know what exactly is meant by stereotyping. (Sunderland, 2004) quotes from Redding et al. (Newman, 2002) who defines stereotyping as 'a received "wisdom." which may or may not contain a "grain of truth," which is then distorted and exaggerated to fill the whole picture¹. Such wisdom cannot be received if it is not circulated across through the media one of which could be the textbook one of whose stereotypes of a woman that is not criticized is the "pretty and empty headed, or unable to make decisions on her own" (Eisenhardt, 1989; Gee, 2005; Pretty, 1995). OTCeill's statement can be

supported if the primary goal of stereotyping really is facilitating learners' understanding of the message, but in reality, this usually happens not to be the case. There is no point in depicting *men* only as the rule breakers of society and *women* as the cooks, and if such depictions occur otherwise, it will not challenge learners' understanding.

Using multi-method, data were collected by means of a questionnaire and semi-structured interview. Quantitative data were supported by the qualitative data to provide more reliable results. The results suggest that, EFL countries like Turkey need to modernize and update their teaching methods which means doing changes by taking students' previous educational habits into consideration. It is obvious from the study that students in non-English speaking countries make use of communicative language teaching (CLT) if communicative activities and non-communicative activities are combined in English classrooms. The attributing of the textbook as a direct cause of learning or teaching failure is superficial, given that even a strict adherence to a well-constructed textbook requires as much mastery in teaching as one's ability to employ flexible and creative teaching techniques after fully integrating its contents and structure.

The integration of language and content instruction is of increasing interest in second and foreign language programs at elementary, secondary, and tertiary levels around the world (Buettner, Yee, Anderson, & Han, 2006; Nakagawa et al., 2006; Orth et al., 2006). (McLaughlin & Talbert, 2001; Pierson & Smith, 2001) presents research on the potential of four intermediate-level ESL grammar textbooks to provide student control of learning, based on the textbook authors' presentation of student decision making opportunities in tasks.

Textbooks are the primary material used in teaching a foreign language and language and culture are inseparable. Valdes, (1986) claimed that teaching a foreign language without its cultural content is practically impossible. This preliminary study sought to identify the cultural and social aspects in some EFL textbooks. One of the aspects that need to pay more attention in teaching and learning language, especially English language is gender. As we have known that gender roles are obviously stereotyped in the textbooks.

Teaching material should portray a balance of men/boys and women/girls in active roles and different age groups. Both sexes should be depicted as being engaged in independent activities as well as in leadership roles. Both sexes should be depicted equally in domestic situations, doing households chores and caring for children. In portraying groups, illustrators should bear in mind that some women are taller than some men. When depicting children at play, do not show boys playing only with traditionally "boy's toys" and girls playing only with traditionally "girl's toys. Authors and illustrators should bear in mind that people of both sexes experiences a wide range of emotions: fear, terror, anxiety, anger, sorrow, fiction, boldness, gentleness, tenderness. (Collier, 1998) noted that "identities are multiple, overlapping, and contextually constituted and negotiated". In other words, when students learn a foreign language, their new identities are shaped in part by what they read in the textbooks at schools. In addition to textbook revision to include more balanced role relationships with respect to gender and race, EFL teachers could encourage students to seek and maintain their own cultural identities. This is because learning a second language is not just the mastery of its forms, it is also a process of identity formation and self-positioning in that second language.

Another aspects which merely exist in EFL textbook are the position of gender. The position of gender can illustrate though the actual presence of male and female, both in text and in illustrations. Firstness refers to the number of times a male or female character appears first in a reading, a dialogue, or an exercise. The number of gender-neutral nouns (such as teacher or person), gender-specific nouns (such as a mother or housewife), and gender stereotypes (such as a female character cooking, a male character working on a car) were counted.

Based on some existing phenomena which are described by many researchers, not only from Indonesian researchers but also many more researchers from overseas have paid much attention to the respect which are related to the gender and gender representation in EFL textbooks. Textbook is still become a primary instructional tool which is used by Indonesian English teachers in teaching and learning English as a foreign language. Referring to these problems and conditions which are elucidated above, the present research topic must be conducted.

Gender Representation

The word gender has been used since the 14th century as a grammatical term, referring to classes of noun designated as *masculine*, *feminine*, or *neuter* in some languages. The sense ‘the state of being male or female’ has also been used since the 14th century, but this did not become common until the mid 20th century. Although the words gender and sex both have the sense ‘the state of being male or female’, they are typically used in slightly different ways: sex tends to refer to biological differences, while gender refers to cultural or social ones (Calvert, 2014; Keplinger, Kowal, & Mäkiö, 2016; Kowal, Keplinger, & Maekioe, 2016).

Furthermore Joan Scott in her comprehensive essay, gender is “a constitutive element of social relationships based on perceived difference between the sexes” and “a primary way of signifying relationships of power. (Echevarria, Short, & Powers, 2006; Schaufeli, Bakker, & Salanova, 2006). When understood in the first sense, gender encompasses four elements: (1) culturally available symbols (like Adam and Eve or witches), (2) normative concepts (which are embodied in religious, educational, scientific and political doctrines), (3) forms of subjective and inter-subjective identity, and (4) forms of social organization in families, labor markets, education, and politics. Implications for gender categorization are some famous binary categories; private/public, nature/culture, and rational/emotional. As a consequence, every society has a distinction gender identity and any individual living them way or may not comply with the presumed gender identity.

Representations of Femininity

Feminism has been a recognized social philosophy for more than forty years, and the changes that have occurred in women's roles in western society during that time have been nothing short of phenomenal. Yet media representations of women remain worryingly constant. Does this reflect that the status of women has not really changed or that the male-dominated media does not want to accept it has changed?

Representations of women across all media tend to highlight the following: (a) beauty (within narrow conventions); (b) size/physique (again, within narrow conventions); (c) sexuality (as expressed by the above); (d) emotional (as opposed to intellectual) dealings; and (e) relationships (as opposed to independence/freedom).

Language and Gender

Language as one of the communication tools in delivering idea, feeling, and thought. The way of using a language by someone in his or her daily life differences each other. The Seeing gender and language through a discourse lens has in one way united the two 'prongs' of early feminist gender and language study. In the 1970s and 80s, most concern with language and gender fell broadly into one of two camps, corresponding broadly to *parole*: gender and language use (with the focus being on gender differences), and *langue*: gender (bias) in a language (usually English) *as an abstract system* (with the focus being on individual words). *Discourse*, relevant to both, was still waiting in the wings. Lakoff's early work in both camps, in the form of *Language and Woman's Place* (Lakoff, 1973), is rightly acknowledged as both ground-breaking and seminal.

Gender equality is measured by looking at the representation of men and of women in a range of roles. A number of international comparative gender equality indices have been prepared and these offer a way to compare Ireland's achievements with those of other countries. Each index looks at a distinct list of parameters and the choice of parameters affects the outcome for each country.

Both men and women farmers play an important role as decision-makers in agrobiodiversity management. They decide when to plant, harvest and process their crops. They decide how much of each crop variety to plant each year, how much seed to save from their own production and what to buy or exchange. All these decisions affect the total amount of genetic diversity that is conserved and used.

Identity vs Identities of Masculinities and Femininities

The notion of *identity* is a slippery one, often used but rarely defined, varying from one discipline to another, and an on-going subject of academic endeavor. (Gee, 2009) observes critically that "some people... tend to reserve the term 'identity' for a sense of self that is relatively continuous. (Ivanic & Martin, 2008; Klemme, Ivanic, Connolly, & Harte, 2009) writes that though *identity* is a useful term, since it is the everyday word for people's sense of who they are, it is "misleadingly singular". Accordingly, (gender) identity can be seen as multiple and liquid, and never complete: "the emergence and re-emergence of the self" (Thomas & Collier, 1999).

Gender Identity and Bias

An individual's internal sense of gender, which may or may not be the same as one's gender assigned at birth. Some gender identities are "woman," "transman" and "a gender" but there are many more. Since gender identity is internal it isn't necessarily visible to others. Additionally, gender identity is often conflated with sex, but they are separate concepts between gender and sex. Cultural identity is the feeling of identity with a group or culture, or of an individual as far as he or she is influenced by his or her belonging to a group or culture.

Gender bias is also taught implicitly through the resources chosen for classroom use. Using texts that omit contributions of women, that tokenize the experiences of women, or that stereotype gender roles, further compounds gender bias in schools' curriculum. Ahn et al., 2012; Anderson et al., 2012; Holmes et al., 2012) Gender bias in education is an insidious problem that causes very few people to stand up and take notice. The victims of this bias have been trained

through years of schooling to be silent and passive, and are therefore unwilling to stand up and make noise about the unfair treatment they are receiving. "Over the course of years the uneven distribution of teacher time, energy, attention, and talent, with boys getting the lion's share, takes its toll on girls."

Gender stereotypes can have negative connotations, like those above, but they can also have positive connotations, even though they're often over-generalized. For instance, the notion that women are better caregivers than men is a positive connotation, but it is a generalization and not necessarily true in all cases. This is similarly so for the notion that men are better providers than women, which while positive, can be disproved by looking at cases where men have abandoned their families and defaulted on child support.

POSITIONING GENDER

The important aspect should be paid more attention is about the equality of gender position in the life shapes. The problems are mostly happened in any human life aspects, this condition can occur not only on full awareness but also unawareness in daily life practices. The term of gender position or gender equality cited in the article written by (Beetham & Demetriades, 2007; Fullerton & Semple, 2008; Thamaga-Chitja, MSc, Science, & Murugani, 2010) under the title *Women and Gender Equity in Development Theory and Practice* As shown by Jaquette that the concept of gender equity remains relevant, though perhaps no longer as part of a purely WID discourse. The concept retains its socioeconomic connotations, as in the article "Gender Equity and Rural Land Reform" which discusses the implications of land reform in rural China for women, the progress made and the shortcomings still to be met. In this article, the term gender equity is used to refer to the equitable or otherwise

treatment of women and men under the law as regards farm property rights.

Meanwhile (Salut, Organization, WHO, & UNAIDS, 2003) defines gender equity as "fairness and justice in the distribution of benefits and responsibilities between women and men", and indeed the term gender equity seems often juxtaposed to social justice. In general, one receives the impression that while gender equality is used to refer to the overarching canopy of equal rights and opportunities, together with corresponding lack of gender discrimination in all spheres of human activity, gender equity has a more narrow application and strongly economic or rather, material connotations. In other words, gender equity appears to be one of the many building blocks on the path to achieve gender equality. For example, in *Equality for Women* published by the World Bank, equity is used primarily to refer to numeric indicators of equality (Group, 2014; Inglehart, Norris, & Ronald, 2003) as crystallized by the Gender Equity Index (GEI) which covers indicators across the fields of education (social dimension), income and share of job market (economic dimension), and share of members of parliament and high-paid jobs (political dimension).

GENDER AND IMAGES

(Barton & Sakwa, 2012; Holmqvist & Gjørup, 2007; Pawelczyk, Pakuła, & Sunderland, 2014) indicate that the learners may nconsciously absorb what can be considered as gender stereotypes through media and society as well as textbooks in school. Further, they point out a tendency in older textbooks to portrait women as homemakers and men as businessmen.

"The images and language which are used in teaching and the extent to which learners can identify with them have an important effect on how well

people learn. If women are under-represented in teaching or represented in demeaning ways, the women who are taught with these materials may learn less well. (Barton & Sakwa, 2012; Holmqvist & Gjörup, 2007; Pawelczyk et al., 2014).

Male and female images as one dramatic example, the image and representation of women and girls in the media has long been a subject of concern. Research shows that there are many fewer females than males in almost all forms of mainstream media and those who do appear are often portrayed in very stereotypical ways. Constantly polarized gender messages in media have fundamentally anti-social effects

A GLANCE OF TEXTBOOKS

Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom (Richards). For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In Indonesia, textbooks are used as media of learning in schools ranging from elementary school to high school. As stated by the Minister of Education and Culture of Indonesia, that the textbook has an important role in improving the quality of education in Indonesia. Meanwhile (Remijsen et al., 2011; Wirawan et al., 2010), states Textbooks are books which formally used to study subjects or subjects in school or college in Indonesia. Furthermore, (Cunningsworth, 1995) textbooks is used to convey any value and hidden curriculum not only expressed explicitly or implicitly but also directly or indirectly.

A textbook is a key component in the arsenal of a teacher of English. For

this reason, it is of importance that textbooks used in Indonesia schools are compliant with the fundamental values of equality. In this research we will attempt to discover the extent to which English textbooks present males and females in non-stereotyped ways and as equal. Furthermore we want to provide an overview to show how they deal with gender issues. In addition, besides these, through this research, our aim is to establish whether there are any connection between learning and gender, and whether it hinders the pupil's language learning. My analysis will draw on previous research and theories presented by prominent figures in the field, such as, (US5592378A, 1997; Jones, Kitetu, & Sunderland, 1997; Mills, Jónsson, & Schenter, 1995; Nelson & Renner, 1999; Ravitch, 2004, 2007; Roof et al., 2000) among others. Thereafter, these theories, and my own research will be compared, to and contrasted with the guidelines from the Indonesia National Agency of Education. This dissertation comprises a qualitative critical discourse analysis of two randomly selected textbooks that have been, or are being used, in Indonesia secondary schools. A number of different aspects will be taken into consideration, such as the gender distribution of narrators, main characters and sub characters, as well as the description of gender/gender roles, and the representation of gender in illustrations. Further, I will study what kind of language is used: the extent to which it is gendered or de-gendered language. These aspects will be collected quantitatively. The findings from the analysis show that the language in Wings 8 gives a broad and non-stereotypic view of gender roles, which is in accordance with the fundamental values. However, the illustrations tend to portray males and females in what can be considered as quite stereotypical.

In Indonesian schools, textbooks and other teaching material should not

contribute to enhancing or strengthening stereotypes and gender roles. Women and men are described in EFL textbooks. In some situations, the textbook may function as a supplement to the teachers' instruction in the ESL teaching and learning process. For most teachers, textbooks provide the foundation for the content of lessons, the balance of the skills taught, as well as the kinds of language practice the students engage in during class activities. For the ESL learners, the textbook becomes the major source of contact they have with the language apart from the input provided by the teacher.

The English textbooks present males and females in non-stereotyped ways and as equal. This is particularly interesting to investigate, as they may influence the learners' way of thinking about gender. For my study, I have chosen *Team 8* and *Wings 8* further descriptions concerning each textbook will be presented in chapter 3. I want to provide an overview to show how they deal with gender issues. In addition, I aim at observing; if there is any connection between learning and gender, and whether it hinders the pupil's language learning. This type of investigation is of importance, because teachers need to consider what their choice of teaching materials might entail, and the issues this might bring about.

(Cunningsworth, 1995) proposes four criteria for evaluating textbooks, particularly coursebooks: (1) They should correspond to learner's needs. They should match the aims and objectives of the language-learning program; (2) They should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes; (3) They should take account of students' needs as learners and should facilitate; (4) their learning processes, without

dogmatically imposing a rigid method; and (5) They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

The type of evaluation a textbook receives, however, will also reflect the concerns of the evaluator. One teacher may look at a book in terms of its usability. The teacher is primarily interested in whether the book works easily in her class, can be used flexibly, and could easily be adapted. Another teacher may look at a book much more critically in terms of its theoretical orientation and approach. If it is a book that teaches conversation skills what theory of conversation is it based on? What kind of syllabus is it based on and what is the validity of the activities it makes use of? Two teachers evaluating a writing text may likewise look at it from very different perspectives.

METHOD

The research method of the present is a qualitative approach, particularly content analysis. The using of this research method is to support the characteristics which investigate the textbooks contents. The qualitative approach is assumed in line with the research is going to be conducted. It meant that the purposes, process, and its data comprises of multi-aspects of gender contained within the English textbooks for MTs that recommended by the government of the republic of Indonesia.

In line with the purpose of this investigation is to get depth understanding and critical issues which are related to the gender aspects presented in the English textbooks for students used by the English teachers in teaching and learning at the schools of MTs. (Jones et al., 1997; Ravitch, 2004) states that qualitative content analysis as analytical analysis which covers: (1) discussing data based on the content

contained within the texts; (2) obtaining information based on the context; and (3) analyzing content which facing large amount of data.

Operationally, this research will apply content analysis principles. The principles are related to the critical multimodal gender issues presented in English textbooks for students which are written by Indonesian authors. Multimodality is an interdisciplinary approach that understands communication and representation to be more than about language. It is a theory of communication and social semiotics. Multimodality describes communication practices in terms of the textual, oral, linguistic, spatial, and visual resources on modes used to compose messages. Society and multimodality influence each other mutually the specific representations available to a community determine the multimodal methods with which it communicates.

Furthermore in this research employs both qualitative and quantitative approaches in which frequency counts of female and male referring terms, frequency of first-place occurrences of words attributed to females and males were examined. In order to find out whether women and men were treated equally in the two volumes of English textbooks of Indonesian Junior High Schools, all parts of the textbooks were investigated including the illustrations as well. After the tabulation of the raw data, they were summed or calculated in order know which aspects of the gender are presented more or the most one.

Moreover, the using of this method also assumed can underpin and reveal not only superficial/visual aspects of the textbooks but also hidden information which are contained within.

Data Sources

The main source of the present research data are taken from the

textbooks for MTs/Junior High School which are used by the students and teachers in Indonesia and supplementary data were obtained from the authors/writers of the textbooks which were related to the information that support the completeness of data needed. The main sources of this research were taken from two textbooks, namely (1) English in Focus published by (Pusat Perbukuan Departemen Pendidikan Nasional, under the School Curriculum (2006) n.d.; Zaida & Sofwan, 2015; Zulimah --, 2017) and was written by Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusman (2) English on Sky published by Penerbit Erlangga and written by Mukarto, at al.

The data collection procedures of the present research were as follows: (1) determining the English textbooks used by the MTs in Indonesia; (2) reading profoundly (skimming and scanning) the textbooks; (4) coding; (5) classifying; (6) interviewing.

Data Analyzing Procedures

Before reaching the complete results of the research, it needed to describe the steps or the stages that were undergone in doing analysis of the present research. The throughout procedures were as follows: (a) **Identifying**, on this stage was done a very kick-off activity to identify any possible source and information needed which are related to the data analyzing procedure of the research (b) **Determining**, on this second stage will be conducted an important activity. This activity was to make a judgment of all objects that must be investigated; (c) **Coding**, on this third stage was done to have some activities that making marks on each type of the data. This step was an important part of the analysis procedure of the present research; (d) **Constructing checklist**, on this analysis procedure stage was conducted the classification based on the characteristics and trait of

the data; (e) **Tabulating**, the activity of this stage was to input the data based on the group or typology of the data; (f) **Analyzing**, on this stage was done to have a main activity concerning to the data that have been proceeded in the previous stages. The fifth and final step involved linking patterns into groups so that the researcher could provide a detailed description of the research problem. Member checking (Creswell, 2010) was used to enhance the accuracy of findings. The student teachers agreed that the findings identified were accurate; (g) **Interpreting**, on this stage was conducted the most important activity, namely making the meaning of any findings or results. Those finding and results were compared to other research results which were closest related to the present research results. Furthermore, the research results or finding also be confirmed to those related theories which are in line with or opposite to the findings or research results; and (h) **Drawing conclusion**, on this last stage, the researchers have done an important thing activity, namely making inference of the each finding. This activity was considered an important stage because through making inference, the results or findings shown and depicted clarity and wholeness of the research results and all at once, it was to show the answers of the research questions were posed in the previous chapters.

Trustworthiness

One of the important aspects in conducting a qualitative research was to establish trustworthiness. In establishing trustworthiness for the present research, it follows some procedures outlined by (Creswell, 2010). The throughout trustworthiness procedures of this study are as follows: (1) Prolonged engagement, through this technique, the researchers spending sufficient time in the field to learn or understand the gender, culture, social setting within the

English textbooks investigated. (2) Triangulation of sources, through this triangulation, the researchers have examined of the consistency of different data sources from within the same method; (3) Theory/perspective triangulation, applying this technique of the present research meant to examine and interpret the data; and (4) Member checking, the applying of this technique to this research was to establish the validity and accurateness of any information or data based on well understood.

Finding and Discussion

This investigation analyzed two EFL textbooks written by Indonesian authors. In writing textbooks in Indonesia rather different from the way of writing textbooks in foreign countries. The differences can be a reasonably happend, because of the different culture that being embraced by the certain country itself

In Indonesia, the the tradition of writing textbooks sometimes conducted in a very short time or limited time. The pattern of writing itself can evoke some weaknesses, not only in linguistic aspects but also in other aspects, such as in using images, cahrts, diagrams, and dictions which are most appropriately used and well consideration in using any information that are not close related to objectives of the textbooks writing.

Furthermore, paying deeper attention to the data analysis and results obtained of each question, in this subtitle will be discussed scrutiny and carefully in order to give justifying based on related theories were written in the previous chapters. Based on the result which was ontained on the first question shows that the images which depicting the representation of the gender in (English as a foreign language) textbooks Grade VIII for MTs in Indonesia was very inequity than the female picture or images of the whole pages in the English in Focus. The types of images were

variety in term of of roles or profession of the person in the textbook. The total number of male presented by the authors in English textbook “English in Focus” was 111 =77.70%, while the female one was 46 = 29.30%. Below is the difference using images that wshowing gender representation between the two English textbooks for MTs/Yunior High School.

Table 1
The Comparison of Gender Occurrences

EiF Book1	Gender			EoS Book 2	Gender		
	M	F	Neutral		M	F	Neu tral
	147	123	154		57	46	455

Description: **EiF**: English in Focus; **EoS**: English on Sky

Based on this condition or the fact shows that the way how the authors depict or represent the genders (male and female) as inequity. Based on this result, it can be compared to other research results that have closely related and the confirmed by theories. In reality, Indonesia women today fill a diverse positions including faculty dean, government minister, parliament member, judge, engineer, police officer, lawyer, pilot, doctor, therapist, taxi driver, biologist, etc.

The results of this study illustrate a tendency toward gender asymmetry in his country’s EFL texts greater than the gender asymmetry in Iranian society as a whole. This finding should be taken into consideration when preparing new editions of textbooks. In writing English textbooks need pay much attention to any aspects that underpin the completeness, because textbooks play a very important role in EFL education since it is generally through textbooks that learners get acquainted with the target language culture and values. It is believed that women are derogated in language and texts are manipulated in favor of men as (Bahman & Rahimi, 2010) believe

derogation is “... rife in the ideological manipulations of the texts”.

Next, the further result shows that there were three kinds of words which depicting the gender representation through word. The words used in depicting the gender in English textbook “English in Focus” were adjective, proper name, and pronoun. Each of the genre of gender were different from one to another. For the adjective were male = 7, female = 5, and neutral was 98. The second word for depicting the gender was proper noun. In this kind of word was consists of 60 for the male, 50 for the female, and 22 for the neutral gender. Meanwhile, the pronoun was 80 for male, 68 for female, and 34 for neutral ones.

Paying attention deeply to the second finding above, it can be interpreted signs can be used to represents specific meanings and traits of human beings, this statement were expressed by (Forceville, 2007; Liu, 2013) that one of the most prominent sources which establish such power relations is media such as textbook, advertisements, newspaper, etc. ELT textbooks are identified as means of instructional media because they are widely used by the students and teacher in obtaining information through reading. Thus, the present study attempted to obtain the information clearly regarding the gender representation in ELT textbooks for Yunior High School/MTs students as multimodal media, because gender representation has a very close effect in social life. Related to this finding (Marefat & Marzban, 2014; Tajeddin & Janebi Enayat, 2010) said that when one gender is inequity presented to the other one, such as in textbook or any media, it respect can be applied in the real life or daily life.

The other finding of this investigation about the type of gender were different from one to another in gender representation. In book 1 or **EiF**

was 147 for Male, 123 for Female, and 154 for Neutral. Meanwhile in book 2 or **EOS** were 57 for Male, 46 for Female, and 445 for Neutral. The description above draws the different total number of each type of gender from the two textbooks. The different viewed from neutral gender than the two ones in the previous types of gender. Based on this condition of position of gender which were made by the authors of the two English textbooks, it can be interpretation that the authors of the two textbooks have different understanding in positioning the gender in their textbooks.

Next, the common title used for men in English is the term 'Mr.' whether the man is married or not. However, the titles used for women are 'Miss' referring to unmarried women and 'Mrs.' for married women. So, the term Ms was introduced to parallel Mr. However, it is claimed that "... Ms is frequently interpreted as title for divorced, separated or widowed woman,...."(Bauer, Holmes & Warren, 2006, p. 164).

According to (Lakoff, 1973, 2003), cited by (Thorne & Henley, 1975) sexist language is the result of social inequality of the sexes and as long as the difference between a married and an unmarried woman exists in a society, the acceptance of the term Ms. seems to be difficult as (Thorne & Henley, 1975) believe "... language and society cannot be easily separated." Another terms used in this investigation, we found that the placing or position of male terms before the female ones. Male and female referring have been compared the total number of using both gender terms in the textbooks. Most of the two books always shows the male term that precedes the female term. Relating to this research result (Mills et al., 1995) believes that the order of male terms coming before the terms referring to females is another aspect of the unequal treatment of women and men and this , in fact prioritizes men.

In the English language fixed collocations are used "... where the male referents occur first-as in 'he or she', 'husband and wife', 'men and women'"(Goddard, Patterson, & Mean, 2000).

The last finding related to the questioning which were posed in the previous chapters is regarding to what extend the author of English textbooks for Junior High School or MTs students interpreted and predicted that the authors of the two English textbooks, not only the authors of English in Focus but also English on Sky had somewhat lack of understanding the gender bias, gender streotype. In other words, those authors of the two textbooks wrote their textbooks were not based on the consideration of gender aspects.

This predictive answer was very reasonable, because the gender representation not only be seen from linguistic construction, but also in many other aspects, such as illustration or images, objectives of textbooks, level of the students, curriculum, and son. According to Merriam Webster Dictionary that gender bias is unequal treatment in employment opportunity (such as promotion, pay, benefits and privileges), and expectations due to attitudes based on the sex of an employee or group of employees. Gender bias can be a legitimate basis for a lawsuit under anti-discrimination statutes.

Gender bias is also taught implicitly through the resources chosen for classroom use. Using texts that omit contributions of women, that tokenize the experiences of women, or that stereotype gender roles, further compounds gender bias in schools' curriculum. While research shows that the use of gender-equitable materials allows students to have more gender-balanced knowledge, to develop more flexible attitudes towards gender roles, and to imitate role behaviors contained in the materials

(Gazdar, Klein, Pullum, & Sag, 1985; Townsend, Abraham, Huppert, Klein, & Paspek, 1988) schools continue to use gender-biased texts. Based on above statement, it is clearly that the socialization of gender roles and the use of a gender-on English textbooks become a prime thing to the students in order to avoid injustice in positioning or putting based on the best consideration.

Based on the statement above, the teachers' roles in the classroom when teaching and learning become a prominent aspect. Besides that, teachers need to be made aware of their gender-biased tendencies. Next, they need to be provided with strategies for altering the behavior. Finally, efforts need to be made to combat gender bias in educational materials.

S. Bailey, Bryant, & Bryant, 2005; S. E. Bailey, Olin, Bricka, & Adrian, 1999; Marcus et al., 1992) Gender bias in education is an insidious problem that causes very few people to stand up and take notice. The victims of this bias have been trained through years of schooling to be silent and passive, and are therefore unwilling to stand up and make noise about the unfair treatment they are receiving. "Over the course of years the uneven distribution of teacher time, energy, attention, and talent, with boys getting the lion's share, takes its toll on girls." (Klein et al., 1994; Masland, 1994) Teachers are generally unaware of their own biased teaching behaviors because they are simply teaching how they were taught and the subtle gender inequities found in teaching materials are often overlooked.

Based on the statement and discussion above, it can be summed up that the knowledge about the gender, gender bias, gender equity, cultural identity, gender role base on profession or and other roles which are closest related to the gender knowledge. Through well understood by anyone or whoever,

especially for the English textbooks or other textbooks authors in order to have good awareness in understanding and scrutiny in fostering continuously, so that, the students, stakeholders, and nation citizenship become gender awareness and evoking the national peace within the framework of the unitary Republic of Indonesia.

CONCLUSION

After being done all the process regarding to the present investigation, data analysis and discussion of the findings. This research purposes to obtain clear information about the gender representation in English textbooks for the eight grade students written by Indonesian authors. For this objectives, two English textbooks which are used by the students and English teachers in teaching and learning process in Indonesian, especially for MTs/Junior high School students.

The way of representation the gender which are contained in both English textbooks use images to illustrate in depicting the gender through The words used in depicting the gender in English textbook "English in Focus" were adjective, proper name, and pronoun. To underpinthe clarity of description in(English as a foreign language) textbooks Grade VIII for Junior High School/MTs shows that the positining of gender representation was different to what in previous textbook (English in Focus). In other words, the authors are less unaware of the imbalance of female representation in EFL textbooks for MTs students in Indonesia not only in the textbook entitled English in Focus but also English on Sky.

Furthermore, another result can be summed up is the authors of English for MTs use imageare used unequal or unbalance. In other words, the authors of "English on Sky" Grade VIII for Yunio High School/MTs show the gender

positioning was unequal. In the meantime, the authors use some words to illustrate or depict the gender which are in English textbook "English in Focus", they are adjective, proper name, and pronoun.

Based on the result as seen above, the authors of the two English textbooks, not only the authors of English in Focus but also English on Sky have somewhat understanding the gender bias, gender stereotype. In other words, those authors of the two textbooks wrote their textbooks were not based on the consideration of gender aspects. In other words, the authors of English textbooks need much the knowledge about gender representation and gender identifies, and have a higher-gender-sensitize in order to avoid inequity or equilibrium of using image, and illustration or all aspect to weave and develop a completeness and representativeness.

Suggestion

Based on the conclusion above, it can be delivered some suggestion which are closest inherent to the main purposes of the present investigation. The result research suggests go to:

- The textbook authors

The textbook authors should have a good knowledge in regarding to the gender and gender representation constructing sentences, using images, illustration, proper name, pronouns, and other aspects which are related to maintain the equity and balancing the gender.

- Teachers

Through this investigation, research result suggests English teachers in order have awareness in regarding the gender representation is exist in those English textbooks used, because the teachers play key role in elucidating the content of the textbook which leading to the wrong path in educating the students as the young generation.

- The Government (National Book Center)

Government has a prominent power in leading and governing the policy in designing and developing textbooks used by those students in Indonesia. Awaiting to this heavy task, research result suggests the government of Republic of Indonesia, in this respect, National book center should pay many more attention to the contents of the English textbooks, one of them is gender representation, gender roles, and national identities.

- Further Researchers

For anyone who has interest in doing a research in regarding to the gender representation, investigation result suggests the further researchers to scrutiny and perusing any aspects which are related to this investigating or other aspects that supporting this research in order to reveal aspects that have been founded in the present study.

Implication of the Study

In Indonesia, textbooks have been regarded as one of the main sources of teaching and learning in most EFL classrooms. Referring to the information and statement, it can interpret that any aspects of the textbook, especially English textbooks should always be controlled and examined continuously as one an ongoing improvement.

The roles of textbooks are differing from being viewed or perspective. The more difference perspective, the more different aspects will be scrutinized by the stakeholders. English Foreign Language teachers in Indonesia should have well understood in regarding the choosing the textbooks, managing and selecting textbook, determining, developing, adapting, designing the instructional materials.

In the last two years in Indonesia, there were more than three issuesfounded in the English textbookscontent, namely the images used as the illustration founded based on the evaluation or perusing and critical reading conducted

by people who have the concern in dealing with the problems which existing in the textbooks. So, the teachers before selecting English textbooks, they should be assessed in different dimensions, so that it should be conformed to the parameters or requirements, needs, interests and also cultural characteristics of the intended group of learners.

The implications for the authors of English textbook that the knowledge of the gender representation and gender identifies the prominent urgent need for the textbook authors to have a higher-gender-sensitize.

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