

GENDER REPRESENTATION IN TEXTBOOK *BAHASA INGGRIS* GRADE X

Cynantia Rachmijati¹, Sri Supiah Cahyati²
cynan_tia@yahoo.com, srisupiahcahyati02@gmail.com

IKIP SILIWANGI

ABSTRACT

According to ACDP Indonesia, many gender bias contents found in textbooks *Bahasa Inggris* in Indonesia settings. This study aims at examining the representation of gender on “*Bahasa Inggris kelas X*” by Kemendiknas. The criteria of a good textbook should show the relationship of women and men in society based on their role, status, environment, culture and community structures which are displayed in the form of illustrations and descriptions of the sentence. Findings from the book regarding *Text*: 4,11% visual characters, 28,77% characters mentioned, 57,54% social activities, and 9,58% domestic activity. While findings regarding *Visual*: 88,89% social activities and 11,11% regarding domestic. Furthermore, *the Frequency of occurrence*: for male 51,89%. and female 48,11% .Not too many domestic roles and settings found in the book probably because the book is created to in line with Curriculum 2013 where the main purpose of Curriculum 2013 is to develop social skills. It can be concluded that gender representation in this book is dominated by male.

Keywords: *English textbook; gender representation.*

A. INTRODUCTION

As a part of educational systems, textbooks and teaching materials are of paramount significance. Much attention was given in the early 1900s to assessing various manifestation of sexism and gender bias in foreign language textbooks, mainly English Language Teaching (ELT) textbooks. Since then, studies on language and gender have been carried out extensively. Numerous content and linguistic analyses of ELT textbooks as regard their representation of gender uncovered different aspect of sexism, in text and visuals.

Turner-Bowker (1996) suggests that textbooks teach children what behavior is appropriate or inappropriate and that they serve as a source that children acquire gender stereotype from. Gender identity is a social construct that is formed as individuals go through socialization process in their society and culture. Schooling naturally plays a pivotal role in this process and textbooks are part of schooling. Educational system in any country is shaped and affected by the prejudices, values and traditions held by the society; which are reflected in course books. In particular, it is important to focus on the awareness of equal rights and opportunities for men and women in the classroom. It is also important to relate English texts to the students’ surroundings and social life.

Furthermore we must examine whether textbooks represent different ways of living, social matters and traditions to expand the students' knowledge and understanding of a foreign language. Textbooks should therefore be written to suit both genders to be able to capture their interest and challenge gender stereotypes.

B. LITERATURE REVIEW

According to Analytical and Capacity Development Partnership (ACDP) Indonesia, there were many gender bias contents found in textbooks in Indonesia. They found in many kindergarten books, the illustration used were mostly males. Dewiki (2012) found that in textbooks of *Bahasa Indonesia* and mathematic textbooks in elementary, junior, and even high school there were 95% of illustrations used were males. Furthermore, UNICEF (2007) also mentioned that in most textbooks boys were mentioned as smarter as and more creative than girls. Dads were mostly working at the office while moms working at home, such as cleaning, cooking, etc.

The criteria of a good textbook should show the relationship of women and men in society based on their role, status, environment, culture, and community structures which are displayed in the form of illustrations and descriptions of the sentence. This study aims at examining the representation of gender on English Language Textbook and finding the depiction of both male and female in social and domestic settings.

Gender is the socially constructed difference between men and women. According to Oxford Dictionary, gender is the condition of being male or female. Meanwhile Connel (1987) argues that there are different ideals for women and men. Thus gender differences are established through oppositions. As Connel states that "Women are supposed to be nurturing, suggestible, talkative, emotional, intuitive", while men, on the other hand, are supposed to be "aggressive, tough minded, taciturn, rational, analytic, and promiscuous".

Moreover, researcher like Barrie Thorne (1993) has observed children in school. She has particularly studies the ways children "pick up how to gender". Even newborn babies are treated differently because of their gender, they are named either female or male names and dressed in either blue or pink baby clothes. From the time a baby born, they tend to associates with many objects. Boys are associated with color blue, wild games and bruises. While girls are associated with color pink, clean, dolls, and quiet games. Girls learn to be polite, kind and take care of their appearance, while boys learn to be rough, demanding, and vigorous.

The role of gender in schools and how it has affected the student's goal fulfillment has been very much discussed in numerous texts and theories. Studies show that an early experience of gender equality is of importance for children's future. One study by the National Agency for Education in 2004 stated that Agency's annual compilation of final grades in compulsory school reveals that there are clear difference in results between boys and girls. Girls attain better results in subject tests and they are also more involved in discussing question dealing with human rights, environment, the future, and ethical opinions – compare to boys result.

In Indonesia, especially in UUD 1945 article 31, it was stated that all citizens have the rights to get education. Therefore Indonesia is actively and progressively following world treaty regarding “education for all”. It has been expected that all kids, no matter what gender, earned their education for 9 years: 6 years in elementary school and 3 years in junior high school. In order for them to be good citizens, literate (have reading-writing ability), and no gender discrepancy involving all education stakeholders.

Since the 1970s scholars and researchers have been concerned with the depiction of gender roles in English textbooks. Since then, numerous studies have examined the presentation of gender roles in textbooks, shedding light on both visual (e.g. drawings and photographs) and textual (e.g. conversation and written texts) presentation of female and male characters, such as Porreca (1984), Shteivi (2003), Lee and Collins (2008), Hamdan and Jalabneh (2009), and Hall (2014).

Porreca (1984) studied sexism in fifteen of ELT textbooks. In six sorts of occurrences, either visual or textual, there are: (1) omission ratio of females compared to males, (2) occupational roles, (3) frequency of male to female nouns, (4) firstness, (5) masculine generic constructions, and (6) types and frequency of adjectives associated to either sex. The result found that there was evidence that sexism continued to flourish in ELS materials although females depicted only half as males in both text and illustrations. Shteivi (2003) conducted a study on the representation of gender roles and he found that the majority of public roles were male dominated. Lee and Collins (2008) investigated whether recent improvements in the status of women in the country were mirrored in the gender representation and still authors maintained the old image. Hamdan and Jalabneh (2009) found that in many English language books men depicted as dominant and effective worker compared to female. Hall (2014) studied show that there was imbalance in gender representation due to the fact of culture and religious ideologies.

C. RESEARCH METHODOLOGY

The textbook analyzed in this study entitled “BAHASA INGGRIS KELAS X” written by Widiati, ZuliatiRohmah, and Furaidah published in the year of 2017. The book published by DepartemenPendidikanNasional in 2008 was also a BSE (*BukuSekolahElektronik*) which can be downloaded freely. The textbook has been especially written to meet the students’ age group and interests. The book has 15 chapters and 233 pages. The textbook is selected for its content and visual analysis.

In analyzing the textbook, the researchers went through the following steps in order. First, the textbook was selected. Then the textbook was examined and studied in depth. Content analysis yielded to some categories proposed by Gharbavi (2012), they are: *Text* and *Visual*. *Texts* are categorized by visual characters, characters mentioned, social activities, and domestic activities. While *Visual* categorized by the number of men and women and whether it’s social or domestic role. Pictures and illustrations inside the books were designed to enhance students’ understanding of the context, lesson contents, and learning interest by making the book colorful and illustrative. The focus of the visual investigation was on the number of women and men in texts and pictures, and also the kind of social and domestic roles undertaken by women and men. A systematic recording and tabulation are made based on the characters and mentions of men and women in

written text that include dialogues, stories, articles, literature, etc. Eventually, the researchers categorize the *Frequency of appearance of male and female* to get the representation of gender in the textbook.

D. FINDINGS AND DISCUSSION

The cover depicts the landmarks of the world, such as: Monas, Pisa, Pyramid, etc. This book has 233 pages and 15 chapters with various themes which going to be discussed by chapters.

Table. 1

Analysis of unit 1: "Talking about self"		
Visual	A female student	Social
	4 females chatting	Social
	A female student reading at the library	Social
Text	2 males speaking	Social
	Greeting	Social
	Email	Social,characters mentioned, domestic role
	Letters	Social,characters mentioned, domestic role
	Vocabularies	Social,characters mentioned, domestic role
	Grammar	Social,characters mentioned, domestic role
Frequency of appearance of male and female		Male : 7 Female : 11

Table. 2

Analysis of unit 2: "Congratulating and Complimenting Others"		
Visual	A small boy talked with a fisherman	Social
	A male chatted to an injured man	Social
	Students graduation	Social
	A dad teach his son to drive	Domestic
	A marriage	Domestic
	Male and female students on an exam	Social
	A house with a baby girl	Domestic
	Two females students having conversation	Social
	Two females having convention	Social
	Male and female students playing ball	Social

Text	Quote by Mark Zuckerberg Conversation on congratulation	Social Social, characters mentioned, domestic role
	Vocabularies Conversation on complimenting	Social, characters mentioned Social, characters mentioned
Frequency of appearance of male and female		Male : 15 Female : 15

Table.3
Analysis of unit 3: “What Are You Going To Do Today?”

Visual	A boy thinking of playing sport	Social
	Amusement park	Social
Text	Conversation on holiday	Social,characters mentioned, domestic role
	Dialogue about long weekend	Social, characters mentioned, domestic role
	Dialogue on grammar material	Social, characters mentioned, domestic role
Frequency of appearance of male and female		Male : 1 Female : 2

Table. 4
Analysis of unit 4: “Which One is Your Best Getaway?”

Visual	A son and father on a hike	Social
	Orang utan at tamannasional	Social
	Tajmahal	Social
	Waterfall	Social
Text	Tanjung putting national park	Social
	Vocabularies	Social
	TajMahal	Social
	Cuban randu	Social
Frequency of appearance of male and female		Male : 2 Female : -

Table. 5
Analysis of unit 5: “Let’s Visit Niagara Falls”

Visual	Niagara falls	Social
	A male teacher talking to a female student	Social
Text	A male pilot	Social
	A female visiting Niagara falls	Social
	Two males talking about candi Borobudur	Social
	Students in a middle of a discussion	Social
	A male student working on an assignment	Social
	Niagara falls	Social
Frequency of appearance of male and female		Male :1 Female : 2

Table. 6
Analysis of unit 6: “Giving Announcement”

Visual	A male giving announcement	Social
	A student on a listening test	Social
Text	Cancelation on JYJ concert	Characters mentioned
	Announcement regarding medical school	Social
	Announcement regarding conferences	Social
	Club announcement	Social, characters mentioned
Frequency of appearance of male and female		Male :5 Female : 2

Table. 7
Analysis of unit 7: “The Wright Brothers”

Visual	The wright brothers with a plane	Social
Text	Interview with the wright brothers	Characters mentioned
	Quote from Frank Sinatra	Social
Frequency of appearance of male and female		Male : 3 Female : 2

Table. 8
Analysis of unit 8: “My Idol”

Visual	An athlete give out signature	Social
	AnggunC.Sasmi	Social
	Lionel Messi	Social
	Afghan	Social
	A male student working on a laptop	Social
Text	Meeting my idol	Social, characters mentioned
	Vocabularies about idol	Social
Frequency of appearance of male and female		Male :2 Female : 2

Table. 9
Analysis of unit 9: “The Battle of Surabaya”

Visual	Bung Tomo	Social
Text	Heroes day in Indonesia	Social, characters mentioned
	Dialogue on green campus	Social
Frequency of appearance of male and female		Male :4 Female : 2

Table. 10
Analysis of unit 10: “BJ Hobbies”

Visual	BJ.habibie	Social
Text	Biography of BJ Habibie	Social, characters mentioned
	Dialogue of BJ Habibie admirer	Social
Frequency of appearance of male and female		Male :4 Female : 5

Table. 11
Analysis of unit 11: “Cut NyakDhien”

Visual	Cut NyakDhien	Social
Text	Biography of Cut NyakDhien	Social, characters mentioned
	Quote of Les Brown	Social
Frequency of appearance of male and female		Male :7 Female : 7

Table. 12
Analysis of unit 12: “Issumboshi (Japanese Fairy Tale)”

Visual	A grandma	Social
	A princess	Social
Text	Story of issumboshi	Social, domestic
	Vocabularies on bullying	Social, domestic
	Story of Kancil	Social
	Quote of Talmud	Social
Frequency of appearance of male and female		Male :7 Female : 6

Table. 13
Analysis of unit 13: “Malinkundang”

Visual	Rumahgadang	Domestic
	Malinkundang illustrated	Social, domestic
Text	3 male students and 1 female students having a discussion	Social
	The legend of malinkundang	Visual, characters
	Vocabularies on parenting	Social, domestic
	Quote of M.Ali	Social
Frequency of appearance of male and female		Male : 3 Female : 4

Table. 14
Analysis of unit 14: “Strong Wind”

Visual	Coconut trees blowing bythe wind	Social
	A pantomime	Social
	A drama group performing	Social
	Two males and two females in an office meeting	Social
Text	Pantomime	Visual
	Strong wind	Social
	Quote of Oprah Winfrey	Social
Frequency of appearance of male and female	Male : 4 Female : 7	

Table. 15
Analysis of unit 15: “You’ve Got A Friend”

Visual	A female singing	Social
	A male student comforting a friend	Social
	3 female students taking selfies	Social
	A male talking with a friend on lake	Social
Text	Song lyric “you’ve got a friend”	Visual
	Poem about friends	Social
	Quote of Les Brown	Social
Frequency of appearance of male and female	Male : 1 Female : 3	

The content analysis of the selected textbook includes *Text* and *Visual* analysis. The result reveals that the book “*Bahasa Inggris kelas X*” has various topics which suitable for students’ age group and interest. The book has practice and exercise for each language skills and many of the topics include social activities and regard some idols, such as: Afghan, JYJ, etc which is suitable for youngster.

Based on the tables above, it can be summarized that the total number of data regarding *Text* in the book is:

Social activities	42	57.54%
Domestic activity	7	9.58%
Characters mentioned	21	28.77%
Visual characters	3	4.11%

It shows that the most amount of activity is social activity, and characters come second, whereas domestic and visual are the third and fourth.

Meanwhile, the total number of findings regarding *Visual* in the book is:

Social activities	48	88.89%
Domestic activities	6	11.11%

In visual, social activities dominated rather than domestic activities. There are many visuals regarding going out, hanging out, and socializing with people. Therefore, the domestic activity is not as much as the social activities.

Whereas the Frequency of occurrence of male and female in the book is:

Male	55	51.89%
Female	51	48.11%

The frequency of appearance of male and female can be seen from the table above. It showed that male appeared more than female in the book. These results agreed with Hamdan and Jalabneh (2009), who found that in many English language books men depicted as dominant and effective worker compared to female. In this book, male mentioned in many chapters and portrayed as father figure, worker, etc. whereas female only portrayed most as students or clerk. Hall (2014) in his study showed that there was imbalance in gender representation due to the fact of culture and religious ideologies. In Indonesia, even though gender equity is already improving, society still regard male as more dominated figure than female because of religion and culture.

E. CONCLUSIONS AND SUGGESTIONS

In conclusion, the findings of this research can be stated as follow:

1. Male showed and mentioned in this book is better than female, even though female also showed and mentioned not too far behind.
2. Male depicted in varieties of social settings from school, office, nature, houses, parties, graduation ceremony, etc. Whereas female depicted in social settings, such as school or office.
3. Not too many domestic roles and settings found in the book probably because the book is written to inline with Curriculum 2013, where the main purpose of Curriculum 2013 is to develop social skills.
4. Findings regarding *Text* showed: 4,11% visual characters, 28,77% characters mentioned, 57,54% social activities, and 9,58% domestic activity; meanwhile findings regarding *Visual*: 88,89% social activities, and 11,11% regarding domestic; whereas the *Frequency of occurrence* for male 51,89% and female 48,11%. It can be concluded that gender representation in this book is dominated by male.

There are many factors which caused gender discrepancies, such as: culture, tradition, religion, country's policy, etc. Therefore education, whether formal or informal, is the best platform to face any gap between male and female as roles in society. Through this research, the researchers would like to propose some suggestions as follow:

1. The reference materials in the English textbooks needs to be revised and revisited to portrayed ideally for both genders.
2. Gender equality and gender discrepancies needs to be socialized to the teachers to make them familiar with this issues. Teachers should have good perspectives regarding gender bias and inequality in teaching materials as well, therefore they can be a role model, provide examples, and guide students to have positive self image.
3. Materials developers, textbooks writers, and the Education Department should examine every aspect of textbooks, in text and visuals, to assure a fair representation of both males and females.

F. REFERENCES

- ACDP Indonesia. (2013). *Kesetaraan Gender dalam Pendidikan Di Indonesia*. Retrieved from: <http://www.batukarinfo.com>
- Connel, R.W.. (1987). *Gender And Power: Society, The Person, And Social Politic*. Stanford: Stanford University Press
- Dewiki, Santi. (2012). *Perspektif Gender dalam Bahan Ajar Cetak Pendidikan Jarak Jauh: Studi Kasus pada Bahan Ajar Cetak Program Studi. D2 Pendidikan olah raga FKIP-U*. Retrieved from :<http://www.berperspektifgender.santi.ut.acid.pdf>
- Gharbavi & Mousavi. (2012). *A Content Analysis Of Textbooks: Investigating Gender Bias As Social Prominence In Iranian High School English Textbooks*. English linguistic Research retrieved from: <http://www.sciecu.edu.ca/elr>
- Hall, Mahnaz. (2014). Gender Representation in Current EFL Textbooks In Iranian Secondary Schools. *Journal of Language Teaching and Research* .Vol. 5 Issue 2 Year 2014
- Hamdan & Jalabneh. (2009). Topics in EFL Textbooks and The Question of Gender Dominance. *The International Journal of Language Society and Culture*.
- Hornby, A.S. (1995). *Oxford's Learners' Dictionary of Current English*. New York: Oxford University.
- Lee & Collins. (2008). Gender voices in Hong Kong English textbooks – some past and current practices.
- National Agency for Education. (2004). *Analytical Report on Educational National Focal Point*. Retrieved from: https://fra.europa.eu/sites/default/files/.../294-R4-EDU_SE.pdf
- Porecca, Karen. (1984). Sexism in current ESL textbooks. *TESOL Quarterly* Vol. 18 No 4 Year 1984
- Shteivi, Musa. (2003). *Gender Role Stereotypes in Primary School Textbooks in Jordan*, DIRASAT, Social and Human Sciences
- Turner, Bowker. (1996). *Gender Stereotypes Descriptors in Children's Picture Books*. Long Beach: University of California
- Thorne, Barrie. (1993). *Boys and Girls in School*. New Brunswick: Rutgers University Press
- UNESCO. (2007). *EFA Global Monitoring Report: Gender and Education For All*. retrieved from: http://www.unesco.org/education/GMR/2007/Full_report.pdf