

GENDER REPRESENTATION IN AN ENGLISH TEXTBOOK ENTITLED BAHASA INGGRIS: WHEN ENGLISH COMES IN HANDY FOR TENTH GRADE STUDENTS

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Abstract

Based on categories of Gender visibility and Gender roles theory, gender representation and gender roles have been classified in several Main Characters, Named as Non-active Characters, Non-named, Non-active Characters, Appearances in Illustration, Noun and Pronoun. Therefore, this research was aimed to find out Gender representation and gender roles in the English textbook entitled Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama. The method of this research is a qualitative study using content analysis. The results of this research show that Male was dominant in categories such as the number of named- non active, non-named-non active, appearance in illustrations and titled & named. Furthermore, female characters were dominant in main characters. Also, the gender roles including domestic gender roles and public gender roles were dominant done by Male. In conclusion, in accordance with Stockdale's theory, the differences between Male and Female gender are more than 5%, then the book can be said to contain gender bias.

Keywords: Gender representation, English textbook, content analysis

INTRODUCTION

The teacher usually tries to provide the best English lessons for students. (Richards, 2001) states that almost everybody within the world makes a contest to induce a decent education in their lives. To improve students' abilities in English, teachers usually use devices to develop students' abilities in English. Teachers cannot teach English only verbally or is self-taught. They also need teaching material or tools that can help students learn English. In terms of learning English material, teachers need support material to facilitate the delivery of material to students. Numerous ways and apparatuses can help the instructor in the showing learning measure. The most well-known type of material that utilized for language instructing are from course books. Buckingham in (Tarigan, 1886) argues that

textbooks are teaching materials that are typically utilized by lecturers to support teaching and learning in faculties and universities.

Textbooks are one of the few services available to students who choose to study a language. According to (Richards, 2001), textbooks provide effective language models and input. Instead, textbooks enable students to both plan for upcoming lessons and revisit what they have already learned. As a result, the most critical factor in optimizing student learning ability is selecting the right textbook.

This difference in the backgrounds of learners raises several issues related to the learning component. One issue that arises is the assumption of inequality of gender representation in textbooks. Bahasa Inggris *When English Comes in Handy for Tenth Grade Students* Published by Grafindo Media Pratama textbooks present grammar material and provide material related to social and cultural conditions. These topics contain different materials and are presented in various text genres, for example reading texts, dialogue texts, sample texts, cultural notes, and practice questions. In other words, the variety of texts that appear can show social and cultural conditions according to the existing conditions in the language of the learner's goal, one of which is about gender.

Gender as a form of social differentiation is one of the aspects considered because gender issues arise in everyday life (Hamidah, 2017). Gender is gender in particular, but gender is defined as a difference between men's and women's positions, duties, and obligations based on socio-cultural constructions and can change with time (Fakih, 2006). Thus, gender has a relationship with social and cultural conditions in a certain place and can be observed in certain fields, one of which is education. Gender issues in education can be seen from the contents of textbooks. Textbooks can be observed to see the description of gender inequality that occurs in society. Gender representation in textbooks used in the field of education is unbalanced. For example, Mc Craken concludes women are underrepresented or adversely represented in terms of (1) prominence, (2) character, and (3) job, both in text and in illustrations, according to different surveys (McCracken et al., 2018). The involvement of women and men in domestic and public roles in textbooks also tends to show an imbalance (Barton & Sakwa, 2012).

Textbook Analysis

Examining content such as learning materials, exercises, illustrations are the meaning of analyzing textbooks. The textbook analysis is then used to explain the textbook. (Harmer, 1991) outlined the characteristics of good textbooks, including engaging and informative content, vocabulary objects in a logical order, concise interpretations of what to understand,

and summaries of previous material. (Cunningsworth, 1995) further recommends the following four principles for evaluating textbooks.

1. Students' interests must be addressed in course books. They must be in line with the language learning program's aims and priorities.
2. The text book has to contribute to how students of the language can use it in the future (past or present). Select textbooks that can assist students in successfully using vocabulary for their own purposes.
3. Without dogmatically implementing rigid 'methods', it must understand students' interests and encourage their learning experience.
4. Its function as a learning aid must be clearly defined. They act as translators between the target language and the pupils, just as teachers do.

Furthermore, (Wen-Cheng et al., 2011) listed the textbook guidelines, which must:

1. Be up to date
2. Provide necessary information
3. Make linguistic and cultural diversity a priority
4. Be formatted and laid out correctly
5. Be adaptable to different learning types
6. Contain simple and appropriate illustrations
7. Provide audiovisual content that is simple, genuine, and appropriate
8. Work well with a variety of grouping techniques
9. Contain drilling technique

There are several perspectives to analyzed textbooks. Like social or cultural value. This study examines gender equality from a variety of viewpoints, using impressionistic approaches for textbook review.

Gender

Gender and sex are difficult to distinguish as both of them are connected each other. According to (Crawford, 2004), sex is defined as biological variations in genetic makeup, reproductive anatomy, and function, and gender is defined as what society creates from biological sex's raw materials. Then, though sex is determined biologically, gender is formed socially.

Gender Visibility

Gender visibility shows the proportion of appearances of male and female gender that appear in textbooks. According to (Stockdale, n.d.), exposure refers to the proportional number of men and women who feature in textbooks and is probably the most easily studied

component of gender balance. Therefore, gender visibility can be an initial benchmark in seeing gender domination in textbooks.

Apart from names, nouns can also indicate gender types. This noun arises from words that indicate a distinctive gender identity in a marital manner or a gender-specific identity based on family relationships (People et al., 2012). In addition, gender is determined based on the use of names in society because the naming of a person is related to the cultural context of a particular society (Ackbar, 2011). Most people will use gender-related identities, for example 'father', 'mother', 'husband'. 'Wife', 'grandfather', and 'grandmother'. Another gender-specific identity that emerges is the use of the word 'pak' or 'bu' in greeting speech.

Gender Roles

Gender roles are one of the important discussions in gender research because they relate to the activities and behavior of men and women in the domestic or public sphere. In certain societies, the domestic role is identified with women, while the public role is identified with men. However, a job can be seen as a feminine job by one society, but in another society, it is considered a masculine job (Purnomo, 2018).

The division of roles in such a way strengthens the stereotypes of society that the scope of women's work is in the domestic sphere (Lindblom, 2019). Although men can do domestic work, the activity or work is limited to certain things such as cooking activities carried out by mothers are one of the jobs in the domestic sphere.

Gender Representation in Textbooks

The instructor not only socialized about ethnicity, but also about textbooks. Gender inequality may also be subtly presented. Gender representation in textbooks has four dimensions

- a. Characters and functions for men and women were tested only once, regardless of how many times they appeared in the module (textbook).
- b. Domestic responsibilities (e.g. mother, father, daughter and son).
- c. Social roles for women and men (e.g. doctor, designer, inventor and chemist).

Men and women are included in the document textually.

METHOD

Method of the Study

This research is a qualitative study using content analysis as a research method. This method is used to describe textbook content. Content analysis is a technique that sustains the

researchers to study the behavior of a human in an indirect way, by an analysis of their communication. (Fraenkel 2012). One of the methods goals is to spot bigotry, racism, or propaganda in textbook presentations (Donald, Lucy 2010). In other words, it means the analysis is a written content of a communication. It can be essay, magazine, textbook, workbook, song and any type of communication that can be analyzed. In the content analysis, qualitative data is used, while the data are collected in the form of words. It is more concerned with understanding situations and events from the viewpoints of the data. The portrayal of women and men in textbooks will be examined in this analysis.

Technique of the Data Collection

In this research, the researchers used document analysis. According to (Bowen, 2009), document analysis was a form of qualitative study in which the researchers interprets documentation to provide voice and interpretation to an evaluation subject. Report analysis involved coding material into patterns in the same way as focus group or interview transcripts are studied. However, in this study, data such as a person's name, gender identity, and a sentence containing the gender role element would be included. The gender representation would be inspected for the gender visibility and gender role that appeared in the word or sentence in the book.

The researchers were directly involved in research activities which include data collection activities, data analysis, and the process of concluding the results. However, this research used a supporting instrument namely an observation sheet in the form of a data collection table. Data in the form of gender representation aspects in the textbook entitled *Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama* will be collected and processed using a data collection table.

In this study, the data collection techniques used documentation techniques or document review. The researchers carried out several stages of data collection. The stages of data collection include (1) reading the *Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama* textbook, (2) identifying names, gender identifiers, or sentences that contain gender elements, (3) classifying passive sentences according to the focus of the study, (4) reducing data so that the data is in accordance with the theory and the data can be researched, (5) obtaining data and arranging data according to themes relating to the research context.

Procedures of the Research

In this research, there were some procedures in analyzing the data from the textbook entitled *Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama*. The procedures are:

The data were classified into categories.

1. It produced the definition, making it possible for the researchers to determine the frequency of gender representation in the textbook and to obtain a more detailed explanation of gender representation.
2. The researchers calculated the occurrence in each table for the numbers of gender visibility and gender role. After getting the result, those result changed into percentage using

$$formula = \frac{gender}{total\ of\ gender} \times 100$$

Stockdale states if the result show that different more than **5%** in any categories seen as a significant imbalance/bias gender (Stockdale, n.d.).

3. Finally, data analysis entailed interpreting or interpreting the data, and the data may be compared to the findings of other experiments.
4. To assess the gender balance in the textbook, the researchers drew some conclusions

FINDINGS AND DISCUSSION

Gender representation and gender roles analyzed in this study were based on the six aspects in the textbook including: The Number of Characters Representing Male and Female. The scientist adjusted the table structured by Stockdale. The quantity of characters speaking to male and male has three sorts; (1) Main Characters, Named as Non-active Characters, Non-named, Non-active Characters. (2). Appearances in Illustration. (3). Noun and Pronoun. All units of the textbook were analyzed. The data are described as follow:

The Number of Characters Representing Male and Female

Based on the result of data analysis, it was found that there were three gender representations based on the representation of relative number of male and female. The findings of the study are described as follows:

a. Main characters – female and male

Based on the result of data analysis, it was found that there were 106 main characters. Furthermore, out of 106 main characters; there were 55 female (52%) and 51 (48%) male. These main characters have active contributions in language texts and have a characteristic.

Table 1. The Number of Characters Representing Male and Female (Main Characters- Male and Female)

Chapter	Male		Female	
	F	%	F	%
I	8	67%	4	33%
II	14	45%	17	55%
III	13	42%	18	58%
IV	2	67%	1	33%
V	8	50%	8	50%
VI	1	50%	1	50%
VII	4	44%	5	56%
VIII	1	50%	1	50%
IX	-	-	-	-
X	-	-	-	-
Total	51	48%	55	52%

From the table above, we can calculate that total is 106. If we use the formula $formula = \frac{gender}{total\ of\ gender} \times 100$, the percentage of male 48% and 52% for female. This quantitative percentages showed there is no gender bias because the different is 4%.

b. Named, non-active characters (female and male) that are mentioned

Based on the result of data analysis, it was found that there were 10 named, non-active characters. Furthermore, out of these 10 named, non-active characters; there were 3 (30%) female and 7 (70%) male. Named but non-active characters that have characteristic directly mentioned or discussed by the main characters in the reading materials. They cannot contribute actively in texts or dialogues.

Table 2. Named but non-active characters

Chapter	Male		Female	
	F	%	F	%
I	1	50%	1	50%
II	-	-	-	-
III	2	67%	1	33%
IV	-	-	-	-
V	1	100%	-	-
VI	1	100%	-	-
VII	2	67%	1	33%
VIII	-	-	-	-
IX	-	-	-	-
X	-	-	-	-
Total	7	70%	3	30%

Based on the result of data analysis above, we can calculate that total is 10. If we use the formula $formula = \frac{gender}{total\ of\ gender} \times 100$, the percentage of male 70% and 30% for female. This quantitative percentages showed there is gender bias because the different is 20%.

c. Unnamed, Non-Active Characters (Female and Male) that are mentioned

Based on the result of data analysis, it was found out that there were 15 unnamed, non active characters. Furthermore, out of 15 unnamed, non active characters; there were 5 (33%) female and 10 (67%) male in this category. The characteristic was they do not have clear name in the text. They can be called by their common name such *sir, dad, mom or ladies*.

Table 3. Unnamed, non-active character

Chapter	Male		Female	
	F	%	F	%
I	-	-	-	-
II	2	67%	1	33%
III	3	60%	2	40%
IV	-	-	-	-
V	2	67%	1	33%
VI	1	100%	-	-
VII	2	67%	1	33%
VIII	-	-	-	-
IX	-	-	-	-
X	-	-	-	-
Total	10	67%	5	33%

Based on the result of data analysis above, there were 5 (33%) female and 10 (67%) male in the category of unnamed, non-active characters (female and male) that are mentioned.

These quantitative percentages showed that there were indication of gender bias in unnamed non-active characters because the number of differences female and male characters was 17%.

The Representation Male and Female in Illustrations

Based on the result of data analysis, it was found that there were 59 characters. Furthermore, out of 59 characters; there were 36 (61%) male and 23 (39%) female. The characteristic of this representation was identified by seeing the female or male characters in the textbook as a figure. Further details are shown in table below.

Table 4. The Representation Male and female in illustration

Chapter	Both Genders	Appearing			
		Male Appearing		Female Appearing	
		F	%		%
I	8	5	62,5%	3	37,5%
II	7	2	71%	2	29%
III	11	7	64%	4	36%
IV	5	3	60%	2	40%
V	5	3	60%	2	40%
VI	3	1	33%	2	67%
VII	4	3	75%	1	25%
VIII	5	4	80%	1	20%
IX	2	1	50%	1	50%
X	9	4	44%	5	56%
Total	59	36	61%	23	39%

This quantitative percentage analysis showed that there was gender bias on the male's sides with different is 11%. From the data analysis that has been done by the researchers from chapters 1 to 10 obtained results such as the above data. Representation of males is more dominant at this point. In the Representation Male and female in illustration, the difference in the percentage number between male and female gender in this aspect is also high difference compared to other aspects already researched. On the part of the gender representation in the illustration or in the image, male gender is much more than female gender. It can be seen in the next points that have been researched and in conclusion.

Noun and Pronoun

Based on the result of the data analysis, there were two points that appeared in the textbook: titled name and named. The findings of the study are described as follows

a. Titled Name

Based on the result of data analysis, it was found out that there were 4 named. Furthermore, out of 4 characters, there were 3 or 75% male and 1 time appearing or 25% percentages of the female. The characteristic was that characters have honorific (s) preceding their surname.

Table 5. Noun and Pronoun (Title Names)

Chapter	Occurrences				Total
	Male Occurrences		Female Occurrences		
	F	%	F	%	
I	1	100%	-	-	1
II	1	50%	1	50%	2
III	-	-	-	-	-
IV	-	-	-	-	-
V	1	100%	-	-	1
VI	-	-	-	-	-
VII	-	-	-	-	-
VIII	-	-	-	-	-
IX	-	-	-	-	-
X	-	-	-	-	-
Total	3	75%	1	25%	4

These quantitative percentage analyses showed that there was gender bias on male's sides because there were a lot of honorifics directed to male, such as for Sir or Prince. Moving on to a little different perspective, titled named in the textbook could show the status and power in society.

b. Named

Based on the result of data analysis, it was found out that there were 55 named. Furthermore, out of 55 characters, there were 33 or 60% male and 22 times appearing or 40% percentages of the female.

Table 6. Named

Chapter	Occurrences				Total
	Male Occurrences		Female Occurrences		
	F	%	F	%	
I	8	57%	6	43%	14
II	6	60%	4	40%	10
III	5	62,5%	3	37,5%	8
IV	2	50%	2	50%	4
V	5	83%	1	17%	6
VI	3	75%	1	25%	4
VII	3	43%	4	57%	7
VIII	1	50%	1	50%	2
IX	-	-	-	-	-
X	-	-	-	-	-
Total	33	60%	22	40%	55

These quantitative percentage analyses showed that there was gender bias 10% on both female and male. Example of the picture in noun and pronoun (named) we can see below:

Gender Roles

The researchers found the gender roles in this book about 6 (26%) Domestic Gender Roles and 17 (74%) Public Gender Roles. Domestic Gender Roles categorised into 2 types, namely Domestic roles activity that done by Male 4 (67%) activities and Domestic roles activity that done by Female 2 (33%) activities. Public Gender Roles also categorised into 2 types, namely Public roles activity that done by Male 11 (65%) activities and Public Gender roles activity that done by Female 6 (35%) activities. Domestic roles activities that done by Male and Public Gender roles activities that done by Male are the most represented in this teaching English book *When English Comes in Handy*.

From findings, gender representations in English textbook were imbalance. Male were dominant in categories such as the number of named- non active, non-named-non active, appearance in illustrations and titled & named. Furthermore, female characters are just dominant in main characters. Also, the gender roles including domestic gender roles and public gender roles were dominant done by Male. This indicates that in the textbook Bahasa Inggris *When English Comes in Handy* has a gender bias, where gender male is more dominant compared to female gender.

CONCLUSION

Based on the result of this research, gender representation in the English Textbook "*Bahasa Inggris When English Comes in Handy*" between male and female in term of the relative number of male and female characters, male and female in the illustrations, and noun and pronoun are showed biases. In fact, On the one hand, some parts of the findings demonstrate the evidence of male dominance over females. Male were dominant in categories such as the number of named- non active, non-named-non active, appearance in illustrations and titled & named. Furthermore, female characters were just dominant in main characters. Also, the gender roles including domestic gender roles and public gender roles were dominant done by Male. The conclusion that we can draw is in accordance with Stockdale's theory which states that if in a textbook the differences is more than 5% between male and female gender, then the book can be said to contain gender bias.

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