THE ANALYSIS OF GENDER POSITION IN ELT (ENGLISH LANGUAGE TEACHING) TEXTBOOKS FOR ELEVENTH GRADE STUDENTS

A Paper

Submitted to the English Education Department
As a Partial Fulfillment of the Requirement for the Sarjana Degree

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STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it fall under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as loosing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

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ABSTRACT

Ani Syela. 142301613. 2018. *The Analysis of Gender Position in ELT (English Language Teaching) Textbooks for Eleventh Grades Students*. Dr. Yayu Heryatun, M.Pd. Ila Amalia, M.Pd.

This research analyzes gender position in ELT (English Language Teaching) textbooks for Eleventh Grade Students. The aims of the research are: (1) to know what gender position is equal in textbook *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI semester 1* and *Pathway to English for SMA/MA Grade XI*; (2) to identify what male and female's role is suitable with their gender position in both textbooks. The research method that used is content analysis. Data of this research were analyzed in six aspects of gender namely female or male pictorial representation or illustration, character, female or female mention, roles models, activities, and Pattern of mentioning female or male. The result of the analysis shows that gender position of male is dominant than female in both of ELT textbooks. However in The first textbook, it was found two aspects which present equal gender position while the whole aspects of the second textbook show unequal gender position. The first one is female or male mention, both of female or male was mentioned 250 times in the textbook. The second one is the number of role models. There are only two role models in the first textbook which consist of female and male.

Moreover there are some aspects about gender that are not suitable. The first one is about female occupation which is unusual. It is picture which shows woman who has unusual occupation. The woman works as glass maker, making glass is hard job, and it is suitable for male not female. The second one is activity. There is male who does activity which is usually done by female. It is cooking, found in chapter 6. A sentence in page 112 "….*my dad cooked a delicious lunch*." indicates unsuitable role of gender. In Indonesia, preparing or cooking food is female's role, specifically mother.. Both of them show that there is not suitable female and male role. The result of this analysis is also related to gender stereotype. It represents gender stereotype which presented in occupations and activities. For example, male becomes fisherman, farmer, and president while female becomes teacher, actress, and Airline counter attendant.

Keywords: gender, ELT textbook, stereotype.

THE ADVISERS' APPROVAL

This is to certify that the undergraduate research paper of Ani Syela

entitled

"The Analysis of Gender Position in ELT (English Language Teaching)

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This research paper is dedicated to my beloved parent, Mr.

Atiyah and Mrs. Aminah who always support and advise me.

And it is also dedicated to my sisters who named Astuti,

Akikah, and Ainur Rohimah.

MOTTO

<div dir="rtl">

اۤيَرْفَعِ اللّٰهُ الَّذِيْنَ ءَاٰمَنُوْا مِنْكُمْ وَ الَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍ ۗ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ ۝١١

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"Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is Well-Acquainted with what you do."

(Q.S. Al-Mujadilah: 11)

A Brief Biography

The writer, "Ani Syela", was born in Serang, Banten, on August 16th, 1996. She is the first daughter, out of four, of Mr. Atiyah and Mrs. Aminah. She finished her elementary school at SDN Pontang Legon 2 Serang Banten in 2008 then she finished her junior and senior high school Mts and MA Al-Khairiyah Pontang, Serang, Banten, in 2011 and 2014. After she graduated from senior high school, she continued her education by joining undergraduate program of English Education Department, Faculty of Education and Teacher Training, the State Institute for Islamic Studies "Sultan Maulana Hasanudin" Banten which has become State Islamic University "Sultan Maulana Hasanudin" Banten.

Reading fiction is one of the writer's hobbies. In addition to it, she also likes writing. She wants to be an author in comedy genre because she loves comedy stories. Therefore, she is not the activist in campus but she joined the scouting of University "Sultan Maulana Hasanudin" Banten for two semesters.

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In the Name of Allah, the most Beneficent, the most Merciful

All praises be to Allah, the Almighty God. Firstly, I would like to thank to Allah SWT because of the mercy of Allah, I can finish this paper. Secondly, blessing and peace be upon the Prophet Muhammad SAW who has guided people from the dark era into the bright era.

In this opportunity, I would like to express my profound gratitude, to Dr. Yayu Heryatun, M.Pd as my first adviser, who has painstakingly spent her valuable time to guide by correcting my paper to be better and giving many suggestions in writing the paper. Then, I also say thank to Ila Amalia, M.Pd, my second adviser for guidance and correction of my paper. Then, I am indebted so much to H. Abdul Muin, S.Ag., M.M the head of English Education Department.

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Serang April 2nd 2018

The Writer,

UIN

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Study

Textbook is the materials that used by teachers and students in the classroom. Before it is used in teaching learning process, it should be selected by the teachers because not all of the textbook are suitable to apply in the classroom. To select the materials in textbook, teachers have to analyze the textbooks which will be used in the classroom.

There are two stages of analyzing the textbook. The first stage would consist of assessing the content of the book about its purpose. The second stage would involve the effectiveness of the materials.[1]

In addition to selecting the materials in the textbook, teachers also have to analyze the textbook to adapt the classroom materials. Adapting classroom materials can be done by some ways. Teachers can add the materials when the content of the textbook is not

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[1] Brian Tomlinson, *Developing Materials for Language Teaching*, (London: Continuum, 2003), p. 45,

completed. They also can delete some materials of the textbook when the materials are too much. Replacing materials can be done by teachers when the materials of the textbook are not appropriated to be taught in the classroom.[2]

According to the writer's experience, she has observed English teacher in one of private junior high school in Serang. When she was in the fifth semester, she and her partner observed how English teacher analyzing learning materials before the teacher used the materials in the classroom. The teacher analyzed the materials of the textbook by selecting and adapting the materials to be appropriated to syllabus. In addition to it, she also has observed English teacher in private senior high school, she got different result of her observation. The teacher taught all of the materials that containing in the textbook without analyzed the materials.

In another writer's experience during PPLK (*Praktik Pengalaman Lapangan Kependidikan*), the writer has done teaching practice in Senior High School in Serang for 2 months. She taught English in the second grade. The writer learned and analyzed the textbook to understand it well and find the difficulties of the

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[2] Tomlinson, *Developing Materials*, 91-92.

learning materials which will be taught in the classroom. She chose the materials of the textbook which appropriated to students. She omitted some materials that are not suitable or too much. She also added some materials from other resources that are not in the textbook but the materials are important for students. According to Jeremy Harmer, when teachers plan coursebook, they can omit material of the coursebook which is not suitable and can replace the coursebook lesson with their own preferred alternative.[3]

By learning and analyzing the textbook, the teacher can understand contents of it. But most of English teachers only analyze the difficulties of the materials in the textbook or what the materials is appropriated or not to be taught to students. The teachers do not analyze the cultural content of the textbook such as gender.

Gender is not male or female. It is performance and role of men and women in society. Gender is about feminine or masculine. According to Carole Brugeilles and Sylvie Cromer "gender is related to culture and the social division into masculine and

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[3] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991), third edition, p. 305.

feminine.[4] Gender is about how children creating a persona. For example, a small boy follows like his father to look like a man, or a girl follows her mother to be like a woman.[5]

Indonesia is multicultural country. There are many ethnics and custom in Indonesia, such as Java and *Sunda*. Both of them are some Indonesian cultures. Culture has relationship with gender. Gender is about social role of men and women in society.[6] It is depended on the culture of the society where they live. According to Robinson:

> Anthropological accounts engage with many of the areas of social life that manifest the varied gender orders of the archipelago, notably ethnographic studies of kinship practices, marriage and residence arrangements, inheritance and symbolic systems in which a gender binary is central (the latter especially marked in eastern Indonesia).[7]

In Indonesia, gender is interesting issue to be discussed such as gender equality. In Indonesia New Order, government has defined women as housewife and mother. They only take care of

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[4] Carole Brugeilles and Sylvie Cromer, *Promoting Gender Equality through Textbooks: A Methodological Guide*, (Paris: UNESCO, 2009), p. 27.

[5] Penelope Eckert and Sally McConnell-Ginet, *Language and Gender*, (Cambridge: Cambridge University Press, 2003), p. 10.

[6] Thiyagu, *Gender, School, Society and Inclusive School*, (India, Tiruchirapplli: Bharathidasan University, 2015), p.

[7] Kathryn Robinson, *Gender, Islam and Democracy in Indonesia*, (New York: Routledge, 2009), p. 11.

her family and women are not considered working to get money for their family. They depend on their husband's income. But women can work to maintain their family by themselves now. They can work what men do such as, working in government or enterprise.[8]

Gender in Indonesia has been changed because gender equality but it has been caused other problems. One of them is problem in occupation. There are women who work as men's occupation. It can be concluded that women have jobs that are not suitable for them. It is interesting issue which can be analyzed.

Moreover, the content of ELT (English Language Teaching) textbook represents cultural and social values such as gender. Students learn language using the textbook, and language influences how they understand and interpret the world around them. It is important that the textbook have to reflect balanced images and information about males and females and support broad choices and many roles for both sexes because the students are influenced by attitudes and values around them, including the

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[8] Rachma Ida, "The Construction of Gender Identity in Indonesia: between Cultural Norms, Economic Implications, and State Formation". *Masyarakat, Kebudayaan dan Politik*, Th XIV, No. 1, (January, 2001), 24. Retrieved February 2, 2018, from http://journal.unair.ac.id/filerPDF/02-ida.pdf

values of the textbook which they learn in school. [9] So, it is important to analyze and will be interesting to discuss gender in the textbook, especially gender position in ELT textbook. For example, analyzing gender position in text of the textbook such as occupation of characters in the text, what is occupation of them is suitable of their gender or not?

In addition, it is important to analysis gender in textbook because an inherent gender bias that is in materials of the textbook. As theory that is stated in *Evaluation and Selection of Learning Resources: A Guide* "Some materials contain an inherent gender bias because of historical or cultural context. When such resources are used, students should be made aware of the context."[10]

Based on the causes which have been explained before, it is important to analyze gender in ELT textbook, especially gender position. It can help and support teachers to achieve the learning purpose. So, the analysis of gender position in ELT textbooks was done. There are two textbooks which be analyzed in this research.

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[9] Davies, J, Richardson, S, Gaudet, K, Adams, L, *et al*, *Evaluation and Selection of Learning Resources: A Guide*, (Charlottetown, Canada: Prince Edward Island Department of Education, 2008), p. 6.

[10] Davies, J, Richardson, S, Gaudet, K, Adams, L, *et al*, *Evaluation and Selection of Learning Resources* . 6.

Both of them are *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI semester 1* and *Pathway to English for SMA/MA Grade XI*. The books were chosen as the object of research because it implemented curriculum 2013 that is applied in Indonesia.

B. The Identification of the Problem

Based on the background of the problem above, the writer had identified the problems of the research as follow:

1. Not all English teachers analyze textbooks before use it in the classroom.

2. The English teachers commonly only analyze the difficulties of the materials in the textbooks or what the materials is appropriated or not to be taught to students.

3. The sociocultural aspects in the textbook usually are ignored by English teachers, such as gender.

C. Limitation of the Problem

Based on the identification of problems, this research focuses on gender position in ELT (English Language Teaching) textbooks for the eleventh grade students. There are two textbooks which be

analyzed in this research. The first textbook entitled *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI semester 1* that published by Indonesia Ministry of Education and Culture. The textbook was chosen because it implemented curriculum 2013 that is applied in Indonesia. The second textbook is *Pathway to English for SMA/MA Grade XI* which published by Erlangga. The textbook was chosen because it is English textbook which implemented curriculum 2013 beside the textbook which publish by Indonesia Ministry of Education and Culture. In addition to it, the book is written by female writers while the manuscript of the first book is contributed by male who named Mahrukh Bashir. Both of the book can be compared what the gender of the authors effect gender position in the textbook.

D. The Statement of the Problem

Based on the limitation of the problem above, the writer can state the problems follow:

1. Is gender position equal in textbooks *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI semester 1* and *Pathway to English for SMA/MA Grade XI*?

2. Is male and female's role suitable with their gender position in textbooks *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI semester 1* and *Pathway to English for SMA/MA Grade XI*?

E. The Aims of the Study

Based on the statements of problem, the aims of research are to know what gender position is equal in textbooks *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI semester 1* and *Pathway to English for SMA/MA Grade XI*. In addition, the aim is also to identify what male and female's role is suitable with their gender position in both textbooks.

F. The Significances of the Research

The results of this study are expected to be useful for the writer, readers, and further researches. The significances are the following:

1. The Writer

This research is expected to be able to improve the writer's knowledge about gender position in ELT (English

Language Teaching) textbooks which titled *Bahasa Inggris* and *Pathway to English*.

2. Readers

This research is expected to give and provide readers information of gender position in ELT textbooks, especially for English teachers.

3. Further Researches

For further researchers, this research is expected to be reference to research specific study of gender position in ELT textbook.

G. Previous Study

There are some studies about gender in English textbook that are done by researches. The first previous study is *The Representation of Gender in English Textbooks in Indonesia* which is done by Fadhila Yonata and Yan Mujiyanto. The study describes the similarities and differences of the representation of gender in English textbook in Indonesia. The textbooks are by non-native speakers entitled *Bahasa Inggris* (BI) which written by Widiati, Rohmah, and Furaidah and another one is by native speakers entitled *Aim High* (AH) by Falla and Davies. It has found that both

BI and AH are similar in the domination of male over female in the exercise and images part. In addition to it, both of the textbooks are also similar in depicting male characters engaged with higher education, social, and outdoor-based activities. Moreover, the difference of BI and AH are BI has no one female or equal shared domination in all of the parts while AH has female dominated the frequency in the course material and equal shared domination in the reading passage and conversation part.[11]

The next previous study about gender in *English textbook is Gender Representations in English Textbooks used in Grade Eight under National and State Boards, India* by Shristi Bhattacharya. This study investigates different representations of genders and how the language and images are used in the three English textbooks used in grade eight in India. The textbooks are *Blossoms*, *Honeydew* and *Read Now*. There are seven categories which are analyzed in this study. They are gender of authors, gender of characters, male or female centred topics, firstness, images and

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[11] Fadhila Yonata and Yan Mujiyanto, "The Representation of Gender in English Textbooks in Indonesia", in *Language Circle: Journal of Language and Literature*, Vol. 21, No. 1 (October, 2017), 100. Retrieved January 4, 2018, from https://journal.unnes.ac.id/nju/index.php/LC/article/download/11473/6784

visibility, language features and plot to answer the two research questions. The result of the study explains that there is still gender biasness or stereotype in the English textbooks used in Indian school.[12]

The other previous study is *Gender Representation under Critical Image Analysis: The Case of Iranian ELT Textbooks* that researched by Ali Dabbagh. The study identifies and reveals gender positioning in the images used in the recent ELT textbooks. The textbooks which were analyzed in this study are *Prospects 1, 2 & 3* as a nation–wide ELT. The result of this study explains that males have more active role and females are frequently shown as there active and goal participants in the images.[13]

This study is related to the previous studies above. It discusses about gender in ELT (English Language Teaching) textbook. It analyzes illustration and text in the textbook. The difference of this

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[12] Shristi Bhattacharya, "Gender Representations in English Textbooks used in Grade Eight under National and State Boards, India", in *Language in India*, Vol. 17, No. 6 (June, 2017), 410. Retrieved January 4, 2018, from http://www.languageinindia.com/june2017/shristigendertextbooks1.pdf

[13] Ali Dabbagh, "Gender Representation under Critical Image Analysis: The Case of Iranian ELT Textbooks", in *International Journal of English Language & Translation Studies*, Vol. 4, No. 4 (October-December, 2016), 48. Retrieved January 4, 2018, from https://eltsjournal.org/archive/value4%20issue4/4-4-4-16.pdf

study from them is the level of the textbook which used in this study. This study used textbook for senior high school level, specifically eleventh grade as the object of analysis, while the previous studies analyzed the textbook for junior high school level.

H. Organization of Paper

This paper consists of five chapters, as follow:

CHAPTER I INTRODUCTION covers the background of the study, the identification of the problem, limitation of the problem, the statement of the problem, the aims of the study, the significances of the study, previous study, and organization of paper.

CHAPTER II THEORETICAL FRAMEWORK covers literature review and theoretical framework.

CHAPTER III RESEARCH METHODOLOGY covers method of the research, object of the research, technique of the data collection, and technique of the data analysis.

CHAPTER IV DATA ANALYSIS covers data description, data analysis, and interpretation.

CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS cover conclusions, implications, and suggestions.

CHAPTER II

THEORETICAL FRAMEWORK

A. Literature Review

1. Gender

a. Definition of Gender

Gender is one of common terms that we often learn in daily life. But sometimes we consider that gender is same with sex. Actually, both of the terms are different things. So, what is gender?

According to Holmes, in Sociology, gender is socially produced differences between being feminine and being masculine. It is different from sex. Sex is biological differences between males and females.[1] As Carole Brugeilles and Sylvie Cromer state, "sex refers to the biological differences between males and females. It relates to the observable difference between their genitals and to their physiological functions in procreation." So, sex in not gender. It is biological difference of

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[1] Mary Holmes, *What is Gender? Sociological Approaches*, (London: SAGE Publications, 2007), p. 2.

human that involves genitals and physiological functions in procreation. While "Gender is related to culture and the social division into "masculine" and feminine". Gender therefore pertains to the qualities, tastes, aptitudes, roles and responsibilities associated with men and women in a society."[2]

Therefore, Thiyagu states in his book that "gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures."[3] Gender has been defined as:

> "The commonly shared expectations and norms within a society about appropriate male and female behavior, characteristics and roles. Gender can be considered a social and cultural construct that differentiates females from males and thus defines the ways in which females and males interact with each other. These roles and expectations are learned and they can change over time as well as vary within and between cultures."[4]

In conclusion, gender is different from sex. Gender is the role and responsibilities of men and women in family, society and culture. It is how the men and women socially become feminine or masculine.

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[2] Brugeilles and Cromer, *Promoting Gender Equality*, 27.
[3] Thiyagu, *Gender, School, Society and Inclusive School*, 2.
[4] Thiyagu, *Gender, School, Society and Inclusive School*, 4.

b. Gender and Language

Gender and language are different things but both of them related each other. According to Ann Weatherall, gender has connection with linguistics variation, such as variation of vocabulary, grammar, pronunciation, and communication style.[5] In addition to linguistics variation, as Ronald Wardhaugh states the social roles of the men and women also are the connection of gender and language.[6]

There are differences of men and women in language. One of them is vocabulary. Women use colour words like *mauve*, *beige*, *aquamarine*, *lavender*, and *magenta* but most men do not. In addition, women usually use some adjectives which seldom used by men, such as *adorable*, *charming*, *divine*, *lovely*, and *sweet*. To emphasize certain effects, women have their own vocabulary, such as *so good*, *such fun*, *exquisite*, *lovely*, *divine*, *precious*, *adorable*, *darling*, and *fantastic*.[7]

In certain grammatical matters in English, there is also the difference between men and woman. Women use certain

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[5] Ann Weatherall, *Gender, Language and Discourse*, (New York: Routledge, 2002), p. 2.
[6] Ronald Wardhaugh, *An Introduction to Sociolinguistics*, (Oxford: Blackwell Publishing, 2006), fifth edition, p. 315.
[7] Wardhaugh, *An Introduction to Sociolinguistics*, 318-319.

patterns associated with surprise and politeness more often than men. Women may answer a question with a statement using rising intonation pattern because they are less sure about themselves and their opinions than are men. They do it by adding tag question to their statement, for example 'They caught the robber last week, didn't they?' It is not interrogative sentence but it has purpose to asking information.[8]

Furthermore, the differences between men and women's speech can be mentioned in the following:

1. Women and men develop different patterns of language use.
2. Women tend to focus on the affective functions of an interaction more often than men do.
3. Women tend to use linguistic devices that stress solidarity more often than men do.
4. Women tend to interact in ways which will maintain and increase solidarity, while (especially in formal contexts) men tend to interact in ways which will maintain and increase their power and status.
5. Women are stylistically more flexible than men.[9]

Based on the theories above, it can be concluded that there is relationship between gender and language. It is in linguistics variations one of them is vocabulary, women usually use some different vocabularies than men. In addition to it, men and

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[8] Wardhaugh, *An Introduction to Sociolinguistics*, 321.
[9] Wardhaugh, *An Introduction to Sociolinguistics*, 322.

women have different speech. One of the differences is that women focus on the affective functions of an interaction more often than men do.

c. Gender Stereotypes

Stereotype is perception toward person generally based on a group of people which he can be categorized. According to Mary Talbot "stereotype is often used to refer to prescriptions or unstated expectations of behavior, rather than specifically to representational practices."[10] Stereotype is refers to perception about individuals in a group generally have particular behaviour. The behaviour can cover ethnicity, race, occupation, or gender.

Gender stereotype is perception about different characteristics of women and men. Generally, people assume that men are dominance that women are subordination. As Talbot states "Gender stereotype linked to gender ideology reproduce naturalized gender differences. In doing so, they

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[10] Janet Holmes and Miriam Meyerhoff, *The Handbook of Language and Gender*, (Oxford: Blackwell Publishing, 2003), p. 472.

function to sustain hegemonic male dominance and female subordination."[11] For example, men are dominance in talk while ideally women should be saying nothing at all.[12] Based on the theories, it can be concluded that gender stereotype is assumption about different characteristics of women and men that men are more dominant than women in talk.

Gender stereotype which judge men are dominance than women is different for Islam religion that contained in Holy Koran. In Islam, there is no superiority or priority of man or woman. The most superior and honorable person is one who is pious and believes in God. It means there is no dominance between male and female. According to verse 13 of Al-Hujurat:[13]

يٰٓاَيُّهَا النَّاسُ اِنَّا خَلَقْنٰكُمْ مِّنْ ذَكَرٍ وَّاُنْثٰى وَجَعَلْنٰكُمْ شُعُوْبًا وَّقَبَآئِلَ لِتَعَارَفُوْا ۚ اِنَّ اَكْرَمَكُمْ عِنْدَ اللّٰهِ اَتْقٰىكُمْ ۗ اِنَّ اللّٰهَ عَلِيْمٌ خَبِيْرٌ ﴿١٣﴾

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[11] Holmes and Meyerhoff, *The Handbook of Language and Gender*, 472.

[12] Holmes and Meyerhoff, *The Handbook of Language and Gender*, 473.

[13] Abdullah Gharbavi and Seyyed Ahmad Mousavi, "A Content Analysis of Textbooks: Investigating Gender Bias as a Social Prominence in Iranian High School English Textbooks", *English Linguistics Research*, Vol. 1, No. 1, (June, 2012), 45. Retrieved March 12, 2018, from http://sciedu.ca/journal/index.php/elr/article/viewFile/1234/681

Translation: *O mankind! We have created you from a male and a female, and you into nations and tribes, that you may know one another. Verily, the most honorable of you with Allâh is that (believer) who has At- Taqwa (piety). Verily, Allah is all-knowing, Well-Acquainted (with all things).*

d. Gender Position in Textbook

There are cultural and social contents in textbook, one of them is gender. When we discuss about gender, it must talk about masculine and feminism. It also talks about men and women. Most of people trust that men are more dominant than women.[14]

In Gender position also discuss about dominance and subordination gender. Both of them relate to masculinity and femininity. Masculinity is about power of men. There are two kinds of masculinity, including physical power which is associated with working-class masculinity and technical (scientific and politic) power which is associated with upper-

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[14] Holmes and Meyerhoff, *The Handbook of Language and Gender*, 473

middle-class masculinity, while women has femininity which has delicacy.[15]

Gender position explains about the rule of men and women that appropriated to their gender. For example, a man becomes farmer because he has a big physical power, while a woman becomes chef. To analyze how gender position represented in the textbooks, can be done by analyzing some aspects of the textbook. The aspects are:

1) Female or Male Pictorial Representation or Illustration

It is not always easy to identify gender of pictures or illustration in textbooks. According to Brugeilles and Cromer, to identify gender of pictures can be done by analyze the attributes which on the pictures. The attributes such as hairstyles and clothes, which are highly stereotyped according to cultural context, may sometimes provide a basis for classification. For example, male hairstyles includes beard, moustache, and very short hair while female styles are braiding, plaiting or knotting; ribbons or bows in the hair, etc. Moreover,

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[15] Holmes and Meyerhoff, *The Handbook of Language and Gender*, 48-49.

for clothes, male usually wears trouser while female wears skirt or dress.[16]

2) Female or Male Characters

Characters were portrayed in professional or occupational roles of female and male in textbook.[17] The characters are identified from texts, pictures, or exercises in the textbooks. The examples of female or male professional or occupational roles are teacher, student, police, actor, actress, singer, writer and others.

3) Female or Male Mentioned

Female or male mentioned includes proper noun, pronoun, common noun, and title.[18] Proper noun involves name (*e.g. Mary, Peter*) and surname with courtesy title (*e.g. Mrs Awah, Mr Brown*). Pronoun involves subject pronoun (*e.g. he, she*), object pronoun (*e.g. him, his*), possessive pronoun (*e.g. his, hers*), and possessive adjective (*e.g. his, her*). Then common noun is such as father, mother, husband, wife, son, and daughter. The last is title, for example madam and sir.

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[16] Carole Brugeilles and Sylvie Cromer, *Analyzing Gender Representations in School Textbooks*, (Paris: CEPED, 2009), p. 34.

[17] Munawar Mirza, *Gender Analysis of School Curriculum and Textbooks*, (Islamabad: UNESCO, 2004), p. 43.

[18] Brugeilles and Cromer, *Analyzing Gender Representations*, p. 33.

4) Female or Male Roles Models

The role models presented in texts, illustrations or exercises.[19] The role models are such as public figures which presented in textbooks. The examples are famous singers and historical figures.

5) Female or Male Activities

Female or male activities refer to a kind of activities that done by female or male in the textbook such as shopping, driving, studying, working and others.[20]

6) Pattern of Mentioning Female or Male Names

The pattern refers to mentioning of female and male names in a single phrase.[21] The mentioning is called firstness. Firstness is two gender-specific nouns or pronouns appear as a pair in a

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[19] Ummu Salamah, *Gender Representation in English Textbook*: *A Content Analysis of Bright for Seventh Grade Students Published by Erlangga*, (Jakarta: UIN Syarif Hidayatullah, 2014), p. 26. Retrieved November 12, 2018, from http://repository.uinjkt.ac.id/dspace/bitstream/123456789/25777/3/UMMU%20SALAMAH-FITK.pdf

[20] Mehran Samadikhah and Mohsen Shahrokhi, "A Critical Discourse Analysis of ELT Materials in Gender Representation: A Comparison of Summitand Top Notch", *English Language Teaching*, Vol. 8, No. 1, (December, 2014), 124. Retrieved November 12, 2018, from https://files.eric.ed.gov/fulltext/EJ1075182.pdf

[21] Eckert and Ginet, *Language and Gender*, 53.

text, like mother and father or he/she, the one appearing in the first position can be interpreted having a higher status.[22]

The aspects above are representing gender position in ELT (English Language Teaching) textbook. These aspects are containing in content of the textbook including texts, illustration, and exercises.

2. Textbook

   a. Defining Textbook

   Textbook is one of source of materials classroom that used by teachers. It is instructional device that used in the classroom. Teacher and students usually have the textbook and use it as their reference in teaching and learning, especially language course. As Penny Ur says that textbook is lesson book that used and followed by teacher and students systematically as the basis for a language course.[23]

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[22] D. Ashley Stockdale, *Gender Representation in an EFL Textbook*, (Birmingham: University of Birmingham, 2006), p. 2. Retrieved November 12, 2018, from https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/sociolinguistics/DAStockdale-Sociolinguistics.pdf

[23] Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1991), p. 183.

According to Jack C. Richards, textbooks are used in different ways in language programs. The using of textbook is appropriated with needs and purpose of learning. For example, English teacher uses reading textbook when he teaches his students reading skills. While the teacher teaches grammar to his students, he will chose grammar textbook as lesson book.[24]According to Brian Tomlinson, textbook is also known by coursebook. When teacher selects a coursebook for his classroom, he has to pay attention to two points. The first is content of the book in relation to its professed aims. The second is the effectiveness of materials such as learners' need.[25]

Based on the theories above, textbook is main reference of classroom materials that used and followed by teacher and students systematically as main resource in teaching and learning, especially in language classroom. Textbook contains some materials including skills of language such as reading, writing, listening and speaking. It also contains materials of grammar and vocabulary. English teacher use the textbook

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[24] Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 254.

[25] Tomlinson, *Developing Materials*, 45.

appropriated with the learning purpose which will be reached. For example, when the teacher will teach his students reading skill, he uses reading textbook in his classroom.

b. Textbook Analysis

Before a textbook which will be used in the classroom has to be analyzed by teacher, because not all textbook are appropriated to be taught in the classroom. So, it is important to analyze textbook before using it for classroom materials.

According to Nation and Macalister, there are several reasons why teachers have to chose and analyze coursebook. Here are of them:

1. The course book does not include all the activities that the teacher has used successfully before.
2. The course book material does not fit comfortably into the time available for the course.
3. The course book contains content that is unsuitable for the learners' level of proficiency or age.
4. The learners' knowledge and skill do not match that involved in the course book.
5. The course book does not include language items, skills, ideas, discourse or strategies that the learners need.
6. The course book does not apply principles that the teacher feels should be applied.

7. The course book does not involve the learners in the curriculum design process.[26]

According to Chunningsworth, there are four guidelines to analyze textbooks in the following.

1. Coursebooks should correspond to the learners‟ need. They should match the aims and objectives of the language-learning programme.
2. Coursebooks should reflect the use (present or future) which learners will make of the language. Select coursebooks which will help to equip students to use language effectively for their own purposes.
3. Coursebooks should take account of students‟ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid „method‟.
4. Coursebooks should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.[27]

In addition to analyzing textbook, teachers have to adapt the materials of the textbook to make it appropriated for students. According to McDonough, Shaw, and Masuhara, hese are the reasons why teachers have to adapt the textbook.

1. Not enough grammar coverage in general.
2. Not enough practice of grammar points of particular difficulty to these learners.
3. The communicative focus means that grammar is presented unsystematically.

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[26] I.S.P. Nation and John Macalister, *Language Curriculum Design*, (New York: Routledge, 2010), p. 161.

[27] Alan Cunningsworth, *Choosing Your Coursebook*, (Oxford: Macmillan Publishers Limited, 1995), p. 15-17.

4. Reading passages contain too much unknown vocabulary.
5. Comprehension questions are too easy, because the answers can be lifted directly from the text with no real understanding.
6. Listening passages are inauthentic, because they sound too much like written material being read out.
7. Not enough guidance on pronunciation.
8. Subject matter inappropriate for learners of this age and intellectual level.
9. Photographs and other illustrative material not culturally acceptable.
10. Amount of material too much or too little to cover in the time allocated to lessons.
11. No guidance for teachers on handling group work and role-play activities with a large class.
12. Dialogues too formal and not representative of everyday speech.
13. Audio material difficult to use because of problems to do with room size and technical equipment.
14. Too much or too little variety in the activities.
15. Vocabulary list and a key to the exercises would be helpful.
16. Accompanying tests needed.[28]

The reasons above cause teachers have to adapt the textbook before they use it in the classroom. It is done to appropriate the textbook with students' need. So, the textbook can be used effectively in the classroom.

According to Jack C. Richards, adapting textbook may take a variety of forms. The first form of adapting textbook is

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[28] Jo McDonough, Christopher Shaw and Hitomi Masuhara, *Materials and Methods in ELT: A Teacher's Guide*, (Oxford: Wiley-Blackwell, 2013), third edition, p. 67-68.

modifying content. When the content of the textbook is not suitable with the learners, including learners' age, gender, social class, occupation, religion or cultural background, it may need to modify so that the content is appropriated to learners.

The second is adding or deleting content. The materials of the textbook can be added or deleted when the textbook contain too much or too little learning activities. Another form of adapting textbook is reorganizing content. Reorganizing the syllabus of the book and arranging the units can be done by teacher to make more suitable content. Teacher can also do addressing omissions when adapts the textbook. He can omit the content of the textbook that is not important.

Furthermore, teacher can modify tasks to give them an additional focus. For example, a listening activity may focus only on listening for information, so it is adapted so that students listen a second or third time for a different purpose. In addition to modifying tasks, teacher can also extend tasks. When exercises

contain insufficient practice, additional practice tasks may need to be added.[29]

Based on the explanation above, it can be concluded that analyzing textbook is important to be done by the teacher because by analyzing the textbook, teacher can knows the content of the textbook is suitable or not to the learners. When the content does not suit to learners, the teacher can adapt the content so that it can be more suitable.

B. Theoretical Framework

Gender is about feminine or masculine. It is an issue which is discussed by people around the world. Most of them talk about gender equality of men and women. It is important topic to be discussed.

ELT (English Language Teaching) textbook is one of learning resources which used by English teacher and students in the classroom. The content of ELT textbook represents cultural and social values, for example gender. In addition to it, English is a language that has gender in its grammar. It is one of part of speech

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[29] Richards, *Curriculum Development in Language Teaching*, 260.

in English, pronoun. There is gender in English pronoun, for example "he" is refer to man while "she" is refer to woman. Because of it, students should be made aware of the content in the textbook which contains gender. Therefore, it is important to analyze gender in ELT textbook, especially gender position.

CHAPTER III

RESEARCH METHODOLOGY

A. Object of the Research

There are two English textbooks for eleventh grade students as the object of this research. The first textbook entitled: *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI semester 1* that published by Indonesia Ministry of Education and Culture. The textbook consist of five chapters which contains a text in every chapter. In every text, there is illustration to help students understand the text in every chapter.

The second textbook entitled: *Pathway to English for SMA/MA Grade XI* which published by Elangga. The writers of the textbook are Th. M. Sudarwati and Eudia Grace. It consists of nine chapters which contain pictures in every chapter that help student to learn English using this book. This research analyzed all parts of the textbooks, including texts, illustrations, vocabularies, and exercises. The textbooks were chosen as the objects of research because it implemented curriculum 2013 that is applied in Indonesia.

B. Method of the Research

The method that used in this qualitative research is content analysis. This method has purpose to identify bias, prejudice, or propaganda in textbooks.[1]

According to Klaus Krippendorf, "content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use."[2] Then, this method is used to analysis content of the English textbooks,[3] specifically descriptive content analysis which has purpose to describe the object of research[4], and gender position in the content of the textbook is the topic which was analyzed and described in this research.

In content analysis, the object which analyzed will be interpreted. In this study, the object is textbook that analyzed then

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[1] Kimberly A. Neuendorf, *The Content Analysis Guidebook*, (Thousand Oaks, California: Sage Publications, 2002), p. 53.

[2] Klaus Krippendorf, *Content Analysis : An Introduction to Its Methodology*, (Thousand Oaks, California: Sage Publications, 2004), second edition, p. 18.

[3] Neuendorf, *The Content Analysis Guidebook*, 53.

[4] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), eight edition, p. 457.

interpreted. According to Philipp Mayring, there are three basic techniques of interpretation, as follow:

1. Summary: The object of the analysis is to reduce the material in such a way that the essential contents remain, in order to create through abstraction a comprehensive overview of the base material which is nevertheless still an image of it.
2. Explication: The object of the analysis is to provide additional material on individual doubtful text components (terms, sentences...) with a view to increasing understanding, explaining, interpreting the particular passage of text.
3. Structuring: The object of the analysis is to filter out particular aspects of the material, to give a cross-section through the material according to pre-determined ordering criteria, or to assess the material according to certain criteria.[5]

There are three basic techniques which are important in interpreting the object of the study that using content analysis. Among the three basic techniques, summary is the best techniques for interpreting in this research because it interprets the materials of object inductively. It is suitable used in this research to know how gender position in ELT textbooks, what male or female is dominant in the textbooks or not. It is done by analyze specific aspects to find the conclusion.

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[5] Philipp Mayring, *Qualitative Content Analysis*: *Theoretical Foundation, Basic Procedures and Software Solution*, (Klagenfurt, Austria, 2014), p. 64.

C. Technique of the Data Collection

The data was collected by using document analysis. This technique is used to describe written document or text-based artifacts like textbook, Novels, journals, and others.[6] The content of the English textbooks, *Bahasa Inggris* and *Pathway to English* were analyzed in this research, including texts, illustrations, vocabularies, and exercises.

D. Technique of the Data Analysis

The data was analyzed on the six aspects about gender which often represent in the textbooks. The aspects are:

1. Female or male pictorial representation or illustration in the textbook. [7] The writer counted the number of female/male picture or illustration that contained in *Bahasa Inggris* and *Pathway to English*.

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[6] Ary, Jacobs, Sorensen and Razavieh, *Introduction to Research*, 442.
[7] Brugeilles and Cromer, *Analyzing Gender Representations*, 34.

2. Female or male characters which involve professional/occupational roles in *Bahasa Inggris* and *Pathway to English* were counted by the writer.[8]

3. Female or male mentioned includes proper noun, pronoun, common noun, and title.[9] The writer counted female/male which mentioned *Bahasa Inggris* and *Pathway to English*.

4. Female/male roles models: the role models presented in texts, illustrations or exercises.[10] The role models presented in *Bahasa Inggris* and *Pathway to English* were counted.

5. Female/male activities refers to a kind of activities that done by female or male in *Bahasa Inggris* and *Pathway to English*, such as shopping, driving, studying, working and others were counted.[11]

6. Pattern of mentioning female/male names refer to mentioning of female and male names in a single phrase.[12]

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[8] Munawar Mirza, *Gender Analysis of School Curriculum and Textbooks*, (Islamabad: UNESCO, 2004), p. 41.

[9] Brugeilles and Cromer, *Analyzing Gender Representations*, p. 33.

[10] Salamah, *Gender Representation*, p. 26. Retrieved November 12, 2018, from http://repository.uinjkt.ac.id/dspace/bitstream/123456789/25777/3/UMMU%20SALAMAH-FITK.pdf

[11] Samadikhah and Shahrokhi, "A Critical Discourse Analysis", 124. Retrieved November 12, 2018, from https://files.eric.ed.gov/fulltext/EJ1075182.pdf

[12] Eckert and Ginet, *Language and Gender*, 53.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data Description

Two ELT (English Language Teaching) textbooks were analyzed. Here are *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI semester 1* it is called as Tb#1, and *Pathway to English for SMA/MA Grade XI* as Tb#2. Both of them were analyzed in six aspects of gender namely female or male pictorial representation or illustration, character, female or female mention, roles models, activities, and Pattern of mentioning female/male.

1. Female or Male Pictorial Representation or Illustration

The following textbook shows the pictures and illustration of male and female. It could be presented one by one. In Tb#1, it was found that pictures and illustrations which represented male are dominant in chapter 1 until chapter 4 while in chapter 5 none picture or illustration that represented male. There are only two female pictures.

Table 4.1

The Number of Female or Male Picture or Illustration in Tb#1

Chapter	Female	Male
Chapter 1	6	9
Chapter 2	7	10
Chapter 3	9	15
Chapter 4	7	6
Chapter 5	2	-
Total	31	40

Table 4.1 shows that male are more dominant than female in picture or illustration of the first textbook. There are 31 female pictures and illustrations while male are 40.

In the second Tb#2, it was found varied result in every chapter. In chapter 1, 5, 7, and 8, female pictures and illustrations are dominant than male. In chapter 2, 4, and 9, male is dominant than female. While chapter 3 shows equal female and male pictures and illustrations, and chapter 6 does not contain female or male pictures and illustrations.

Table 4.2

The Number of Female or Male Picture or Illustration in TBI#2

Chapter	Female	Male
Chapter 1	10	7
Chapter 2	9	11
Chapter 3	1	1
Chapter 4	8	9
Chapter 5	4	3
Chapter 6	-	-
Chapter 7	5	3
Chapter 8	2	1
Chapter 9	8	15
Total	47	50

The number of female pictures or illustrations in the second textbook is 47 while the number of male is 50. It concludes that in the second textbook, male is also dominant. Gender position in both of textbook is dominated by male.

2. Female or Male Characters

Here is the number of female and male characters that showed in Tb#1. The results are presented in table 4.2.

Table 4.3

The Number of Female or Male Characters in Tb#1

Female	Male
1. Teacher	1. Fisherman
2. Airline counter attendant	2. Student
3. Concierge hotel	3. Film Director
4. Store attendant	4. Actor
5. Student	5. President
6. Actress	6. Clerk
	7. Boss
	8. Farmer
	9. Postman
	10. Postmaster
	11. Employees

Female or male character which analyzed involves professional or occupational roles. It was found 6 female professional or occupational roles and 11 male roles. It shows that the first textbook is dominated by male.

The number of female or male character in Tb#2 is presented in table 4.3 below.

Table 4.4

The Number of Female or Male Characters in Tb#2

Female	Male
1. Scientist	1. Scientist
2. Teacher	2. Teacher
3. Student	3. Student
4. Broadcaster	4. Doctor
5. Novelist	5. Counselor
6. President of incorporation	6. Governor
7. Animator	7. Police
8. Actress	8. Waiters
9. School Director	9. Actor
10. Marketing Manager	10. Writer
11. Tea-leave Picker	11. Councilor
12. Glass Maker	12. Football player
13. Author	13. Diplomat
14. Singer	14. Designer
	15. Singer
	16. Composer
	17. Saxophonist
	18. Novelist
	19. Songwriter

In the second textbook, there are more varied occupations of female and male than the first textbook. There are 14 female occupations and 19 male occupations. As the first textbook, the second book is also dominated by male in professional or occupational aspect.

3. Female or Male Mention

Here is the result of female or male mention in Tb#1. It is showed in table 4.5 below.

Table 4.5

The Number of Female or Male Mention in Tb#1

Chapter	Female	Male
Chapter 1	99	85
Chapter 2	23	11
Chapter 3	8	20
Chapter 4	104	43
Chapter 5	16	91
Total	250	250

It was found equal female and male that mentioned in Tb#1. Although in some chapters the number of female and male mention was very different but the whole of the textbook is not dominated

by one of gender. Female is mentioned 250 times, and male is too. It tells that gender position of this aspect in Tb#1 is equal.

The following table presents number of female or male mention which found in Tb#2.

Table 4.6

The Number of Female or Male Mention in Tb#2

Chapter	Female	Male
Chapter 1	8	28
Chapter 2	49	31
Chapter 3	43	21
Chapter 4	2	63
Chapter 5	5	27
Chapter 6	40	62
Chapter 7	25	22
Chapter 8	-	3
Chapter 9	2	30
Total	174	287

Different from the first textbook, in the Tb#2, it was found that male is mentioned more than female. Male was mentioned 287, while female was mentioned 174 in the textbook. It indicates that gender position in the second textbook is dominated by male.

4. Female or Male Role Models

Table 4.7 below presents the number of female or male role models that found in Tb#1.

Table 4.7

The Number of Female or Male Role Models in Tb#1

Chapter	Female	Page	Male	Page
Chapter 3	-		Ir. Soekarno	48, 49, 52
Chapter 5	R. A. Kartini	108	-	
Total	1		1	

There are only two role models that found in Tb#1. Both of them have different gender. In chapter 3, it was found Ir. Soekarno, the first president of Indonesia as male model while it was found R.A. Kartini, Indonesian's feminist educator in chapter 5. It shows that the role models in the first textbook are equal.

Here is number of female or male role models in Tb#2. It shows in table 4.8 below.

Table 4.8

The Number of Female or Male Role Models in Tb#2

Chapter	Female	Page	Male	Page
Chapter 1	-		Ali Sadikin	14, 15
			Fauzi Bowo	14, 15
			Joko Widodo	14, 15
Chapter 2	Agatha Christie	24	Gianni Vercase	22
Chapter 4	-		Christiano Ronaldo	67
Chapter 6	N. H. Dini	103	-	
Chapter 7	-		Skeeter Davis	116
Chapter 9	Taylor Swift	157	Chris Martin	157
	Ellie Goulding	157	Bruno Mars	157
	Adele	157	Tompi	157
	Raisa	157	Ed Sheeran	157
	Anggun C. Sasmi	157	Rayi Putra Rahardjo	157
	Chantal Kreaviazuk	157	Wolfgang Amadeus Mozart	157
	Mindy Gledhill	157	Kenny G.	157
			Ludwig Van Beethoven	158
			Adam Lavine	158
			Ernest Gold	165
			R. Kelly	258

			Chrisye	160
			Afgan	160
			J. M. Barnie	160
			Pat Boone	165
			Ismail Marzuki	166
			John Lenon	167
Total	7		23	

There are many role models in the Tb#2. It is different from the first textbook which only contains two role models that equal gender. In addition to different number of role models, the second textbook is also dominated by male.

5. Female or Male Activities

There are some activities which done by female in Tb#1 are also done by male, such as *reading, writing,* and *studying*. This textbook shows activities of male which are more than female. Although the difference number of female and male is also one activity. There are 10 activities which bone by female and 11 activities which done by male. They are presented in table 4.9.

Table 4.9

The Number of Female or Male Activities in Tb#1

Female	Male
1. Reading	1. Go fishing
2. Drawing	2. Praying
3. Dancing	3. Working
4. Going to party	4. Cleaning
5. Preparing food	5. Watching TV
6. Writing	6. Building
7. Shopping	7. Dancing
8. Snorkeling	8. Going to party
9. Studying	9. Studying
10. Visiting	10. Reading
	11. Writing

Female or male activities in Tb#2 are also dominated by male. There are 14 activities that done by female and 17 activities that done by male. In addition, there are also some activities which done by both of gender. The number of female and male activities is presented in table 4.10 below.

Table 4.10

The Number of Female or Male Activities in Tb#2

Female	Male
1. Studying	1. Visiting
2. Visiting	2. Building
3. Hearing a radio	3. Playing a video game
4. Going to a party	4. Selling
5. Writing	5. Buying
6. Reading	6. Reading
7. Picking tea-leave	7. Riding
8. Making glass	8. Driving
9. Presenting	9. Writing
10. Working	10. Interviewing
11. Sweeping	11. Catching fish
12. Cleaning	12. Going to a party
13. Listening to music	13. Working
14. Singing	14. Listening to music
	15. Cooking
	16. Watching TV
	17. Singing

6. Pattern Mentioning of Female or Male

This aspect analyzed firstness of female and male. In Tb#1, it was found 9 patters of male firstness, such as Mr. and Mrs. While there are only 2 patterns of female firstness. Here is number of pattern mentioning of female or male in Tb#2.

Table 4.11

The Number of Pattern Mentioning of Female or Male in Tb#2

Female	Page	Male	Page
1. Siti with Davy	79	1. Minister and Madame Ramponneau	71
2. her/him	107	2. Monsieur and Madame Loisel	71, 75
		3. Mr. and Mrs. Rahmad Riyadi	78
		4. Mr. and Mrs. Pujiyanto	79, 80
		5. Mr. and Mrs. Eri Utomo	80
		6. Mr. and Mrs. Wibowo	80
		7. Mrs. Mrs. Situmorang	80

		8. him/her	87
		9. Rancho and his wife	93

Tb#2, it also contains 9 patterns of male firstness. While the number of pattern that mentions female first is more than the first textbook. The female firstness in this book is 3. It is showed in table 4.12 below.

Table 4.12

The Number of Female or Male Activities in Tb#2

Female	Page	Male	Page
1. Vicky and James	36, 37	1. he or she	6, 10, 100
2. Wendy and Brad	36	2. his or her	10, 46, 48, 100, 152, 166
3. Ladies and Gentlemen	92	3. boys and girls	20
4. Mother and Father	103	4. Mr. and Mrs. Demon Anderson	36
5. Mum and Dad	107	5. Mr. and Mrs. Timothy Robson	36
		6. Mr. and Mrs. Thilman	41

		7. Mr. and Mrs. Norris	45
		8. him or her	100
		9. Bayu and Rahayu	119

B. Data Analysis

There are some findings to analyze based on the six aspects about gender in the textbooks which have been explained in data description. The first one is female or male pictorial representation or illustration. Both of the textbooks, Tb#1 and Tb#2 are dominated by male. Gender of pictures and illustrations in the textbooks were identified from the attributes of the pictures and illustrations such as hairstyle and clothes. As Brugeilles and Cromer, to identify gender of pictures can be done by analyze the attributes which on the pictures. The attributes such as hairstyles and clothes, which are highly stereotyped according to cultural context, may sometimes provide a basis for classification. For example, female has long and knotted hair while male has very short

hair. Moreover, female usually wear skirt or dress while male wear trouser.[1]

Here are female or male pictures and illustrations which found in Tb#1.

Figure 4.1 a girl with trouser   Figure 4.2 a boy with shorts
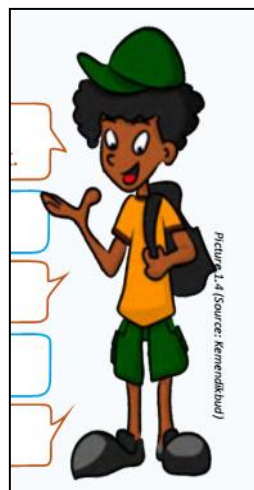
Figure 4.1 shows a girl who wears trouser and a boy who wears shorts. There are 18 of 31 figures which show female who wears trouser. It means female figure in Tb#1 do not stereotype. According Mary Talbot stereotype refers to prescriptions or unstated expectations of behavior, rather than specifically to representational practices.[2] In context of clothes, it is clothes are usually worn by female and male.

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[1]Brugeilles and Cromer, *Analyzing Gender Representations*, 34.

[2] Janet Holmes and Miriam Meyerhoff, *The Handbook of Language and Gender*, (Oxford: Blackwell Publishing, 2003), p. 472.

Female usually wears skirt but in Tb#1 more of a half of female figures wears trouser which usually worn by male. But it can be standard of female and male clothes because nowadays trouser is neutral cloth that can be worn by male or female. However, hairstyle of female and male figures in Tb#1 look like common hairstyle which suitable for gender. The hairstyle of the girl on the figure above is long hair as most of female hairstyle. The boy also looks like common male with short hair.

Figure 4.3 a woman wears dress

In Tb#1 there are also some figures that shows female who wears dress. Then the woman also wears ribbon in her hair. This figure represents stereotype attributes of female.

Figure 4.4 a girl with long hair
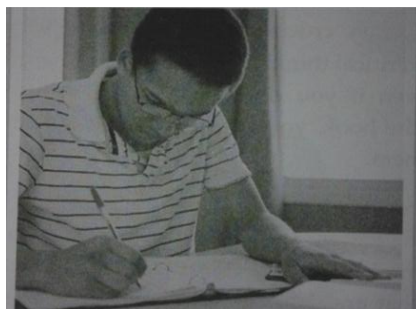
Figure 4.5 a boy with very short hair

The figures above were found in TB#2 are analyzed by hairstyle. Figure 4.1 shows a girl with long and knotted hair. It is identified female style, as. However, figure 4.2 presents a boy with very short hair which identified male style.
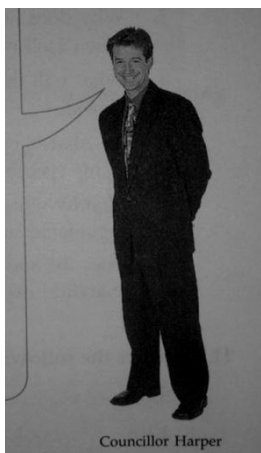
Figure 4.6 man   Figure 4.7 woman

The figures above are analyzed by clothes. Figure 4.3 presents man who wears trouser while figure 4.4 shows woman who wears skirt. Both kinds of the clothes can differentiate gender because male usually wears trouser and skirt is usually worn by female.

The explanation above is how to analyze female or male pictures or illustrations in textbooks. It is done by analyzing the attributes of them such as hairstyle and clothes.

Moreover, in Tb#2 there is a picture which represented gender with unusual role. Here is the picture:
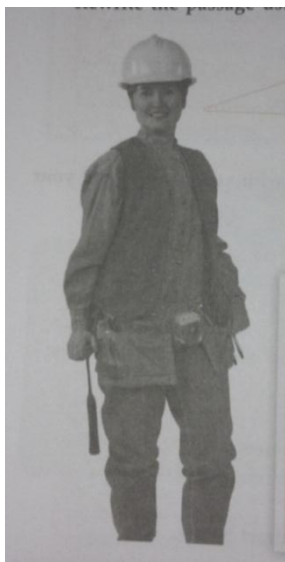
Figure 4.8 a glass maker

The picture above is a glass maker, someone who works to make glass. The glass maker at the picture looks like a woman. Her occupation is unusual to be worked by female because making glass is hard job, and it is suitable for male not female.

The second finding is female or male characters. The characters were portrayed in professional or occupational roles of female and male in textbook.[3] The occupations in Tb#1 and Tb#2 are dominated by male. Female and male occupations in the first textbook are suitable to each gender. For example, female becomes teacher, airline counter

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[3] Mirza, *Gender Analysis of School Curriculum and Textbooks*, 43.

attendant, airline counter attendant, and actress while male becomes fisherman, farmer, president, and actor. The second textbook contains more varied occupations than the first textbook. For example, scientist, novelist, animator, marketing manager, school director, and others are some of female occupations. However, there is an occupation which is not suitable for female, a glass maker, as it has been analyzed and explained at the previous paragraph. While male occupations are suitable, such as doctor, governor, police, singer, composer, and other. The male occupations are dominated by singer that found in chapter 9.

The third is female or male mentioned. It includes name, personal pronoun, and titles. [4] Title refers to term which used to address men or women in English language. In both of textbook, it was shown by proper noun or names (*e.g. Sarah, Gatot*), subject pronouns (*e.g. he, she*), object pronouns (*e.g. him, his*), possessive adjective (e.g. his, her), common nouns (*e.g. husband, wife, son, daughter*), title (*e.g. sir, madam*), and surnames with title (*e.g. Mr. Jacob, Mrs. Josie Burton*). There is difference result of counting female or male mentioned in the Tb#1 and Tb#2. In the Tb#1, female and male mentioned equal, it is 250 times for every gender. While in the Tb#2, male mentioned is more

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[4] Eckert and Ginet, *Language and Gender*, 53.

dominant that female. Male is mentioned 287 times, and female is 174 times.

The forth is role models. The role models are such as public figures which presented in textbooks. In Tb#1, it was only found two models. They are R.A. Kartini as female role model and Ir. Soekarno as male. It tells that the first textbook represents equal gender position in role model aspects. It is different from the Tb#2. The number of male role models is more than female. There are 23 male role models while female models are only 7. Most of female models are singer.

The fifth is female or male activities. Female or male activities refer to a kind of activities that done by female or male in the textbook such as shopping, driving, studying, working and others.[5] Both of textbooks show that male activities are more than female. There are some activities that done by both gender, such as studying, working, reading, writing and singing. Commonly, the activities of female and male are suitable to their gender. For example, sweeping, cleaning, preparing food and shopping are female activities which found in the textbooks. While male activities involve fishing, driving, riding, and playing video game. In the second book, it was found male activity

[5] Samadikhah and Shahrokhi, "A Critical Discourse Analysis", 124. Retrieved November 12, 2018, from https://files.eric.ed.gov/fulltext/EJ1075182.pdf

which is usually done by female. It is cooking, found in chapter 6. A sentence in page 112 "….*my dad cooked a delicious lunch*." indicates unsuitable role of gender. In Indonesia, preparing or cooking food is female's role, specifically mother. Although there are men who able to cook and most of them becomes chef but commonly cooking is female's role. It concludes that there is male's role which is not suitable in the second textbook.

The last is pattern mentioning of female or male. In the first textbook, male firstness is dominated. Firstness is two gender-specific nouns or pronouns appear as a pair in a text, like mother and father or he/she, the one appearing in the first position can be interpreted having a higher status.[6] Male firstness consists of title (*e.g. Minister and Madam*), surnames with title (*e.g. Mr. and Mrs. Wibowo*), object pronoun (*e.g. him/her*), and noun (*e.g. Rancho and his wife*). While female firstness includes name (*e.g. Siti with Davy*) and object pronoun (*e.g. her/him*). The second textbook is also dominated by male firstness. It is also similar with male firstness in the first textbook but there is also subject pronoun (*e.g. he or she*) and possessive objective

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[6] Stockdale, *Gender Representation in an EFL Textbook*, 2. Retrieved November 12, 2018, from https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/sociolinguistics/DAStockdale-Sociolinguistics.pdf

(*e.g. his or her*) while female firstness consists of name (*e.g. Wendy and Brad*), noun (*e.g. ladies and gentlemen*), and title (*e.g. mum and dad*).

C. Interpretation

The result of the data analysis tells that male pictures dominate in both of textbook, Tb#1 and Tb#2. It is similar with Yonata and Mujiyanto who stated that female-related pictures were lower than male-related pictures.[7] The results indicate gender stereotype. Gender stereotype is assumption about different characteristics of women and men that men are more dominant than women.

Furthermore, female or male characters involve profession or occupation is also dominated by male. Male-related occupations are more than female which found on both of textbook. It is different from the result which found by Yonata and Mujiyanto. They reveal that female characters are dominant.[8] Most of the occupations are suitable to female and male roles but there is also interesting thing which found in the characteristics. There is a female role that is not suitable to the

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[7] Yonata and Mujiyanto, "The Representation of Gender in English Textbooks", 99. Retrieved January 4, 2018, from https://journal.unnes.ac.id/nju/index.php/LC/article/download/11473/6784

[8] Yonata and Mujiyanto, "The Representation of Gender in English Textbooks", 94. Retrieved January 4, 2018, from https://journal.unnes.ac.id/nju/index.php/LC/article/download/11473/6784

gender. For example, female becomes a glass maker. It is not suitable because making a glass is usually done by male.

It was found different results of female and male mentioned in Tb#1 and Tb#2. In Tb#1, it was found equal result of female and male mentioned while in Tb#2, male is dominant. For example, Gatot, Sarah, him, his, husband, wife, and son.

As the result of female or male mentioned aspect, in the role models are also different. In Tb#1, it shows equal gender position that represented by equal female and male models in the textbook. The textbook has only two role models which consist of man and women. They are Ir. Soekarno and R.A. Kartini. While in Tb#2, it contains many roles models but the models are dominated by male.

The next discussion is about activities. The result of female or male activities is similar with pictures and occupations, male also dominant. But most of male activities are the activities which also done by female such as reading, writing, and cleaning. Besides that, there is not suitable activity which done by male in Tb#2, it is cooking for family. Commonly, cooking is female role. Mother who usually cooks and prepares food for her family but in Tb#2 there is a text that shows father cooks for his family.

The last part being discuss is pattern of mentioning female or male. Tb#1 and Tb#2 are dominated by male firstness. Firstness is two gender-specific nouns or pronouns appear as a pair in a text, like mother and father or he/she, the one appearing in the first position can be interpreted having a higher status.[9] There are also female fisrtness in both textbook but the number of it is lower than male firstness, such as *Mr. and Mrs. Wibowo* and *Rancho and his wife*. In *Mr. and Mrs. Wibowo*, *Mr. Wibowo* is mentioned first because he has higher status than *Mrs. Wibowo*, he is her husband.

Based on the discussion above, it can be concluded that gender position in Tb#1 and Tb#2 are dominated by male. Although two aspects that analyzed in Tb#1 reveal equal gender, but the whole of the textbook indicates that male are dominant than female, including female or male pictures or illustrations, activities, and pattern of mentioning female or male.

Moreover, discussing about the role of female and male has been shown in the three aspects that analyzed in this research. The aspects are, pictures or illustration, professional or occupational roles, and

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[9] Stockdale, *Gender Representation in an EFL Textbook*, 2. Retrieved November 12, 2018, from https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/sociolinguistics/DAStockdale-Sociolinguistics.pdf

activities. In *Tb#1*, gender roles of female and male are suitable. In Tb#2, it was found unusual female role which presented by picture. There is a picture that looks like a woman. A glass maker is her occupation which shown at the picture. This occupation is not suitable to female because it is hard work which usually done by male. Besides that, it also found unsuitable gender role in activities of female or male. There is female activity which done by male, it is cooking.

The results of this research also state that writers' background does not affect gender position in ELT (English Language Teaching) textbook which analyzed. The manuscript of Tb#1 is contributed by male writer but there are some aspects of the textbook that show equal gender. Although male is dominant in the whole of the book. While Tb#2 is written by two female writers but whole of the textbook is dominated by male.

The results of this analysis are related to gender stereotype. According to Talbot, "gender stereotype linked to gender ideology reproduce naturalized gender differences. In doing so, they function to sustain hegemonic male dominance and female subordination." [10] Gender stereotype is assumption about different characteristics of

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[10] Holmes and Meyerhoff, *The Handbook of Language and Gender*, 472.

women and men that men are more dominant than women. It is showed in the textbooks. Tb#1 and Tb#2 represent gender stereotype which presented in occupations and activities. For example, male becomes fisherman, farmer, and president while female becomes teacher, actress, and Airline counter attendant. However, the activities which done by male are working, driving, and catching fish while the activities which done by female are shopping, sweeping, and cleaning. The occupations and activities are usual for male and female. But there is occupation which is unusual for the role of gender, it is a glass maker. It has discussed in the previous section that this occupation is more suitable for male but in Tb#1 female who becomes a glass maker. In addition to it, there is also activity that is unusual for the role of gender, it is cooking. Cooking is usually done by female, but in Tb#2 male do cooking.

BAB V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The conclusion of the research is there are different results between *Bahasa Inggris* and *Pathway to English*. In the first textbook, there are two aspects which show equal gender position, while the whole aspects of the second textbook show unequal gender position. Female or male mention in *Bahasa Inggris* presents equal number, both of female or male was mentioned 250 times in the textbook. Moreover, the number of role models in the first textbook also shows equal gender position, no one of female or male that dominated because there are only two role models in the first textbook which consist of female and male. In the second textbook, *Pathway to English*, it was found that all of the aspects of the book are dominated by male. Some of them are the number of female or male mention and characters. In this textbook, male was mentioned 287 times while female was mentioned 174 times. The number of male characters is also more than female. There are 19 characters of male and 14 female.

In addition, it was also found gender roles which are not suitable in the second textbook, *Pathway to English* that represented by picture, occupational, and activity. There is picture which shows woman who has unusual occupation. She works as glass maker, making glass is hard job, and it is suitable for male not female. There is also activity that is not suitable to be done by male in the second book. It is cooking, found in chapter 6. A sentence in page 112 "….*my dad cooked a delicious lunch*." indicates unsuitable role of gender. In Indonesia, preparing or cooking food is female's role, specifically mother. Although there are men who able to cook and most of them becomes chef but commonly cooking is female's role.

B. Implications

The result of this research can help English teacher to know how to analyze gender position in ELT textbooks. It can also give information about gender position in English textbook to them. By knowing gender position in ELT textbook, English teachers can be aware when they teach English materials that related to gender.

C. Suggestions

It is important for English teachers to analyzed gender position in ELT textbooks before use the textbooks in their classroom. Because it can be unsuitable gender roles in the textbooks which can make students confused about role of female or male. In addition, it can also give wrong students' comprehension about gender.

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APPENDIXES

Appendix 1

Identity of the First Textbook

Title   : Bahasa Inggris Untuk SMA/MA/SMK/MAK

Kelas XI semester 1

Publisher   : Indonesia Ministry of Education and Culture

Educational level   : XI Grade

Year first published   : 2014

Year of edition studied   : 2014

Country of publication   : Indonesia

City of publication   : Jakarta

Target country   : Indonesia

Author(s)   : Mahrukh Bashir

Cover illustrations by   : -

Textbook illustrations by : -

Number of pages   : 112

Number of sections   : 5

Appendix 2

Identity of the Second Textbook

Title   : Pathway to English for SMA/MA Grade XI

Publisher   : Erlangga

Educational level   : XI Grade

Year first published   : 2017

Year of edition studied   : 2017

Country of publication   : Indonesia

City of publication   : Jakarta

Target country   : Indonesia

Author(s)   : Th. M. Sudarwati and Eudia Grace

Cover illustrations by   : Achmad Taupik

Textbook illustrations by: -

Number of pages   : 178

Number of sections   : 9

Appendix 3

The Number of Female or Male Pictorial Representation or

Illustrations in TB#1

Chapter	Female	Page	Male	Page
Chapter 1	6	1, 5, 17, 18, 22	9	1, 3, 5, 17, 18, 22,
Chapter 2	7	32, 34, 35, 42,	10	26, 28, 32, 33, 34, 35, 42
Chapter 3	9	58, 59, 65, 66	15	48, 50, 51, 58, 59, 63, 65, 66
Chapter 4	7	68, 70, 72, 74, 81, 85	6	68, 70, 72, 81, 85
Chapter 5	2	108	-	
Total	31		40	

Appendix 4

The Number of Female or Male Pictorial Representation or

Illustrations in TB#2

Chapter	Female	Page	Male	Page
Chapter 1	-		he or she his/her	6, 10 10
Chapter 2	-		boys and girls	20
Chapter 3	Vicky and James Wendy and Brad	36, 37 36	Mr. and Mrs. Demon Anderson Mr. and Mrs. Timothy Robson Mr. and Mrs. Thilman Mr. and Mrs. Norris his/her	36 36 41 45 46, 48
Chapter 4	Ledies and Gentlemen	57	-	
Chapter 5	Ledies and Gentlemen	92	-	
Chapter 6	Mother and Father	103	him or her	100

	Mum and Dad	107	his or her	100
			he or she	100
Chapter 7	-		Bayu and Rahayu	119
Chapter 8	-		his or her	152
Chapter 9	-		his/her	166

Appendix 5

The Number of Female or Male Characters in TB#1

Female	Page	Male	Page
1. Teacher	13	1. Fisherman	3
2. Airline counter attendant	17	2. Student	13, 19, 28
3. Concierge hotel	17	3. Film Director	38
4. Store attendant	18	4. Actor	39
5. Student	28	5. President	50, 52
6. Actress	39	6. Clerk	70
		7. Boss	72
		8. Farmer	93, 94
		9. Postman	94, 106
		10. Postmaster	94, 106
		11. Employees	94

Appendix 6

The Number of Female or Male Characters in TB#2

Female	Page	Male	Page
1. Scientist	5	1. Scientist	5, 86
2. Teacher	5, 102	2. Teacher	5,4
3. Student	5, 39, 72, 110, 120	3. Student	5, 109, 157
4. Broadcaster	8	4. Doctor	6
5. Novelist	24	5. Counselor	11
6. President of incorporation	39	6. Designer	22, 97
7. Animator	39	7. Governor	14, 15
8. Actress	39	8. Police	23
9. School director	39	9. Waiters	31
10. Marketing manager	43	10. Actor	39, 101
11. Tea-leave picker	80	11. Writer	55, 159
12. Glass maker	86	12. Councilor	57, 58
13. Author	103	13. Football player	67
14. Singer	157	14. Diplomat	72

		15. Singer	157, 158, 159, 160, 161, 164, 165, 167
		16. Composer	157, 158, 165, 166
		17. Saxophonist	157
		18. Novelist	160
		19. Songwriter	167

Appendix 7

The Number of Female or Male Mention in TB#1

Chapter	Female	Page	Male	Page
Chapter 1	99	3, 4, 5, 6, 7, 9, 10, 13, 14, 17, 19	85	3, 4, 5, 6, 7, 9, 10, 13, 16, 19, 22
Chapter 2	23	28, 36, 38, 39, 41	11	28, 38, 39, 41
Chapter 3	8	54, 60	20	50, 51, 52, 54
Chapter 4	104	71, 72, 73, 74, 75, 76, 79, 80, 82, 84, 85, 86	43	70, 71, 72, 73, 78, 82, 84, 85, 86
Chapter 5	16	92, 101, 103, 104, 105, 107	91	92, 93, 94, 95, 105, 106, 107
Total	250		250	

Appendix 8

The Number of Female or Male Mention in TB#2

Chapter	Female	Page	Male	Page
Chapter 1	8	6, 8, 9	28	6, 9, 10, 11, 13, 14, 15
Chapter 2	49	20, 21, 22, 24, 25, 26, 27, 31, 32, 33	31	20, 21, 22, 24, 25, 26, 27, 31, 32, 33
Chapter 3	43	36, 38, 39, 41, 42, 43, 44, 45	21	36, 38, 39, 41, 42, 44, 45
Chapter 4	2	73	63	54, 55, 57, 58, 59, 72, 73, 75
Chapter 5	5	83, 91, 92	27	83, 86, 90, 91, 92
Chapter 6	40	97, 98, 102, 103, 104, 105, 106, 108, 109, 110, 111, 112	62	97, 98, 102, 104, 105, 106, 107, 108, 109, 111, 112
Chapter 7	25	119, 120, 121, 122,126, 130, 132	22	119, 120, 121, 122,126, 131, 132, 134
Chapter 8	-		3	142, 144

Chapter 9	2	160	30	159, 160, 161, 162, 163
Total	174		287	

Appendix 9

The Number of Female or Male Role Models in TB#1

Chapter	Female	Proffesion	Page	Male	Proffesion	Page
Chapter 3	-			Ir. Soekarno	President	48, 49, 52
Chapter 5	R. A. Kartini	Indonesian's Feminist Edycator	108			
Total	1			1		

Appendix 10

The Number of Female or Male Role Models in TB#2

Chapter	Female	Proffesion	Page	Male	Proffesion	Page
Chapter 1	-			Ali Sadikin Fauzi Bowo Joko Widodo	Governor Governor Governor	14, 15 14, 15 14, 15
Chapter 2	Agatha Christie	Novelist	24	Gianni Vercase	Fashion designer	22
Chapter 4	-			Christiano Ronaldo	Football Player	67
Chapter 6	N. H. Dini	Author	103	-		
Chapter 7	-			Skeeter Davis	Singer	116
Chapter 9	Taylor Swift	Singer	157	Chris Martin	Singer	157
	Ellie Goulding	Singer	157	Bruno Mars	Singer	157
	Adele	Singer	157	Tompi	Singer	157
	Raisa	Singer	157	Ed Sheeran	Singer	157
	Anggun C. Sasmi	Singer	157	Rayi Putra Rahardjo	Singer	157

	Chantal Kreaviazuk	Singer	157	Wolfgang Amadeus Mozart	composer	157
	Mindy Gledhill	Singer	157	Kenny G.	Saxophonist	157
				Ludwig Van Beethoven	Composer	158
				Adam Lavine	Singer	158
				Ernest Gold	Composer	165
				R. Kelly	Singer	258
				Chrisye	Singer	160
				Afgan	Singer	160
				J. M. Barnie	Novelist	160
				Pat Boone	Singer	165
				Ismail Marzuki	Composer	166
				John Lenon	Singer	167
Total	7			23		

Appendix 11

The Number of Female or Male Activities in TB#1

Female	Page	Male	Page
1. Reading	10, 70	1. Go fishing	3
2. Drawing	70	2. Praying	3
3. Dancing	72	3. Working	10
4. Going to party	72	4. Cleaning	10
5. Preparing food	92	5. Watching TV	13
6. Writing	101	6. Building	41
7. Shopping	101	7. Dancing	72
8. Snorkeling	101	8. Going to party	72
9. Studying	103	9. Studying	93
10. Visiting	105	10. Reading	93, 94
		11. Writing	93, 94

Appendix 12

The Number of Female or Male Activities in TB#2

Female	Page	Male	Page
1. Studying	6	1. Visiting	8, 98
2. Visiting	8, 31	2. Building	11
3. Hearing a radio	8	3. Playing a video game	21
4. Going to a party	38	4. Selling	22
5. Writing	39, 103, 152	5. Buying	25, 54
6. Reading	52, 132	6. Reading	53, 97
7. Picking tea-leave	80	7. Riding	54
8. Making glass	86	8. Driving	54
9. Presenting	92	9. Writing	73, 97, 153
10. Working	102	10. Interviewing	86
11. Sweeping	109	11. Catching fish	90
12. Cleaning	109	12. Going to a party	91
13. Listening o music	109	13. Working	97
14. Singing	109	14. Listening to music	106

	120	15. Cooking	112
		16. Watching TV	134
		17. Singing	165

Appendix 13

The Number of Pattern Mentioning of Female or Male in TB#1

Chapter	Female	Page	Male	Page
Chapter 4	Sity with davi	79	Minister and Madame Ramponneau	71
			Monsieur and Madame Loisel	71, 75
			Mr. and Mrs. Rahmad Riyadi	78
			Mr. and Mrs. Pujiyanto	79, 80
			Mr. and Mrs. Eri Utomo	80
			Mr. and Mrs. Wibowo	80
			Mrs. Mrs. Situmorang	80
			him/her	87
Chapter 5	her/him	107	Rancho and his wife	93

Appendix 14

The Number of Pattern Mentioning of Female or Male in TB#2

Chapter	Female	Page	Male	Page
Chapter 1			he or she his/her	6, 10 10
Chapter 2			boys and girls	20
Chapter 3	Vicky and James Wendy and Brad	36, 37 36	Mr. and Mrs. Demon Anderson Mr. and Mrs. Timothy Robson Mr. and Mrs. Thilman Mr. and Mrs. Norris his/her	36 36 41 45 46, 48
Chapter 4	Ladies and Gentlemen	57	-	
Chapter 5	Ladies and Gentlemen	92	-	

Chapter 6	Mother and Father	103	him or her	100
	Mum and Dad	107	his or her	100
			he or she	100
Chapter 7	-		Bayu and Rahayu	119
Chapter 8	-		his or her	152
Chapter 9	-		his/her	166