**CHAPTER I**

**INTRODUCTION**

1. **Background of The Study**

What is gender and the difference with sex? Gender is a social construction or interpretation of the community over the biological condition of the differences between women and men. While sex is biological differences and not supernatural men and women of the reproductive organs and the function are assigned and attached from birth, cannot be modified, and cannot be exchanged. So gender is can to calls as the social sex, and sex can to calls as bioligical sex.

On the observation in school shows there are still plenty of occurrence of gender bias in the learning process which associated with the custom in Indonesia. As the domestic sector of the women roles, and men in the public sector. For example the woman only worked as housewive, while men hard at work in an office and factory or a daughter is not allowed to public speaking than men. For example, girls can not keep extracurricular which usually followed by the boys and others. So from this, can be made a teacher instrumental in changing a role stereotypes on teaching to the students, so that no comparison between gender women roles and men roles in their ability or behave in a manner give fair attention on both.

The learning in the classroom students should achieve the objectives that have been set in the procedure set by the curriculum of the school, as a teacher became facilities to make it easier for students to understand the goals and benefits of the learning material. A teacher should be able to assess and evaluate a coursebook will be used in the classroom, in choosing a coursebook was challenges are difficult for a novice teachers and students to make interesting materials in process learning and teaching.

As National Education Minister Regulation number 84 year 2008 on the implementation of gender mainstreaming guidelines for the field of environmental education in the Ministry of national education, article 1, (1) any unit of work units that conduct education planning, implementation, monitoring and evaluation of the entire policy, education and development program in order to integrate gender in it.

In analyzing a coursebook, a teacher should be able to understand and be able to provide a detailed and clear explanation while materials given to students, but the dominant of a student not understand the role of gender stereotypes in the book learning is used in the learning process and education, and teachers are also less in giving detailed explanation regarding gender stereotypes in the text, only explains the meaning of the english text learned by the students.

In the experience of the researcher while Practice Employment Experience (PPLK), that I saw the teachers and students are not discuss or examine a role of women and men on gender stereotypes in the coursebook used, and the behaviors and characteristics of gender stereotypes on a coursebook used in the classroom. Each student only given a learning about language by teachers, but do not know the role of stereotyping in the coursebook. And then, the students not understand about gender stereotypes on the text in the coursebook.

Socially, in the everyday life of students at the school environment, the students may be know about gender form, but the students don't know the role of stereotyping in their lives and also on the text of coursebook that teachers and students learn in the classroom. Biologically, the teacher and the students will understand the role of gender in the form of text coursebook, but teachers and students didn’t notion about gender roles itself, only just focus into language.

From this mention, then the researchers will analyze the role, behavior and characteristics of gender stereotyping in a coursebook at ten grade, for to know whether or not the two coursebooks that analyzed are equal. In this case the coursebook should be portrayed in the real world to relate of the role of women and men in everyday life, when students learn the coursebook and know the role of gender stereotypes.

The material in the coursebook is closely tied to the educational context and stronger of social, and different cultures comprising of views and different of roles about gender. Students can learn by playing when the learning process to know the role of women and men, when playing the role of a social and cultural characters.

A Coursebook has been used in the learning process will be influenced on the thinking of students against the position of women and men in the book learning. Although the students have little awareness on a position of gender roles in the coursebook. For example, in the coursebook, women have been described as a person who raise children and doing housework then, will be internalized into the subconscious of the students against the text. From this, may be will make students and teachers think in view of the activity roles it is usually performed by women. So, from this described will be important if studying gender stereotypes on the coursebook to used in the learning process.

This kind of studies should be done to help students and teachers understand the position of the women and men roles in society and culture. Then a teacher should be able to choose the appropriate coursebooks in students ability on the level of they educations. Thus, gender stereotypes will be discussed in the English coursebook entitled Pathway to English for Senior High School Grade X General Programme published by Erlangga and Bahasa Inggris SMA/MA/SMK/MAK X Grade published by Kemendikbud, in this book to choose for compare the role of women and man, behavior and characteristics on gender stereotypes are equal or unequal.

1. **Focus of The Study**

This study focuses on the result an analysis of gender stereotyping in ELT coursebook for senior high school with different published: class ten published by Erlangga and Kemendikbud.

1. **Statements of Problems**

Based on the focus of the study above, the question of the problem as follows:

1. Whether or not the role of women and men are equal in publishers by Erlangga and Kemendikbud?
2. Whether or not of behaviour between women and men are equal in publishers by Erlangga and Kemendikbud?
3. Whether or not the characteristics between women and men are equal in publishers by Erlangga and Kemendikbud?
4. **The Aims of The Study**

The purpose of the study to see the result of comparison the gender stereotyping in ELT coursebooks publishers by Erlangga and Kemendikbud. What the role, behaviour, and characteristics evaible in publishers by Erlangga and Kemendikbud are equal or unequal.

1. **Significance of The Study**

The results of this research are expected to be useful for authors, readers, and more. The significances are as follow:

Author

1. For authors, the study is expected to be able to give you a bit more about the role of women and man, behaviour and characteristics that may be in the coursebook *Pathway to English* and *Bahasa Inggris*.

Readers

1. For the reader, this research is expected to be able to provide information how the women and men roles, behaviour, and characteristics of gender stereotyping represented in the coursebook *Pathway to English* and *Bahasa Inggris*.

Further research

1. For further research, the research is expected to be become one of the references which do deeper studies on gender stereotyping in coursebook *Pathway to English* and *Bahasa Inggris*.

**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **Gender**
2. Definition of Gender

In theory suggested by Ontorio Ottawa, 1998 and k. Triyagu, 2015 says that gender is “the culturally specific set of characteristics that identifies the social behavior of women and men and the relationship between them. Therefore, gender refers not simply to women or men, but to the relationship between them, and the way it is socially constructed. Because it is a relational them, gender must include women and men. Like the concepts of class, race and ethnicity, gender is an analytical tool for understanding social processes.[[1]](#footnote-1) And gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. It is a central organizing principle of societies, and often governs the processes of production and reproduction, consumption and distribution”.[[2]](#footnote-2)

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From theory above also can understand that gender is characteristics of person on the culture, the gender can also to call as sex, but gender and sex are two different things. For example, a man characteristics such as; mighty manly, powerful, short-haired. While women characteristics such as; soft, long-haired, frail and supple appearance. From two examples will be possible from combination of sex and gender. But if their characteristics are exchanged, whether their gender status will changed? The answer is no, because even if he is a man who has a gentle character and like a woman then, from a cultural and social views his will still be called a man not a women and also in contrast. Then, it is the difference of sex and gender where sex the form of the characteristics of biological, while gender is the form of person behaviors, mentality and social cultural.

According toWlima Guez and John Allen

This distinction between gender and sex has important implications, which are elaborated through out this manual. Essentially, the distinction between gender and sex is made to emphasize that everything men and women do, and is expected of them, with the exception of their sexually distinct functions (impregnation, childbearing and breast-feeding), can change, and does change, in time and according to changing and different cultural factors”.[[3]](#footnote-3)

So, the gender is the relationship between man and woman both in terms of perception as well as material. Then, it is not determined by biology, but the result from sexual characteristics of both women and men, it is constructed of social. The behavior which is done by women and men, both in the social and cultural construction is a form of gender itself. In the roles performed by gender into view of women and man characteristics in differently. Any differences that has been submitted is to emphasize from all that done of the sex itself, both physically and spiritual.

1. Sex and Gender

At this point it has been mentioned in the point before, that gender and sex differences are two words that refer to two forms of sex but different. In the definition of gender and sex, I have read in the article about *Gender And Sex* that “Sex and gender are concepts used to make a distinction between biologically given and socially constructed differ-ences. Sex refers to biological differences between women and men regardless of age, ethnicity or other variables and gender refers to socially constructed differences between the sexes, norms and cultural expectations on women or girls, men or boys” (Sida, 2015).[[4]](#footnote-4)

From theory above can be drawn into real life in sex for example, the difference in organs related to the production (genitals, heart, breast and others). So the organs in the form of physical traits produced by gender can be distinguish. While gender can be considered behavior performed on two different sexes. For example, women are femininity and men masculine in the mention of the name like adult women can be called as "Miss" while the man "Mr". In that example we can relate to age.

In addition the theory of West and Zimmerman, in 1987 book language and gender, written by Penelope Eckert and Sally Mc Connell-Ginet, that says

Gender is not something we are born with, and not something we have, but something we do”. And in this book also says “sex is a biological categorization based primarily on reproductivepotential, whereas gender is the social elaboration of biological sex.[[5]](#footnote-5)

On the explanation above, it is clear that the gender in the form of what we do, and sex in the form of reproductive potential of gender itself and can be exemplified into real life is like, a boy trying to be what his father did. So that he does what he can like his father did, in order that he can be the same man like his father. In contrast with girls who want to be like her mother.

In this book there are also theories of (Anne Fausto-Sterling, 2000) says that “Labeling someone a man or a woman is a social decision. We may use scientific knowledge to help us make the decision, but only our beliefs about gender -- not science -- can define our sex. Furthermore, our beliefs about gender affect what kinds of knowledge scientists produce about sex in the first place”.[[6]](#footnote-6)

In conclusion, the differences of sex and gender here are only in the activities undertaken by the sex of women and men on the concept of their use in biological and social.

1. Gender and Language

Gender and language have the relationship of general, where is the relationship between different roles of women and men, that affecting in their way of using language. Everyone's life always uses the language to put themselves into a multi-dimensional social space which to make communication between individuals or interactions within each culture. In the journal I've read that the relationship of language and gender is "the relationship that builds the nation of women and men" (Laelah and revelation, 2009).[[7]](#footnote-7) So, this is a characteristic that expected by the community of a person on the basis of him/her self as gender.

In the description that has been pointed out by (Wardhaugh, 2010:318) says that “differences of gender apparently influence on the form of speech, and word choices and the way or style spoke a very influential when the person speaks the word”. So the use of spoken language of women and men are clearly different in social communication. In linguistic speakers is concerned that distinguish gender in the large number of examples in the Americas and Asia. For example, *Koasati* language spoken in *Louisiana* there are differences in the morphology of the very regular between the form of the verb that was used by women or men. On augmented by men *– s* at the end of the form of the verb in the form of language by such women when women use *lakaw* then man uses *lakaws*, so the second word that symbolizes is male. In another such distinction also said women often have the nature of submisif in men. The woman's name is often invoked in different ways from men, women usually uses his first name like *lady, miss, dear, baby, babe.* So much more how the call for a name for the female rather than the male names only *M*r.[[8]](#footnote-8)

So that, from the example above in language and gender has been cleary different on the social communication. The differences of language and gender that women are more conscientious and open, but men are more difficult adjust them self than women. Differences of language also there in the intonation, work and behavior of women and men.

1. **Stereotyping**
2. Definition of Stereotypes

Stereotipes is “a generalised view or preconception about attributes or characteristics that are or ought to be possessed by members of a particular social group or the roles that are or should be performed by, members of a particular social group”.[[9]](#footnote-9) It is also an assessment from person, where only based on the perception of the categorized group of community. Stereotypes are also shortcuts of thought, that doing intuitively by humans, so to simplify complex matters and also help in deciding a view quickly.

According to Narahara (1998), who is researching about the stereotype saying that stereotypes are defined as “A generalization about people, places or event that is held by many members of socienty”.[[10]](#footnote-10) So he said stereotypes that, we as a people have a social character in society to judge person based on appearance, dress, behave, communicate. Many people often judge others just because they are men or women, that before such person to know them. For example, women are more sensitive, worrying about their appearance. While men are more aggressive, and not gentle, caring. Whereas in assessing of person is not seen from the outside, but the view of who knows they are supposed to know the characteristics of a person who actually.

Stereotypes can be said a cognitive component where opposition groups against the beliefs of which they believe. And can also affect how a person to process and interpret the information. In stereotype can be interpreted as; a taunt, an overview, wishful thinking or a response of individual to other individuals. For example, Jew (*Yahudi*) moneylender or a lot of charlatans, but in fact many Jews (*Yahudi*) are honest and friendly. So that, from this stereotype can be a prejudice positive and also negative, but most assumed that everything is negative preconceptions shaped of stereotypes.

Why stereotypes happen? Where the incidence of stereotype? that's because the incidence of stereotypes originating from a family good of fathers and mothers toward boys and girls that was differently, peers, school, community, and the media. So the stereotype comes from the parents or adults who instill stereotyped since the early such as a clothes model and was first applied on two sexes.

1. Gender Stereotypes

Gender stereotypes reflected in the definition and the same perspective. In the book written by William, Judith and Lucia by the tittle *Sexism and Stereotypes*, in they books say “Defined gender stereotypes very broadly as structure sets of beliefs about the personal attributes of women and men and these beliefs were assumed to include pictorial, behavioral dan effective components”.[[11]](#footnote-11) So basically a collection of components are empirically derived which consists of personality traits, attitudes and beliefs, behavior and physical appearance of gender stereotypes. For example, in real life a baby is born, if the baby is a female then will give the cloth pink, unlike the male gender will given the cloth is blue. From here, the role beliefs of one's characteristic will be shaped from social view.

So in essence, from what they point out that gender stereotypes are a belief in the gender itself, where such beliefs can cause the holder to make assumptions about the subject group members, women and men.

According to Ummu Salamah (2015)

Socially shared beliefs that certain qualities can be attributed to individuals based on their membership in the categories female and male, and also psychological or behavioral characteristics referring to males or female.[[12]](#footnote-12)

So the sight of her that gender stereotyping based on membership in categorizing gender, and also from psychology or characters that refer to gender itself. For example in real life, from job status "*woman caregiver*" or "*women are weak*", in a sentence has the role of negative and positive individual from women characteristics where the word was refers to individual oversight in a social group.

In conclusion, in their view the above understanding of gender stereotypes itself is a characteristic, where is played by the gender of women and men in the social in a society.

1. Functions Stereotypes

The stereotypes function itself are inductively on the level of the individual, like a person who interact on a friend or a community where being a person that constantly get information in the interaction group the community.

Stereotypes concerning the social group which the community provides basic information to someone who will customize the behaviors and characteristics on a person. For example, a girl likes to wear a pink dress so someone can judge and choose a present for a woman, without having to see the favorite in wearing a pink dress, then in behavior can choose a pink dress as a gift for a girl with looking at her behavior.

The stereotyped function is also used by humans as a form of self-defense mechanism to hide its limitations. And also cause to social discomfort for those who become victims of prejudice. For example, black Americans are essentially predicated on the justification of slavery American white persons against black persons.

According to Phuon Anh Vu (2008)

The function of the stereotypes themselves divided into three parts namely; the first social causality is identifying some groups to be responsible for some events, e.g. drug addicts are often thought to be culprits of crimes. Second, social justification means that stereotypes about particular groups are created in order to justify behaviours towards them. Third, social differentiation incolves indentifying and highlighting the differences between groups, aiming at placing the ingroup at a superior position”.[[13]](#footnote-13)

From theory above three of functions get the result, that function of stereotypes itself to know clarity in terms of behavior in each social group will be the emergence of perceptions, beliefs, and characteristics of someone in their social life.

1. **A Coursebooks**
2. Definition of Coursebooks

In used of the coursebooks are commonly used in the learning process when the hours of lesson begans, coursebook or textbook can be called as the materials provided by the school. Using the coursebooks every student will write back in their notebooks. The teachers have to learn it first, before presented to learns, and students can write material that is important.

Material from the results of student writing can be presented with attracted as learners capturing of learning described teachers or friends.

According to Patricia (2015)

Good cousebooks are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, tapes and other accessories such as videotapes, CD-ROMs, extra resource material, and useful web links.[[14]](#footnote-14)

From here as the teacher beginners should be able to assess and evaluate the coursebook. Then, coursebook tend to be better presented with a way that exciting and will drive on a learners become motivated in the learning, and feel progress in their learning process when learning began. This has been discussed in previous research conducted by Indah Pujiastuti (2013), in her research that "Learning materials is any material (whether information, tools, as well as text) that are arranged systematically, which shows the figure of the whole and the competencies that will be controlled by learners in the learning process and is used for the purpose of planning and review of implementation in the lesson".[[15]](#footnote-15)

In language learning in Indonesia are good quality coursebook will improve the quality of learning on learners in Indonesia, and the results of the lesson will be improvement in the quality of education. The assessment and evaluation of the coursebook itself will be done outside of class and evaluate against the book to be used for learning and teaching.[[16]](#footnote-16)

In conclusion, the book of learning is important roles in learning and teaching activities, with present a curriculum material in the subject of learning so that it becomes a central part of the education system itself. And make the learners focus in developing the quality of education in the schools.

1. The Role and Functions of Coursebooks

In the role and function of the book learning will be very helpful if the start by checking and provide clarity on measures to assess the coursebook, especially in the face of variations in English language teachers.

From the book I've read by entitled *Developing Materials for Language Teaching* there are some scientists who argue about books learning ELT in facilitating teaching and learning English.

According to Brian T, 2003

Some scholars object to them in principle on grounds that published materials do not always provide the types of texts and activities that a teacher is seeking for a given class.[[17]](#footnote-17)

From other opinions in the book Brian T, there are also opinions from (Prabhu, 1988) that “Others argue that they tend to have a constraining effect on the freedom of the teacher actions, predetermining the content and procedures for learners and pre-empiting creativity and exploration on the part of teachers”.[[18]](#footnote-18) Then, the roles and functions have been exposed in their views that the coursebook multitude of dependency and not always provide the materials in detail and perhaps make a teacher who dig the expansion in developing learning materials will be provided to the students, this also make the barriers on the freedom to act as teachers, where determine the contents and procedures. Then the book designed and manufactured special in order to make the teachers developed in developing contents on text book learning.

To overcome the dependence on the coursebook is used the English teachers, then with promoting the results of the materials produced by teachers (Brian T, 2003:39) and the involvement of students in adapting to the book learning (Clarke, 1989; Riggenbach, 1998).[[19]](#footnote-19) So in their opinion that the core language is developed into many commercial material that often makes it irrelevant and outdated. And a personal touch that carried by teachers on the lesson material be no comparison with the activity that characterizes gender stereotypes in the coursebook. Then, engage students in creative and adapt to the material and give the learners the advantages benefit the deeper motivations and adapt material.

Many a people argue that the books learning provide teachers and learners in the form of various materials are professionally developed in the structure of the syllabus which tried and tested. In using the coursebooks has the advantage that is as follows:

1. Course book meets the needs of practical especially in context.
2. Course book assist in the provision of route map for teachers and learners.
3. Course book provides both structure and predictability which became social interaction for students such as exploration.
4. Course books frees teachers in lesson planning aspect is more important and concentrate to use creative skills for teachers.
5. Course books provide confidence for teachers who lack training and experience in using the course book.
6. Most course books designed and developed by experts in the field which corresponds to the theoretical approaches and methodological practices at this time.
7. Course book serves as a mass communications genre where the writer can enter into a positive dialogue with teachers and students.[[20]](#footnote-20)

In conclusion, the role and functions of the coursebook is important role for teachers beginners and learners with using the coursebook. The function of this coursebook makes use of function as tools that monitor learning context which already follow the syllabus properly and developed with the creativity of teachers in developing a coursebook for presented, so that learners can interact on a coursebook and feel motivated in they education.

1. Using a Coursebooks

In using the methodology coursebook have been debating about the usefulness of the course, and questioned the role of the book (Jaremy H: 304). From the book can be said that the methodology already argue about the use of textbooks and roles. There are benefits and limitations in using the coursebook which easily in brief as follows:

Benefits: good coursebook is carefully prepared and offer a coherent syllabus, then presented with attracted as the media has been structured. Benefits on coursebook put pressure on teachers to make sure that when they forced in the last planning will be using the material they can achieve, and do not provide a procedure for learning of students in the class, but it also offers suggestions and alternatives, extra activities, and a variety of power. This makes the benefits of the students liked the coursebook which adds the perception of progress on understanding and learning processed. Coursebook also provides material that, can be seen by learners for revised and easy to learn.

Restrictions: a coursebook used inappropriately, and impose learning style with the way most of the teachers who rely on presentation and the practices and procedures of production as their primary methodology. And the choice of topics in the coursebook sometimes be tasteless or culture being inappropriate. Based on this case the teachers and students often follow a syllabus and format to be one motivation of students and teachers in using the coursebook in language learning.[[21]](#footnote-21)

From the explanation above that, in the use of the coursebook on learning has benefits and certain limitations that may be make students and teachers more develop a material in the classroom. Based on this case, the coursebook will be a structured with predetermined format on existing procedures, by the way the teacher develops the material with the creativity of the teacher to attractive an understanding when the students learn in the classroom.

1. **Content analysis designs**
2. Definition of Content Analysis

Content analysis is a research techique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use (Krippendorff, 2004). In the book Content Analysis are written by Klaus Krippendorff (2004), explains that “In content analysis techniques may involve special procedures which can be learned and is separated from the authority of the private investigators”.[[22]](#footnote-22)

From theory above that already know the content analysis can provide new insights and improve understanding, as well as inform practical action. Research techniques should be able to produce in the form of findings which can be blackouts. So, researchers who examine a problem then have to get the same results also in the application of research techniques on the same data.

When we do research, we should be able to produce a valid result in such research, it means research using the analysis method of the content should be carefully and can claim resulting in researchers and become independent evidence.

In the literature content analysis of the scientists there are also three definitions research methods, namely:

1. Definitions that make content to be inherent in a text.
2. Definitions that take content to be a property of the source of a text.
3. Definitions that take content to emerge in the process of a researcher analyzing a text relative to a particular content.[[23]](#footnote-23)

The definition above, that has been described by scientists that Their contents analysis is the definition which leads to particular content conceptualization and consequently, continue the analysis.

From the book Krippendorff (2004) also explains the other opinion of Berelson (1952) defines a content analysis which “A research technique for the objective, systematic and quantitative description of the manifest content of com­munication”.[[24]](#footnote-24) So in terms of content analysis Berelson said that requirements analysis techniques be “objective” and “systematic” which demanded that makes the process of sampling, reading, and analysis of external researchers meet the criteria.

About content analysis can eliminate three shots, one of which namely the analysis of content where the criticism is "quantitative". Qualitative methods have proven to be successful in political analysis of foreign propaganda, psychotherapist, assessment research and ethnography, discourse analysis, and also a computer text analysis. In the ability of the computer where the composing words and numbers. On a computer program used to analyze a word which determine the operation of the program to inform by readers. Reading is essentially a qualitative process which produces a numeric account.

Furthermore, the second type of definition is to distinguish the above binding analysis of text content to a conclusion regarding the circumstances or the nature of the source text in the analysis from this, there are many criticism from the views of other people's theories where in the content analysis can be determined in the coding process which determined more directly if the source of the receiver is accessible for observation or analysis with honest.

The conclusion of this content analysis where, there is analyze the text content in a research on the book. In analyzing a problem of research books or text by using the method of content analysis, as well as analyze the contents by hooking an attribute theories to find the valid from the data analyzed.

1. Components

In the content analysis component requires further analysis of the results of research observations. This component is an easy way to partition, conceptualizing, discuss and evaluate content analysis design gradually.

On these components have descriptive and operational circumstances, namely in the form of:

1. Unit izing: relying on unitizing schemes.
2. Sampling: relying on sampling plans.
3. Recording or coding: relying on coding instructions
4. Reducing data to manageable representations: relying on astablished statistical techniques or other methods for summarizing or simplifying data.
5. Abductively inferring contextual phenomena: relying on analytical contructs or models of the chosen context as warrants.
6. Narrating the answer to the research question: relying on narrative traditions or discursive convention established within the discipline of the content analyst.[[25]](#footnote-25)

From the book I read that the first-four components are concisely possible forms which are referred to as data creation that can be calculated from raw text or edits. Different with the fifth component where indifferently concludes its contextual phenomenon, so this is for content analysis that affects representational data.

On the first component is Unitizing explaining that difference systematically from the segment of text, images, sounds, etc. Second, the sampling where to save the effort of research by limiting observations on subset on units that may be able to manage in a conceptual or statistically represents the set of all units, population, or the universe of interest. Then essentially the overall analysis on a population and sample where the population is representative of the same conclusion.

In qualitative research, the sample may be not accordance with the statistical guidelines but on quotations and examples on the researchers by using qualitative research which conveys to the reader to have the same function with the use of samplenya.

The third component on this book says that recording or coding is a limitation of the gap between the text and the reader. The fourth, namely reducing the data that serves needs analysis for the efficient representation, especially on data which amounts to very large. Fifth, discuss answers and questions on content analysis are very important for researchers to get results that are understood by the people who read it. This explains the practical significance on the findings and contributions obtained in the available literature. These six components of content analysis need not be arranged linearly but can be repeated by a certain repetition process until a certain quality is achieved or components can be repeated in various guises.

The conclusion that the components of content analysis has discussed above there are six components in which one- four components in the form of a summary of the data can be calculated from raw materials or edits. But the fifth and sixth component is contextual phenomenon where the content analysis that affect the representational data on research.

1. Qualitative Content Analysis

In qualitative research began with categorize text units where a form of basic measurements in research, this exposure has been hailed by Stevens (1946) in the content analysis of the book written by Klaus Krippendorff that “Content analysis may well result in verbal answers to a research question”. So according to him, that the content analysis in research by using qualitative methods refer to the text, and the text will use the categories examined verbally.

In the difference of research using quantitative and qualitative methods is a mistake on the dichotomy between these two types of justification on the design content analysis. Sharp and objectivity on the management of scientific data on one side and the suitability of the procedure in use.

As for the supporting quantitative approach according to the Llasswell (1949) in the book Klaus Krippendorff, that he says “have been rightly criticized for resricting content analysis to numerical counting exercis”. While the qualitative approach advocates say there is no systematic in using of the texts and the impresionitik in the interpretation of the researcher. Then the explanation above, the body of text is the unit where provides some interpretation and no doubt in the use of qualitative and quantitative approach are the approach which selects relevant.[[26]](#footnote-26)

The conclusion of the qualitative approach has been explained that the interpretation of the text should not be considered inappropriate with the analysis of context or content analysis. By using qualitative approach can associate with the theories relating to a text studied. In this book also describes also more detail about the qualitative approach is more likely to be in the loop, hemerneutik literature knowledge to interpret the text, the reader contextualize back the meanings of the text in the collect, let the research questions and answers appear simultaneously in the research on text.

1. **Previous Study**

In previous studies has been done by Ayca DINCER (2014) entitled about An Analysis of Gender Stereotyping in English Teaching Course Books. The study of his research aims to identify an implicit of gender role stereotyping in English teaching coursebook texts used for Turkish learners. Data collected from the four of English coursebooks are widely used and his research using qualitative methods, hen analyzed by using detailed textual analysis to identify and categorize stereotyped roles for women and men.[[27]](#footnote-27) While the research that I do is three aspects of the role, the attitudes and characteristics of women and men on gender stereotypes and the data collected in the form of two English with different publishers. The method used is qualitative with the techiques using by content analysis.

Next previous research conducted by Nazife Aydinoglu (2014) about Gender in English Language Teaching Coursebook. On his research aims to investigate how the gender incorporated into English teaching in the course of the period of four years in schools country Turkey and to discuss whether the gender shown explicitly and implicit. And an indirect goal to raise awareness of teachers and authors on gender-related issues.[[28]](#footnote-28) In contrast to my research, the aim is to compare, whether or not the two coursebooks that analyzed are equal, and whether or not the coursebook used in school of Indonesia are more discussed about gender.

**CHAPTER III  
RESEARCH METHODOLOGY**

1. **Method of The Study**

In the method of the study researchers using qualitative methods to examine the gender stereotyping in ELT coursebooks where the research using the technique of content analysis and the collection of data using the documentation.

Content analysis is research method applied to written or visual materials for the purpose of indentifying specified characteristics of the material. The materials analyzed can be textbook, newspapers, web pages, speeches, television programs, advertisements, musical compisitions, or any of a host of other types of decument.[[29]](#footnote-29)

By using this method is to describe the content analysis in the coursebook. One of the purpose method does is to identify the comparison between firts and second books that was different of publishers and authors with the aim of the aspect examined are 1) the role of women and man, 2) the behaviour between women and man and, 3) the characteristics between women and man in two coursebooks with different of publishers.

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As for the book that is used to analysis the book entitled 1) Pathway to English for Senior High School Grade X General Programme published by Erlangga, 2) Bahasa Inggris SMA/MA/SMK/MAK Grade X published by Kemendikbud.

1. **Object of The Study**

The object of this research is the English coursebook grade ten by titled Pathway to English for Senior High School Grade X General Programe to write done by Sundarwati with published by Erlangga year 2013, and Bahasa Inggris SMA/MA/SMK/MAK Grade X to write done by Utami Widiati published by Kemendikbud edition revition year 2017.

In this coursebook contains 11 chapters in publisher by Erlangga and 15 chapters in the publisher by Kemendikbud, where with in presents English expression and grammar as well as exercise questions. In this research to tested all of chapter in the coursebook that contained text of the three aspects are 1) the role of women and man, 2) the behaviour between woman and man, and 3) the characteristics between women and man is comparable or not on two coursebooks. This coursebook is published by the Ministry of Education Indonesia that has been applied.

1. **Technique of The Data Collection**

On the techniques of data collection in this study by using content analysis by collecting data using the engineering documentation, and this technique was used to compare the stereotyping of the role, behaviour and characteristics in the two book with different of publishers. As for the data collection technique is done as follows:

1. First, in the data collection was examined using selecting the media from the observations on the coursebook Pathway to English for Senior High School Grade X General Programe written by M. Sundarwati with published by Erlangga year 2013 dan Bahasa Inggris SMA/MA/SMK/MAK Grade X written by Utami Widiati published by Kemendikbud edition revition year 2017 is collected into text to text devoted to three aspects which examined the role of women and man, the behaviour between women and man, and the characteristics between women and man.
2. Second, after the data collection by divided into text to text it will be formulated into the complete coding and decide the sampling plan used to obtain a representative sample document in the first book and second book on the third aspects, namely 1) the role of women and man, 2 ) of the behaviour between women and men, and 3) the characteristics between women and man and seen the comparison, whether the first book is higher than the second book or the second book is higher than the first book on gender stereotypes.
3. Finally, after the three aspects that have been formed above into the coding then the results obtained will be linked into theories related to the role, behaviour and characteristics of gender stereotyping comparable or not between the coursebook published by Erlangga and published by Kemendikbud.

According to Donal Ary

*first,*  with specifying the phenomenon to be investigated (such as gender role stereotyping). *Second*, sel the media from which the observations are to be made (such as the Caldecott Medal books for specified time periods). *The third*, formulating exhaustive and mutually exclusive coding categories so that the verbal or symbolic content can be counted (such as the categories in which gender role stereotyping could occur). *The fourth*, deciding on the sampling plan to be used in order to obtain a representative sample of the documents. *The fifth*, training the coders so that they can consistently apply the coding scheme that has been developed and thus contribute to the reliability of the content analysis. *Sixth*, analyzing the data, which may involve just the frequencies and percentages in the various categories or may involve more descriptive accounts.[[30]](#footnote-30)

In the process of data collection will be performed at the above stages, then the English book is analyzed in two coursebooks consisting of 11 chapters in the book published by Erlangga and 15 chapters on the book published by Kemendikbud. Then the purpose of the results to see the comparison between book published by Erlangga and published by Kemendikbud, whether the book published by Erlangga more gender stereotyping sentences or book published by Kemendikbud.

**Table 4.1:The Data Sheet of the Data Findings of Role, Behaviour and Characteristics in the Texts of an English Coursebook entitled Pathway to English for Senior High School Grade X General Programme Published by Erlangga and Bahasa Inggris SMA/MA/SMK/MAK Grade X Published by Kemendikbud.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Chapter** | **Code Data** | **Sentences published by Erlangga or Kemendikbud** | **Role** | | **Behaviour** | | **Characteristics** | |
| **W** | **M** | **W** | **M** | **W** | **M** |
|  | Text 1  (1/Ch1/P13) | Jessica looks ***beautifu****l* with her sexy lips. |  |  |  |  | √ |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Total** | |  |  |  |  |  |  |  |

1. **Technique of The Data Analysis**

As for the techniques a data made in this study include three aspects of gender stereotyping in coursebook the following:

1. Women and man roles: the authors concluded total of results the role of women and man that comparable or not on the gender stereotyping in the coursebook published by Erlangga and published by Kemendikbud (e.g. *teachers*, *TV presenter, housewife*).
2. Women and man behaviours: the authors concluded total of result the behaviour between women and man that romparable or not on the gender stereotyping in the coursebook published by Erlangga and published by Kemendikbud (e.g. *cheerfully, patient).*
3. Women and man characteristics: the authors concluded total of result the characteristics between women and man that romparable or not on the gender stereotyping in the coursebook published by Erlangga and published by Kemendikbud (e.g. *beautiful, cool, cute).*

**CHAPTER IV**

**FINDING AND DISCASSION**

1. **Data Description**

In this study using three aspects with to analysis in two coursebooks there are the role of women and man, the behaviour between women and man, and the characteristics between women and man on published by Erlangga and published by Kemendikbud books.

1. **Women and Men roles**

First, in the role of women and men in the coursebook published by Erlangga and Kemendikbud that in this book researchers find many form gender bias sentences such as *"I"* in the phrase of shaped into gender stereotypes. The sentence of women roles about the gender stereotyping in coursebook.

|  |
| --- |
| Text 8 (8 /Ch1/P27)  *I come from quite a small family. I’ve got one brother –Dave –and a sister –Ella. Dave is 20 and is a university student. Ellen is 7 and is at primary school. My father works in a* ***state senior in Gisbone****. My mother is a* ***housewife****.* (published by Erlangga) |

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|  |
| --- |
| Text 5 (5/Ch1/P19)  Hello. I am Salman Punjabi. Everybody calls me Salman. I am student at SMA 5 Semarang. My father’s name is Richard Chang. He was working a policeman. My mother is **homemaker**. (published by Erlangga) |

|  |
| --- |
| Text 2 (2/Ch11/P145)  *Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Ulee Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was* ***educated in religion*** *and* ***household*** *matters.* (published by Kemendikbud) |

In the text above is a form of gender stereotypes of women roles in the domestic sector, "*housewife, homemaker and household*" are different when the role of man in the public sector. But, when compared in the next text it will appear understanding about women roles not only acts as a “*housewife”*, but can also in the public sector such as men doing.

|  |
| --- |
| Text 1 (1/Ch1/P9)  *Rosy : Nice to meet you, Jack. I’m Rosiana Simatupang. Just call me Rosy.*  *Jack : What do you do, Rosy?*  *Rosy : Well, I’m a* ***TV presenter.***  *Jack : Oh, are you? What TV are you working for?*  *Rosy : TV Three. And what about you, Jack?*  *Jack : I work for the United Bank. In marketing section.*  *Rosy : Hmm....That sounds interesting.*  *Jack : It’s not bad.* (published by Erlangga) |

|  |
| --- |
| Text 7 (7/Ch1/P24)  *I have a sister –Maja. She is 18 and she had been to USA two years ago and now she studies law at the University of Warsaw. My dad work for a* ***German company****. My mom used to teach at the university and now, she works as a* ***computer analyst****.* (published by Erlangga) |

|  |
| --- |
| Text 2 (2/Ch1/P4)  *An Email from Hannah*  *I’m 16 years old and I attend Thomas Edision High School here in Minneapolis, Minnesota, USA. I have two brothers and two half sisters and I’m the middle child. My father died a few years ago so my mother runs the* ***house*** *and the* ***family business****.* (published by Kemendikbud) |

|  |
| --- |
| Text 3 (3/Ch1/P5)  *Actually I attend an Islamic boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a* ***medical doctor****. My younger brother is an elementry school student.* (published by Kemendikbud) |

On the text above can be understood that the word "*TV presenter, medical doctor, business, and computer analyst*" shows a women in gender stereotypes are not only doing in domestic sectors, but in the coursebook could also as public works such as men roles like “*United Bank, bussiness, etc”*. In the text above where published by Kemendikbud are equal. On the sentence descriptions (*she/he)*, who serves as the subject pronouns in the individual, in the aspect of women and men roles that just a little discussed at two coursebooks.

Most of which appeared in this books is the form of the sentence that describes the gender bias as "*I am the architect”, “I work for United Bank, etc*". While, for to differentiate the women and men roles in domestic sector or publish, it’s can be saw in the subject pronouns such as "*My father, My mother, My sister, My brother, etc.*" On the other roles also exist such as the role of “*student, teacher, and player tennis, etc*" where that roles can be call by form the roles of women and men as profession and expertise.

As for the role of women and men in the coursebook published by Erlangga and Kememdikbud very little discusses about gender stereotypes sentences, and most are shaped to gender bias. So there any chapter that at all there is no the gender stereotypes sentences like the coursebook published by Erlangga (Chapters 2, and 9) that absolutely no sentences in the form of gender stereotypes, but in another chapter only reach 1 or 8 that discussed about gender stereotypes.

As for the coursebook publiched by Kemendikbud in (Chapter 3, 4, 5, 6, 7, 9,15), which have absolutely no sentence in the form of gender stereotypes, so almost not all address the gender stereotype in the books and the numbers of form gender bias. So it can be concluded that the two coursebooks are very few in discussing about gender roles in gender stereotypes. The total women and man roles in published by Erlangga are 57, while published by Kemendikbud are only 28 from women and men roles. In the coursebook was published by Erlangga is higher than the coursebook was published by Kemendikbud.

1. **Women and Men behaviours**

The aspect of the behaviours between women and man in the coursebook publisherd by Erlangga and published by Kemendikbud which to analysis in text, questions, stories and dialogue that the researchers find the following sentence form:

|  |
| --- |
| Text 5 (5/Ch2/P43)  *I want to compliment one of your excellent students, Kevin Fernandes. He went to great lenghts to* ***help*** *me when my belongings were thrown into the gutters by collecting and drying them.*(published by Erlangga) |

|  |
| --- |
| Text 3 (3/Ch7/P142)  *She is a very* ***sympathetic*** *person, too. She usually listens* ***patiently*** *to those who come to her with problems. She’s extremely generous, but not very tolerant with people who lie to her. I hope that I an as happy and contented as the is when I’m her age*.(published by Erlangga) |

|  |
| --- |
| Text 1 (1/Ch8/P112)  *Mida: I met my favorite idol, Agnes Mo yesterday.*  *Dika: Wow..., it sounds interesting.*  *Mida: I was so excited. She was really* ***awesome*** *and* ***friendly****.*  *Dika: Did you meet her in a concert?* (published by Kemendikbud) |

|  |
| --- |
| Text 1 (1/Ch9/P 128)  *His* ***unruly*** *behavior frequently surrender many teachers and classmates. However, Mrs. Sabariah never gets tired of giving him advice every time he makes problem.* (published by Kemendikbud) |

In the behavior between women and men in two coursebooks *“sympathetic, patiently help, friendly, unruly”,* it's behavior that fixed to the behavior of women and men, which distinguishes from the names of women and men (*e.g. Mida, Dika, Rahmi*) including subject pronouns (*e.g. he, she*), object pronouns (*e.g. his, her*). On the behavior in view of gender stereotypes that women and men were different, the men behaviour are rudely and firm, while the women are well-behaved, gentle and friendly. But in the sentence above, there is no difference the bahaviour between women and men, so that the behavior is aqual in the coursebook.

In the coursebook published by Erlangga and published by Kemendikbud only little of the sentence with form behaviour sentences, but do not distinguish between women and men. The comparison of two coursebooks in the number of behavior women and men are; in the coursebook published by Erlangga are more 33 behaviors between women and men than the published by Kemendikbud are 19 behaviors between women and men. It means, the coursebook published by Erlangga is higher than the published by Kemendikbud.

1. **Women and Men characteristics**

Further, the aspects of characteristics between women and men in the coursebook published by Erlangga and published by Kemendikbud.

|  |
| --- |
| Text 8 (8/Ch7/142)  *Aunt Dolores is in her late sixties, but she looks* ***younger*** *than her age. She has fair complexion,* ***thick blonde*** *hair, which she wears in bun, a pair of* ***dark brown eyes****. She has a* ***friendly face****, and when you meet her, the first thing you notice is her lovely and cheerful smile. Her face is a* ***little wrinkled*** *now, but I think she is still rather attractive. She is the sort of person you can always go to if you have a problem.* (published by  Erlangga) |

|  |
| --- |
| Text 4 (4/Ch7/P146)  *Dear Mr Miller,*  *I’m forty (40) years old. I’m of average height, about 1.69 m. I have quite a dark complexion. I have a* ***straight*** *and* ***strong body****. My* ***hair is curly****,* ***short and black****. There is a small mole at the right side of my nose. I always wear glasses. I will be wearing a white shirt with blue stripes and a dark blue necktie. My trousers are drak blu, too. Well, that’s all the description of me.* (published by Erlangga)  *Sincevely yours,*  *Rob Gibson* |

|  |
| --- |
| Text 1 (1/Ch2/P28)  *Rani : Hi, Anisa.*  *Anisa : Hi, you look great in that* ***pink head scarf****. What a nice scarf!*  *Rani : Thank you (1) to say that.*  *Anisa : I’ve never seen you in that hat. Where did you buy it?*  *Rani : My mom bought it for me when she went to the market.*  *Anisa : I see.* (published by Kemendikbud) |

|  |
| --- |
| Text 14 (14/Ch10/P140)  *Nadia : Who is your idol, Rima?*  *Rima : My parents. What about you?*  *Nadia : BJ Habibie. I like him very much.*  *Rima : He is of* ***geniuses*** *from Indonesia. He studied in Germany.*  *Nadia : you’re right.* (published by Kemendikbud) |

On the characteristics between women and men which analysed in two coursebooks, it was found with a same away in role and behavior. But a comparison between the coursebook published by Erlangga and published by Kemendikbud. That in the coursebook published by Erlangga was found more characteristics of women then men, while the published by Kemendikbud is different, that more characteristics of men than women. As for those not found in characteristics sentences such as in the coursebook published by Erlangga is chapters 4, 5, 10, 11, and published by Kemendikbud in chapters 3, 4, 5, 6, 7, 9, 15. Than, it can be know that in comparison between published by Erlangga and Kemendikbud are the coursebook published by Erlangga more discussed about the characteristics, that the total is 52, while the published by Kemendikbud that the total 25 only.

As in the two coursebooks this from three aspects who was to analyzed that almost discussed about gender bias than gender stereotyping, although only a few in the chapter, but there is a form of the intended to three aspects namely, the role, behaviour, and characteristics from the gender stereotypes. Than the comparison between the coursebook was published by Erlangga and published by Kemendikbud there are; in the coursebook published by Erlangga get a total men roles higher then women roles, while in the aspect of behaviour between women and man that women more high than men, and in the aspect of the characteristics that more women characters than men.

Then coursebook published by Kemendikbud are equally in the aspect of women and men roles, a men has a total more high than women, and behaviour between women and men is more women behaviors than men, whereas in the aspects of characteristics between women and men, are more men characterstics then women characteristics. It means turned from the coursebook published by Erlangga.

1. **Data Analysis**

Based on the data description have been described in brief, there are some findings will be in the analysis.

1. Data analysis of the coursebook published by **Erlangga**
2. Women and Men roles

In the results of researchers in this book, that was researchers found more of men roles than women. On the men roles is higher than women roles namely 35, while the women roles only 22, but from all of aspects there are many discussed about gender bias. In the calculation of women and men roles in coursebook was published by Erlangga that to calculated with using as one sentence drown into the women and men roles handsome a text, the story, dialogue and question.

**Table 4.1.1**

**The Role of Women and Men In the Coursebook Published by Erlangga**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Women** | **Men** |
| **I** | 1. TV Presenter 2. Cuntomer-service 3. Agent of Star Company 4. Student 5. Homemaker 6. Architect 7. Computer analyst 8. Housewife | 1. Doctor 2. Policeman 3. Marketing section 4. Director of Online Learning 5. Student 6. Insurance Company 7. Germany Company 8. Teacher |
| **II** | - | - |
| **III** | - | 1. Business |
| **IV** | - | 1. Director 2. Internet Consultant office |
| **V** | - | 1. Branch office 2. Heandmaster |
| **VI** | 1. Student | 1. Student 2. editor of a Newspaper 3. Project |
| **VII** | 1. Teacher 2. Computer analyst 3. Kindergarten 4. Model 5. Player Tennis | 1. Germany Company 2. Chief in Forks 3. Student |
| **VIII** | 1. Shopkeepers | 1. Shopkeepers 2. Student 3. Village chief |
| **IX** | - | - |
| **X** | 1. Film actor 2. Secretary 3. Teacher 4. Doctor 5. Medical researcher | 1. English footballer 2. Political leader 3. President 4. Vice president 5. Director 6. English actor 7. Teacher |
| **XI** | 1. Midewife 2. Household | 1. Herdsman 2. Waiter 3. Peasant 4. Fisherman 5. Woodcutter 6. Cup seller |

1. Women and Men behaviours

On the data behaviour between women and men there is very little to discuss about the women and men behaviors. So the total in the data description there are in the entire 11 chapters only 13 men behaviors and 20 women behaviors as discussed in this coursebook, it means the data of women behaviors are more higher than men behaviors (Table 4.1.2).

**Table 4.1.2**

**The Behaviour between Women and Men In the Coursebook Published by Erlangga**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Women** | **Men** |
| **I** | - | - |
| **II** | 1. Soft hand | 1. Tractacle 2. Soft hand 3. Kind 4. Patience 5. Help |
| **III** | 1. Notion 2. Afraid 3. Soft hand | - |
| **IV** | - | - |
| **V** | - | - |
| **VI** | 1. Soft hand | - |
| **VII** | 1. Great 2. Forgetful person 3. Symathetic 4. Generous 5. Relaxed 6. Good 7. Ignore | 1. Good |
| **VIII** | - | - |
| **IX** | 1. Lazy | - |
| **X** | - | 1. Emphathy 2. Good |
| **XI** | 1. Desperate 2. Happily 3. Bad 4. Nation 5. Help 6. Stingy 7. Sad | 1. Happily 2. Jealous 3. Mighty 4. Care 5. Good 6. Bad 7. Sad |

1. Women and Men characteristics.

While the total on aspect characteristics between women and man who have to be collected with the researchers that the total was found is the women characters are more than man characters.The women characters is 30, while the men characters is 22.

**Table 4.1.3**

**The Characteristics between Women and Men In the Cousebook Published by Erlangga**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Women** | **Men** |
| **I** | - | 1. Old men |
| **II** | 1. Look very nice 2. Beautiful | 1. Clever |
| **III** | 1. Pretty necklace | 1. Clever |
| **IV** | - | - |
| **V** | - | - |
| **VI** | 1. Beautiful | - |
| **VII** | 1. Sweet smile 2. Dark-skinned 3. Fair-skinned 4. Short 5. Average height 6. Elderly 7. Old 8. Young 9. Diminutive 10. Bent body 11. Beautiful 12. Sexy lips 13. Bridht-eyed 14. Beautiful hair and eyes 15. Longer hair 16. Pretty girl 17. Attractive girl 18. Friendly face 19. Cheerful smile 20. Tall 21. Slender 22. Beautiful voice | 1. Quite tall 2. Tall 3. Medium hight 4. Straight 5. Muscular 6. Cute 7. Cool young man 8. Longer young 9. Old 10. Good-looking boy 11. Pleasant-looking boy 12. Strong body |
| **VIII** | 1. Red lips 2. Tall 3. Clever 4. Top girl | 1. Short hair 2. Tall 3. Intelligent boy 4. Old |
| **XI** | - | - |
| **X** | - | - |
| **XI** | - | 1. Young 2. Powerful 3. Handsome |

1. Data analysis of the coursebook published by **Kemendikbud**
2. Women and Men roles

This is the result are same abtained in the coursebook was published by Erlangga, that men roles more than women roles. So, in the coursebook was published by Kemendikbud get the data from 15 chapters is 15 the men roles and 13 for the women roles. As for the form of the role contained in this book as follows. (Table 4.2.1)

**Table 4.2.1**

**The Role of Women and Man In the Cousebook Published by Kemendikbud**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Women** | **Men** |
| **I** | 1. Student 2. Business 3. Medical doctor | 1. Student |
| **II** | 1. Student 2. Business 3. Best chef 4. Author | 1. Director of a national company 2. Branch manager |
| **III** | - | - |
| **IV** | - | - |
| **V** | - | - |
| **VI** | - | - |
| **VII** | - | - |
| **VIII** | 1. Idol | 1. Singer |
| **IX** | - | - |
| **X** | - | 1. President 2. Project |
| **XI** | 1. Educators 2. Household | - |
| **XII** | 1. Teacher | 1. Student |
| **XIII** | - | 1. Fisherman 2. Merchant |
| **XIV** | - | 1. Chief village |
| **XV** | - | - |

1. Women and Men behaviours

As for the behaviour between women and men on published by Kemendikbud that the men behaviors are more little than the women behaviors, that discussed in coursebook. So the researchers calculated the total of behaviors obtained are 12 women behaviors and 7 men behaviors. Forms of behavior that have been collected are as follows (Table 4.2.2).

**Table 4.2.2**

**The Behaviour between Women and Man In the Cousebook Published by Kemendikbud**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Women** | **Men** |
| **I** | 1. Friendly | **-** |
| **II** | - | - |
| **III** | 1. Diligent 2. Spirit |  |
| **IV** | - | - |
| **V** | - | - |
| **VI** | - | - |
| **VII** | - | - |
| **VIII** | 1. Friendly 2. Awesome | 1. Friendly |
| **IX** | 1. Patient | 1. Unruly 2. Spirit |
| **X** | - | - |
| **XI** | - | 1. Cruel |
| **XII** | - | 1. Unhappy 2. Help |
| **XIII** | 1. Lonely 2. Sadness 3. Enraged | 1. Perfidious |
| **XIV** | 1. Lying 2. Evil 3. Honestly 4. Angry | - |
| **XV** | - | - |

1. Women and Men characteristics

On the characteristics between women and men in coursebook was the published by Kemendikbud is almost aqually in the coursebook that not more form of the sentence to aspect of the characters, but in the coursebook was published by Kemendikbud that more of man characters than women characters. As for the total is 14 for man characters and 11 for women characters.

**Table 4.2.3**

**The Characteristics between Women and Man In the Cousebook Published by Kemendikbud**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Women** | **Men** |
| **I** | - | 1. Diligent |
| **II** | 1. Pink head scart 2. Beautiful skrit 3. Beautiful | 1. Short hair 2. Black jacket 3. Hair style |
| **III** | - | - |
| **IV** | - | - |
| **V** | - | - |
| **VI** | - | - |
| **VII** | - | - |
| **VIII** | - | 1. Amazing |
| **IX** | - | - |
| **X** | - | 1. Geniuses |
| **XI** | 1. Beauty | - |
| **XII** | - | 1. Small body 2. Big 3. Small 4. Clever 5. Stupid |
| **XIII** | 1. Beautiful 2. Old women | 1. Strong boy 2. Healthy 3. Diligent |
| **XIV** | 1. Long black hair 2. Gentle 3. Kind 4. Beautiful 5. Old | - |
| **XV** | - | - |

Than, in the data description that the authors conclude the role of women and men in the coursebook published by Erlangga (Table 4.1.1) there are more man roles than women roles, it is also similar to (Table 4.2.1) in Kemendikbud publishers, but in two coursebooks is very much discussed about gender bias. Whereas in the behavior between women and man in (Table 4.1.2) Erlangga publishers more touched on women behaviors than man behaviors, as well as in (Table 4.2.2) coursebook published by Kemendikbud also more women behaviors than man behaviors. And in the aspects of women and men characteristics there are more woman characters than man characters in the coursebook published by Erlangga (Table 4.1.3), but different from (Table 4.2.3) coursebook published by Kemendikbud that more man characters than women characters.

1. **Interpretation**

Based on the data analysis that researchers have explained, some findings that are important and need to be addressed.

First, the role of women and men that was used in the coursebook. According to the results of data analysis on two coursebooks that different publishers and authors, in the results obtained that the men roles dominate in the two coursebooks than women roles.

The coursebook published by Erlangga and Kemendibud has the equally totals that women roles is more little than men roles. Due to the role of women in gender stereotypes is the view that women can only a role in domestic sector like: *household, cooking, washing and only parenting*, it’s differents with the men roles where that can in public sector or outside house such as; *business, management, doctors, etc.*

According to Amy M. Blackstone in his studies that the traditional view of the female roles should behave in a way to maintain. In contrast, male roles as leaders.[[31]](#footnote-31) The women roles to found in two coursebooks that was to analyzed there are; the text which explains the role of women as, *household, housewife*, *housemaker,* but the women can also working in other profession such as; *teachers, students, Tv presenter*, etc. This reflects that the gender of women assume refers to *homework, educate, take care* and have a quality “natural” for homework. The men roles to found in the two coursebooks are more from women roles such as; *doctor, policeman, marketing section,* or roles in public sector. But in the men roles have been found in two coursebooks there is also the role of *students* and *teachers.* The student and teacher roles in the coursebook published by Erlangga more than the published by Kemendikbud. May be from the author of Erlangga books prioritize activity in the classroom, while the author of Kemendikbud books tend to train the knowledge of students and teachers.

So that the result from two coursebooks in the women and man roles that has equality roles, but the result in two coursebooks are only the men roles more mentioned, compared to the women roles.

Second, the behaviour between women and men at the coursebook published by Erlangga and published by Kemendikbud that the existing behavior in two coursebooks that was more dominating women behaviors than men behaviors, so from two coursebooks produces are equally the totals, that women behaviors more dominating than men behaviors.

As according to Murdianto (2016) in his study that the type of the characteristics form of the beliefs about one's characteristics (personality traits, behavior, personal values) that are received as a truth of social groups. Psychological characteristics and behavior type associated with men and womenlike.[[32]](#footnote-32) In two coursebooks there is a behaviors sentence which the both sexes alike have the same behaviors, but the behavior of the form how the sexes treat their properties to the public, but in this book more makes the subject is women than men such as;

|  |
| --- |
| *“Mai Lamah’s bad bahavior made the people hate her”*(published by Erlangga, Chapter 11, page 240), |

|  |
| --- |
| *She I a very sympathetic person, too. “She usually listens patiently to those who come to her with problems”* (published by Erlangga, Chapter 7, page 142). |

|  |
| --- |
| *“His unruly behavior surrender many teachers and classmate. However, Mrs Sabariah never gets tired of giving him advice every time he makes problem”*(published by Kemendikbud, chapter 9, page 128), |

|  |
| --- |
| *“she wanted to hug him to release her sadness of being lonely after long time”* (published by kemendikbud, Chapter 14, page 172) |

Why the behaviors of the two sexes occur, because of genetic evolution that may affect human behaviors and differences gender, and social perspectives can also put emphasis on the number of ways people learn about gender and get the appropriate gender behavior since early childhood. So the result of the two coursebooks are equality gender behaviors. But in the two coursebooks have been found are more the behaviour of women gender.

Third, the characteristics between women and men in different course book publishers and authors, that in the coursebook publisher Erlangga more dominating women characters than men characters, but instead the published by Kemendikbud predominates men characters than women characters. As according to Sylvie Cromer (2009) that by establishing the feminine and masculine as cultural and social constructs and, at the same time, by revealing power dynamic, it is possible to compare observed differences between male and female. Systems of prescribed, hierarchized relationships between male and female may thus be questioned within a perspective of equality.[[33]](#footnote-33)

The characters found in the two coursebooks are also same characteristics between women and men is equality of characters, that the feminine and masculine characters also relation between two genders. Such as the women roles, *cute, long hair, sexy lips,* there are also in the men characters, and vice versa. However, the number of the aspect characteristics found in the two coursebooks, that the characters in the published by Erlangga are more the characters of women genders. Differents with the published by Kemendikbud are more the characters of men genders. Then the resuls of the two cousebooks this be inequality in total the characters of gender.

In the result of the three aspects, that are more discusssed about the gender bias in the two coursebooks, which the subject of gender unknown or not clear, such as;

|  |
| --- |
| *I am a* ***hard-working person.*** *I like to complete my* ***work on time*** *and always try to achieve my goals.* (published by Erlangga/Ch7/P135) |

|  |
| --- |
| *I am the person who is always looking for* ***innovative ideas****. And I have a desire to learn new things at each moment.* (published by Erlangga/Ch7/P135) |

|  |
| --- |
| *I think I’m a* ***nice person****. I have many friends. I get along with people easily.* (published by Erlangga/Ch7/P136) |

|  |
| --- |
| I work for a furniture company, have you heard about Ukir Japara?  (published by Kemendikbud/Ch1/P17) |

According the results of the research conducted, that gender bias most mentioned in two coursebooks. It might be that make the conscious of teachers and students in the ideology about women and men. The next, this triggered further existence of gender stereotypes in a sentence in the coursebook, which affects their thinking. So on a English coursebook the teachers need to discussed about gender stereotypes and bias in the coursebook for to make criticall thinking, and teachers can also give the material may not be shaped the gender bias phrase, can gender stereotypes in the form reproduced in the text of the sentence as the role and characters of women and men.

In the results of this study researchers found that two coursebooks that examined gender stereotypes that do not produce evenly, on the published by Erlangga that still many chapter is not at all the existence of gender stereotypes form sentences such as roles, behavior, and characteristics. And also the published by Kemendikbud are no lot of gender stereotypes in sentences, may be just many sentences, and may be numbered 1-6 only.

The men on the published by Erlangga from three aspects, namely the roles, behaviour and characteristics between women and men, there are the aspect where visible in the aspects of women and men roles. While women are more evident on the behavior and characteristics of women and men. Published by Kemendikbud differ, on which men are more seen in the characteristics and women and man roles, while women are seen only in the aspect of behaviours. Thus, the two coursebooks in analyzed that the existence of an imbalance from gender stereotypes in different books publisher and author although equally in levels.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

Based in the findings that have been researchers found that getting results which indicate uneven gender in the English coursebook entitled Pathway to English for Senior High School Grade X General Programme published by Erlangga and Bahasa Inggris SMA/MA/SMK/MAK Grade X published by Kemendikbud. The counclusion from three aspects as follow:

1. The comparison from the aspect of women and men roles in the coursebook published by Erlangga and published by Kemendikbud are equal, men roles are more dominate than women roles.
2. Whereas on the aspect of behaviour between women and man in two coursebooks are equal, women behaviors are more dominate than men behaviors.
3. While the aspect characteristics between women and men in the coursebook published by Erlangga and Kemendikbud are unequal, in the coursebook published by Erlangga that men characters are more dominate than women characters, but different with the coursebook published by Kemendikbud that women characters are more dominate than men.

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In both of these books are more discussed about gender bias than gender stereotyping. So the discussion about gender in two coursebooks are more less, and made both these books be the imbalance of gender stereotypes in the book published by Erlangga and published by Kemendikbud grade X.

1. **Suggestion**

In the suggestion investigators advise that it may be useful for teachers, students, and researchers are as follows:

1. For English teachers need to evaluate and analyze the English coursebooks before given to students or to use for teaching.
2. Teachers and students should be aware of the existence of gender stereotypes in the coursebook with reading journals or articles, and may be able to use the language nonseksis to sentence roles, behaviors and characteristics while learning process in progress.
3. The researchers or the reader can serve as a source of information in learning or knowledge of them and probably will make an additional reference.

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