**CHAPTER I**

**INTRODUCTION**

1. **Background of Research**

Gender in the social and cultural context is a trait that leads to male and female. Where characteristics between female and male are very different ranging from their gender, ability, need and desire. As well as their behaviour is also different, because this has been determined by society and culture as well as they run their lives in each of the environments they earn. The relationship between gender and language also acommon issue where the role male and female is differences that was affect their speak. In terms of grammatical in intonation between female and male is differents, where female more using a high intonation thanmales.

Similarly, in the school environment of gender roles and the language is very concerned among students and teachers. Textbooks are usually planned with the context of a broad social, educational and cultural backgrounds also view of gender differences among students in teaching and learning activities in classroom.

In the textbook being used as one of the materials processed there are represent of cultural and social values such as gender. Textbook for students allow them to prepare what they should learn and get the linguistic input, as supported by Jack C Richarchs that textbook provides models of effective language and input.[[1]](#footnote-2)For teachers textbooks were very instrumental in processed activities. The textbook set of learning materials as systematically used by teachers and students in the classroom as a primary source in the teaching and learning activities, and the textbook also very supportive for teachers to achieved the purpose of the process of teaching.

Sometimes some teachers use textbooks without analysis before using it. They also rely more on existing textbooks in schools and spend many hours of instruction using a textbook. It was the author's experience, as found during PPLK (*Praktek Pengalaman Lapangan Kerja*).

As,the researchers experiencefound that the teacher only learned the textbook to understand and find the difficulties of the learning materials which will be taught in the classroom. But teachers only analyzed the difficulties of the materials in the textbook and not appropriated to the students. Whereas, in the ELT textbook represent of cultural and social values such as gender that will be effect to the student knowledge. Students learn language using the textbook, and language influences how they undertand and interpret the world around them. It is important, because the textbook have to reflect balanced images, 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.

However, gender in school such as most become “chief of class” is male students and became “treasure of class” is female students. Whereas “chief of class” can be taken by female student and “treasure of class” can be taken by male students. Why? On the researcher opinions in the fact, the position of male is not always higher than female.

It’s mean, from the observations that have been made and it has been mentioned above that female are not encouraged to practice in the lesson of the topic discussed in the classroom, so only with control of male who was instrumental in practice many topics covered in classroom, and also a lack of understanding of students against the textbook being used.

From this, why teachers should analyze the textbooks first before doing the teaching and learning activities. Because this would make the teacher to avoid social issues in textbooks and that teachers can choose the text that corresponds with studentneeds. As in the regulation of the Minister of national education Number 84 Year 2008 on Guidelines implementation of Gender Pengarustamaan education, article 1, that every unit that conducts education planning, implementation, monitoring and evaluation of all policies, education and development program in order to integrate gender.

Not only analyze the textbooks, but teachers should also participate in changing the stereotype during teaching and learning. For example; encourage female students to take the expert in roles that are related to the topics covered and extracuriculer activities roles taken by male such as basketball, music, photografer etc, or a responsible member of the activities in the classroom such as “Chief of class” or the representative of class.

From the point above, the author will examine gender representation in ELT texbooks for eight grade students with different publishers. The first textbook entitled Bahasa Inggris “When English Rings a Bell” for SMP/MTS grade VIII that published By Indonesia Ministry of Education and Culture. The second textbook entitled “The Bridge English Competence for SMP grade VIII.

1. **Focus of The Research**

This research foceses on the results and the number of gender representation in ELT textbooks for eight grade students with different publishers. The first textbook entitled Bahasa Inggris “When English Rings a Bell” for SMP/MTS grade VIII that published By Indonesia Ministry of Education and Culture. The second textbook entitled “The Bridge English Competence for SMP grade VIII. The both textbook was chosen because applied in Indonesia.

1. **Statement of Problem**
2. Whether or not gender represented equallyin the textbook Bahasa Inggris “When English Rings a Bell” for SMP/MTS grade VIII that published By Indonesia Ministry of Education and Culture and “The Bridge English Competence for SMP grade VIII?
3. Whether or not the total female and male are aqually in the textbook Bahasa Inggris “When English Rings a Bell” for SMP/MTS grade VIII that published By Indonesia Ministry of Education and Culture and “The Bridge English Competence for SMP grade VIII?
4. **The Purpose of Research**

The purpose of this research is to know what the gender representation is equallyin the textbook Bahasa Inggris “When English Rings a Bell” for SMP/MTS grade VIII that published By Indonesia Ministry of Education and Culture and “The Bridge English Competence for SMP grade VIII. And to know the total number of female and male are aqually in both textbook.

1. **The Significances of Research**

The Significances in this research are expected to be useful for writer, readers, and further researches, the significances are the following:

1. For writer

This research is expexted to be able to improve more the writer’s knowledge about gender representation in ELT textbook for eight grade student which entitled Bahasa Inggris “When English Rings a Bell” and The Bridge English Competence.

1. For reader

For reader to provide information about gender representation in ELT textbook for eight grade student which entitled Bahasa Inggris “When English Rings a Bell” and The Bridge English Competence.

1. Futher researches

For futher researches can be an additional references about gender representation in ELT textbook for eight grade student which entitled Bahasa Inggris “When English Rings a Bell” and The Bridge English Competence.

**CHAPTER II**

**THEORICAL FRAMEWORK**

1. **LITERATURE REVIEW**
2. GENDER
3. Definition of Gender and Sex

Gender is the role of female and male which was built by the social and cultural, that means gender is to say the social created through the construction of a culture in which we can find in indonesia. Gender is about feminim and masculine. It is different with sex. Sex is biological different between female and male such as according to Mary Holmes “sex is biological differences between males and females and genderis socially produced differences between being feminine and being masculine”.[[2]](#footnote-3)

In other words, gender is a concept made by humans socially, through their interaction with each other and their environment so-called social construction. Social construction here is shown to the facts of individuals, groups and communities that have different gender.[[3]](#footnote-4)

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It can be concluded, that gender is different with sex. Gender is the social roles played by female and male where in the form with culture.Female and male behave differently because gender can be considered as a social and cultural construction that distinguish female or male. It also builds the view of someone against themselves, how their feeling, how their characters, how their opinions, and how they interact within the community or the other. One can not choose whether they were born as female or male, but they can decide whether they behave as a female or male from time to time and vary between social and cultural.

1. Gender and Language

Language is a tool of communication that deals with gender role refers to behavior which was built by a certain social and cultural groups. In the language of either biological or social factors have created differences between female and male. Female and male have very different communicative purposes, such male tend to talk about various things and facts to complete something, whereas female are more about relationships and emotions, such as for example in maintaining relationships with others.

According to Comeron identified "two generalizations which reflects of perspectif in individual, gender has superior verbal ability as do female talk more competitive and aggressive while the male talked more on the cooperative and empathy”.[[4]](#footnote-5) So, the intelligence of female more high than male.

In addition in the book published by Ronald Wardhaugh and Janet M, " speech of female tend to use the words of colors like *mauve, beige, aquamarine*, *magenta, medium* and *levander* but speech of male doesn’t. Female also has own vocabulary as words, *so nice, wonderful, fun, valuable, packed, honey, while males rarel*y. Therefore gender affects the behaviour of someone in the language. According to Wardhaugh "in English form maskuline as maids, firefighters used only more for male, while female are often ignored. Though conventionally these forms can be used also by female.[[5]](#footnote-6)

Moreover, in grammatical intonation patterns of female and male varied and different. Female using patterns of intonation rise and firmly that usually with a question from a low intonation patterns, while male do not. You can see other examples; as in the naming convention feature female and male "Miss and Mrs." According to Jespersen, that the female was from Mistress: “Miss” where it is used to refer to the girl and “Mrs” refers to the older woman. While, the “Master”that was used as the title of the boy, and Mister “Mr” to old man. But these form has not been aooears if a marriage status maker". Ussually that when has a married female will adopt her husband's name as in the United State. Thus, the stereotypes assocated with naming itone’s self-concept in one’s perceptions and behaviourstoward the carrying of names.[[6]](#footnote-7)

It can be concluded that gender and language are very related. Because language creates a difference between female and male. The difference of the intelligence of female and male are female in a language relatively higher than male. As for the characters in language acquisition as well as female are more aggressive while male more empathy. Not only that, in the English language are also receiving about grammatikal there is often a maskuline "waiter, fire", this estimate can only be used to male. Whereas for female can also be.For example; -ess (waitress) and –ette (e.g suffragette) . In addition the use of extras such as "a woman doctor, male nurse". So, the influence of gender in the language it was clear that gender affects the behavior of men and women in the use of language.[[7]](#footnote-8)

1. Gender Stereotype

Gender stereotypes is a picture characters groups of female and male that reflects their beliefs and attitudes, and gender stereotypes are also used for categorizefemale and male as femininity and masculinity. Female and male have a different view of positions, such as males are considered the higher position thanfemales. Because, maybe the male activities more and very valuable, rather than female activities, even though its activities equally. This can be considered as the difference of stereotypes groups has negative and positive. As stated by Fay Van Craeynest in his study ‘‘gender stereotypes’ as simplistic generalizations about the gender attributes and roles of individuals and or groups and about the differences among them. Stereotypes can be positive or negative, but they rarely communicate accurate information about others”.[[8]](#footnote-9)

Things related to the difference of group stereotypes are negative and positive can be said to be such; *"female love shopping,"* it would be contrary to *"male don't like shopping."* So, this belief is referred to gender stereotypes.

In addition, gender stereotypes also have different social concepts such as characteristics, role and behaviour of female and male. The Characteristic of femalesare more *sensitive, warm, emotional, caring* and *alwaysattach to other.* Whereas, the characteristicof male are more mature, independent. This indicates that the characteristics of female and male are very different. The behavior of female and male as well as the opposite: femalesbashful in presenting something, whereas males are more to the point in the deliver accordingly.

However, the social roles of female and male associated with the feminine and mascular. Feminine roles such as *a beautiful woman, slender, long-haired* and they are work in the domestic sector. Meanwhile, the masculinityroles like *the handsome boy, dashing or macho, short-haired* and they are working in the public sector. The traditionality view of feminine and masculine there are feminine gender role presecribes that more females working at home, while, males are more working outside the home such as; female take care of the household, while male spend his family.[[9]](#footnote-10)

Sometimes there are female working in the public sector, such as (*business woman, servant girl*). It causesthat female believe to have the role of maskulitas as well as males. As for rather, male can also is believed to have a role of feminine asfemales. such as working in the domestic sector (*cooking, cheif restaurant*).

1. TEXTBOOK
2. Defintion of Textbook

In the clasroom activities and the process of learning activities textbooks is very important for teachers and students. Textbook so great to help teacher needs and students in the digging of science. As according to H. Wu and H. L. Liu, that textbooks are one of the most educational tool used in the classroom, such as who has been discussed previously by the research.[[10]](#footnote-11)

So, in the writers’ understanding that “textbook tool and means that are most important and easy to use for teachers to provide the structure of the teaching and learning for students in the classroom as well as the form of text, exercises, activities students and other.

Other features about the sense of textbooks in the journal Jack C. Richards, that argued about the role of language in the program textbooks that “the role of the textbook is a key component for students and supports teachers as well as the main source for students and input provided by the teacher”.[[11]](#footnote-12)

The conclusion from theoriesabove the textbooks is main references of classroom materials. The textbook that owned by teachers and students as a basic language course. So, the textbook is the important roles in classroom and provide teacher medias as a primary source in the learning activities.For example: gave the material, grammar, vocabulary, readingtexts and exercises for the students.For the student textbooks as a source of knowledge and a very important input for them to acquire knowledge.

1. Textbook Analysis

In the process of learning, textbooks plays an important role in learning and helping teachers to meet their responsibilities. The system of learning analysis is one of the important components and stages that should be taken by the teacher to know the efective of learning. The results obtained can be used as an inverse (feedback) for teachers in improving and perfecting the progam and learning activities in schools. On the importance of the anaysis textbooks, the teacher should make sure the books will be used that meet the criteria that is appropriate for the students.

In addition the book Jeremy Harmer, stated that before choosing a textbook, the teacher must analyze, and ask the students “an opinion where the best textbooks for them. These steps help teachers know the advantages and disadvantages of textbooks”.[[12]](#footnote-13)Therefore, they need to understand how to analyze a textbook which is nice. Analyze textbooks means examining content such as learning material, exercises, illustrations, etc. Then, analysis of textbook aims to describe a textbook. A good textbook contains material that is stimulating and exciting item includes a language with the right sequence, a clear explanation of what should be studied, and a summary of previous material

Moreovere, according to Brian Tomlinson, when teacher select a textbook in classroom, she/he has to pay attention to two stages. The selecting of materials as involving two stages of analysis, as conventional wisdom suggests:

1. The first stage would consist of assessing the content of the book in relation to its professed aims.
2. The second stage of analysis would involve assessing the effectiveness of materials in terms of the spesific needs and context of the intended learners as well as how well they serve the teaching-learning process.[[13]](#footnote-14)

Here reasons why teacher must to adapt the teaxtbook, as according to Jo McDonough:

* Not enough grammar coverage in general.
* Not enough practice of grammar points of particular difficulty to these learners.
* The communicative focus means that grammar is presented unsystematically.
* Reading passages contain too much unknown vocabulary.
* Comprehension questions are too easy, because the answers can be lifted directly from the text with no real understanding.
* Listening passages are inauthentic, because they sound too much like written material being read out.
* Not enough guidance on pronunciation.
* Subject matter inappropriate for learners of this age and intellectual level.
* Photographs and other illustrative material not culturally acceptable.
* Amount of material too much or too little to cover in the time allocated to lessons.
* No guidance for teachers on handling group work and role-play activities with a large class.
* Dialogues too formal and not representative of everyday speech.
* Audio material difficult to use because of problems to do with room size and technical equipment.
* Too much or too little variety in the activities.
* Vocabulary list and a key to the exercises would be helpful.
* Accompanying tests needed.[[14]](#footnote-15)

The reason above, the textbooks that will be used as materials in the classroom and as a source of student learning, teachers must analyze and selecting the textbook first before giving material to the students in the classroom. Because the material will be obtained by the students in his knowledge.Analyze and selecting the textbook are important because the results of analyzed the textbook will give the teacher knows the disadvantages and the advantages of textbooks, make sure that the material is appropriate to the needs and interests of learners, as well as improve the quality of education, and also when the content does not suitable for students, the teacher can adapting the content so it can be more suitable.

1. REPRESENTATION
2. Definition of Representation

Representation is the production of meaning through language to describe and to mention a text representations or illustration in the textbooks. Representation is generally referred to speech or writing something with using the language. And representation can be interpreted as meaning that in the given objects depicted. As the theory expressed in the research of Stuart Hall, that "representation someting meaningful about, or to represent, the world meaningfully to another people."[[15]](#footnote-16)

In language, the system involves the representation between the meaning and culture (society) to use the language, to know it could use three approaches to the process of representation. As in the book published by Stuart Hall, with a reflective approach, intensional and construcsionis.

* As for the reflective approach is considered lies in the meaning of objects, people, ideas or events in the real world. Functions of language as a mirror for the meaning in the events in the real world. Such as "roses" means a plant that blooms and grows in the garden. It is understandable that real plants exist in the garden, in other words the language of a code that connects with others in culture. When looking at "the rose" as an object, then we speak with spoken and written that it is "beautiful". It can be said the same "Rose's" is notbeautiful. Because everyone has good and bad experience so that "the Roses" here can be not beautiful or beautifully depending from one's view of itself with his/her experience.
* Second, the intensional approach, where this approach meaning lies in the author and speakers by used the language. A word if it is determined that speaker then it will make a word becomes meaningful. This approach purposes can be delivered by given message.
* Third, the construcsionis approach, an that has meaning not defined by the speaker but from the social and cultural relations.[[16]](#footnote-17)

That means, from intentional and constructional approach here, where a text can be interpreted in accordance with the construction meaning of the language used. With this approach anyone who finds the text can interpret the text according to what he/she understands.

Then, from all of this approach very determine and understand the process of representation. The process of representation work on the system of representation which this system of representation has two important process: first, "Mental Representation". Second, the system of representation "Language". This is very concerned with “the first concept” and “ the second concept”.[[17]](#footnote-18)

If the concept of the mental representation that is the meaning or thought that is still abstract, while the second meaning is translated. then very important the concept of representation "language" to translate the meanings or thoughts that still shaped abstract sign, becomes a meaning and symbols or language that is meaningful.

And the process between both the concept of linking between language, thought and reality so called representation. As an example: the word "beautiful", we get to know the ' beautiful ' and know its meaning. And we use “the beautiful words” to communicate or disclose to others (for example; that girl is so beautiful). From then it said "beautiful" here is the code that builds the correlation between a conceptual system that exists in our minds with the language system that we use.

So, what has been described above that representation is a meaning which is portrayed through language and delivered to another person in order to be the object or picture that can be understood the meaning. It means, Representation is the process where an object is captured by one's senses, and sign in to makes sense for processing the result into a concept/idea,through language will be delivered/expressed again to another persons.Textbooks also contain gender equality, which is where gender equality is necessary because gender representation in textbooks has the potential to affect students as users and language learners. The illustration in the textbook could help student especially in understanding gender equality. It is can be understood gender representations in textbooks from a sentence or a picture of female and male presented in textbooks and retrieved as learning materials or science knowledge, then delivered by teachers to students using the language.

1. Gender Representation in Textbook

It's been said from understanding previously had been described that representation in the textbook that a sentence or a image that has a meaning, where the meaning conveyed by the teacher to the students using the language, so that an image, sentences or object that can be understood by students in the text. And related to gender in the textbook are culture and sosial value such as gender, that make teachers or students to know the level of magnitude of gender roles. In the subject which will be played by two gender such as female or male. The writers’ understand here about representation in textbooks related to gender, that how gender that represents in textbooks.

According to Munawar Mirza, every school using the curriculum as the strongest tool to transmit and transform the culture, values and beleif of socity to the learner. The curriculum is implemented through the textbook and learning material and through the enviroment of the school, know as the hidden curriculum, because every sociaty has its gender belief system and gender stereotype”.[[18]](#footnote-19) For example: female and male students or teachers in the school environment. How their way of dress, their attitude and others, certainly would be equivalent to what is described in the textbooks they use.

Discussing about gender here, that talk about feminime and masculine of female and male. Many of people thing that male are more dominace than female. In gender representation explains about illustration of female and male that appropriated to their gender. For example, related to femininity and masculinity. Femininity is a female like long hair, slim body, while masculinity is a male like dashing or macho, short haired.

To analyze how gender representation in ELT textbook can be done by analyzing some aspect in the textbook:

1. Female or Male Pictures

It is not easy to identify gender of picture in the textbook. To identify gender of picture can be done by analyze and attributes which on the picture. The attributes picture such as hairstyles and clothes, which are highly stereotyped according to cultural context maysometimes provide a basis for classification. For example: hairstyles as a male styles; beard, moustache, very short hair, and female styles: braiding, plaiting or knotting; ribbons or bows in the hair, etc.; clothes viewed as female: skirt or dress, and as male: trousers, djellaba.[[19]](#footnote-20)

1. Female or Male Mentioned

Female and male mentioned in the textbook included proper noun, pronoun, common noun, and title.[[20]](#footnote-21) Proper noun involves names (e.g. *Lia, Adam*), common noun as (e.g. *Father, Mother*), surnames with title (e.g. *Mr Taylor, Ms Linda*), title (e.g. *Sir, Ma’am*). Pronoun including subject pronoun (e.g. *He, She*), object pronoun (e.g. *Him, Her*), and possessive pronouns (e.g. *His, Hers*).

1. Female or Male Roles

Female and male roles such as the occupational roles of female and male. For example (e.g. *Teacher, Student*).[[21]](#footnote-22) The roles are identified from picture, text and exercise in the textbook and refer to prefessions in every activities of the textbook.

1. Female or Male Games or Sports

Female and male games or sport refer to student activities in the textbook. For example: (e.g. Football, Swimming, Tennis).[[22]](#footnote-23) The games or sport are identified from exercise, text, and picture in the textbook.

1. Pattern of Mentioning Female or Male Names

The order of mention of female and male names in a single phrase. The mention is called firstness such as two gender spesific nouns or pronouns appear as a pair in a text.The one appearing in the first position can be interpreted having a higher status.[[23]](#footnote-24)For example: Mother and Father or Sally and Adam.

1. CONTENT ANALYSIS
2. Definition of Content Analysis

In a book published by (Klause Krippendorff 2004) suggests that “Content analysis is a research technique for making replicable and valid inferexces from texts (or other meaningful matter) to the contents of their use”.[[24]](#footnote-25) That means the content analysis techniques may involve special procedures as well as provide new insights that are given to researchers so their can increase understanding about a particular phenomenon and inform practical action. Then, the researchers should get the same results in the application of research techniques on the same data so that his research could yield techniques form the findings that can be emulated.

As for literature analysis the content of scientists that is:

1. The definition that considers the inherent content in text
2. Definition of which take content into the source text
3. Definition of bringing content into the process someone researchers with arranging the text relative to the specific contexts.The definition above is the definition of content analysis that leads to a particular conceptualization.[[25]](#footnote-26)

Experts from some of the other scientists as well as writers’ read in this book that the qualitative method has proven to be successful in political of proganda analysis, assessment psychotherapist, ethnographic research and analysis of the discourse, and there is also computer text analysis. In the ability of computers can sort the words and numbers. In a computer program used to analyze a words that determine the program and inform the reader.

There is also a second definition that distinguishes analysis texts, namely the circumstances and the nature of the source text to be analyzed. This is a lot of criticism by others namely theory view of the analysis of the contents can be specified in the encoding process where determined directly from the source of the recipient access to observation.

It can be concluded that the content analysis is able to analyze the text content in a research books. As this method is very concerned with theories of where to find the validity of the data analysis.

1. Components

There is also content analysis components which require further analysis of the results of observation research. This component is an easy way to partition, conceptualizing, discuss, and evaluate the design of content analysis with gradually, and this component serves as a hint to replicate elsewhere and each component has a descriptive and operational circumstances i.e.:[[26]](#footnote-27)

* Unitizing where components that rely on the unitizing scheme. That is, which explains the systematic difference from a segment of text, images, sounds and more.
* Sampling where the components that depend on the plan of sampling. That is, the overall analysis of sampling in populations and the analysis of the samples must arrive at the same conclusion. By using qualitative research that conveys to the reader even although qualitative research in the sample is not possible with the statistical guidelines but with a quote, so it has the same function with the use of sample.
* The recorder or coding where relies on coding instructions. It is a limitation of the gap between the text and the reader.
* Reduced data where for representation that can be managed, summarized and simplified data. That is, reduce data can serve the needs analysis for the efficient representation. Because the representation can be created from that and not lost
* Contextual phenomena a false assertion which explains the practical significance on the findings and contributions obtained in the available literature. Discuss the answers and questions of research where the content analysis is very important for researchers in other words researchers get results that are understood by the people who read them.

So it can be concluded that components in the content analysis it contained six components such as has already been described that can create data and can be calculated from the raw material and edits. However, the fifth is a false assertion contextual phenomena where content analysis affect the representational data on this research.

1. Qualitative Content Analysis

Qualitative research is a unit of text where as a form of measurement that basic researchers has already been said by Stevens in 1946 (Clause Krippendorff 2004), that the content analysis can produce verbal answers to a the question of research. Where qualitative research refers to the text, then the text will use the requirement of verbally.

The difference of qualitative and quantitative research is on the fault between the two types design analysis of the contents. As for the quantitative approach by Llasswell (1949), he refused about content analysis to an exercise in numerical calculations, whereas qualitative approaches he accepts and says there is no systematic use of text and impresionitik in interpretation of the researcher. That means the qualitative research to the interpretation of the text should not be considered incompatible with the analysis of the contents. this qualitative research is more likely in the hemerneutic circle, the literature of knowledge to contextualize the text reader, the questions and answers of the research appear together in research on the text. Similarly, this qualitative research is more to link the theories with the texts studied.[[27]](#footnote-28)

It can be concluded from this qualitative content analysis that qualitative research against interpretation on texts should not be considered incompatible with the content analysis. And qualitative research is more likely to be in the circle of knowledge, literature hemerneutik for contectualitation of text readers, research questions and answers appear together in the research on text. So this the method of qualitative research more to relate theories with the text examined.

1. **PREVIOUS STUDY**

The studies about gender representation in language textbooks are also done by *H. Wu and W.L. Liu (June 2015),* about *Gender Representation In Primary English Textbooks In Mainland China 1978 To 2003*. The purpose of study is to investigate the gender representation in three sets of primary english textbook in china. their results of study are suggested that during the past over thirty years, although progress was perceived, gender bias was still persistent in primary english textbooks, with female invisibility in texts and illustrations, gender stereotypes in occupational and domestic roles.[[28]](#footnote-29)

The next research is done by *Mohammed y. Nofal and Hanadi a. Qawar (May, 2015),* which the titled *Gender Representation In English Language Textbooks: Action Pack 10*. And some questions raised about the female characters and the ratio of male and female characters and the depiction of men in the social environment, and the methodology used also uses content analysis to analyze the linguistic and visual and social. So the result of that has been thoroughly by them in his research that the male characters too much displayed by linguistic, visual and social. That means the male roles more commonly than females.[[29]](#footnote-30)

The other research done by Ummu Salamah 2014 the titled gender *Representation In ELT Textbook: A Content Analysis For Sevent Grade Students Published By Erlangga.*This research focus on the analysis of gender representation in ELT textbook Bright: An English Course For Sevent Grade Students Published By Erlangga. The result of this study male more visible in four aspects including pictures, roles, games and model roles, while female just in aspect mentioned and pattern of mentioning names. So has unequally gender representation in ELT textbook.[[30]](#footnote-31)

So, the research that has been done by h. Wu and Liu W.L. (June 2015), rather to the aspect of gender representation in the three books of the English language at the Primary level in china, and in different book publishers such as "Textbooks 1", and published on 1978-1980, " Textbooks 2" and published in 1992-1994. (3) Book PEP Primary English Students ' (8 volumes), published in 2003. The difference between my research and h. Wu and W.L. Liu was seen from the school level are examined, and also different published.

If the research conducted by Mohammed y. Nofal and Hanadi a. Qawar (May, 2015), rather to the aspect ratio of character and character depiction of gender in Action Pack 10. While in my research that was doing more to 5 aspects of gender representation in ELT textbooks mention, such as pictures, the mention, role, games, and pattern of mentioning female or male names at junior levels, and it's also the textbook analysis that will using the textbook in different publishers.

The last there research conducted by Ummu Salamah 2014, rather to six aspect gender representation in ELT textbook for Sevent Garde student in one published namely Erlangga. While different with my research is from class and textbook analyzed.

**CHAPTER III**

**METHODOLOGY OF RESEARCH**

1. **Methode of The Research**

In an attempt to obtain data on the need for research on gender representation in ELT textbook this, researchers using methods that comply with a variety of data to be collected are:

1. Types of Research

This type of research is qualitative research which uses content analysis as a technique of research. Using this technique can analyze the text content in a research book. As this method is very concerned with theories to where to find valid data-analysis.

According Klausa Krippendorff *“Content analysis is a research technique for making replicable and valid inferexces from texts (or other meaningful matter) to the contents of their use*”.[[31]](#footnote-32)

This method is used to describe the contents of the textbooks and the purpose of this method is to identify bias, prejudice, or propaganda in the textbook. In this study, representation of who was analyzed of females and males in the textbook.[[32]](#footnote-33)

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1. Data Source

Data source the writers need in this research is to use two data sources, are:

1. Primary Source

Where primary data this is English textbook for Junior High School entitled:

1. Bahasa Inggris “When English Rings A Bell”, For Class VIII Published By By Indonesia Ministry of Education and Culture.in 2017.
2. The Bridge English Competence, For Class VIII Published By Yudistira in 2013.
3. Sekunder Source

This secondary is where data will be taken from a variety of literature-related materials associated with the title that examined such as books about gender, within a wreath of *Mary Holmes*, entitled *What Is Gender*? Sociological Approaches. Textbook in garlands of *Jeremy Harmer* entitled *The Practice Of English Language Teaching*, and *Penny Ur* entitled *A Course In Language Teaching*, as well as many journals associated with the title that will be examined as a research journal *Chi Cheung Ruby and Mukundan*, entitled *Gender Representation In A Hong Kong Primary English Textbook: A Study Of Two Widely-Used Textbook Series*. And *CHANAPORN CHAISONGKRAM* entitled *ANANALYSIS OF AN ENGLISH TEXTBOOK: MEGAGOAL 1*, and last journals research *Jayakaran Mukundan dan Vhid Nimehchisalem* entitled *Gender Representation In Malaysian Secondary School English Language Textbooks*. And also literature-other literature that is considered relevant in the discussion of this research.

1. **Object of The Research**

The object of the research is a textbook for junior level where which three books in different publishers. The first, Bahasa Inggris “When English Rings a Bell” for SMP/MTS grade VIII that published By Indonesia Ministry of Education and Culture. The books consists of 13 chapters with illustrations, the writers of the textbook are Siti Wachidah.

The second textbook entitled “The Bridge English Competence for SMP grade VIII that published by Yudistira. The books consists of 6 unit with illustrations. The writer in the textbook are Kistono. From two books is presents of the learning materials and material related to the knowledge of students and teachers, namely such as idioms, grammar, content and exercises to train the increased understanding and knowledge of students. This study tested all the units or the chapter on the two books include illustrations in it.

1. **Technique of The Data Collection**

According to the type of research, the data collection methods used documentation by searching the data on matters such as research or variable textbooks, newspapers, journals, magazines, and other sources.[[33]](#footnote-34)

1. In the data collection was examined using selecting media from observations of the book: Bahasa Inggris “When English Rings a Bell” for SMP/MTS grade VIII that published By Indonesia Ministry of Education and Culture. And “The Bridge English Competence for SMP grade VIII that published by Yudistira.
2. In the data collection in the book published By Indonesia Ministry of Education and Cultureand by Yudistira are: data analyzed formed in columns-by-column, then addressed to the five aspects of geder representation: first; female and male pictures. Second, female and male mentioned (e.g.*Mr, Mrs, Ma’am*). Third, female and male roles (for example; *student, teacher*). Four, female and male games or sports (e.g. *Football, Tennis*). Fifth, the pattern of mentioning female and male names (e.g. *Mother and Father*).
3. The aspect that has been in the form of columns-by-columns give the encoding as a symbol of a book that analyzed for example:

**Table 4.1: the data sheet of the data finding of *female and male pictures, mentioned female and male, female and male roles, female and male games or sport and the pattern of mentioning of female and male names*. In the English textbooks entitled 2) Bahasa Inggris “When English Rings A Bell”, For Class VIII Published By Indonesia Ministry of Education and Culture.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Textbook** | | **Female** | **Male** |
| **By Kemendikbud** | |  |  |
| **Cahpter**  **Chapter** | **1**  **2** |  |  |
|  |  |
| **Total** | |  |  |

1. The next step, the data collection has been acquired right combined in every aspect were included with the explanation or description. Then compared between one book with another book. For example: by Kemendikbud with by Yudistira. So, the result is the number of visits or comparison, how does gender mentioned or depicted in textbooks.
2. Furthermore, once collected in book-by-book, then objects that have been obtained are associated with some theories or other study that are included in: first; female and male pictures. Second, female and male mentioned (e.g.*Mr, Mrs, Ma’am*). Third, female and male roles (for example; *student, teacher*). Four, female and male games or sports (e.g. *Football, Tennis*). Fifth, the pattern of mentioning female and male names (e.g. *Mother and Father*).

As according to Donald Dry 2010, in his book describing the steps involved in the analysis of the contents: 1) spectfying the fhenomena to be investigated, 2) selecting media from which the observations are to be made, 3) formulating exhaustive and mutually exclusive coding categories so that the verbal or symbolic a content can be counted, 4) deciding on the sampling plan to be used in order to obtain a representative sample of the documents, 5) *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, 6) *Analyzing the data,* which may involve just the frequencies and percentages in the various categories or may involve more descriptive accounts.[[34]](#footnote-35)

1. **Technique of The Data Analysis**

To analyze the data, the authors will use the method of content analysis or the analysis of the content, which is also called with the analysis of the documents as a data source:

1. Female or Male Picture in The Textbook,[[35]](#footnote-36) the writer counted the number of female and male pictorial representation or illustration in the textbook Bahasa Inggris “When English Rings a Bell and The Bridge English Competence.
2. Female or Male Mentionedin The Textbook included proper noun, pronoun, common noun, and title.[[36]](#footnote-37) Proper noun involves names (e.g. *Lia, Adam*), common noun as (e.g. *Father, Mother*), surnames with title (e.g. *Mr Taylor, Ms Linda*), title (e.g. *Sir, Ma’am*). Pronoun including subject pronoun (e.g. *He, She*), object pronoun (e.g. *Him, Her*), and possessive pronouns (e.g. *His, Hers*).The writer counted female and male which mentioned Bahasa Inggris “When English Rings a Bell and The Bridge English Competence.
3. Female or Male Roles such as the occupational roles of female and male. For example (e.g. *Teacher, Student*).[[37]](#footnote-38) The role are identified from picture, text and exercise in the textbookBahasa Inggris “When English Rings a Bell and The Bridge English Competence were counted by writer.
4. Female or Male Games or Sports refer to student activities in the textbook. For example: (e.g. *Football, Swimming, Tennis*).[[38]](#footnote-39) The games or sport are identified from exercise, text, and picture in the textbookBahasa Inggris “When English Rings a Bell and The Bridge English Competence were counted by writer.
5. Pattern of Mentioning Female or Male Names refer to mention of female and male names in a single phrase. The mention is called firstness such as two gender spesific nouns or pronouns appear as a pair in a text.[[39]](#footnote-40)(e.g.*Mother and Father* or *Sally and Adam*).

**CHAPTER IV**

**FINDING AND DISCUSSION**

1. **Data Description**

Two textbook were described, here areBahasa Inggris “When English Rings a Bell” for SMP/MTS grade VIII that published By Indonesia Ministry of Education and Culture. This book called by and “The Bridge English Competence for SMP grade VIII that published by Yudistira. Where from two book this were analyzed five aspect from gender namely:

The first aspect the number of female and male pictures in the textbook were identified from the attributes of the pictures or illustrations such as hairstyle and clothes. Both of the textbook Bahasa Inggris and The Bridge are dominanted by males. Besides, some pictures found in the textbook portray stereotypes against the female and males pictures are in following:

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|  |  |
| --- | --- |
| Figure 1.1 Man | Figure 1.2 Woman |

The figure above are analyzed by clothes. Figure 1.1 presents male teacher wears trouser while figure 1.2 presents female teacher wears skirt. From both kinds of the clothes can differentiate gender, because male usually wears trauser and female usually wears skirt. But male also have wears shorts and female also wear strousers (see; figure 1.3). Then, it can be standard of female and male clothes because nowadays trouser or shorts is neutral cloth, that can be worn by female and male.

|  |
| --- |
| Figure 1.3 female and male clothes |

Moreover, hairstyle of female and male in the first book and the second book that look like common hairstyle which suitable for gender. Figure 1.5 shows a girl have long hair and usually they make hairstyle use a lot of head accessories like hairpin or hairbands. While figure 1.6 shows a boy have very short hair. Both kinds of the hairstyle can differentiate gender.

|  |  |
| --- | --- |
| C:\Users\USER\Documents\SKRIPSI\New folder\IMG_20180427_150154.jpg  Figure 1.5 a girl with long hair | C:\Users\USER\Documents\SKRIPSI\New folder\IMG_20180427_150249.jpg  Figure 1.6 a boy with short hair |

The second aspect the number of female and male mentioned, included proper noun, pronoun, common noun, and title. Proper noun involves names (e.g. *Lia, Adam*), common noun as (e.g. *Father, Mother*), surnames with title (e.g. *Mr Taylor, Ms Linda*), title (e.g. *Sir, Ma’am*). Pronoun including subject pronoun (e.g. *He, She*), object pronoun (e.g. *Him, Her*), and possessive pronouns (e.g. *His, Hers*).The writer counted female and male which mentioned Bahasa Inggris “When English Rings a Bell and The Bridge English Competence in every chapter/unit and page.

In the textbook Bahasa Inggris and The Brigde that have different result of counthing female and male mentioned. But there is similarities the total of female and male mentioned are dominant by female. In the textbook Bahasa Inggris, that was found female is mentioned 443 times, while male is mentioned 309 times. And in the textbook The Bridge, that was found female is mentioned 374 times, while male is mentioned 282 times.

The third aspect the number of female and male roles, that was analyzed only involves occupational roles or profesional in pictures, exercise and reading text. In the textbook Bahasa Inggris and The Bridge there is different result of female and male accupational roles. The occupations in textbook Bahasa Inggris that female occupations are very suitable for their roles as gender, example; *teachers* and *housewives.*This is related to stereotype them *weak, soft, warm* and *friendly*. But there is an occupations which is not suitable for female such as *a zoo keeper*, her occupations is suitable for male because this work is hard job. While male accupations as *a zoo keeper*, *taxibike* and *librarian*. Males is usually considered to have a higher position than females, and male activities also considered more valuable than females, although aqually in activities such as teachersbut male stereotype have*stronger, businesses* etc.

So, the occupations in textbook The Bridge that more varied occupations than in first textbook. Female occupations such as *the music teacher, waitress, doctor, model, receptionist, nurse, actress, housewives and official bank*. While male occupations are not more than females such as *teacher, staff travel, doctor, singer, director, policeman, fisherman* and *staff office*. Female and male occupations in this textbook are suitable for each gender.

The fourt aspect the number of female and male games or sport that refer to kind of gender activities, it was analyzed within picture, reading text and exercise in the textbook. There are some activities in the textbook Bahasa Inggris such as *football, play outfoor games, play a guessing games, played hide and seek*. But in this textbook shows females activities are more than male activites. For example: *play flute, playing congklak*, and *swimming.* Whereas, this activities also can be taken by males. Another activities in this textbook, that was found in the picture of male activity which usually done by female such as *cooking*in chapter 8 page 116. That indicate unsuitable with role of gender, but see from many countries including Indonesia also that man can do this activity but as *chef restaurant*. While in the textbook The Bridge that more varied activities than first textbook. There are some activities that done by both gender such as *singing, swimming, dancing, working, sightseeing* etc. But conversely with activity in the first book, female activities which usually done by male such as *fishing* in unit 5 page 100. That also indicate unsuitable with role of female, because this activities most done by males.

The last aspect the number pattern of mentioning female and male names. That was analyzed within mention of female and male names in a single phrase. The mention is called firstness such as two gender spesific nouns or pronouns appear as a pair in a text. The one appearing in the first position can be interpreted having a higher status. In the textbook Bahasa Inggris that have three female firstness including name (e.g. *Dayu And Udin, Siti And Edo, Yuli And Tono*) and three male firstness including name (e.g. *Edo And Dayu, Udin And Dayu, Beni And Lina*). While in the textbook The Brigde is dominant male firstness it is similar with textbook Bahasa inggris that three male firstness including name (e.g. *Helmi and Corry, Brit and Anggi, Mr and Mrs Sarwana*). Then, the total pattern of mentioning female and male names from both of textbook are male firstness is dominanted.

1. **Data Analysis**

This research analyzed about gender representation in the textbook have five aspects in gender representation including: female and male pictures, female and male mentioned, female and male roles, female and male games or sports, and the pattern of mentioned female and male names.

1. In The Textbook **Bahasa Inggris**
   1. Female and Male Pictures in The Textbook

In this aspect, that was found the number of female and male picture are unequall in the textbook. All of chapters that contain female and male pictures. The result the number of male pictures is more than female pictures. The total the numberof picture male are higher than female. Female pictures consist 230 pictures and male pictures consist 269 pictures.

**Table 4.1.1**

**Female and Male Pictures in The Textbook**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Female** | **Male** |
| **1** | 50 | 53 |
| **2** | 13 | 17 |
| **3** | 9 | 12 |
| **4** | 29 | 28 |
| **5** | 8 | 10 |
| **6** | 12 | 14 |
| **7** | 13 | 21 |
| **8** | 28 | 34 |
| **9** | 21 | 18 |
| **10** | 17 | 17 |
| **11** | 19 | 35 |
| **12** | 7 | 7 |
| **13** | 4 | 3 |
| **Total** | **230** | **269** |

However, the similarity of the number female and male pictures are found in chapter 12 and 10. Just in chapter 4, that female pictures are dominant than male. While in chapter 1, 2, 3, 4, 5, 6, 7, 8, 9, 11 that male pictures are more dominant than female.

Grafic 4.1.1

* 1. Female and Male Mentioned in The Textbook

In this aspect the number of female and male mentioned counted in the textbook within exercise, sentences, a single word, reading text or dialogue. And the result show that are more female mentions than male mentions. The total, that was found the number of female mentioned is 443 and the total of male mentioned is 309. It indicates that gender representation in this book is dominanted by females.

**Table 4.1.2**

**Female and Male Mentioned In The Textbook**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Female** | **Male** |
| **1** | 31 | 34 |
| **2** | 64 | 36 |
| **3** | 7 | 5 |
| **4** | 39 | 44 |
| **5** | 15 | 8 |
| **6** | 20 | 19 |
| **7** | 17 | 16 |
| **8** | 28 | 19 |
| **9** | 28 | 38 |
| **10** | 113 | 39 |
| **11** | 72 | 53 |
| **12** | 9 | 9 |
| **13** | 0 | 0 |
| **Total** | **443** | **309** |

However, the similarity of the number female and male mentioned in the textbook, that was found in chapter 12 that equal female and male mentioned but in chapter 13 none female and male mentioned in this chapter. In chapter 2, 3, 5, 6, 7, 8, 9, 10 11 that female mentions more than male, while in chapter 1, 4 and 9 that male mentions more than female.

Grafic 4.1.2

* 1. Female And Male Roles in The Textbook

In this aspect the number of female and male roles counted in the textbook, it was analyzed only involves occupational roles or profesional in pictures, because this book more picture presented. The result show that the power of male occupational roles is more than female occupational roles. The total, that was found the number of male occupational roles is 7 and female occupational roles is 5.

**Table 4.1.3**

**Female and Male Roles in The Textbook**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Female** | **Male** |
| **1** | 1. Teacher 2. Students | 1. Teacher 2. Students |
| **2** | 1. Students 2. Housewife/housework | 1. Teacher 2. Students |
| **3** | 1. Teacher 2. Students | 1. Teacher 2. Students |
| **4** | 1. Students 2. Teacher | 1. Students |
| **5** | 1. Students | 1. Students |
| **6** | 1. Students | 1. Students |
| **7** | 1. Students 2. Zoo Keeper | 1. Student 2. Zoo Keeper |
| **8** | 1. Students 2. Garderner 3. Housewife | 1. Students 2. Taxibike 3. Librarian 4. Housefather |
| **9** | 1. Students | 1. Students |
| **10** | 1. Students 2. Teacher | 1. Students |
| **11** | 1. Students | 1. Students |
| **12** | 1. Students | 1. Students |
| **13** | 1. Students | 1. Students |

* 1. Female and Male Games or Sport in The Textbook

In this aspect the number of female and male games or sport analyzed involves activities in exercises, reading text or dialogue and picture. That was found female plays are more games or sport than males. The total, that was found the number of female games or sport is 7, while the number of male games or sport is 4.

**Table 4.1.4**

**Female and Male Games or Sport in The Textbook**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Female** | **Male** |
| **1** | **-** | **-** |
| **2** | 1. Play Flute 2. Swim Or Run | **-** |
| **3** | - |  |
| **4** | 1. Play Outdoor Games 2. Football | 1. Play Outdoor Games |
| **5** | - | - |
| **6** | - | - |
| **7** | - | * Football |
| **8** | 1. Playing congklak 2. Play a guissing games | 1. Play a guissing games |
| **9** | 1. Play hide-and-seek | 1. Play hide-and-seek |
| **10** | -. | - |
| **11** | - | - |
| **12** | - | - |
| **13** | - | - |

* 1. The Pattern of Mentioned Female and Male Names

In this aspect the number pattern of mentioning female and male names in a single phrases. It was found many part such as; *(female and female, female and male/male and female and male and male).* But in this aspect that was taken in the pattern of *female and male or male and female* within a single phrases. Than the result, that was found 4first name in the pattern of mentioning females and 3 first name in the pattern of mentioning males. it means the number pattern that mentions female is more than male names.

**Table 4.1.5**

**The Pattern of Mentioned Female and Male Names in The Textbook**

|  |  |  |  |
| --- | --- | --- | --- |
| **Chapter** | **Female and female** | **Female and male/male and female** | **Male and male** |
| **1** | **-** | **-** | **-** |
| **2** | **-** | Yuli And Tono | **-** |
| **3** | **-** | Dayu And Udin | **-** |
| **4** | Siti And Lina | Beni And Lina | Bani And Bono |
| **5** | **-** | **-** | **-** |
| **6** | Dayu And Lina | Udin And Dayu | Beni And Edo |
| **7** | Lina And Siti | Dayu And Udin  Siti And Edo | Edo And Beni |
| **8** | **-** | **-** | **-** |
| **9** | Dini And Dani | **-** | **-** |
| **10** | Siti And Rani | Edo And Dayu | **-** |
| **11** | **-** | **-** | **-** |
| **12** | **-** | **-** | **-** |
| **13** | **-** | **-** | **-** |

1. In The Textbook **The Bridge**
   1. Female and Male Picture in The Textbook

In this aspect, that was found the number of female and male picture are unequall in the textbook. The result the number of male pictures is more than female pictures. The total the numberof picture male are higher than female. Female pictures consist 34 pictures and male pictures consist 91 pictures.

**Table 4.2.1**

**Female and Male Pictures in The Textbook**

|  |  |  |
| --- | --- | --- |
| **Unit** | **Female** | **Male** |
| **1** | 4 | 9 |
| **2** | 5 | 3 |
| **3** | 8 | 25 |
| **4** | 13 | 46 |
| **5** | 1 | 3 |
| **6** | 3 | 5 |
| **Total** | **34** | **91** |

However, in unit 1, 3, and 4 that shown female pictures is dominant than female. While in unit 5 that shown female pictures more less than males.

Grafic 4.1.1

* 1. Female and Male Mentioned in The Textbook

In this aspect the number of female and male mentioned counted in the textbook within exercise, sentences, a single word, reading text or dialogue. And the result show that are more female mentions than male mentions. The total, that was found the number of female mentioned is 374 and the total of male mentioned is 282. It indicates that gender representation in this book is dominanted by female.

**Table 4.2.2**

**Female and Male Mentioned in The Textbook**

|  |  |  |
| --- | --- | --- |
| **Unit** | **Female** | **Male** |
| **1** | 93 | 39 |
| **2** | 36 | 24 |
| **3** | 134 | 61 |
| **4** | 31 | 46 |
| **5** | 32 | 77 |
| **6** | 48 | 35 |
| **Total** | **374** | **282** |

In unit 1, 2, 3 and 6 that shown female mentions more than male. While in unit 4 and 7 that shown male mentions more than female.

Grafic 4.1.2

* 1. Female and Male Roles in The Textbook

In this aspect the number of female and male roles in the textbook, it was analyzed only involves occupational roles or profesional in pictures, reading text and exercise. The result show that the power of female occupational roles is more thanmale occupational roles. The total, that was found the number of female occupational roles is 11 and male occupational roles is 9.

**Table 4.2.3**

**Female and Male Roles in The Textbook**

|  |  |  |
| --- | --- | --- |
| **Unit** | **Female** | **Male** |
| **1** | 1. The music teacher 2. Waitress 3. Student 4. Teacher | 1. Student |
| **2** | 1. Teacher 2. Student 3. Receptionist | 1. Staff travel |
| **3** | 1. Doctor 2. Student 3. Model | 1. Doctor 2. Student 3. Teacher |
| **4** | 1. Nurse 2. Actress 3. Teacher 4. student | 1. Singer 2. Director 3. Student 4. Teacher 5. Policeman |
| **5** | 1. Housewife | 1. Staff office 2. Fishermen |
| **6** | 1. Official bank |  |

* 1. Female and Male Games or Sport in The Textbook

In this aspect the number of female and male games or sport analyzed involves activities in exercises, reading text or dialogue and picture. That was found female activities are more than male activities. The total, that was found the number of female activities is 12, while the number of male activites is 10. However, none male activities in unit 1 and 6, may be the author though that activities are unsuitable role for males.

**Table 4.2.4**

**Female and Male Games or Sport in The Textbook**

|  |  |  |
| --- | --- | --- |
| **Unit** | **Female** | **Male** |
| **1** | 1. Play music instument 2. Dancing 3. Swimming 4. Singing 5. Reading stories | - |
| **2** | 1. Traveling 2. Playing vollyball | 1. Working |
| **3** | 1. Singing 2. Working | 1. Sightseeing 2. Visiting |
| **4** | 1. Playing band 2. Gardening 3. Scouting | 1. Swimming 2. Playing band 3. Painting 4. Playing kites 5. Singing 6. Playing computere |
| **5** | 1. Fishing | 1. Playing kites 2. Fishing |
| **6** | 1. Shopping | - |

* 1. Pattern of Mentioning Female and Male Names in The Textbook

In this aspect the number pattern of mentioning female and male names in a single phrases. It was found many part such as; *(female and female, female and male/male and female and male and male).* But in this aspect that was taken in the pattern of *female and male or male and female* within a single phrases. Than the result, that was found 3 first name in the pattern of mentioning males,it means the number pattern that mentions male is more than female names.

**Table 4.1.5**

**The Pattern of Mentioned Female and Male Names in The Textbook**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Female and female** | **Female and male/male and female** | **Male and male** |
| **1** | **-** | **-** | **-** |
| **2** | **-** | Helmi and Corry | **-** |
| **3** | Margaret and Mrs Chan | Brit and Anggi  Mr and Mrs Sarwana | **-** |
| **4** | - | - | Budi and Rangga |
| **5** | **-** | **-** | **-** |
| **6** | - | - | - |

1. **Interpretation**

From the data analysis who has been presented, there are very important to discuss.First aspect the number female and male pictures in the textbook Bahasa Inggris and The Bridge, that shown male pictures dominant in both textbook. it is similar Ummu Salamah, who stated that power of male picture is higher than female pictures.[[40]](#footnote-41) The results shown gender stereotype is assumption about different of both gender characteristics that man are more dominant than woman.

In addition, the stereotypical appearance of female and male found in textbooks, that females to draw *beautiful, long-haired,*and male to draw *short hairand handsome*. While, the stereotype of female as teachers often to described wearing a *skirt, clean, long-haired* and the stereotype of male as teachers often to described *wearing pants, clean, short-haired*. And also the stereotype of female as students often to described wearing *a skirt, tie, veiled or long-haired.* While, the stereotype of male as students to described wearing *a* *shorts or trauser, tie, short-haired*. This indicates the difference against the feminine and the masculine between female and male, where because the nature and culture of the attractiveness of female and males. Sylvie Cromer 2009, States "to look at the intersection between analysis of gender representations of the feminine and masculine can build against women and men, and reveal their powers, so that, can to compare the difference against women and men, and thus, can be expressed in the perspective of equality".[[41]](#footnote-42)

Second, female and male mentioned in textbook Bahasa Inggris and The Bridge are dominant of female mentioned. It is similar to Ummu Salamah, statedstated that female mentionsmore than male in the English textbooks.[[42]](#footnote-43) For example: John, Sisca, she, he, father, mother etc.

As the result of female and male roles involve occuption roles or profession. That was found different result of female and male occupational roles from both book. In textbook Bahasa Inggris that male related occupations are more than females, while in textbook The Bridge that female related occupations are more than males. According to Talboth Gender stereotypes linked to gender ideology reproduce naturalized genderdifferences. In doing so, they function to sustain hegemonic male dominance andfemale subordination.[[43]](#footnote-44) Gender stereotype is assumption about different characteristics of female and male. It is shown in textbook Bahasa Inggris and The Brigde that represent gender stereotype which presented in the role of female and male such as female becomes *the music teacher, waitress, doctor, model, receptionist, nurse, actress, housewives and official bank etc.* while male becomes *staff travel, teacher, doctor, singer, director, policeman, fisherman* and *staff office, zoo keeper etc.* Most of accupations are suitable to female and male roles.However, the occupation which not usual done female roles such as *a zoo keeper,* that have discussed before this occuptions is more suitable for male roles.

The next discussion is about female and male games or sport involve acitivity in both of textbook. The result found female activities are more than male activities. However male activities also done by female such as *working, scouthing*, and *play band,* but there is unsuitable activity which done by female is *fishing.* Commonly, *fishing* is male roles that found in textbook The Brigde. It is similar as Ummu Salamah stated female activites that found different with common gender as views that female tend to play like home or school.[[44]](#footnote-45)

The last aspect being discuss is pattern of mentioning female and male name. There are female firstness in textbook Bahasa Inggris equal with male firstness but in the textbook The Bridge that male firstness more than female. As according to Stockdale, that firstness is when two gender –spesific nouns or pronouns appear as a pair in a text, like mother and father. The first position can be interpreted as having a higher status.[[45]](#footnote-46) And, from textbook The Bridge, the total found female firstness is lower than male firstness. It is similar to H. Wu and W. L. Liu, stated “females rarely mentioned first and males frequently mentioned first of all things”.[[46]](#footnote-47)This research indicates gender bias toward female in the textbook exists.

Based on discussion above, it can be concluded that gender representation in ELT textbook Bahasa Inggris are represent females dominated in the aspect gender mentions, gender games or sports, and pattern of mentioning female and male names. While represent male dominated in the aspect gender pictures, and roles. The textbook The Bridge are represent females dominated in the aspect gender mentions, gender roles, and gender games or sports. While represent males dominated in the aspect gender pictures and pattern of mentioning female and male names.

**CHAPTER V**

**CONCLUSION AND SUGESSTION**

1. **Conclusion**

Based on the findings of this research, can conclude that the results gender representation in ELT textbook Bahasa Inggris and The Bridge indicate represent female dominanted in the aspect gender mentions, gender games or sports, and pattern of mentioning female and male names. While represent males dominanted in the aspect gender pictures, and roles. In the textbook The Bridge are represent female dominanted in the aspect gender mentions, gender roles, and gender games or sports. While represent male dominanted in the aspect gender pictures and pattern of mentioning female and male names.

The total number of gender representation in ELT textbook Bahasa Inggris are female more visible than male such as female (689) and male (592). While in the textbook The Bridge are female more visible than male too such as female (431) and male (395). Then from both of textbook are the total number of gender representation in ELT textbook are equal is female more dominant then males.

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1. **Suggestion**

Based on the conclusion, the researcher proposes some suggestions as follows:

1. For teachers

For English teachers should pay attention to the circulation of the textbooks used by schools and teachers should be more selective in choosing books or materials that will be provided to students. And teachers should analyze and evaluate first the English textbook before use and should be more aware of the existence of issues of gender in textbooks.

1. For authors

For authors are expected to be cautious in writing materials or materials to avoid writing errors. The authors have to critically observe the writing so that it becomes a good books there is no disability or deprivation.

1. For researchers

For researchers who conducted a similar study, this research can be an example and makes additional references and information to them.

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