

**THE REPRESENTATION OF GENDER IN ENGLISH TEXTBOOK AT
SECOND GRADE OF SENIOR HIGH SCHOOL**

A THESIS

Intended to Fulfill One of the Award of Sarjana Degree in English Language

Teaching and Education

Universitas Islam Riau



BY

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ABSTRACT

Lisca Hajarahmatullaily, 2020, *The Representation of Gender in English Textbook “Pathway To English” at Second Grade of Senior High School.*

Keywords: Representation, Gender, Textbook.

This study aims to investigate the Gender representation equally the Pathway to English for Senior High School Grade XI General Programme. A representation is a visual, written, or audio depiction of something or someone. This term also refers broadly to what images and texts mean, the meanings that they potentially convey, and how they come to take on those meanings (Mary Beltrán, 2018).

This research is to see whether or not gender is representation equally in Pathway to English for Senior High School. The research method used is content analysis. This research was a qualitative research and used descriptive method to expose the data which was collected by analysis the data. The sources of the data was the Textbook title “Pathway To English for Senior High School Grade XI General Programme.

Data of this research were analyzed in six aspects of gender namely female or male pictorial representation or illustration, character, female or female mention, roles models, activities, and Pattern of mentioning female or male. The result of the analysis shows that the gender position of males is dominant than females in textbooks. That is to say, unequally Gender Representation in English Textbook.

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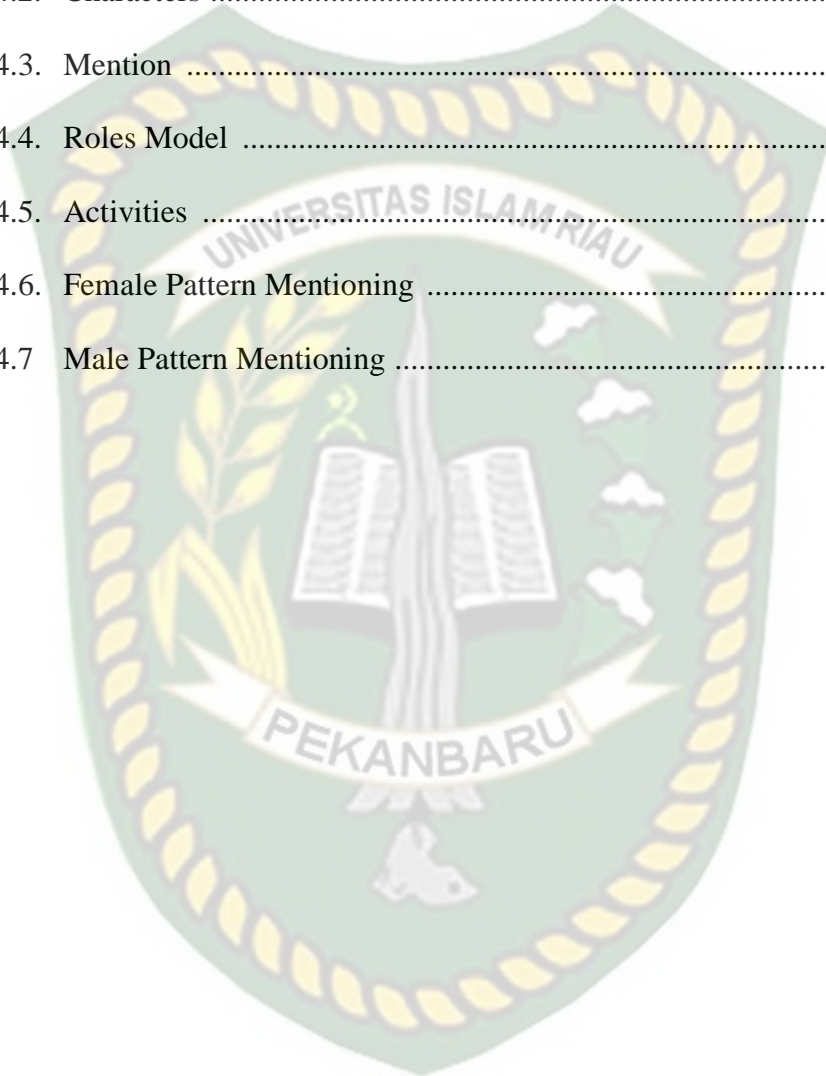
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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

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

In addition to selecting the materials in the textbook, teachers also have to analyze the textbook to adapt the classroom materials. Adapting classroom materials can be done by some ways. Teachers can add the materials when the content of the textbook is not completed. They also can delete some materials of the textbook when the materials are too much. Replacing materials can be done by teachers when the materials of the textbook are not appropriated to be taught in the classroom.

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

Briefly, gender bias or sexism in language occurs when a certain gender is exploited unfairly and discriminated in terms of linguistic resources. Vetterling-Braggin (as cited in Mills, 1995: 62) defines it as a statement that is sexist if it contributes to, encourages or causes or results in the oppression of women'. She then suggests the wider scope of definition as a statement is sexist if its use constitutes, promotes or exploits an unfair or irrelevant or impertinent distinction between the sexes (ibid). Commonly sexism exists when male-related language is considered as a norm and standard in language use. If it does, female seems to feel being excluded and treated exclusively.

1.2. Identification of the Problem

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

1. Not all English teacher analyze textbooks before use it in the classroom.
2. The students have lack of interest in Reading.
3. The Gender had different point of view in re b presentation a textbooks.

1.3. Focus of the Problem

From the identification of the research above, this research focus on the use of textbook in Learning process and the researcher focus in reading skill because in the use of textbook.

1.4. Research Question

Based on the background and the problem of the Study above, the research question in this research is: Is gender represented equally in the *Pathway to English for Senior High School Grade XI General Programme*?

1.5. Objective of the Research

The purpose of the researcher is to see whether gender is represented equally in *Pathway to English for Senior High School Grade XI General Programme* or not.

1.6. Significance of the Research

In addition to the author, the results of this study will be very useful for readers and for further research. The significances are the following:

1. The Writer

This research is expected to be able to improve the writer's knowledge about gender position in ELT (English Language Teaching) textbooks which titled *Pathway to English for Senior High School Grade XI General Programme*.

2. Readers

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

3. Further Researches

The writer hoped that for future researchers, this study can become a reference for specific research on gender positions in ELT textbooks.

1.7. Definition of the Key Terms

There are some terms used in this research which are presented as follow:

1. Representation

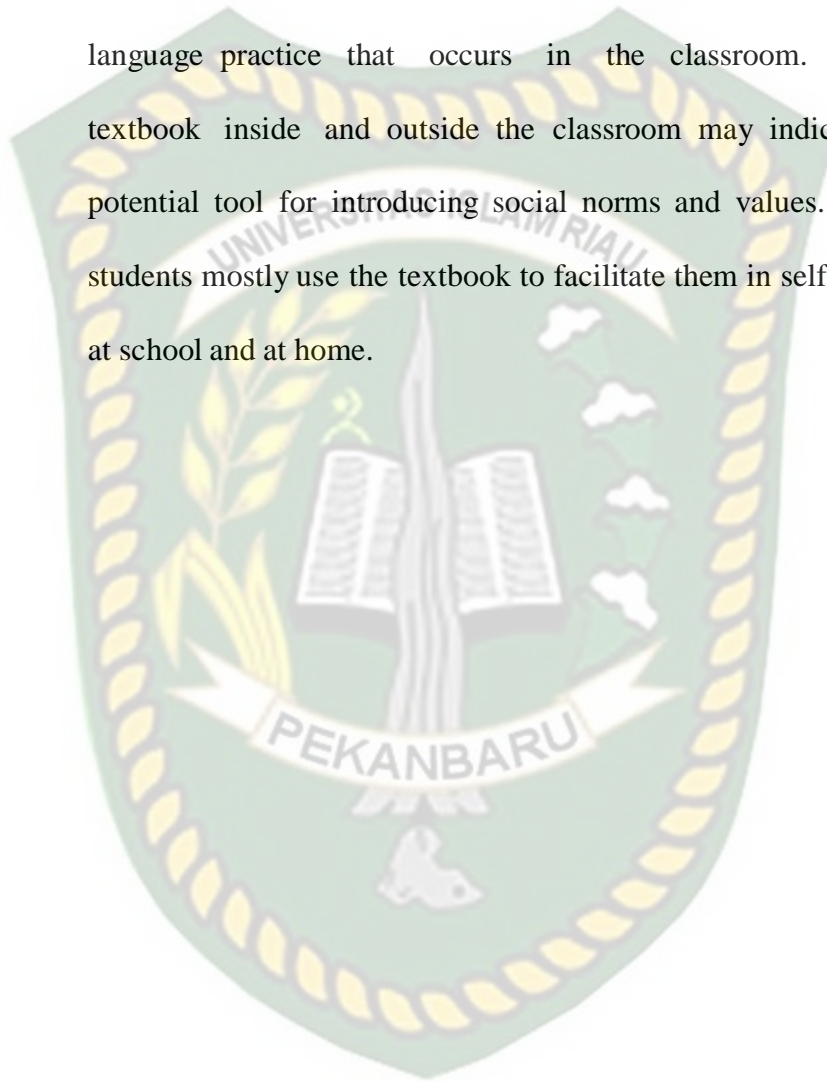
A person or group that speaks or acts for or in support of another person or group (Merriam Webster, 1828). A representation is a visual, written, or audio depiction of something or someone. This term also refers broadly to what images and texts mean, the meanings that they potentially convey, and how they come to take on those meanings (Mary Beltrán, 2018).

2. Gender

Gender is not something we are born with, and not something we have, but something we do (West and Zimmerman 1987) – something we perform (Butler 1990). Gender difference in communication has become important topics for discussion recently since the notion about ‘women’s language’ was elaborated by Lakoff (1976) and followed by Tannen (1990, 1994).

3. Text Book

This definition is also supported by Tomlison (1998) that textbooks serve as a basis for language input that learners need and for language practice that occurs in the classroom. The use of textbook inside and outside the classroom may indicate this as a potential tool for introducing social norms and values. As guidance, students mostly use the textbook to facilitate them in self-studying both at school and at home.



CHAPTER II

THEORITICAL FRAMEWORK

2.1. Relevance Theories

2.1.1. Gender

2.1.1.1. Definition of Gender

Gender is one of common terms that we often learn in daily life. But sometimes we consider that gender is same with sex. Actually, both of the terms are different things. So, what is gender? According to Holmes, in Sociology, gender is socially produced differences between being feminine and being masculine. It is different from sex. Sex is biological differences between males and females. As Carole Brugeilles and Sylvie Cromer (2009) state, “sex refers to the biological differences between males and females. It relates to the observable difference between their genitals and to their physiological functions in procreation.” So, sex is not gender. It is biological difference of human that involves genitals and physiological functions in procreation. While “Gender is related to culture and the social division into “masculine” and feminine”. Gender therefore pertains to the qualities, tastes, aptitudes, roles and responsibilities associated with men and women in a society.

Therefore, Thiyaagu (2015) states in his book that “gender refers to the roles and responsibilities of men and women that are created in our

families, our societies and our cultures.” Gender has been defined as:

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

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

Discourses on gender are extremely numerous and can be found in many different areas. Studies on it become one of the important and crucial things in society. According to James and Berger (1996:273), gender is ‘the most extensively investigated constructs of the social sciences’. This is also in line with Eckert (1998:64) who states that gender differences can be found in different cultures, places, and groups’.

Gender difference in communication has become important topics for discussion recently since the notion about ‘women’s language’ was elaborated by Lakoff (1976) and followed by Tannen (1990, 1994). This notion emphasized that men and women have different styles in using a language to communicate. Numerous studies on it then flourished in many

different countries such as in Arabic language (Hassan 2000) and in Japanese language (Itakuro and Tsui 2004). In Indonesia, gender research had been done in Java (Keeler 1990), in Wayewa, Sumba (Kuipers 1990), in Yogyakarta (Berman 1998), and in Bugis society (Mahmud 2008. 2009).

The word “gender” came into common use as an alternative to the word “sex” in the United States in the 1970s (Krieger, 2003). Using the word “gender” was a way for researchers and activists to counter the belief that our masculinity and femininity were biologically determined – a belief pervading the scientific and lay communities at the time (Krieger, 2003). The term “gender” distinguishes the set of learned expectations, behaviors, and attitudes about being a man or woman from our biologically determined traits – collectively termed our “sex.”

The British sociologist Giddens (1989) defines sex as biological or anatomical differences between male and female, whereas gender concerns the psychological, social and cultural differences between man and woman. In other words, sex is something you have, and it can be defined in terms of objective, scientific criteria- that is, the number of X chromosomes a person has. Gender, on the other hand, is social property: something acquired or constructed through your relationships with others through an individual’s adherence to certain cultural norms and proscriptions.

The question of gender differences in intelligence or academic achievement has been debated for centuries, and the issue has taken on particular importance since the early 1970s. The most important thing to keep in mind about this debate is that no responsible researcher has ever claimed that any male-female differences on any measure of intellectual ability are large in comparison to the amount of variability within each sex. In other words, even in areas in which true gender differences are suspected, these differences are so small and so variable that they have few practical consequences (Fennema, Carpenter, Jacobs, Franke and Levi, 1998).

2.1.1.2. Gender Stereotypes

Stereotype is perception toward person generally based on a group of people which he can be categorized. According to Mary Talbot (2003:472) “stereotype is often used to refer to prescriptions or unstated expectations of behavior, rather than specifically to representational practices.” Stereotype is refers to perception about individuals in a group generally have particular behavior. The behavior can cover ethnicity, race, occupation, or gender.

Gender stereotype is perception about different characteristics of women and men. Generally, people assume that men are dominance that women are subordination. As Talbot (2003) states “Gender stereotype linked to gender ideology reproduce naturalized gender differences. In doing so, they function to sustain hegemonic male dominance and female

subordination.” For example, men are dominance in talk while ideally women should be saying nothing at all. Based on the theories, it can be concluded that gender stereotype is assumption about different characteristics of women and men that men are more dominant than women in talk.

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

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاهُ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاهُ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

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

2.1.1.3. Gender Position in Textbook

There are cultural and social contents in textbook, one of them is gender. When we discuss about gender, it must talk about masculine and feminism. It also talks about men and women. Most of people trust that men are more dominant than women. (Holmes and Meyerhoff, 1998).

Gender position explains about the rule of men and women that appropriated to their gender. For example, a man becomes farmer because he has a big physical power, while a woman becomes chef. To analyze how gender position represented in the textbooks, can be done by analyzing some aspects of the textbook. The aspects are Logsdon (1985):

1. Female or Male Pictorial Representation or Illustration

It is not always easy to identify gender of pictures or illustration in textbooks. According to Brugeilles and Cromer, to identify gender of pictures can be done by analyze the attributes which on the pictures. The attributes such as hairstyles and clothes, which are highly stereotyped according to cultural context, may sometimes provide a basis for classification. For example, male hairstyles includes beard, moustache, and very short hair while female styles are braiding, plaiting or knotting; ribbons or bows in the hair, etc. Moreover, for clothes, male usually wears trouser while female wears skirt or dress (Carole Brugeilles and Sylvie Cromer, 2009).

2. Female or Male Characters

Characters were portrayed in professional or occupational roles of female and male in textbook (Munawar Mirza, 2004). 17 The characters are identified from texts, pictures, or exercises in the textbooks. The examples of female or male professional or occupational roles are teacher, student, police, actor, actress, singer, writer and others.

3. Female or Male Mentioned

Female or male mentioned includes proper noun, pronoun, common noun, and title (Brugeilles and Cromer, 2009). 18 Proper noun involves name (e.g. Mary, Peter) and surname with courtesy title (e.g. Mrs Awah, Mr Brown). Pronoun involves subject pronoun (e.g. he, she), object pronoun (e.g. him, his), possessive pronoun (e.g. his, hers), and possessive adjective (e.g. his, her). Then common noun is such as father, mother, husband, wife, son, and daughter. The last is title, for example madam and sir.

4. Female or Male Roles Models

The role models presented in texts, illustrations or exercises (Ummu Salamah, 2018). The role models are such as public figures which presented in textbooks. The examples are famous singers and historical figures.

5. Female or Male Activities

Female or male activities refer to a kind of activities that done by female or male in the textbook such as shopping, driving, studying, working and others (Mehran Samadikhah and Mohsen Shahrokhi, 2014).

6. Pattern of Mentioning Female or Male Names

The pattern refers to mentioning of female and male names in a single phrase (Eckert, Penelope and Sally McConnell-Ginet, 2003). The mentioning is called firstness. Firstness is two gender-specific nouns or pronouns appear as a pair in a text, like mother and father or he/she, the one appearing in the first position can be interpreted having a higher status. The aspects above are representing gender position in ELT (English Language Teaching) textbook. These aspects are containing in content of the textbook including texts, illustration, and exercises.

2.1.2. Textbook

2.1.2.1. Definition of Textbook

Textbook is one of source of materials classroom that used by teachers. It is instructional device that used in the classroom. Teacher and students usually have the textbook and use it as their reference in teaching and learning, especially language course. As Penny Ur (1991) says that textbook is lesson book that used and followed by teacher and students systematically as the basis for a language course.

According to Jack C. Richards (2001), textbooks are used in different ways in language programs. The using of textbook is appropriated with needs and purpose of learning. For example, English teacher uses reading textbook when he teaches his students reading skills. While the teacher teaches grammar to his students, he will chose grammar textbook as

lesson book. According to Brian Tomlinson (2012), textbook is also known by course book. When teacher selects a course book for his classroom, he has to pay attention to two points. The first is content of the book in relation to its professed aims. The second is the effectiveness of materials such as learners' need.

Textbook is more economical compared with the other learning media. Therefore, textbook in learning process is still used although there are many learning media. Longman (1978: 1146) states that textbook is a standard book for the study of a particular subject, especially used in schools. Langenbach (1997: 563) says that in strict case of term, a textbook is a book that presents a body of knowledge in an organized and usually simplified manner for purpose of learning. Moreover, Dana Ferris and John S. Hedgcock (2005: 125) state that textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach. Textbook is one of materials which are most which is most frequently used in teaching learning process. It is one of knowledge sources which is the easiest to obtain and becomes one of many aids to assist the students in acquiring clear concepts of subject matter (T. Jakovos .2000).Based on the definition above, the researcher concludes that textbook is standard book for the study a particular subject and usually simplified manner for purpose in learning.

Based on the theories above, textbook is main reference of classroom materials that used and followed by teacher and students systematically as main resource in teaching and learning, especially in language classroom. Textbook contains some materials including skills of language such as reading, writing, listening and speaking. It also contains materials of grammar and vocabulary. English teacher use the textbook appropriated with the learning purpose which will be reached. For example, when the teacher will teach his students reading skill, he uses reading textbook in his classroom.

2.1.2.2. Type of Textbook

There are several types of textbooks in learning process, it's important to know about the categories of textbooks before evaluating textbooks or series (Hussain & Mahmood 2002).

1. Core Series Textbooks

This sequence of books, usually beginning through high intermediate or advanced levels sometimes includes a literacy level as well. The four skills (listening, speaking, reading and writing) are integrated, although “many series put a stronger emphasis on listening and speaking skills development and have a life skills focus” Hrehovcik, (2002). Many series include different components such as audio-visual elements, teacher

materials, web based assistance and assessment options. Most core series try to relate in some way to standardized assessment, national, state and other standards.

2. Integrated Skills Texts

These books also provide practice in the four skills, but they are single text instead of being the part of a leveled core series.

3. Grammar Texts

Some books are core grammar series and include both presentation and practice for learners. Other reference books not typically used as students, but useful for teacher and learner also.

4. Skill Specific Texts

These books focus on particular skills, such as listening, reading, speaking, vocabulary or pronunciation. Most commonly, such textbooks are introduced and published as part of the series of curricula.

5. Literacy Texts

Some books and other materials are designed specifically for learners who have limited formal education. Students go through such textbooks as part of their academics. These books are written on some specific curriculum guidelines.

6. Content Based Texts

These books are focused on specific subject areas such as civics

or citizenship, job related topics or academics preparation. Most likely professional matters and information are discussed in such text volumes.

7. Dictionaries

Picture dictionaries for beginning levels and a range of English only dictionaries (from limited, with simple definitions to high advanced) for other levels can be useful for learners both in and outside of class. There are different types of dictionaries i.e. monolingual, bilingual and multilingual dictionaries etc.

Prior to the analysis of textbooks, it is necessary to conduct a preliminary analysis of the context in which the material is going to be used and a survey of the learners needs. This need originates from the realization that there is a distinctive line between the analysis of the textbook and its valuation According to McGrath (2002, p. 22) “analysis is a process which leads to an objective, verifiable description whereas evaluation involves the making of judgments”. Evaluation is feasible when a comparison is made between the descriptions of a context with the description of the textbook. Therefore, the analysis of textbooks should be made by looking at specific required elements or set of criteria.

Evaluation of teaching materials can be divided in three types according to the literature in the field of English Language Teaching.

1. Pre-use or predictive evaluation by (Ellis, 1997; McGrath, 2002; Tomlinson, 2003), involves making decisions about the potential value of materials for their users.
2. In-use or whilst-use evaluation by (McGrath, 2002; Tomlinson, 2003), which involves measuring the value of materials while using them or observing them as being used.
3. Post use evaluation by (McGrath, 2002; Tomlinson, 2003). According McGrath, measures the actual effect of the materials on the users. As Tomlinson (2003, p. 25) states post use evaluation can measure the actual outcome of the use of the materials and thus provide the data on which reliable decisions about the use, adaptation or replacement of materials can be make.

2.1.3. How to Analysis the Textbook Based Gender?

According to researchers the method is quite easy, just by looking for photos, names, or even jobs that can be found in textbooks. Textbook review and analysis from a gender perspective aims to collect evidence of gender biases in textbooks as well as examples of good practice in promoting

gender equality.

Textbook analysis can be performed by examining the textbook discourse as such (i.e., messages delivered in, and through textbooks based on wording, examples, illustrations, working methods) and by collecting the opinions of textbooks users, beneficiaries and stakeholders on aspects in textbook development and implementation that may hinder or foster gender equality.

2.2. Relevant Studies

This research not the initial study on media on teaching, some studies had previously been conducted by many researchers, among them are as follows:

- a. Aslim Zahri (2018): Gender Representation in Indonesia EFL Textbook (A Critical Analysis of Buku Bahasa Inggris Exercise Publish byKemdikbud).

The different this research from that was carried out by Aslim Zahri were: (1) This research was Collected by Document Analysis with analyzed by five aspect, they are: -Visibility, -Firstness, -Feminime/Masculine,- Activities, -Occupation; (2) This research focus on the Question, “Does the English textbook represent gender equally?”; (3) This research is addressed to students of Senior High School in Banda Aceh.

- b. Sylvie Cromer (2009): Analysis Gender representations in School Textbook.

The different this research from that was carried out by Sylvie Cromer were: (1) collecting the data in this research was used Traditional Quantitative Survey analysis method: Frecuency distribution tables, cross-tabulation, descriptive statistics, PCA,etc; (2) This research focus on representation of Gender system, and Through the suggestions that she take an interest in school Textbook; (3) This research is addressed in Paris.

- c. Sugeng Ariyanto (2018): A Portrait of Gender Bias in The Prescribed

Indonesian ELT Textbook for Junior High School Students.

The different this research from that was carried out by Sugeng Ariyanto were: (1) collecting the data in this research was document analysis; (2) This research focus on maintaining a balance between all aspects of competency, including knowledge, attitudes and Skills; (3) This research is addressed the Textbook Based on the 2013 Curriculum in Indonesia.

Based on the explanation above, it can be concluded that this research is completely different from those three previous researches in term of Data Collection, Limitation of the Problem, and the Location of the Research

Activities.

2.3. Conceptual Framework

A conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). It is linked the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by researcher (Peshkin, 1993).

Gender is a part of culture that is socialized from birth. When a baby is born, people will know it is a girl or a boy from their genitals. If the baby is a girl, the parents will give her a pink blanket or balloon. Meanwhile, if it is male, it will be given a blue color. That is an example of doing gender which is common in society. Moreover nowadays there is a new way to celebrate a mother's Pregnancy and to tell relatives what gender they have, this is called a gender reveal or baby shower. Therefore, that is one way for society to socialize gender. Gender is about feminine or masculine. This is a problem of concern to people all over the world. Most talk about gender equality between men and women. That is an important topic for discussion.

Textbook is one of learning resources which used by English teacher and students in the classroom. The content of textbook represents cultural and social values, for example gender. In addition to it, English is a language that has gender in its grammar. It is one of part of speech in English, pronoun. There is gender in English pronoun, for example "he" is refer to man, while "she" is refer

to woman.

Because of it, students should be made aware of the content in the textbook which contains gender. Therefore, it is important to analyzed gender in textbook.

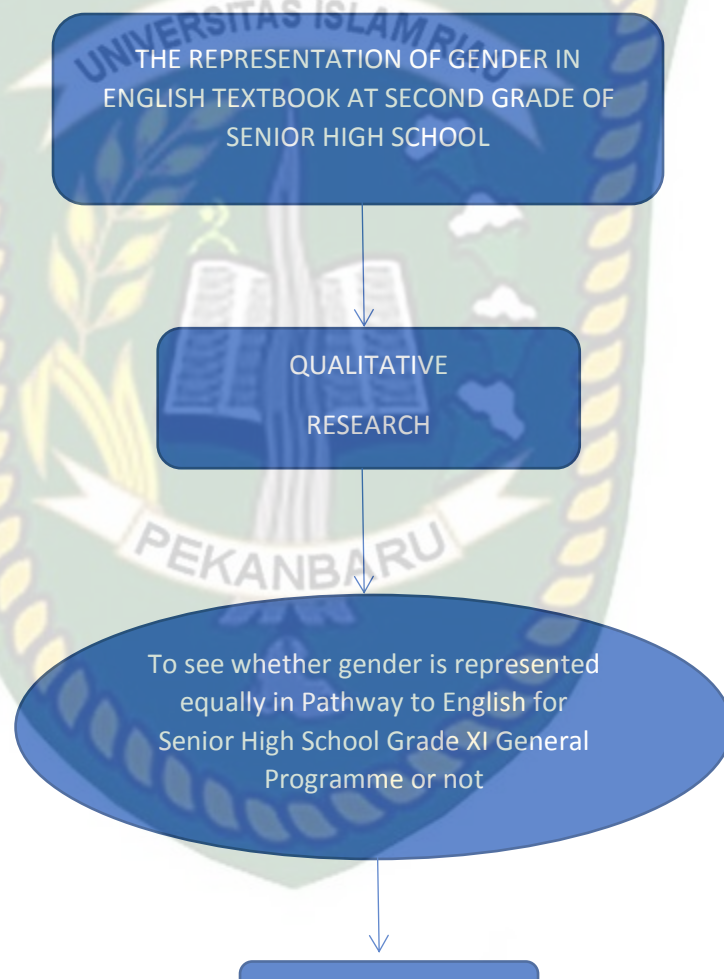


Figure 2. 1. The Conceptual Framework of the Research

2.4. Assumption

Assumption for this research for to see whether gender is represented equally in *Pathway to English for Senior High School Grade XI General Programme* or not. For being assumptions of this research, the researcher believed that this textbook can represented the gender.



CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This research is qualified as a Qualitative Research. This Research use qualitative method to expose the result. According to several prominent qualitative scholars (Creswell 2002; Pope & Mays, 1995; Denzin & Lincoln, 1994) Qualitative research is intended to deeply explore, understand and interpret social phenomena within its natural setting.

3.2. Source of Data

The book studied is an English Textbook for Grade VII students entitled Pathway To English for Senior High School Grade XI General Program by Th. M. Sudarti and Eudia Grace. Published by Erlangga in 2014. and the book consists of 12 units or chapters with illustrations. This book presents expressions and grammar with exercises to facilitate student understanding. This study examined all textbook units including illustrations, vocabulary, exercises, and texts. This textbook was chosen because this textbook prepared based on the 2013 Curriculum besides the textbook published by the Indonesian Ministry of Education and only this book can be borrowed by researchers.

The researcher put a table of Indicators on down bellow from the Textbook title “Pathway To English” to see the indicators or the aspect that Researcher used to the Data and the Textbook is Matching.

Table of Indicator from the Textbook

Indicator	Page	Female	Male
Pictorial or Illustration	5-244	101	178
Characters	5-244	10	15
Mention	8-238	146	301
Role Models	41-242	5	15
Activities	5-235	7	13
Pattern	8- 238	10	10
Mentioning			

3.3. Data Collection Technique

The data collected was carried out using document analysis. This technique is used to describe written or text-based artifacts such as textbooks and journals. The data collected was conducted to describe this research. The contents of the English textbook Pathway to English were analyzed including pictures, vocabulary, texts, and exercises.

3.4. Data Analysis Technique

Not only have the teachers socialized gender, but also textbook. Textbook may also present gender bias implicitly. According to Logsdon (1985) cited in Salamah (2014) gender representation in textbooks consists of six aspects:

1. Female / Male Pictures: The author counts the number of pictures of women/men presented in the text book Pathway to English for General Program for Class XI SMA.
2. Female / male mentioned: female / male mentioned in the textbook Pathway to English for Senior High School Grade XI General Program.
3. Character of women / men: the jobs of women / men (eg students, teachers) are counted.
4. Female / male role models: the role models presented in the text or exercises are calculated.
5. Pattern of mention of female / male names: the order of the mention of the names of girls and boys in one phrase (e.g. Sally and John) is counted.
6. Activities of female / male: the writer counted the number of female/male activities (e.g. Studying, walking) were counted.

CHAPTER IV

RESEARCH FINDINGS

4.1. Data Description

One ELT (English Language Teaching) textbooks were analyzed. Here Pathway to English for SMA/MA Grade XI this book was analyzed in six aspects of gender namely female or male pictorial representation or illustration, character, female or female mention, role models, activities, and Pattern of mentioning female/male.

4.1.1. Female or Male Pictorial Representation or Illustration.



The following textbook shows the pictures and illustration of male and female. It could be presented one by one. In This book it was found that pictures and illustrations which represented male are dominant in almost all chapters while in chapter 9 none picture or illustration that represented male.

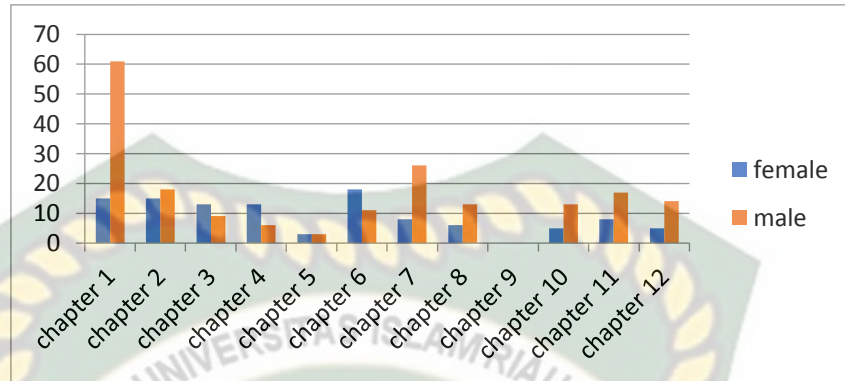
Either female picture.

Table 4. 1. The Number of Picture or Illustration

Chapter	Female	Male
Chapter 1	15	61
Chapter 2	15	18
Chapter 3	13	9
Chapter 4	13	6
Chapter 5	3	3
Chapter 6	18	11
Chapter 7	8	26
Chapter 8	6	13
Chapter 9	0	0
Chapter 10	5	13
Chapter 11	8	17
Chapter 12	5	14
Total	101	178

Table 4.1 shows that male are more dominant than female in picture or illustration of this textbook. There are 101 female pictures and illustrations while male are 178.

Chart 4. 1. Chart of Illustration



Based on the Chart above, in Chapter 1 Males have the highest number than females. And in Chapter 5 Males have the Lowest number and also Females.

4.1.2. Female or Male Characters



2. Listen to the talks. Which CDs are being talked about? Put a tick (✓) below the pictures.



Table 4. 2. Characters

Female	Male
1. Scientist	1. Coach
2. Musical	2. Student
3. Teacher	3. Teacher
4. Radio Announcer	4. Musical
5. Students	5. Motivator
6. Motivator	6. Boss
7. Ballerina	7. Fire fighter
8. Singer	8. Waiter
9. Hero	9. Professor
10. Cashier	10. Doctor
11. Business woman	11. Scientist
12. Builder	12. Athlete
13. Store attendant	13. Singer
	14. Hero
	15. Store attendant

In the part of Textbook above, the researcher puts an example for the Profession contained in the Textbook and there are various kinds of Professions and the large number of Women and Men in this Textbook that the researcher put into the Table above.

4.1.3. Female or Male Mention

Here is the example of female or male mention



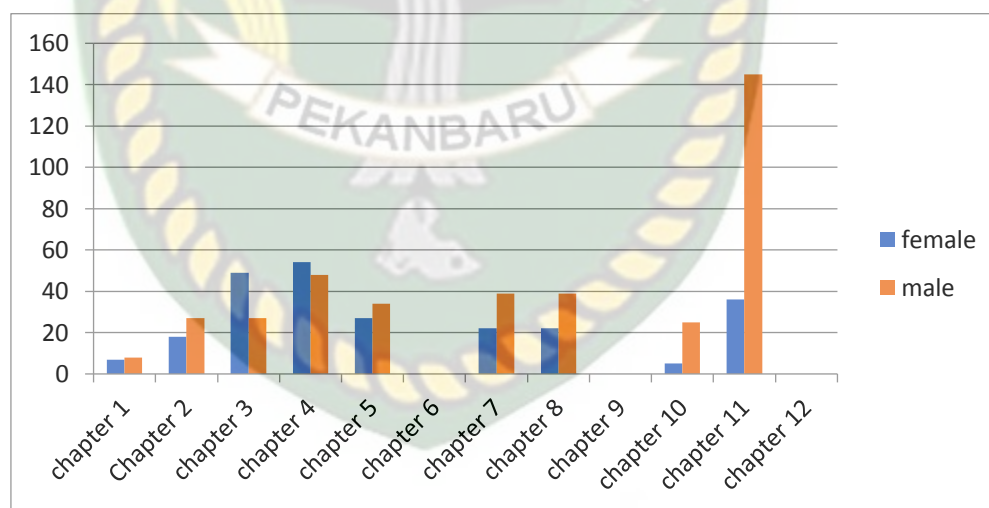
Table 4. 3. The Number of Mention

Chapter	Female	Male
Chapter 1	7	8
Chapter 2	18	27
Chapter 3	49	27
Chapter 4	54	48
Chapter 5	27	34
Chapter 6	0	0
Chapter 7	2	1
Chapter 8	22	39
Chapter 9	0	0

Chapter 10	5	25
Chapter 11	36	145
Chapter 12	0	0
Total	146	301

From the Part of Textbook above, It found equal women and men mentioned in this Textbook. Although in several chapters the number of women and men is mentioned very different but the whole textbook is dominated according to either gender. Women are mentioned 146 times, and men are 301 times. It is said that the gender position of this aspect in this Textbook is predominantly male.

Chart 4. 2. Chart of Mention



Based on the Chart above, Chapter 11 Males have the Highest number than Females. In Chapter 7 Males have the Lowest number but also the Females have the Lowest number. And in Chapter 6, 9, and 12 both

Males and Females have no numbers at all.

4.1.4. Female and Male Role Models

As the following textbook, researcher puts an example for the Role Models that Already in the Textbook.



Table 4. 4. The Number Role Models in Textbook

Chapter	Female	Page	Male	Page
Chapter 3	Christy Turlington – Burns	41	-	-
Chapter 4	-	-	1. Professor Hans Thamhain 2. Dr. Dimitrios V. Nikolaidis	70 71
Chapter 11	R.A Kartini	212	W.R. Soepratman	212

	Cut Nyak Meutia	212	I Gusti Ngurahrai	212
	Cut Nyak Dhien	216	Ir. Soekarno	212
	Martha Christina Tiahau	217	Pangeran Diponogoro	212
			Sudirman	212
			R.E. Martadinata	212
			Nelson Mandela	216
			Abdul Haris Nasution	219
			Mahatma Gandhi	221
			Albert Einstein	223
			William Shakespeare	227
			Ismail Marzuki	228
			John Lennon	242
Total	5		15	

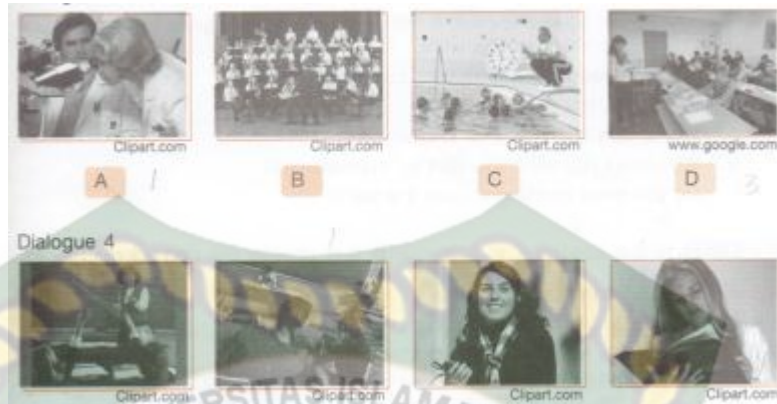
There are many role models in this book. Apart from the number of different role models, this book is also dominated by men.

4.1.5. Female and Male Activities

Table 4. 5. The Number of Activities in Textbook

Female	Male
Studying	Researching
Teaching	Conductor of music
Reading	Teaching
Shopping	Eating
Cooking	Listening music
Preparing food	Reading
Visiting	Studying
	Writing
	Cleaning
	Building
	Walking
	Working
	Buying

As the following Textbook, researcher puts an example of the Activities from the Textbook.


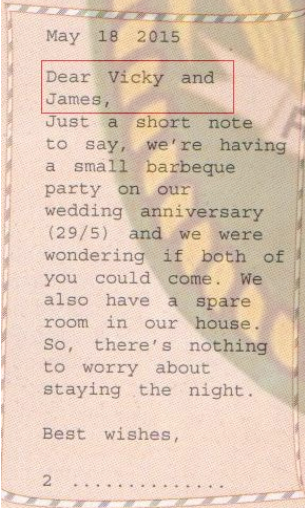


Of these activities are also dominated by men. There are 7 activities carried out by women and 13 activities done by men. In addition, there are also several activities that are carried out by both of Female and Male.

4.1.6. Pattern Mentioning of Female or Male

This aspect analyzes the firstness of women and men. In this book, that is found the first 13 male patterns, namely Mr. and Mrs. Temporary there are only 10 patterns of female virtue.

Table 4. 6. Female Pattern Mentioning

Indicator	Female	Page
 <p>You will hear a radio presenter taking calls during a segment of 'Beautiful World'. Two senior high school students, Sarah and Tuti call to talk about 'quitting internet bug habits'.</p> <p>a. Where do you think the talk show happens? b. Are they in the same place? How do you know? c. What are they talking about? d. Do Sarah and Tuti have the same opinions about the topic? e. What is Sarah's suggestion about the topic? f. What is Tuti's suggestion about the topic?</p> <p>8 Chapter 1 You Should Keep Your Environment Clean</p>	Sarah and Tuti	8
 <p>May 18 2015</p> <p>Dear Vicky and James,</p> <p>Just a short note to say, we're having a small barbeque party on our wedding anniversary (29/5) and we were wondering if both of you could come. We also have a spare room in our house. So, there's nothing to worry about staying the night.</p> <p>Best wishes,</p> <p>2</p>	Vicky and James	56

<p>Invitation 1</p> <p>To: Carla and family</p> <p>My birthday falls on April 22nd and I am counting the days of happiness. I am waiting for my friends and family to gather at my home on April 22nd at 6 p.m. and shower wishes on me. On this occasion, I cordially invite you and your family to be present with me. Your presence will be most eagerly awaited. Looking forward to seeing you on that day.</p> <p>Yours lovingly,</p> <p>Benne Dickson</p>	<p>Carla and Family</p>	<p>62</p>
<p>Invitation 4</p> <p>It's a Baby Shower For Jean Duley and baby girl Duley!</p> <p>Saturday, July 15 2p.m. - 6p.m. 2467 Goodwin Lane New Braunfels, Texas</p> <p>Hosted by Johanna Martini and Nydia Perez</p> <p>RSVP: Johanna @email.com Nydia @email.com or call Johanna at 210-555-1212</p> <p>Chapter 4 We cordially invite you</p>	<p>Johana Martini and Nydia Perez</p>	<p>64</p>

<p>Practice this dialogue with your friend.</p> <p>Jack : Hey, Maria!</p> <p>Maria : Yeah?</p> <p>Jack : Myra, Neo, Armand and I are going to the Concert in the Park this evening. How about coming with us?</p> <p>Maria : That's a great idea. I've wanted to go there.</p> <p>Jack : Good. We'll meet around 5. Don't miss it.</p> <p>Maria : I won't.</p>	<p>Myra, Neo, Armand and I (Jack)</p>	<p>68</p>
<p>Create dialogues based on the situations given below.</p> <p>a) Ask your friend if she/he is free this Sunday. Invite her/him to eat out in a restaurant to celebrate you success in getting a big project.</p> <p>70 Chapter 4 We cordially invite you</p>	<p>She/He; Her/Him</p>	<p>70</p>
<p>June 12 Dana and Chuck Norris 777 Lander Lane Meridian, ID 83642</p> <p>Dear Mr. and Mrs. Norris,</p> <p>You are cordially invited to a formal dinner in honor of Samuel Green on July 21 at 8 p.m. at the Boise Hilton.</p> <p>As you are an associate of Mr. Green, we would like you to speak briefly about his work in the lumber industry. If this is possible, please let me know within the next week.</p> <p>Please note that this is a black-tie event, RSVP with the names of those attending by July 14.</p> <p>Sincerely yours,</p> <p>John Cougar Chairman, Social Committee</p>	<p>Dana and Chuck Norris</p>	<p>73</p>
<p>" Good morning, ladies and gentlemen. I'm Cathy Pearson. Welcome to Jardine Porcelain Manufacturer. We produce eating utensils, such as plates, bowls, cups and saucers. Now let me tell you how porcelain is manufactured. Well, first of all, sand, soda, limestone, dolomite and feldspar are mixed in the mixer. Then they are transferred to the tank furnace. Next, the materials are heated to a temperature of about 1500 degree Celsius and when the glass is liquid, the temperature is reduced to about 900 degree Celsius and arsenic and manganese dioxide are added then. After that, the liquid is passed in the required shape, we cool it slowly. This stops it cracking. And these are the final products. Why don't we see the real process at the factory? Okay, come with me, please."</p> <p>Pathway to English 2 137</p>	<p>Ladies and Gentlemen</p>	<p>137</p>


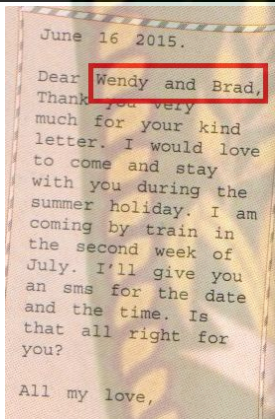
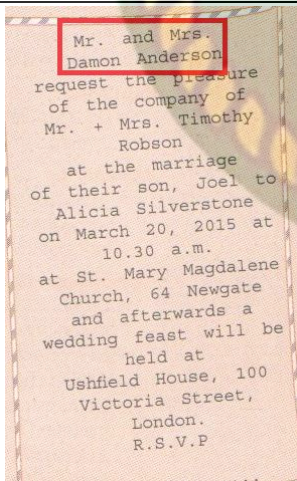
<p style="text-align: right;">Script 1</p> <p>Ladies and Gentlemen,</p> <p>I am here tonight to put forward the proposals for the new Town Hall. This will be located in George Street, and will replace the existing building in Mary Baker Street.</p> <p>A new town hall has been necessary for some time. The present building is old-fashioned, cramped and inconvenient. It is impossible to work efficiently in these surroundings.</p> <p>As for the suggestion that the project is a waste of public money, the building in fact represents a valuable investment of public funds. The construction of the building will provide employment for many people, and the building itself will incorporate public facilities such as a library and an art gallery.</p> <p>To sum up, the project will be great value, not only to those directly concerned, but also to the public as a whole. Thank you.</p>	<p>Ladies and Gentlemen</p>	<p>202</p>
<p style="text-align: right;">Script 2</p> <p>Ladies and Gentlemen,</p> <p>I would like to oppose the building of the new Town Hall on a number of counts.</p> <p>The building would be a disgraceful waste of public money, which could far more usefully be spent on the social services or education. Moreover, the site at George Street has been reserved for some time for a public park and the construction of the new Town Hall would mean abandoning this plan. The new building, incidentally, will be something of an eyesore, and will not harmonize in anyway with its surroundings.</p> <p>To turn to the question of employment, workers will only be needed on the project for a year or two and will have to find new jobs elsewhere after that. The project will not be of any lasting benefit.</p> <p>In conclusion, I would like to say that I consider this project a shocking waste of money at a time of financial hardship. Thank you.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Councilor Steward</p> </div> </div> <p>202 Chapter 10 Why is it a good habit to have?</p>	<p>Ladies and Gentlemen</p>	<p>202</p>

Table 4. 7. Male Pattern Mentioning

Indicator	Male	Page
	Wendy and Brad	56
	Mr. and Mrs. Damon Anderson	56

<p>March 10th</p> <p>Dear Mr. and Mrs. Anderson,</p> <p>Thank you very much for your kind invitation to Joel's wedding. We are very happy to accept.</p> <p>Your sincerely,</p>	<p>Mr. and Mrs. Anderson</p>	<p>56</p>
<p>Mr. & Mrs. Jamal Mittal</p> <p>request the pleasure of your company on the auspicious occasion of the wedding of their daughter</p> <p>MALTI with NARESH (son of Mr. and Mrs. P. K. Goval)</p> <p>at their residence at 10, Mall Road, Shimla at 8 p.m. on Sunday, 26th of December</p> <p>RSVP Mahesh Mittal Suresh Mittal</p> <p>clipart</p>	<p>-Mr. and Mrs. Jamal Mittal; -Mr. and Mrs. P. K. Goval</p>	<p>61</p>
<p>Dear Mr. And Mrs. Chakrawarty,</p> <p>I am happy to share with you that my _____ (a), _____ (b) is to be married on _____ (c) to _____ (d). It would give me great pleasure if you could attend the wedding feast. The wedding feast will be held at _____ (e) at _____ (f).</p> <p>I hope that you will give me the pleasure of your company on the wedding day.</p> <p>Yours sincerely, Jamal Mittal</p>	<p>Mr. and Mrs. Chakrawarty</p>	<p>61</p>

<p>Invitation 2</p> <p>Dear Mr. Beckenhauer,</p> <p>With this letter Mr. and Mrs. Holmes hereby wish to invite you to a dinner celebrating the graduation of their daughter Ms. Kathie Holmes. It will take place at the King's Palace Hotel, Crystal Hall on Wednesday the 2nd of August. The dress code is formal.</p> <p>We hope you will manage to join us for a night of toasts, good cheer and gourmet delights celebrating this great honor for our family. Proceedings will start with a display of fireworks at 8 p.m. A four course dinner will be served in the Crystal Hall at 9 a.m.</p> <p>Please complete the attached RSVP and return to the address stated above by July 21st. Unfortunately, we are not in position to accept replies received after this date. On behalf of Ms. Holmes, I look forward to your attendance.</p> <p>Mr. Vincent James Head of Protocol</p> <p style="text-align: right;">Pathway to English 2 63</p>	<p>Mr. and</p> <p>Mrs.</p> <p>Holmes</p> <p>Hereby</p>	<p>63</p>
<p>Check your comprehension.</p> <p>a) What are Jack and his friends going to do this evening?</p> <p>b) Who is he inviting?</p> <p>c) Does Maria accept or refuse the invitation?</p> <p>d) How does Jack express his invitation? Underline it.</p>	<p>Jack and His</p> <p>friends</p>	<p>68</p>
<p>a) Ask your friend if she/he is free this Sunday. Invite her/him to eat out in a restaurant to celebrate you success in getting a big project.</p> <p>b) A friend is inviting you to go camping next week in a camping site on a mountain. You can't decide whether to accept or to refuse and tell him/her to inform via a text message.</p> <p>c) A friend has an extra ticket for the basketball game and invites you to come along. You are interested but can't make it as you have already planned to do something with your brother.</p>	<p>Him/her</p>	<p>70</p>

<p>June 12 Dana and Chuck Norris 777 Lander Lane Meridian, ID 83642</p> <p>Dear Mr. and Mrs. Norris,</p> <p>You are cordially invited to a formal dinner in honor of Samuel Green on July 21 at 8 p.m. at the Boise Hilton.</p> <p>As you are an associate of Mr. Green, we would like you to speak briefly about his work in the lumber industry. If this is possible, please let me know within the next week.</p> <p>Please note that this is a black-tie event, RSVP with the names of those attending by July 14.</p> <p>Sincerely yours,</p> <p>John Cougar Chairman, Social Committee</p>	<p>Mr. and Mrs. Norris</p>	<p>73</p>																				
<p>9 Tom and I send you our love and our assurance of devoted friendship now and always.</p>	<p>Tom and I (His)</p>	<p>88</p>																				
<p>Example:</p> <table><tr><th>Simple past tense</th><th>Past Perfect tense</th><th>Noun phrase</th><th>Auxiliary</th></tr><tr><td>Gandhi was Born in India on October 2nd, 1869</td><td>World leaders like Dr Martin Luther King and Nelson Mandela had used Gandhi's methods to get justice for their people.</td><td>the preeminent leader</td><td>His birthday, 2 October, will always be commemorated there as Gandhi Jayanti, a national holiday</td></tr><tr><td>Subject: Gandhi</td><td>Subject: World leaders like Dr Martin Luther King and Nelson Mandela.</td><td>Real noun: leader</td><td>Subject : His birthday, 2 October</td></tr><tr><td>Predicate: was born</td><td>Predicate: had used</td><td>Adjective: pre-eminent</td><td>Predicate: will always be commemorated</td></tr><tr><td>Others: in India on October 2nd, 1869</td><td>Others: Gandhi's methods to get justice for their people.</td><td>Others: the Father of the Nation</td><td>Others: commemorated there as Gandhi Jayanti, a national holiday</td></tr></table> <p>222 Chapter 11 He was a hard-working man</p>	Simple past tense	Past Perfect tense	Noun phrase	Auxiliary	Gandhi was Born in India on October 2 nd , 1869	World leaders like Dr Martin Luther King and Nelson Mandela had used Gandhi's methods to get justice for their people.	the preeminent leader	His birthday, 2 October, will always be commemorated there as Gandhi Jayanti, a national holiday	Subject: Gandhi	Subject: World leaders like Dr Martin Luther King and Nelson Mandela.	Real noun: leader	Subject : His birthday, 2 October	Predicate: was born	Predicate: had used	Adjective: pre-eminent	Predicate: will always be commemorated	Others: in India on October 2 nd , 1869	Others: Gandhi's methods to get justice for their people.	Others: the Father of the Nation	Others: commemorated there as Gandhi Jayanti, a national holiday	<p>Dr Martin Luther King and Nelson Mandela</p>	<p>222</p>
Simple past tense	Past Perfect tense	Noun phrase	Auxiliary																			
Gandhi was Born in India on October 2 nd , 1869	World leaders like Dr Martin Luther King and Nelson Mandela had used Gandhi's methods to get justice for their people.	the preeminent leader	His birthday, 2 October, will always be commemorated there as Gandhi Jayanti, a national holiday																			
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Others: in India on October 2 nd , 1869	Others: Gandhi's methods to get justice for their people.	Others: the Father of the Nation	Others: commemorated there as Gandhi Jayanti, a national holiday																			
<p>Pay attention to the bold parts. The bold parts are auxiliaries.</p> <table><tr><th>subject</th><th>Auxiliary verb (be)</th><th>verb</th><th>Others</th></tr><tr><td>A. H. Nasution</td><td>Was</td><td>promoted</td><td>to corporal</td></tr><tr><td>Albert Einstein</td><td>Was</td><td>studying</td><td>the complex mathematics of calculus</td></tr><tr><td>World leaders like Dr Martin Luther King and Nelson Mandela</td><td>Auxiliary verb (has/have) Have</td><td>used</td><td>Gandhi's methods to get justice for their people.</td></tr><tr><td>His birthday, 2 October</td><td>Auxiliary verb(modal) Will always be</td><td>commemorated</td><td>there as Gandhi Jayanti, a national holiday</td></tr></table>	subject	Auxiliary verb (be)	verb	Others	A. H. Nasution	Was	promoted	to corporal	Albert Einstein	Was	studying	the complex mathematics of calculus	World leaders like Dr Martin Luther King and Nelson Mandela	Auxiliary verb (has/have) Have	used	Gandhi's methods to get justice for their people.	His birthday, 2 October	Auxiliary verb(modal) Will always be	commemorated	there as Gandhi Jayanti, a national holiday	<p>Dr Martin Luther King and Nelson Mandela</p>	<p>226</p>
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His birthday, 2 October	Auxiliary verb(modal) Will always be	commemorated	there as Gandhi Jayanti, a national holiday																			

Indonesian Songs		English Songs	
"Panah Asmara" – Chrisye	"Panah Asmara" – Afghan	"Leaving On A jet Plane" – Peter, Paul and Mary	"Leaving On A jet Plane" – Chantal Kreviazuk

238 Chapter 12 I'd Like to Teach the World to Sing

Peter, Paul
and Mary

238

4.2. Data Analysis

There are several findings to be analyzed based on the six gender aspects in the textbook which have been described in the data description. The first is a pictorial or illustration of a man or woman. The textbook is predominantly male. The gender of images and illustrations in textbooks is identified from the image and illustration's attributes such as hair style and clothing. To identify the gender of the image, it can be done by analyzing the attributes contained in the image. Such as hairstyles and clothing, which are highly stereotyped according to cultural contexts, can sometimes provide a basis for classification. For example, women have long hair while men have very short hair. Moreover, women usually wear skirts or dresses while men wear pants.

Here are female or male pictures and illustrations which researcher find in internet and has the similar looks like in the textbook.



Figure 4. 1. a boy with a short Figure 4. 2. a girl with trouser

Figure 4.2 showed a girl wears trouser and a boy wears shorts. There are 23 of 54 figures which showed female who wears trouser. It means female figure in Textbook do not stereotype. In context of clothes, it is clothes are usually worn by female and male.

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



Figure 4. 3. Woman Wears Dress

In the Textbook there are also several figures that show women wearing dresses. Then the woman also tied her hair. This figure represents the stereotypical attributes of women.



Figure 4. 4. A girl with short hair and glasses



Figure 4. 5. A boy with very short hair

The figures above are analyzed by hairstyle. Figure 4.2.4 shows a girl with short hair and glasses. It is identified female style, as. However, figure 4.2.5 presents a boy with very short hair which identified male style.

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

Moreover, in this Textbook there is a picture which represented gender with unusual role. Here is the picture:



Figure 4. 6. A Glass Maker

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

The second finding is female or male characters. The characters were portrayed in professional or occupational role of female and male in this textbook. The occupations in textbook are dominated by male. Female and male occupations in the textbook are suitable to each gender. For example, female becomes teacher, airline counter attendant, store attendant, scientist and business woman while male becomes athlete, professor, fire fighter, Coach, and Boss. However, there is an occupation which is not suitable for female, a glass maker, as it has been analyzed and explained at the previous paragraph. While male occupations are suitable, such as doctor, coach, fire fighter, singer, composer, and other.

The third one is female or male. That includes name, personal pronouns, and titles. Title refers to the term used to refer to male or woman in English. In both textbooks it is indicated by proper nouns or names (e.g. Sarah, Gatot), subject pronouns (e.g. he, she), object pronoun (e.g. him, his), possessive adjective (e.g. his, her), common noun (e.g. husband, wife, son, daughter), title (e.g. sir, Madam), and surnames with titles (e.g. Mr. Jacob, Mrs. Josie Burton). There are differences in the results of the calculation of women or men mentioned in textbook. In the textbook, men are said to be more dominant than women. Men are mentioned 301 times, and women 146 times.

The fourth is a role model. The Role Model is like the public figures presented in textbooks. In the Textbook only five female models were found.

Different there are male role models more than women. There is 15 male role models while female models are only 5. Female models are mostly National Heroes.

The fifth is the activity of women or men. Female or male activities refer to the types of activities that are carried out by women or men in textbooks such as shopping, studying, working and others. textbooks show that male activity is more than female. There are several activities carried out by both genders, such as studying, working, reading, writing and singing. Usually, the activities of women and men match their gender. For example sweeping, cleaning, preparing food and shopping are women's activities found in textbooks. Meanwhile, men's activities include driving, working and playing video games. In the textbook, it is found that male activities are carried out by women. glass maker, found in chapter 7. seen on page 132 there is a picture of the woman glass maker. this indicates an inappropriate gender role.

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

name (e.g. Wendy and Brad), noun (e.g. ladies and gentlemen), and title (e.g. mum and dad).

4.3. Interpretation of Data

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

Furthermore, female or male characters involve profession or occupation is also dominated by male. Male-related occupations are more than female which found on textbook. It is different from the result which found by Yonata and Mujiyanto. They reveal that female characters are dominant. Most of the occupations are suitable to female and male roles but there is also interesting thing which found in the characteristics. There is a female role that is not suitable to the gender. For example, female becomes a glass maker. It is not suitable because making a glass is usually done by male.

It was found different results of female and male mentioned in Textbook. In Textbook, male is dominant. For example, Gatot, Sarah; Him; His; Husband, Wife, and Son. As the result of female or male mentioned aspect, in the role models are also different. While in textbook, it contains many roles models but the models are dominated by male.

The next discussion is about activities. The result of a woman or Male activity is similar to drawing and work, male too dominant. However, the majority of men's activities are activities that are also carried out by women, such as reading, writing and cleaning. In addition, there are no suitable activities carried out by women, namely glass makers. Usually making glass is a male role. men usually make glass and this is hard work but in this Textbook there are pictures that show women making glass and working hard jobs.

The last part being discuss is pattern of mentioning female or male. in this textbook men are dominated at first. First is two gender-specific nouns or pronouns appear as a pair in a text, like Mother and Father or he/she, the one appearing in the first position can be interpreted having a higher status. There are also women who are the first in the textbook but the number is lower than that of men, such as Mr. and Mrs. Anderson and Daddy and his son. In Mr. and Mrs. Holmes Hereby, Mr. Holmes Hereby is mentioned first because he has higher status than Mrs. Holmes Hereby, he is her husband.

Based on the discussion above, it can be concluded that gender position in all textbook are dominated by male, this indicates that male are dominant than female, including female or male pictures or illustrations, activities, and pattern of mentioning female or male.

Moreover, discussing roles for women and men so far shown in the three aspects analyzed in this study. Its aspects means, images or illustrations,

professional or occupational roles, and activities. In the Textbook, the gender roles of women and men match. but also found unusual female roles that are presented through pictures. There are pictures that look like women. He is a glass maker work shown in the figure. This job is not suitable to women because it is hard work usually done by men.

The results of this study also state the author's background did not affect gender in the ELT (English Language Teaching) textbooks analyzed. The manuscript was written by two female authors but the entire textbook was written dominated by men.

The results of this analysis are related to gender stereotype. According to Talbot, “gender stereotype linked to gender ideology reproduce naturalized gender differences. In doing so, they function to sustain hegemonic male dominance and female subordination.” Gender stereotype is assumption about different characteristics of women and men that men are more dominant than women. It is showed in the textbooks. This textbook represent gender stereotype which presented in occupations and activities. For example, male becomes fisherman, farmer, and president while female becomes teacher, actress, and Airline counter attendant. However, the activities which done by male are working, swimming, and song writer while the activities which done by female are shopping, sweeping, and cleaning. The occupations and activities are usual for male and female. But there is occupation which is unusual for the role of gender, it is a glass maker.

And for the last, Based on the Research Question “Is Gender represented equally in the *Pathway to English for Senior High School Grade XI General Program?*” and the Answer is unequally gender position.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The conclusion of the research is whole aspects of the textbook show unequal gender position. In the textbook, *Pathway to English*, it was found that all of the aspects of the book are dominated by male. Some of them are the number of female or male mention and characters. In this textbook, male was mentioned 301 times while female was mentioned 146 times. The number of male characters is also more than female. There are 15 characters of male and 13 female.

In addition, it was also found gender roles which not suitable in *Pathway to English* Textbook that represented by picture, occupational, and activity. There is picture which shows woman who has unusual occupation. She works as glass maker, making glass is hard job, and it is suitable for male not female.

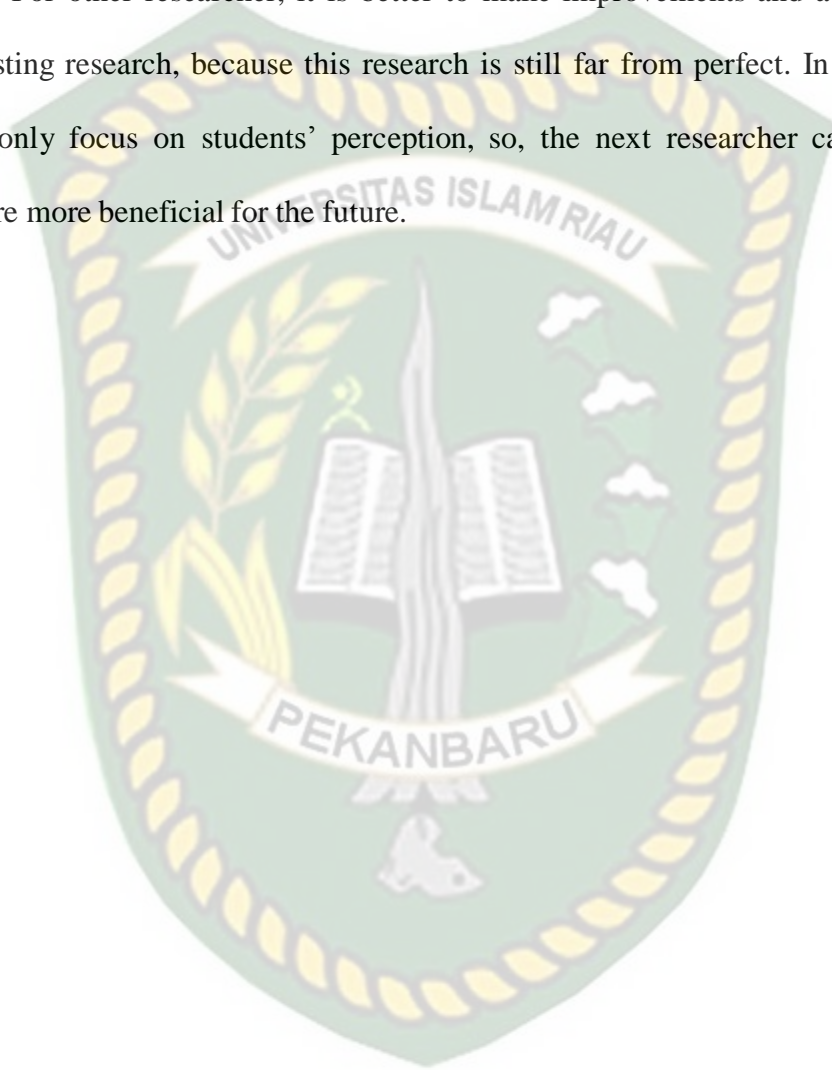
So, this researcher found the unequally gender position for the Research Question. All of the aspects of the book are dominated by male from mention or even characters in this textbook.

5.2. Suggestion

It is important to English Teachers to analyzed gender position in ELT textbooks before use the textbooks in their classroom. Because it can unsuitable gender roles in textbook which can make students confused about role of

Female or Male. In addition, it can also give wrong students' comprehension about gender.

For other researcher, it is better to make improvements and add innovation to existing research, because this research is still far from perfect. In addition, this study only focus on students' perception, so, the next researcher can add topics that are more beneficial for the future.



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