

AN ANALYSIS OF GENDER CONSTRUCTION IN ENGLISH TEXTBOOK FOR SECONDARY SCHOOL

THESIS

Submitted as a Partial Requirements for the Degree of Sarjana (S.Pd)

In Study Program of English Education



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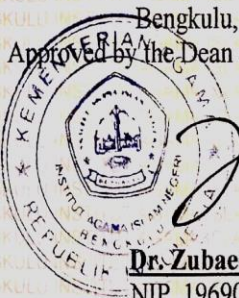
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Sesungguhnya Sesudah Kesulitan Itu Ada Kemudahan"

(Qs. Al-Insyirah: 6)

The Journey Of A Thousand Miles Begins With

One Step- Lao Tzu

Perjalan Seribu Mil Di Mulai Dengan Satu Langkah

DEDICATION

This thesis is dedicated to special ones in my life, they are:

- ❖ My beloved father, Burman, and my beloved mother, Purwantini, Thank you very much for your sincere efforts and great struggle to make my dream come true in better education, university level.
- ❖ For my beloved brother, Hilal Anshori, Hanif Mahuri and My beloved sister and her husband, Zulfah Juwariah and Rohil Minata, thank you for your support, serious prayer, and spirit. My beloved nephew, Abqhory Runako Minata and As-Syazani Khairu Minata.
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I hereby sincerely state that the thesis entitled "An Analysis of Gender Construction in English Textbook for Secondary School" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 29 January 2021

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ABSTRACT

Hamim Azhari. (2021). An Analysis of Gender Construction in English Textbook for Secondary School. Thesis, English Education Study Program, Faculty of Tarbiyah and Tadris, State Islamic Institute of Bengkulu.

**Advisors : 1. Risnawati, M.Pd.
2. Fera Zasrianita, M.Pd.**

Gender is a combination of nature and culture, biological traits as well as learned behaviors. Gender construction makes the difference between men and women. During this time, gender socialization is by spreading messages, discourse, values, norms, beliefs and models that represent certain gender representations. A textbook is one of agent to socialize cultures including the concept of gender. If the textbook contains gender issues without further understanding, it may confuse students. The purpose of this study was to find out gender construction in English textbooks for eighth and ninth grade students. The method of this research was Qualitative method with an approach the Content Analysis technique. The Subject of this research was an English textbook entitled *When English Rings a Bell* published by the Ministry of Education and Culture in 2017 and an English textbook entitled *Think Globally Act Locally* published by the Ministry of Education and Culture in 2015. Data analysis technique use six aspect of Logsdon, that is number of female/male pictures, number of female/male mentioned, number of female/male roles, number of female/male games, number of female/male roles models, and pattern of mentioning female/male names. The results of this study indicate the existence of gender inequality in each book. The first book entitled *When English Rings A Bell* shows that women dominate three aspects, namely the number of female/male pictures, the number of female/male mentioned, pattern of mentioning female/male names. Whereas men dominate two aspects, namely the number of female/male roles, the number of female male role models. And there is one aspect that has the same dominant, namely the number of female/male games. As for the second book entitled *Think Globally Act Locally* that men dominate in all aspects. Therefore, it can be concluded that gender is represented unequally in the book *When English Rings A Bell* and *Think Globally Act Locally*.

Keywords: Gender Construction, English Textbook.

ABSTRAK

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2. Fera Zasrianita, M.Pd.**

Gender adalah kombinasi antara alam dan budaya, sifat biologis serta perilaku yang dipelajari. Konstruksi gender membuat perbedaan antara pria dan wanita. Sosialisasi gender selama ini adalah dengan menyebarkan pesan, wacana, nilai, norma, keyakinan dan model yang merepresentasikan representasi gender tertentu. Buku teks merupakan salah satu sarana untuk mensosialisasikan budaya termasuk konsep gender, jika buku teks berisi masalah gender tanpa pemahaman lebih lanjut, hal ini dapat membingungkan siswa. Tujuan penelitian ini adalah untuk mengetahui konstruksi gender dalam buku teks bahasa Inggris untuk siswa kelas delapan dan sembilan. Metode penelitian ini adalah metode Kualitatif dengan pendekatan teknik Analisis Isi. Subjek penelitian ini adalah buku teks Bahasa Inggris berjudul *When English Rings a Bell* terbitan Kementerian Pendidikan dan Kebudayaan tahun 2017 dan buku teks Bahasa Inggris berjudul *Think Globally Act Locally* terbitan Kementerian Pendidikan dan Kebudayaan tahun 2015. Teknik analisis data menggunakan enam aspek dari Logsdon, yaitu jumlah gambar wanita/pria, jumlah wanita.pria yang disebutkan, jumlah peran wanita/pria, jumlah permainan dan olahraga untuk wanita/pria dan pola pria/wanita. Hasil penelitian ini menunjukkan adanya ketidaksetaraan gender di setiap buku. Buku pertama yang berjudul *When English Rings A Bell* menunjukkan bahwa perempuan mendominasi tiga aspek, yaitu jumlah gambar perempuan/ laki-laki, jumlah perempuan/ laki-laki yang disebutkan, pola penyebutan nama perempuan/ laki-laki. Sedangkan laki-laki mendominasi dua aspek yaitu jumlah peran perempuan/ laki-laki, jumlah panutan perempuan laki-laki. Dan ada satu aspek yang memiliki dominansi yang sama yaitu jumlah permainan putri/ putri. Sedangkan untuk buku kedua berjudul *Think Globally Act Locally* bahwa laki-laki mendominasi dalam segala aspek. Oleh karena itu, dapat disimpulkan bahwa gender direpresentasikan secara tidak setara dalam buku *When English Rings A Bell* dan *Think Globally Act Locally*.

Kata kunci: Konstruksi Gender, Buku Teks Bahasa Inggris.

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CHAPTER 1

INTRODUCTION

A. Background

A good textbook is a textbook that serves as an effective learning tool to help students in learning. Textbooks have an important role for all teachers and students, in addition to functioning as a reference for learning and functioning as a means to help students learn, textbooks also help students to understand the material they will learn by reading and understanding it. A good textbook must have quality eligibility to be an interesting learning resource and be able to stimulate students' interest to learn it. Therefore, textbooks must be interesting, especially in terms of language and content and have an impact on the ability to think, act and behave.

There are several important issues related to learning material / textbooks. One of them is about gender represented in the English Teaching Textbook (ELT). Gender issues are part of social problems in Indonesia, the main problem of which is the striking gap between men and women. During this time, gender socialization is by spreading messages, discourse, values, norms, beliefs and models that represent certain gender representations.¹ Gender construction in school textbooks continues to be a concern of researchers. This shows that gender awareness and instruction

¹ Marhumah, *Konstruksi Gender, Hegemoni Kekuasaan, Dan Lembaga Pendidikan*, KARSA, Vol. 19 No. 2, 2011, p. 23

have been prominent in the school curriculum which means that research on gender in textbooks needs to be done. The contents of textbooks need to be reviewed in order to maintain good quality books. Previous research conducted by Ching showed that textbooks are very influential on students, so it is necessary to analyze if there are embedded underlying gender messages or values that contribute to the formation of gender in textbooks.

The textbook material that has been planned is closely related to the broader educational and social context.² Indonesian social context, with different cultures, consists of different views about gender, and from the cultures students can learn how men and women play their social roles.³ For example, in the English generic use of man and she can, it can refer to men and women. When this issue arises in the community, schools become one of the agents to socialize it through textbooks. If the textbook contains gender issues like that without further understanding, it may confuse students. Hence, a textbook is one of agent to socialize cultures including the concept of gender.

As a result, there is a gender bias in textbooks that affects students' thinking about men and women. Although students have little awareness about gender bias, the concept of gender bias presented in textbooks internalizes into their awareness. For example, in textbooks women are

² Chi Cheung Ruby Yang, *Gender Representation in a Hong Kong Primary English Textbook Series: The Relationship Between Planning and Social Policy, Current Issues In Language Planning*, Vol. 12 No. 1, 2011, p. 77-78.

³ Taylor Verta, *Feminist Frontiers*, (New York: McGraw Hill, 2006), p. 139

described as hearing children and doing housework. It can influence students to think that only these activities are usually done by women. whereas, now women are not only associated with such activities, they also work outside as is commonly done by men.

Gender as a form of social differentiation is one aspect that is considered because gender issues arise in everyday life. One of expert named H. T. Wilson defines gender as the basis for determining differences in the contribution of men and women to culture and collective life as a result they become men and women.⁴

Gender construction makes the difference between men and women women. Because the process of socialization and reconstruction takes place long and steady, it is ultimately difficult to distinguish what the characteristics of gender are. Such as women are gentle and strong men mighty, constructed or shaped by society or biological nature determined by God.⁵ Biologically, both have different roles and some of the main responsibilities that they must fulfill. Physically, the role of women is to take care of the house, children, family, relatives, and on the other hand men are formed as breadwinners, for difficulties and to earn an income.⁶

From the results of the construction, emerged the division of work roles between men and women in which the division of work roles

⁴ Umar Nasaruddin, *Argumen Kesetaraan Gender Prespektif Al-Qur'an*, (Dianrakyat: Jakarta, 2010), p. 30.

⁵ Fakhri, Mansour, *Menggeser Konsepsi Gender dan Transformasi Sosial*, (Yogyakarta: Pustaka Belajar, 1996), p. 10

⁶ Andrey Shastri, *Gender Inequality and Women Discrimination*, OSR Journal Of Humanities And Social Science, Vol. 19 No. 11, 2014, p. 70-73.

obtained from the results of gender construction, so that with the division of work roles between men and women. So, do not be surprised if it raises a gender bias so as to cause injustice in the role of work between men and women.⁷

There is an unbalanced gender construction in the textbooks used in the field of education. For example, Litosseliti concludes from various studies that women are under-represented or negatively represented in terms of (1) visibility, (2) nature, and (3) work, both in text and illustrations. The involvement of women and men in domestic and public roles in textbooks also tends to show imbalance. Each gender has equal access before the law, has the same opportunity to participate in all fields, has the same right to control development, and gets the same and equal benefits from development.⁸

Gaff and Helinger shared their findings about the possibility of gender inequality in many textbooks and textbooks in the United Kingdom and Germany. They say that many of the books have language patterns that distinguish between men and women, as well as the asymmetrical Gender construction in many of the books.⁹

From the point above, it is important to study gender construction in the textbooks. Such learning should be carried out because it helps

⁷ Fakihi, Mansour, *Menggeser Konsepsi Gender dan Transformasi Sosial*, (Yogyakarta: Pustaka Belajar, 1996), p. 21

⁸ Djamila Lasaiba, *Gender Relation Dalam Buku Ajar Bahasa Inggris Sekolah Dasar*, *jurnal al- Iltizam*, Vol. 1, No. 2, 2016, p. 78

⁹ Nurul Iqbal, *Konstruksi Gender Dalam Buku Ajar Muatan Lokal Bahasa Madura*. *Jurnal PROSODI*, Vol. 3 No. 1, 2009, pp. 50-56.

teachers avoid social problems that may exist in textbooks such as gender bias. Based on the Logsdon theory, a good textbook is a textbook that represents gender equally and has 6 aspects, namely number of female/ male pictures, number of female/ male mentioned, gender roles, female/ male games, female/ male roles models, and pattern of mentioning female/ male names, if the textbook does not meet the criteria stated by Logsdon, then the textbook is not recommended for use. The author chose this book because it use the 2013 curriculum published by the Ministry of Education and Culture and most MTs schools in Bengkulu city use it. The total number of Mts schools in Bengkulu ity is 8, 6 schools use the same book, namely When English Rings A Bell and Think Globally Act Locally. As for the authors chose the type of school at the MTs level because the author had spent several months teaching at the MTs level.

B. Identification Of Problem

From the background that has been written, researchers provide identification of problems that will be used as research material as follows: gender construction in textbooks can affect students' thinking about men and women, there is an unbalanced gender construction in textbooks.

C. Limitation Of Problem

Limitation of a problem is used to avoid any deviation or widening the main problem so that the research is more directed and facilitates the discussion so that the research objectives will be achieved. Based on the

problem above, researcher limit the problem to only focus on gender construction in English textbook for secondary school.

D. Research Problem

Based on the background above, the problem of this study formulated as follow :

1. How Is A Gender Construction Described In The English Textbook For Secondary School?

E. Research Objectives

The objectives to be achieved in this study :

1. To Find Out A Gender Construction In English Textbook for Secondary School

F. Research Significance

It is hoped that this research can provide benefits, both theoretically and practically. Theoretically the results of this study are expected to improve the repertoire of scholarship in the field of education and linguistics, especially the study of gender construction analysis in this book, that aspects of Gender construction can be a reference in writing English textbooks. In addition, practically this research can be used as: (i) a guideline for writers to make quality English textbooks, and (ii) input for editors, educators, and parents regarding English textbooks for secondary school *When English Rings A Bell* and *Think globally Act Locally*.

G. Operational Definition Of Key Terms

1. Gender in the textbooks consists of six aspects: number of female/male pictures, number of female/male mentioned, gender roles, female/male games, female/male roles models, and pattern of mentioning female/male names
2. English Textbook is one component of the learning system that plays an important role in achieving the Competency Standards and Basic Competencies is the textbook. Textbooks are books that are used as textbooks in certain fields of study, which are standard books prepared by experts in their fields for instructional purposes and objectives, which are equipped with teaching facilities that are harmonious and easily understood by the wearer in schools and colleges so that they can support a teaching program. English textbooks are one of the textbooks used in the Indonesian education system which contains English language lessons.
3. The term "gender" refers to the socially constructed differences between men and women. Gender construction is a process of creating gender differences that exist within the scope of society. Gender construction is the process of defining what masculine and feminine has happened and is happening in society. As society grows and changes, the definition of gender changes. So, gender construction is the process of creating and changing society's view of what it means to be male or female.

CHAPTER II

LITERATURE REVIEW

A. Gender

1. Concept of Gender

Sex is the difference between men and women which is based on biological anatomy and is God's nature. While According Jhon M. Echol, and Hasan Shadily in the Great English-Indonesian Dictionary etymologically gender comes from the word gender which means sex. Abbas also explains that gender is a social and cultural construction in achieving justice and equality for men and women in social life. Furthermore, Abbas also emphasized that gender does not question human biological aspects in terms of gender differences and biological functions because it is natural that cannot be changed, but rather is an attempt to reposition social roles and the structuring of gender-just cultural products.

Gender refers to certain socially and culturally determined differences between women and men as opposed to biologically determined differences. In very shorthand way, gender refers to the roles, behavior, attitudes and activities that society assigns to men and women. It can also be the power relations between men and women in a given society.

Gender is a general term that refers to behavior, roles, and activities, as well as attributes that are socially constructed by

certain societies so that they are considered appropriate for both men and women. Gender basically refers to two sexes, that is male and female. Well biologically both are having different roles and some major responsibilities which they have to fulfill. When viewed physically, the role of women is to look after their children, home, family, and relatives and vice versa, men as human breadwinners, to work and struggle to support their families.¹⁰ Gender studies are, therefore, a generic term used today to denote the entire field, which includes feminism, women's studies, men's studies, and queer studies.¹¹

In other words, it represents the characteristics taken on by males and females as they encountered social life and culture through socialization. While at start, this conception of gender seems too much narrow. As we will see, even those who believe that there are some important biological or genetic differences between women and men agree that the natural (i.e., biological, physiological, or genetic) and the social cannot be cleanly separated. Most scientists are discovering that these are not discrete realms.

The next problem regarding this conception of gender is a tendency to assume that gender is a purely individual

¹⁰ Andrey Shastri, *Gender Inequality and Women Discrimination*, OSR Journal Of Humanities And Social Science, Vol. 19 No. 11, 2014, p. 27.

¹¹ Rudolph Rachael, *Politics and Gender Course Lectures*, (Thailand: Webster University, 2017), p. 2.

characteristic. In this opinion, gender is assumed to be a collection of traits or behavioral traits that a person has based on their assignment to a certain gender category. This view, however, is far too limiting in the kinds of questions it makes possible and the kinds of knowledge it can generate. A working Definition of Gender to get started let us have a working definition of gender. This definition will be clarified and refined as this module unfolds. Ridgeway (1999), views gender as a —system of social practices‡; this system creates and maintains gender distinctions and it organizes relations of inequality on the basis of these distinctions. In this view, gender refers to differences and inequality

Three features of this definition are important to keep in mind. First, gender is a process as a constant state. This implies that gender is being continually produced and reproduced. Stated differently, we could say that gender is enacted or done not merely expressed. Understanding the mechanisms through which this occurs thus is an important objective. Second, gender is not simply a characteristic of individuals, but occurs at all levels of the social structure.

This is contained in the idea of gender as a system of practices that are far-reaching, interlocked, and that exist independently of individuals. Gender thus is a multilevel phenomenon. This insight enables us to explore how social

processes, such as interaction, and social institutions, such as work, embody and reproduce gender. Third, this definition of gender refers to its importance in organizing relations of inequality. Whether gender differentiation must necessarily lead to gender inequality is a subject of debate. For now, however, the important point is that, as a principle of social organization, gender is one critical dimension upon which social resources are distributed.

2. Masculine and Feminine

Masculine according to Hoyenga & Hoyenga in Naully are gender-related traits that are more common in men, or a masculine role or trait formed by culture. Thus masculine is a trait that is believed and shaped by culture as ideal traits for men. For example, assertiveness and dominance are considered masculine traits.

Feminism is the belief that women and men are equal and that they should be valued equally and have equal rights; is embraced by many men as well as women. There is something similar in male studies to the view that gender is a socially constructed concept that has important consistency in the lives of all people. Feminism begins with the assertion that women's lives matter. Within a context of patriarchal and paternalistic condition, this assertion is a critical, ontologically transformative claim, demanding that women as well as men count as full human beings..

Even in the interest in development gender analysis, there are already different approaches to policy and development analysis. The positive approach of the international development agencies of the 1970s was largely aimed at integrating women into development, particularly influenced by Boserup's path breaking book published in 1970 who expressed concern that women have been neglected in the development sector - defined in terms of development programs after post-war reconstruction.

Feminism is an intellectual pledge and a political movement that seeks justice for women and ends sexism from all aspects. The feminist movement does not agree with sexism, and what exactly should be done about it; they disagree about what it means to be a woman or a man. Topics important for feminist theory and politics include: body, class and work, disability, family, globalization, human rights, popular culture, race and racism, reproduction, sex work, human trafficking, and gender inequality.

Feminist philosophers work within all of the major traditions of philosophical scholarship including analytic philosophy, Continental philosophy, and American Pragmatic philosophy. Feminism brings a lot to the field of philosophy. Not only about certain morals and politics, but feminism also brings a way of asking and answering a question, constructive and critical

dialogue with philosophical views and methods and new topics of inquiry. Feminist contributions to and interventions in mainstream philosophical debates concerning philosophical issues that arise as feminists articulate accounts of sexism, critique sexist social and cultural practices, and develop alternative visions of a just world.¹²

Talking about masculinity certainly cannot be separated from the speaker. regarding gender. In general, gender is different from gender. Gender is considered as a biological construction carried by each individual according to his nature from birth on this earth. This construction basically never changes. While gender is a social and cultural construction. This construction is formed through a long process in cultural life, from time to time. Therefore, gender is dynamic.

In understanding this gender and gender differences, Ivan Hill's thoughts can be seen through Budiman. For him, gender is a behavioral distinction in aernacular culture. This gender concept distinguishes time, place of equipment, tasks, movements, forms of speech and various perceptions related to men or women. Gender differences between the sexes will become wider when society maintains differences, which are not innate at birth.

This difference which is not innate to an individual is none other than patriarchal culture. As illustrated in the following Table

¹² Kuheli Das, *Comparative Study Of Gender Justice And Feminism In India And U.K*, (Pune: University Of Pune, 2012), p. 7-8.

1, 2 strict distinctions between men (men) and women (women) are as follows

Tabel 2.1

The difference between men and women

MEN are (should be):	WOMEN are (should be):
- masculine .	- ferninine
- dominant	- submissive
- strong	- weak
- aggressive	- passive
- intelligeny	- intuitive
- rational	- emotional
- active (do thing)	- communicative (talk about things)
MEN like:	WOMEN like:
- Cars/technology	Shopping/make up
- Getting drunk	Social drinking with friends
- Casual sex with many partners	Committed relationship

Masculine and feminine differences also lead to the general notion that masculine characteristics are attached to men, and this character is associated with three special traits namely strong, hard, sweaty-smelling. Simply put, men are labeled 'macho'. Meanwhile, the characteristics of women are identified with the nature of the weak, gentle and flavorful wans who are also associated with the nature of a 'princess'.

Stereotypes of representation of femininity (read: women) and masculinity (read: men) can be seen in the following table :

Table 2.2
Conotation feminity dan masculinity

Feminity	Masculinity
Beauty (within narrow conversations)	Strength -physical and intellectual
Size/physique (again, within narrow conversations)	Power
Sexuality (as expressed by the above)	Sexual attractiveness (which may be based on the above)
Emotional (as opposed to intellectual) Dealings	Physique
Relationship (as opposed to Independence/freedom)	Independence (of thought, action)
Being part of a context (family, friends, colleagues).	Being isolated as not needing to rely on others (the lone hero)

In connection with the feminine and masculine nature mentioned above, there are two opposing views about its formation. According to the first group's view, differences in femininity and masculinity are related to biological or sex differences between men and women.

This thought is found in the schools of biological importance, the differences between men and women and differences in masculinity and femininity are natural. This view is contrary to the second view, which believes differences in masculinity and femininity have nothing to do with biological differences between men and women. This group is referred to as adherents to the schools of cultural orientation, and their views are widely held feminists.

Gender discourse is clearly in the scope of the second group. Even so, the difference between the two views together gave birth to gender injustice. This gender injustice is inherent in the emergence of stereotypes, namely labeling or marking of certain groups. The marking of masculinity is carried out on men while the marking of femininity is carried out on women, and along with the marking, masculinity is constructed its position is more dominant than the position of femininity.

This men's victory can be referred to in the concept of patriarchal culture itself. A patriarchal culture is a social system that supports and justifies male domination, leads to concentration of men, granting privileges to men, which ultimately results in

control of women while creating social barriers between men and women¹³.

3. Gender Equality

Gender Equality means that women and men should enjoy equal status and have the same opportunity to exercise their human rights and realize their full potential to contribute to political, economic, social and cultural development. This is the equivalent value attributed by society to the similarities and differences between women and men and the different roles they play. Gender equality can be promoted when resources, opportunities and support are available for men and women regardless of biological sex.

God created humans into two genders, namely male and female. Both of them have similarities and features, namely the perfection of reason and physicality compared to other God's creatures. But we need to realize that where there are similarities, there must be differences. Men and women are naturally biologically different, for example, different forms and physical potentials. Apart from physical, psychological both of them can also be said to be different Men tend to think rationally, while women are more emotional.

¹³ Novi Kurnia, *Representasi Maskulinitas dalam Iklan*, Jurnal Ilmu Sosial dan Ilmu Politik, Vol. 8 No. 1, 2004, p. 18-21.

This difference then becomes the root of the growth of other differences, giving rise to the phenomenon of gender inequality. Gender injustice is a system and structure where men and women are victims of the system. According to feminists, gender inequality is the result of a misunderstanding of the concept of gender being equated with the concept of sex.

one expert named Reeves and Sally Baden said “The term 'gender equality' is often used interchangeably with 'gender equality'. Here, differences are drawn between these two concepts, reflecting different understandings of gender differences and the appropriate strategies for dealing with them. Gender equality means that women have the same opportunities in life as men, including the ability to participate in public spaces. This expresses the liberal feminist notion that the opportunity to eliminate discrimination for women enables them to achieve equal status with men.

Lori A. Roller stated that gender equality does not mean that women and men must be the same, but the rights, responsibilities and opportunities of women and men will not depend on their birth or absence.¹⁴

¹⁴ Gailea Nurhaedah, Mulyana Awey, *Gender Equality In Online English Book In Reading And Writing Material*, ELTR Journal, Vol. 4 No. 1, 2020, pp. 80-81.

4. Gender Inequality

Gender inequality has a meaning, namely an unequal treatment or views of individuals based on their gender. This is due to the view of differences in gender roles that are shaped socially and biologically through chromosomes, hormonal differences and brain structure. As for considering gender inequality from the economic sector, women are considered to have lower incomes than men, are more likely to live in poverty, tend to participate in the formal sector of work, and do the largest jobs in the household sector.¹⁵

Gender discrimination is not biologically defined by anyone, but society, norms, culture and people who create gender discrimination themselves. In general, the term gender discrimination or inequality refers more to women. This is because women are considered the most inferior and weakest part of society.

Gender discrimination in the field of work is considered unlawful if the treatment that is detrimental to one of the parties for gender, for example against employees is motivated by age, disability, race, creed, religion, national origin, gender, veteran status or other protected class status. Gender discrimination, gender bias or sexual discrimination is a form of employment

¹⁵ Joyce P. Jacobsen, *Gender Inequality*, (USA: Wesleyan University Middletown CT, 2011), p. 1

discrimination in which employees are treated differently based on the sex of the perpetrator. This includes a violation of the law for an employer that discriminates against any employee or job applicant. This is because gender affects the recruitment process, termination of employment, promotion or demotion, compensation, training, job placement, disciplinary conditions, or employment privileges. This gender discrimination law has existed for a long time. This applies to both men and women but in most cases women are often victims.¹⁶

Gender discrimination or inequality is not a very new phenomenon in modern times but this discrimination also applies in ancient times. Women face all kinds of discrimination in a society. They are deprived from the basic facilities like education. A woman's life is completely shaped by centuries of customs. In childhood, a woman must submit to her father, at a young age she must submit to her husband, when in her old age a woman dies to her son, which means that women cannot live independently”.

Denial of equality, rights and opportunity and suppression any type on the idea of gender is additionally gender discrimination. Today from our total population, half the world's population is women and therein half, two thirds are illiterates. In India and in many countries we are having patrilineal society or

¹⁶ Cheryl Lynn, *Gender inequality: Empowering women*, Journal of Legal Issues and Cases in Business, Vol. 6 No. 4, 2010, p. 2.

male dominating society which suggests that also the top of the family is father. Gender discrimination is customized habitually. Gender discrimination has adverse impact on development goals as reduces economic process.

Practicing Gender discrimination isn't the answer of anything. It creates hindrances within the participation of girls in social, political and economic activities. It can affect badly our society. Discrimination has its many faces in several forms. . The following are some areas of gender inequality.

a. Income Disparity Related to Job Stratification

Wage discrimination exists when workers are equally qualified and perform an equivalent work but one group of workers is paid quite another. Historically, wage discrimination has favored men over similarly qualified women. Income disparity between genders stems from processes that determine the standard of jobs and earnings related to jobs. Earnings related to jobs will cause income inequality to require form within the placement of people into particular jobs through individual qualifications or stereotypical norms.

Placement of men or women into particular job categories are often supported through the human capital theories of qualifications of people or abilities related to biological differences in men and ladies . Conversely, the location of men

or women into separate job categories is argued to be caused by social station groups who desire to stay their position through the location of those in lower statuses to lower paying positions.

As women enter an occupation, this reduces the quantity of prestige related to the work and men subsequently leave these occupations. The entering of girls into specific occupations suggests that less competent workers have begun to be hired or that the occupation is becoming deskilled. Men are reluctant to enter female-dominated occupations due to this and similarly resist the doorway of girls into male dominated occupations.

The gendered income disparity also can be attributed partially to occupational segregation, where groups of individuals are distributed across occupations consistent with ascribed characteristics; during this case, gender. Occupational gender segregation can be understood to contain two components or dimensions; horizontal segregation and vertical segregation.

With horizontal segregation, occupational gender segregation occurs as men and ladies are thought to possess different physical, emotional, and mental capabilities. These different capabilities make the genders vary within the sorts of jobs they're fitted to . With vertical segregation, occupational

gender segregation occurs as occupations are stratified consistent with the facility, authority, income, and prestige related to the occupation and ladies are excluded from holding such jobs.

b. Professional Education and Careers

The gender gap also seemed to narrow considerably beginning within the mid-1960s. Before the highly effective birth control pill was available, women planning professional careers, which required a long-term, expensive commitment, had to pay the penalty of abstinence or cope with considerable uncertainty regarding pregnancy. This control over their reproductive decisions allowed women to more easily make long-term decisions about their education and professional opportunities. Women are highly underrepresented on boards of directors and in senior positions in the private sector. Additionally, with reliable contraception, young men and ladies had more reason to delay marriage.

A study in the USA, for instance, demonstrated that when leaders at scientific research institutes were presented with otherwise identical job applications with either female or male names, faculty participants rated the male applicant as significantly more competent and hireable than the (identical) female applicants. These participants also selected a higher

starting salary and offered more careers mentoring to the male applicants. The tendency to be biased towards the male application was expressed by both male and feminine faculty staff.

c. Structural Marginalization

Gender inequalities often stem from social structures that have institutionalized conceptions of gender differences. Marginalization occurs on a private level when someone feels as if they're on the fringes or margins of their respective society. This is a human process and displays how current policies in situ can affect people. For example, media advertisements display young girls with easy bake ovens (promoting being a housewife) also like dolls that they will feed and alter the diaper of (promoting being a mother).

d. Disparity in Household Work

Despite the increase in women in the labor force recently, traditional gender roles are still prevalent in many societies in the world. Women are usually expected to place their educational and career goals on hold so as to boost children, while their husbands work.

However, there are women who choose to work as well as fulfill their gender role of the domestic work and taking care of the children. Despite the very fact that different households

may divide chores more evenly, there's evidence that supports that ladies have retained the first caregiver role within family life despite contributions economically. Gender roles, while they have gotten more equal, is still divided along traditional gender lines.

Another is that some women say it gives them satisfaction and that the demands of the males' jobs were higher. Some couples use the excuse that the males do the cooking and this evens out with the other household duties. This at least shows a positive shift in gender roles in the household, but there is still a division of the gender in the household.

5. Gender Stereotypes

The word stereotype comes from the combination of two Greek words, namely stereos which means dense-rigid and typos which means a model.¹⁷ Amanda further explained that stereotypes as giving certain characteristics to a person or group of people based on subjective categories, only because he came from a certain group (in group or out group) that can be positive or negative. Stereotypes are based on interpretations that we produce on the basis of our perspective and cultural background.

Public understanding considers that the roles of women and men are different even though they are actually the same as

¹⁷ Schneider, David J, *The Psychology Of Stereotyping*, (New York : The Guilford Press, 2004), p. 312

humans. People judge that the position of men is higher than women. Men's activities are considered more valuable than women's even though their activities are similar or the same. Beliefs about women and men reflect stereotypes.

A stereotype is a belief that many people have about a group based on their outward appearance, which may not be true. There are still some people who are categorized into certain groups who have similar characteristics. Stereotype groups can have both positive and negative characteristics. For example, women are often described as dependent and passive. Apart from that, they are also interested in gossip, fashion and shopping. But men refer to characteristics that are opposite to women such as being independent and active. These beliefs are then called gender stereotypes.

Gender stereotypes have several components consisting of personal characteristics, social roles (work), behavior, and physical characteristics (appearance). The components of gender stereotypes contained in the characteristics of men and women are as follows; The different traits of women and men are classified into two categories, mediating and affective traits. Instrumentality is considered a male trait, namely active, objective, independent, aggressive, direct, non-emotional, dominant, and competent. In fact, effective traits refer to female characteristics such as

expressiveness, warmth, and sensitivity, emotionality, attention to others, and more attention to people than objects. According to Richardson. Women are described as immature, incompetent, and incapable, while men are described as mature, complete, and competent. This shows that women and men are equated with opposite traits. However, stereotypes suggest that men seem to do better than women.

Likewise, according to Matsumoto and Juang, male stereotypes include active, strong, critical, mature, conscientious, extroverted, open, autonomy, aggression, exhibition, achievement, and endurance aspects. Meanwhile, female stereotypes are passive, weak, nurturing, adaptive, playful, neurotic, and have psychological needs such as basement, deference, nurturance, affiliation, and heterosexuality.

The understanding of stereotypes affects women's opportunities in social roles because women's work is associated with household chores such as shopping for food, cooking, washing, ironing, and caring for children. Even though sometimes men do homework, they tend to do work related to the use of tools or machines, men usually do housework related to repairs and maintenance, while women usually cook, wash, clean the house, and iron. This shows that there are differences in the division of domestic work between men and women.

Although women work in public, their jobs tend to be associated with their traits such as gentle, nurturing, and other feminine characteristics. According to Crawford and Unger. The jobs of women and men who work outside the home or in public are different, women's jobs are secretaries, nurses and school teachers, while men's jobs are more as mechanics, engineers, and computer scientist.

In addition, it is usually found in English materials that use pronouns that sometimes reflect gender stereotypes related to the work of women and men. Nurses, secretaries, and elementary school teachers mostly refer to the pronoun him.

Several personal traits associated with stereotypes of women and men lead people to perceive the behavior of women and men. Because women are stereotyped as being gentle, patient, nurturing, beautiful, and so on, people believe that women tend to behave like these stereotypes. Women tend to shop for food, prepare food, wash dishes, clean the house, and care for their children.

On the other hand, men who are stereotyped as strong, competent, dominant, active, and so on are believed to work in public and only do household chores such as repairing machines, washing cars, and other jobs related to maintenance. Hence, the components of such gender stereotypes are related to one another. Stereotyping personality traits of women and men make judgments

about their behavior. Lips stated that one component of gender stereotypes affects people's beliefs about other people.

Gender stereotypes related to physical characteristics. This aspect refers to the physical appearance of women and men. Generally, women are described as attractive, feminine, and intelligent, but men are described as strong, macho, sexy, and muscular.

In addition, in order to describe the physical traits most associated with women and men, here they are classified into four subtypes; housewives, athletic women, business women, and sexy women; male subtypes are athletic men, blue collar workers, businessmen, and macho men.

Fifth, the physical characteristics most associated with athletic women are muscular, well-built, strong, aggressive, masculine; likewise an athletic man is muscular, healthy, strong, fit, well-built. A good figure, long hair, good makeup artist, nail polish, beautiful face are mostly associated with sexy women, whereas macho men are associated with muscles, hairy chest, mustache, attractive, and selfish. Then women entrepreneurs are associated with physical characteristics such as smart, well dressed, hardworking, and organized; businessmen are associated with wearing a suit, being smart, and looking good

It seems that women are sometimes like men, but men are not like women. Athletic women and athletic men, for example, have similar physical appearances. In addition, women entrepreneurs also have masculinity just like entrepreneurs. Because, men have their own characteristics, but women most likely have a similar appearance to men.¹⁸

6. Gender Construction In The Textbooks

Gender construction is a process of creating gender differences that exist within the scope of society. Gender construction is the process of defining what masculine and feminine has happened and is happening in society. As society grows and changes, the definition of gender changes. So, gender construction is the process of creating and changing society's view of what it means to be male or female.

Based on Logsdon theory, a good textbook is a textbook that represents gender equally and has six aspects, that is number of female/male pictures, number of female/male mentioned, gender roles, female/male games, female/male roles models, and pattern of mentioning female/male names.¹⁹ First, the number of pictures of women / men is about how many pictures of women / men are in the textbook and describes the meaning of the pictures. The author

¹⁸ Nurhaedah Gailea, Awey Mulyana, *Gender Equality In Online English Book In Reading And Writing Material*, ELTR Journal, Vol. 4 No. 1, 2010, pp. 76-81.

¹⁹ Martha Logsdon, *Gender Roles In Primary School Texts In Indonesia*, (Honolulu: University of Hawai, 1985), pp. 243-262

calculates how many there are women or men. For example, on the first page, there is 1 type of image that shows that it is a picture of a woman and on the second page, there is 1 type of image that shows that the picture is a man, then the writer applies that amount to a table. Second, the number of women / men mentioned indicates how many times women / men are mentioned in the textbook such as names and pronouns. The author counts how many men or women are in a book. This includes names of girls and boys, personal pronouns for example he, she, his, her and female / male terms for example sir, ma ' am displayed in a book. Third, gender roles show how many roles of women / men are mentioned as in texts, sentences and illustrations. The definition of gender roles is a type of work that is displayed in the book, how many types of work are contained in each page of a book, for example a student, teacher, lecture, librarian, midwife and so on, to see a teacher or student it is a man or woman, the previous sentence is marked with a gender, for example mam Esti is a teacher at our school. The next aspect is female/male games which means how games played by female/male mentioned in the textbooks for football, tennis. The author see how the types of games or sports performed by women or men in a book, for example in a sentence there is "Adi and Budi invites Anggi to play ball in the field this afternoon". This show that the type of game or

sport football played by men, namely Adi, Budi, and Anggi. Fifth aspect is female/male role models which means how many female/male role models are found in the texts, sentences, and illustrations. This relates to the third aspect which explains the types of work performed by women or men. To find out this, it can be seen from before the sentence there are names of man or woman, so this fifth aspect is the name of a person from that type of work, for example Abdi is an English teacher. so in this fifth aspect, the name of an English teacher is Abdi. The last aspect is pattern of mentioning female/males names. It shows either female/male mentioned firstly in a phrase or a sentence (e.g. Sally and John). The point is in a phrase or sentence, the names of girls or boys mentioned, for example Sally and John. So the two names are only separated by a word and, there is no other word.

B. Textbooks

1. Understanding Textbooks

Textbooks or textbooks are books prepared by experts to support the learning process. Textbooks are books containing the results of analysis of the curriculum in written form. Textbooks are one means to support the process of teaching and learning activities.²⁰

²⁰ Tarigan, Henry Guntur, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), p. 16-18.

Textbooks can be defined as textbooks in certain fields of study which are standard books prepared by experts in the field with instructional aims and objectives, which are equipped with learning tools that are harmonious and easily understood by the users so that they can support the teaching program.²¹

Chambliss and Calfee (1998), as quoted by Masnur Muslich, explain in more detail. Textbooks are tools for students to understand and learn from things they read and to understand the world (outside of themselves). According to them, textbooks have tremendous power against changes in students' brains and can influence certain knowledge and values in children. The Book Center concludes that textbooks are books that students hold at a certain level as instructional media, relating to specific fields of study.²²

English textbook entitled “When English Rings A Bell” and “Think Globally Act Locally” are a English textbook prepared by the Ministry of Education and Culture of Indonesia (MECI) in line with the implementation of new designed curriculum, 2013 curriculum. This book is distributed for free to all schools in Indonesia that have already applied 2013 curriculum and also available in the website of Ministry of Education and Culture for

²¹ Bahrul Hayat, *Pedoman Sistem Penilaian Buku*, (Jakarta: Pusat Perbukuan, 2001), p. 32.

²² Masnur Muslich, *Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*, (Jogjakarta: Ar-Ruzz Media, 2010), p. 51

free download. Additionally, all schools in Indonesia are starting to implement the 2013 curriculum in the new academic year (2014/2015) so that automatically this book will be used by all junior high schools in Indonesia.

2. The Purpose and Function of Textbooks

In the teaching and learning process in the classroom, the availability of textbooks is very much needed by the teacher and students. The purpose of using textbooks in schools is as follows :

- a. Students do not need to record all the teacher's explanations.
- b. The teacher has a relatively longer face-to-face time than if students had to take notes.
- c. Students can prepare themselves at home in order to take lessons at school the next day.
- d. The teacher does not need to explain all the subject matter contained in the textbook, but only explains some of the subject matter that is thought to be difficult for students to understand.²³

Thus, the function of textbooks is to help the smooth teaching and learning process in schools so that the curriculum objectives at the school can be achieved as expected.

3. Textbooks Criteria

²³ Hery Kustanto, A. Hinduan, 2009, *Kecenderungan Buku Teks Fisika Lama dan Buku Teks Fisika Baru Untuk SMA*, Thesis Presented at the Program Pasca Sarjana Pendidikan Fisika UAD, Yogyakarta, p. 3

In principle, every book must have advantages and disadvantages. However, the presentation of textbooks is expected to fulfill as many aspects of teaching and learning activities as possible and can be done independently by students. The teaching models in the textbook illustrate illustrations that provide an overview of the learning concept. In this illustration the teacher uses it to discuss the concept of learning with students. Next to the explanation of the relevant chapter complete with examples to be followed by students or structured exercises in textbooks. Finally the lesson has a number of practice questions or drill activities that are usually intended for practice. Thus teaching immediately shifts from developing concepts to procedural activities.²⁴

The quality of textbooks is influenced by several factors, including the point of view, clarity of concepts, relevance to the curriculum, attracting interest, growing motivation, stimulating student activity, illustrations, language according to students' abilities, effective sentences, interesting language, polite and simple, support other subjects, respect individual opinions, establish values, in harmony with the Pancasila and the 1945 Constitution and applicable laws, do not contain elements that might cause disruption of order relating to ethnicity, race and religion.

²⁴ John A. Van De Walle, *Sekolah Dasar Dan Menengah Matematika Pengembangan Pengajaran Edisi Keenam*, (Jakarta: Erlangga, 2006), p. 73.

Another opinion states that the ideal textbook is a book that meets the following criteria:²⁵

1. Having certain foundations, principles and points of view that underlie the concepts used in the textbook must be clear.
 2. Relevant to the curriculum.
 3. Attract the readers who use it.
 4. Able to provide motivation to the wearer.
 5. Can stimulate student activities.
 6. Make illustrations that are able to attract their use.
 7. Understanding must be preceded by appropriate communication.
 8. Contents support other subjects.
 9. Respect for individual differences.
 10. Trying to establish the values prevailing in society.
 11. Consider the linguistic aspects according to the ability of students who use.
 12. Use clear concepts so that they don't confuse students.
 13. Has a clear point of view. Kualitas Buku Teks
4. Textbook Quality

Greene and Petty (in Tarigan, 1986: 20) formulate points in the assessment of textbooks, namely:

²⁵ Tarigan, Henry Guntur, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), p. 22.

- a. The textbook should be of interest to children, that is, students use it
- b. The textbook must be able to motivate students who use it
- c. The textbook should contain illustrations that appeal to students who use them
- d. The textbook should consider linguistic aspects so that it is in accordance with the abilities of the students who use it
- e. The textbook content must be closely related to other lessons; even better if you can support it with a plan, so that everything is a whole and integrated roundness
- f. The textbook must be able to stimulate, stimulate the personal activities of students who use it
- g. The textbook must consciously and firmly avoid vague and unusual concepts, so as not to confuse the students who use them
- h. The textbook must have a clear and firm point of view so that it will eventually become the point of view of the loyal users
- i. The textbook must be able to provide stabilization, emphasis on the value of children and adults
- j. The textbook must be able to appreciate the personal differences of the students who use it.²⁶

C. Previous Study

²⁶ Tarigan, Henry Guntur, *Menulis sebagai Suatu Keterampilan Berbahasa*, (Bandung: Penerbit Angkasa, 1986), p.20

The study of gender construction in language textbooks was also carried out by several researchers such as Muhammad Jafar Shodiq, the title of the study was the Perspective of Gender Equality in Arabic Language Books of MTS Students Using Scientific 2013, UIN Sunan Kalijaga Yogyakarta, Indonesia conducted in 2016. He conducted research using Qualitative and quantitative methods for analyzing textbooks. The results showed that the textbook represented Arabic textbooks for grade X students from the 2013 scientific approach concluded that there was still a gender bias in this book. Images and practical questions in Arabic textbooks for class X students in 2013 the scientific approach shows that there is a feminine construction, housework and at the same time a woman, while men are built by someone who works in the public sector, masculine and dominates.

Research on gender construction was also conducted by Umm Salamah, with the title of her research, namely Gender Representation in English Textbooks (Bright Content Analysis for Seventh Grade Students Published by Erlangga) Jakarta 2014. In her research, she used qualitative and quantitative methods to analyze it. The results of the studies he has done show that men dominate in four aspects; images, female / male roles, female / male games, and female / male role models. Meanwhile, women are more visible in two aspects, namely the number of women / men mentioned and the pattern of mentioning the names of women / men. Therefore, it was found that

gender was unequal in four aspects of the textbook: English Language Courses for Seventh Middle School Students.

Several studies that have been carried out above state that there are still gender disparities in textbooks. From previous studies, it can be said that the selection of textbooks has a very big influence on the teaching and learning process. Gender equality is important in textbooks. Therefore, it is important for teachers in schools to be aware of the gender equality contained in textbooks and how they can shape students' perceptions of gender equality in the future. The researchers tried to analyze gender equality in books to find out whether there were gender constructions in the English textbooks.

CHAPTER III

RESEARCH METODOLOGY

A. Research Method

In this research the researcher used qualitative method with an approach the content analysis technique. Content analysis is used to obtain information from communications delivered in the form of documented or documentable symbols. Content analysis can be used to analyze all forms of communication, such as in newspapers, books, films, and so on. By using the content analysis method, an understanding of the various contents of the communication message delivered by the mass media or from other sources will be obtained objectively, systematically, and relevantly.²⁷

Qualitative research methods are research methods that are based on the philosophy of postpositivism, used to examine the natural condition of objects (as opposed to being experiments) where the researcher is as a key instrument, the sampling of the data source is done purposively and snowbaally, the technique of collecting with triangulation (combined) , data analysis is inductive / qualitative, and qualitative research results emphasize more meaning than generalization.²⁸

²⁷ Imam Subrayogo, *Metodologi Penelitian Sosial-agama*, (Bandung: Remaja Rosda Karya, 2001), p. 6

²⁸ Sugiono, *Metode Penelitian Pendidikan*, (Bandung : Alfabeta, 2010), pp.14-15

B. Research Subject

The Subject of research is a scientific goal to get data with specific goals and uses about an objective, valid, and reliable thing about a thing (certain variables).²⁹ Determination of research Subjects or samples in qualitative research is different from quantitative. Lincoln and Guba suggest that:

The determination of samples in qualitative (naturalistic) research is very different from the determination of samples in conventional (quantitative) research. Determination of the sample is not based on statistical calculations. The sample chosen serves to gather maximum information, not to be generalized.³⁰

Determination of research object in this study used nonprobability sampling with purposive sampling technique. According to Sugiyono, Non Probability Sampling is a sampling technique that does not provide equal opportunity or opportunity for each element or member of the population to be selected as a sample.³¹ So that the subjects in this study are "When English Rings A bell" and "Think Globally Act Locally"

The reason for using the Purposive Sampling technique is because it is not all samples have criteria that fit the phenomenon under study. Therefore, the authors chose the Purposive Sampling technique that

²⁹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), p. 144.

³⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2007), p. 301.

³¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: PT Alfabet, 2016), pp. 82-85

sets certain considerations or criteria that must be met by the samples used in this study.

In this study, the samples were textbooks that met certain criteria. The textbook is chosen because it is the other textbook composed based on oh the curriculum 2013 besides the textbooks published by Indonesia Ministry of Education and is used in the early stages of implementing the 2013 curriculum.

C. Research Instrument

Sugiyono stated that "The research instrument is a data collection tool used to measure observed natural and social phenomena".³² The research instrument used in this study was table checklist and documentation.

1. Documentation

Sugiyono expressed his opinion about the document, the document is a record of events that have passed. Documents can be in the form of writings, drawings or monumental works of a person.³³

Documentation is a method used to obtain data and information in the form of books, archives, documents, numbers and pictures written in the form of reports and information that can support research. The documentation used to collect data is then

³² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2014), p. 92.

³³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), p. 240.

reviewed.³⁴ Documentation used in this study includes Textbooks, Journals, and Thesis.

2. Table Sheet

The table sheet below, hopefully, it is going to help the researcher to analyze gender construction in English textbook for secondary school which related gender construction that are the number of male/female pictures, the number of male/female mentioned, the number of male/female roles, the number of male/female games, pattern of mentioning female/male names.³⁵

D. Data Collection Technique

Data collection technique is a technique or method used by researchers to be able to collect data related to the problems of the research they take. As for the data collection techniques in this study include:

1. Literature study

According to Koentjaraningrat library technique is a way to collect data of various materials contained in the library, such as newspapers, books, magazines, manuscripts, documents and so on which are relevant to research.³⁶

³⁴ Sugiyono, *Metode Penelitian Kombinasi (Mix Methods)*, (Bandung: Alfabeta, 2015), p. 329

³⁵ Martha Logsdon, *Gender Roles In Primary School Texts In Indonesia*, (Honolulu: University of Hawai, 1985), pp. 243-262

³⁶ Koentjaraningrat, *Metode-Metode Penelitian Masyarakat*, (Jakarta: Gramedia, 1983), p.430

According to Sugiyono, library studies are related to theoretical studies and other references relating to values, culture and norms that develop in the social situation under study, besides library research is very important in conducting research, this is because research will not be separated from scientific literature.³⁷

Literature study is data collection based on literature books that are relevant to the related research. There are 2 data used, i.e.

- a. Primary data in the form of two textbooks, first book for class VII “When English Rings A Bel” and second book for class IX “Think Globally Act Locally”
- b. Secondary data includes other literature in the form of books, journals and other information media

E. Data Analysis Technique

The data were analyzed based on the six aspects of gender in textbook suggested by Logsdon as follows :

1. Female / Male Pictures: The writer counted the number female/male pictures in the textbook.
2. Female/male mentioned: the female/male in the textbooks was counted including the names of men and women , pronouns (for example he, she, his, her) and terms for women / men (for example sir, ma'am)

³⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung; Alfabeta, 2012), p. 231

3. The roles of women / men. For example calculating the job roles of women / men (eg students and teachers).
4. Female/male games: the writer counts the number of games or sports performed by women / men (for example football, tennis) in the textboo
5. Female/male roles models : the writer calculates the role models contained in the text or exercise.
6. Pattern of mentioning female/male names: the order of mention of female and male names in a single phrase (e.g. sally and john) was counted.³⁸

F. Data Validity

Checking the validity of the data is important in research, to check the validity of the data, the technique used is the trust criterion technique developed by Moleong.³⁹

First, observer triangulation. There are observers outside the researchers who also examine the results of data collection. In this study, the supervisor acts as an observer (expert judgment) who provides input on the results of data collection. Second, the perseverance of observations, observers conducted by observing carefully, detailed, and continuously during the analysis of gender construction in English textbooks for secondary schools so that the

³⁸ Martha Logsdon, *Gender Roles In Primary School Texts In Indonesia*, (Honolulu: University of Hawai, 1985), pp. 243-262

³⁹ Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 2010), p.

right and appropriate research results are obtained. Third, peer examination, which describes the process and results of research with colleagues, in the form of repeated discussions and readings by peers.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

In this study, six aspects were analyzed in the textbook including female/male pictures, female/male mentioned, roles, games, roles models, and pattern of mentioning female/male names. All unit of the textbook were analyzed. The data are described as follow:

a. Gender Construction in English Textbook “When English Rings a Bell”

1. Female/Male Pictures

Table 4.1

The number of female and male pictures in the textbook

Chapter	Frequency	
	Female	Male
Chapter I	1	-
Chapter II	-	-
Chapter III	-	-
Chapter IV	1	-
Chapter V	-	-
Chapter VI	-	-
Chapter VII	-	1
Chapter VIII	-	-

Chapter IX	-	-
Chapter X	1	-
Chapter XI		
Chapter XII		
Chapter XIII		
Total	3	1

Representation gender in the aspect of female/male picture in the textbook that female and male pictures were presented unequally. The total number of male is one and the total number of female is three.

2. Female/Male Mentioned

Table 4.2

The Number of Female and Male Mentioned In The Textbook

Chapter	Frequency	
	Female	Male
Chapter I	4	6
Chapter II	22	16
Chapter III	3	6
Chapter IV	18	17
Chapter V	17	6
Chapter VI	1	2
Chapter VII	3	5

Chapter VIII	3	2
Chapter IX	21	38
Chapter X	178	37
Chapter XI	48	2
Chapter XII	18	7
Chapter XIII	-	-
Total	336	153

From the description of the data above, the results show that there are more mentioned for women than men. The total number of female mentioned is three hundred thirty six, while male are mentioned one hundred.

3. Female/Male Roles

Table 4.3

The Number of Female and Male Roles In The Textbook

Chapter	Frequency	
	Female	Male
Chapter I	1	1
Chapter II	-	-
Chapter III	-	-
Chapter IV	1	-
Chapter V	-	-
Chapter VI	-	-

Chapter VII	-	3
Chapter VIII	-	-
Chapter IX	-	-
Chapter X	2	4
Chapter XI	-	-
Chapter XII	-	-
Chapter XIII	-	-
Total	4	8

In this aspect, gender construction showed unequally because there are more male than female roles in the textbook. The total number of male roles is eight and female roles is four.

4. Female/Male Games or Sport

Table 4.4

The Number of Female and Male Games or Sports In The Textbook

Chapter	Frequency	
	Female	Male
Chapter I	-	-
Chapter II	-	-
Chapter III	1	-
Chapter IV	-	-
Chapter V	-	-

Chapter VI	-	1
Chapter VII	-	-
Chapter VIII	-	-
Chapter IX	-	-
Chapter X	1	1
Chapter XI	-	-
Chapter XII	-	-
Chapter XIII	-	-
Total	2	2

Like female/males roles, pictures, exercises and reading texts were also analyzed in order to find the games or sports played by female/males. It was found that female and males balanced play games or sport in the textbook. The total number of female games or sport is two, while the total number of male games or sport also two

5. Female/Male Role Models

Table 4.5

Female and Male Role Models In The Textbook

Chapter	Frequency	
	Female	Male
Chapter I	-	-
Chapter II	-	-
Chapter III	-	-

Chapter IV	-	-
Chapter V	-	-
Chapter VI	-	-
Chapter VII	-	2
Chapter VIII	-	-
Chapter IX	-	-
Chapter X	1	3
Chapter XI	1	-
Chapter XII	-	-
Chapter XIII	-	-
Total	2	5

Female/male role models were only found in chapter VII, chapter X, and chapter XI. The total number of female is two and the number of male is five

6. Pattern of Mentioning Female/Male Names

Table 4.6

The Number Of Pattern Mentioning Female/Male Names

Chapter	Frequency	
	Female	Male
Chapter I	1	1
Chapter II	-	-

Chapter III	1	-
Chapter IV	-	-
Chapter V	-	-
Chapter VI	-	-
Chapter VII	-	-
Chapter VIII	-	-
Chapter IX	-	-
Chapter X	-	-
Chapter XI	-	-
Chapter XII	-	-
Chapter XIII	-	-
Total	2	1

¶

The analysis in this aspect aims to see the first mention of names between women / men in one phrase. Pattern of mentioning female/male names, the number of male is one and the number of female is two. In this aspect, gender construction showed unequally.

b. Gender Construction in English Textbook “Think Globally Act Locally”

1. Female/Male Pictures

Table 4.7

female and male number pictures in the textbook

Chapter	Frequency	
	Female	Male
Chapter I	-	-
Chapter II	4	4
Chapter III	-	1
Chapter IV	-	-
Chapter V	-	1
Chapter VI	-	7
Chapter VII	-	-
Chapter VIII	6	4
Chapter IX	3	3
Chapter X	-	-
Chapter XI	1	-
Chapter XII	-	-
Chapter XIII	-	-
Chapter XIV	-	-
Total	14	20

It was found in the textbook that female and male pictures were presented unequally in which fourteen women and twenty men

2. Female/Male Mentioned

Table 4.8

Female and Male Number Mentioned In The Textbook

Chapter	Frequency	
	Female	Male
Chapter I	73	45
Chapter II	53	42
Chapter III	143	97
Chapter IV	-	-
Chapter V	-	4
Chapter VI	135	173
Chapter VII	29	2
Chapter VIII	109	52
Chapter IX	90	120
Chapter X	163	267
Chapter XI	4	10
Chapter XII	-	-
Chapter XIII	3	9
Chapter XIV	-	1

Total	802	822
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From the data above, the result show that there are more female mentions than male mentions. The total number of female mentioned is eight hundred two, while male are mentioned eight hundred twenty two

3. Female/Male Roles

Table 4.9

Female and Male Number Roles In The Textbook

Chapter	Frequency	
	Female	Male
Chapter I	3	1
Chapter II	3	2
Chapter III	6	6
Chapter IV	-	-
Chapter V	-	-
Chapter VI	1	-
Chapter VII	-	-
Chapter VIII	-	-
Chapter IX	-	-
Chapter X	-	-
Chapter XI	-	-
Chapter XII	-	-

Chapter XIII	-	-
Chapter XIV	-	-
Total	14	9

From the data above, the researcher found that there were more male roles in textbooks. The total number of male roles is nine and female roles is thirteen. This showed unequally

4. Female/Male Games or Sport

Table 4.10

Female and Male Number Games or Sports In The Textbook

Chapter	Frequency	
	Female	Male
Chapter I	-	-
Chapter II	-	-
Chapter III	-	-
Chapter IV	-	-
Chapter V	-	-
Chapter VI	-	5
Chapter VII	-	-
Chapter VIII	-	-
Chapter IX	-	-
Chapter X	-	-

Chapter XI	-	-
Chapter XII	-	-
Chapter XIII	-	-
Chapter XIV	-	-
Total	-	5

Female/males roles, pictures, exercises and reading texts were also analyzed in order to find the games or sports played by female/males. It was found that female play games or sport in the textbook is zero while the total number of male games or sport is five

5. Female/Male Role Models

Table 4.11

Female and Male Number Role Models In The Textbook

Chapter	Frequency	
	Female	Male
Chapter I	2	-
Chapter II	2	4
Chapter III	1	-
Chapter IV	-	-
Chapter V	-	-
Chapter VI	-	1
Chapter VII	-	-

Chapter VIII	-	-
Chapter IX	-	1
Chapter X	-	-
Chapter XI	-	-
Chapter XII	-	-
Chapter XIII	-	-
Chapter XIV	-	-
Total	5	6

Female/male role models were only found in chapter I, chapter II, chapter III, chapter VI, and chapter IX which the number of female that was found is five and the number of male is six

6. Pattern of Mentioning Female/Male Names

Table 4.12

The Number Of Pattern Mentioning Female/Male Names

Chapter	Frequency	
	Female	Male
Chapter I	-	-
Chapter II	2	1
Chapter III	-	1
Chapter IV	-	1
Chapter V	-	-

Chapter VI	-	-
Chapter VII	-	-
Chapter VIII	-	-
Chapter IX	-	-
Chapter X	-	-
Chapter XI	-	-
Chapter XII	-	-
Chapter XIII	-	-
Chapter XIV	-	-
Total	2	3

The analysis in this aspect aims to see the first mention of names between women / men in one phrase. It was found in three units of the textbook , chapter II, III, VI. The pattern found is female. The number of female that was found in this book are two and the number of male is three

B. Discussion

1. Gender Construction in English Textbook “When English Rings a Bell”

Based on the description of the data, there are several findings to be analyzed. first, by counting photos of women and men in textbooks it was found that there were more pictures of

women being presented. That means the representation of women is dominant in the aspect of the image of women / men.

The pictures show in the textbook *When English Rings A Bell* are more dominant women in terms of the number of female / male pictures in the textbook and there are no gender stereotypes in the picture.

However, gender stereotypes are found in a few sentences in this book, for example Fatima can sing very loudly (page 60), The little boy will not stop crying before his mother buys him toys he wants (page 60), Her mum cooked for her family (page 137), She often goes to the shop to buy sugar, soap, oil, salt, rice, vegetables, fruits, and so on. (page 137), I was helping my mum in the kitchen (page 149). These examples show that the current view of women doing homework is still considered a social rule. Women usually shop for food and prepare food. Women are associated with homework such as cooking, preparing food, washing, etc. It reflects gender norms which reinforce the assumption that women's work refers to domestic work and raising children.⁴⁰

Second, the number of female / male mentioned in the textbook. That is identified from the names of women / men (for example Siti and Edo), nouns (for example father, mother, father's,

⁴⁰ Susan M. Shaw, Lee Janet, *Women's Voice, Feminist Visions: Classis and Contemporary Reading*, (New York: McGraw Hill, 2007), p. 429.

mother's), surnames with the title (for example Mrs. Harum and Mr. Adnan), title (for example sir, ma 'am), pronouns including subject pronouns (for example he, she), object pronouns (for example him, her), and possessive pronouns (for example his, her). By counting the number of women / men mentioned in each chapter of the textbook, it was found that there were more women mentioned than men. Thus, in the aspect of the number of female / male mentioned in the textbook is dominated by women.

Next is the roles of female / male in the textbook. the roles of female / male in the textbook analyzed in the textbook refer to social or professional roles. The roles of women and men were identified from the pictures, exercises, and reading texts in each unit. However, the roles of women / men are not found in chapters 3, 5, 6, 8, 9, 11, 12, 13. Most of the roles presented in textbooks are students and teachers. This relates to the audience for textbooks that are students.

In gender roles, the number of roles of women and men is presented unevenly. This is similar to Gupta and Lee's research where the role of women is less, and is only related to care (teaching, food, preparation, and presentation)⁴¹ which in this book women are only shown as a teacher and student. it seems that women are less competent than men. Here, gender bias is clearly

⁴¹ Anthea. F. Gupta, Ameline Lee, *Gender Representation in English Textbooks used in the Singapore Primary Schools, Language and Education*, Vol. 4 No. 1, 1990, pp. 29-50.

implied. However, in contrast to the Rubby study in which male teachers were not found, in this study women and men were depicted as teachers.

Furthermore, the representation of men and women is balanced in the number of female / male games or sports in the textbook. In the textbook when English rings a bell for women and men are presented in a balanced way where the women's game is swim and dance, as well as the men's game reading contest.

As for aspects of the number of female / male role models in the textbook, men dominate over women. There are five male models presented in the textbook (eg Edo, Udin, Sihombing, Udin, Laode). Meanwhile, there are two female models presented in the textbook (e, g. Dayu, Dina).

The last, the pattern of mentioning female / male names is female firstness. Female names are mentioned first in a single phrase. Therefore, this aspect is dominated by women.

2. Gender Construction in English Textbook “Think Globally Act Locally”

Based on the description of the data, there are several findings to be analyzed. first, by counting female/male pictures in textbooks it was found that there were more pictures of male presented. that means the representation of male is dominant in the aspect of female/male pictures.

The picture show (see appendix 11) that women are associated with work as cashier in the shop. furthermore, in a few sentences it was found that women as teachers, students and librarians were also related to their stereotypes as warm, weak, gentle, friendly etc.

And other picture show (see appendix 8) that there is a male student who has entered class late. In this case, men are shown as someone who is not disciplined and others as someone. Obviously, gender stereotypes are shown in this picture

While, because men are labeled as strong and aggressive, they are described as people who like to play football (see appendix 10)

Muthali'in said, this indicates a gender bias towards women because of the dominance of the male image.⁴² Likewise, Mukundan and Nimehchisalem also found male pictures dominance in four English textbooks for Malaysian high school students.⁴³ A slightly higher ratio of male pictures appearing in textbooks may be caused by general views about the visibility of men in society. thus, this assumption becomes a sufficient factor to explain the phenomenon.

⁴² Achmad Muthali'in, *Bias Gender dalam Pendidikan*, (Surakarta: Muhammadiyah University Press, 2001), p. 103

⁴³ Jayakaran Mukundan, Vahid Nimehchisalem, *Gender Representation in English Textbooks used in the Singapore Primary Schools, Language and Education*, Vol. 4 No. 1, 1990, p. 29-50.

he stereotypes are not only found in pictures, but also in some sentences such as I have to help my mom prepare the breakfast for the family (page 88), Edo, let's go and practise football (page 168), Dayu's mother is in posyandu now. She is doing vaccination for the babies and small kids in her neighbourhood (page 179). These examples show that the current view of women doing homework is still considered a social rule. Women usually shop for food and prepare food. Women are associated with homework such as cooking, preparing food, washing, etc. It reflects gender norms which reinforce the assumption that women's work refers to domestic work and raising children

The second, the number of female / male mentioned in the textbook. That is identified from the names of women / men (for example Dayu and Beni), nouns (for example father, mother), surnames with the title (for example Mrs. Ani and Mr. Sidin), title (for example sir, ma 'am), pronouns including subject pronouns (for example he, she), object pronouns (for example him, her), and possessive pronouns (for example his, her). From the results of the analysis conducted by the author, it was found that more men are mentioned than women.

The third is the roles of female / male in the textbook. The roles of women and men were identified from the pictures, exercises, and reading texts in each unit. However, the roles of

women / men are not found in chapters 4, 6, 7, 8, 10, 11, 12, 13. Most of the roles presented in textbooks are students and teachers. This relates to the audience for textbooks that are students. The number of roles of women and men is presented unevenly. This is similar to Gupta and Lee's research where the role of women is less, and is only related to care (teaching, food, preparation, and presentation)⁴⁴ which in this book women are shown as a teacher, student and librarian. it seems that women are less competent than men. While men are shown as a student, teacher, chef and coach. Here, gender bias is clearly implied.

The fourth is the representation of men and women is dominance in games or sports. Textbooks present more male games than female games. In this section, there is no game or sport at all. This might indicate that men are considered stronger and more active than women. As a result, men are associated with more extreme and challenging games like football, badminton and others.

The fifth is the number of female / male role models in the textbook, men dominate over women. There are six male role models presented in the textbook (eg Udin, Edo, Beni, Mr. Sidin, Mr. Dede). Meanwhile, there are five female models presented in the textbook (e, g. Lina, Mrs. Ani, Dayu, Ibu Tuti, Siti).

⁴⁴Anthea. F. Gupta, Ameline Lee, *Gender Representation in English Textbooks used in the Singapore Primary Schools, Language and Education*, Vol. 4 No. 1, 1990, p. 29-50.

The last, the pattern of mentioning female / male names is male dominant. Male names are mentioned first in a single phrase. Therefore, in this aspect the representation of Male is dominant.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research findings, in a textbook titled *When English Rings A Bell* the results show that gender is unequally represented. Women are more visible in 3 aspects namely the number of female / male pictures, the number of female / male mentioned and the pattern of mentioning female / male names. The number of men that exceeds the number of women is found in two aspects, namely the number of female / male roles and the number of female and male role models. There is one aspect where women and men are mentioned equally, namely the number of female / male games or sports. thus, there is an imbalance in gender construction in this book. As for the book titled *Think Globally Act Locally* the results show that gender is also unequally represented. Men are found in all aspects. This clearly shows that there is an imbalance in gender construction in the book *Think Globally Act Locally*.

B. Suggestion

The followings are some suggestions that might be useful for English teachers, students, and author :

1. The English teachers must be more aware of gender issues by reading books or journals and the latest articles.
2. The English teachers need to analyze English textbooks before using them

3. The author is expected to pay more attention to gender issues so that there is no gender bias.

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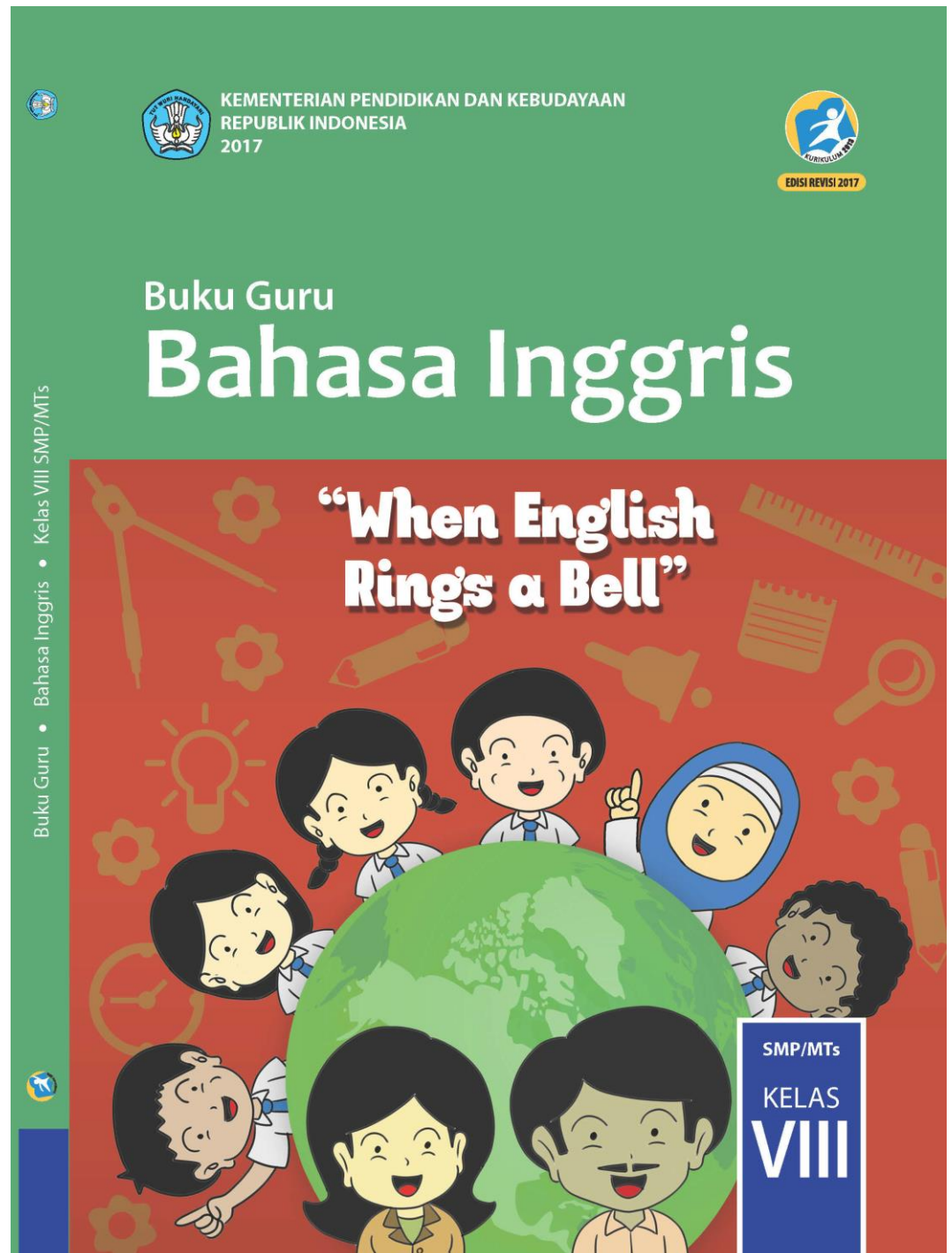
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A P P E N D I C E S

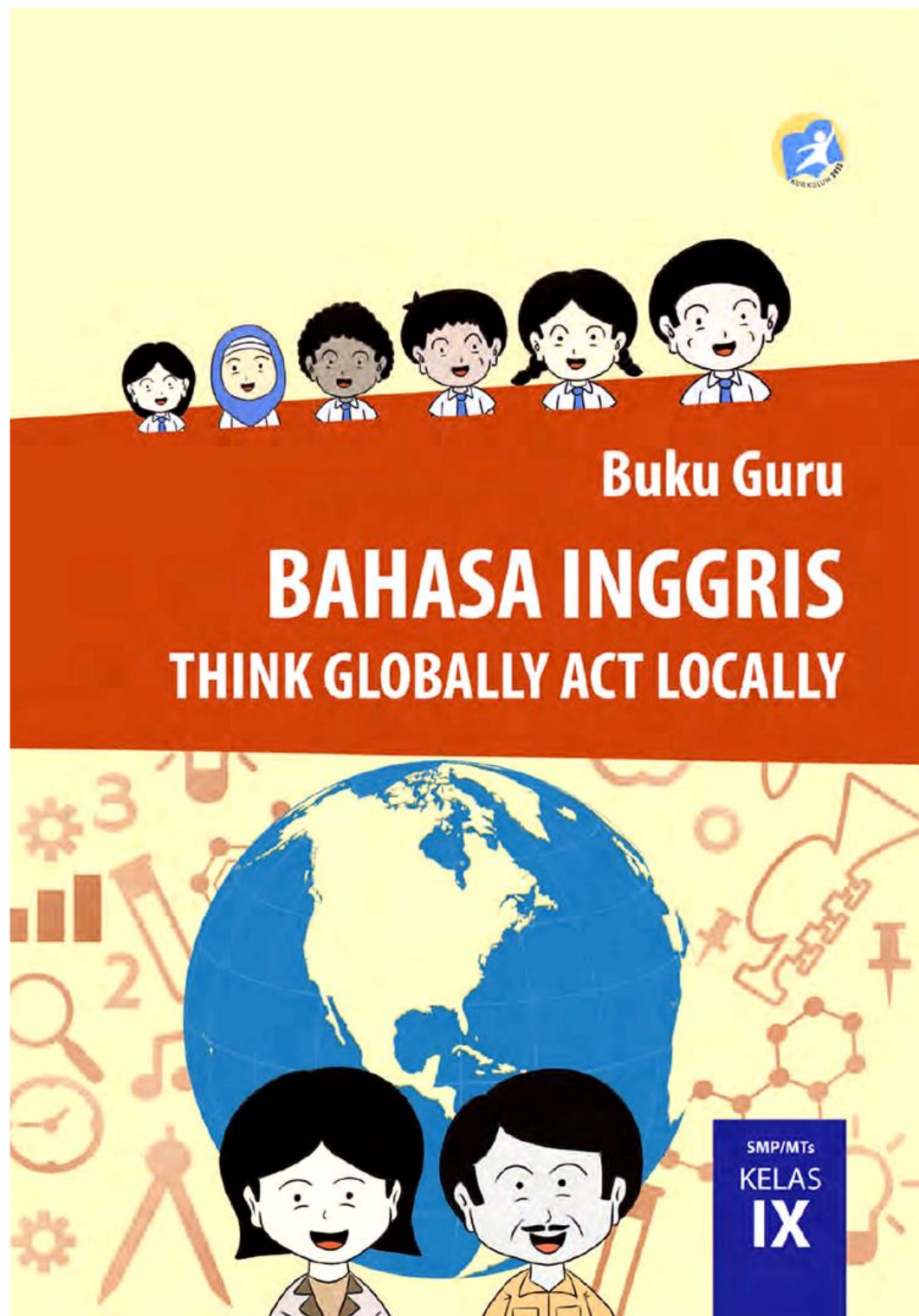
Appendix 1

When English Rings a Bell Textbook Cover



Appendix 2

Think Globally Act locally Textbook Cover



Appendix 3

Teacher

Appendix 4

Lina's Birthday



Appendix 5

Teacher

Appendix 6

Student



Appendix 7

Student



Appendix 8

Student



Appendix 9

Chef



Appendix 10

Men invite playing football

Appendix 11

Cashier



Appendix 12

The number of female and male pictures in the textbook

Chapter	Female	Page	Male	Page
Chapter I	1	48	-	-
Chapter IV	1	74	-	-
Chapter VII	-	-	1	92
Chapter X	1	138	-	-
Total	3		1	

Appendix 13

The Number of Female and Male Mentioned In The Textbook

Chapter	Female	Page	Male	Page
Chapter I	4	52, 53, 54	6	52, 53, 54
Chapter II	22	59, 60	16	59, 60
Chapter III	3	66	6	63, 66
Chapter IV	18	69, 71, 72, 73, 74	17	71, 72, 73
Chapter V	17	78, 79, 80, 81, 82	6	78, 80, 81, 82
Chapter VI	1	89	2	89
Chapter VII	3	96	5	93, 96
Chapter VIII	3	103	2	103
Chapter IX	21	109, 114, 117, 118	38	109, 111, 114, 117, 118
Chapter X	178	123, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137	37	123, 124, 125, 131, 132, 133, 134, 135, 136, 137
Chapter XI	48	142, 147, 148, 149	11	142, 146, 147, 148
Chapter XII	18	154, 158, 159	7	158
Total	336		153	

Appendix 14

The Number of Female and Male Roles In The Textbook

Female	Page	Male	Page
1. Teacher	135, 48	1. Teacher	54, 124, 135
2. Student	131, 148, 74	2. Student	96, 132
		3. Zookeeper	92, 93
		4. Janitor	135

Appendix 15

The Number of Female and Male Games or Sports In The Textbook

Female	Page	Male	Page
1. Swim	60	1. Reading	82
2. Dance	135	contest	
		2. Marble	131

Appendix 16

The Number of Female and Male Role Models In The Textbook

Chapter	Female	Page	Male	Page
Chapter VII	-	-	1. Edo 2. Udin	96
Chapter X	1. Dayu	131	1. Sihombing 2. Udin 3. Laode	124 132 135
Chapter XI	1. Dina	148	-	-
Total	2		5	

Appendix 17

The Pattern of Mentioning Female/Male Names In The Textbook

Chapter	Female	Page	Chapter	Male	Page
Chapter 1	1. Yuli and Tono	59	Chapter V	1. Uncle Ipan and Aunty Rikeu	81
Chapter VIII	2. Dini and Dani	109			

Appendix 18

The Number of Female and Male Pictures In The Textbook

Chapter	Female	Page	Male	Page
Chapter II	4	66, 67, 80	4	66, 67, 80
Chapter III	-	-	1	108
Chapter V	-	-	1	166
Chapter VI	-	-	7	175, 194
Chapter VIII	6	211, 212	4	211, 212
Chapter IX	3	241	3	241
Chapter XI	1	296	-	-
Total	14		20	

Appendix 19

The Number of Female and Male Mentioned In The Textbook

Chapter	Female	Page	Male	Page
Chapter I	73	51, 52, 54, 55, 56, 58, 59	45	51, 53, 54, 56, 58, 59
Chapter II	53	67, 68, 69, 70, 71, 73, 74, 76, 77	42	67, 69, 71, 73, 74, 76, 77
Chapter III	143	87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 100, 101, 103, 104, 105	97	87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 100, 101, 103, 104, 105
Chapter V	-	-	4	144
Chapter VI	135	167, 170, 179, 182, 183, 184, 185, 186, 187, 189, 190, 191, 192	173	168, 169, 170, 173, 174, 175, 176, 179, 182, 183, 184, 185, 186, 187, 189, 190, 191, 192
Chapter VII	29	201, 202	2	201
Chapter VIII	109	204, 205, 210, 211, 212, 213, 216, 219, 220, 221, 222, 223, 224, 225	52	204, 205, 211, 212, 214, 216, 219, 222, 224, 225
Chapter IX	90	229, 232, 233, 235, 237,	120	229, 232, 235, 236,

		238, 239, 244, 245, 247, 251		237, 238, 239, 240, 242, 243, 244, 246, 247, 248, 249, 250
Chapter X	163	258, 259, 260, 261, 265, 269, 270, 271, 272	267	257, 258, 259, 260, 261, 265, 269, 270, 271, 172
Chapter XI	4	275, 280, 281	10	274, 275, 280, 281
Chapter XIII	3	322, 324	9	318, 322, 325, 326, 328, 329
Chapter XIV	-	-	1	337
Total	802		822	

Appendix 20

The Number of Female and Male Roles In The Textbook

Female	Page	Male	Page
1. Student	56, 58, 73, 74, 86, 87, 88, 89, 97, 101, 185	1. Student	56, 73, 74, 86, 87, 88, 89, 91, 97
2. Teacher	58	2. Teacher	74, 248, 249
3. Librarian	73	3. Chef	144
		4. Coach	183

Appendix 21

The Number of Female and Male Games or Sports In The Textbook

Female	Page	Male	Page
-	-	1. Football	173, 175, 182, 183
-	-	2. Badminton	191

Appendix 22

The Number of Female and Male Role Models In The Textbook

Chapter	Female	Page	Male	Page
Chapter I	1. Lina	56	-	-
	2. Mrs. Ani	58	-	-
Chapter II	1. Dayu	73	1. Udin	73
	2. Ibu Tuti	73	2. Edo	74
			3. Beni	74
			4. Mr. Sidin	74
Chapter III	1. Siti	88	-	-
Chapter VI	-	-	1. Mr. Ali	183
Chapter IX	-	-	1. Mr. Dede	248
Total	5		6	

Appendix 23

The Pattern of Mentioning Female/Male Names In The Textbook

Chapter	Female	Page	Chapter	Male	Page
Chapter II	1. Dayu, Udin 2. Siti, Udin	73 74	Chapter II	1. Edo, Dayu	74
-	-	-	Chapter III	1. Edo and Siti	86
-	-	-	Chapter VI	1. Beni and Lina	186