Exploring Gender Representation in Class 12 English Textbook used in Schools

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A B S T R A K

Representasi karakter Gender yang berimbang di dalam buku-buku teks Bahasa Inggris, terutama di Sekolah Menengah Atas, telah menjadi bahan yang hangat dibicarakan sekarang ini, karena buku-buku teks tidak hanya mempelajari tentang ilmu saja tetapi juga memasukkan ideologi sosial-budaya, norma, dan nilai ke dalam siswa. Oleh karena itu tujuan penelitian ini adalah untuk menganalisa rasio bagaimana lelaki dan perempuan direpresentasikan dalam berbagai konteks pada buku teks untuk kelas 12 SMA. Studi ini menggunakan deskriptif kualitatif untuk analisis kritis gambar sebagai metode untuk melihat kemunculan lelaki dan perempuan di buku teks Bahasa Inggris dengan menggunakan Analisi kritis dengan teori Visual Grammar Theory. Temuannya mengindikasikan bahwa 1) di dalam frekuensi kemunculan lelaki dan perempuan, menunjukkan bahwa, secara keseluruhan karakter perempuan lebih umum dari karakter lelaki, karakter perempuan lebih banyak dari lelaki dengan dengan proporsi 57.3 % (70) berbanding 42.7 % (52 images). 2) dalam konteks sosiokultultural frekuensi kemunculan lelaki dan perempuan agak berbeda, frekuensi kemunculan karakter perempuan lebih banyak dari lelaki dalam konteks pendidikan, Keluarga dan Waktu Luang, karakter lelaki lebih banyak dari perempuan hannya dalam konteks Pekerjaan 3) Gender stereotypes masih ditemukan dalam buku teks ini, walaupun karakter perempuan lebih banyak dari lelaki tetapi perempuan masih diasosiasikan dengan gender stereotypesnya. Oleh karena itu, dapat disimpulkan bahwa buku teks berjudul Bahasa Inggris ini menggambarkan karakter perempuan lebih banyak dari perempuan dalam hal rasio kemunculannya dan juga dalam rasio empat sosiokultural konteks tetapi stereotypes perempuan masih muncul di buku teks ini.

A B S T R A C T

Balanced representation of gender characters in English textbooks, especially in Senior High School, has become a hot topic nowadays, because textbooks not only teach about science but also instill socio-cultural ideologies, norms, and values into students. Therefore, the purpose of this study is to analyze the ratio of how men and women are represented in various contexts in textbooks for grade 12 of Senior High School. This study uses qualitative descriptive for critical analysis of images as a method to see the appearance of men and women in English textbooks using Critical Analysis with Visual Grammar Theory. The findings indicate that 1) in the frequency of appearance of men and women, it shows that, overall, female characters are more common than male characters, female characters are more than male with a proportion of 57.3% (70) compared to 42.7% (52 images). 2) In the socio-cultural context, the frequency of appearance of men and women is somewhat different, the frequency of appearance of female characters is more than men in the context of education, family and leisure, male characters are more than women only in the context of work. 3) Gender stereotypes are still found in this textbook, although there are more female characters than men, women are still associated with their gender stereotypes. Therefore, the textbook entitled English describes female characters more than women in terms of the ratio of their appearance and also in the ratio of the four socio-cultural contexts, but female stereotypes still appear in this textbook.

1. INTRODUCTION

The materials that teachers and students utilize in the classroom are called textbooks. They are considered to play a vital part in socialization or the transmission of knowledge and values (Bai et al., 2020; Lasagabaster, 2020). In Indonesia, English is considered as a Foreign Language and in English as a Foreign Language (EFL) context, teachers consider textbooks as the basic foundation for their teaching, and learners are introduced to the Foreign Language through these books (Atmaca, 2016; Dhamayanti, 2021). In the context of EFL, it is highly important for the teachers to pay their attention to gendered language in ELTs as they are one of the most effective ways of communicating values, ideologies and standards (Namaziandost et al., 2020; Yulianti et al., 2019). Previous study argued that textbooks may serve as a social agents to promote gender equality or perpetuate biases and stereotypes (Dewantara et al., 2022). It means a textbook serves as a teacher's silent partner in assisting students

in developing their "ways of thinking, behaving, doing, valuing, and being in the world" (Charalambous, 2011; Sartono & Irawati, 2019). Therefore, it can be said that textbooks not only about material lessons but also they contain ideology, values, especially those loaded with gender issues. As a result, gender should be represented equally through textbooks since textbooks serve as a curriculum tool to assist teachers and students in recognizing and learning about society's values (Cole & Feng, 2015; Musriliani & Anshari, 2015). Teaching in gender may be influenced by language textbooks that analyze specific gendered roles, identities, and discourses.

The majority of studies adressing textbooks and genders roles have been conducted in the west, while only a handful have explored textbooks in Indonesia. Previous study noted that underresearch areas with respect to gender and language studies included countries in Africa, Eastern Europe, the Middle East, South America, and China (Sultan et al., 2020; Suwastini et al., 2023). Similar concern also appears in Indonesian context. It was figured out that there were still few studies which were conducted to explore gender representation in senior high school english textbooks in multicultural context, such as in Indonesia. In response to that, the essential paradigm of exploring gender representation in Indonesian EFL Textbooks has been increasingly growing lately (Ayu & Indrawati, 2019; Blangsinga et al., 2021). The finding of prior research essentially produced themes that were similar, highlighting the prevalence of inequality. They used Logsdon theory as analytical tool to elaborate their phenomenon to see the representation of male and female genders in textbooks. Consequently, more research is required to examine biased messages and stereotypical gender representations in ELTs from the perspective of gender roles in order to validate the results of earlier studies (Kostas, 2021; Suwastini et al., 2023).

It is intriguing to investigate whether gender representations in written materials, especially Indonesian school textbooks, reflect disparities in community awareness of gender equality in Indonesian contexts (Hapsari & Wulandari, 2020; Sumaryanti, 2020). Nevertheless, the current study aims to investigate how males and females characters represented in the Indonesian ELT in terms of 1. Frequency of occurences 2. Their Familial, Educational (school), Professional, and Leisure Activities they are engaged 3. Explain gender stereotypes in the Indonesian english textbook which was written and published by indonesian authors and publishers (Rubegni et al., 2022; Xu et al., 2022). Furthermore, in order to elucidate the phenomenon, This research uses Giaschi (2000) theory to see the frequency of occurences of male/female visibility in numbers as well as in social contexts and to see the ideology in the images. That is, the current study differs from the previous ones especially in term of subject being analyzed and the application of the integrated analytical tool (Ali et al., 2022; Hosseini et al., 2014). To operationalize the analysis, adopted framework for a critical image analysis to see the visibility of male and female in the ELT (Esgaiar & Foster, 2019; Kurniawati et al., 2018).Since images have been shown to communicate beyond the expressive ability of oral or written language using the following criteria to guide my analysis: 1). The number of images including female/males only 2). The number of images with the figure(s) visualized in a Familial, Educational, Professional or Leisured Activities context; 3). The activity(es) shown in the image(s) 4). The active figure(s) shown in the images 5). The passive figure(s) shown in the image(s) 6). The way female and male characters are represented; and 7). The suggested relationships between the characters. Of these seven questions for analying images, the writer will focus on the visibilty of Gendered characters and the visibility of male and female characters in four social context parameters namely: portrayal of males and female charaters in Familial, Educational, Professional, and Leisure Activities contexts. This view is supported by study state that says female and male characters can be detected in the textbooks by looking at the activities of the images in the textbook (Arnyana & Utami, 2022; Seraj Almalki et al., 2020).

Due to the various reasons listed above, this study aims to analyze how males and females are portrayed in an ELT entitles "*Bahasa Inggris*" for twelfth grade students through the portrayal of gendered characters and the portrayal of male and female roles in four social context parameters namely Familial, Educational, Professional, as well as Leisure activities contexts in the English textbook. Many previous studies have focused on elementary school textbooks or general studies on gender. This study specifically explores grade 12 English textbooks, which are a critical phase before students enter higher education or the workforce. This focus allows for the identification of the influence of gender representation on the formation of late adolescents' perceptions. In addition, this study not only analyzes text content such as stories, essays, or poems, but also examines visual elements (illustrations, photos), learning activities, and the language used in instructions and exercises. This approach provides a comprehensive picture of how gender is represented as a whole in textbooks.

2. METHOD

This study is use qualitative research notes that data collection procedures in include collecting information through unstructured or semi-structured observation and interviews, documents and visual images (Nassaji, 2015). In this research, the data are collected through naturalistic observation and document analysis. The images in the english textbook are observed by the researcher himself. Analytical procedures were necessary and carefully carried out in order to analyze the data in order to respond to each of the research questions on Chapter I. To address the first research question, data were counted and tabulated in Excel worksheets to perform

a general frequency count (percentage) to ascertain the ratio of each gender represented. All of the data are collected by using documentation,then are analyzed and described thoroughly. The data were analyzed to see the visibility of male and female images framework for a critical image evaluation of gender stereotypes in ESL textbooks, using the following criteria to guide my analysis: 1.The number of images including females/males only; 2. The number of images with the figure(s) visualized in a Familial, Educational, Professional, Leisure Activities contexts; 3. The activity(es) shown in the image(s); 4. The active figure(s) shown in the images; 5. The passive figure(s) shown in the image(s); 6. The way female and male characters are represented; and 7. The suggested relationships between the characters. In order to address the second research questions, a Critical image Analysis was carried out following the completion of the general frequency count. Then to address the third research question, The discursive practice analysis techniques based on Fairclough framework who introduced three dimensional frameworks of analysis, namely description, interpretation, and explanation.

3. RESULT AND DISCUSSION

Result

In order to answer the first research question, I began identifying images portraying the presence of both gendered characters found in the ELT. I calculated the number of gendered characters found in each lesson chapter manually, all the images in the textbook were counted carefully several times and tabulated the data in tables, then to obtain the frequency of male and female appearances, the number of female and male images with gendered characters are divided with the total number of all gender as show in Figure 1.

Table 1. Figure With Gendered Characters

ELT (*Bahasa Inggris*)	Images With Gendered Characters		
	Male	**Female**	**Total of Images**
Chapter I	13 (56.5%)	20 (86.9%)	32 (26.2%)
Chapter II	6 (35.2%)	11 (64.7%)	17 (13.9%)
Chapter III	9 (52.9%)	8 (47%)	17 (13.9%)
Chapter IV	4 (66.6%)	2 (33.3%)	6 (4.9%)
Chapter V	6 (60%)	4 (40%)	10 (8.1%)
Chapter VI	5 (50%)	5 (50%)	10 (8.1%)
Chapter VII	6 (50%)	6 (50%)	12 (9.8%)
Chapter VIII	1 (25%)	3 (75%)	4 (3.2%)
Chapter IX	1 (25%)	3 (75%)	4 (3.2%)
Chapter X	1 (16.6%)	5 (83.3%)	6 (4.9%)
Chapter XI	1 (25%)	3 (75%)	4 (3.2%)
	52 (42.7%)	**70 (57.3%)**	**122 (100%)**

According to Table 1, first set of findings relates to the frequency of occurrence of male and female characters in the *Bahasa Inggris* textbook. It shows that, overall, all visual images showed that female characters were slightly more prevalent than male characters, with a proportion of 57.3 percent (70 images) to 42.7 percent (52 images), respectively. when the ELT examined closer, Male characters are depicted in every unit of the ELT, but they still have a lower prominence ratio to female characters, with a ratio of 1 to 1.3. Using the four sociocultural context parameters, I calculated the frequency of each social context represented in the ELT. The findings related to the portrayal of male and female characters in the four sociocultural contexts used as the parameter in this study. Surprisingly, after being detailed at the closer look of the visual images in four Sociocultural contexts, the frequency of occurrences of male and female characters varies slightly in sociocultural contexts, for example, female characters are more frequently shown in Familial, Educational, and Leisure contexts than male counterparts, whereas male characters are only more frequently featured in professional context. Male And Female Representation In the Four Social Contexts is show in Table 2.

Table 2. Male and Female Representation in The Four Social Contexts

Social Context	Images		Total Images
	Male	**Female**	
Family	12 (46.1%)	14 (53.8%)	26 (21.3%)
Education	12 (30.7%)	27 (69.2%)	39 (31.9%)
Profession	20 (60.6%)	13 (39.3%)	33 (27%)
Leisure Activities	8 (33.3%)	16 (66.6%)	24 (19.6%)
	52	**70**	**122**

Base on Table 2, in the familial context, male and female ratio is 1:1.1, of the 26 images involving human characters, the appearance of females are slightly more prevalent than their male counterpart with 53.8 percent to 46.1 percent. in the Educational Context, the ratio is 1:2, in total 39 gendered characters, female characters are portrayed more prevalent to male characters with 69.2 percent to 30.7 percent while in the Leisured Activities, the ratio is 1:2, of the 24 visual images, female characters are more prevalent than male with 66.6 percent to 33.3 percent whereas in the professional context, the ratio is 1.5:1. Of the 33 images, males are more prevalent than female counterpart with 60.6 percent to 39.3 percent in total.

Discussion
Gender Portrayal in Familial Context

There were only a small number of images illustrating household activities in this ELT, yet it serves or enforces traditionally gender roles. Previous studies on gender in the textbooks uncovered a perpetuation of traditional stereotypes associated with women's and men's occupations (Kostas, 2021). Women tended to work in jobs involving nurturing, service and support, such as fashion/jewellery designer, teacher, maid, secretary, receptionist and typist (Patriani et al., 2018; Pawani et al., 2022). Nevertheless, there are occasional portrayals of women as astronaut, boxer, film-maker, accountant and university lecturer, which might indicate a progressive move towards gender equality. However, the representation of men is still confined to their traditionally 'male' roles, ranging from the lower-status roles of farmer, soldier, hunter and miner, to the higher-status roles of pilot, politician, inventor and marine commander (Ding et al., 2016; Larsen et al., 2020). Men tend to be more involved in physically-demanding jobs or activities, including member of the disciplinary forces, cricket player and football player.

After being carefully observed, the couple is elderly, as it is known that both psycho motoric and cognitive of elderly are decreasing and they frequently behave like a child yet in this position, women are still considered as child-bearer or home maker, even they turn to elderly, they persist to have responsibility to provide to her husbands (Gumiandari et al., 2019; Wahyuni et al., 2019). In this image the woman provides food to her husband. in this picture we can see how stereotypes of female still exist. As it is seen in the picture, the elderly were eating together, the husband was choked up because of the food which he was eating, perhaps it happen because his wife fed him too fast, so the man was having difficulties to swallow the bread (Okoye, 2014; Rahayuningsih, 2020). Then he signalled his wife to slow down while feeding him. It is reiterated through the writing on the top of the image. It says " Do it Carefully".

Female is still portrayed as a party who takes care her spouse even until they grow older. Woman is implicitly portrayed in the domestic chores as male's servant. To take care her spouse in all condition since female is associated with domestic works. This picture shows how stereotypes a woman is depicted by the writers being weak, submissive. This result confirms some earlier research, which upholds conventional assumptions about men and women's roles in the home and demonstrates that women are still limited to their stereotypically "female" responsibilities, which include caring for the home and raising children (Permatasari, 2014; Wang & Degol, 2017).

Gender Portrayal in the Educational Setting

The importance of continuing gender research in educational setting because gender inequalities still exist both in society today and in educational settings. Where many choices made still can be considered to be gender stereotyped (Ahmad, 2020; Siregar et al., 2020). As we can see in the images below portraying educational setting, it can be seen the proportion of male and female characters in the ELT. Female teacher who is wearing nice suit, and glasses are being worn by her while holding a textbook. She is instructing her students to practice conversations on how to offer help/service to others. What interesting in this textbook is a teacher are portrayed as female job. Female are visualized to be teachers in nine appearances in this textbook (Kurniawati et al., 2018; Senok et al., 2022). There was none of male teacher to be found. This support the stereotypes that primary teaching is a field dominated by women.

Gender Portrayal in the Professional Context

Examining occupational roles might reveal social realms, and this may implicitly impact how learners see their own possibilities in the future. The numbers for occupational roles are quite small; however, scrutinizing them still offers some gender insights. Men enjoy a higher professional status as it is seen in the above image. Male enjoys professional status as a doctor. This book does not display any image that shows any male nurse, therefore, it depicts gender stereotypes who viewed men holding a higher status than women (Suwastini et al., 2023; Xu et al., 2022). Males and females spend different amounts of time on leisure activities. The findings related to this topic discloses that the highest frequency of male and female representation in the ELT is depicted doing leisure activities (8 and 16 times, respectively). Furthermore, it is also found that the ELT depicts females are more dominant than their males counterpart in this social context (Yulianto, 2019; Zheng, 2022).

A closer examination reveals that both genders are visualized more often as a female adult when doing leisure activities with a ratio of 2:1 females outnumber and dominate their male counterparts, however their domination is only when engaging in activities stereotypically associated with female gender such as ice skating, singing, and visiting museum of art (Bai et al., 2020; Kocak & Yuksek, 2019). Gender stereotypy-laden as the girl was portrayed as the one who is imagining ice skating activities without actually doing it, she can only imagine the event because the activities are often associated with male hobbies and interest (Putri et al., 2017; Quadlin, 2018). ELTs contain subtle gender demarcation disclosing differences between the two genders in terms of hobbies and interests: men are portrayed as high-tech and gadget enthusiasts, whereas women as beauty and fashion lovers. As a result, the ELTs tend to portray female stereotypically.

Therefore, it can be concluded that The ELT so called *Bahasa Inggris* portrayed female characters more than male characters in terms of the ratio of appearances as well as in the ratio of four sociocultural settings but gender common stereotypes of women are still exist in the ELT. Women tend to be portrayed like their stereotypes that are applied to them. While this study was limited to gender representation in visual images, no attempt was made to verify gender representation in other areas. The researcher also did not seek to correlate and compare the image content with the textual narrative for gender bias and discrimination. Further analysis of 'teacher talk' in class rooms, relating to gendered representations in visual constructs is yet another area for research. It is suggested that future research could focus on these aspects.

4. CONCLUSION

This study has provided understanding on gender representation in the ELTs as well as gender portrayal in sociocultural setting namely in Familial, Educational, Professional, and Leisure activities domains. The authors of the ELT have portrayed a significant higher proportion of female mentions. The results show that in terms of gender representation, the textbook so-called *Bahasa Inggris* depicts inequal portrayal of both genders, in which females are more prevalent than males. In sociocultural contexts, Females are portrayed more prevalent than males in three sociocultural contexts namely: Familial, Educational, Leisured Activities and male are portrayed more than female only in professional context.Gender stereotypes still exist in this ELT, females are portrayed stereotypically although female characters are portrayed more than male characters in the ELT yet women are still portrayed in their stereotypes where females are stereotyped as performing very well in the domestic, educational, and leisured activities while males in the professional sphere.

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