

**GENDER REPRESENTATION IN ENGLISH TEXTBOOKS FOR
TWELFTH GRADE SENIOR HIGH SCHOOL STUDENTS: AN ANALYSIS
OF *BAHASA INGGRIS* AND *PATHWAY TO ENGLISH***

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain
Bachelor of Education (B.Ed) in English Education Program*



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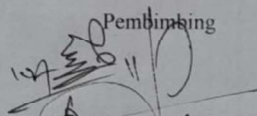
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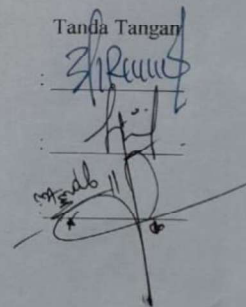
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ABSTRACT

The aim of this qualitative research was to analyze gender representation in English textbooks for senior high school students. This research employed content analysis to analyze two English textbooks: *Bahasa Inggris*, published by the Indonesian Ministry of Education and Culture and *Pathway to English*, published by Erlangga. The former is a mandatory book, while the latter is supplementary in nature. Logsdon's theory of gender representation was utilized to analyze the gender representation in both textbooks, namely female/male pictorial representation or illustrations, female/male mentioned, female/male roles, female/male activities, female/male role models, and pattern of mentioning female/male names. The results show that the gender position of male is more dominant than female in both English textbooks. In *Bahasa Inggris*, there are three aspects dominated by male, namely female/male roles, female/male role models, and the pattern of mentioning female/male names. Whereas, female was more visible in two aspects, namely female/male pictorial representation or illustrations, and female/male mentioned. And there is one aspect that shows equal gender representation, namely female/male activities. Furthermore, in *Pathway to English* gender representation was also not equally presented. Male were outnumbered in all aspects of gender representation in the textbook. So, it is indicated that male is more dominant than female in both textbooks. However, in both textbooks, there was more gender equity textbook published by Indonesian Ministry of Education and Culture *Bahasa Inggris* than textbook published by Erlangga *Pathway to English*. It indicates that authors of *Bahasa Inggris* have tried to promote gender equity in textbook, while the authors *Pathway to English* have failed to advance gender equity. Therefore, there was a gender bias represented in *Pathway to English* because of the author's exposure to patriarchal ideology.

Keywords: *Keywords: text book, gender representation, Logsdon (1985)*

Astuti A.R, Yelsa. (2023), Representasi Gender dalam Buku Teks Bahasa Inggris untuk Siswa SMA Kelas Dua Belas: Analisis *Bahasa Inggris and Pathway to English*. Thesis. Padang. Departemen Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

ABSTRAK

Penelitian kualitatif ini bertujuan untuk menganalisis representasi gender dalam buku pelajaran bahasa Inggris untuk siswa sekolah menengah atas. Penelitian ini menggunakan analisis isi untuk menganalisis dua buku pelajaran bahasa Inggris: *Bahasa Inggris*, yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Indonesia dan *Pathway to English*, yang diterbitkan oleh Erlangga. Buku yang pertama adalah buku wajib, sedangkan buku yang kedua bersifat pelengkap. Teori representasi gender Logsdon digunakan untuk menganalisis representasi gender di kedua buku teks, yaitu jumlah gambar atau ilustrasi perempuan/laki-laki, jumlah perempuan/laki-laki yang disebutkan, jumlah pekerjaan perempuan/laki-laki, jumlah aktivitas perempuan/laki-laki, jumlah panutan perempuan/laki-laki, dan pola penyebutan nama perempuan/laki-laki. Hasil dari penelitian menunjukkan bahwa posisi laki-laki lebih dominan daripada perempuan di kedua buku teks. Di dalam *Bahasa Inggris*, ada tiga aspek yang didominasi laki-laki, yaitu jumlah pekerjaan perempuan/laki-laki, jumlah panutan perempuan/laki-laki, dan jumlah pola penyebutan nama perempuan/laki-laki. Sedangkan perempuan mendominasi dua aspek, yaitu jumlah gambar atau ilustrasi perempuan/laki-laki, dan jumlah perempuan/laki-laki yang disebutkan. Dan ada satu aspek yang menunjukkan representasi gender yang setara, yaitu jumlah aktivitas perempuan/laki-laki. Selain itu, di dalam *Pathway to English* ketidaksetaraan gender juga ditemukan di dalam buku. Laki-laki mendominasi semua aspek representasi gender di dalam buku. Jadi, dapat disimpulkan bahwa laki-laki lebih dominan dibandingkan perempuan pada kedua buku teks tersebut. Namun, ketika kedua buku teks tersebut dibandingkan, terdapat lebih banyak kesetaraan gender didalam buku yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Indonesia *Bahasa Inggris* daripada buku yang diterbitkan oleh Erlangga *Pathway to English*. Hal ini menunjukkan bahwa penulis *Bahasa Inggris* telah berusaha mempromosikan kesetaraan gender dalam buku pelajaran, sementara penulis *Pathway to English* belum bisa menunjukkan kesetaraan gender di dalam buku. Oleh karena itu, terdapat gender bias yang direpresentasikan di dalam buku *Pathway to English*.

Kata Kunci: *buku teks, representasi gender, Logsdon (1985)*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Textbook is defined as a comprehensive learning resource that is in print or electronic form, or that consists of any combination of print, electronic, and non-print materials collectively. Textbook is a tool or media used by teachers and students as a learning resource in the classroom. Textbooks consist of knowledge, skills, and activities that are required to facilitate both teachers and students in the process of teaching and learning. The function of textbooks is as a guideline for teachers in giving and presenting materials and sources of knowledge for students in the classroom. Textbook is one of the most important instruments for teaching material in the process of learning activity. As learning material, the textbook is expected to be a useful source in guidance teaching.

Teachers and students have used the textbook as their source of knowledge. According to (Fahriany et al., 2019, p. 155), textbooks are a key component in most language programs. In many non-English speaking countries, textbooks or course books have become the only resource necessary for an effective language-teaching program in most schools (Kayaoglu, 2011, p. 342). In Indonesia, textbooks are often used as the main source of learning in the classroom (Suhartono & Kristina, 2018, p. 166). It reflects how important textbooks are during the learning process of the educational sector in Indonesia.

There are many publishers that provide textbooks in various styles and settings which are compiled based on the curriculum implementation in Indonesia. Even the National Education Department of Indonesia, under the auspices of the Ministry of Education and Culture, provides and approves English textbooks for each level of education from elementary to high school that can be used across Indonesian schools. Those textbooks are used by English teachers across the country as the main teaching and learning materials in the classroom. One of the English textbooks that the Ministry of Education and Culture provides is the textbook for the twelfth grade of senior high school "Bahasa Inggris" arranged based on the newly designed curriculum, 2013 curriculum. This textbook consists of sixteen chapters that contain texts and illustrations in every chapter. This textbook is available at all public schools in Indonesia. In addition, textbooks published by the Ministry of Education and Culture are the most widely used as learning resources in every school in Indonesia because those textbooks have been designed and compiled by Indonesia's National Agency for Educational Standards.

In addition, few teachers also use complementary textbooks as the source of teaching and learning in the classroom. The complementary textbook is generally published by private publishing companies such as Erlangga. Erlangga is one of the most famous private publishing companies in Indonesia. Textbooks published by Erlangga are also frequently used by teachers and students in the process of teaching and learning. One of the English complementary textbooks published by Erlangga is

“Pathway to English” for the twelfth grade of senior high school. Because it is for national scale users, it also applies curriculum 2013 which is currently used and practiced in Indonesian education. This textbook consists of seven chapters. Each chapter consists of example of the materials and exercises based on the material given. Thus, *Bahasa Inggris* and *Pathway to English* can be used by the students as their source of knowledge at school in Indonesia.

The use of textbooks inside and outside the classroom not only to transfer material and knowledge but also to use as a tool for introducing social norms and attitudes to students. Textbooks play a key role in society by directly or indirectly transmitting models of social behavior, norms, and values (Craeynest, 2015, p. 14). Chambliss and Calfee (1998, p.23) explained that a textbook is a tool for students to understand and learn from the things they read. In addition, textbooks not only instruct some information, but they also play a crucial role in transmitting gender roles and social values to students (American & Esmaili, 2014, p. 4). According to (Reeves & Baden 2000, p.4) gender is defined as socially determined ideas and practices of what is to be female or male. Some gender issues are still present in teaching material such as gender stereotypes and gender bias. Gender stereotypes and gender bias still exist in a textbook but it is often reviewed quite subtly.

However, the material in textbooks encourages students to relate to character conduct in the textbooks, which makes students imitate behaviors that are suitable for their genders. According to (Mburu & Nyagah, 2012, p. 101), the manner in which

gender is represented in children's textbooks impacts attitudes and perceptions of gender-appropriate behavior in society. As a result, textbooks can have a negative impact on students and create an unfair image because issues of gender-bias are frequently unfounded and imbalanced. According to (Lee & Collins, 2009, p. 139), "the ways that gender is represented in culture, media, schools, and public debate provides us with our conceptual thinking about men and women. Thus, gender has to be presented equally in textbooks because the textbook has an important role in influencing students' behaviors and attitudes toward gender.

Over the past decades, the intention for conducting research in the field of gender-content materials in textbooks has raised several interests (Kereszty, 2009 p.4). A number of studies about gender representation in ELT textbooks have been conducted by some researchers around the world. In Asia, studies in the area have been conducted by some researchers: Özdoğru, Aksoy, Erdoğan, and Gök (2006) examined the representation of gender roles in two Turkish elementary school textbooks via content analysis, Ram (2008) examined gender biases in primary school textbooks in Pakistan, Nofal & Qawar (2015) investigated gender representation in an ELT textbook in Jordan, and Dahmardeh & Kim (2019) investigate gender representation in five ELT textbooks for a secondary school in Iran. In Indonesia studies about gender representation in English textbook has been conducted by several researchers, such as Ummu Salamah (2014), Yonata & Mujiyanto (2017), Aslim Zahri (2018), Dhini Anjarwati (2020), and Zango Anisa Agni (2020).

Previous studies examining an analysis of gender representation in English textbooks have been carried out over the years. However, no researcher analyzed the gender representation in English textbooks published by the Indonesian Ministry of Education and Culture and Erlangga for twelfth grade of senior high school, especially in Universitas Negeri Padang. So, the researcher is interested in comparing gender representation in English textbooks published by the Indonesian Ministry of Education and Culture “Bahasa Inggris” and Erlangga “Pathway to English” for the twelfth grade Senior High School.

B. Focus of the Problem

Based on the background of the problem, the researcher identifies a problem related to gender representation in an English textbook. Generally, the previous researcher only investigated one textbook about the issue of gender representation, so the researcher is interested in comparing the representation of gender in two textbooks published by the Indonesian Ministry of Education and Culture and Erlangga.

C. Limitation of the Problem

Based on the identification above, this research is limited to analyzing Gender Representation between English Textbooks Published by the Indonesian Ministry of Education and Culture “Bahasa Inggris” and Erlangga “Pathway to English” for the Twelfth Grade of Senior High School.

D. Formulation of the Problem

Based on the limitation of the problem, the problem of this research can be formulated as follows: “How is gender represented in the English textbook published by the Indonesian Ministry of Education and Culture *Bahasa Inggris* and Erlangga *Pathway to English* for twelfth grade of Senior High School?”

E. Research Questions

Based on the formulation of the problem above, the research question is stated as follows:

1. How is gender represented in the English textbook published by the Indonesian Ministry of Education and Culture *Bahasa Inggris* for the twelfth grade of Senior High School?
2. How is gender represented in the English textbook published by Erlangga *Pathway to English* for the twelfth grade of Senior High School?

F. Purpose of the Research

1. To analyze how gender is represented in the English textbook published by the Indonesian Ministry of Education and Culture *Bahasa Inggris* for twelfth grade of Senior High School.
2. To analyze how gender is represented in the English textbook published by Erlangga *Pathway to English* for twelfth grade of Senior High School.

G. Significance of the Research

This research is expected to give contribution and information about the representative gender in English textbooks for the twelfth grade of Senior High School. Furthermore, it could be a consideration for teachers in choosing an appropriate textbook for students and give better insight on how to choose suitable English textbooks as a guideline for teaching English. Moreover, the researcher hopes that textbook writers can use the information from this research as a consideration in developing the upcoming textbook for students. Last, this research is also expected to be a reference for further research about gender representations in a textbook.

H. Definition of Key Terms

1. Gender : Gender is the characteristic of how to be female and male that is constructed in societies.
2. Textbook : A textbook is a tool which is used by teachers and students as a source in the teaching and learning process.

3. Gender representation : Gender representation is the way how females and males are described textually and pictorially in English textbooks.