Analysis of English Language Teaching Materials on Gender Representation

Baiq Annisa Shallaita[1]; Nawawi[2]; Muhammad Amin[2]

[1] Post Graduate of English Department, Mataram University, Indonesia

[2] Faculty of Teacher Training and Education, Mataram University, Indonesia

Abstract

This study was conducted to show how two ELT textbooks accommodate gender in their contents and if there is any types of gender bias in the textbooks. The method of this study was descriptive qualitative method which was used to describe a phenomenon and its characteristics. The data was collected by using content analysis that was supported by descriptive quantitative data. The content analysis was conducted to analyze written text and photographs in the two EFL textbooks published by The Ministry of Education And Culture of the Republic of Indonesia and Erlangga publisher. The analysis was based on five categories, namely, visibility, firstness, masculine/feminine generic construction, occupation, and activities related to gender. The findings of study showed that gender biases still exist in both textbooks. The types of bias found were stereotyping, linguistic bias, imbalance and selectivity, cosmetic bias, and fragmentation and isolation. The latest types was only found in Pathway To English 1. The result of this study was expected to help the materials designer, author, teacher, and students to have a better understanding about gender representation of the book currently used in Lombok, and to be more aware of gender bias issues in ELT textbook.

Keywords: *ELT Materials; Textbook; Gender Representation; Gender Bias*

Introduction

Gender bias unfortunately still exists in many aspects of society. Many studies have been conducted on gender bias including gender bias in education. In the area of education gender bias can be observed from many aspects. One of them is the learning materials. Materials provided in a classroom are usually presented in the form of textbook. Many studies have been conducted to see if gender bias occurs in classroom textbook, and the results shows gender bias exists in favor of men. Furthermore, the studies are specified to gender bias in ELT textbook, and the result is consistent.

It is not too much to say that textbook plays important roles in English language teaching. Textbook provides authenticity of language for many 'real' texts, such as articles from English newspapers and magazines, included in textbooks. Textbook also provides the representation of language for it helps students to use language to produce meaning. It also covers the four skills (reading, listening,

writing, speaking) in one book. Nowadays, it is usually supported with CDs or cassettes. Graves and Basturkmen in Gak (2011) mentioned the advantages of textbook in teaching and learning. First, it provides a syllabus for the course about what will be learned and in what order it will be learned. Second, it provides sort of a road map for the students, so that they know what to expect and they know what is expected from them. Third, it helps teacher find and develop learning materials because it provides a set of visuals, activities, readings, and so on. Fourth, some textbooks include tests or evaluation tools that can help teacher to assess the students. Fifth, it may include supporting materials, such as teacher's guide, CD, worksheets, and video. Finally, if textbooks follow a sequence, as within a series, it provides consistency between levels.

Considering the importance of textbook in English language teaching, along with the development of so numerous of ELT textbook are published in Indonesia. It is considered important to evaluate the textbook in order to find out their suitability and effectiveness. Evaluation is also needed for business reason. Schools as the target market of textbook publishers are offered many kinds of textbooks with various prices.

One of the most important issues to be evaluated in textbook, that has become a concern among discourse analysts and sociolinguist for a long time, is the presentation of gender in ELT textbooks. Roles for both women and men in society need to be balanced. This situation is also called as gender equality. United Nations Educational, Scientific and Cultural Organization (2015) believes that gender equality can be achieved when women and men enjoy the same status and have an equal opportunity to exercise their human rights and realize their full potential to contribute towards political, economic, social and cultural development. Thus, the roles presented in textbook should also be balanced in order to perform gender equality to the learners. It is supported by (Loan et al, 2010) that learning materials, including textbooks, as well as learning processes that are free from gender biases and promote gender equality are both a good practice in education and may contribute to more inclusive and cohesive societies in the long run. Analyzing gender in textbook is also important to students for it makes them more sensitive and understanding about the roles of opposite gender. Moreover, a biased representation of female and male in a textbook can lead to students' sense of what is normal for women and men in society. It also helps them to not restrict their social, behavioral, and linguistic roles.

This study, therefore, aimed to show how the ELT textbooks accommodate gender in their contents and to analyze if there is any kind of gender bias in the textbooks. The textbooks studied were *Buku Siswa Kemendikbud Kelas 1 SMA* and Pathway to English 1 of Erlangga Publisher. The first book was published by the Ministry of Education and Culture of Indonesia. It was chosen because it was a standard book that is used in the first grade of senior high school. The second book was Pathway to English 1 which was published by Erlangga. Based on interviews with some English teachers in senior high school in Lombok, the textbook is commonly used in their school. In addition, both textbooks claim to implement 2013 curriculum in accordance with the current curriculum in Indonesia. Furthermore, both of the books are used for the first grade of senior high school. At this level, there are much more ELT materials presented and it is more complex than the materials in junior high school.

Literature Review

Gender Bias in Education

The most important "gender agent" in actualizing gender identity is school. The gender gap in education is vivid even in the 20th century. The deeply entrenched stereotypical subdivision between male and female is still evident. To maintain gender equality, the place to start is education.

According to UNICEF data, most countries have achieved gender parity in primary education, but disparities still remain mostly at girls' expense. Two thirds of countries have reached gender parity in enrollment in primary education, but in countries that have not reached parity, particularly in Sub-Saharan Africa, the Middle East and South Asia, girls are more likely to be disadvantaged than boys. In other words, sexism or gender bias still exists in education, in many countries.

According to Brusokaite (2013) Gender-bias in education can be divided into gender-biased curricula, gender-biased teacher's treatment of students and gender-bias in textbooks. In addition, Yonata and Mujiyanto (2017) stated that gender inequality or gender bias can be manifested in many aspects of education including access, retention, success career choices, opportunities, and teaching and learning materials, and a textbook is one of the teaching aids that can be a crucial tool to build students' attitude toward world life through the language it contents.

Gender-bias in textbooks can manifest itself in many ways. In a text it is done through the use of language which devalues members of one sex and fosters the notion of male supremacy through the use of the generic masculine pronoun, the generic usage of the word man and affixing-man in its generic use in the primary place, male "firstness" in both sex phrases, titles and the use of verbs as well as adjectives to describe males and females. Furthermore, according to Brugeilles and Cromer (2009) representations of the gender system in a school textbook is captured in (1) the characteristics of the school textbook: syllabus, text and pictures, situating a character in a textbook; (2) the characteristics of the character in a school textbook; (3) personal characteristics of the character. Besides, Amini and Brijandi (2012) stated that gender representation in a textbook can be seen from the visibility of male and female, firstness in both sex phrases, feminine/masculine generic construction, activity, and occupation in which the male and female involved.

Moreover, Swim (in Brusokaite, 2013) claimed that gender-bias in textbooks is called subtle sexism. Subtle sexism represents unequal and unfair treatment of women but is not regarded to be direct sexism because with regard to conventional stereotypes it is assumed to be a norm. The subtle sexism in textbooks can also be called hidden or unseen because it is placed between lines. To specify, the biased items are not directly related with the content of the subject, however, they have a strong connection with the implied meaning that could be taken for the background analysis.

Gender-bias in textbooks can cause long term drawbacks on learners' performances and their social behavior. The biased ways in which sexes are presented influences not only learner's perception of gender identity but also limits his or her understanding of the other sex making it inferior or superior (Davies in Brusokaite, 2013).

In the area of English language teaching, within the classroom environment it is important that teachers pay attention to gendered language since language is not value-free, lifeless, or free of political bias (Beebe, 1996). The attitudes repeatedly expressed in books and other media might gradually distort learners' perceptions regarding stereotypes and myth about either sex. Students who are learning a foreign language might internalize sexist male and female representations reflected in their textbooks. Several studies were carried out from 1970s till the present time to search for gender bias in ELT textbooks. The results of the analyses of ELT textbooks were consistent with the results of analyses of textbook for other course that there is bias in favor of men in the textbooks. It is thus possible that exposure to gender-biased texts and materials may influence females' behavior in such a way as to restrict their social, behavioral, and linguistic roles.

Theories of Gender

Gender, not to be confused with sex, is a characteristic which is used as a basis to identify differences between men and women in terms of social and cultural conditions, values and behavior, mental and emotions, and other non-biological factors (Marzuki, 2007). Studies that are often used to understand gender issues are studies in the social sciences, especially sociology. The various social studies developed various social theories which are later used as theories of gender or often called feminist theories. In this part several gender theories which were built based on the theories developed in sociology are presented. These are several theories that are popular and could serve as a basis for conducting gender analysis on various problems that happens in the society.

a. Structural-Functional Theory

Structural-functional theory recognizes all diversity in social life. This diversity is the main source of structure in society. It also determines the diversity of functions according to one's position in a system. Regarding to gender roles, according to this theory, men act as 'hunters' and women as 'gatherers' (Marzuki, 2007). As a hunter, man spends more time outside the home and responsible for carrying food to the family. The role of women is more limited around the house which deals with reproductive, such as conceiving, maintaining, and breastfeeding children. The division of such roles has worked well and succeeded in creating stable society. In this society the stratification of gender roles is profoundly determined by sex or biological characteristics of man and woman.

b. Social-Conflict Theory

Social-Conflict theory identifies gender with the theory of Karl Marx. Marx is a social theorist who talked a lot about gender and family in his works. In his writings from the early to mid-1840s (early career) and from 1879 to 1883 (the end of his career), Marx put forward fundamental ideas that reflect how Marx saw women's problems (Pertiwi and Rahayu, 2017). Marx put forward an interesting notion that gender difference and gender inequality between men and women is not caused by biological differences, but are part of the oppression of the ruling class applied in the concept of family. Male-female relationship (husband and wife) are no different from the proletariat and bourgeois relations, servants and masters, or blackmailers and the blackmailed. In other words, the inequality of gender roles in society is not caused by God's nature, but because of community construction.

c. Liberal Feminism Theory

This theory assumes that there are basically no differences between men and women (Marzuki, 2007). Therefore, women must have the same rights as male. However, liberal feminists reject whole equality between men and women because in some ways, there is still distinction between men and women. In other words, the liberal feminism movement does not propose a fundamental structural change, but rather inserts women into existing structures based on the principle of equality with men. After all, the function of reproductive organs for women brings logical consequences in life in the community (Megawangi, 1999).

Moreover, this theory is the most moderate among other feminist theories. Association for Woman in Small Business Assistance (2012) mentioned that this theory wants women to be integrated in all roles, including working outside the home; same education opportunity for woman; civil and economic rights opportunities for women and men. In addition, Betty Frieden in her book The Feminine Mystique stated that woman can return to school and contribute to the family economy by still functioning as a housewife while still loving her husband and children (ASPPUK, 2012). Frieden believes that career and household can go hand in hand.

d. The Theory of Marxist-Socialist Feminism

According to this theory Gender inequality is caused by the capitalist system that gives rise to classes and divisions of labor, including within the family (Marzuki, 2007). Furthermore, this theory adopts the theory of praxis Marxisme. This is the theory of awareness to the oppressed group, so that women realize that they are the unfavorable 'class'. This awareness process is an attempt to turn women's emotional feelings to rise and change the situation (Megawangi, 1999).

e. Radical Feminism Theory

This theory focuses on the existence of family institutions and patriarchal system. It considered the family as an institution that legitimized domination of men (patriarchy), so that women are oppressed (Marzuki, 2007). Furthermore, this theory tends to hate men as individuals and persuades women to be independent, even without the need for a male presence in a woman's life.

Categories of Gender Bias in Textbook

Gender biases in textbook may be generated by customs or traditions, which can have the effect of making them be part of women's self-perception. Sadker and Zittleman (2002) proposed seven kinds of gender biases in textbooks. Unfortunately, these biases can be found not only in textbooks, but also in college texts, in the media, and all around us.

1. Invisibility

Invisibility is a total or relative exclusion of a group. Textbooks with this type of bias tend to omit one or the other gender in examples, illustration, or text.

2. Stereotyping

Stereotyping is unfair assignment of characteristics to a group of people, based on individual attributes and differences. Stereotyping may contain and results in either offensive or flattering statements and situations, depending on the positive or negative prejudices they promote. For instance, the belief that women are usually emotional, while men are not; the belief that men are good with technology, while women are not; the belief that women love to gossip; the belief that men are more efficient leaders, and many more.

3. Imbalance and Selectivity

When a textbook promotes imbalance and selectivity kind of bias, it presents only one interpretation of a problem, situation, or group of people. For examples, while talking about heroism or excellence in areas like science and technology, only men are mentioned, while referring to household, only women are referred to.

4. Unreality

Unreality bias ignores unpleasant aspects for the sake of flattering ones. For instance, avoiding depicting sensitive and unpleasant aspects in family life, such as domestic violence, especially against women; and avoiding delineating issues such as women's exploitation or the fact that women are sometimes considered as socially inferior. By ignoring some kinds of aspects the textbook deny students the information they need to recognize, understand, and perhaps someday conquer societal problems.

5. Fragmentation and Isolation

Fragmentation occurs when a group is physically or visually isolated in text. Fragmentation and isolation present non-dominant groups as peripheral members of society. For instance, narrative and illustrations of different situations where women are always underrepresented.

6. Cosmetic Bias

Cosmetic bias make things seem to have been improved in books, but biases persist in different ways. For example, fact that even though it seems there is the same number of men and women in illustrations, but no relevant examples considering significant achievements of women in different areas.

7. Linguistic Bias

Linguistic bias is the favor of a certain gender over another. The particular bias is usually the preference of the masculine over the feminine. For example, the use of words mankind instead of humanity, manpower instead of work force, policeman instead of police officer, fireman instead of fire fighter, the use of masculine pronoun for neutral word or whenever the singular referent is required but the gender is unknown, and many more. The linguistic bias serves to deny the contributions (even the existence) of females.

Method

The method used in this research was descriptive qualitative method. The purpose of a qualitative descriptive study was to describe a phenomenon and its characteristics (Nassaji, 2015). In this study, the characteristic of textbook on gender representation was described. One of the features to do descriptive qualitative method was content analysis, and in many cases, supported by descriptive quantitative data to describe the study result (Kim et al, 2016). To conduct a content analysis, the data should be systematically collected from a set of texts, which can be written, spoken, or visual such as books newspaper, magazines, speeches, interviews, web content, social media post, photograph, and film (Luo, 2019). In this study the content analysis was conducted by analyzing written texts and photographs in the ELT textbooks which were published by the Ministry and Erlangga publisher. The qualitative data then was supported by quantitative data in the form of percentage of the emergence of genders, and also activities and occupations related to the genders. The data then was described and interpreted based on the theory proposed by Sadker and Zittleman (2002).

The data was collected using checklist method. The technique was used when written or text-based artifacts such as a textbook, newspaper, and journal were described. According to Jackson (2008) a checklist is a tool used to collect data on characteristic that do not change while the observations are being conducted. In this study the material in the textbooks were analyzed. Data was collected by counting the gender representation in the textbooks in five categories based on the instruments used by Amini and Birjandi (2012). The categories are:

1. Visibility: Visibility is the number of female and male in the content. It includes female and male name, personal pronoun such as she, he, his, her and female and male terms such as sir and ma'am. All of female and male appearances in the materials of the textbooks are counted in order to find the percentage.

2. Firstness: the number of times when males or females are presented first in the text.

3. Feminine/masculine generic construction: the female or male pronouns in the contents of the textbooks that are used and actually refer to both sexes are counted.

4. Activity: the type of illustrated and textual activities in which females and males participated.

5. Occupations: the occupations related to male and female which are mentioned in the contents are counted.

Result and Discussion

a. Visibility

The numbers of textual and visual mention of female and male characters were counted both in *Buku Siswa Kemendikbud Kelas 1 SMA* (Book 1) and Pathway to English 1 (Book 2). As indicated in Table 1, it was found that there were 44 male (62 %) and 27 female (38%) characters in Book 1 illustrations or visuals, and 125 male (51%) and 122 female (49%) characters in Book 1 texts.

Meanwhile, in Table 2, in Book 2 illustrations, out of 199 depictions, 98 (49%) belonged to males and 101 (51%) to females. Moreover, in texts, out of 208 mentions, 96 (46%) concerned females and 112 (54%) concerned males.

Both of the tables showed that in terms of visibility, male numbers are dominant in textual appearance. However, the difference in percentage was not too big. Only 2% difference for Book1 and 8% difference for Book 2. Furthermore, the tables also showed that female and male visibility in the illustrations of Book 1 gave significant differences. There was 24% deviation in favor of male. On the other hand, in Book 2 females were dominant because there was 2% difference between male and female visibilities. However, again the difference was not significant, but still females were dominant. Therefore, the results indicated that there was no powerful gender invisibility or total lack of one or the other gender characters. In other words, there was no invisibility type of gender bias in both textbooks.

Table 1: Visual and Textual Presentations of Males and Females of *Buku Siswa Kemendikbud Kelas 1 SMA*

Book 1	Presentations in Illustrations			Presentations in Text		
	Total	Male	Female	Total	Male	Female
Number	71	44	27	247	125	122
Percentage	100 %	62 %	38%	100%	51%	49%
Total	**Male**			**Female**		
318	169			149		
100%	53 %			47%		

Table 2: Visual and Textual Presentations of Males and Females of Pathway to English 1

Book 2	Presentations in Illustrations			Presentations in Text		
	Total	Male	Female	Total	Male	Female
Number	199	98	101	208	112	96
Percentage	100%	49%	51%	100%	54%	46%
Total	**Male**			**Female**		
407	210			197		
100%	51,5 %			48,5 %		

b.   Firstness

To investigate gender firstness, the present study examined all the instances in the two textbooks in which the two genders were mentioned together and checked which appeared first. Here are the findings.

In Book 1, there was one out of one instance of male firstness. While in Book 2, for 14 first mentions of males, there was only 1 first mention of females. As indicated in Tables 3 and 4, men in majority of the cases were mentioned first. When there are most mentions of men first in texts before women it indicates as if 'the masculine gender is more worthy than the feminine' (Eckert and McConnell-Ginet, 2003, p.34).

Table 3: Order of Appearance of Males and Females of *Buku Siswa Kemendikbud Kelas 1 SMA*

Book 1	Male First	Female First
Number	1	0
Instance	Your uncle and aunt	

Table 4: Order of Appearance of Males and Females of *Pathway to English 1*

Book 2	Male First	Female First
Number	14	1
Instances	My father and mother A young man and a girl Mr and mrs soeharto Mr. And mrs smith My father and my mother Mr and mrs. Bale Mr. And mrs, jameson Mr. Ratno and mrs. Wiwid William and maria Prince william and his wife kate A husband and a wife John and I The man and his wife Baitusen and his wife	Ladies and gentlemen

c.   Feminine/Masculine Generic Construction

By examining the contents of the textbooks into this category, the preference of the textbooks author of using male/female pronoun to describe both sexes was discovered. As can be seen in Table 5 and 12, there are 2 masculine pronouns used as generic construction for word *crocodile, and kanchil.*

(1) **Kanchil**, the small and clever mousedear, had many enemies in the forest, fortunately, **he** was quick –witted,…" (page 167)

(2) **Crocodile** was big, but **he** was not very clever." (page. 167)

The authors use male pronoun *he* to refer to crocodile and kanchil. Meanwhile, there is a neutral pronoun for animal, namely *it*. It makes the generic construction exclusively male reference for this case. However, for the word *someone, a person, the winner* in the instruction the authors mentioned both male and female pronoun such as *he/she.*

(3) '**A person** who serves passengers in a flight'. '**He/She** is a flight attendant'

(4) Work in pairs. Play scissors, rock, and paper. **The winner** chooses for **himself/herself** a situation. (page 29)

(5) Have you ever given any compliments to **someone**? Who is **he/she**? (page 37)

(6) **A friend** is absent because is **she/he** absent. (page 46)

Meanwhile, in Book 2 there is no generic construction that refers to male or female. Mostly the authors use both pronouns to refer to singular Subject. For example:

(7) This way, **every user** of English may communicate in the language freely to express **his or her** intention based on **his or her** own culture (page 127)

d.   Occupation

The portrayal of traditional stereotypically biased occupations of men and women could be another reflection of gender bias in the EFL textbook. Table 5 lists various occupations female and male characters were engaged in texts and pictures in Book 1. Of the 16 (not considering the number of times an occupation was repeated) occupations either mentioned in texts or illustrated in pictures in Book 1, 13 different jobs such as *headmaster, vice headmaster, barista, head of train construction, football player, a chief, singer,* and *branch manager* belonged to men and in only 3 women were depicted as *doctor, writer,* and *singer.*

Moreover, Table 6 showed that in Book 2 the ratio of appearance of females to males in both texts and illustrations (ignoring repetitions of the same occupation) was 17 to 18. Here, the variation of female occupation was almost as many as the male occupation had. Men were not only depicted in a variety of manly jobs including *policeman, doctor, porter, woodcutter,* and *workmen*, but also jobs such as*, chef, cashier,* and *servants.* Furthermore, women played their roles as *waitress, typist, dentist, secretary, teacher, midwife, radio broadcaster, and housewife.*

From the results, we can see that compared by Book 1, Book 2 gave more variations to the occupation related to female. It indicated that women likely to have the same opportunity as men to work outside the home. On the other hand, Book 1 did not give many variations to women occupation. It indicates that men are more superior in many fields, or women merely did not have the same opportunity as men.

Table 5: Occupations of Male and Female Characters in Texts and Pictures of *Buku Siswa Kemendikbud Kelas 1 SMA*

Male	Female
Barista	Medical doctor
Student	Writer
Landlord	Singer
Staff for tourism resort	
Staff for furniture company	
Director of national company	

Branch manager Headmaster Vice headmaster Singer Football player Head of train construction A chief	
13	3

Table 6: Occupations of Male and Female Characters in Texts and Pictures of Pathway to English

Male	Female
Customer	Waitress
Journalist	Librarian
Policeman	Bank CS
Student	Agent of Stra Company
Chef	Dentist
Cashier	Typist
Porter	Student
Bank CS	Singer
Computer Analist	Secretary
Doctor	Computer Analist
Managing Director Of Technology Conference	Teacher
Guide	Housewife
	Patient
Editor of Newspaper	Graduated Student
Herdsman	Princess
Captain	Midwife
Workmen	Radio Broadcaster
Woodcutter	
Servants	
18	17

e. Activities

To examine the presentation of females and males in Books 1 and 2 texts and illustrations, the activities in which females and males were portrayed were studied. Tables 15 and 16 below display the findings.

As can be seen in Table 8, texts and pictures in Book 1 did not reinforce any male or female engaged in various kinds of household chores. The author kind of omitted it to present it. In total 10 kinds of activities, both female and male were portrayed in activities such as playing sport like *football* and *volleyball*. However, only men were portrayed in activities outside the house, such as *fishing*, *sailing, driving,* and *making airplane*. Moreover, women were presented to do activities inside the house like *baking*, and *painting*.

Meanwhile in Book 2, Table 9 showed that in total 32 variations of activities, men were portrayed in 20 kinds of activities and women were presented in only 12 activities. In the texts and illustrations, only men were portrayed in playing musical instruments such as guitar, piano, sax, and cello. It indicated that only men were superior with musical instruments. However, both men and women were portrayed in house works. Men were *buying grocery* and *gardening*, while women were *baking, cooking* and *sweeping floor*. Furthermore, both male and female were doing sport, men were portrayed *playing golf, chest, basketball, tennis, skiing* and *cycling*. While women were *playing badminton, volleyball, swimming* and *cycling.*

Table 7: Male and Female Activities in Texts and Pictures of *Buku Siswa Kemendikbud Kelas 1 SMA*

Male	Female
Playing guitar Playing football Fishing Making airplane Driving Sailing	Playing basketball Playing football Baking cookies Painting
6	4

Table 8: Male and Female Activities in Texts and Pictures of *Pathway to English*

Male	Female
Grocery shopping	Cooking
Painting	Playing volleyball
Skiing	Swimming
Collecting stamps	Listening to music
Playing golf	Cycling
Cycling	Riding motorcycle
Playing guitar	Sleeping
Gardening	Holiday
Play tennis	Sweeping floor
Playing cello	Playing badminton
Playing sax	Baking
Playing piano	Driving car
Playing football	
Playing chest	
Walking	
Running	
Driving	
Reading a book	
Playing basketball	
Gambling	
20	12

Both occupation and activities in which men and women were depicted in Book 2 is likely to describe the vision of liberal feminism theory. According to these theory women should have the same opportunity as men in education, social, politic, including working outside the house without leaving the consequences of being a woman (like being a housewife and doing the house works). Book 2 also presented that not only woman should do the house works, but man should also being understanding by helping to do it. As stated by Scott (1981, p: 139) that "both men and women should be shown cleaning, cooking, making household repairs, doing laundry, washing the car, and taking care of the children. Males as well as females can be fearful, weak, mechanically inept, and illogical. Males can be polite, cooperative, inactive, or neat. Because such characteristics are shared by males and females in reality, textbooks that classify them as 'masculine' or 'feminine' are misrepresenting reality".

Meanwhile Book 1 did not give many variations in female occupatio. The activities presented were also stereotypical that indicate women better stay inside the home, while men should go outside. It described what structural functional theory is, in which the stratification of gender roles is profoundly determined by sex or biological characteristics of man and woman.

f.   The Kind of Gender Bias Found in Buku Siswa Kemendikbud Kelas 1 SMA

- Invisibility

There was no total or relative exclusion in Book 1, because both gender were presented and included in the activities in the Book. It means there was no invisibility type of bias in this book

- Linguistic Bias

Sadker and Zittleman (2002) described invisibility as a kind of bias that happen when there is total exclusion of a gender Linguistic Bias.

According to Sadker and Zittkeman (2002) linguistic bias refers to the preference of masculine over the feminine. These preferences can be seen not only in the masculine/feminine generic construction category but also the use of gender related word. Book 1 preferred using masculine pronoun to refer to words *Kanchil* and *Crocodile*, eventhough there is neutral pronoun for the, namely *it*.

Moreover, the use of word *headmaster* (page 88) was also a proof of linguistic bias since it indicated the preference of masculine form.

*) the headmaster has to ____ some schools programs due to the changes of funding policy.

Although there is a feminine word *headmistress* or the neutral word *principal* (Headmaster, n.d), the author chose the masculine form that indicates only men are allowed to be or have the opportunity as a principal.

- Stereotyping

Stereotyping is unfair assignment of characteristics to a group of people, based on individual attributes and differences (Sadker and Zittleman, 2002). In Book 1, Page 40-41, in a conversation between two girls and a man shows unfair assignment of activities that they do. Man are presented go fishing, while women bake in the kitchen.

The unfairness indicated that the characteristics of man were more suitable to do activities outside the home, and that women did not have the same opportunity as men. Moreover, the stereotyping was not only seen in the activities but the occupation. When men have more variations of job than women, it indicated that men had more abilities and opportunities than women.

- Imbalance and Selectivity

The imbalance and selectivity of the Book 1 can be found in the variations of occupation and activity presented to men and women. When presenting activities outside the home men were always related, when presenting activity inside the home women were always related. However, there was no imbalance and selectivity that is found in the topic.

- Unreality

The unreality bias cannot be found in the book. Unreality bias ignores the unpleasant aspects for the sake of flattering ones. But neither the flattering nor the unpleasant was presented in the book

- Fragmentation and Isolation

Fragmentation occurs when a group is physically or visually isolated in text (Sadker and Zittleman, 2002). However, in the texts of this book, both genders were presented or none of them was isolated. It means that there was no Fragmantation and Isolation kind of bias.

- Cosmetic Bias

According to Sadker and Zittleman (2002), Cosmetic bias make things seem to have been improved in books, but biases persist in different ways. In this case, the bias can be seen from the fact that, although both male and female were visible in almost in balance number (53% for male and 47% for female), but the role of woman described in the book is not relevant. It can be seen in the aspects like firstness, occupation, and activities.

g.   The Kind of Gender Bias Found in Pathway to English 1

- Invisibility

In this book, both women and men are presented and included in the activities of the book. It indicates that there was no invisibility type of bias.

- Linguistic Bias

Linguistic bias can be found in the pronoun preference in generic construction and to gender word preference (Sadker and Zittleman, 2002). Fortunately, this book did not use masculine pronoun to refer to both sexes. Both pronouns (he/she. His/her) were used to refer to a singular noun. However, there were some words that cause the linguistic bias. The use of words: herdsman (page 176), and workmen (page 181).

*) On the way back to the palace, the king passed **a herdsman**

*) The **workmen** had cleaned the building

Merriam Webster proposed more neutral forms of herdsman and workmen. Those are *herder* and *work people* or *workers*. However, instead of using the neutral forms, the book prefer the masculine form that indicates only man related to the words, and only man can become a herder and a worker.

- Imbalance and Selectivity

Book 2 promotes imbalance and selectivity kind of bias that can be found in chapter 8. The chapter entitled "Past Echoes of the Notions". In this chapter there were some recount texts about history and inventions. Unfortunately, the stories presented were all about men. Such as, Neil Amstrong, the first human stepped on the surface of the moon; Alexander Graham Bell, telephone inventor; dr. Alexander

Fleming who invent penicillin; and the Youth pledge that consisted of male characters. Meanwhile, there are many female figures that related to heroism and invention. For example, In Book 1, the story of Cut Nyak Dien was presented besides BJ. Habibie

Porreca (1984, p. 706) stated if females do not appear as often as males, there is an implicit message that women are not as important as men, or that their accomplishments are not as worthy to mention as men's or that they themselves as human beings are not important enough to be included. Moreover, imbalance and selectivity was seen in the activities presented in the book. Only men were presented to play musical instruments, while woman were not.

- Stereotyping

In page 184 there was a narrative about a spouse. In the narrative the husband went to the mountain to cut firewood while the wife went to wash clothes at the river. Once again, it reflected the structural-functional theory of gender that describes men act as 'hunters' and women as 'gatherers' (Marzuki, 2007). As a hunter, man spends more time outside the home and the role of woman is limited to maintaining house.

- Cosmetic Bias

The difference number between male and female presentation in Book 2 was slight (51.5% for male and 48.5% for female), there is only 3% gap. However, the bias persisted in different way that is inserted in certain chapter and text, and the activities presented by male and female. Although the variation of occupation and activities in Book 2 was not as limited as in Book 1, but still in certain kind of activities male were described as superior than female.

- Unreality

As in Book 1, the unreality bias cannot be found in Book 2. Unreality bias ignores the unpleasant aspects for the sake of flattering ones. But neither the flattering nor the unpleasant was presented in the book

- Fragmentation and Isolation

Sadker and Zittleman (2002) stated that fragmentation occurs when a group is physically or visually isolated in text. Fragmentation and isolation present non-dominant groups as peripheral members of society. Again, this kind of bias can be found in Chapter 8 where woman was underrepresented.

Conclusions

This research was conducted to analyze any kind of gender bias found in *Buku Siswa Kemendikbud Kelas 1 SMA* and Pathway to English 1 of Erlangga Publisher, and to describe the gender representation of *Buku Siswa Kemendikbud Kelas 1* and Pathway to English 1 of Erlangga Publisher. From the results we can conclude that male was still dominant over woman in terms of visibility, firstness, generic construction, occupation and activities.

Several types of gender bias were found in both textbooks, namely, linguistic bias, stereotyping, imbalance and selectivity, and cosmetic bias, and Fragmentation and Isolation. For the latest type, it was only found in Book 2.

References

Amini, M., & Birjandi, P. (2012). *Gender Bias in the Iranian High School EFL Textbooks. English Language Teaching*, 5(2).

ASPPUK. (2012). *Feminisme liberal.* Retrieved from http://asppuk.or.id/ on November 5, 2020.

Beebe, J. D. (1996). Sexist language and teaching English as a foreign language. *Gender Issues in Language Education*, 100-113.

Brugeilles,C &Cromer, S. (2009). *Analysing Gender representations in School Textbooks.*Paris: UMR CEPED.

Brusokaite, E. (2013). *Gender Representation in Efl Textbooks*. Lithuanian University of Educational Sciences.

Eckert, P., & McConnell-Ginet, S. (2003). *Language and gender.*Cambridge: Cambridge University Press

Gak, D.M. (2011) *TEXTBOOK – AN IMPORTANT ELEMENT IN THE TEACHING PROCESS.* Fakultettehničkihnauka – Engleskijezik, Novi Sad.

Headmaster.(n.d).   In   *oxford   Learners   Dictionary*.   Retrieved   from https://www.oxfordlearnersdictionaries.com/definition/english/headmaster on January 31, 2021

Herdsmen. (n.d). In *Merriam-Webster's Online Dictionary.* Retrieved from https://www.merriam-webster.com/dictionary/herdsman on January 31, 2021

Jackson, S.L. (2008). *Research Method: A Modular Approach*. Wadsworth: Thomson Wadsworth.

Kim, H., Sefcik, J.S., and Bradway, C. (2016) *Characteristics of Qualitative Descriptive Studies: A Systematic Review.* HHS Public Access.

Loan, D.T.B, Ha, N.T.M, Thuy, K.T.B, Tri, N, Hoa, T.T.A.H, Kivekas, H, Nikulainen, E, Dung, L.T.M, Geogescu, D, and Bernard, J.(2010). Guidelines for textbook review and analysis from a gender perspective. *"National textbook review and analysis from a gender perspective, including piloting teacher training programmes to incorporate Gender Equality issues in line with the Law on Gender Equality and the Law on Domestic Violence Prevention and Control" (UN/Government of Viet Nam Joint Programme activity 1.3.15)*

Luo, A. (2019, July 18). *What is Content Analysis and How Can You Use It in Your research?.* Retrived from https://www.scribbr.com/methodology/content-analysis/ on November 4, 2020

Marzuki. (2007). Kajian Awal Tentang Teori-Teori Gender. *Jurnal Civics Media Kajian Kewarganegaraan Vol.4, No.2.*

Megawangi, R. (1999). *Membiarkan Berbeda: Sudut Pandang Baru tentang Relasi Gender.* Bandung: Mizan. Cet. I.

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis**.** *Language Teaching Research***,** 19(2) 129–132.

Sadker, D and Zittleman, K. (2002). Teacher Education Textbook: The Unfinished Gender Revolution. *Educational Leadership:Journal of the Department of Supervision and Curriculum Development, N.E.A 60(4):59-63.*

Scott, K. P. (1981). Whatever happened to Jane and Dick? Sexism in texts re-examined. *Peabody Journal of Education,* 58, 135-140Sheldon, L.E. (1988). Evaluating ELT Textbook and Material.*ELT Journal Volume 42/4*.Oxford University Press.

UNESCO.(2015). *Priority Gender Equality.*Retrieved from https://en.unesco.org/genderequality on July 10, 2020.

Workmen. (n.d). In *Merriam-Webster's Online Dictionary.* Retrieved from https://www.merriam-webster.com/dictionary/workmen on January 31, 2021.

Yonata, F& Yan M. (2017). The Representation of Gender in English Textbooks in Indonesia.*Journal of Language and Literature.*

Copyrights