



Gender Representation in English Textbook Used by Senior High School

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Abstract

This article would like to investigate the gender representation in the English textbook entitled “Bahasa Inggris Stop Bullying Now” used in XI Grade of Senior High School published by the Ministry of Education and Culture of Indonesia revised edition 2017. It is used quantitative and qualitative method by using content analysis technique. The results will be focused on the analysis of six aspects which suggested by Logsdon. They were: 1) the number of female/male pictorial representation or illustration, 2) number of female/male characters, 3) male and female mentioned, 4) female/male roles models, 5) female/male roles activities, and 6) pattern of mentioning female/male names. The findings showed that gender bias really exists in the textbook. Males are more visible in all aspects including pictures, characters, mentioned, gender role models, female/male activity, and pattern of mentioning male/female. Besides, the use of language by male and female characters such as verbosity, the use of intensifiers, and the use of questions are identified.

Keywords: *Gender Representation; English Textbook; Senior High School*

Introduction

Achieving gender equality remains unachieved, despite ages of struggle. Reeves and Baden (2000: 2) states gender equality denotes women having the same opportunities in life as men, including the ability to participate in the public sphere. In this case, they argue that it does not demand equal outcomes since the main goal is to remove the barriers to participation. Moreover, the gender equality issue also becomes more prominent when it has been discussed in many various fields such as UNESCO (2007), in Wu and Liu (2015) also Brugeilles and Cromer (2009). According to the Global Education Monitoring Report by UNESCO (2017), women and girls are under-represented in school textbooks or when included are depicted in traditional roles in many countries across the globe. The number of female characters included in the textbooks is very less in comparison to images of males, women are also represented in less prestigious occupations and as introverts and passive. Brugeilles and Cromer (2009), Bursuc (2013), and Blumberg (2015) also believe that the interrelation between gender and education becomes a gateway to create gender equality and to eliminate stereotypes upon female and male. They believe that education can decrease the gender gap. When students have already introduced and learned

gender equality in the school, the traditional stereotypes which label female and male are decreased as they understand the issue and knowledge earlier.

Textbooks are often used as the main sources of learning in the classroom. Textbooks can be in the form of a module, handbook, student's worksheet, etc. Campbell in Ena (2014) determined minimum qualitative criteria to select a good textbook. The first criterion is that the learning materials are unbiased and non-stereotypical. Secondly, they should have a comprehensive, complete, and inclusive view of society and its history. They should also have diverse viewpoints. It should not only represent the culture of the majority group. Good learning materials should build on and extend students' experiences and they should help students analyze and comprehend real-life situations.

Besides, it is important to analyze gender in the textbook because of an inherent gender bias that is in the materials of the textbook. Choosing an appropriate textbook is thus important, and certain considerations should be made before making the decision. Textbooks are laden with unequal gender representation that would cause students to misconstrue gender norms, which would leave a lasting impact on students beyond their classroom learning. To examine the extent of gender bias present in the textbooks, this study was analyzed gender representation in the English textbook for XI Grade Students published by the Ministry of Education and Culture of Indonesia. This book is the English textbook that is used by every school in Indonesia for the learning process for eleventh-grade students. It was the main English textbook used by the English teachers as teaching material to fulfill the 2013 curriculum.

Research Method

The primary data used in this study was taken from the English textbook for eleventh grade senior high school students entitled "Bahasa Inggris Stop Bullying Now" revised edition 2017 written by a team consisting of Emi Emilia, Helena I.R. Agustien and Lina Mulyanti, and was published by the Ministry of Education and Culture of Indonesia. It has been regulated that all Indonesian high schools are to use this textbook based on Kurikulum 13 (K-13).

This study employed qualitative and quantitative research approach by using documentation method employing techniques of collecting data classifying items that included counting individual language instance while the latter focused on examining interpretation of meanings of any particular language use. The content of the textbook will be analyzed including pictures, vocabularies, texts, and exercises.

To obtain the quantitative data in this study, the illustrations and text presented in the textbook will be identified and classified according to their respective categories. These categories will occurrence of male and female in pictorial representation or illustration, female and male characters, male and female mentioned, female/male roles models, female/male roles activities, and pattern of mentioning female/male names.

In addition to that, the text will be read carefully, and expressions concerning how males and to describe using adjectives and other attributes will be selected and collected. More specifically, descriptive adjectives such as those related to appearance, personality, and emotion of both male and female characters will carefully collect. Other attributes distinctive to women and men will also be analyzed and all these will highlight and fed into a table. Finally, the conversations involving one or more female and male characters will document as the data used to answer the second problem of this study, i.e. identifying and explaining the differences in the way each gender speaks.

First, the data will be analyzed based on the six aspects of gender representation in the textbook suggested by Logsdon (1985) such as the number of female/male pictorial representation or illustration,

number of female/male characters, male and female mentioned, female/male roles models, female/male roles activities, and pattern of mentioning female/male names.

Second, a qualitative analysis which provided a descriptive explanation in the six categories: list of the number of female/male pictorial representation or illustration, number of female/male characters, male and female mentioned, female/male roles models, female/male roles activities, and pattern of mentioning female/male names and different language style between them. This will provide a further discussion and interpretation on how gender is described through language. This phrase of analysis will be performed by referring to the theory of women's and men's language by Lakoff (1975) and Coates (1986). Finally, the results of the study will be presented using the informal method in the forms of description to give the readers more understanding of the topic.

Discussion

This section contains the analysis and elaborate discussion of the result findings presented in the research. The analysis is based on the numerical findings presented in the tables. Furthermore, a separate analysis on male and female speech styles reflected in the English textbook is also conducted based on the theories of language and gender by Lakoff (1975) and Coates (1986).

a. The Analysis of Gender Representation in the English Textbook

There are some findings to analyze based on the six aspects about gender in the textbooks which have been explained in the previous sub-chapter. The first finding is by counting the female and male pictorial representation or illustration in the English textbook. It was found that there are more male pictures presented in the textbook. The results shown gender stereotype is assumption about different of both gender characteristics that man is more dominant than woman. It means the representation of male is dominance in the aspect of female/male pictures.

In regards to the occurrence of the number male and female picture and illustration, it needs to be highlighted that the pictures identified are from both main character picture in each chapter and background illustrations for dialogues or text. In the textbook shows that there is more male pictured and illustrated in the textbook than female. This can be considered that as a biased representation based on decided minimal threshold, this gap is something that should not be overlooked because it is closer to imbalance. By having imbalance in gender representation, the textbook may promote a bias view of genders on the English Foreign Language students using the textbook.

In addition, the stereotypical appearance of male and female also found in the textbook that females to draw beautiful, long-haired, and male to draw short hair and handsome. While, the stereotype of female as teachers often to describe wearing a skirt, clean, long-haired and also the stereotype of male as a teacher often to described wearing pants, clean, short-haired. This indicates that the difference against the feminine and the masculine between female and male because the nature and culture of the attractiveness of female and male.

The textbook shows that male are dominant than female picture or illustration. There are 67 female pictures or illustrations while male are 86. This was happening because the author used male as the main character in almost all the text in the textbook. Gender of pictures and illustrations in the textbooks were identified from the attributes of the pictures and illustrations such as hairstyle and clothes. To identify gender of pictures can be done by analyze the attributes which on the pictures. The attributes such as hairstyles and clothes, which are highly stereotyped according to cultural context, may sometimes provide a basis for classification. For example, female has long and knotted hair while male has very

short hair. Moreover, female usually wear skirt or dress while male wear trouser. Here are female and male pictures or illustrations which found in the English textbook.



Fig. 4.1 A girl with a trouser



Fig. 4.2 A boy with short

Figure 4.1 shows a girl who wears trouser and a boy who wears shorts. There are 36 of 67 figures which show female who wears trouser. It means female figure in the English textbook do not stereotype. In the context of clothes, it usually worn by male female and male. Female usually wears skirt but in the English textbook more of a half of female figures wears trouser which usually worn by male. But it can be standard of female and male clothes because nowadays trouser is neutral cloth that can be worn by male or female.



Fig. 4.3 Same body posture with male



Fig. 4.4 Same body posture with female

Although in the term of quantity female are surpassed by male in most textbooks, but in the term of quality the textbook is fair enough in displaying both female and male. In addition, unlike men who are stereotyped with muscular body and women with slim body, all textbooks show female and male with the same posture. There also some figures that shows female are who wears dress. Then the women also wear ribbon in her hair. This figure represents stereotype attributes of female.

The second finding is female or male characters. The characters were portrayed in professional or occupational roles of female and male in textbook. The total number of female and male characters found in the English textbook are 28. Female or male character which analyzed involves professional or occupational roles. It was found 10 female professional or occupational roles and 18 male roles. It shows that the textbook is dominated by male.

The characters were portrayed in professional or occupational roles of female and male in textbook. The roles are identified from pictures, exercises, and reading texts in each unit. The occurrence of male and female characters in the text and illustrations give a definite number of male and female characters in the textbook. Some of those characters have professions or occupational attached to them and some others do not. In this aspect, this study analyzes on the profession and occupation assigned to the characters from both genders in the textbook. After doing this, this study hopes to find which gender is given more choices of jobs and the types of jobs they are presented.

From the findings, it is found that the occupations in the textbook are dominated by male. Female and male occupations in the textbook are suitable to each gender, such as in figure 4.5 and figure 4.6 shows that male as a chef and female as a fruit seller. In the data findings found that female becomes student, teacher, housewife, dancer, singer, scientist, actress, journalist, pioneer and a fruit seller while male becomes farmer, clerk, poet, chef, novelist, postman, painters, fisherman, linguist, activist and president.



Fig. 4.5 A chef

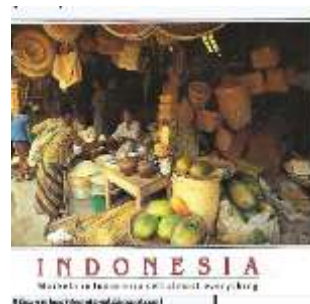


Fig. 4.6 A fruit seller

The next is female and male mentioned in the textbook. In the textbook, it is found that male is mentioned more than female. Female was mentioned 275, while male was mentioned 360 in the textbook. It was identified from proper noun or names (e.g. Siti, John), nouns (e.g. mother, father), common nouns (e.g. son, wife, husband), subject pronouns (e.g. he, she), object pronouns (e.g. him, his), and possessive pronouns (e.g. his, her), title (e.g. sir, madam), and surnames with title (e.g. Mr. Budi, Mrs. Josie). By counting the number of female and male mentioned in each chapter of the textbook, it was found that male is mentioned more than female. Thus, there is a dominance of male in the aspect of female and male mentioned. It indicates that gender position in the English textbook is dominated by male.

Furthermore, the representation of male still dominant in role models. The role models are such as public figures which presented in textbooks. From table 4.4 showed the number of male and female role models in the textbook. There are many role models found in the English textbook. It is dominated by male. Those are identified from exercises and reading text. Most of male role models was found in enrichment 4 which discuss about some famous playwrights.

The textbook shows only five female role models and thirty one male role models found in the textbook. They are R.A. Kartini, Mariah Carey, Andrea Patrick, Georgia O'Keeffe and Juliette Adam as female role model and 30 famous models as male. The most of male models are as playwrights and opinion columnists such as Noam Chomsky, Ben Tulfo, Mike Carlton, Rafique Zakaria, Mitch Albom and Gunawan Mohammad. It tells that the textbook represents unequal gender position in role model aspects.

Whereas, the author can present more role models who can inspire students. The visibility of role models can also motivate students. The teachers have to find other examples of female and male role

models. Consequently, the students know that women and men have the same opportunities and abilities to be successful.

The next aspect was activity. The textbook showed many kinds of activities done by male and female. Likewise, male dominance is also found in the aspect of female and male activities. Males are dominant in the activity category because they were portrayed as doing a larger variety of activities than females. The textbook shows the number activities by male and female in the English textbook. There is an activity which done by both of gender. The English textbook shows activities of male which are more than female. Although the difference number of female and male is also one activity. There are 4 activities which done by female and 9 activities which done by male. There were some inequities showed and mentioned in the textbook which was a gender stereotype. In the textbook, male was pictured doing the outdoor activities more often than female was.

The last, the pattern of mentioning female/male names is female firstness. Female names are mentioned first in a single phrase. Therefore, in this aspect the representation of male is dominant. Firstness is two gender-specific nouns or pronouns appear as a pair in a text, like mother and father or he/she, the one appearing in the first position can be interpreted having a higher status. Male firstness consists of title (e.g. Monsieur and Madam), surnames with title (e.g. Mr. and Mrs. Eri Utomo), object pronoun (e.g. him/her), and noun (e.g. Rancho and his wife). While female firstness includes name (e.g. Jane and John) and object pronoun (e.g. her/him). There are also female firstness in both textbook but the number of it is lower than male firstness, such as Mr. and Mrs. Wibowo and Rancho and his wife. In Mr. and Mrs. Situmorang, Mr. Situmorang is mentioned first because he has higher status than Mrs. Situmorang, he is her husband.

b. The Analysis of Female and Male on the Use of Language

To answer the second problem regarding the use of language by male and female characters in the English textbook, an analysis on how characters from both genders speak is conducted. This analysis is done by using the theories of women's language proposed by Lakoff (1975) and Coates (1986). The purpose of women's language is characterized by verbosity, the use of intensifiers, use of question, hypercorrect grammar, and lack of jokes or humor. For the purpose of current study, this study does not look into hypercorrect grammar and lack of humor aspects from the textbook because the English textbook is designed to help students learn English, thus incorrect use of grammar is does not existent in the dialogs presented to give example of grammatically correct English sentences for the students. Furthermore, there is not any joke either by male and female characters that found in the textbook. Hence, the use of language by male and female in the textbook is looked at only in terms of its verbosity, question-form sentences, and the use of intensifiers.

1. Verbosity

According to Lakoff (1975) and Coates (1986), they belief that women talk more than men. Women are believed to be more talkative than men and wider range of vocabulary. However, it is also believed that this phenomenon is only prominent when the topic being discussed is of an area that is commonly relegated to them.

This study found that female characters in the English textbook generally speak more than male characters. It could be seen from the dialogue in the textbook. Coates (1986) stated men have also been shown to talk more than women in various settings such as staff meetings and television panel

discussion. Studies on verbosity in women and men later revealed that it is the topic of conversation rather than the speaker's sex that causes verbosity in particular gender to appear, as is found in this study. Out of the 20 dialogues found in the textbook, female characters speak more than male characters do, 14 of them are set in giving and replying to compliments and opinion.

Female characters are found to be elaborate both in giving and answering compliments. The rest of settings include discussions on one's appearance and an invitation. Meanwhile, the conversations in which male speak more than female are set in discussion about telling about science and plan for the weekend.

However, there is also a dialog shows male and female characters. The conversation above discuss about a movie. In the conversation above, Jane is inviting John to watch a movie. The total amount female character uttered in the conversation above is 35 words beside male 41 words. John express in his opinion about the movie that he loved.

The underlying reason for verbosity in both female and male characters in the textbook might be down to what interest them in real life. Coates (1986) stated in communicative competence in boys and girls show that the former were more keep on talking about hobby and sport, while girls talked significantly more about school, identity, wishes and needs. Giving compliments and opinion are the settings of conversation in the textbook in which female verbosity is clearly shown.

2. The Use of Question Tag

The next characteristic to distinguish women's language is the frequent use of question intonation in their speech where men usually use statement or declarative sentence. Other studies in this aspect also indicate the difference in the nature of question forms that men and women use in interactive communication. Those studies reveal that while women use question tags to show their attitude or feelings towards the listener, men use them to confirm their knowledge or certainty about the preposition being discussed. This question tags found in the English textbook understudy are uttered by female characters only 3 occurrences while there only 2 found that is spoken by male characters.

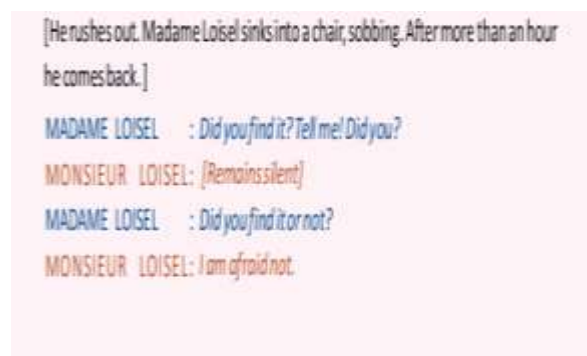


Fig. 4.7 The example of the use of question tag by a female character

The question tag used in the example above indicate that the female character thinks her husband is found the missing necklace. Madame Loisel have lost Madame Forestier's necklace. Then, her husband Monsieur Loisel try to find out the necklace over the entire route but he could not find it. Looking at the example above, it can be seen that Madame Loisel uttered did you find it? Tell me! Did you find it? A tag question has many purposes depending on the context of the situation. In this context, Madame Loisel utterance was less assertive to be called a statement but more confident than just a question.

According to Lakoff, a tag question is used when the speaker is stating a claim, but lacks of full confidence which shows her uncertainty about their utterance as well as to seek for confirmation by the hearer. The function of tag question in Madame utterance is used to show uncertainty about her utterance as well as to seek for confirmation. This utterance is less assertive than a statement, but more confident than question, it can be categorized as a tag question.

This study also finds the use of the question tag by male characters, it is relevant to the notion of men's confidence regarding their knowledge. Instead of using the question tag when seeking confirmation for their knowledge, male characters in the English textbook tend to declare a statement which is then followed with outright question about the accuracy of the information.

3. The Use of Intensifiers

This study is analyzing the how male and female use intensifier differently. Intensifier such as so, just, very and quite seem more characteristic of women's language than of men's, though it is found in the latter, particularly in the speech of male academics. Intensive adverbs or boosting devices can be used to strengthen an assertion. It is also use to hedge on one's feeling's and how to show strong emotions.

In regards to this, this study found that both male and female characters in the English textbook use intensifiers in their sentences. The use intensifier in the textbook such as very (32), lovely (1), just (8), quite (2), really (9), completely (2), absolutely (2). This study found that female characters use intensifier 37 times while male characters use it only 19 times.

Furthermore, this study found the use of intensifier by female characters is always to emphasize their feeling about something. Meanwhile, male characters use the intensifier not only to give emphasis to their feeling, but also to modify an action done by someone. This indicate that female character's use of the intensifier is more emotion oriented compared to male characters use of the same word class.

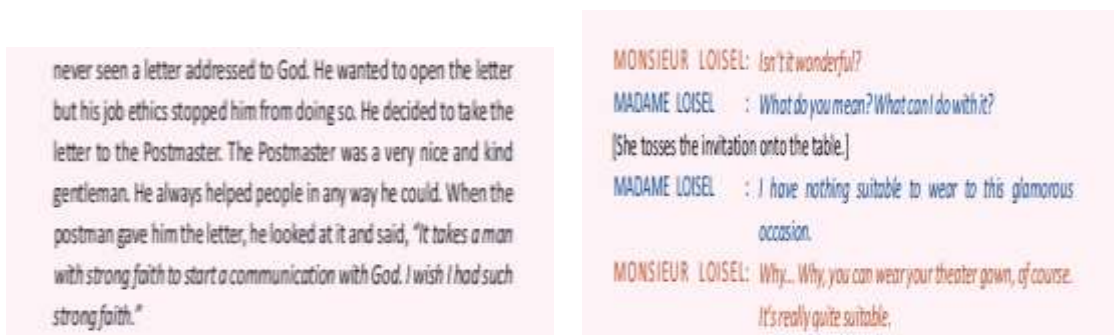


Fig. 4.8 The example of male characters use intensifier in the text

The Figure 4.8 shows an example of the use of intensifier by male characters in the text. The characters use very in very nice phrase in expressing the postmaster characters that he is a nice and kind man. The use of intensifier indicates the strength of the writer's feelings about something. Intensive adverbs used to strengthen an assertion. It can be also used to hedge on one's feelings as well as to show strong emotions.

Similarly, the second picture in figure 4.8 shows the same nature of intensifier used by male character shows evidence that adverbs is used by a male character to modify an action done by the addressee. The sentence "It's really suitable" bears the speaker opinion, but it does not show his emotion

about the matter. Instead, the intensifier really that is used highlights how beautiful the theater gown is perfect to wear in the party. This suggest that men's speech are oriented more to the addressee and the topic being discussed instead of to the speaker's feelings about the addressee or about the topic.

Conclusion

Based on the discussion above, the results showed that gender is represented unequally in the English textbook used in XI Grade of Senior High School published by the Ministry of Education and Culture of Indonesia. Males are more visible in all aspects including pictures, characters, mentioned, gender role models, female/male activity, and pattern of mentioning male/female. Thus, there are imbalance gender representations in the English textbook used in XI Grade of Senior High School.

In terms of the difference use of language by male and female characters in the textbook, it is found that verbosity is not only shown in female. The male characters also speak more when the topic of the conversation is something of their interest. This research also finds that only female characters use question tags to seek confirmation of an information that they are not sure of it. Finally, it is also found in the study that female characters use more intensifiers than male characters do. Female characters mostly use it to emphasize their emotion while male characters use it more to modify actions that show feelings.

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