

Gender Inequality and Education: A Content Analysis of Indonesian EFL Textbook

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INFO ARTIKEL

Riwayat Artikel:

Diterima: 24-05-2021

Disetujui: 20-06-2021

Kata kunci:

textbook;
gender inequality;
education;
buku pelajaran;
ketidaksetaraan gender;
pendidikan

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ABSTRAK

Abstract: This study aims to discover the gender inequality in Indonesia EFL textbook and the author's perspective towards gender inequality found. This study is performed through descriptive qualitative. It was found that there is inequality of gender representations in four measuring variables. Males gain the higher amount of four representations in picture, written texts, name appearances, domestic roles, and variations of domestic roles activities. In addition, based on the interview result, it was found that there was no intention to put the gender inequality and stereotype. Stereotype found aimed to generate familiarity to make the learners easier to identify their surroundings.

Abstrak: Penelitian ini bertujuan untuk mengetahui ketidaksetaraan gender dalam buku teks EFL Indonesia dan perspektif penulis terhadap ketimpangan gender yang ditemukan. Penelitian ini dilakukan secara deskriptif kualitatif. Ditemukan adanya ketidaksetaraan representasi gender dalam empat variabel pengukuran. Laki-laki memperoleh jumlah empat representasi yang lebih tinggi dalam gambar, teks tertulis, penampilan nama, peran domestik, dan variasi aktivitas peran domestik. Selain itu, berdasarkan hasil wawancara ditemukan bahwa tidak ada niat untuk menempatkan ketidaksetaraan dan stereotip gender. Stereotip yang ditemukan bertujuan untuk menimbulkan keakraban agar peserta didik lebih mudah mengidentifikasi lingkungannya.

Textbooks are one of the main instruction tools for organizing teachers' pedagogical practices. Textbooks also play a major role in learners' learning experience. (Cunningsworth, 1995) of independent thinking in direct action. Moreover, they are also shown as figures who like to give up more easily. They collapse into tears, betray secrets, they are more likely to act on petty or selfish motives (U'Ren, 1972). Not only biological aspects, but gender also focusing on several aspects such as social, culture, and psychology. These will be accumulated into gender hegemony. As the result, masculinity hegemony legitimizes men to dominate women in every life aspect. In agreement with this, (Andari et al., 2015) states that the consequence of masculinity hegemony is women domestication or women discrimination in the public sector.

Women are obligated to traditional Javanese culture values. This value bounds women on the three aspects: *Macak* (to self-make-up), *Manak* (to give birth), and *Masak* (to cook). Because of this hegemony, women are manipulated by most men to get advantages. As stated by Budi Santoso in (Budiati, 2010), nine life concepts of Javanese women are written in *Serat Candrarini* which tend to "spoil" men in so many life facets. Javanese women must (1) Be faithful to their husbands; (2) Having the willingness to be polygamized; (3) Love other human beings; (4) Be skilled in women's jobs; (5) Be good at dressing up and self-care; (6) Be simple; (7) Be good at serving men; (8) Give attention to in-laws; (9) Love reading books which contain life advice.

The example of gender hegemony happens in the history of female autonomy in Rural Java. Research conducted by (Goldschmidt & Kunkel, 1971) found that the economic roles of women were affected by the peasant social structures which consisted of agricultural produce or land cultivating as their basic economic activity. At that time, the roles of the women are classified into three: rice harvesting, trade and markets, and domestic production and intrahousehold exchange. Similar to what happened in the industrial era, women still need to work and take care of their children. Thus, women can still actualize and grow themselves better.

Still, sexism has become a problematic issue in language textbook evaluation research. Teachers are enforced to investigate the existence of gender sexism in the language textbook before using it in the class. Language presented in the textbook takes a major part as the ideology maker and social role determiner which leads the students to construct generalization towards roles of the genders or sexes in society (Söylemez, 2010). Nilsen (1977) stated that sexism appeared in textbooks to narrow the

learners' understanding by forming false impressions between male and female figures. This can lead to gender-based harassment and bullying. Pursuant to the Presidential Regulation No. 87 year 2017, it is stated that:

“Dalam rangka mewujudkan bangsa yang berbudaya melalui penguatan nilai-nilai religius, jujur, toleran, disiplin, bekerja keras, kreatif, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, komunikatif, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, dan bertanggung jawab, perlu penguatan pendidikan karakter yang merupakan tanggung jawab bersama keluarga, satuan pendidikan, dan masyarakat.”

It also has been stated that character building can be taught by strengthening the learning materials or learning methods which is based on the curriculum content on the Indonesia provisions of laws and regulations. Thus, the authors and the teachers need to be critical in considering the materials used. The inequality of gender representations is proven by research conducted to investigate the stereotype of inequality between female and male portrays in textbooks. First, Dahmardeh & Kim (2020) investigated gender representation in five Iranian secondary English language coursebooks. The researchers employed content analysis to analyze the texts, messages, themes, ideas, and photos throughout those books. As a result, the dominance of male authors has an impact on the inequality of gender representation. Males have a higher representation in images found in the books cover. Also, the frequency of male names appears more often than the frequency of female names. Last, the occupations and family roles for males are wide and varied, while the portrayed for females are very limited.

Moreover, Lee & Mahmoudi-Gahrouei (2020) examines gender representations in the Iranian English language textbook, entitled *English for School Series, Prospect*, by employing both integrated manual analysis and computational analysis objectively and comprehensively. Iran has a long history of a patriarchal society where men are the breadwinners, and the women are the caregivers under the strictly enforced Islamic law. At the same time, Islamic and culture in Iran affected gender visual representation. Females are presented in domestic activity, excluded from daily leisure and sports activities. Even so, males are described as the breadwinners and are presented with various ranges of work and social context in the textbook.

Afterward, Lee (2019) evaluated gender bias in three different textbooks, All Aboard 1, Comet 1, and Vista 1, for tenth graders in Japan. The considerations of selecting those three textbooks are because they were recently launched in 2017 and had the greatest commerce. The researcher found that gender discrimination allegedly appears in those three books. Women are frequently underrepresented as the authors tend to describe men's achievements. Additionally, the authors have a propensity to describe men as thinkers, as the example men thought and got the idea. Meanwhile, women were artifactualized as a human being who did not know and forgot about something. These appear from social structures that are standardized by gender bias and the traditional gendered division of labor in Japanese society.

At last, research conducted by Ariyanto (2018) examine gender bias in When English Rings the Bell textbook for junior high school grade VII as the prescribed Indonesian ELT textbook written by Siti Wachidah et al. This study found that male students stereotypically visualize as the active, enthusiastic, and expressive, in other words, dominant. Far from it, the female students projected as the passive and domestic figures. Moreover, the stereotype activities also treat females do feeding and serving while the male does farming and teaching. However, all pictures of students dressed in uniforms represent what junior high school students are supposed to wear.

There are still so much to be done to diminish gender inequality or sexism and, more so, to achieve gender equality in education. This research aims to discover the patriarchal culture of sexism against female in English Student's Book for SMP/MTS Grade VII since textbook is one of the vehicles for gender equality in pedagogical practices

METHODS

Research Design

This research employs a descriptive qualitative design by carrying out a content analysis framework to dig out a better and deep understanding of data collection. Furthermore, the explanation of the result can give a better understanding of how certain gender is depicted.

Hereof, in achieving the objective of the research content analysis is administered to analyze the gender portrayals depicted in the book. Prior to that, the procedure for designing the measurement variables of the gender portrayal is adopted from Brugeilles & Cromer, (2009): (1) Select the characters' main features to be analyzed and composed a list of details relating to each of these characteristics, (2) Make an inventory of characters using pre-defined grids, (3) Summarize the information of characters and their characteristics using summary tables, and (4) Analyse the gendered representations.

Furthermore, to gain the information of the author's perspective towards gender inequality on the textbook, the researcher conducts an interview. This interview will help to gather information which involves direct verbal communication between individuals as stated by Borg et al in Latief (2016). However, the interview for this study is conducted through Whatsapp chat and voice notes since it is impossible to meet the interviewee face to face in the pandemic situation. The question for the interview is written in a form of chat and the answers is sent through voice notes. The answers are automatically recorded, downloaded, and

saved in the computer memory. The advantages of recorded interview answers are the sound can be played back several times and can be used later for other research purposes as stated by Borg et al in Latief (2016).

Data Resource

The main data source of this research is English Student's Book for SMP/MTS Grade VII published by Erlangga in 2017. The researcher entails the textbook as the object of the study since it contains the propriety to the newest Indonesian curriculum. The visual representation and the text are used as the documents in purpose as the main source of the data in this research. This book consists of eight chapters can be seen in table 1.

Table 1. Map of the Book

Chapter	Title of The Chapter	Materials
1.	I'm fine, thank you	Greeting, leave-taking, thanking, and apologizing
2.	My family and I	Introducing oneself and other
3.	How many days are there in a week?	Telling and writing the time, days, and dates
4.	Look around you	Telling and writing the name and the number of animals, things, and public buildings
5.	What is it like?	Describing people's personalities, animals' characters, the features of things orally and in writing
6.	I make robots	Describing people's habits, animals' behaviour, and the function of things orally and in writing
7.	I love them a lot	Describing people, animals, and things
8.	Lovely songs	Conveying the message of the lyrics

Research Instrument

Since this study is classified as content analysis research, the researcher analyzed the textbook by using evaluation checklists. There are four aspects in the evaluation checklist: (1) The representation of males and females in pictures, (2) The representation of males and females in written texts, (3) Number of names appearances, and (4) Domestic roles (occupations and activities). In discovering the representation of males and females in pictures, the representation of males and females in written texts, and the number of name appearances, the researcher counts the appearances of the illustration of both genders in the textbook by giving checklist. Meanwhile, in analyzing the domestic roles, the the researcher notes the page numbers and the types or the names the occupations or the activities performed.

To obtain the data about the author's perception towards gender inequality, the researcher used the interview guide which consists of three comprehensive questions (1) Is there any specific purpose in writing the book that led to the gender inequality I found?; (2) Does gender equality become your consideration or standard before writing this book?; (3) Is there any aspect which influence you in writing this book? If so, would you mind describing it?

Technique of Data Collection

There are two sorts of data collected during this research. First, in collecting the data in the textbook, the researcher employs document analysis. According to Bowen (2009), document analysis involves three major steps: skimming (superficial examination), reading (thorough examination), and interpretation. Document analysis combines the components of content analysis and thematic analysis. The detail steps of obtaining the data are (1) Discover the research material which is English Student's Book for SMP/MTS Grade VII published by Erlangga in 2017; (2) Selecting the samples of the data by focusing on the selected texts and pictures, based on the gender representations involving females and males; (3) Collecting the data from the selected samples.

Besides, if the text only contains one certain gender, it will contemplate as suitable with the criteria of the data since the purpose of this research is to explore four categories: (1) The rrepresentation of men and women in pictures. The researcher counts the number of pictures which represent female and male in each page of the book. All female and male presentation are counted to discover which gender is dominant; (2) The representation of men and women in written texts. The researcher discovers how both genders are associated in the written texts. Males mostly are associated with the success stories, politics, government, etc. However, females are only described with friendship, gossip, appearance, and trends; (3) Number of names appearances. The researcher counts female and male names found in each page of the textbook to see whether the amount of the appearances is equal or not; (4) Domestic Roles (Occupations and Activities). The researcher counts all the activities performed in the textbook including the occupations shown and activities performed by both genders.

Second, the researcher conducts an author interview. The interview is conducted through Whatsapp and Voice Notes during the Covid-19 pandemic situation. Instead of directly asking the reason or the intention of the author in writing the book, the researcher asks three questions to obtain the detail answers about the author's view on their published book. Thus, those three questions will lead to the specific answer of the second research question. The author's bio will be explained below:

Table 2. The Author's Bio

Name	Dr. Enzee
Expertise	English language and teaching (ELT)
Working experience	English teacher at one of Junior High Schools in Semarang
Educational background	Doctorate Pendidikan Bahasa Inggris (2011-2015) Master's Degree Pendidikan Bahasa Inggris (1998-2002) Bachelor' Degree Pendidikan Bahasa Inggris (1992-1997)
Published books	Bright: An English Course for Junior High School Students Grade VII and VIII (2017) Erlangga X-Press UN Bahasa Inggris SMP (2017) Mandiri: Practise Your English Competence Untuk Siswa SMP Kelas VII, VIII (2016-2017) BUPENA: Buku Penilaian Autentik Bahasa Inggris untuk SMP Kelas VII, VIII, & IX (2014) PERMIT UN: Persiapan Ujian Nasional Bahasa Inggris SMP Berbasis Media Interaktif (2013) English Assessment Test (2011) English Activity (2011).

Data Analysis

The next step after collecting the data is analyzing the data. In analyzing the data, the researcher employed qualitative content analysis. Qualitative content analysis is a research approach to describe and interpret the textual data by using the systematic process of coding (Assarroudi et al., 2018). The core of content analysis research is to make inferences by extracting the data from the message itself (Cole, 1988). Foroutan (2012) stated that there are two kinds of content analysis: latent content and manifest content. In this research, the researcher selects the manifest content analysis which is employed to evaluate the apparent and countable elements in books, or the other instruments of social communication studied, such as TV, radio, cinema, books, and so forth (Foroutan, 2012). The objects that can be evaluated are pictures and names both for males and females, images that identifying gender roles, which are countable in the way that they are physically presented in the textbook.

In analyzing the images or the photos, the number of individuals in each gender will be examined. The genders will be examined by identifying their physical appearance, context, and their clothing. Moreover, in written texts, each text will be analyzed considering the gender that become the topic. Last, the domestic roles and activities were also counted since it is correlated with the gender differences by counting and naming the activities presented by both genders.

FINDINGS

How are gender equality presented in English Student's Book for SMP/MTS Grade VII published by Erlangga?

To answer the first research question, the researcher analyzed four variables: (1) The representation of males and females in pictures, (2) The representation of males and females in written texts, (3) Number of names appearances, and (4) Domestic roles (occupations and activities). There are four different tables which are stated below.

Total Representation of Males and Females In Pictures



Figure 1. Picture of Males and Females Representation in the Textbook

The researcher counts all the pictures of males and females in the textbook one by one. As the example in Fig. 1, the researcher counts the picture by seeing the details of each gender appearance. The details can be seen in the forms of hair cut and the color of the clothes. There are five figures of males and females there.

Table 3. Representation of Males and Females in Pictures

Number of Pages	Males	Females
80	159	138

From the Table 3, it is shown that the total amount of male representation is 159. Meanwhile, the total amount of female representation is 138. It can be concluded that the total amount of male representation is higher than the female. As can be seen in Fig. 2, males get the higher percentage in picture representation in the textbook. Here, males score 54% higher than females which score 46%.

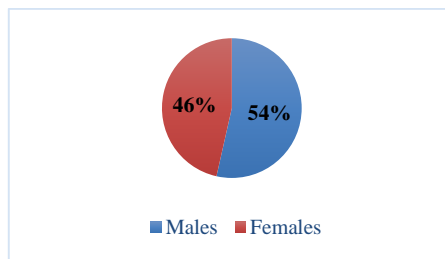


Figure 2. Total representation of males and females in pictures

Total Representation of Males and Females in Written Texts

A. Choose the correct answers.
The following text is for questions 1-2.
 Every day Rana wakes up at 6.40. She immediately has breakfast. Rana's mother always cooks breakfast for Rana every day. Rana always enjoys her mother's food. It is delicious. After having breakfast, she takes a bath and get ready for school. Rana goes to school at a quarter past seven.

Figure 3. Text Contains Female Character

A. Choose the correct answers.
The dialogue below is for questions 1-3.
 Rama : Hi Mirna. Is that your cat? It is so cute.
 Mirna : Yes, it is. She's called Noni. She's a Persian cat. Do you have pets, Rama?
 Rama : No, I don't. Do you have another pet in your house, Mirna?
 Mirna : Yes, I do. My dad has some fish. My little brother has two turtles. They are called Toni and Tito.
 Rama : Wow! There are many pets in your house. May I come over to see them?
 Mirna : Yes, my family loves animals so much. And yeah, you can come to my house to see them. What about tomorrow after school?
 Rama : Sounds great. See you tomorrow. Bye Mirna. Bye Noni.

Chapter 4 Look around You 119

Figure 4. Gender-neutral Dialogue Text

The research looks at the name first when determining the gender of a character in a text. The text, as seen in Fig. 3, is about Rana's everyday activities. Because Rana is an ambiguous name that may be used by both genders, the researcher examines the text's Subject Pronoun, "she". So, it can be inferred that the text represents a female character. It is different from Fig. 4. The example of gender-neutral text is in Fig. 4. The text is a dialogue text which tells the readers about a Persian cat. So, this text does not contain both females or males gender.

Table 4. Representation of Males and Females in Written Texts

Type of Text	Total Amount of the Texts	Males	Females
Descriptive Texts	17	10	7
Personal Information	3	2	1
Personal Letter	1	1	-
Song Lyrics	1	-	1
Total		13	9

The second table presents the total representation of males and females in the written text. It was found that there are four different types of text which contain gender representation. Each of the texts has an amount of appearance in the textbook. First, descriptive texts appear 17 times, where males and females are described 10 times and 7. Second, in personal information text, males score one point higher than the females. Third, in personal letter text, only male appears once. Last, in song lyrics text, females score 1 point and males score zero point. It can be concluded that the total representation of males is four points higher which is 13 than the total representation of females.

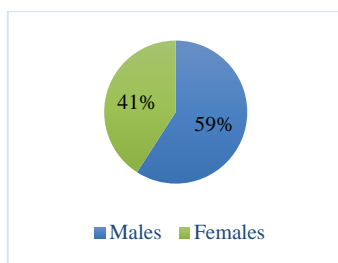


Figure 5. Representation of Males and Females in Written Texts in Percentage

As show in Fig. 5, the representation of males in written texts is higher than females. The percentage of males in written texts is 59%. Meanwhile, the percentage females in written texts are 41%.

Number of names appearances

The following text is for questions 4-5.

Hello, I would like to tell you about my cousin, her name is Darin. She is twelve years old. She is four years younger than me. She lives four blocks away from my house. We often play together after school. Darin likes to bake. She is very good at it. When I come over to her house, she usually makes me various kinds of cakes and breads. My aunt told me she always makes breakfast every Sunday. She usually makes waffles or pancakes for her family. Her favourite treats to make are actually cake pops. She said they are delicious and easy to make. Sometimes she sends some of the cake pops to my house. They are my favourite treat ever. I am so lucky to have a cousin like Darin.

Figure 6. Descriptive Text

When the researcher counts the names of both genders in the textbook, she counts every name that appears in every text, whether it is long or short. Darin, for example, is the name that appears in Fig. 5. The researcher looks at the subject pronoun in the text to determine if she or he is feminine or masculine. It was found that Darin is a female name since the subject pronoun used is "she". Furthermore, the frequency of appearance of the name "Darin" is three times. Later, the researcher added three points to female names.

Table 5. Number of Names Appearances

Males	Females
367	357

The third table shows the total frequency of names appearances of both genders. Male names appear 367 times, while female names appear 357. It can be inferred that the frequency of male name appearances is higher than the frequency of female name appearances.

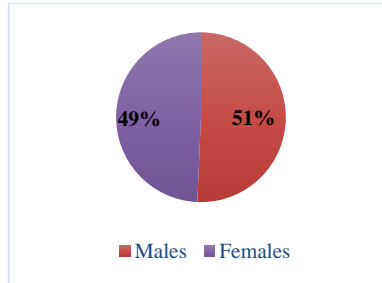


Figure 7. Number of Names Appearances in Percentage

As presented in Fig. 7, the percentage of number appearances of males is higher than female. The percentage of names appearances of males is 51% while the percentage of names appearances of females is 49%.

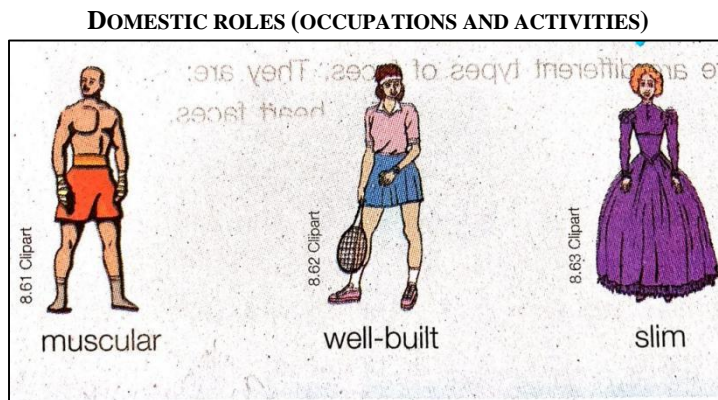


Figure 8. Body Shapes Represented by Both Genders



Figure 9. Occupations Represented by Both Genders

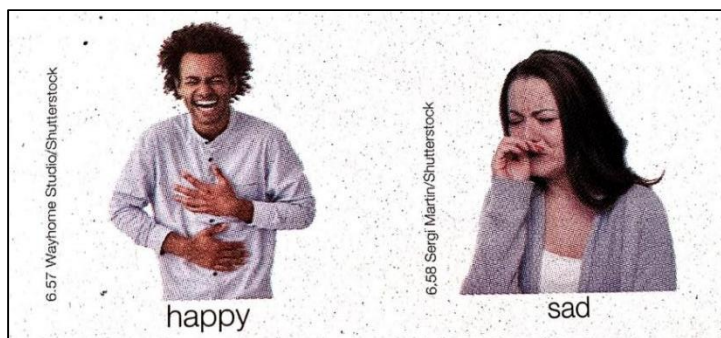


Figure 10. Emotions Represented by Both Genders

The researcher examines all the activities and jobs depicted by both genders in the textbook to assess domestic roles. The study discovered three sorts of preconceptions that were shared by both genders as examples. Both genders' physical forms are seen in Figure 4.10. Males are shown in the same way, with a muscular physique. Females, on the other hand, are stereotypically depicted as having a thin physique. Furthermore, in terms of occupations, females are portrayed as fruit sellers, while males are shown as football players. The last example, emotions represented by both genders. A sad female figure is depicted. The masculine character, on the other hand, is presented as a cheerful individual. However, it is normal for men to be sad or cry in real life. Females with muscular bodies are also quite prevalent.

Table 6. Representation of Domestic Roles Played by Both Gender

No.	Males	Frequency	Females	Frequency
1	Lifting package	1	Waitress	1
2	Football player	1	Cashier	1
3	Playing violin	1	Librarian	2
4	Skateboarding	1	Fruit seller	1
5	Caretaker/janitor	1	Riding horse	1
6	Security guard	1	Playing basketball	1
7	Champion podium (sport)	1	Chef	1
8	Riding bike	1	Teacher	1
9	Playing tennis	1	Making bed	1
10	Playing basketball	2	Crying (sad)	1
11	Marathon competition	1	Slim body (wearing dress)	1
12	Laughing (happy)	1		
13	Riding motorcycle	1		
14	Playing guitar	1		
15	Playing game	1		
16	Playing basketball	1		
17	Muscular body (boxer)	1		
18	Package courier	1		
Total		19		12

The fourth table shows both genders' domestic duties. Domestic roles are more varied among males than among females. Males in domestic roles are represented in 18 different ways. Furthermore, the representation of women in household duties varies by 11 percent. As a result, males have a wider range of domestic role representations than females. Furthermore, male domestic roles are depicted more frequently than female domestic ones.

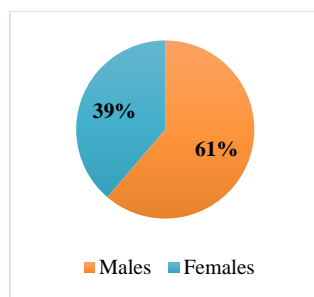


Figure 11. Percentage of Domestic Roles Played by Both Gender

1. Males do more domestic responsibilities than females, as seen in Figure 4.4. Males account for 61 percent of household roles. Females, on the other hand, account for 39% of household duties.
2. What is the authors' perception about gender representations in the textbook?

The interview process was conducted on March 1st, 2021. Since the interview was conducted in a pandemic situation, the researcher asked the author for interviewing through Whatsapp voice notes. The answer to each question will be elaborated below in a form of transcripts:

1. Is there any specific purpose in writing the book that led to the gender inequality I found? (Apakah ada maksud tertentu dalam penulisan buku tersebut hingga muncul perbedaan yang sudah saya jabarkan di atas?)

“Nah untuk yang pertama sebenarnya sih tidak ada maksud jumlah. Jumlah gender laki-laki lebih banyak daripada perempuan itu mungkin saya tidak menghitung. Saya sudah lihat lagi karena banyak buku yang saya tulis gak jadi ini saya juga melihat lagi baru saja begitu mungkin jumlahnya tidak signifikan untuk karakter-karakter orangnya. Kemudian untuk kegiatan-kegiatan yang dilakukan oleh para karakter dalam buku tersebut itu juga sebenarnya hanya tipikal pekerjaan-pekerjaan yang dilakukan oleh karakter artinya begini. Kalau ini kan masih kelas 7 jadi kelas 7 itu yang paling dekat dengan kehidupan mereka yang biasa mereka. Itu istilahnya here and now. Jadi yang biasa dilakukan oleh di sekitar mereka.”

2. Does gender equality become your consideration or standard before writing this book? (Apakah Gender Equality sudah menjadi pertimbangan atau standar sebelum menulis buku ini?)

“Sudah. apakah memang memang dari puskurbuk ya waktu itu Puskurbuk ya untuk penilaian itu ditekankan. Sehingga tidak boleh didominasi oleh satu gender tertentu kemudian juga tidak hanya gender ya, karakter itu harus tidak mewakili salah satu suku bangsa jadi tidak ada primordialisme. Jadi kalau bisa karena kita berbeda-beda suku dan agama itu juga harus dimasukkan ke dalam buku apa kan saya tahun 2000 berapa ya 2010 saya presentasi di SEAMEO di Bangkok itu saya bawa itu mengenai keberagaman di dalam buku teks bahasa Inggris kemudian.”

3. Is there any aspect that influences you in writing this book? If so, would you mind describing it? (Apakah ada aspek yang memengaruhi pada saat penulisan buku ini? Jika ada, apakah Ibu berkenan untuk menjabarkan hal tersebut?)

“Oh, ya aspeknya tentu saja yang pertama kompetensi ya atau KD kemudian rambu-rambu penulisan buku teks jadi kompetensi dasar dan penulisan dan rambu-rambu penulisan buku teks yang diterbitkan oleh puskurbuk di situ sudah ada rambu-rambunya sih, misalnya tidak boleh membanding-bandingkan meskipun kita bahasa Inggris ada degree of comparison ya jadi jadi saya juga agak. Apa ya apa ya Ada beberapa teks saya yang terpaksa dihilangkan karena yang menurut saya itu hanya sebuah cerita yang membandingkan saudara sibling itu membandingkan ini dan itu begitu untuk sebagai media menyampaikan kata sifat misalnya tapi karena itu dianggap negatif ya akhirnya dihilangkan itu.”

DISCUSSION

Based on the data presented from the evaluation checklist above, it can be inferred that: (1) male obtains the higher percentage in the frequency of picture representations which is 54% than the female which scores 46%, (2) male gain the higher percentage in the frequency of written texts representation which is 59% than the female which scores 41%, (3) male obtains higher percentage in the frequency of name appearances which is 51%, (4) male presents the higher variation in the representation of domestic roles which is 18 out of 29, and (5) male shows the higher frequency of appearances in domestic roles which is 19 out of 31. It can be concluded that males gain a higher amount in all the variables that have been analyzed in the textbook.

Furthermore, to investigate the perception of the author in writing the gender inequality there, the researcher interviewed her through WhatsApp voice note. Based on the result of the interview transcript, it was found several author's considerations in writing the textbook. First, the author does not have any purpose to put some stereotypes found in the textbook. As an example, a girl is crying, and the boy is smiling. In addition, a man is identically presented with a muscular body while a woman is presented with a thin or slim body. The reason the author put them is because of the familiarity level for the seventh graders. Second, Puskurbuk already gives the framework for the authors in writing the textbook. Gender and racism are prohibited issues to put in the textbook. The last consideration is material and basic competencies from the syllabus.

Salamah (2014) conducted similar research on the same textbook and discovered that women were represented as nurturing human beings. Their areas of expertise include teaching, serving, and food preparation. Aside from that, women were portrayed as passive characters by including males in more diverse gaming activities. It indicated that female characters are less competent. Furthermore, Adi & Maharani (2018) discovered that males were stereotyped as having a taller physique than females. It establishes the conventional notion that men should be taller than women.

Gender bias which appears in the textbook represents the rooted patriarchal culture in society. Gender bias has an impact on society's gender roles. Individuals, groups, and communities have varied expectations of individuals depending on their sex, society's values, and views regarding gender. Gender roles are the result of interactions between people and their surroundings, and they provide clues to people about what conduct is considered suitable for which sex (Blackstone, 2003). According to Lee & Mahmoudi-Gahrouei (2020), the Iranian English Textbook entitled English for School Series Prospect, which is influenced by the Islamic culture. Iran has a long history of a patriarchal society where men are the breadwinners and women are the caregivers under the strictly enforced Islamic law. Men are represented as the breadwinners with various ranges of works and social contexts. Meanwhile, women are presented in domestic activity, excluded from daily leisure and sports activities. Good women are attractive, respectful, and focused on home, family, and caring for others, according to our societal paradigm. Because females are submissive to men, they are usually depicted as victims, angels, martyrs, devoted wives, and helpmates (Wood, 1994). These stereotypic views are likely engendered and reinforced by several social and interpersonal variables (Cash & Brown, 1989).

The cultural and social-historical contexts in Indonesia also affect the way the author represents both genders, particularly Javanese culture. As stated in the research background, the roles of women can be defined by the three Javanese words: *macak* (to make up), *manak* (to birth), and *masak* (to cook). Women are represented as *konco wingking* which means a person watching from behind or as second-class people where their responsibility are correlated with nurturing, services, and supports. However, according to Maulana's (2020) research in Paciran, Lamongan, East Java, *konco wingking* can be presented in a variety of ways as a result of modernization. The practice of *konco wingking*, which originated in domestic settings, has now spread to the wider public. Eventually, women in Paciran have become 4M, with *macak* (to make up), *manak* (to birth), *masak* (to cook), and *mergawe* (to work), rather with the 3M typology (*macak*, *manak*, *cook*). Other than that, *swarga nunut, neraka katut* is a Javanese proverb that describes a woman's function and position: she will be pleased if her husband is happy as if living in heaven, but she will suffer if her husband suffers as if living in hell (Sarwono, 2012). Because of this gender-biased ideology, a woman is forced to permanently sacrifice herself. She is always reliant on others, even her spouse in this situation. As a result, it is unsurprising that males are elevated to greater positions and deemed more capable of leading, culminating in the formation of patriarchal ideals in society even in the representations of the textbook. Therefore, those systems of norms and standards which are developed by the society also affect the way the author presents both genders in purpose to make the learners easier to absorb the information from the book. The author claimed that those representations are typical activities of what people around them usually do. Even though, those representations that are considered familiar contain patriarchal culture.

CONCLUSION

The content analysis is conducted due to deal with the selected texts and pictures in the English Student's Book for SMP/MTS Grade VII published by Erlangga in the scope of gender inequality issues. The results of the current research revealed that male and female characters were portrayed differently in four aspects studied. Males show the higher amount in the frequency of pictures, written text, and names appearances. Furthermore, in domestic roles, males get a higher amount in variations and the frequency of appearances. In analyzing the attributive details, female characters are associated with their physical appearances, body shape, and personal traits, while those do not appear in male characters. It implies that males are strong, happy, and intelligent individuals. Meanwhile, females are represented as weak, emotional, and less-skilled individuals. These indicate that there is gender inequality in the textbook. In discovering the author's view towards gender representation in her textbooks, the researcher conducted interviews through Whatsapp Chats and Voice Notes. First, the author stated that there was no intention of putting the unequal number of representations of both genders. The author chose the typical or common activities are done by both genders in a principle of "here and now". Next, besides gender equality, primordialism also becomes her focal point or considerations in designing the textbook materials. The last one, aspects that influence the author in writing the textbook are the basic competencies in the curriculum and the writing guidelines from Puskurbuk Indonesia. In a nutshell, the gender inequality in social stereotype of genders still can be found in the textbook even the author has the awareness of them.

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