



## Gender Representation on Visual Illustrations in Indonesia EFL Textbook

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### Abstract

The urge for gender equality had been going on for several decades, even though people were aware of it. One of the closest approaches to gender study in the educational field was by investigating the textbook used in school as it is signified that the visual illustrations in the textbook were not only the aesthetic aspect of one but also represented matters that could easily be understood better by visualization. The study focuses on identifying and investigating the gender representation in the illustration used as a visual medium in the EFL textbooks used in Indonesia specifically. The gender representation was analyzed by its number of appearances ratio, and the settings of each gender were situated in the illustrations, hence a quantitative study. The findings displayed the lack of female representation in appearances, and the textbook still had ratio issues. However, in most of the illustrations, both genders were situated in social settings in general, though there were several in domestic ones. Thus, further study was needed in order to analyze the other elements of the textbook, such as the reading text, conversational text, and audio media from the textbook.

**Keywords:** *Gender Representation; Visual Illustration; EFL Textbook*

### INTRODUCTION

The issue of gender in English textbooks has been in discussion since the matter began in the 1970s. The main issue is not only how people understand gender itself but also how people perceive each gender in society. The study of (Darni & Abida, 2017) stated that gender is mainly about the difference in sex, but the roles in gender are constructed socially. Society begins to form such social and behavioral norms, a setting which they believe to be appropriate in society toward specific sex individually. This behavior is recognized as gender bias as (Ariyanto, 2018) declared that in the educational world, students were easily identified by the differences between genders rather than their similarities as students themselves. Adding on, the practices of gender inequality sparked as well on how the social practices reflected in the textbook's sections for students.

Next, it is also important to notice how each gender is stereotyped, which usually brings further discussion in general in society. The study of (Talbot, 2003) mentioned that gender stereotyping mostly implies that gender differences should be naturalized ... [and thus] works to maintain the domination of males and subservience of the female system. Thus, the condition where gender is being stereotyped (one of them is their roles in society), whether it is implied directly or indirectly, could lead to discrimination in gender or gender bias. The issues of gender inequality in the textbook used by students as a medium for learning in schools have been circulating ever since. This notion is supported by (Blumberg, 2008), who declared that gender bias in education materials is a huge wall to achieve gender equality in the educational sphere as it is largely affecting, mostly consistent, and visible to many parties.

The study of (Carlson & Kanci, 2017; Lee, 2019; Li, 2016; Namatende-Sakwa, 2018; Pakuła et al., 2015) have conducted their own significant studies in their own respective origins on gender issues in various contexts. They managed to identify the undercover agenda of gender inequality in the educational materials. Unfortunately, this has been going on for so long, yet there is not any important breakthrough in regard to this problem. In Indonesia, there were notable researchers concerning gender notions, such as Damayanti (2014), Santosa (2020), Yonata and Mujiyanto (2017), Ariyanto (2018), and Emilia, Moecharam, & Syifa (2017), and Rachmijati & Cahyati (2018) and ironically, the findings were basically similar to the other previous studies that a certain gender

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has been represented less than the other based on their appearances, firstness, occupations, social roles, etc. Due to this, Lee (2011) argued that if any educational material promotes particular values, it can have detrimental effects on the intended subjects of discussion. This could include impacting their future career prospects or psychological appeal, particularly if there are signs of bias present within the context and substance of these materials.

Therefore, here lies the base of the study: the researcher would like to seek out how society accepts gender differences as in how they were managed to be understood by their significance in the roles and representations.

### **LITERATURE REVIEW**

In their studies, (Blackstone, 2003; Lorber, 2001) interpreted that gender roles are strongly linked to cultural aspects and the power level difference of males and females possess in a society where the construction of gender behaviors appropriateness ideas in males and females lives accordingly occurs. If gender is being misunderstood and misused appropriately in the theoretical and practical framework, then one of the worst consequences is the occurrence of gender bias or discrimination against a certain gender. The study of (Stitt & Erikson, 1988) describe gender bias as how people believe and set certain expectations toward a certain sex in society, and it leads to how they view people's abilities and interests primarily based on their sexes. In other word, the inequity that happens in a society based on sex goes to the other term named gender bias or sexism (Wodak, 1997:7). The bias representation based on genders are easily perceived by the students in their studies by many exposures, such as the language used in the class by the peers and teachers, the media use or even the textbooks as the learning source in the classroom situation.

Priorly, there have been a number of studies conducted related to the gender issue in a textbook. One of them would be Lie (2001), who conducted research on 42 Indonesian textbooks and identified that gender imbalances are blatantly displayed in the reading texts and the pictorials that support the texts in the forms of the numbers of female and male characters. The significance is how textbooks play a crucial part in learning and teaching situations. Crawford (2019) strongly argued that a textbook is a formidable tool built to fulfill certain targets in cultural, economic, or social aspects. A good textbook should be neutral and balanced in performing its roles as it is supposedly "comprehensive, precise, positive, symbolic, and assimilated, intertwining the experiences, wants, and concerns of both males and females (Bailey & Campbell, 1992).

In addition, researchers on gender and language have discovered that bias and stereotyping of gender displayed in verbal text and illustrations result in damaging effects on female students. (Lesikin, 2001, p. 281). This leads to misunderstanding and misinterpretations toward a specified gender, which would be indirectly targeted by the author of the book based on its content and representation. Likewise, Cameron (1990) described that textbooks that contain gender-biased language could have a harmful influence on the students and build a tyrannical world for them since such language is mostly groundless and one-sided. This may bring more negative than positive impacts on the student's perception, as Mustapha (2013) found that children's development was shaped by gender bias because the marginalization of one specific gender, especially women, is caused by the systemic injustice depiction, which is gender bias itself. Hence, the study would focus more on how the textbook is being used to deliver certain messages regarding any related gender issue, which is clearly displayed yet neglected, whether on purpose or not in society.

### **RESEARCH METHOD**

The textbook being analyzed in the study is *Bahasa dan Sastra Inggris untuk Siswa SMA/MA Kelas X Kelompok Peminatan Ilmu-ilmu Bahasa dan Budaya*, and by its English title English for Senior High School Students Grade X Elective Class of Language and Culture Studies (Djuharie, O.S., Supeni, & Ningsih, R.J., 2016). The textbook was published by *Yrama Widya* in 2016. There are three names

stated as the authors of the book: Opong Setiawan Dj., Supeni, and Ratna Juwita Ningsih. The researcher chose the textbook since the book has been one of the textbooks used by teachers as their learning source, especially the ones that teach Elective English. The textbook has been in line with the 2013 Curriculum by the revision of 2016 and is still eligible for the 2018 revision since there is not any significant difference in the curriculum content. The textbook has 208 pages and 2 soft covers in composition. It contains 10 units, which go by the numbers of the basic competencies in the curriculum. The limitation of this study is the visual illustrations in the textbook that have been selected by a category of the ones that display any gender presentations, whether male, female, or both.

There are several steps in the process of analyzing the book based on the focus of the study. First, the selection of the textbook. Then, the researcher conducts further analysis, which is based on Gharbavi (2012), who mentions that there are two categories in content analysis: The Text and The Visual. Yet, the researcher emphasized the visual illustrations only as the main source of the data since it is stated that providing the visual media as in illustrations in the textbook would aid in increasing the learners' understanding of the material being taught to the designated unit or topic in the textbook.

Furthermore, the research problem of the study is to investigate the representation of gender in the visual illustrations that have been selected as the data source as in the number of appearances, the proportion, and the roles set to the gender based on their activities in the data.

## FINDINGS AND DISCUSSION

Results should be clear and concise. The results should summarize (scientific) findings rather than providing data in great detail. Please highlight differences between your results or findings and the previous publications by other researchers.

In answering the problem of the study, the findings are based on the units being described in the textbook.

**Table 1.** Can I have your number, please

No	Page	Code	Unit 1		Situation	Occupation	Activities	Location
			M	F				
1	1	Unit Image	2	2	A couple is filling out a form for a hotel reservation	Receptionists (1 Male, 1 Female)	Social	Outdoor (Hotel)
2	2	1.2		3	A woman is waiting for the documents to be checked by another female employee; the other females are waiting on the waiting bench.	Employee (1 Female)	Social	Outdoor (Office Lobby)
<b>Total Illustrations considered</b>		2	2	5				
<b>Total Appearance</b>			7					

In unit 1 of the book, by the title of "Can I have your number, please.". There are two illustrations being analyzed as they fit the conditions of being the source of the data. In these two illustrations, the total number of appearances of the female is higher than the male as the ratio is 2:5 out of 7 in total. The activities are also social ones as the females and males are not put into domestic activities, and all of them are identified in outdoor locations.

**Table 2.** Unit 2 – You should be attending to your sick mother

No	Page	Code	Unit 2		Situation	Occupation	Activities	Location
			M	F				
1	21	Unit Image		1	A female is lying down sick		Domestic	Indoor (house)
2	22	2.1.1	1		A male was cheating on a test?	Student/ Test-taker	Social	Indoor (Test room)
3	22	2.1.2	3	1	A couple (M&F) and two other males are breaking the law of street sign of	Road users	Social	Outdoor (Road)

No	Page	Code	Unit 2		Situation	Occupation	Activities	Location
			M	F				
					no U-Turn			
4	22	2.1.3		3	A female is looking at her phone while driving, 2 females (adult + kid) are crossing the street	Driver/ Housewife & Crossing the street people	Social	Outdoor (Road)
5	22	2.1.4		?	A group of people (mixed-gender) gather in front of a basketball arena	Spectators	Social	Outdoor (Basketball arena Entrance)
6	22	2.1.5	3	4	A group of students are painting their uniforms using paint spray on the occasion of graduation	Students	Social	Outdoor (School area)
7	22	2.2		2	A male is measuring another male's waist size	A physician or fashion designer or tailor & patient or customer	Social	Indoor (Clinique/Boutique)
8	38	2.3	2	2	Two Females and 1 male are interviewing/ asking/ interrogating 1 male in a room	Future employer/ Employers/ Interviewers & 1 Interviewee	Social	Indoor (Office Room)
9	39	2.4		1	A woman is thinking about something		Domestic	Indoor (Room)
<b>Total Illustrations considered</b>			<b>9</b>	<b>11</b>	<b>12</b>			
<b>Total Appearance</b>				<b>23</b>				

In unit 2, the total appearances are almost balanced for the margin of 1 by the female is more presented than the male. A total of 9 illustrations were employed in this unit; in some of them, there is a single gender being displayed, yet the number of occurrences is the same, yet the numbers of genders are different. One illustration is quite unique since it has a bunch of people gathered around in one place, and it could be said that there are unidentified how many of each gender, yet the researcher still considers it as the data source, though it is considered unique in the description. There are two domestic activities out of 9 activities in this unit, and each of them is applied to females in certain situations. In illustration 8, there are 3 people interviewing or interrogating a person. What would be different here is that the one that is being interviewed is one of the males instead of vice versa; meanwhile, the interviewers are the other male and the two females. Here, we can see there is an effort by the writers to put the female as equally important as the male in the roles designation since the one who could interview someone is usually the one who holds enough authority to do that.

**Table 3.** Unit 3 – What will you be doing this time tomorrow?

No	Page	Code	Unit 3		Situation	Occupation	Activities	Location
			M	F				
1	43	Unit Image	1		A male is arm-wrestling a robot.		Social	Indoor
2	44	3.2		1	A male is fixing a car.	Mechanic	Social	Outdoor (Garage)
<b>Total Illustrations considered</b>			<b>2</b>	<b>2</b>	<b>0</b>			
<b>Total Appearance</b>				<b>2</b>				

Unit 3 has two illustrations, and both of them have males being assigned as the characters, indicating the activities that usually be regarded as male instead of female, like arm-wrestling and fixing a car. The domination is clearly seen as no other gender is shown.

**Table 4.** Unit 4 – The people are not only friendly but also helpful

No	Page	Code	Unit 4		Situation	Occupation	Activities	Location
			M	F				
1	59	Unit Image	5	1	Two males are passing by, 1 female and 1 male (boy), are talking to each other while walking. 2 males are holding a box, probably to move it somewhere else	1 office worker (M), others are unidentified	Social/ Domestic (female)	Outside (On the street)

No	Page	Code	Unit 4		Situation	Occupation	Activities	Location
			M	F				
2	60	4.1.1	1		A male is confused	Office worker	Social	Indoor
3	60	4.1.4		1	A female is showing two different things (probably as options)		Domestic	Indoor
4	60	4.2		2	A female (adult) and a male (adult) are sitting together, probably conversing with a male (kid) and a female (kid), but the focus is on the male kid.		Domestic	Indoor (House)
5	61	4.4	2	2	Two males are conversing while drinking coffee.		Social	Indoor (Cafe)
6	64	4.6		2	One female is walking, 1 female is attending the kiosk	1 female kiosk clerk, 1 female customer	Social	Outdoor (Market)
<b>Total Illustrations considered</b>		<b>6</b>	<b>10</b>	<b>6</b>				
<b>Total Appearance</b>				<b>16</b>				

Out of 6 illustrations in unit 4, the male is presented more than the female by the ratio of 10:6, with a total of 16 appearances. By this estimation, it is clearly displayed the male is regarded more in the illustration than the female, especially in illustration 1. As it is the illustration used in the unit image, it has a total of 6 characters, but only one of them is female. Due to the situation being about people passing by on the street, the female could be seen as assigned to her domestic role as she is holding a plastic with a kid male and conversing with each other. The domestication is shown by how the female is situated with a boy and holding the object that is related to shopping as the researcher could derive that the female and the kid male are going home or somewhere else after shopping.

**Table 5. Unit 5 – The lessons in this biography are...**

No	Page	Code	Unit 5		Situation	Occupation	Activities	Location
			M	F				
1	79	Unit Image	3	1	Images of heroes as famous figures	Heroes	Social	
2	80	5.1.1	1		A famous male	Scientist	Social	
3	80	5.1.2	1		A famous male	President	Social	
4	80	5.1.3	1		A famous male	President	Social	
5	80	5.1.4	1		A famous male	President and Scientist	Social	
6	80	5.1.5	1		A famous male	President	Social	
7	80	5.1.6	1		A famous male	Businessman	Social	
8	80	5.1.7	1		A famous male	Vice President	Social	
9	80	5.1.8	1		A famous male	A Football Coach/ Manager	Social	
10	81	5.2	1		A famous male	President and Scientist	Social	
11	82	5.3	1		A famous male	President	Social	
12	85	Act.6-a	1		A baby male			Indoor
13	85	Act.6-b	1		A male kid is riding a tricycle.		Social	Indoor
14	85	Act.6-c	1		A male kid			Indoor
15	86	Act.6-d	1		A male kid is showing a martial arts movement	a sportsman (martial art)	Social	Indoor
16	86	Act.6-e	2	2	Two males (adult & kid) 2 females (adult & kid) standing while on vacation		Domestic	Outdoor
17	86	Act.6-f	2	3	A male is presenting a reward to a male; the 3 females are standing next to the male	students and teacher/ headmaster	Social	Outdoor (School)
18	86	Act.6-g	1		A male kid is playing guitar	student/ musician	Social	Indoor
19	86	Act.6-h	1		A male is presenting his slides to another male	student/ employee and a teacher/ lecturer or employer	Social	Indoor (Classroom/ office room)
20	89	5.5	4		A group of 4 males is holding guitars	Band performers	Social	Indoor (Stage)
21	89	5.6		1	A female is holding a trophy	Actress	Social	Outdoor (Photo wall)
<b>Total Illustrations considered</b>		<b>19</b>	<b>27</b>	<b>6</b>				
<b>Total Appearance</b>				<b>33</b>				

The total number of illustrations in Unit 5 is 21, and the number of genders that appear in the illustrations is 33 times. The issue is that the male is assigned 27 times while the female is only 6. The implication of the representation is closely related to the theme of the unit, which is about famous people; however, ironically, the important figures being utilized are basically males. The public figures are mostly male-oriented, yet in reality there are also many female figures who are well-known and have tremendous achievements that have proven to be noteworthy and should not be taken for granted. There is one domestic activity for the illustration (illustration 16), and it has 2 females in it as they are pictured as a family having a vacation, yet in the last illustration (illustration 21), the authors have one famous female figure who is known as a world-class actor, and she is holding a trophy that is identifying her specific achievement.

**Table 6. Unit 6 – It is too expensive**

No	Page	Code	Unit 6		Situation	Occupation	Activities	Location
			M	F				
1	99	Unit Image	1		A female was looking at clothes being displayed	Shopper	Domestic	Outdoor (Clothe store)
2	100	6.1.1	1		A female is laughing		Social	Outdoor area
3	100	6.1.3	1		A male is stressed in their working office	Office worker	Social	Indoor (Office)
4	100	6.1.5	1		A male is weighing himself on a scale.		Domestic	Indoor
5	100	6.1.6	4		4 male football players in a field	Football players	Social	Outdoor (Football field)
6	108	6.2	1		A male is on an electric vehicle	Scientist	Social	
7	110	6.3		3	3 females are described as the images of talented people	Artists	Social	
8	112	Act. 24.1	1		A male is fixing a car	Mechanic	Social	Outdoor (garage)
9	112	Act. 24.2	1		A female is singing	Singer	Social	
10	112	Act. 24.3	1	1	A male and a female are performing on a stage	Performers (Acting field)	Social	Indoor (stage)
11	112	Act. 24.4	1		A male is painting.	Painter	Social	Indoor (Studio)
12	113	Act. 24.5	1		A male is about to serve in a match	Badminton player	Social	Indoor (Badminton arena)
13	113	Act. 24.6	1		A male is playing a violin.	Student/ Musician	Social	Indoor (Classroom)
14	113	Act. 24.7	1		A female is cooking	Housewife	Domestic	Indoor (Kitchen)
15	113	Act. 24.8	1		A female is delivering a speech in a competition	Student	Social	Indoor (Stage)
16	113	Act. 24.9	1		A female is designing a clothes/dress	Fashion designer	Social	Indoor (Workroom/ Studio)
17	113	Act. 24.10	1		A female is swimming	Swimmer	Social	Outdoor (Swimming pool)
18	113	Act. 24.11	1		A male is driving a car.	Driver	Social	Outdoor (Road)
19	113	Act. 24.12	3		Three males are working as porters	Porters	Social	Outdoor
20	116	6.4	3	2	Two groups of males and females and 1 female & 2 males are discussing/debating something	Office Workers	Social	Indoor (Office area)
21	116	6.5	1		A male is doing some calculations.	Accountant	Social	Indoor (Office area)
22	116	6.6	1	1	A male and female are displayed as the figures	pilots	Social	Outdoor (Runaway)
<b>Total Illustrations considered</b>			<b>22</b>	<b>14</b>				
<b>Total Appearance</b>			<b>35</b>					

Unit 6 has the highest number of illustrations in the whole book as it contains 22 illustrations, yet the gender presentation is still dominated by males by the ratio of 21:14. However, the variety of the activities is preferred to the social one instead of the domestic activities. The uniqueness of this unit is the diversity of the occupations in the illustrations. The occupations come from different fields, such as sports, arts, economy, and other jobs that require specific techniques and skills. All those jobs are assigned to both genders, yet the one that is depicted as domestic (illustration 14) is about a female who is cooking in the kitchen. It still signifies that the authors still go by the stereotyping of the gender that the female should be the one in the kitchen, and to be more specific, the female is smiling widely. The female is meaning to propose that her gender should be happy doing the domesticated role as what she is supposed to be.

**Table 7. Unit 7 – Look at this advertisement**

No	Page	Code	Unit 7		Situation	Occupation	Activities	Location
			M	F				
1	126	7.2		3	Three females are depicted as tutors in the tutoring program recruitment	Tutors	Domestic	Outdoor
2	129	Act6.2	2	2	A family of 1 adult male, 1 adult female, 1 kid male, and 1 kid female		Social	Outdoor (Tourism Spot)
3	129	Act6.5		1	A female is rafting	Sportswoman	Social	Outdoor (Rafting River)
<b>Total Illustrations considered</b>		<b>3</b>	<b>2</b>	<b>6</b>				
<b>Total Appearance</b>					<b>8</b>			

In unit 7, the female is higher in terms of appearances and the margin of 4 to the male out of 8 in total. Though the domestic role related to tutoring and teaching others is still assigned to females (illustration 1), in illustration 3, the female is assigned a job that requires great difficulty and challenge, as in sportsman or, to be more specific, in the rafting field.

**Table 8. Unit 8 – It is the fact that ...**

No	Page	Code	Unit 8		Situation	Occupation	Activities	Location
			M	F				
1	144	8.9		1	A male is riding a BMX.	Sportsman	Social	Outdoor (Field)
<b>Total Illustrations considered</b>		<b>1</b>	<b>1</b>	<b>0</b>				
<b>Total Appearance</b>					<b>1</b>			

There is only one specific illustration in unit 8 that can be employed as the data source, and it is about a sportsman (male) who is performing a trick in his BMX in a certain outdoor location.

**Table 9. Unit 9 – I learn wisdom in proverbs and creativity in riddles**

No	Page	Code	Unit 9		Situation	Occupation	Activities	Location
			M	F				
1	150	9.1.1	1	1	A female is bringing her objects; the male is riding a bicycle	Sellers	Social	Outdoor (road)
2	150	9.1.3		1	A female is showing lots of money	Cashier/ Accountant/ Bank Teller	Social	Indoor (Office area)
3	150	9.1.4		1	A female is screaming		Social	Indoor (Office area)
4	150	9.1.5	1		A male is watching something while snacking.		Domestic	Indoor (House)
5	150	9.1.6		2	A female is eavesdropping on another female		Domestic	Indoor (House)
6	156	Act 8.1		1	A female is pressing her back over the shoulder	Office worker	Social	Indoor (Office area)
7	157	Act 8.7	1		A male is standing on the street	Office worker	Social	Outdoor (road)
8	157	Act 8.10		1	A male is parachuting.	Sportsman/ Army	Social	Outdoor (Sky)
9	158	9.3		1	A female is walking on the street	Passer-by	Social	Outdoor (road)
10	159	9.6	12		Twelve males are standing in line.	Prisoners	Social	Indoor (Jail)
<b>Total Illustrations considered</b>		<b>10</b>	<b>1</b>	<b>7</b>				
<b>Total Appearance</b>					<b>23</b>			

Unit 9 has 10 illustrations in total, and the male is predominantly presented. Unlike the first illustration, the rest of the illustrations are displaying each gender separately. Almost all compositions are the same, yet in the last illustration, instead of 1, the authors set the one that has 12 males in it, probably in order to enhance the situation of the illustration intended.

**Table 10.** Unit 10 – Let’s sing a song!

No	Page	Code	Unit 10		Situation	Occupation	Activities	Location
			M	F				
1	161	Unit Image	1		A male is singing on a stage	Singer	Social	Outdoor (Stage)
2	162	10.1.1	1		A male is singing on a stage	Singer	Social	Outdoor (Stage)
3	162	10.1.2	1		A male is singing on a stage	Singer	Social	Outdoor (Stage)
4	162	10.1.3	1		A male is singing on a stage	Singer	Social	Outdoor (Stage)
5	162	10.1.4	1		A male is singing on a stage	Singer	Social	Outdoor (Stage)
6	162	10.1.5	1		A male is singing on a stage	Singer	Social	Outdoor (Stage)
7	162	10.1.6	2	1	A female is singing on a stage & 2 males are playing musical instruments	Singer & Musician	Social	Outdoor (Stage)
8	164	10.2	1		A male is singing on a stage	Singer	Social	Outdoor (Stage)
<b>Total Illustrations considered</b>			<b>8</b>	<b>9</b>	<b>1</b>			
<b>Total Appearance</b>			<b>10</b>					

Unit 10 discusses the topic of the song. It contains 8 illustrations, and the gender being represented is mostly for the male by the number of 9 to 1. The difference is very significant as the margin is pretty large, simply put. Almost all famous singers or artists used in the illustrations are taken by male representation instead of female ones.

Based on the findings in the 10 units being analyzed. It clearly shows that there is a significant difference in how the genders are represented in the visual illustrations in the designated textbook. In simple, here is the shortened table to answer the first question in the study, which is about the appearance and the proportion of the genders.

**Table 11.** Appearance and proportion of gender in visual illustrations

No	Unit	Total Illustrations	Genders Appearances		Total appearances	Proportion/Ratio	
			M	F		M	F
1	Unit 1	2	2	5	7	29%	71%
2	Unit 2	9	11	12	23	48%	52%
3	Unit 3	2	1	0	1	100%	0%
4	Unit 4	6	10	6	16	63%	38%
5	Unit 5	21	27	6	33	82%	18%
6	Unit 6	22	21	14	35	60%	40%
7	Unit 7	3	2	6	8	25%	75%
8	Unit 8	1	2	0	2	100%	0%
9	Unit 9	10	16	7	23	70%	30%
10	Unit 10	8	9	1	10	90%	10%
<b>Total appearance</b>		<b>84</b>	<b>84</b>	<b>57</b>	<b>158</b>	<b>64%</b>	<b>36%</b>

Based on the data description in the table, it could be stated that the textbook displays the inequality of gender representation by the margin of almost half of the male gender. It is derived from 158 gender representations found in the illustrations; only 57 female characters were discovered, and the rest, which is 101 is for the male. It means a certain gender (female) is only a third of the overall gender representations in the illustrations. Furthermore, the ratio of both genders is about 64%:36% for the male in the data analysis. Thus, the female is being dominated or is less represented than the counterpart gender. The findings could be described as what the other



studies previously regarding how male-dominated the representation in the illustrations. Consequently, the finding complies with what Aydnoglu (2014) discovered in her study of another textbook that male is represented more than female, and another study by Selvi and Kocaman (2020) recently showed that male dominates the female in the material being discussed in their study. It is also what Barton and Sakwa (2012) were afraid of when females are exposed less; it leads to the advance of sexist behavior involuntarily. Ironically, it becomes a question of the researcher that the authors' ratio, which is 1 for males and 2 for females, shows no specific impact on the designated gender appearances set by the authors while composing the book and choosing the illustrations needed in it.

**Table 9.** Activities assigned to the gender in the illustrations

No	Unit	Activities		Total n	Proportion/Ratio	
		Domestic	Social		Domestic	Social
1	Unit 1	0	2	2	0%	100%
2	Unit 2	2	7	9	22%	78%
3	Unit 3	0	2	2	0%	100%
4	Unit 4	2	4	6	33%	67%
5	Unit 5	1	17	18	6%	94%
6	Unit 6	2	20	22	9%	91%
7	Unit 7	1	9	10	10%	90%
8	Unit 8	0	1	1	0%	100%
9	Unit 9	2	16	18	11%	89%
10	Unit 10	0	8	8	0%	100%
<b>Total</b>		<b>10</b>	<b>86</b>	<b>96</b>	<b>10%</b>	<b>90%</b>

Based on Table 12, the researcher somehow managed to discover that the textbook assigned the activities toward gender more to the social one instead of the domestic one. It may have been one indication that the authors have been focusing on how each gender should be represented as less domestic than what they are usually represented.

The tendency of females/women to suit domesticity and have less to no rights at all is one of the beliefs toward them (Darni, 2012:6). However, the authors of the book managed to dismiss such tendency exposure in the illustrations of the textbook since the activities are generally social ones instead of domestic ones. What troubles the researcher is that one of the illustrations brings up a female who is cooking while smiling brightly in it. It may unconsciously go along with what Darni (2013:68) describes those activities such as cooking, cleaning, sewing, and caring and nurturing are assigned for women or female while others such as plowing, climbing, and carrying heavy things are for male and to what Wu and Liu (2014) hypothesized that women are represented more in the domestic activities by assigning them to conducts related to housework, nursery and tending the family.

Nevertheless, the finding is in line with what Demir and Yafuz (2017) found in their study that female is also considered to be responsible for challenging activities, and it is not mainly done by males.

Despite the fact that female is less represented when we pay attention to the gender bias issue toward the roles of female in the textbook, fortunately, it goes against what (Otlowski, 2003) stated that gender bias also influences how female is depicted in the textbook as to lead to what he calls as catastrophe as the female is being assigned to such blatant characters of homemakers and mothers (Otlowski, 2003).

In the end, as cited by Rahmijati and Cahyati (2018), individuals are born as being different in sex but not in gender (Lorber, 2001); the researcher would like to propose to the author of the

textbook that the understanding of gender and how they should be represented are very important and should be emphasized in the prior stage of composing the textbook since textbook holds a significant role in exposing the language and in this case the English one to the learners. The researcher also takes what (Stromquist et al., 1998) believed into consideration that textbooks and materials in schools have constant impacts on how the learners believe about gender roles, as the texts and images are perceived and studied in terms of how women and men determine their mindsets.

Consequently, gender bias must not be present in textbooks, and this is a vital point in writing a coursebook for foreign language teaching in practice (Aydınoglu, 2014). It may be one small step to reduce the gender bias implications toward the learners, yet the awareness of gender bias at school is necessary because people learn and replicate self-conduct through observation (Lee, 2016).

### **CONCLUSIONS**

The study showed that females were less represented in the textbooks used in Indonesia. It may seem like an extreme statement; nonetheless, such behavior does exist among us; hence, the study is conducted and results in a number of conclusions as discussed. First, male domination is visible clearly in the textbook by the par of big margin in differences. As a result, the female is less presented in most of the illustrations that require both genders to appear at the same time. Second, the activities of both genders are assigned to mainly social ones instead of domestic ones. Even though the typical activity is done by females, which goes by domestic representation, it is not significantly visible compared to the social representation. Another thing is the authors purposively selected several illustrations that indicate that females could also be in high-skilled and challenging activities as stated by the situation and roles designated to them. Third, although the authors are mostly female (2 people), it does not have any implications for the findings of the male domination in appearance numbers for the illustrations.

Furthermore, the study reflects on the issue more because the findings pointed out that gender inequality/imbalance still exists, especially in the educational spectrum. What needs to be considered is that if this keeps happening, then the goal of gender equality will not be achieved due to a lack of supporting factors such as learning and teaching materials, media, and most likely teachers in accessing and addressing the issues to the learners in the classroom.

### **LIMITATION & FURTHER RESEARCH**

The study is limited to the number of textbooks being used in the research; thus, it is suggested to explore more textbooks that are widely spread and utilized as a learning source in English learning and teaching classroom situations. The researcher also realizes that the theories used in similar studies are varied, and it is advised to look upon other agents to review and clarify the further study to validate further the results and discussion.

It is also strongly advised to seek out the teachers' perspective and reasonings for the books' choice. The researcher also suggests studying the teachers' awareness of the gender issues found in the textbooks being used and how the students perceive the issues.

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