



Comparative Analysis of Gender Representation in English Textbooks for Indonesian Junior High School Students

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Abstract

The pervasive issue of gender inequality, perceived as challenging to change due to societal beliefs favoring men, extends globally, including in Indonesia, where women encounter systemic disadvantages; similarly, textbooks, functioning as hidden curricula, embed cultural norms, values, and gender ideologies, potentially shaping students' future behavior, attitudes, and personal development. This study compares gender representations in three different English textbooks from three publishers used by Indonesian Junior High School students (the Indonesian government, an Indonesian private publisher, and an International publisher). Under Critical Discourse Analysis (CDA) and Systemic Functional Linguistics (SFL), this study specifically investigated male and female representations and the typical activities associated with both genders. Overall, the results showed that males dominated all the textbooks, both visually and textually. In addition, the analysis revealed that females still have lower representations, less variation in occupations, and feminine specialization in doing household chores in two textbooks. However, positive representations and stereotypes also appear in textbooks, such as neutral generic constructions and typical activities by both genders.

Keywords: *Gender Representation; Indonesian Junior High School English Textbooks; Gender Stereotypes; Critical Discourse Analysis; EFL*

INTRODUCTION

The gender (in)equality issue has received considerable critical attention since many countries worldwide consider it a challenge and highly resistant to change in a social structure (Al-Qatawneh & Al Rawashdeh, 2019; Curaming & Curaming, 2020; Orfan, 2021; Song, Z., & Xiong, 2022). This issue arises due to gender stereotypes that still emerge in society, where men are always assumed to be superior to women and dominate existing hierarchical structures for several reasons: religion, ethnicity, and strength. This phenomenon also occurs in Indonesia, where women still lag behind men in most aspects of life (World Economic Forum, 2021).

The primary concern of gender equality also occupies other sectors, one of which is education. In the educational domain, gender has been widely discussed and used in research (Suwarno et al., 2021). To address this issue, the Indonesian Ministry of Education and Culture has also implemented gender equality intensively from various perspectives, including gender representation in textbooks. A textbook plays a vital role in the classroom in helping teachers and students achieve curriculum goals (Lee & Mahmoudi-Gahrouei, 2020). Lee (2018) also emphasized that a textbook is a hidden curriculum that contains the target language's norms, values, cultural, moral, and particular gender ideologies (Izzuddin et al., 2021; Orfan, 2021; Widodo, 2018). It may influence students' behavior, perceptions, attitudes, social skills, and personal development in the future (Emilia et al., 2017; Lee, 2018; Lee & Mahmoudi-Gahrouei, 2020; Suwarno et al., 2021). Along this line, all books used in the education unit must fulfill society's positive values and norms by avoiding gender bias (Kemendikbud, 2019; Permendikbud, 2016). In other words, a textbook must represent gender equality both textually and visually.

English is one of the most learned foreign languages in the world. It is widely taught in Indonesian secondary schools and higher education as compulsory (Widodo, 2016). Nowadays,

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government-mandated textbooks are widely used by Indonesian students. However, some public or non-public schools also use K13 by using textbooks designed by private companies in Indonesia (e.g., Erlangga and Yudhistira) or international textbooks (e.g., Pearson and Cambridge) either as primary or additional books. The teacher and school have the authority to choose the textbooks used in class as long as they are acceptable for the curriculum and meet the set criteria (Lestariyana et al., 2021).

Considering all the facts, it is essential to explore gender representation in the English textbooks that Indonesian students use, in this case, three English textbooks from three different publishers. This study examined gender representation in textbooks using both content and language structure analysis, used a transitivity system by functional grammar (Halliday & Matthiessen, 2014), and adapted frameworks from Lee (2018) and Lee & Mahmoudi-Gahrouei (2020). This study investigated written and visual representations rather than just one aspect, as in prior studies (Tyarakanita et al., 2021).

LITERATURE REVIEW

Gender Representation in English Textbooks

The term gender is frequently used in daily life. Gender is a social or physiological concept. It is related to the human perception of themselves, which is commonly influenced by society (Lips, 2020; Siren, 2018). The idea of representation is already familiar in many ways, even when discussing gender. Representation can be seen as facts but should not be taken as facts due to the social values and ideologies that influence. Nowadays, gender representation may be affected by television, magazines, the Internet, books or textbooks, and any social media platform that provides gender activities through clothing style, acts, words, images, or illustrations (Ali, 2018).

In education, gender representation may be noticed in certain elements, including the teacher's teaching model, curriculum form, and teaching and learning materials such as textbooks (Ismael & Mohammadzadeh, 2022). A textbook is more than a pedagogical tool; it also constructs knowledge, a knowledge mirror (Canale & Furtado, 2021), and a hidden curriculum (Lee, 2016; Lee & Mahmoudi-Gahrouei, 2020) that includes latent messages from various social sides (Lodge & Reiss, 2021). Similarly, Brugeilles et al. (2009) elaborated that textbooks can provide two primary purposes, educating (e.g., English, Science, and Mathematics) and socializing (e.g., gender, cultures, social norms, and other values).

The textbook's authors generally present several cues and norms to distinguish male and female characters based on the textbook's origin, religions, cultures, or society (Lee & Mahmoudi-Gahrouei, 2020). There are typical gender cues or norms used for females' appearances or attributes, such as long hair, wearing skirts, and most related to pink color (Ainamo, 2021; Bideaux, 2019) or for Muslim females with their long sleeves, headscarves, and ankle-length skirts (Saidun et al., 2021). Meanwhile, males used to have shorter hair, wear trousers or pants, and blue. The representation of gender in the learning material conveys an implicit message to students about attitudes toward culturally appropriate gender roles for women and men.

As part of the curriculum in Indonesia, English is officially taken as a foreign language and taught in secondary schools up to the university level as a compulsory subject (Widodo, 2016). A textbook is an essential tool in the hands of a language educator, especially a foreign language educator. It could easily reflect gender norms and values through its language and social practices on it (Appleby, 2018; Jannati, 2015; Lee, 2014). EFL students who try to understand a foreign language also try understanding the culture of the language. If textbooks have unequal gender, they will believe that women are inferior to men in English-speaking countries. Therefore textbooks should be fair due to their role as reflection, which can transfer values and the origin of the target language's norms (Orfan, 2021).

The development of English Foreign Language (EFL) textbooks rapidly grows since it has a good marketplace and agrees with customers' demands. It can be found easily on the Indonesian government, Indonesian private publishers (e.g., Erlangga and Yudhistira), or International publishers (e.g., Cambridge and Pearson) official websites, resellers, bookstores, or e-commerce. It goes along with various curricula implied in Indonesia (e.g., the National Curriculum, National Plus Curriculum, and International curriculum) and teachers' authority to choose textbooks in their English teaching and learning process (Lestariyana et al., 2020; Rahimpour & Hashemi, 2011). Thus, various studies have been conducted on gender representation in textbooks, especially in the Indonesian context (e.g., Agni, 2020; Ariyanto, 2018; Emilia et al., 2017; Lestariyana et al., 2020; Setyono, 2018; Tyarakanita et al., 2021). Nevertheless, most studies have focused only on mandated government English textbooks or a set of textbooks from one or two publishers. Therefore, this study intends to fill the gap by comparing three textbooks from three different publishers used by Indonesian students. The research questions of this study are as follows:

1. What is the proportion of male and female representations in the three English textbooks?
2. What are the typical activities associated with males and females in the three English textbooks?

RESEARCH METHOD

Research Design

This study employed CDA as an approach from qualitative methods to discover gender representation in English textbooks. Qualitative methods can be used to gain in-depth insights into a topic or to develop new research ideas (Creswell & Creswell, 2018). Since CDA is a complex phenomenon and requires a multi-methodical approach (Wodak et al., 2009), this study also used quantitative methods as the supporting data and Halliday's transitivity analysis processes (Halliday & Matthiessen, 2014) in the description of CDA to answer the research questions. The quantitative content analysis approach revealed the differences in the number of occurrences of females and males textually and visually embedded in the textbooks to display gender representation. No sophisticated statistical treatment of quantitative data is needed to establish and support qualitative data later. This study obtained simple counting, percentage, proportion, tables, charts, and other sufficient tools for data interpretation (Curaming & Curaming, 2020).

Data and the Data Source

This study aimed to obtain information from textbooks. Thus, the textbook content was the primary data source. This study mainly used textbooks from three different publishers (government, private, and international) that junior high school students in Indonesia use. There are: *When English Rings a Bell*, *Interactive English 1*, and *Wider World 1*.

Instrumentation

The researcher can be considered a research instrument in the study (Wa-Mbaleka, 2020). In addition, documentation was also used as the instrument in this study. The documentation was adapted from Lee's (2018) and Lee and Mahmoudi-Gahrouei's (2020) works. To answer the research questions in this study, two types of data used; there are gender representations consisting of (1) visual representations (photos and illustrations), (2) written (text) representation, (3) masculine generic constructions, (4) addressed titles, (5) gender firstness, (6) occupations, and (7) mixed-sex dialogues) and (8) the typical activities associated with the males and females in the three English textbooks using the transitivity theory.

Data Collection Procedures

This study examined gender representations in three English textbooks, *When English Rings a Bell* (Book 1), *Interactive English 1* (Book 2), and *Wider World 1* (Book 3), used by Indonesian students. The textbooks were analyzed on the basis of two main categories: gender representations and typical activities associated with males and females. Sufficient data for the first research question of the study was obtained from textual and visual analyses. All chapters from each textbook were examined. Moreover, the researcher and analyst read all the sections carefully and thoroughly. All visual characters, written characters, masculine generic constructions, formal address titles, gender firstness, occupations, and mixed-sex dialogs were recorded in the table sheets and charts to establish the frequency of male and female occurrences. The researcher also analyzed the transitivity processes, specifically the verb groups, to obtain the second research result. Finally, the researcher made several conclusions and suggestions based on the findings of the study.

Triangulations

The researcher used two types of triangulation: theoretical and investigator triangulation (Carter et al., 2014; Creswell & Creswell, 2018; Noble & Heale, 2019; Patton, 2014). This study employed the theory of transitivity, specifically the verb groups by Halliday, and adapted Lee's (2018) and Lee & Mahnmoudi-Gahrouei's (2020) frameworks to analyze and interpret the collected data. In addition, the researcher also used investigator triangulation to complete this analysis.

FINDINGS AND DISCUSSION

Findings

Proportion of Male and Female Representations

1. Visual Representations

The English textbooks in this study are dominated by males from the visual (photos and illustrations) statistics data. Book 1 was revealed to have a higher frequency of gendered character visualization among the three textbooks.

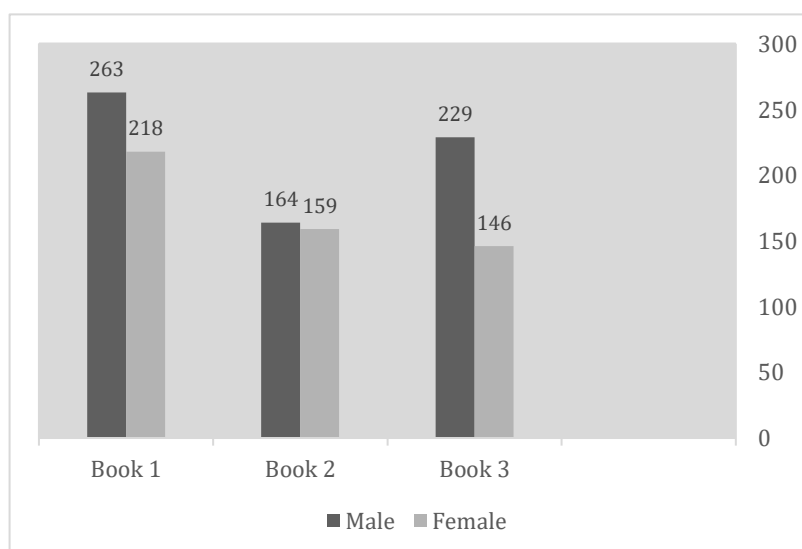


Chart 1. Gender Representations in Visuals

2. Written Representations

Based on the chart, males still had higher domination. The study found that two of three English textbooks were dominated by males and one by females.

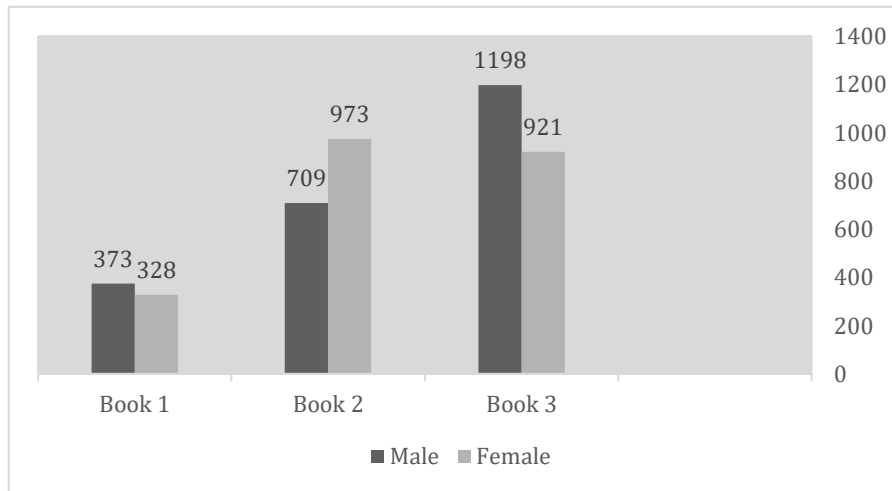


Chart 2. Gender Representations in the Written

3. Masculine Generic Constructions

Book 1 emerged with no generic conception, Book 3 had one, and Book 2, published by an Indonesian private publisher, had the highest frequency of masculine generic conception among the three English textbooks. All of them are related to occupations.

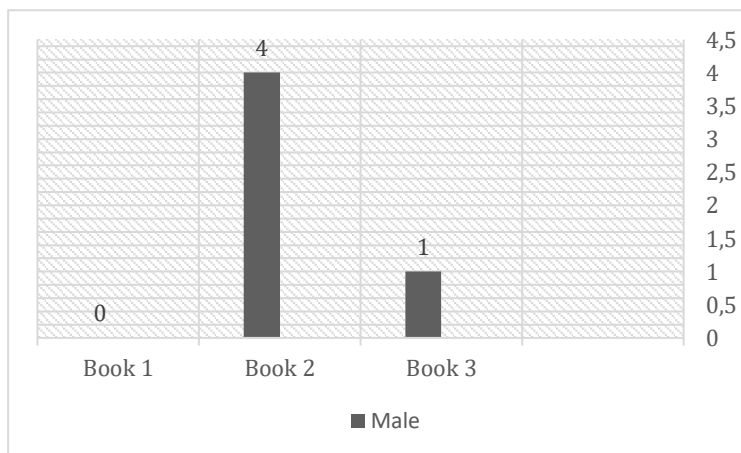


Chart 3. Masculine Generic Constructions

4. Addressed Titles

Based on the analysis, all the textbook authors did not embed the title *Ms.* in their textbooks. In Book 1, most of the titles were addressed to females, with 18 times for *Miss*, 15 times for *Mrs.*, and once for *Ma'am*, while males were addressed by the title *Pak* once, *Mr.* 12 times, and *Sir* 10 times. In contrast, in Book 2, male-dominated titles were addressed 66 times for *Mr.* and two times for *Sir*, 21 times for *Miss*, 17 times for *Mrs.*, and seven times for *Ma'am*. In comparison, the authors in Book 3 were found to infrequently apply address titles like the other two textbooks. However, males still dominated it with 10 times for *Mr.* and 2 times for *Sir*. The female title only appeared for *Mrs.* six times. It can be concluded that two of three textbooks still monopolized by males addressed titles in this analysis.

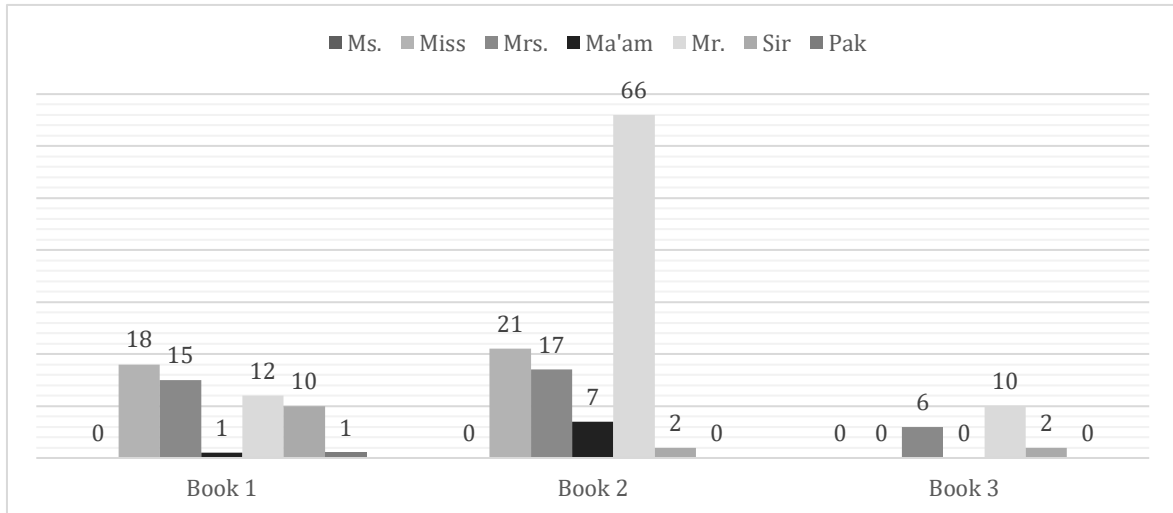


Chart 4. Proportion of Female- and Male-Addressed Titles

5. Gender Firstness

Males' firstness dominated all textbooks over females. Based on the analysis, Book 1 showed few gender firstness, which only used eight times male firstness (e.g., Mr. and Mrs. Smith, father-mother, him/her) and only two times female firstness (e.g., ladies and gentlemen, sister-brother). In Book 2, male domination appeared 58 times (e.g., his/her, brother and sister, Arif and Dian), and female domination appeared only five times (e.g., Olivia and Anton, mother-father). A significant gap was found in Book 3, where male firstness is predominant 74 times (e.g., he/she, son and daughter, Sol and Eva), while the female takes only 29 times firstness in this textbook (e.g., Marie and George, she and he, aunts and uncles).

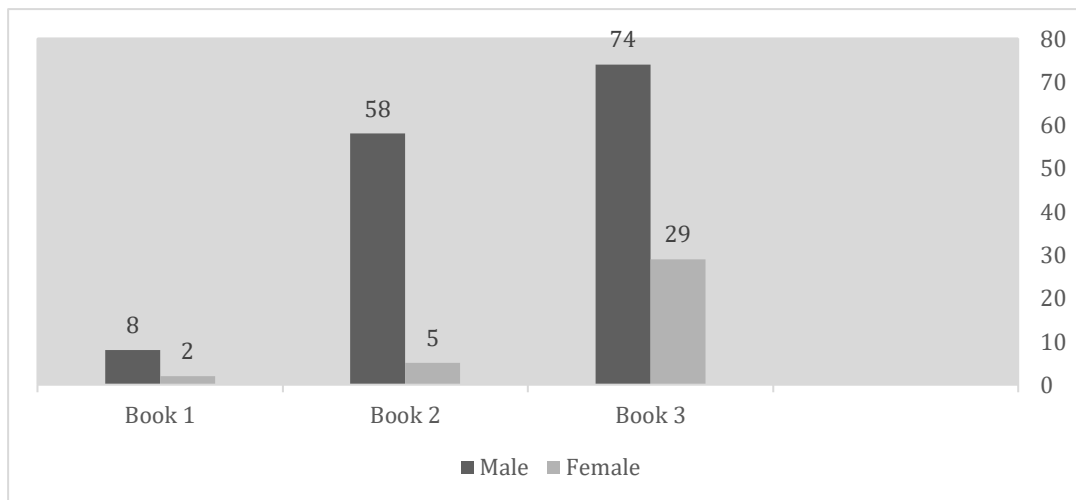


Chart 5. Proportion of Gender Firstness

6. Occupation

Book 1 presented eight occupations for both genders: four for males (police officer, teacher, farmer, and janitor) and four for females (teacher, nurse, surgeon, and bank officer). In Book 2, males dominated with 23 types of occupations (e.g., headmaster, teacher, police officer), while females only had eight jobs (e.g., teacher, office worker). In comparison, Book 3 presented both genders in almost equal distributions of occupations, with 22 jobs for males (e.g., teacher, footballer, musician) and 21 jobs for females (e.g., teacher, doctor, reporter).

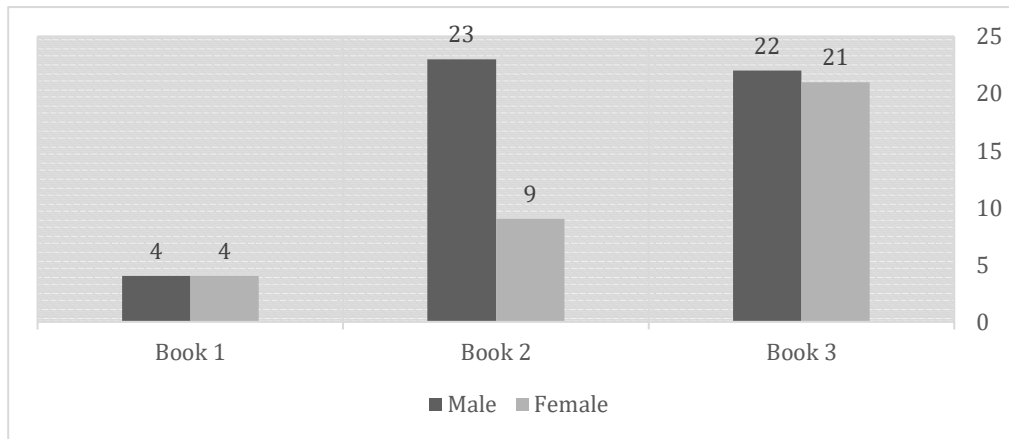


Chart 6. Proportion of Occupations

7. Mixed-Sex dialogs

Two of the three English textbooks were dominated by males (Book 3 and Book 2, respectively). Book 1 was dominated by females based on the four categories above.

Table 1. Proportion of Gender Mixed-Sex dialogs

Book	Book 1		Book 2		Book 3	
	M	F	M	F	M	F
f mixed-sex dialogs	34		43		16	
f speakers	47	52	44	45	30	20
nitiate the dialogs	15	20	30	13	10	6
f turns	60	82	88	81	123	95
f words	640	907	569	515	1335	852

Typical Activities Associated with Males and Females

Transitivity Process

The second research question in this study is linked to typical activities portrayed by both genders in textbooks. This study only analyzed process types associated with the pronouns *he* and *she* in three English textbooks. The researcher used the transitivity process to find it, particularly the verb groups.

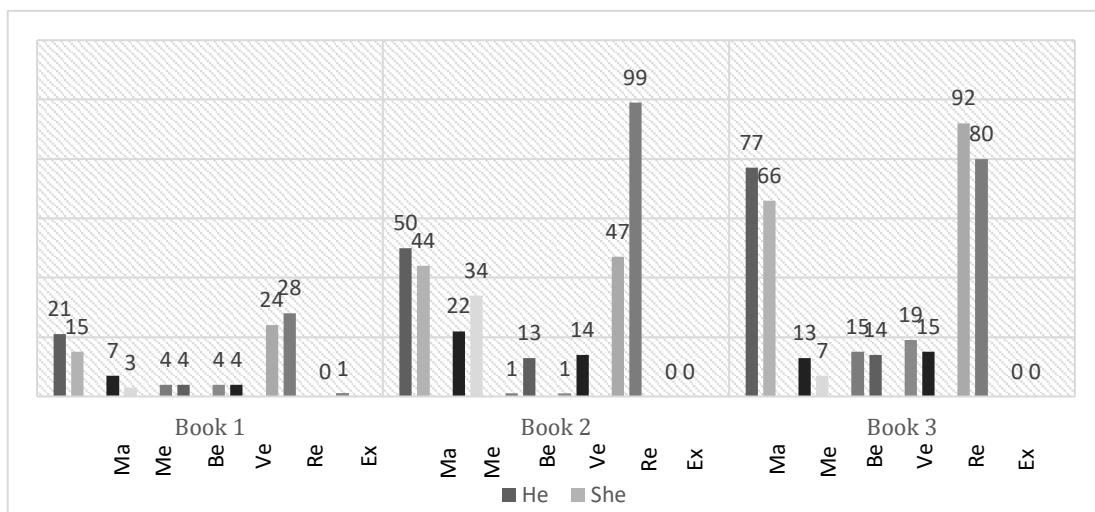


Chart 7. Distribution of Process Types associated with the Pronouns *he* and *she*

There were six types of transitivity processes in this study. There were: Material (Ma), Mental (Me), Behavioral (Be), Verbal (Ve), Relational (Re), and Existential (Ex). The most common process types found in all three English textbooks were relational and material processes, respectively. Relational processes connect a participant to an attribute or identity through the relational verb 'be' or stative verbs such as become, remain, or has. Meanwhile, material processes produce actions and events (e.g., play, perform, study, jog, and write). In the analysis of the relational process, the researcher mostly found gender identities, personality traits, and physical appearances. Considering the objectives of this study that applied transitivity theory (Halliday & Matthiessen, 2014) to seek the typical activities between females and males, the researcher focused on discussing the material process that emerges as the top process after the relational.

In the Material process, statistically, all English textbooks were dominated by males. In Book 1, it was noted that the masculine pronoun *he* is commonly associated with physical activities, such as puts (many books), teaches (mathematics), goes (to neighborhoods meetings), plays (volleyball), sweeps (the yard), and cleans (the toilets) (see more in appendices). Meanwhile, females in this process required more skills in their activities (e.g., perform operation).

The pronoun *he* in Book 2 emerges more skill ability and physical strength (e.g., washes, dries, and cuts (hair), cures (sick people), design (clothing, houses, and buildings), dye (hair), read (adventure stories), write (schedule), play (football), and fishing). It differs from Book 1 in depicting that males need more physical strength. In comparison, *she*, through this material process, showed activities such as studying (at school), sitting (at the table), teaching (math), playing (football), cleaning (the fallen leaves), buying (a pair of new stylish shoes), and attending (party).

Similar to Book 2, the males in Book 3 are more associated with activities requiring skill and knowledge. For instance, stay (under the water), go (to bed), play (cards), act (in The Lion King), teaches (Math), play (basketball), publish (the Book), learn (two other foreign languages), invent (language), complete (project)). In comparison, female activities in this textbook are more associated with sports activities such as jumping (6.41 meters), shooting (arrows), dancing, singing, reading, swimming, going (to bed), and writing.

Discussion

Male and Female Representations

This study investigated gender representations and the typical activities associated with both genders by comparing three English textbooks from three different publishers. Based on the statistical findings, most categories still revealed male domination in all textbooks. It fits the visual representation's analysis and the scholars' (Agha et al., 2018; Azad, 2020; Elmiana, 2019; Lee & Mahmoudi-Gahrouei, 2020; Lestariyana et al., 2020; Orfan, 2021; Song & Xiong, 2022) previous findings. The visual analysis also revealed that conventional preconceptions related to females performing tasks inside the house (e.g., cooking in the kitchen) and males for outside-home labor (e.g., in the garage to fix the vehicle) through photos and illustrations (Figure 1 and Figure 2). This stereotype appears in two English textbooks (Book 1 and Book 2). This is in accordance with previous findings (Agha et al., 2018; Agni, 2020; Benattabou, 2021; Lee, 2018; Lee & Mahmoudi-Gahrouei, 2020; Lestariyana et al., 2020; Setyono, 2018; Suwarno et al., 2021).

Book 1 presents Indonesian culture, while Book 2 combines both cultures (Europe and Indonesia). Particularly in Indonesian society, a traditionally patriarchal belief or norm is deeply ingrained, where females must cook to preserve their femininity. However, this social practice has been modified to some extent; males can also cook, assist their partner or mother in preparing food in the kitchen, or perform other household activities. This happened because of global socioeconomic changes that affect the gender roles played by Indonesian males and females in this modern era, one of which is gender equality (Setyono, 2018; Suwarno et al., 2021). Therefore, the

authors are expected to follow these changes and include them in their textbook's development.



Figure 1. Examples of illustrations depicting males fixing a car tire and a female in the kitchen in Book 1



Figure 2. Example of an illustration that depicts a female in the kitchen in Book 2

The second aspect investigated was the representations of females and males in written form, including texts, dialogs, sentences, and words embedded in these three English textbooks. Based on these shreds of evidence, the findings fit other researchers' findings. [Lee and Mahmoudi-Gahrouei \(2020\)](#), [Ismael and Mohammadzadeh \(2022\)](#), [Orfan \(2021\)](#), and [Vu and Pham \(2021\)](#) found male domination through texts, characters, conversations, and masculine and feminine pronouns. It is similar to Book 3 and Book 1 but in contrast to Book 2, in which it had female domination.

Next, the most prevalent generic masculine in English is derived from jobs such as policeman, salesman, or fireman. Several feminists advocate for more inclusive terminology such as police officer, salesperson, or firefighter ([Kuntjara, 2012](#); [Tyarakanita et al., 2021](#)). Although Book 2 revealed the most masculine generic conception among the two other textbooks in this study, it is still rare ([Lee & Mahmoudi-Gahrouei, 2020](#)) compared with the previous finding ([Orfan, 2021](#)). It can be assumed that the English textbooks used in this study attempted to avoid gender inequality in masculine generic conception criteria.

Linguistic sexism exists in the English language, which addresses formal terminology for males and females. In their books, [Sunderland \(2006\)](#) and [Fairclough \(2009\)](#) emphasized that *Mr.* is used to formally address a male. Meanwhile, to address a female, two terms are used to show respect: *Miss* and *Mrs.* *Miss* is used to address a single woman, while *Mrs.* indicates that the woman has already married. Both terms denote female marital status. *Mr.*, on the other hand, can be addressed as a single or married man. It is alleged that this language heritage discriminates against women. In addition, *Sir* and *Ma'am* are commonly used for respectful addresses, commonly for 'old' males and females ([Herlina & Tarwana, 2020](#)). Therefore, to avoid this prejudice, many scholars recommend the alternative of the neutral title 'Ms.' to address a female. However, as seen in chart 4, all the English textbooks analyzed in this study were absent when using *Ms.* This result contrasts

with those of prior studies (Al-Qatawneh & Al Rawashdeh, 2019; Lee, 2014, 2018), which widely applied *Ms.* to address females. It can be indicated that the authors of the textbooks are probably still not aware of this sexist language awareness. This study also showed that the formal male address title *Mr.* was used more frequently than the feminine address titles (*Miss*, *Mrs.*, and *Ma'am*) in Books 2 and 3. These findings were consistent with prior research that found a significant inclination to introduce males by title and females by their names or in terms of their relationship to others (Ahmad & Shah, 2019; Al-Qatawneh & Al Rawashdeh, 2019; Lee, 2018).

Further analysis is related to gender firstness. According to Orfan (2021), in language, words are typically uttered or written in pairs, such as salt and pepper. It is conceivable and grammatically correct to vary the order in which they are spoken or written, for example, pepper and salt. However, the readers or listeners might feel weird at the authors or speakers who alter the order of paired words since 'salt and pepper' are already taught and socially acceptable. It also occurs in gender, where gender pronouns are generally paired and coordinated, with most masculine nouns coming first, as in husband and wife or he and she (Healy, 2009). It is crucial in gender representation research, which has come to be known as gender firstness (Koster, 2020; Lee, 2018). The study's findings align with previous statements and findings (Lee, 2014; Lee & Collins, 2008; Orfan, 2021). It discovered male domination in all English textbooks. As can be seen in chart 5, Book 3 had the most male firstness representations, followed by Book 2 and Book 1. Book 1 was dominated by the father's firstness over the mother. Murry et al. (2013) hypothesized that this may occur because the father is always assumed to be the head of the family, which tends to have more authority hierarchically. Meanwhile, Book 3 and Book 2 revealed that male firstness almost occurred in paired pronouns (he/she, him/her, his/her) (Lee & Collins, 2010; Lee & Mahmoudi-Gahrouei, 2020). Thus, it can be concluded that male characters always precede female characters in coordinated names, nouns, and pronouns when women and men appear together.

In addition, textbooks also apply the societal activities of occupations. In Book 1, males were depicted as police officers, farmers, and janitor. In this case, the representation of males is still confined to their traditional 'male roles' ranging from lower status to higher-status roles or those that require enormous physical strength and are leadership-oriented (Cortes & Pan, 2018). It can be assumed that males tend to be depicted in physically demanding jobs. It includes farming and cleaning in a public area that needs more physical strength, while at the same time being thought to have superior leadership and protection capabilities, such as police officers (Chang & Milkman, 2020; Eisend, 2019; Lee & Collins, 2010; Lestariyana et al., 2020). For comparison, females are believed to have specific jobs identically related to taking care of children or people. It matches Book 1, representing female nurses and bank officers (nursing and serving). However, surprisingly, the researcher also discovered that the textbook writers also represented females who may pursue an outstanding job, such as a specialized doctor (surgeon), which might be in response to the labor-force equality movement (Mann & Hananel, 2022; Penner, 2008).

In Book 2, the authors distributed various occupations to males rather than females. Males were assumed to perform more prestigious occupations that required leadership, skills, and physical strength (Lee & Collins, 2008; Islam & Asadullah, 2018), such as headmaster, pilot, programmer, formula 1 driver, architect, engineer, comedian, and hairdresser. Nevertheless, the authors attempted to distribute several occupations linked to both genders, such as teacher, doctor, actor/actress, office worker, and singer, indicating a progressive move toward gender equality. It can be claimed as support and positive development to achieve gender equality. However, there is no doubt that the gender gap in job distribution persists, and many jobs were previously assigned to men but could equally well be assigned to women.

In comparison, both genders can be indicated to have equal distribution in Book 3, regardless of frequency and types of occupations. It could be assumed to contrast with previous

findings (Agha et al., 2018; Agni et al., 2020; Asadullah et al., 2018; Benattabou, 2021; Lee & Collins, 2008, 2010; Lee & Mahmoudi-Gahrouei, 2020; Lestariyana et al., 2020; Setyono, 2018). In this textbook, females and males had similar opportunities; they could be teachers, doctors, chefs, *vloggers*, athletes, actors/actresses, boy/girl bands, and footballers. Other occupations also had similar positions (title and salary). In addition, unlike Book 1 and Book 2, this textbook does not specify that the female occupation is always related to household, cooking, or nursing. Both males and females were portrayed to be able to perform it as their occupation (paid) or chores (unpaid).

Furthermore, based on Table 1, although Book 2 was close to the representative gender equal share through mixed-sex dialogs in statistical data (speakers, who initiate, turns, and words), males were still dominant. This is similar to earlier studies (Orfan, 2021; Vu & Pham, 2021) that also found male domination in dialogs. According to Lee (2018), the manifestations of hidden biases against females can be noticed in dialogs. In Book 1, females were assumed to dominate all categories. Automatically, this contrasts with previous results (Orfan, 2021; Vu & Pham, 2021), which discovered that females initiated none of the dialogs and always monopolized the turn-taking and turn-length of the dialogs. Similar to Lee & Mahmoudi-Gahrouei (2020), this textbook also reinforces the stereotype that specialized females do the chores activities (e.g., a housewife) through the dialogues. In Book 3 and Book 2, males gained predominantly in all categories. Male characters are considered to have many speakers, turns, and words in these textbooks.

Regarding typical activities through transitivity process analysis, all the material process in this study was statistically monopolized by male representations. It was similar to prior investigations (Emilia et al., 2017; Lee, 2014, 2018, 2020; Lee & Chin, 2019) that also gained more male visibility in the material process that interprets doings and happenings (e.g., activeness, more actions, sportier, and demanding of higher amount energy) than females (e.g., passive, less energy). In Book 1, it was noted that the masculine pronoun *he* is commonly associated with physical activities. Males tend to perform physical activities (e.g., pumping (tire), plants and growing (rice), and playing (basketball) that demand higher energy than females (e.g., going (to school), sitting (on the beach)). Nevertheless, the researcher also found female activities that required intellectual skills through this material process (e.g., studying (every day) and performing (operations)). This contrasts with earlier studies that portrayed intelligent traits only in males (Namatende-Sakwa, 2018; Orfan, 2021). Although males' material processes dominated in Book 2 (50:44), the types of activities were not much different and were almost similar. Both genders were depicted reading, studying, wearing, working, cleaning, and even playing soccer. This result suggests positive female representations through their typical material activities compared with several previous examinations (Emilia et al., 2017; Lee, 2014, 2018, 2020; Lee & Chin, 2019, 2021) and is similar to Lee's (2020) finding. Both genders in Book 3 were visible in dancing, singing, playing, and writing. The other activities were also almost similar (e.g., read, borrow, meet, give), which did not consider high energy or actions. Moreover, the researcher also found females' visibility in sports activities (e.g., jump (6.41 meters), shoot (arrows), swim) and males' visibility in sports activities (e.g., playing (basketball), run). This differed from Lee & Chin's (2021) studies, which conveyed that males were sportier than females.

As stated before, males and females are always different to describe in action. Males commonly require tremendous energy and physicality. In contrast, females are more likely to be involved in operations that are thought to require skill. Based on the discussions, it can be seen that only Book 1 corresponds to this statement. At the same time, Book 2 and Book 3 had almost similar results and even showed female positive visibility compared with the previous studies.

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.

CONCLUSIONS

Statistically, male representations were still dominant in all textbooks. The analysis confirmed that the gender representation in Book 1 tended to be close to the representative of gender equality among the three English textbooks based on the difference in numbers between the two genders in that textbook, followed by Books 2 and 3, respectively. Moreover, the analysis found that there were still gender differences and stereotypes in the three textbooks. In this study, Book 1 represents Indonesian culture. Book 2 is a combination of the Indonesian and English contexts. Meanwhile, Wider World 1 represents America and global cultures.

Statistically, in Book 1, males dominated visuals, written form, and gender-firstness. It had female domination only in mixed-sex dialogs and addressed titles. Address titles are also absent in using Ms. to avoid gender bias. Book 1 appeared equal in occupations and showed positive results for generic construction. However, the equal distribution of occupations did not equal variations. Females were still exposed to the traditional stereotype occupation (e.g., nurse).

Book 2 in this study showed several differences from Book 1. Based on the numeric data, males were monopolized in addressed titles, gender firstness, occupations, mixed-sex dialogs, masculine generic construction, and slight domination in visual visibility. In contrast, females have only seen stand-out in written representations. It also depicted females doing household work like in Book 1 through visuals.

In contrast, several positive results were revealed in Book 3. Even though males dominated almost all the aspects (visuals, written, addressed titles, gender firstness, mixed-sex dialogues) and slight differences in occupations, a masculine generic conception was rarely found in this textbook (only one occurrence). Both genders were visible in similar occupation types and typical activities. No specific information that generalized females must do chores, as in Book 1 and Book 2.

As a result, gender dominance and stereotypes still appeared in three English textbooks. However, at the same time, positive depictions are revealed in this analysis. Gender equality is an issue that often occurs in various aspects, including in the field of education. In Indonesian education, textbooks play an essential role and become the primary resource for teachers. Thus, it must be avoided in the content of textbooks. This phenomenon also required attention from all people, especially those involved in education.

LIMITATION & FURTHER RESEARCH

These findings are only limited to three textbooks and examination of several criteria to gain gender representation from the textbooks. There are many other criteria, and the latest textbooks could be adapted and analyzed. Moreover, the analysis found that there were still gender differences and stereotypes in the three textbooks. It might emerge due to the textbook author's background, publication's place, society, culture, or other reasons that must be investigated further. Besides that, it is interesting to determine whether the teachers know about gender representation in the textbooks they are using or not, and at the same time, the student's perception of gender after using the textbooks.

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