Gender Representation in The English Textbook for Indonesian Junior High School Students: A Critical Discourse Analysis

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Abstract

This paper reports the analysis of ELT textbook for the eighth graders of Junior High School. We examined the extent of gender representation from the visual and textual materials in the textbook, in terms of the involvement of male and female gender in stereotypical and non-stereotypical areas. For that, Critical Discourse Analysis was used as the research design in this study, and Fairclough's 1995 Three-Dimensional Model that consists of three stages of analysis (Description, Interpretation, Explanation) was applied as the data analysis method. The result shows that the representation of female visually and textually has already shown a good sign of gender representation for females were pictured in stereotypical and non-stereotypical areas. Meanwhile, for males, their representation is good textually, but visually they are still underrepresented, as males were only pictured in stereotypical area. However, when compared to the findings of previous studies, we found that the extent of gender stereotyping has reduced to some extent.

Keywords: Gender representation; ELT textbook; critical discourse analysis; Fairclough's three-dimensional model

Introduction

One of the key factors in democratic society, economic growth, and societal well-being is gender equality (Magi et al, 2016). It is important to give insight dealing with gender equality as early as possible especially in educational institutions such as schools. School is a powerful ideological institution that can be employed to disseminate dominant values and social control mechanisms, it is also a place that can be utilized to recreate social class and main gender structure (Stromquist & Monkman, 1998). Therefore, as school is the main part of education, it is regarded to be an effective place to affect someone's attitudes, values, and understanding toward gender equality.

One of the mechanisms that can support the implementation of gender equality in school is textbooks. Textbooks should be made based on the content stated in the curriculum, and in Indonesia there are some principles that must be followed while designing a textbook, gender equality is one of them. It has been stated in "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia" (Regulation of the Ministry of Education and Culture of the Republic of Indonesia) article number 81A year 2013 about curriculum implementation that the curriculum is directed towards the development of attitude and fair behavior with regard to the equality of gender. Therefore, as the textbook is regarded to be the product of closely related curriculum planning (Yang, 2011), it ideally should reflect the principle.

However, textbook is considered to be a major role for socialization, its creation sometimes is based on the norms, values, and representation that are suitable to maintain social cohesion and harmonious relations between people and institutions (Mollo-Medina, 1991). It can also "reflect the power relations, struggles, and compromises among different classes, races, genders, and religious groups" (Apple, 1992). Textbook materials then, visually or textually, can have a way to influence students' understanding toward gender concept (McCabe et al, 2011), and in this case English language materials are no exception. Language education not only helps the students to develop their literacy and linguistic capability but also a way to expose them to societal norms. When a society involves with any discrimination of gender, the language materials in textbook may reflect that condition. The materials therefore can take a role in instilling gender discrimination (Yang, 2011).

Gender discrimination in textbook can be manifested in many forms, unbalanced gender representation is one of them. According to Cromer & Brugeilles (2009), representation is not a reflection of reality, instead it reveals the shape, and the order of reality that can be used to explain and legitimize the established social order. Jodelet (1989) also stated that "Representation is a form of knowledge that is developed and shared socially, with a practical aim, contributing to the construction of a reality common to a social whole". By this, it can be said that gender representation is a set of gender knowledge that people find as a common thing that can construct or establish how people perceive gender in society.

The problem with gender representation in the textbook can be seen through the presence of gender stereotype contents that are closely related with the classic view on female and male dominated areas. The distribution of roles, characters, and activities for both genders sometimes are not represented

equally, in which one of the genders could be underrepresented (Ortega et al., 2005 in Aguilar, 2021). Females are usually pictured as a person who is always in charge of a domestic job and caring for kids, their portrayal in textbooks sometimes is shown through some women doing house chores, cooking, or looking after children. Meanwhile, for male, they are usually pictured as the head of the family, and the providers in charge of economic activities. Besides, in terms of characteristic, females are the person who is tidy, calm, soft, and delicate, while males are the person who is strong, rebellious, untidy, and aggressive (Ortega et al., 2005 in Aguilar, 2021). Wu & Liu (2015) also adds that females work in fewer occupations, and the social status of women's occupations is generally lower than men's. Moreover, for activities, according to Lee and Collins (2009), males tended to be included in physically-demanding activities like doing sports, while females tended to be included in non-physical activities like playing music, or sewing.

Textbooks in this case, play a great deal in contributing to gender and cultural prejudices, its exposure about gender issues to the young people might be a powerful tool to pollute them with dominant patterns of gender relations and gendered behaviors that can shape them as an adult (Leach, 2003). Studies show that the exposure of bad gender values (e.g gender stereotype) can negatively influence boys and girls, limit the range of acceptable behaviors and roles, and normalize gender inequalities (Adams et al., 2011). Its aftermath can be seen in their aspirations of career, their choice in doing some activities, and their academic outcomes (Aina & Cameron, 2011). On the other hand, non-stereotypical books can promote positive effects in self-concept, attitudes, and behavior as well as support both genders to gain their full potential (Filipović 2018). Therefore, it is essential to design language textbooks with balanced gender representation for all ages, particularly for young learners as they still try to understand the world of gender.

Taking the point further, gender issues have become a concern for a long time among many researchers (Samadikhah & Shahrokhi 2014). The result is various, some of them reported that the language materials in the textbook both visually and textually still showcased unequal representation of both man and woman (Barton-Sakwa 2012; Yang 2011; Lee 2009; Samadikhah-Shahrokhi 2014; Law-Chan 2016) meanwhile the others had already exhibited the equal representation of gender in the textbook (Nagatomo-Hawley 2010; Betaineh 2017). Some gender studies from Indonesia have been quite popular as well (Ariyanto 2018; Yonata-Mujiyanto 2017; Setyono 2018), but mostly the textbooks being analyzed are those which are published by the Ministry of National

Education. Meanwhile, in reality, textbooks used in schools are not only coming from the government, but also from the private publisher, so a further study dealing with gender issues, especially in non-government textbooks, needs to be undergone. Hence, this present study investigates the gender representation in one of the ELT textbooks entitled "Bright an English" for eight graders of Junior High School published by Erlangga as one of the famous private publishers in Indonesia. This study rises two research questions: 1) How are female and male represented visually in the EFL textbook for eighth graders of Junior High School published by Erlangga?, and 2) How are female and male represented textually in the EFL textbook for eighth graders of Junior High School published by Erlangga?
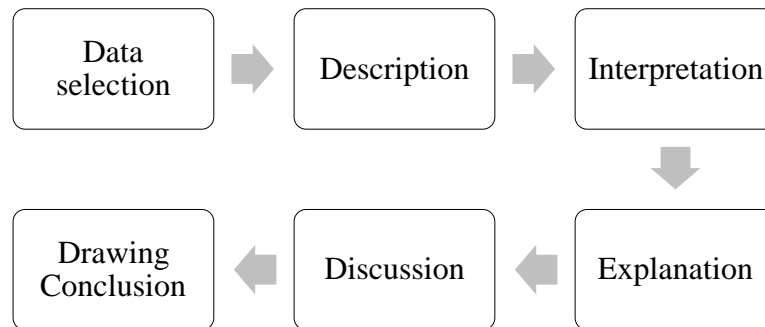
Method

To reveal how exactly male and female were represented in the said textbook visually and textually, this study decided to use CDA (Critical Discourse Analysis) approach as the research design. CDA is one of the methodologies appropriately used to investigate social inequality (including gender inequality) which might be expressed, constituted, signaled, legitimized and so on by language users (Wodak-Meyer, 2001). This present study focused on analyzing the manuscript of textbook entitled "Bright an English" for the eight graders of junior high school published by Erlangga. The textbook was chosen for a number of reasons:

1. The textbook publisher successfully achieved Top Brand for Teens award for six consecutive years (2013-2018). It indicates that the textbook published by the said publisher is quite popular for students in Indonesia, so the result of this research is hoped to give a significant impact.
2. The textbook has been adjusted to the recent curriculum (2013 curriculum revised version).
3. The textbook is written by an Indonesian female author who completed all her study in Indonesia and has a long-life experience in teaching English in junior high school, so it can be assumed that she may have a distinct idea to represent gender values in the respective culture of Indonesia.
4. The textbook has already passed the feasibility test based on the decree of Indonesian Education and Culture Ministry.

The data were collected by using documentation method, here the materials containing gender-laden content were chosen, and further were

analyzed by using Fairclough's (1995) three-dimensional model. The model consisted of three stages of analysis: description, interpretation, and explanation. Those stages involved the process of describing the linguistic aspect of the language in the selected text, interpreting the relationship between discursive processes and the text, and explaining the relationship between the discursive processes and the social processes. Here is the research flowchart:

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┌──────────┐      ┌──────────┐      ┌──────────────┐
│   Data   │  ⇒   │          │  ⇒   │              │
│selection │      │Description│      │Interpretation│
└──────────┘      └──────────┘      └──────────────┘
                                            ⇓
┌──────────┐      ┌──────────┐      ┌──────────────┐
│ Drawing  │  ⇐   │          │  ⇐   │              │
│Conclusion│      │Discussion │      │ Explanation  │
└──────────┘      └──────────┘      └──────────────┘
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Findings

The Visual Representation of Female and Male in the EFL Textbook

There are two research questions in this study, first is about the representation of female and male visually in the selected EFL textbook. The visual data gathered for female representation take the form of three single pictures, and two picture sets. Meanwhile, the visual data for male representation are in the form of seven single pictures. These data are displayed respectively in Table 1 and Table 2.

Table 1 shows female visual materials taken from the textbook, and some information including the unit, theme, short description, data location, and the representation. The total of 5 visual materials is being analyzed.

Table 1. Visual data of female representation in the textbook

Unit	Theme	Description	Location /Page	Representation of Gender in the textbook
Cover	n/a	An oriental girl with long hair in a classroom and smiles so brightly while studying (Visual 1)	Front page	Good representation for female who is studying

Chapter 4	You Can Do It!	A picture showing a girl playing football (Visual 2)	p. 27	Good representation of female who can do sport (male dominated activity)
		A picture showing a girl doing wushu (Visual 3)	p. 27	Good representation of female who can do sport (male dominated activity)
		A collection of pictures showing a young woman who is disabled but can do many things (Hairdo, flying helicopter, swimming, driving car, doing make-up, taekwondo, writing, becoming a speaker, and playing piano) (Visual 4)	p.33	Good representation of female who can do a lot of things including male dominated jobs and activities
Chapter 10	What are you doing?	A collection of pictures shows a family doing house chores. One is the mother and her youngest daughter cooking, the other one is the older daughter mopping the floor, and the father is washing the car (Visual 5)	p. 112	Stereotypical representation of female doing daily domestic activities

Based on the table, it can be seen that the females have various ranges of representation, the portrayal of females covers both stereotypical and non-stereotypical areas. From five pictures, four of them show the existence of females in male dominated areas, and only one of them exhibits females in female dominated areas. The complete explanation about the data is in the following paragraphs.

Visual 2 and Visual 3 (Page, 27)
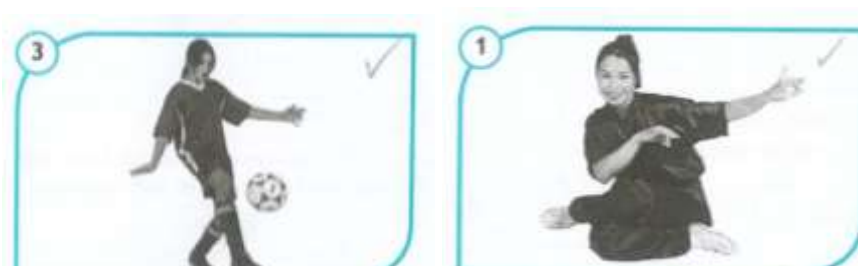
This collection of pictures shows two girls doing some sort of sport. The first girl named Mei represented by male, in fact, in reality sport has been dominated by male all along (The International Sports Press Survey, 2011). This makes males in the sport fields more visible and females being underrepresented. The reason why that happens is because females' personality traits stereotypically is seen to be weak and passive (Porecca, 1984), even sometimes in sport media they are portrayed in a comical and sexist way (Sherry, Osborn, & Nicholson, 2015). Hence, females are claimed to be not suitable for sport because it requires Lin does a martial art, and the second one named Misha plays football. This inclusion of pictures as a learning material is really positive in the textbook because it can give a wider role for females especially about women doing sport. For years, sports on the textbook materials are usually a lot of strength, dynamic, and tactic, hence those traits do not match with females' stereotypical personality. These pictures however are good example to break the stereotype and give women a vision that they can play sport just like men and also be strong, dynamic, and proactive.

Visual 4 (Page 33)

This collection of pictures shows a disabled woman doing some activities that include female dominated activities (doing hairdo, make-up, and playing piano), and also male dominated activities (flying a helicopter, driving a car, doing taekwondo, and swimming). The inclusion of this visual material might be because the author wants to give the readers the example of an inspirational woman figure. In Indonesia, the opportunity for disabled women to enter labor force is such a great challenge (Devp.org, 2017). Many disabled women experience discrimination and lack of access in education to enter workforce, as a result, they face poverty and exclusion. Not only disabled women, women in general also experience the same thing, based on Wu & Liu (2015), females have less occupations, and the social status of women's occupations is lower than men's. Women mostly are represented in jobs related to nurture, e.g. nurse, teacher (Aksornkool, 1997), while men are represented in higher level or skilled work, e.g. engineer, pilot. That kind of representation is a disadvantage, because the stereotype in occupation can limit both male and female in their career aspirations (Aina & Cameron, 2011). However, the exhibition of Jessica Cox in the textbook is such a good choice, because it is a nice example of good representation for females. Her portrayal of doing various jobs and activities despite her limitations can give so much inspiration.

Visual 5 (Page 112)

As much as we want a textbook to be free from any kind of gender disparities materials, the existence of such materials still remains in this textbook. One of the examples is these pictures, they show the Baxter family doing household chores. Mrs. Baxter and her youngest daughter Sarah are cooking together, her older daughter Ella is mopping the floor, while Mr. Baxter is washing the car. At glance, it seems like nothing is wrong with these pictures, everyone is doing the chores, but the division of the tasks is somehow stereotypical. In reality, female family members usually do chores inside the house like cooking, mopping, sweeping the floor, etc and male family members do chores outside the house like washing the car, painting the wall, repairing the fence, etc. That kind of division is unequal because the women's task is a daily task, which means they do it every single day, while the men's is likely to be a weekly or monthly task. From here, it can be seen that the pictures subtly promote gender norms between males and females in a family.

In Indonesia, especially in the area where the people still too glorify traditional values (e.g. Javanese), the society still believes that the ideal woman is a woman who can cook decent food, good at dressing up, and be able to clean the house. If there is a woman who cannot cook or clean properly, the society will judge her as an unideal woman. Meanwhile, if there is a man who cannot cook or clean, everyone is silent and blatantly considers it as a normal thing. This double standard is harmful for the women's side, because it is as if they are the only one responsible for doing the domestic work while the men are not, when truthfully, cooking and cleaning are actually part of the basic survival skill. Everyone ideally should be able to do that regardless of their gender.

Table 2 shows male visual materials taken from the textbook, and some information including the unit, theme, short description, data location, and the representation. The total of 7 visual materials is being analyzed.

Table 2. Visual data of male representation in the textbook

Unit	Theme	Description	Location /Page	Representation of Gender in the textbook
Chapter 1	Excuse Me!	A male chef giving instructions to a female chef in a kitchen (Visual 1)	p. 6	Stereotypical representation of male being the leadership figure instead of female
		A boy holds a trophy because he received an award in the	p. 10	Stereotypical representation of male having an achievement

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		regional junior high basketball championship (Visual 2)		in sport (male dominated activity)
Chapter 2	Good Job!	A picture shows man as a firefighter (Visual 3)	p. 14	Stereotypical representation of male in male dominated job
Chapter 4	You Can Do it!	A picture shows a boy holding a basketball indicating that he is a basketball player. (Visual 4)	p. 27	Stereotypical representation of male doing sport (male dominated activity)
		A picture shows a boy using a baseball glove indicating that he is a baseball player. (Visual 5)	p. 27	Stereotypical representation of male doing sport (male dominated activity)
		A picture shows a man as a barber man (Visual 6)	p. 118	Stereotypical representation of male in male dominated job
Chapter 10	What Are You Doing?	A picture shows some soldiers lining (Visual 7)	p. 153	Stereotypical representation of male in male dominated job

Based on the table, it can be seen that males do not have various ranges of representation, the males only exist in stereotypical areas. From seven pictures, all of them show the existence of male in male dominated areas, and none of them are in the female dominated areas. The complete explanation about the data is in the following paragraphs.

Visual 4 & 5 (Page 27)

These two pictures show two different boys doing two different sports, one is basketball, and the other one is baseball. These inclusions of material can strengthen the existence of male in the field of sport, because both basketball and baseball are categorized as masculine types of sport (Hsiu & Yueh, 2013. In reality, boys are always motivated to choose sport, stick with it, advance their talent, and gain achievement for themselves in competition. The sports they chose are often those who people stereotypically categorize as masculine sports (e.g football, basketball, baseball), they are rarely seen to be in more feminine sports like aerobic, gymnastic, or cheerleading. Consequently, males (and females) cannot freely choose whatever sport they want to do because this stereotype value in sport indirectly limits their will. Therefore, textbook designers should give materials that not only expose male for masculine sports but also feminine sports, so that students will know that the categorization of masculine and feminine in sport is just a mere stereotype. Sport is supposed to be neutral. not something defined by gender.

Visual 3, 6, & 7 (Page 14, 118, & 153)
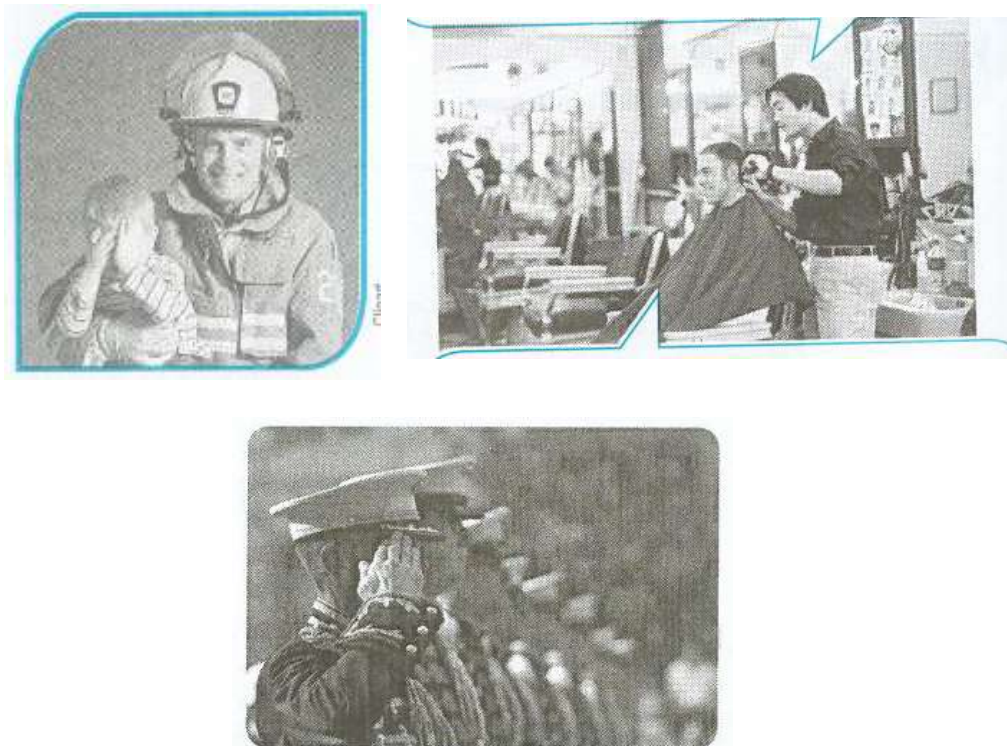
These pictures show men in various occupations, those are firefighter, barber man, and soldier. Compared to the previous explanation about female

representation, this male representation is less varied in terms of occupational visibility because the exposure of men in female-dominated occupations is still lacking. Firefighter, barber man, and soldier are all categorized as male-dominated jobs. Actually, in reality, men are still underrepresented in female-dominated jobs. The good reason may be because occupational gender stereotypes that still strongly stick to our society (Forshman & Barth, 2016). Many people think specific jobs that include being a caregiver belongs to feminine, and other jobs that require serving the role of provider belongs to masculine. If men are doing female-dominated jobs, they are at risk for being stigmatized by society compared to the other men in male dominated jobs (Shen-Miller & Smiler, 2015). If this kind of job stereotype continues, it may affect men's (and women's) future career aspirations (Aina & Cameron, 2011). Therefore, language materials with balanced male exposure in female-dominated jobs and male-dominated jobs need to be well designed.

The Textual Representation of Female and Male in the EFL Textbook

The second research question is about the representation of female and male textually in the selected EFL textbook. The textual data gathered for female representation take the form of a dialogue and a greeting card. Meanwhile, the textual data for male representation are in the form of a dialogue only. These data are displayed respectively in Table 3 and Table 4.

Table 3 shows female textual materials taken from the textbook, and some information including the unit, theme, short description, data location, and the representation. The total of 3 textual materials are being analyzed.

Table 3. Textual data of female representation in the textbook

Unit	Theme	Description	Location/Page	Representation of Gender in the textbook
Chapter 1	Good Job!	A dialogue between a reporter and a girl who is the winner of the 2013 National Storytelling Contest (Textual 1)	p.13	Fair representation of female being smart and an achiever
Chapter 6	Will You Come	A dialogue with a picture shows two females talking face to	p.56	Stereotypical representation of female doing shopping (female

	to My Party?	face. They have a plan to go shopping (Textual 2)		dominated activity)
Chapter 7	Congratulations	A greeting card containing some congratulatory messages to a girl who is a runner up in a synopsis writing competition (Textual 3)	p.71	Good representation of female being smart and an achiever

Based on the table, it can be seen that textually the representation of females in the textbook is not bad. From three textual materials, two of them appear to be positive, and only one of them is not. Female gender here is being represented as someone who is bright and brainy. The complete analysis is in the following paragraphs.

Textual 1& 3 (Page 13 & 71)

Alitha Mislia Salsabila is the winner of the 2013 National Storytelling Contest.

Reporter : Congratulations on your success as the winner of the Storytelling Contest.
Alitha : Thank you. It's a tremendous honour.
Reporter : The way you told the story was very impressive.
Alitha : Thank you. I practiced a lot.
Reporter : Did you do it yourself?
Alitha : No, my teacher and a trainer helped me.
Reporter : You must be very grateful to them, then.
Alitha : Yes, I am, very much. They did a great job.
Reporter : Tell us more about the stories that you chose.
Alitha : I told one story from Indonesia and one from abroad.
Reporter : What are they about?
Alitha : Both of them are about respecting other people.
Reporter : Good choices.
Alitha : Well, I'd like young people such as myself to learn about respecting others.

CONGRATULATIONS!

Dear Salma,

Congratulations on your success as the runner-up in the synopsis writing competition. Your choice

These two textual materials were analyzed at once because they radiate the same energy. The first is a dialogue text about the interview between a reporter and a young lady named Alitha Mislia Salsabila who was the winner of 2013 National Story Telling Contest, there is the attachment of her photo on the side that shows her smiling, it seems that she was really proud of her achievement. The second one is a greeting card from someone named Mrs. Resito to a girl named Salma who won the runner-up in the synopsis writing competition. Both texts tell about females' achievement in the literature field. This kind of textual material is a good thing to be included because it gives such a positive view about women that they can also make their family or their school feeling proud by being an achiever. In order to do that, women have to have a good access to education, all women ideally should be educated. In Indonesia, there is a regulation that all the citizens, both male and female, should undertake at least 12 years of compulsory education, this is a great step as education is part of the basic human right. Back then, in the 1970s the gap between male and female in accessing education was high, with males being 43.1% while females were only 24.3% (Rohman, 2013). However, nowadays in the twentieth century, more women have experienced education, and women's years of schooling increased from 6.91 to 8.83 during 1971-2010 (Marshan, Rakhmandi, & Rizky, 2013). This is proof that Indonesian people have become more aware that education is important regardless of gender. Therefore, by adding these materials it can give more courage to the young women to be fearless in gaining their dreams and accomplish all the things they want.

Textual 2 (Page 56)

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Another example of stereotypical representation of women can be seen in these two sets of dialogue. The first set of dialogue shows a female asking her friend named Louisa to go shopping in the afternoon, and the second set shows a male calling his friend Eric to ask him to play basketball. The two different expressions "*How about going shopping?*" and "*Let's play basketball*" indicate the stereotypical values for males and females. The word shopping more often than not is closely related to women and regarded to be feminine activity. People sometimes like to think that most women love to shop and spend money or be materialistic. Thus, this example of social practice can be categorized as a negative portrayal of woman. If this kind of exposure still continues, it might affect the way how women are treated in real life. Truthfully, almost 65% across 300 articles about finance claimed that women are an excessive spender (Commons, 2018), they quote "When women shop, it's seen as being frivolous, but when men spend similar sorts of money on big purchases, they're investments". That is discrimination and has to be banished. Language textbook with equal portrayal between male and female needs to be made.

Table 4 shows male textual materials taken from the textbook, and some information including the unit, theme, short description, data location, and the representation. The total of 2 textual materials is being analyzed.

Table 4. Textual data of male representation in the textbooks

Unit	Theme	Description	Location/Page	Representation of Gender in the textbook
Chapter 2	Good Job!	A dialogue between two girls who are talking about one of the girls' uncles named Anton who	p. 26	Good representation of male having female dominated skill (Sewing)

		can do many things including sewing (Textual 1)		
Chapter 6	Will You Come to My Party?	A dialogue between two men via telephone, one of them asks the other to play basketball after work (Textual 2)	p.56	Stereotypical representation of male doing manly activities during leisure time

Based on the table, it can be seen that the representation of male here is slightly better than in the visual materials. From two materials, one of them exposes male having what people considered as feminine skill, which is sewing. Complete explanation is in the following paragraphs.

Textual 1 (Page 26)
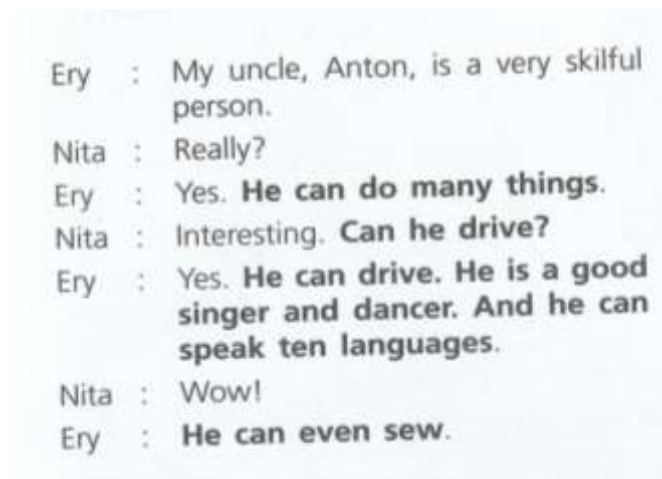
The dialogue shows Ery and Nita who are talking about Ery's uncle named Anton, in the dialogue he is told as being an uncle who can do many things, including singing, dancing, speaking ten languages, and sewing. When Ery said "*He can even sew*", it can be categorized that this dialogue is exhibiting a good representation of man. Sewing is part of the domestic job, as we know that stereotypically the one that has to do a domestic job is a woman. Sewing in particular is still a field dominated by females (Cecilia, 2018), the reason is that the idea of sewing is seen to be only fit for women. Within vocational high school, sewing and fashion class is often dominated by females, where the males usually take carpentry, mechanic, or electro. As a result, sewing is never

thought of as being masculine job or hobby. Moreover, nearly all the published magazines or books about sewing are marketed toward women rather than men, the illustrations also mostly contain females or female's wardrobe (Cecilia, 2018). Therefore, the inclusion of this material is good because it can help to break the stereotype that sewing is only exclusive for females, and to encourage the students who love to sew to give it a try and go ahead.

Textual 2 (Page 56)

The conversation shows two adult men talking via phone, one man asking the other one in glasses to play basketball after work but he declines because of a headache. When the man says "*Let's play basketball*", this radiates the stereotypical representation of male. If we go back to the textual materials analysis for the female in the previous explanation, we can find another set of dialogue between two women, in which one of them asks the other for shopping. Those two dialogues are all about a plan for leisure time, but for the women, their plan is to go shopping, while for the man is to go for basketball. Those activities are really distinctive, men here are pictured to do a manly activity, on the contrary of women doing manly activity.

Discussion

Based on the result, it can be seen that the textbook does not represent fairly between females and males. The analysis shows that visually the

representation of females has already exhibited a good sign of gender representation as they are in female and male dominated area, while the male representation is still underrepresented as they are only in male dominated area. Meanwhile, textually the representation of female and male can be considered as fair for both genders are in female and male dominated area.

The visual representation between female and male in the textbook is a contrast, where the female gender has better representation, the male gender sadly does not. The textbook presents women doing female stereotype activities like doing chores, make-up, shopping, etc. and also them doing male stereotype activities like flying a helicopter and doing sports. Inseminating various representation is good to show students that woman can do and be everything they want and do not deserve to be tied by any stereotypical value inflicted by society in general and by unfair distribution of gender representation in textbooks in particular.

However, if the female visual representation in the textbook has already been fair, on the contrary, the male seems to be underrepresented. The visual materials mostly exhibit men in male dominated activity like playing sport, being a leader figure, and having male dominated occupations (e.g. firefighter, soldier, and barber), those exposures radiate stereotype masculinity trait of male. This thing then will likely have a bad influence on the students. They, especially the male students, will think that they always have to be strong and tough, they should not be fragile or show their weak side, when in fact (Just like women) they are free to express their true feelings and that feeling is valid. Besides, this monotonous representation may lead the students to have a thought of toxic masculinity, considering that they are shown mostly in masculine activity and very manly occupation, but very little representation in the domestic actions.

For the textual materials however, the representation of female and male is better than the visual. From these materials, both female and male have already shown an existence in female and male dominated area. Females, other than being represented in stereotypical ways is also represented fairly as a figure who is smart, confident, and an achiever, they have a goal and are able to reach it. As for males, they are represented not only in masculine activities like doing sport and having manly occupations, but also as someone who has a hobby that usually women have. This kind of representation is good to give the students a glimpse of gender equality, as it is stated that one of the ways to achieve gender equality is by developing gender-sensitive policies and materials (Toraman & Ozen, 2019). By that, language materials shall cover

gender in various areas, hence no gender will be underrepresented, and no students will think that some activities are exclusive for women only and men only. Both genders are equal, no one on top of another.

Even though the male is still underrepresented in this textbook (Especially in the visual materials), but it is very interesting that the female one in this case seems to show improvement especially if it is compared to the previous studies (Barton & Sakwa, 2012; Yonata & Mujiyanto, 2017; Law-Chan, 2016). The results for the female counter the stereotypical female characteristics from Ortega et al (2005) which stated that females are always the one who do the domestic job, they are calm, weak, and emotional. In this study however, females are shown as someone who can also capable of doing male's activities, they can be strong, ambitious, and assertive. This fact hence leads to the discussion about the influence of the author in this textbook. The author of the textbook is a woman who has good educational background, she got a Ph.D. and has many experiences in writing educational English textbooks. That is likely the possible reason why female gender is represented fairly in the textbook. This fact brings to the idea that indeed the involvement of educated women in realizing gender mainstreaming materials is very important. Education brings significant effect in empowering women, women with good education have been proven to have the ability to influence social change, and understand gender relations (Bhaskar, 2021). Therefore, with those being said, serving good representation of females in language textbooks is crucial for the students and one of the ways to form it is by involving women in the process of manufacturing textbooks.

Conclusion

Based on the result of the analysis, there are two things that can be highlighted. First, the representation of female in the textbook is already good visually and textually, women are shown in both female and male dominated area, they are pictured as not only delicate and attentive but also strong, confident, and daring. Most of the fair representation of them is in the form of visual which is excellent because it helps to raise the interest of the students. Second, male gender is still underrepresented in the textbook, especially in the visual materials. All the visual materials only display men in male dominated areas, there are no visual materials that expose them to female dominated area. However, even though gender issues still happen in this textbook, it is not as prevalent as in the previous studies. Both genders eventually should be represented equally, they are in the same level and none is more superior than another. In the end, an English textbook with fair gender representation is

crucial, because it can aid the students to broaden their idea about gender equality and eliminate gender bias.

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