AN ANALYSIS OF GENDER REPRESENTATION IN XI GRADE ENGLISH TEXTBOOK "PATHWAY TO ENGLISH"

THESIS

Submitted to Fullfill One of the Requirements for Getting the Undergrate Degree in English Department Teacher Training and Education Faculty Veteran Bangun Nusantara University

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MOTTO

"It's not about perfect, it's about effort."
(Jillian Michaels)

DEDICATION

This Thesis is presented for:
- My Beloved Father and Mother
- All my Lecturers in the English Department
- All of my Friends in Universitas Veteran Bangun Nusantara

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ABSTRACT

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This study investigated the representation of gender and gender stereotypes in the English language textbook "Pathway to English" for grade XI, published by Erlangga. Considering the crucial role of textbooks in shaping students' perceptions, this qualitative study employed content analysis, combining frameworks from Porreca (1984), Lee (2014), and Qatawneh & Rawashdeh (2019) to analyze textual and visual representations. Data were collected from texts, dialogues, illustrations, and readings in the textbook.

The findings revealed significant gender imbalance. In textual representation, although females had a higher overall frequency (293 compared to 249 for males), males were more frequently identified through proper nouns (155 compared to 133 for females). Gendered words showed a broader and more nuanced representation of females (73 compared to 19 for males), with a dominance of the "Mother" role. Pronoun usage revealed a dominance of female pronouns (90 compared to 63 for males), particularly in possessive pronouns.

The study's results indicate a gender imbalance in the textbook under study. This research highlights the need for educational material providers to review and revise textbooks to promote more balanced and inclusive gender representations, contributing to a fairer and more equitable learning environment. The findings also suggest that gender stereotypes were identified, with females showing a wider variety of educational activities and roles, including extracurricular activities, whereas male activities were more focused on core learning and teaching roles.

Keywords: Content Analysis, Gender Representation, Textbook Analysis.