CHAPTER I

INTRODUCTION

A. Background of the Study

Gender is a social issue that relates to the lives of both women and men, encompassing economic, social, and cultural dimensions. It plays a significant role in shaping a person's identity as well as their social and cultural roles. According to Fakih (2010), gender refers to the roles and responsibilities assigned to males and females through social and cultural constructs. As a multicultural nation, Indonesia is home to diverse ethnic groups such as the Banjarese, Dayak, Javanese, and many others. This diversity leads to varying perspectives on gender across different communities in the country.

Misconceptions about gender often lead to gender discrimination and inequality. For instance, women are frequently perceived as being inherently feminine and expected to become housewives, which leads to the belief that they do not need access to higher education—even when they can afford it. In contrast, men are typically viewed as masculine and given more freedom to shape their futures. This unequal perception contributes to women experiencing greater challenges and disadvantages compared to men.

Lakoff's (1973) pioneering study on gender representation revealed that females tend to be depicted in lower-status positions than males. The Dakar Convention, held by UNESCO in 2000, emphasized the importance of promoting awareness of gender issues in teaching and learning materials. This finding has sparked a wave of research on gender issues, including representation in textbooks.

Textbooks serve as a primary source of learning materials for students in the classroom. Therefore, it is crucial that textbooks present balanced representations of both males and females, supporting a wide

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range of choices and roles for both genders to avoid gender bias. However, Lee (2014) noted that gender bias persists in textbooks.

Studies on gender representation in English language textbooks have been conducted by various researchers. In Asia, studies have been conducted in the context of primary education (e.g., Wu & Liu, 2015) and secondary education (e.g., Nofal & Qawar, 2015; Dahmardeh & Kim, 2019). In Indonesia, studies on this topic are limited. In the context of primary education, the issue has been examined by Fahriany et al. (2019). Meanwhile, Yonata and Mujiyanto (2017) compared gender representation in two EFL textbooks for senior high school students.

From several textbook that as distributed in Indonesia, one textbook that has an unbalanced gender representative was in "Pathway to English". For example :
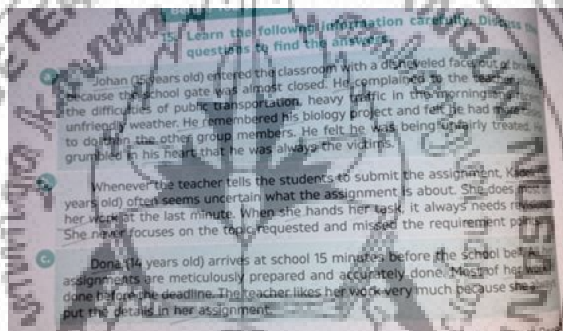

Figure 1.1 Sample of Data

The sample above shows three student characters where the first text describes a male student named Johan as seen from the pronoun aspect 'he' and 'his'. While the second and third texts describe two female students named Kadek and Dona as seen from the pronoun aspect 'she' and 'her, it is found that there is a dominant gender representation towards female gender. With this imbalance in representation, further attention and analysis are needed to review this textbook.

This study focuses on evaluating gender representation in an English language textbook for eleventh-grade senior high school students, titled "Pathway to English" published by Erlangga. Gender representation

in this context refers to the representation of male and female characters in the form of text and images in the "Pathway to English" textbook.

By examining the gender proportion in textbooks, it is hoped that publisher can improve this aspect, thereby contributing to achievement of gender equality, a widely discussed issue in public discourse, and eliminating gender inequality in textbooks.

B. Limitations of The Study

This study has several limitations that need to be acknowledged:

1. This study only focuses on the analysis of gender representation in the 11th-grade English textbook "Pathway to English" and does not consider other textbooks or broader learning contexts.
2. This study only employs content analysis method to analyze gender representation in the textbook, and does not utilize other methods such as surveys or interviews to obtain more comprehensive data.
3. This study only uses theories and concepts related to gender representation, and does not consider other theories and concepts that may be relevant to this topic.
4. This study only examines one textbook, and the findings may not be generalizable to other textbooks or broader learning contexts.

By acknowledging these limitations, this study hopes to make a significant contribution to the understanding of gender representation in English language textbooks.

C. Problem Statements

This study aims to address the following questions:

1. How are male and female represented in the "Pathway to English" textbook textually and visually?
2. How is gender stereotype represented in English textbook "Pathway to English"?

D. Objectives of study

This study aims to investigate whether the textbook promotes gender equality by examining two key aspects:

1. Mapping the proportion of textual and visual representation of male and female in the textbook.
2. Describing gender stereotype represented in English textbook "Pathway to English".

E. Benefits of the study

The analysis of gender representation in the 11th Grade English textbook "Pathway to English" offers several key benefits:

1. Promoting Gender Equality: this study aims to identify and address gender biases in educational materials, contributing to a more equitable learning environment for all students.
2. Awareness of Gender Representation: this research highlights how gender roles are portrayed in educational materials, raising awareness of potential biases in textbooks.
3. Curriculum improvement: Findings can inform educators and curriculum developers, leading to more equitable and inclusive educational resources.
4. Critical Thinking Development: Engaging with gender representation fosters critical thinking skills among students, prompting discussions about societal norms and values.
5. Guidance for Future Research: The study serves as a foundation for further research on gender representation in educational contexts, potentially influencing policy changes.

CHAPTER II
LITERATURE REVIEW

This chapter explains the main ideas that support the research results, including textbook theory and gender theory. It also looks at six important earlier studies in more detail later on.

A. Textbook

1. Definition of Textbook

The definition of a textbook varies. According to N. Pusporini (2009), a textbook is one of the most frequently used teaching materials in the learning process. It is an easily accessible source of knowledge that helps students understand subject matter clearly. Richard (2001) states that textbooks are a key component in language programs because they provide materials for teachers. Chambliss and Calfee (1998) argue that textbooks play a central role in education, providing students with a wealth of facts and experiences that facilitate learning. They emphasize the importance of textbooks in opening doors to new knowledge.

According to Indonesian regulations, specifically Minister of Education Regulation No. 8/2016, Article 1, textbooks are recognized as the primary learning resource for acquiring fundamental and core competencies. These textbooks are endorsed by the Ministry of Education and Culture for use in educational institutions.

Based on the definitions provided, it is clear that textbooks play a vital role in language education. They serve as a crucial resource for teachers, providing a structured framework that guides instruction and learning. By outlining clear objectives and learning pathways, textbooks help meet the diverse needs of learners and facilitate effective teaching and learning outcomes.

2. Roles of Textbook

Textbooks are a vital component of the educational process, facilitating the delivery of course materials to students. According to Cunningsworth (1995), textbooks serve multiple purposes in English Language Teaching (ELT), including:

a. Providing a framework for presenting spoken and written materials.

b. Offering activities that promote learner engagement and interactive communication.

c. Serving as a reference guide for learners to improve their language skills, such as grammar, pronunciation, and vocabulary.

d. Outlining a syllabus that reflects predetermined learning objectives established by educational authorities.

e. Supporting self-directed learning initiatives.

f. Assisting less experienced or new teachers in developing their instructional confidence.

3. The Advantages and Disadvantages of Textbook.

Textbooks have both advantages and disadvantages, depending on how they are used and the context of their use (Richard, 2001). The main benefits of textbooks include:

a. Providing structure and syllabus for educational programs. Some textbooks are designed to align with the syllabus set by the ministry to achieve specific educational objectives.

b. Standardizing instruction. Using a textbook ensures that students in different classes receive similar content and can be assessed in the same way.

c. Maintaining quality. Well-developed textbooks expose students to tried and tested materials, sound learning principles, and appropriate pacing (Alvinoudi, 2015).

d. Offering a variety of learning resources. Textbooks often come with workbooks, CDs, videos, and teaching guides, providing a rich resource for teachers and learners.

e. Being efficient. Textbooks save teachers' time by providing a structured and comprehensive resource for teaching.

f. Providing effective language models and input, especially for teachers who are not proficient in the target language.

g. Training teachers. Textbooks can serve as a medium for initial teacher training, especially for those with limited teaching experience.

h. Being visually appealing. Commercial textbooks are designed to be attractive and engaging for learners and teachers.

However, textbooks also have some disadvantages:

1) Containing inauthentic language. Textbooks may present language that is not representative of real-life usage.

2) Distorting content. Textbooks may present unrealistic or sanitized content to avoid controversy.

3) Not reflecting students' needs. Textbooks are often written for global markets and may not cater to the interests and needs of local students.

4) Deskillling teachers. Over-reliance on textbooks can reduce teachers' roles to mere technicians.

5) Being expensive. Commercial textbooks can be a financial burden for students in many parts of the world.

4. **Criteria of a Good Textbook.**

According to Triyoda (2010) and Kim (2012), in order to avoid bias such as bias in gender, race, ethnicity, nationality, social class, and minority status, it is important to use some principles in textbooks such as;

a. The ethnic diversity of the country should be represented in photographs and illustrations of textbooks.

b. The diversity of cultures and social tolerance should be represented in the names and personalities of the characters in textbooks. The portrayal of men/boys and women/girls in active roles and different age groups should represent balance in teaching material.

c. In independent activities like leadership roles do not only depict the role of one sex but both sexes should be depicted equally.

d. In domestic situations such as caring for children and doing households chores should depict both sexes equally.

e. The illustrators should remember that some women are taller than some men while dealing with groups portrayal.

f. While showing the illustration, it is important not to only represent boys playing only with traditionally "boy's toys" and girls playing only with traditionally "girl's toys.

g. A wide range of emotions such as fear, terror, anxiety, anger, sorrow, affection, boldness, gentleness, and tenderness are experienced by people of both sexes.

Therefore, authors and illustrators should be concerned with those issues.

B. Gender

1. Definition of gender

According to Hellinger and Bussman, as cited in Alvinoudi (2015), the term *gender* is often used in literature to describe sex, biological differences, and the categorization of women's and men's roles. Thiyagu (2015) defines gender as the way men and women are identified and given roles and responsibilities within families, societies, and cultures. Gender refers to the differences between the roles, responsibilities, and positions held by men and women as determined by society. It is a characteristic that

serves as the basis for determining how men and women fit into the social structure, rather than a biological or genetic factor. Gender determines how people behave, speak, dress, and interact with others in society.

In contrast, *sex* refers to the biological and physiological characteristics that distinguish males from females, including reproductive organs, chromosomes, and hormone levels (WHO, 2022). These biological distinctions are assigned at birth and are generally consistent across cultures. According to Oakley (1972), the term *sex* relates to biological differences, while *gender* is a social construct that varies across time and cultures. Thus, while sex is determined biologically, gender is shaped by social norms and expectations.

According to Allana, Asad, and Sherali (2010), gender and its associated power relations are shaped by societal institutions, such as families, educational institutions, workplaces, and religious systems. These socially constructed and culturally based roles of men and women establish and maintain unequal power relations between them.

In summary, gender refers to how men and women are positioned in society and culture. These roles guide individuals on how to act differently as females or males. Additionally, it shapes how people perceive themselves, feel, think, and behave in public interactions. While individuals cannot choose their biological sex, they can choose how they act and express their gender identity in different social settings. The distinction between sex and gender is essential in understanding how societal expectations influence individual behavior beyond biological differences.

2. **Gender stereotypes**

Research suggests that men and women differ in terms of their achievement-oriented traits and social- and service-oriented traits (Bakan, 1996). The way people describe men and women can reveal their beliefs and attitudes. Generally, men are perceived as holding higher positions than women. Even when men and women engage in similar activities,

men's activities are often considered more valuable (Judith, 2007). These beliefs reflect stereotypical thinking. Stereotypes are preconceived notions about individuals based on their group membership. According to Marry Talbot (2003), stereotypes often refer to unwritten expectations of behavior rather than specific representations. Stereotypes can be based on various characteristics, including ethnicity, race, occupation, or gender. They can influence how people perceive and treat others.

Gender stereotypes refer to preconceived notions about the characteristics of men and women. Typically, people assume that men are dominant and women are subordinate. As Talbot (2003) notes, "Gender stereotypes perpetuate naturalized gender differences, sustaining male dominance and female subordination." For instance, men are often expected to dominate conversations, while women are ideally expected to remain silent. Based on these theories, it can be concluded that gender stereotypes assume men possess more dominant characteristics than women, particularly in communication.

3. **Gender Bias**

Societal gender stereotypes have a profound impact on people's thoughts and actions. Moreover, these existing stereotypes often lead to gender bias, particularly in the education sector. Schools play a significant role in shaping gender socialization, making them a critical area for examination. According to Masiero and Aaltonen (2020), gender bias refers to a systematic inequality in the treatment of men and women within a specific context.

Gender bias in textbooks can manifest in various ways. According to Muthali'in A (2001), textbooks published by the Department of National Education or other publishers often exhibit gender bias through components such as images, activities, descriptions, professions, roles, games, possessions, duties, and responsibilities. These biased components can shape students' understanding of gender. Junior high school students may not be aware of the gender bias present in their textbooks. However,

if they accept these biases without critical thinking, they may internalize and perpetuate them.

Given the potential impact of gender bias in textbooks, it is crucial to carefully review them for any discriminatory content before using them in the classroom. By doing so, we can ensure that students learn without being exposed to biased ideas that perpetuate gender inequality. This allows students to acquire knowledge in various subjects, including language and science, without being influenced by harmful stereotypes.

C. **Analyzing Gender Representation in ELT Textbook**

Teaching a foreign language is inherently linked to its cultural context, making it essential to incorporate cultural elements, including gender, into language instruction (Valdes, 1986). Notably, gender is a critical aspect that warrants greater attention in English language teaching and learning. Gender is a complex and multifaceted concept that encompasses the socially constructed differences between femininity and masculinity (Holmes, 2007, p. 2). Furthermore, gender is shaped by the socially constructed relationships between men and women (UNESCO, 2015), and is characterized by the socially constructed characteristics of women and men (WHO, 2020). In essence, gender refers to the socially constructed differences and relationships between men and women. Language plays a crucial role in shaping our understanding of the world, and representation is a key aspect of this process (Hall, 1997). According to the Shorter Oxford Dictionary (Hall, 1997), representation involves describing or depicting something, evoking a mental image through portrayal, description, or imagination. In the context of gender, representation refers to the depiction or description of the socially constructed characteristics and relationships between men and women.

Language facilitates interaction among individuals, and in doing so, it expands the concept of gender beyond mere human actions, incorporating the linguistic resources employed in social interactions (Yonata, 2017). Language plays a pivotal role in shaping our cultural landscape,

influencing our perceptions of the world and our understanding of gender roles (Mills in Yonata, 2017). Moreover, linguistic analysis reveals that language assigns gendered labels to various concepts, with masculine and feminine designations often reflecting societal norms (Mustedanagic, 2010). This linguistic framework suggests that language has the power to shape, reinforce, and challenge gender identities, highlighting the complex interplay between language, culture, and gender.

Lee (2014) argued that textbook content encourages learners to identify with characters and adopt behaviors typical of their gender. Consequently, textbooks should strive to portray a balanced representation of active roles for both males and females. In domestic contexts, both genders should be depicted equally, engaging in tasks such as household chores and childcare. Illustrators must be mindful of avoiding traditional gender stereotypes, such as depicting females as taller than males in group settings. Additionally, portraying males exclusively playing with "boy's toys" and females only playing with "girl's toys" should be avoided when depicting children at play (Fahriany et al., 2019).

The concept of gender equality refers to the fair treatment of both females and males. According to LeMoyne (2011), achieving equality between the sexes means that males and females have equal access to rights, resources, opportunities, and protections. Similarly, EDC (2007) emphasizes that gender equality is about ensuring that women and men have equal rights, responsibilities, and opportunities in all aspects of life. UNESCO (2015) defines gender equality as a state of equal access to education and learning opportunities for both females and males. In summary, based on the definitions provided by experts, gender equality is a state of affairs where males and females have equal rights, responsibilities, and opportunities in all aspects of life.

Gender equality is assessed by examining the representation of males and females across various contexts. The concept of gender equality is closely tied to the notion of sexism, which refers to the ways in which

language perpetuates negative attitudes towards females (Holmes, 1996, as cited in Asadi, 2016). One of the pioneering studies to investigate sexism in English language teaching (ELT) textbooks was conducted by Porreca in 1984. This study laid the groundwork for subsequent research on gender representation and sexism in educational materials.

In evaluating gender representation in the textbook, there are some aspects/indicators that can be analyzed, for example the indicators of a study conducted by Porreca (1984), as follows:

1. The number of occurrences of male and female in the books, in both text and illustrations.

2. Firstness: The number of times that male or female was presented first in exercise.

3. The number of occasions in which female and male was portrayed in occupational roles in both text and illustrations.

4. Adjectives used by female and male in the books. (Porreca, 1984)

Lee (2014) also examined gender representation in the textbook, the indicators are:

1. Appearance of female and male characters in the written text (excluding animate objects).

2. Frequency of occurrences of each male or female character in the written text.

3. Frequency of occurrences of masculine pronouns and feminine pronouns.

4. Frequency of male and female's visual representation There are five categories of visual representation, namely male only, more male than female, female only, more female than male, or an equal share of female and male.

5. Familial roles of each character in the written text, for example daughter, son, father, mother, etc.

6. Social/occupational roles of each character in the written text, for example doctor, teacher, student, etc.

7. Order of mention: The order of mention of female and male characters in a phrase coordinated by and/or.

Qatawneh and Rawashdeh (2019) also conducted study on gender representation in textbook, the indicators are as follows:

1. The frequency (f) of roles, selected gendered words such as mother/father, wife/husband, sister/brother, daughter/son, woman/man.

2. The frequency (f) of occurrence of feminine pronouns (she, her, hers, herself) and masculine pronouns (he, him, his, himself).

3. Frequency (f) for gender selected according to the aspects:

   a. The religious and historical aspects: All subjects related to matters of religious and worship related to the narration of the acts of gender, its stories, and historical achievements.

   b. Educational aspect: Everything related to education and its multiple activities.

   c. Professional aspects: Everything related to the professions and business, such as medicine, nursing, employment, and others.

   d. Social and family aspects: All aspects related to kinship, social cooperation, and deepening the spirit of national belonging.

   e. The traditional aspect: Everything related to home management, such as cooking, cleaning, caring, and childrearing.

4. The frequency (f) of gendered language in evaluation questions, selected according to:

   a. The masculine language: If the word speaks out male rather than female.

   b. Feminine language: If the word speaks out female rather than male.

   c. Neutral language: If the word speaks out both male and female together.

5. Frequency (f) of occurrence of female address titles, such as Ms, Miss, and Mrs.

6. Order of appearance: The order of mention of men and women in a phrase coordinated by and/or.

This study examines the gender representation in an ELT textbook, building on the frameworks developed by Porreca (1984), Lee (2014), and Qatawneh and Rawashdeh (2019). To provide a more comprehensive analysis, the researcher incorporates two additional aspects, specifically:

1. Frequency of occurrence of feminine and masculine proper noun. The frequency (f) of occurrence of feminine proper noun (e.g. Santi, Sinta) and masculine proper noun (e.g. Adam, Bob).

2. Kinds of female and male activity, role, and occupation related to leisure time, such as listening to music, game, and others.

This study examines the representation of feminine and masculine proper nouns, as well as female and male activities, roles, and occupations related to leisure, in the textbook. The researcher examined gender representation in an ELT textbook using concept developed by Lee (2014), and Qatawneh & Rawashdeh (2019). This study analyzes the following aspects:

1. Textual representation

   a. Frequency of selected gendered words. The frequency (f) of roles, selected gendered words such as mother/ father, wife/ husband.

   b. Frequency of occurrence of feminine and masculine proper noun. The frequency (f) of occurrence of feminine proper noun (e.g. Santi, Sinta) and masculine proper noun (e.g. Adam, Bob).

   c. Frequency of occurrence of feminine and masculine pronouns. The frequency (f) of occurrence of feminine pronouns (she, her, hers, herself) and masculine pronouns (he, him, his, himself). The researcher categorized pronouns into five types, namely subjective pronoun, objective pronoun, possessive pronoun, possessive

adjective pronoun, and reflexive pronoun.

    d. Frequency of occurrence of female and male address titles. The frequency (f) of occurrence of male (Mr.) and female address titles (Miss, Mrs.).

2. Visual Representation

    a. Frequency of occurrence of female and male characters in images/pictures. In this aspect, the researcher categorized visual representation into three categories, such as:

        1. Individual (male/female): When there is only one female/male's picture/illustration in one frame.

        2. Group (male/female): When there are two or more female/male picture/illustration in one frame.

        3. Neutral: When there are male and female picture/illustration in one frame.

3. Types of female and male activities, roles, and occupations are analyzed based on certain gender aspects. In this analysis, the researcher focuses solely on the textual representation of female and male activities, roles, and occupations. Four gender aspects are examined, namely:

    a. Educational aspect: Everything related to education and its multiple activities.

    b. Professional aspects: Everything related to the professions and business, such as medicine, nursing, employment, and others.

    c. Social & family: Everything related to kinship, social cooperation, and family.

    d. Leisure aspects: Everything related to female and male activity, role, and occupation related to leisure time, such as listening to music, game, and others.

4. Order of mention.

The order of appearance of male and female in a phrase coordinated by

and/or.

5. Adjective representing male and female selected gendered words and pronouns.

Textbooks play a pivotal role in the English language teaching (ELT) process, serving as the primary material for teaching and learning. They provide a foundational framework for language acquisition and practice in the classroom. Furthermore, the content presented in textbooks has the potential to influence learners' behaviors, as they may imitate the characters and actions depicted in the material. Therefore, it is essential that textbooks promote gender equality, which entails equal rights, resources, opportunities, and protections for both women and men. By portraying gender equality, textbooks can contribute to a more inclusive and equitable learning environment.

D. **Gender Stereotype in ELT Textbook**

People often perceive males and females differently, despite being equal as human beings. These perceptions reflect societal beliefs and attitudes, which can perpetuate stereotypes. According to Crawford and Unger (2004), stereotypes are broad views about a group's characteristics. Individuals are categorized into groups with similar traits, and these stereotypes can be both positive and negative (United Nations of Human Rights, 2014). Gender stereotypes, specifically, refer to general views about characteristics attributed to women and men (United Nations of Human Rights, 2014). Cook and Cusack (2010) define stereotypes as preconceived notions about a group's attributes or characteristics. Matsumoto and Juang (2004) explain that gender stereotypes involve psychological or behavioral characteristics associated with males or females.

In Indonesia, gender stereotypes remain a concern. Traditional views of women's roles, such as domestic duties, persist. However, women now participate in various activities outside the home, challenging these stereotypes (Damayanti, 2014). Gender stereotypes encompass different

social concepts, including characteristics, roles, and behaviors attributed to females and males. Females are often seen as sensitive, emotional, and caring, while males are perceived as mature and independent (Salamah, 2014). These stereotypes influence people's thoughts and behaviors, leading to gender bias or inequality.

Gender bias refers to unequal treatment based on gender, resulting in discrimination (Stitt et al., 1988). Sen (2001) describes gender bias as a collection of problems related to unequal access to education, occupational roles, and other aspects of life. EDC (2007) defines gender bias as inequalities faced by females in disadvantaged situations, while males dominate in areas like education, decision-making, and policy-making. Gender bias can cause significant harm, leading to discrimination and unequal treatment.

Sunderland, 1994 in Mustapha (2012) also mentioned some dimensions of gender inequality, those are; invisibility, occupational stereotype, and relationship stereotype, personal characteristic stereotyping, disempowering discourse roles, and degradation.

a. Invisibility

The visibilities of females are less than males or vice versa. (Sunderland in Mustapha, 2012). Sadker (1991) stated that invisibility is the most harmful bias. While the visibility of male and female are not represented equally in textbook, it could lead the students to have a wrong perception about gender. The visibilities of males and females are counted through visual representation and textual representation such as the use of nouns, pronouns, naming, generics, and vocatives (Kabira and Masinjila (1997)).

b. Occupational stereotypes

Females or males are represented fewer in occupational roles (Sunderland in Mustapha (2012)). Huang (2004) in Wu and Liu (2015) emphasized that the occupational role represented of female and male in textbooks had a role as models for students and could influence the life

aspiration of students.

c. Relationship stereotypes

While women mostly are represented as individuals being more in relation with men, rather than men more relations with women (Sunderland in Mustapha, 2012).

d. Personal characteristic stereotyping

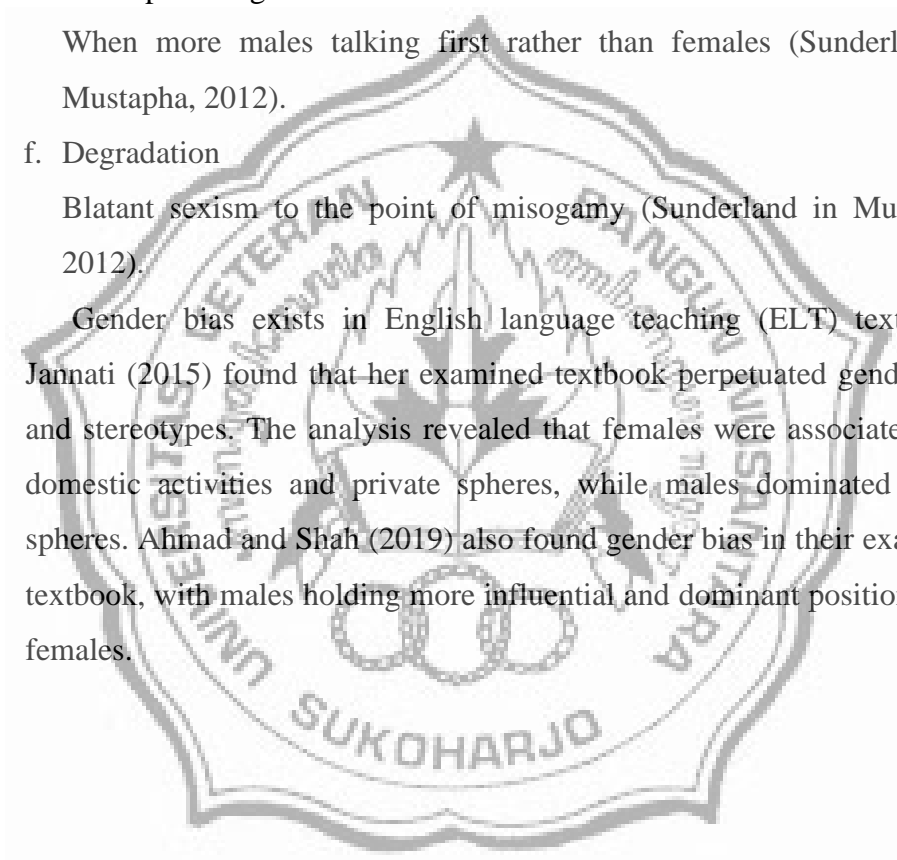While women represented as emotional and timid (Sunderland in Mustapha, 2012).

e. Disempowering discourse roles

When more males talking first rather than females (Sunderland in Mustapha, 2012).

f. Degradation

Blatant sexism to the point of misogamy (Sunderland in Mustapha, 2012).

Gender bias exists in English language teaching (ELT) textbooks. Jannati (2015) found that her examined textbook perpetuated gender bias and stereotypes. The analysis revealed that females were associated with domestic activities and private spheres, while males dominated public spheres. Ahmad and Shah (2019) also found gender bias in their examined textbook, with males holding more influential and dominant positions than females.

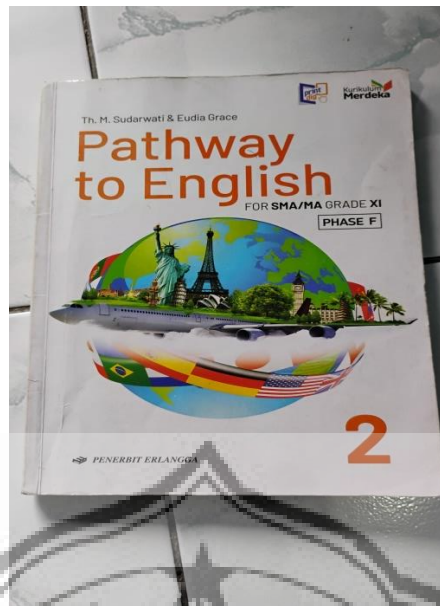E. **Pathway to English Textbook**

Figure 2.1 Pathway to English Textbook

The book "Pathway to English" is an English language textbook specifically designed for 11th-grade high school students (Fase F) based on the implementation of the Merdeka Curriculum. Published by Erlangga Publishers and written by Th. M. Sudarwati and Eudia Grace, this book is the second series, indicating the possibility of other series for different levels or continuation of materials. The book cover is dominated by white with striking orange titles, complemented by attractive illustrations featuring a split globe displaying global landmarks such as the Statue of Liberty and the Eiffel Tower at the top, and a row of flags from various countries at the bottom, all flanked by an airplane. This visual implicitly shows the book's focus on introducing global culture and applying English in the context of international communication. As part of the Merdeka Curriculum, this book likely emphasizes the development of relevant language skills for the 21st century, including a focus on learning achievements and strengthening the Pancasila Student Profile.

F. Theoretical Framework

From birth, society shapes our understanding of gender. When a baby is born, people typically identify them as male or female based on their physical characteristics. This leads to societal expectations and norms, such as dressing girls in pink and giving them dolls, while boys are dressed in blue and given toys associated with masculinity. Parents and caregivers often reinforce these gender norms through gifts and activities, such as giving girls kitchen utensils and encouraging boys to play with cars. This socialization process influences how people perceive and express their gender.

As children grow older, sex socialization continues in the classroom. Teachers and educational materials, such as textbooks, reinforce these social norms. Textbooks often subtly teach social norms, including those related to ethnicity and gender. When these values are based on gender bias, they can influence how students perceive themselves as men and women. This, in turn, can shape their attitudes and behaviors. For instance, a female student who participates in traditionally masculine activities, such as soccer or boxing, may be seen as breaking gender norms. Similarly, male students may try to dominate certain activities, believing they are superior to women. To prevent gender stereotypes from forming, it is essential to examine textbooks as a source of education for students.

G. Review of Related Studies

Several studies have investigated gender representation in textbooks to understand how it influences gender awareness among various stakeholders. These studies also provide valuable data on how gender is represented in textbooks, which can inform further research.

Aslim Zahri (2018) conducted a study on gender representation in language textbooks, titled "Gender Representation in Indonesia EFL Textbook Exercises (Critical Analysis of English Practice Books Published by the Ministry of Education and Culture)". The research

revealed that the textbook contained different levels of gender bias in each chapter, highlighting a need for greater equality and inclusivity.

This study shares a common goal with the researcher's study, which is to examine gender representation in textbooks. However, there are key differences between the two studies. Firstly, the level of education focused on differs, with this study targeting junior high school students, whereas the researcher's study focuses on senior high school students. Additionally, the textbook analyzed in this study is an Indonesian textbook, whereas the researcher's study will examine an English textbook.

Another study on gender representation in language textbooks was also conducted by Ummu Salamah (2017) entitled Gender representation in the English Textbook (A Content Analysis of Bright for Seventh Grade Students Published by Erlangga). Ummu's study, "Gender Representation in English Textbooks for Junior High School," aimed to investigate how well these textbooks promote equality and reduce gender bias in education. To analyze the content, Ummu employed Logsdon's method. The findings revealed that the textbooks predominantly feature male characters, as evident in the names and activities presented in the books.

This study shares similarities with the researcher's study in that both focus on English textbooks. However, there are notable differences. The primary objective of this study is to examine how English textbooks for junior high school students promote equity and address gender inequality. In contrast, the researcher's study aims to investigate gender representation and roles in English textbooks. Another key difference lies in the level of education, with this study focusing on junior high school students, whereas the researcher's study targets senior high school students.