

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This qualitative study employs content analysis to examine textbook content. According to Moleong, citing Bogdan and Taylor (1975), qualitative research methodology is research that produces descriptive data, whether in the form of spoken or written words from people or observed behavior. This research method involves analyzing written communication to understand human behavior and interactions (Fraenkel, 2012). One of the primary objectives of content analysis is to identify potential biases, racism, or propaganda in educational materials (Ary, Jacobs, & Sorensen, 2010). In essence, content analysis involves scrutinizing written texts, such as essays, articles, textbooks, and other forms of communication. This approach utilizes qualitative data, which is collected in the form of written words, to gain a deeper understanding of situations and events from the perspective of the data. Specifically, this analysis will investigate the portrayal of women and men in textbooks (Fraenkel, 2012).

B. Place and Time of The Research

This study involved a document analysis of English language textbooks, and as such, did not require a specific research location. The data collection and analysis were conducted from March 2025 to June 2025.

C. Data and Data Source

1. Data

According to Hicks (1993: 668), as cited by Checkland and Holwell (1998), data represents facts, concepts, or instructions in a formalized

manner, suitable for communication, interpretation, or processing by humans or automated means. In this study, the data focuses on text and image in the form of artifacts.

2. Data Source

The data source in the study was a subjects from which the data could be collected for the purpose of the research (Arikunto, 2010:129). In this research the data source is ELT textbook for Senior High School entitled “Pathway to English” for eleventh grade written by Theresia M. Sudarwati and Eudia Grace, published by Erlangga in 2023. This textbook was chosen because it is widely used in Indonesian schools, particularly in the implementation of the Merdeka Curriculum, a newly developed curriculum in Indonesia.

D. Technique of Data Collection

In this study, the researcher employs content analysis to examine gender representation in the XI grade English textbook *Pathway to English*. Content analysis is a widely used research method for systematically analyzing textual and visual materials (Krippendorff, 2018). This approach allows the researcher to identify patterns, themes, and meanings related to gender representation within the textbook. Content analysis steps according to (Krippendorff, 2018):

1. Unitizing, which is collecting data to be analyzed.
2. Sampling, which is determining the sample to be studied.
3. Reducing, which is filtering carried out during the document analysis process.

Another form of data collection that used in this research is Documentation. The documentation technique involves collecting written materials that are relevant to the research objectives. According to Creswell (2012), documentation is one of the most commonly used methods in qualitative research, particularly when the object of the study is

a text, such as a book or printed media. In this study, the researcher used the *Pathway to English* textbook as the primary document. All content including texts, dialogues, illustrations, and reading passages were examined and documented to identify gender representation.

E. Validity Data

To ensure the validity of the data, the researcher employed theory triangulation developed by Denzin (1978) and Patton (2002). The researchers use various gender representation theories from Porreca (1984), Lee (2014), Qatawneh & Rawashdeh (2019), and Sunderland (1994) which highlight the frequency of gender emergence and the types of activities, roles and jobs related to gender.

F. Data Analysis Technique

Data were analyzed following the seven steps of analytic procedure listed in Marshall and Rossman (2006, pp. 156-157).

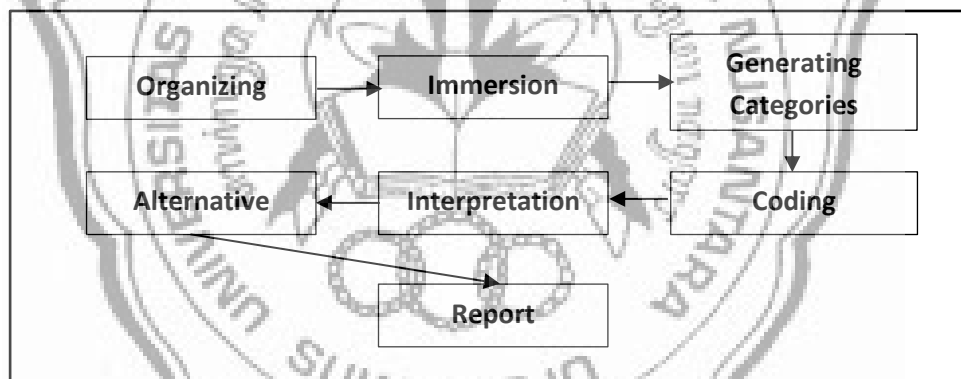


Figure 3.1 Analytic Produce by Marshall and Rossman (2006)

1. Organizing the data the researcher examined all the data through open coding to make it more organized. Open coding was done by reading through the data several times. Then, the researcher created tentative labels for the data. This process aimed to build concepts and categories.
2. Immersion in the data (by reading and re-reading)
The researcher read and re-read the data to find the structure for further categories generation.

3. Generating categories

Based on the immersion, the researcher had other two emerging categories. There were five pre-developed aspects; (1) Textual representation according to some aspect such as (a) frequency of selected gendered words, (b) frequency of occurrence of female and male proper noun, (c) frequency of occurrence of female and male pronouns (d) frequency of occurrence of female and male address titles, (2) Visual representation (frequency of occurrence of female and male character in illustration/images), (3) kinds of female and male activity, role and occupation according to some aspects such as (a) educational, (b) professional, (c) social and family, (d) leisure, (4) the order of mention of male and female in a phrase coordinated by and/or, (5) and adjectives representing male and female. Then, the two emerging categories are frequency of occurrence of female and male proper nouns and kinds of female and male activity, role, and occupation in leisure aspect.

4. Coding the data

The researcher coded the data based on the 5 aspects. To make it easier, the researcher gave signs in every taken data in the textbook based on the 5 aspects. After that, the researcher made tables for each aspect. Then, the researcher gave tally in each category (male/female) in the table of each aspect. Besides, the researcher also listed kinds of adjectives representing male and female, then counted the number of each adjective used, listed the order of female and female's mention and also counted it, and listed kinds of activity, role, and occupation in educational, professional, social & family, and leisure aspect then put them in the table.

5. Interpreting the data

After the data were coded, the researcher interpreted the data. The researcher summarized the coded data, then reviewed the data for patterns and relationships.

6. Searching for alternative understanding

The researcher looked for alternative explanations as well as alternative point of view for particular data. The researcher read and learned about basic theory and previous study.

7. Writing the report

After the sufficient understanding was gained, the researcher wrote the report.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Findings

The findings of this study were obtained through a series of data analysis stages, as well as an in-depth discussion of the findings. The research process began with data organization through open coding, which involved repeated reading of the data to identify patterns and build initial concepts. After intensive immersion in the data, the researcher identified the underlying structure for generating further categories. Based on this process, the researcher developed two categories, namely textual and visual representation, as well as 5 pre-developed aspects, including: (1) Textual representation according to some aspect such as (a) frequency of selected gendered words, (b) frequency of occurrence of female and male proper noun, (c) frequency of occurrence of female and male pronouns (d) frequency of occurrence of female and male address titles, (2) Visual representation (frequency of occurrence of female and male character in illustration/images), (3) kinds of female and male activity, role and occupation according to some aspects such as (a) educational, (b) professional, (c) social and family, (d) leisure, (4) the order of mention of male and female in a phrase coordinated by and/or, (5) and adjectives representing male and female. Two emerging categories were the frequency of female and male proper nouns, and types of activities, roles, and occupations of females and males in recreational aspects. After the categories were established, the data were coded based on the 11 aspects. The coding process involved assigning markers to each data extracted from the textbook according to its aspect, then organizing them into tables for each aspect. The researcher then assigned tally marks to each category (male/female) in each aspect table. Additionally, the researcher created a list of adjective types representing males and females, counted their

frequency, noted and counted the order of mention of females and males, and listed types of activities, roles, and occupations in educational, professional, social & family, and recreational aspects, then inserted them into tables. All coded data were then interpreted by summarizing the data, reviewing patterns and relationships among the data. To ensure the validity of the findings, the researcher also sought alternative understandings by seeking alternative explanations and perspectives for specific data, and studying basic theories and previous research. Finally, after gaining sufficient understanding, the researcher wrote this report.

The finding is presented in accordance to the research questions. In the first research question, male and female representations in the textbook were observed in two categories, namely textual and visual representation. In terms of textual representation, there are four aspects that are analyzed, namely frequency of selected gendered word, frequency of proper noun, frequency of pronoun, and frequency of address titles. In terms of visual representation, images or pictures in the textbook examined are analyzed. Those aspects are combined from the study conducted by Porreca (1984), Lee (2014), & Qatawneh and Rawashdeh (2019).

1. How male and female represented in the textbook.
 - a. Textual representation

Table 4.1 Frequency of male and female in textual representation.

Male		Female	
Aspect	Frequency	Aspect	Frequency
Gendered words	19	Gendered words	77
Proper noun	155	Proper noun	133
Pronoun	58	Pronoun	70
Addres titles	17	Addres titles	13
Total	249		293

A thorough analysis of Table 4.1 "Frequency of Male and Female in Textual Representation" reveals that females have a more frequent

representation than males in the text, with a total of 293 frequencies for females and 249 frequencies for males. However, when examined more closely based on specific aspects, a different pattern begins to emerge.

In the representation of males, "Proper Noun" (specific proper nouns) has the highest frequency, at 155, followed by "Gendered Words" (words with gender connotations) with 19 frequencies, "Pronoun" (pronouns) with 58 frequencies, and "Address Titles" (address titles) with 17 frequencies. This indicates that males tend to be represented more frequently through their proper nouns. This pattern is intriguing because it highlights the importance of individual identity in male representation.

On the other hand, female representation also exhibits a similar pattern, with "Proper Noun" having the highest frequency, at 133, followed by "Gendered Words" with 77 frequencies, "Pronoun" with 70 frequencies, and "Address Titles" with 13 frequencies. However, it is worth noting that although "Proper Noun" still dominates, the frequency of "Gendered Words" and "Pronoun" for females is significantly higher than for males. This suggests that females are more often described through words that specifically refer to their gender or through pronouns.

The difference in patterns between males and females in textual representation is intriguing because it highlights the differences in how males and females are represented in the text. Although females have a more frequent representation overall, males are more often identified through their proper nouns, whereas females are more often identified through words with gender connotations and pronouns.

In order to gain a deeper understanding of these representation patterns, the four aspects of representation, namely "Gendered Words", "Proper Noun", "Pronoun", and "Address Titles", will be analyzed further one by one below this table. This analysis aims to uncover the more complex dynamics at play in the representation of males and females in the text.

1) Frequency of selected gendered words

Table 4.2 Frequency of selected gendered words

Male		Female	
Role	Frequency	Role	Frequency
Brother	5	Sister	5
Man	5	Woman	2
Father	1	Mother	50
Son	6	Daughter	3
Men	1	Girl	1
Grandfather	1	Mom	1
		Aunt	3
		Madam	8
Total	19		73

An examination of Table 4.2, which presents the frequency of selected gendered words, reveals a striking disparity in the representation of both genders. The data indicates that the male category comprises a limited range of words, including 'Brother' (5), 'Man' (5), 'Father' (1), 'Son' (6), 'Men' (1), and 'Grandfather' (1), with a total frequency of 19.

In contrast, the female category exhibits a more extensive and diverse range of words, including 'Sister' (5), 'Woman' (2), 'Mother' (50), 'Daughter' (3), 'Girl' (1), 'Mom' (1), 'Aunt' (3), and 'Madam' (8), with a total frequency of 73. This frequency is significantly higher than that of male gendered words, with a ratio of approximately 4:1.

The disparity in frequency between male and female gendered words is noteworthy, as it suggests that females are represented in a more varied and nuanced manner than males. Furthermore, the presence of multiple female roles, such as 'Sister', 'Woman', 'Mother', 'Daughter', 'Girl', 'Mom', 'Aunt', and 'Madam', indicates that women are depicted in a greater variety of roles and statuses than men.

The dominance of the word 'Mother' in the female category, particularly in the text "The Power of Flower", is also noteworthy. This suggests that the role of motherhood is a significant aspect of female representation in this text, and may be reflective of broader societal attitudes towards women's roles and responsibilities.

The contrast between the male and female categories in terms of word frequency and diversity raises important questions about the ways in which gender is represented and constructed in language. The findings of this analysis suggest that females are represented in a more complex and multifaceted manner than males, and that the role of motherhood is a particularly significant aspect of female representation.

Overall, the analysis of Table 4.2 provides valuable insights into the representation of gender in language, and highlights the importance of considering the ways in which language reflects and constructs societal attitudes towards gender.

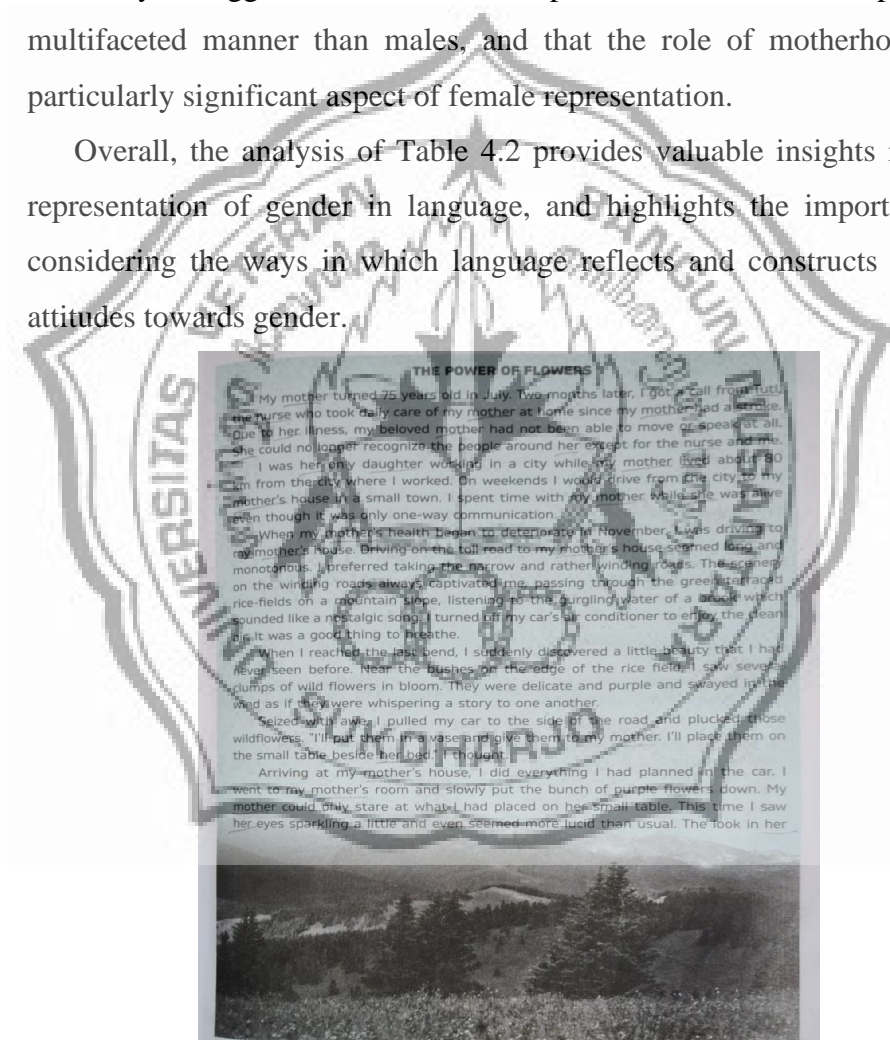


Figure 4.1 Text The Power of Flower

2) Frequency of male and female proper noun

Table 4.3. Frequency of male and female proper noun

Male		Female	
PN	Frequency	PN	Frequency
Bintang	18	Febby, Femas	12
Adun, Abdul	10	Achazia, Jolly	11
Edmund	9	Keke	9
James	8	Leela	8
Poltak, Rayner	7	Nina, Michele	7
Daniel, Satria	5	Lily, Menur, Renata	5
Mahmud, Bagus, Arjuna,	4	Siti, Wati	4
Dion, Radit, Wilken			
Johan, Wayne Fromm, Jones	3	Rita, Kadek, Roxanne	3
Jagoan, Peter, Raditya,	2	Tuti, Suhita, Trinity,	2
Reza, Brandon, Jonathan		Janneta, Dona	
Bergman, Aaron Sams,			
Athar			
John Dawson, Josh, David,	1	Mimi, Jane Dooley,	1
Jake, Raka, Adam, George,		Linda, Gita, Judy,	
Oliver Hayes, Larry, Jaka,		Sabrina, Daisy, Sinta,	
Abi, Michael Jackson, Elmo,		Merriam Webster, Citra,	
Agus, Kraiser, David		Danniella Trosino, Jenn	
Beckham		Monroe, Naya	
Total	155		133

An examination of Table 4.3, which presents the frequency of proper noun usage for male and female genders, yields several significant conclusions. Firstly, a comprehensive analysis of the data reveals that the frequency of proper noun usage referring to males is higher compared to females, with a total of 155 instances for males and 133 instances for females.

This disparity in frequency is noteworthy, as it indicates a dominance of male representation in proper noun usage in the analyzed texts. The higher frequency of male proper nouns suggests that males are more likely to be referenced by name in the texts, which may reflect a broader societal tendency to prioritize male representation.

A more in-depth analysis of Table 4.3 reveals that certain male proper nouns have remarkably high usage frequencies. For instance, the name "Bintang" appears 18 times, while "Adum, Abdul" appears 10 times, and "Edmund" appears 9 times. These figures demonstrate a concentration of specific male names in representation, which may indicate that these individuals are particularly significant or influential in the context of the texts.

On the other hand, although there are several female proper nouns with relatively high frequencies, such as "Febby, Femmas" (12 times) and "Achazia, Jolly" (11 times), none of the female names reach the frequency of "Bintang". This disparity suggests that male representation may be more prominent or influential in the texts, even when female representation is also present.

Notably, in some analyzed texts, animal characters like "Bintang" and "Jagoan" are also identified as male, supported by the accompanying masculine pronouns (he, him). This phenomenon reinforces the assumption that masculine representation is not limited to human proper nouns but extends to non-human characters.

The identification of masculine gender in animal characters through pronouns is a significant finding, as it suggests that the representation of masculinity is not confined to human contexts. Rather, masculinity is represented as a broader cultural construct that can be applied to non-human entities.

Overall, these findings reflect a pronounced pattern of masculine dominance in the analyzed texts. The higher frequency of male proper nouns, coupled with the identification of masculine gender in animal

characters through pronouns, can be interpreted as a reflection of male dominance in the realm of power or representation in the discourse being studied.

Thus, it can be concluded that male representation tends to be more influential or prominent compared to female representation in the context of this data. This conclusion has significant implications for our understanding of the ways in which gender is represented and constructed in language.



Figure 4.2 Text Animal character (male)

3) Frequency of male and female pronoun

Table 4.4. Frequency of male and female pronoun

Pronoun	Male	Frequency	Female	Frequency
Subjective	He	35	She	29
Objective	Him	8	Her	-
Possessive	His	20	Her	61
Adjective				
Possessive	His	-	Hers	-
Reflexive	Himself	-	Herself	-
Total		63		90

Table 4.4 presents a comprehensive analysis of the frequency data of various types of pronouns based on gender, specifically male and female pronouns. A thorough examination of the data reveals a striking disparity in the representation of male and female pronouns. Overall, it was found that the representation of female pronouns far exceeds that of male pronouns, with a total frequency of 90 for female pronouns and 63 for male pronouns.

A closer examination of the data reveals that the frequency of female pronoun usage surpasses that of male pronouns across various categories. For instance, in the category of subjective pronouns, the male pronoun "he" appears 35 times, while the female pronoun "she" appears 29 times. Although the frequency of "he" is higher than that of "she", the overall frequency of female pronouns remains higher than that of male pronouns.

In the category of objective pronouns, the male pronoun "him" is recorded 8 times, while the female pronoun "her" is not specifically mentioned in the table. However, it is mentioned in the text that there are 61 instances of "her" in the possessive pronoun category. This discrepancy highlights the need for clarification and further analysis of the data.

The category of possessive pronouns reveals a significant disparity in the frequency of male and female pronouns. The male pronoun "his" has a

frequency of 20, while the female pronoun "her" has a frequency of 61. This striking difference underscores the dominance of female pronoun usage in the analyzed text.

Furthermore, the data also reveals the presence of possessive adjective pronouns "his" (male) and "hers" (female), although their frequencies are not listed in the table. Additionally, reflexive pronouns "himself" (male) and "herself" (female) are also mentioned, but their frequencies are not recorded in the table. These omissions highlight the need for further analysis and clarification of the data.

In summary, the data presented in Table 4.4 clearly indicates the dominance of female pronoun usage in the analyzed text. With a total frequency of 90, female pronouns exceed the total frequency of male pronouns, which is 63. This disparity highlights the need for further analysis and discussion of the implications of this finding.

The findings of this analysis have significant implications for our understanding of the representation of gender in language. The dominance of female pronoun usage in the analyzed text challenges traditional notions of male dominance in language and highlights the need for further research into the complex dynamics of gender representation in language.

4) Frequency of male and female address title

Table 4.5. Frequency of male and female address title

Male		Female	
Title	Frequency	Title	Frequency
Mr. White	14	Miss Stevie	12
Mr. Twino	1	Miss Sullivan	1
Mr. Barnes	2		
Total	17		13

An exhaustive analysis of Table 4.5 reveals a profound imbalance in the utilization of male and female titles in the textbooks examined. The

data unequivocally demonstrates that the frequency of female title usage is significantly lower compared to male titles, thereby indicating a biased and unequal representation between male and female genders in the textbooks.

A closer examination of the data reveals that out of 30 title usages analyzed, a mere 13 were female titles, whereas 17 were male titles. This disparity is further exacerbated by the fact that certain female titles, such as "Miss Stevie" and "Miss Sullivan," appear only once, thereby underscoring the relative scarcity of female title usage.

In stark contrast, male titles like "Mr. White," "Mr. Twino," and "Mr. Barnes" are used repeatedly, thereby reinforcing the notion that male titles are more prominent and ubiquitous in the textbooks. This finding is consistent with the research conducted by Ahmad and Shah (2019), which also revealed that female titles are significantly less frequently used than male titles in the textbooks they examined.

The implications of this finding are far-reaching and profound. The use of titles in these textbooks reflects a gender bias that may perpetuate gender discrimination and reinforce existing power dynamics. The clear preference for male titles over female titles can subtly convey the message that males are more prominent or relevant in the academic or social contexts presented in the textbooks.

Furthermore, this imbalance in title usage may have a profound impact on the way students perceive and internalize gender roles and expectations. By perpetuating a biased representation of male and female titles, these textbooks may inadvertently contribute to the reinforcement of existing gender stereotypes and power dynamics.

It is essential to recognize that language and representation play a crucial role in shaping our perceptions and attitudes towards gender. The use of titles in these textbooks serves as a microcosm for the broader societal attitudes towards gender and power. By examining and

challenging these biases, we can work towards creating a more inclusive and equitable society.

In conclusion, the analysis of Table 4.5 highlights the need for a more nuanced and equitable representation of male and female titles in textbooks. By promoting a more balanced and inclusive representation of gender, we can work towards creating a more just and equitable society for all.

b. Visual representation

In addition, the visual representation is also analyzed in the textbook examined. It can be known from the frequency of male and female images/pictures in the textbook examined. In determining whether the picture is female or male, the researcher see the context.

Table 4.6 Frequency of male and female in visual representation

VR	Male	Female	Neutral (Male & Female)
Individu	8	17	-
Group	1	4	13
Total	9	21	13

The analysis of visual representation in the textbooks examined reveals a significant imbalance in the depiction of gender. A thorough examination of the data from Table 4.6 clearly shows that visual representations of females are far more prominent than those of males, both individually and in groups. This disparity is consistent across both categories, highlighting a persistent bias in the visual representation of gender.

Specifically, female visual representations total 21, significantly higher than the 9 male visual representations. This imbalance is striking, as it suggests that females are more likely to be depicted visually in the textbooks than males. The implications of this finding are far-reaching, as

it may indicate a broader societal bias towards representing females in visual media.

Firstly, in the Individual Representation category, females are depicted individually 17 times, while males are depicted only 8 times. This indicates that single characters or images presented in the textbooks are more often female, reinforcing the notion that females are more prominent in visual representations.

The dominance of female visual representations is also evident in group depictions. Females continue to dominate with 4 appearances, compared to 1 for males. This shows that even when depicting interactions or groups of people, females tend to be the focus of visual attention. This finding has significant implications for our understanding of how gender is represented in visual media.

Furthermore, neutral representations (neither male nor female) total 13, which is lower than the overall female representations. This fact further reinforces the finding that there is an excessive visual emphasis on females compared to males or even more balanced representations. The implications of this finding are complex, as it may suggest that the textbooks are perpetuating a biased representation of gender.

The analysis of visual representation in the textbooks also raises important questions about the ways in which gender is constructed and represented in educational materials. The strong emphasis on female images, both individually and in groups, suggests that the textbooks may unconsciously reinforce or reflect certain gender biases in their visual materials.

This finding has significant implications for educators and policymakers, as it highlights the need for greater awareness and attention to issues of gender representation in educational materials. By promoting more balanced and inclusive representations of gender, educators can help to create a more equitable and just learning environment.

The findings of this analysis also underscore the importance of critically examining the ways in which gender is represented in visual media. By analyzing and challenging these representations, we can work towards creating a more inclusive and equitable society.

In conclusion, the analysis of visual representation in the textbooks examined reveals a significant imbalance in the depiction of gender. The dominance of female visual representations, both individually and in groups, highlights the need for greater awareness and attention to issues of gender representation in educational materials.



Figure 4.3 Visual representation (Female group)

2. Gender stereotype

This section presents the result of examination of how males and females are treated in the textbook. It looks for stereotyping that is found in the textbook. Three aspects are forwarded: male and female's kinds of activity, role, and occupation, the order of mention, and adjectives representing male and female in the textbook.

- a. Kinds of activity, roles and occupation of male and female in the textbook.

1) Educational aspect

Table 4.7. Kinds of activity, roles, and occupation of male and female in educational aspect

Male			Female		
Activity	Role & Occupation	Frequency	Activity	Role & Occupation	Frequency
Study about biology, Study in senior high school	Student	2	Submit the assignment, Arrives at school	Student	2
Teaching in school	Teacher	3	Won the championship	Competition winner	1
			Attends webinar	Participant	1
			Studied at college	College student	1
			Teaching in school	Teacher	1
Total		5			6

A thorough examination of Table 4.7 and the accompanying paragraphs reveals a clear distinction in the types of activities, roles, and frequency of participation between males and females in the educational context. This disparity is noteworthy, as it suggests that males and females exhibit different patterns of engagement and participation in educational activities.

Females, in particular, demonstrate a broader variety of activities in this role, including core activities such as collecting assignments and attending school, as well as more in-depth activities like studying in college. This indicates a more holistic involvement in the educational environment, not limited to formal learning. Furthermore, females are also actively engaged in extracurricular activities, as evidenced by their participation in winning championships and attending webinars.

The diversity of female activities in this data is striking, encompassing a broad spectrum of educational engagement, ranging from core learning to participation in external events and teaching roles. In addition to being students, females also take on the role of teachers, contributing to the teaching process and demonstrating their commitment to education.

In contrast, male activities in this data appear more focused on core learning, such as studying biology and attending high school, as well as teaching roles. Although there are roles as students and teachers, the list of male activities in this data shows more limited variation compared to females. This suggests that males tend to concentrate on academic and direct teaching aspects, with relatively less emphasis on extracurricular activities.

The disparity in the diversity of activities between males and females is significant, indicating different patterns of participation or preferences in educational engagement between the two genders. This finding has important implications for educators and policymakers, as it highlights the need for a more nuanced understanding of the ways in which males and females engage with educational activities.

A more detailed analysis of the data reveals that females are more likely to participate in activities that involve collaboration, communication, and creativity, such as attending webinars and participating in group projects. In contrast, males tend to focus on individualized activities, such as studying and teaching.

The differences in the types of activities and roles undertaken by males and females in this data may reflect broader societal attitudes towards gender and education. For instance, females may be more likely to be encouraged to pursue careers in education, while males may be more likely to be encouraged to pursue careers in science, technology, engineering, and mathematics (STEM).

The findings of this analysis have significant implications for our understanding of the ways in which males and females engage with educational activities. By recognizing and addressing these differences, educators and policymakers can work towards creating a more inclusive and equitable educational environment.

In conclusion, the analysis of Table 4.7 reveals a clear distinction in the types of activities, roles, and frequency of participation between males and females in the educational context. The diversity of female activities and roles in this data highlights the need for a more nuanced understanding of the ways in which males and females engage with educational activities.

2) Profesional aspect

Table 4.8. Kinds of activity, roles, and occupation of male and female in profesional aspect

Male			Female		
Activity	Role & occupation	Frequency	Activity	Role & occupation	Frequency
Concert	Boyband	1	Acting	Actress	1
Bussiness	Bussinessman	1	Took a daily care	Nurse	1
	Economical	1	Counseling	Psychologist	1
	Expert				
	Director	1	Cook	Chef	1
Counseling	Psychologist	1	Give an	Solicitor	1

Male			Female		
Activity	Role & occupation	Frequency	Activity	Role & occupation	Frequency
			advice about legal matters		
Driving license Services	Staff officer	1	Treating mental	Psychiatrist	1
Driving	Driver	1			
Give an advice about legal matters	Solicitor	1			
Managing insurance	Insurance agent	1			
Handling taxes	Chartered accountant	1			
Play football	Football player	1			
Write articles	Journalist	1			
Total		12			6

A comprehensive analysis of Table 4.8, which presents the types of activities, roles, and occupations of males and females in the professional aspect, reveals several key insights regarding the differences and similarities in gender roles in the professional world. The data indicates that males are engaged in a wide range of professional activities, demonstrating a diverse spectrum of roles.

These roles include specialized professions such as "Economic Expert" and "Psychologist", which require advanced skills and provide guidance or solutions. Additionally, males are also represented in leadership and management roles, such as "Director" and "Staff Officer", which highlights their involvement in decision-making and strategic planning.

Furthermore, males are also engaged in various service-oriented roles, such as "Driving" and "Insurance agent", which demonstrate their involvement in providing transportation services and financial guidance. The presence of "Boyband" and "Football player" also indicates their participation in the entertainment and professional sports industries.

In contrast, females also demonstrate diversity in professional activities and roles. They are strongly represented in the health and care sectors, with roles such as "Nurse" and "Psychiatrist", which highlights their significant contribution to mental and physical health. The presence of "Actress" also indicates their participation in the arts and entertainment industry.

Females are also engaged in various professional services that involve interpersonal interaction, such as "Psychologist" and "Solicitor", which demonstrates their ability to provide guidance and solutions. Additionally, females are also represented in creative and business roles, such as "Chef" and "Entrepreneur", which highlights their ability to innovate and lead.

A closer examination of the data reveals that while both males and females are involved in various types of occupations and professional roles, there is a tendency towards certain patterns in the types of occupations dominated or more frequently performed by males. For instance, males appear to dominate managerial roles, technical roles, financial roles, and legal roles.

In contrast, females appear to be more frequently involved in caregiving occupations, professional services that involve interpersonal interaction, as well as certain creative and business roles. The presence of "Nurse" and "Psychiatrist" highlights the significant contribution of

females in the field of mental and physical health. Gupta and Lee (1990) study revealed that females roles are less than male roles and only related to nurturance (teaching, food preparation, and serving).

The findings of this analysis have significant implications for our understanding of the ways in which males and females engage in professional activities. By recognizing and addressing these differences, we can work towards creating a more inclusive and equitable professional environment.

In conclusion, the analysis of Table 4.8 reveals a complex and multifaceted landscape of professional activities and roles, with both males and females contributing to various sectors and industries. By examining these differences and similarities, we can gain a deeper understanding of the ways in which gender shapes our professional lives.

3) Social and family aspect

Table 4.9. Kinds of activity, roles, and occupation of male and female in social and family aspect

Activity	Male		Female		
	Role & occupation	Frequency	Activity	Role & occupation	Frequency
Help sister	Brother	1	Help	Aunt	1
Invite sister to eat	Brother	1	Help	Mother	1
			Give flower	Daughter	1
Total		2			3

A thorough examination of Table 4.9, which presents the types of roles, activities, and occupations of males and females in the social and

family aspects, reveals a specific distribution of roles based on gender. The data indicates that males and females exhibit different patterns of behavior and engagement in social and family interactions.

In the "Male" column, two types of activities are recorded, namely "Help" and "Invite". For the "Help" activity, the role and occupation are "Brother" with a frequency of 1. Similarly, for the "Invite" activity, the role and occupation are also "Brother" with a frequency of 1. The total frequency for males is 2, indicating that males, in this case, brothers, play a limited but significant role in helping and inviting.

In contrast, the "Female" column reveals a more diverse range of activities, with three types of activities recorded: "Help", "Help", and "Give flower". For the first "Help" activity, the role and occupation are "Aunt" with a frequency of 1. For the second "Help" activity, the role and occupation are "Mother" with a frequency of 1. Finally, for the "Give flower" activity, the role and occupation are "Daughter" with a frequency of 1.

This highlights that females in the family, in roles as aunts, mothers, and daughters, also have active roles in helping and in activities involving giving, such as giving flowers. The total frequency for females is 3, indicating that females play a more prominent role in social and family interactions. This result is also supported by Wu and Liu (2015) who argue that women are depicted more in the category of domestic activities in which they undertake all the housework and perpetuate nursing and caring family. However male and female are represented equally in family roles.

The findings of this analysis have significant implications for our understanding of the ways in which males and females engage in social and family interactions. The data suggests that males and females exhibit different patterns of behavior and engagement, with males playing a more limited role in helping and inviting, while females play a more prominent role in helping and giving.

The division of gender roles in social and family interactions is a complex and multifaceted phenomenon that is influenced by a range of factors, including cultural norms, social expectations, and personal experiences. The findings of this analysis highlight the need for a more nuanced understanding of the ways in which males and females engage in social and family interactions.

Furthermore, the data suggests that females play a more significant role in maintaining social relationships and providing emotional support, while males play a more limited role in these areas. This highlights the need for a more balanced and equitable distribution of roles and responsibilities in social and family interactions.

In conclusion, the analysis of Table 4.9 reveals a specific distribution of roles based on gender in social and family interactions. The findings of this analysis have significant implications for our understanding of the ways in which males and females engage in social and family interactions, and highlight the need for a more nuanced and balanced understanding of the division of gender roles in these contexts.

4) Leisure aspect

Tabel 4.10. Kinds of activity, roles, and occupation of male and female in leisure aspect.

Activity	Male		Female		
	Role & occupation	Frequency	Activity	Role & occupation	Frequency
			Play social		
Went to Borobudur	Tourist	1	media, Watching youtube	User	2
Went to kelingking	Tourist	1	Planting flower	Flower enthusiast	1

beach					
Watching movie	Viewer	1	Went to batik shop	Customer	1
Night patrol	Resident	1	Renewed driving license	License holder	1
Total		4			5

A comprehensive analysis of Table 4.10, which presents the types of roles, activities, and occupations of males and females in the leisure aspect, reveals a variety of activities and specific roles based on gender. The data indicates that males and females exhibit different preferences and patterns of behavior in their leisure activities.

In the "Male" column, four different types of leisure activities are recorded. Firstly, "Went to Borobudur" (Visited Borobudur), where the role and occupation are "Tourist" with a frequency of 1, highlights tourism activities as one form of leisure undertaken by males in this data. Secondly, "Went to Kelingking Beach" (Visited Kelingking Beach), also with the role of "Tourist" and a frequency of 1, reinforces the notion that tourism activities are a popular form of leisure among males.

Thirdly, "Watching movie" (Watching a movie), with the role of "Viewer" and a frequency of 1, indicates passive entertainment activities as another form of leisure undertaken by males. Lastly, "Night patrol" (Night patrol), with the role of "Resident" and a frequency of 1, although a social activity, can also be categorized as an activity outside formal working hours. The total frequency for males in this leisure aspect is 4, indicating four instances of participation in different leisure activities.

In contrast, the "Female" column reveals a more diverse range of leisure activities, with five types of activities recorded. Firstly, "Play social media" (Playing on social media), with the role of "User" and a frequency of 2, highlights social media usage as a popular form of leisure among females. Secondly, "Watching YouTube" (Watching YouTube), also with

the role of "User" and a frequency of 1, reinforces the notion that digital activities are a preferred form of leisure among females.

Thirdly, "Planting flower" (Planting flowers), with the role of "Flower enthusiast" and a frequency of 1, indicates a creative and calming hobby as another form of leisure undertaken by females. Fourthly, "Went to batik shop" (Visited a batik shop), with the role of "Customer" and a frequency of 1, reflects shopping as a form of leisure. Lastly, "Renewed driving license" (Renewed driver's license), with the role of "License holder" and a frequency of 1, although an administrative activity, can also be considered a leisure-time activity.

The findings of this analysis have significant implications for our understanding of the ways in which males and females engage in leisure activities. The data suggests that males tend to engage in tourism activities, watching movies, and community-based social activities like night patrols. In contrast, females are more involved in digital activities like social media and YouTube, flower planting as a hobby, shopping, and administrative tasks.

The differences in preferences for leisure activities between males and females are noteworthy, highlighting the need for a more nuanced understanding of the ways in which males and females engage in leisure activities. The table shows that the frequency of female activities, roles, and occupations in the leisure aspect is higher than that of males.

Furthermore, the data suggests that females are more likely to engage in creative and calming hobbies, such as flower planting, and are more active in digital activities, such as social media and YouTube. In contrast, males are more likely to engage in tourism activities and community-based social activities.

In conclusion, the analysis of Table 4.10 reveals a variety of activities and specific roles based on gender in the leisure aspect. The findings of this analysis have significant implications for our understanding of the ways in which males and females engage in leisure activities, and

highlight the need for a more nuanced understanding of the differences in preferences for leisure activities between males and females.

b. Order of mention

Table 4.11. Order of mention

Male		Female	
Dad and mom	1	Woman/man	1
His/her	6	S/he	9
Radit and Sister	1	Her/him	1
He/she	5		
Total	13		11

A thorough examination of Table 4.11 "Order of Mention" and its explanation reveals several key insights regarding the phenomenon of "firstness" or "order of mention" in the context of gender representation in textbooks. The data presented in this table clearly demonstrates a bias in the order of gender mention, where males tend to be mentioned first before females.

This bias is evident from the total of 13 "firstness" instances for males compared to 11 "firstness" instances for females. This figure indicates the presence of "male dominance and superiority" through the practice of "firstness", where consistently, textbook authors tend to mention males first in single phrases.

The implications of this finding are far-reaching, as it suggests that the textbooks may be perpetuating a linguistic bias that reinforces gender stereotypes and perceptions. By mentioning males first, the textbooks may be subtly conveying the message that males have priority or a more primary position in various contexts described in the textbooks.

Furthermore, this phenomenon not only reflects linguistic bias but also has the potential to shape the way students perceive and understand gender roles and relationships. By consistently mentioning males first, the

textbooks may be reinforcing the notion that males are more important or dominant than females.

The significance of this bias is underscored by the fact that it is consistent throughout the textbooks. With 13 "firstness" instances for males, it can be concluded that this bias is not an isolated phenomenon, but rather a systemic pattern that reflects a deeper linguistic and cultural bias. As in previous study (e.g. Lee (2014), (2016), Lee and Collins (2008), (2009), Porreca (1984), Qatawneh and Rawashdeh (2019), the present study reveals that the textbook tend to mention male first before female. In other words, the textbook examined contains male firstness over than females firstness.

The findings of this analysis have significant implications for our understanding of the ways in which gender is represented in textbooks. By examining the order of mention, we can gain insight into the subtle ways in which language can shape our perceptions and attitudes towards gender.

Moreover, this analysis highlights the need for greater awareness and attention to issues of linguistic bias in educational materials. By promoting more inclusive and equitable language practices, educators can help to create a more just and equitable learning environment.

In conclusion, the analysis of Table 4.11 reveals a significant bias in the order of gender mention in textbooks, where males tend to be mentioned first before females. This bias has important implications for our understanding of the ways in which language can shape our perceptions and attitudes towards gender.

c. Adjective representing male and female

Table 4.12. Adjective representing male and female

Positive Adjective	Male	Female	Negative Adjective	Male	Female
Good	2	1	Crumpled	-	1

Positive Adjective	Male	Female	Negative Adjective	Male	Female
Happy	1	1	Sad	-	1
Lucky	1	1	Ailing	-	1
Excellent	1	1	Pale	-	1
Gentle	1	-	Weak	-	1
Kind	1	-	Helpless	-	1
Strong	1	-	Gloomy	-	1
Healthy	1	-			
Cute	-	1			
Faithful	-	1			
Cheerful	-	1			
Helpful	-	1			
Amazing	-	1			
Total	9	9		0	7

A comprehensive analysis of Table 4.12 reveals several important conclusions regarding gender representation through the use of adjectives. The data indicates that the types and frequencies of positive adjectives representing females are more varied and numerous than those used for males.

In total, there are 9 positive adjectives used for females, including "Good", "Happy", "Lucky", "Excellent", "Cute", "Faithful", "Cheerful", "Helpful", and "Amazing". This diversity of positive traits associated with females highlights the complexity of female characters in the textbooks.

In contrast, there are only 4 positive adjectives used for males, namely "Good", "Happy", "Lucky", and "Excellent", with a total frequency significantly lower than that of females. This disparity suggests that textbooks tend to attribute more positive and diverse traits to female characters than male characters.

Furthermore, the data reveals that females have several unique positive adjectives not found for males, including "Cute", "Faithful", "Cheerful", "Helpful", and "Amazing". Conversely, males have several positive adjectives not attributed to females, namely "Gentle", "Kind", "Strong", and "Healthy".

However, despite the many positive traits attributed to females, the frequency of negative adjectives representing females is significantly higher than that of males. There are 7 negative adjectives associated with females, including "Crumpled", "Sad", "Ailing", "Pale", "Weak", "Helpless", and "Gloomy", with a total frequency of 7.

This disparity suggests that while females are described with many positive traits, they are also more frequently associated with negative attributes such as weakness or sadness. In contrast, there are no negative adjectives associated with males in this table, creating an impression that male characters are portrayed as flawless or problem-free.

The findings of this analysis have significant implications for our understanding of gender representation in textbooks. The data suggests that females are portrayed with a broader spectrum of positive traits and higher frequencies, which may be an attempt to show the richness of female characters.

However, this may also mean that females are expected to fulfill more positive attributes, reinforcing stereotypes about female roles and expectations. The absence of negative adjectives for males creates an idealized image of males as strong and flawless, with no weaknesses expressed linguistically in the form of negative adjectives.

In conclusion, the analysis of Table 4.12 reveals a complex and multifaceted landscape of gender representation through the use of adjectives. While females are portrayed with a broader spectrum of positive traits, they are also more frequently associated with negative attributes, highlighting an imbalance in representation that can shape readers' perceptions of gender roles and characteristics in society.

B. Discussion

This study reveals that the analyzed textbooks contain disparate representations of the two genders, thereby confirming that gender-based discrimination remains a pervasive issue. The persistence of gender bias in these textbooks is a pressing concern, as it perpetuates harmful stereotypes and reinforces existing power imbalances. The findings of this study underscore the need for a critical examination of the ways in which gender is represented in educational materials.

A closer examination of the textbook reveals that males are underrepresented in both textual and visual contexts, whereas females are more prominent. Furthermore, the types of activities, roles, and occupations attributed to males are limited in scope and diversity. This limitation perpetuates a narrow and stereotypical understanding of masculinity, which can have detrimental effects on male students' self-perception and aspirations.

The pattern of mentioning both genders in a single phrase also exhibits bias, with females consistently being mentioned after males. This subtle yet significant bias reinforces the notion that males are the primary or dominant gender, while females are secondary or subordinate. The implications of this bias are far-reaching, as it can shape students' perceptions of gender roles and relationships.

The frequency of positive and negative adjectives used to describe females is significantly higher than that used to describe males. While females are attributed a wider range of positive and negative traits, males are largely devoid of negative attributes. This disparity creates an unrealistic and idealized portrayal of males, while perpetuating harmful stereotypes about females.

1. The occurrences of males in both textual and visual are less represented than female.

The textbook examined in this study exhibits unequal representations of both genders, with males being underrepresented compared to females

in both textual and visual contexts. This phenomenon is known as invisibility, a concept coined by Sunderland (in Mustapha, 2012), which occurs when the visibility of one gender is diminished in comparison to the other. Invisibility can have far-reaching consequences, as it can perpetuate harmful stereotypes and reinforce existing power imbalances. According to Sadker (1991), invisibility is the most insidious form of bias, as it can render one gender virtually invisible and insignificant.

The unequal representation of males and females in the textbook can lead to students developing skewed perceptions about gender roles and relationships. The invisibility of females, in particular, can perpetuate the notion that they are not significant or worthy of recognition. This can have damaging consequences, as it can reinforce negative stereotypes and limit opportunities for females. Furthermore, the underrepresentation of males can also have negative effects, as it can perpetuate unrealistic expectations and reinforce harmful stereotypes about masculinity. Ultimately, promoting equal representation and challenging invisibility are crucial steps towards creating a more inclusive and equitable learning environment.

2. Kinds of activity, role, and occupation of females are limited

A thorough analysis of the textbook reveals clear differences in the representation of gender aspects, with gender bias apparent in all aspects of life except the professional aspect. The textbook perpetuates unequal representations of males and females, even in activities that might be considered suitable for both genders. Notably, in the educational, social and family, and leisure aspects, females' activities are more varied than males', highlighting a disparity in the representation of gender roles.

In contrast, the professional aspect exhibits a clear bias, with females' activities and roles restricted to limited fields such as acting, nursing, psychology, and culinary arts. Conversely, males are represented as having roles and activities related to business, driving, and football, which are not attributed to females. Furthermore, males' activities, roles, and occupations

are more varied than females', perpetuating occupational stereotyping. This phenomenon occurs when females or males are underrepresented in occupational roles, as noted by Sunderland (in Mustapha, 2012).

The implications of this bias are far-reaching, as the occupational roles represented in textbooks can serve as models for students and influence their life aspirations, as noted by Huang (2004) in Wu and Liu (2015). The limited occupational roles attributed to females in the textbook can limit learners' future scope and females' career choices, as argued by Ndura (2004). This highlights the need for a more inclusive and equitable representation of gender roles in educational materials to promote diversity and challenge occupational stereotyping.

3. Females are mostly mentioned after males in a phrase

The textbook exhibits a subtle yet significant bias in the way males and females are mentioned in phrases. Specifically, females are mostly mentioned after males, perpetuating a pattern of male dominance and superiority. This linguistic pattern reinforces the notion that males are more important or worthy than females, as the mention of males precedes that of females. According to Lee (2014), this way of structuring phrases, where female names are consistently placed after male names, conveys an implicit implication of female inferiority.

Furthermore, the pattern of mentioning males before females in phrases also implies a value judgment, where males are deemed more worthy than females. As Ahmad and Shah (2019) noted, the order of mention in coordinated expressions can convey a sense of relative worth or importance. In this context, the consistent mention of males before females suggests that males are accorded greater value or significance than females. This subtle yet pervasive bias has significant implications for the way students perceive and understand gender roles and relationships.

4. Adjective representing females are more varied than males

The analysis of the textbook reveals that the types and frequency of adjectives used to represent females are more extensive than those used for

males. Furthermore, the adjectives employed to describe males and females perpetuate gender stereotypes. The author tends to represent females using adjectives related to their emotions and appearance, reinforcing personal characteristic stereotyping that portrays females as emotional and weak. Conversely, males are represented using adjectives that emphasize physical and mental strength. According to the United Nations of Human Rights (2014), gender stereotypes can be both positive and negative, and in this textbook, females are represented using both positive and negative adjectives more frequently than males.

The biased representation of both genders in the textbook can have detrimental effects on learners. Foroutan (2012) argues that if gender inequalities are present in textbooks, students will likely internalize these inequalities and perpetuate them in their own lives. This can result in learners failing to realize their full potential, as noted by Amerian and Esmaili (2015). It is essential to address these biases and ensure that both genders are represented in an equal and balanced manner.

To mitigate the negative effects of gender bias in textbooks, concerted efforts are necessary. One approach is to establish textbook adoption committees to assess the factual coverage of gender, race, and class in textbooks. Additionally, teachers can play a crucial role in supplementing the material to balance the coverage of both genders, as suggested by Chick (2006). By promoting equal representation and challenging gender stereotypes, we can create a more inclusive and equitable learning environment that allows all learners to reach their full potential.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

The chapter consist of three parts, which are conclusion, implication, suggestion.

A. Conclusion

1. The study confirms that ELT textbook which tends to represent male and female unequally is biased, particularly the ELT textbook titled “Pathway to English” for eleventh-grade Senior High School student published by Erlangga, therefore it needs to be treated with caution. There are unequal representations of both genders. In the textbook, the appearances of males in both textual and visual are less represented than female. In textual representation, female outnumbers male overall. It indicates that female is having more status/roles and also female is considered more influential as indicated by the number of quotation in the textbook. However, male outnumbers females in visual representation.
2. Besides, kinds of activities, roles, and occupations of males are also limited, while females are represented as having more various activities and roles than male in all gender aspects, i.e educational, social & family, and leisure. Whereas in professional aspects, females’ activity and role are restricted to limited fields, i.e., Actress (acting), Nurse (took daily care), Psychologist (counseling), Chef (cook), Solicitor (Give advice about legal matters) Psychiatrist (Treating mental), etc. Moreover, a clear bias in professional aspect is that male is represented having role and activity related to bussiness, driving, and football. In contrast, female is not represented having role or activity related to bussiness, driving, and football. Also, male’s activity, role, and occupation are more varied than female. In addition, the pattern of mentioning both genders in one phrase is also showing bias when females are mentioned before males. The kinds and frequency of adjective representing females are also higher than males. In addition,

there is a gender stereotype related to the adjective representing male and female. In this textbook, the author tends to represent female by using adjectives related to their emotion, and appearance. It is also known as personal characteristic stereotyping when female is represented as emotional and weak. At the same time, males are represented by adjectives related to physical and mental strength.

B. Implication

Based on the results of the study, it shows that there is gender inequality in the textbook examined. Social learning theory holds that students should be presented with role models that do not show stereotypes (Burr et al in Lee (2016)). If there are gender inequalities in textbooks that are modeled and imitated by school learners, they will be socialized into different gender roles, resulting in the perpetuation of inequalities and bias against female. Therefore, the strategies for dealing with issues of gender representation, as they appear in the content of the textbooks, should be a priority for textbooks authors supported by the Indonesian Ministry of Education. The textbook should include (1) more balanced frequency representation of female and male textually and visually, (2) more balanced activity, role, and occupation of male and female, (3) use of the alternate ordering method for male and female, and (4) more balanced the adjective representing male and female both positive and negative. When a textbook is indicated gender bias and stereotypes, teachers need to provide explanation about gender equality to avoid students' submissiveness about gender stereotypes which seems to be a hegemony while teaching using the textbook. In addition, when explaining about gender equality to the students, the teacher have to pay attention to the context of the text.

C. Suggestion

The followings are some suggestions that might be useful for textbook authors, English teachers, and further researchers.

1. Textbook authors need to avoid gender stereotyping and inequality in providing adequate and proper textbooks as main source material for English teaching and learning process. Textbook authors should represent females and males equally in textual and visual representation. Besides, textbook authors also should represent female and male in all gender aspects equally, especially educational and professional. It is suggested that the author more represent male in social and family aspect, i.e domestic activity. It could be done by asking some reviewers to check, review, and make sure the textbook contains gender equality.
2. Teachers as the main actor in the classroom can manage to equalize gender stereotype through selecting appropriate materials. Thus, teachers need to analyze an English textbook before using it. Besides, if the textbook used is contained gender stereotypes, it is better for the teacher to clarify the students' perception toward gender, the teacher needs to explain the concept of gender equality. It can be done by adding visual representation of both genders that shows equality in both genders. Another suggestion for teachers is that teachers can modify the learning material from other sources to avoid gender stereotypes or bias.
3. The further researchers are expected to study gender representation in ELT textbooks with different aspects analyzed or other gender issues that may exist in ELT textbooks. This present study is very surface in CDA term, thorough examination through practical discourse. Then, further researchers can take different aspect i.e political representation, ethnicity, or culture.