



**THE ANALYSIS OF GENDER REPRESENTATION IN
TEXTBOOK ENTITLED “BRIGHT AN ENGLISH COURSE” FOR
SECOND YEAR STUDENTS OF JUNIOR HIGH SCHOOL**

UNDERGRADUATE THESIS

**BY
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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2017



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UNDERGRADUATE THESIS

Presented to

Universitas Brawijaya

in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan.

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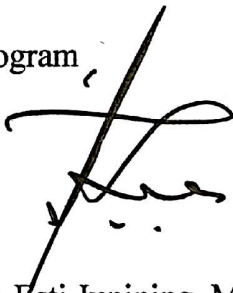
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ACKNOWLEDGEMENT

In the name of Allah, the Lord of the world, who has given me health, patience, and strength, so that I can finish this undergraduate thesis. *Shalawat* and *salam* are always be given to the prophet Muhammad SAW, the most inspiring character in this world. This undergraduate thesis is presented to the English Language Education Program, Faculty of Cultural Studies Universitas Brawijaya as a partial fulfillment of the requirement of the degree of Sarjana.

The writer would like to express sincere thanks to his thesis supervisor Bu Ive Emaliana, M.Pd and my thesis examiner Bu Dian Novita Dewi, S. Pd, M. Li for their mentoring. They spent endless hours giving professional advice. This piece of work would have never been finished without their input and inspiration. Moreover, the writer would like to say his lovely grateful and a lot of thanks to his parents Bapak Sutopo Indrianto and Ibu Eni Sulistyowati, his brother Deva Cahya Ramadhan, his uncle and aunt who always take care of me in Malang, and also all his friends in PEBASIS 2013. Last but not least, the writer would like to presents his deepest gratitude to Dwi Jayanti for her love, support, and her motivation. Hopefully this Undergraduate thesis can be useful for everyone especially students who are interested in English and education.

The Writer



ABSTRACT

Pradana, Dio Listya. 2017. **“The Analysis of Gender Representation in Textbook Entitled *Bright an English Course for Second Years Student of Junior High School*”**. Thesis, English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Ive Emaliana, M.Pd.

Keyword: Textbook, Gender, Gender Representation, Illustration.

A textbook that contains gender equality is needed because gender representation in textbook potentially affects students as the language learners. The illustration in the textbook could help student especially in understanding gender equality. The objective of this study is to know the gender representation in the illustration content of the English textbook entitled *Bright an English Course for Junior High School students 2* by Nur Zaida and published by Erlangga. The researcher conducted this analysis of the textbook because it has been used by teachers and students during the implementation of Curriculum 2013 beside the textbook that published by Indonesian educational of ministry.

This study used descriptive method in picturing the content of the textbook and explaining the gender representation of the textbook. To analyze gender representations in the textbook the researcher made a research instrument. The instrument is based on Porreca (1980), Hamdan (2008), and Yang (2014) theories about gender representation in ELT textbook

The finding of this study is, the gender bias happens in the three dimensions which are the number of character picture or photograph, the number of male and female character in textbook, and in the topic domination. While, in other two dimensions such as, occupation and the activity of male and female characters there are not find gender bias, the males and females are represented equally. It is suggested that the teacher should be aware from gender bias in this textbook and the teacher needs to manage the class to create equal gender responsiveness. For the further researcher, it is suggested that they may do research in gender representation of English textbook with different aspect to analyzed or other gender issues that may exist in English textbook such as sexism.



ABSTRAK

Pradana, Dio Listya. 2017. **“Analisis Representasi Gender di Buku Teks dengan judul *“BRIGHT AN ENGLISH COURSE”* untuk Siswa Kelas 2 Sekolah Menengah Pertama.** Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Ive Emaliana, M.Pd.

Kata kunci: Buku Teks, Gender, Representasi Gender, Ilustrasi.

Buku teks yang berisi kesetaraan gender diperlukan karena representasi gender dalam buku teks berpotensi mempengaruhi siswa sebagai pengguna dan pelajar bahasa. Terutama dalam ilustrasi di buku teks karena ilustrasi membantu siswa mengetahui peranan sosialnya. Tujuan dari penelitian ini adalah untuk mengetahui representasi gender dalam konten ilustrasi buku teks bahasa Inggris yang berjudul Bright "An English Course for Junior High School 2 oleh Nur Zaida yang diterbitkan oleh Erlangga. Peneliti melakukan analisis menggunakan buku teks ini karena telah digunakan oleh guru dan siswa selama pelaksanaan Kurikulum tahun 2013, disamping buku teks yang diterbitkan oleh pendidikan kementerian Indonesia.

Penelitian ini menggunakan metode deskriptif dalam menggambarkan isi buku teks dan menjelaskan representasi gender dari buku teks. Untuk menganalisis representasi gender dalam buku teks berjudul Bright a English Course for Junior High School, peneliti membuat instrumen penelitian. Instrumen berdasarkan daftar dari Porreca (1980), Hamdan (2008), dan Yang (2014) tentang representasi gender dalam buku teks bahasa inggris.

Temuan penelitian ini adalah, ketidaksetaraan gender terjadi pada tiga dimensi yaitu jumlah gambar atau foto karakter, jumlah karakter pria dan wanita dalam buku teks, dan dalam topik dominasi. Sementara, dalam dua dimensi lainnya seperti pekerjaan dan aktivitas karakter laki-laki dan perempuan tidak ditemukan ketidaksetaraan gender, laki-laki dan perempuan diwakili sama. Disarankan agar guru berhati-hati dengan ketidaksetaraan gender dalam buku teks ini dan guru perlu mengelola kelas untuk menciptakan respons gender yang setara. Untuk peneliti lebih lanjut, disarankan agar mereka melakukan penelitian dalam representasi gender dari buku teks bahasa Inggris dengan aspek yang berbeda untuk dianalisis atau isu gender lainnya yang mungkin ada dalam buku teks bahasa Inggris seperti seksisme.



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CHAPTER 1

INTRODUCTION

This chapter provides a brief description of the whole content of the research including the background of study, problem of the study, object of the study and definition of key term.

1.1 Background of the Study

In Indonesia, English is considered as a foreign language. According to peraturan pemerintah Republik Indonesia No 32 Tahun 2013, *bahasa asing terutama bahasa inggris merupakan bahasa internasional yang sangat penting dalam pergaulan global*. Therefore, the government decides that English is taught from junior high school until university level. In fact, English is also taught in some elementary schools.

In teaching English, there are so many media to help English teachers. One of them is a textbook. According to Baleghizadeh and Rahimi (2011) a textbook can assist and support the English teachers to achieve their goals in teaching process. Further, by using a textbooks teacher can make teaching and learning activities more fun to motivate students in learning English.

Textbook is also important for the students because textbook is one of resources to learn English. According to Cunningsworth (1995, p.5) a textbook is used by the students every day in classroom. Moreover, Richard (2001) states that



textbooks provide effective language model and input. So by using textbook make the students can receive better understanding in the learning process and get effective language model and input. Further by using a textbook, the students can review what they have learned or what they will learn based on material.

In teaching and learning process, the use of textbooks is very crucial. Sunderland (1992, p. 86) states that a textbook does not only reflect, but also build social and grammatical construction for students in learning language. Various effects which related to the classroom learning and confidence in classroom are one of textbook content contributions. Because of the importance in using textbook in class for teachers and students, it is significant to analyze and evaluate the textbook that is used in class.

Therefore, choosing the appropriate textbooks is needed. According to Mahmoud (2007) a good textbook have nine aspects such as; it specifies the general objectives of the course. It motivates teaching and learning. It gives a brief description of a textbook regarding units, subjects, and time allotment. It allows continual enrichment of the material by being designed in an open-ended way. It is rich in decorated drawings and photographs in order to help students understand the material more effectively. The quality and quantity of the textbook should be sufficient for both learners and teachers. It should motivate students to read and comprehend its overall parts. It should meet the students' needs, including educational, social, and religious ones. It should give the new vocabularies for



students. From those aspects so a good textbooks should contains so many aspects not only the education, but also in the social life.

It is also important to evaluate a textbook in order to increase the gender awareness. According to *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 81 A Tahun 2013, kurikulum diarahakan kepada pengembangan sikap dan perilaku yang berkeadilan dengan memperhatikan kesetaraan jender*. From that statement we know that the curriculum K13 should implement the gender equal.

As we know in Indonesia there are so many cultures and each culture has different views about gender. Yang (2011, p. 77) states that textbook materials are planned related in to wider educational and social context about gender. Students understand the man or woman play their social roles from the culture. When some negative issues about gender exist in society, school becomes an agent to decrease it through a textbook.

Therefore textbooks that contain equality gender are needed. Sunderland (1992, p. 86) states that there are three reasons why gender representation in textbooks potentially affect students as users and language learners. First textbook is an agent of socialization like other media such as television (TV), newspaper, or magazine.

Usually that media influence the language learners subconsciously. Second, a female limited role with several ways such as offended, marginalization, or alienation can hinder female's learning rather than facilitating them. Third, models in textbook are a model for classroom practice, not only for male but also female students. Because of that textbook analysis in terms of gender equal is needed.



The textbooks illustrations that contain gender bias can influence students sub consciousness, for example, the illustration in textbooks only show picture about women in doing housework and the women in the textbook who is described as child-rearing. It can influence the students' thinking about women they think that only those activities that are commonly done by women. In fact, nowadays woman also works in the outside like a man do in common such as work in office, teacher, and driver,

The illustration of equal gender is needed to help students know their social roles. According to Sovic and Hus (2014, p. 495) illustration in textbook can help the young learners to formulate their own roles in the society. Therefore, analyzing the illustration or picture in textbook is necessary to avoid the gender bias that include in the textbook.

Research about gender representation in textbook has been done by several researchers. The first is Wienenda (2012), she analyzed the visual content and linguistic content of the textbook to know the gender representation in junior high school textbook. While, in this current study the researcher only focus on the illustration content of the textbook, but both of the study analyzed textbook for junior high school. The focus of this study same with Ena (2014) study that is in the illustration content of textbook, but Ena's study used e-textbook and this study used printed textbook entitled Bright an English course for Junior High School 2 published by Erlangga . The focus of this study is similar to Salamah (2014) study. Both of the study analyze junior high school textbook entitle Bright an English course published



This study can give more knowledge about gender bias in English textbook entitle *Bright an English course for junior high school students*.

- To the reader

This study can provide the information about gender representation in English textbook entitle *Bright an English course for junior high school students*.

- To further researcher

This study is expected to be one of references for deeper study of gender representation in any English textbook.

1.5 Limitation and Scope of the Study

In this research, the writer will analyze the gender representation in English textbook entitle *Bright an English course for junior high school students* published by ERLANGGA for second year student. The textbook will be analyzed only in the visual and illustration content.

1.6 Definition of Key Term

In order to help better understanding of this research, the researcher provides some functional terms used in this thesis.

1. Textbook: textbook is a book that designed for use in study of particular subject (Oxford English Dictionary, 11th edition)



2. Gender: gender pertains to the roles, testes, aptitudes, responsibility, and qualities associated with man and women in a society. (UNESCO, 2009, p.

27)

3. Gender Representation: essential element of own identities and the identities from other people that come from concept of gender (Watson, nd)

4. Illustration: a picture, drawing, or photograph used for decorating a book or explaining something (Macmilan, 2017.)

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter provides the explanation of theories and previous studies that are relevant toward this research. However, it concerns of theory the understanding of textbook, gender, gender representation in textbook and previous study.

2.1 The Definition of Textbook.

In teaching learning process teachers and students commonly use a textbook. Ur (1996) says that textbook means a lesson book teachers and students have, and it followed systematically as the basis of language course. Moreover, Sunderland (1992) says that a textbook not only reflect but also built social and grammatical construction for student in language learning. The teachers need to use a textbook for guidance and to help them reach the learning objective. The students' also get benefit of using textbook, because by the used of textbook the student is helped in understanding the material to improve their ability.

There are so many kinds of English textbook. According to Dat (2008, p. 264-265) he stated that there are three kinds of English textbooks that used in Southeast Asia, which are: Imported textbook, in-country textbook and regional textbook. Imported textbook is a textbook that produced by publisher in English speaking country such as Oxford university press, Cambridge University press, etc. The advantages of using imported textbook are visually stimulate student to



learn, systematic and more connected to communicative activity. But it also have disadvantages such as the instructions are not easy to understand and expensive.

The in-country textbook or local textbook is a textbook that made from educational objective of individual school or only following the national curriculum. The ministry of educational listed some content that should be covered, and then the local publisher or the institutes create the textbook based on the instruction. This kind of textbook is commonly used by Indonesian school. the

advantage of this kind of textbook are the text in the textbook is representation of sociocultural behavior, values and promotes national identities. But the disadvantages of in-country textbook are translation of mother tongue lead to linguistic inaccuracy. The last kind of textbook is regional textbook. The regional textbook is a textbook that made from non-English speaking country. The advantage from regional textbook is more chipper than imported textbook and the disadvantage is confusion of cultural context because the culture of one country is different than other.

In other words, textbook is a set of material that used by teachers or students in classroom as a resources in teaching and learning process. It contains material to improve student ability such as grammar, vocabulary, and reading text. Moreover every chapter in textbook contains several activities to examine students' understanding about the material. The English teachers also can modify the activity to be more fun in order to encourage the students' motivation in learning English. In addition, textbook not only used to provide material for teacher and student in teaching learning proses, but also as an agent to teach



student about social construction. Kind of textbook that used in this study is a local or regional textbook produce by local publisher.

2.2 Gender

Gender is the roles of men and women constructed both socially and culturally. According to Litoselleti (2006) gender is the behavior of men and woman that constructed from their culture or social. It also constructs their views on themselves, how they feel, how they think, and how they interact in society. Therefore, the terms of gender and sex is different and caused the emergence of a gender stereotype in society, which will be presented in section 2.2.1 and 2.2.2

2.2.1 The Different Between Gender and Sex

It is common for sex and gender to be confused because the terms of sex and gender are closely linked, but they are not synonyms. Stoller (1968) has drawn the distinction between them. He suggested that the word sex be used to refer to the physical differences between men and women, while the term gender is used in connection to the behavior and cultural practices of men and women. Moreover, Santrock (2006) states in his book that Gender is the sociocultural and psychological dimension of being male or female.

Therefore, gender roles are socially constructed not biologically given. All human behavior is shaped primarily by cultural factors, in some cases the human behavior also get influence from physiological condition. When we were born, we



cannot choose to be born as a boy or girl, but we can decide to behave like a man or woman.

2.2.2 Gender Stereotype

People have different views about men and women. According to Crawford and Unger (2004, p. 49) state that a stereotype is a general view about the characteristics of a group. For example, women are usually portrayed as housewives who only do housework and take care of children, and men are usually portrayed as workers who support their families. Moreover, people usually think that men's activities are more valuable than women's although they have equal activity.

Gender stereotypes can not only have negative connotations, but they can also have positive connotations, even though they're often over-generalized. For example, the notion that women are better caregivers than men is a positive connotation, but it is a generalization and not necessarily true in all cases. This is similarly so for the notion that men are better providers than women, which while positive, can be disproved by looking at cases where men have abandoned their families.

According to Lips (2003, p.255), she states that a gender stereotype has some components consisting of personal traits, appearance, behavior, and occupation. The first is personal traits, usually the personal traits of men and women are opposite adjectives. The personal traits of men and women are distinguished into two categories: expressive and instrumental. Expressive traits are related to women because women are concerned with the welfare of other people, such as warm, nutritious, and sensitive. Then the instrumental traits are related to men's personal traits because men



are assertive and controlling, such as objective, direct, dominant, and competent.

It shows that man and woman has opposite personal trait. The second is appearance, the appearance of man and woman are absolutely different.

Commonly men are describes to be strong, and handsome, but women are describe to feminism, beautiful, and harmful. So in their physical appearance men usually portray has a mustache, short hair, tall and good looking. While women usually portray long hair, pretty face and has a white skin. The next is gender stereotype about behaviors women are stereotyped as gentle, patient, and lovely. It contrasts to men that stereotype as dominant, competent, and strong. The last gender stereotype is occupation, when woman works tend to associated with their behavior and their personal trait such as gentle, warm, patient, and lovely. So usually women are portrays to be a nurse, teacher or secretary. While a man who is describe as strong, dominant, and assertive usually portray to be a technician, mechanic, or businessman.

In other words, Gender stereotype is general assumption about the characteristic of man and woman. The gender stereotype can be both positive and negative. Usually man and woman are describe have opposite characteristic, For example woman is described as dependent and passive, on the other hand man is described as independent and active.

2.3 Analysis of Gender Representation in Textbook

Teacher and sources of teaching learning activities such as textbook contribute in socializing gender to the student. Through textbook social value such



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as gender is taught implicitly. If the textbook consists of gender bias, it may influence the way of the student portray themselves as a male or female. Further, the gender bias may also influence student's behavior as a male or female. For example, a Female student associated with feminine activity may be assume break the gender roles if a female student do masculine activity like boxing, racing, and so on. Therefore, it is important to examine textbook as one of knowledge resources for student to avoid the gender bias that may be contain in textbook.

There are many ways to analyze the gender representation in the visual and illustration content. According to Yang (2014, p. 92) states that with the illustration the student can understand the text in textbook easily. Moreover, Sovic and Hus (2014, p. 495) claim illustration in textbook can help the young learner to formulate their own roles in the society. So, it is important to analyze the visual and illustration content of textbook to make the young learner not confused with their roles in society. To analyze the visual and illustration in textbook Porreca (1984) counts the number of occurrence in visibility of the textbook. In identifying visibilities, Porreca count relative numbers of male and female in the textbook. In determining visibility, Porreca separated visibility in to (1) character, (2) appearance in photograph, and (3) gender focus of textbook themes. Character is the number of character that appear in the textbook that separated in to main character, named non active character, and non-named, non-active character. Appearance in photograph is female or male that appears in photograph. Gender focus of textbook theme is the investigation on gender of the main character in each theme area to determine the theme is male center or female center.



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Yang (2014, p. 111) also said that one way to analyze gender representation in visuals can be explored by counting the number of characters.

Furthermore, it is possible to record each visual image as male dominant, female dominant or balanced. Moreover, with analyzing the visual and illustration

content we can identification the gender stereotype from appearance of men and women that portray or from their activities. According to Yang (2014, P 122)

visual analysis is separated in to four sub-dimension, (1) the first is male and female character comparably represented in illustration in term of frequency, (2)

the second is the occupation of male and female adult character, (3) the third is the representation of male and female character in term of involvement in activity. (4)

The last is the appearance of male and female character such as the size or high, the clothing, the hair, the skin, etc.

In another study visual analysis still used to analyze the gender representation in textbook, for instance the study that conducted by Hamdan

(2008). According to Hamdan study the visual analysis is separated in to four sub dimension. (1) The first is visibility on photo and illustration (the number of male

and female that appear in photo and illustration), (2) The second is visibility in the text (the number of physical appearance of male and female pronoun or noun in

discourse), (3) the third is occupation (the occupation of each male and female character), and (4) the last is topic domination (analyzing the dialog to determine

the dominant character in the dialog).

In this study, the researcher will analyze the gender representation in textbook only in visual and illustration content. The researcher will combine the



theory from experts to make a checklist to analyze the visual and illustration content.

Table 2.1 combination checklist

Dimension	Expert 1	Expert 2	Expert 3
The number of male and female character in photograph or picture.	Hamdan (2008) the frequency of photo or illustration that represent female and male character.	Yang (2014) The comparisons between male and female character that represent in textbook in terms of frequency.	Porreca (1984) the frequency of male and female appearing in the photograph.
Occupation or Jobs	Hamdan (2008) An occupation means the work done by a male or a female as a source of living.	Yang (2014) the different visual occupation of adult male and female character.	
Character in the textbook	Porreca (1984) the character name that appear in any material.	Hamdan (2008) The frequency of appearance male and female name in textbook	
The activity of male and female character	Yang (2014) Male and female character represented in selection illustration in terms of involvement in activities.	Hamdan (2008) Leisure activities are usually performed by males and females as hobbies or acts of recreation to relax them.	
Topic Domination	Hamdan (2008) Analyzing the dialog to determine the dominant character (male or female)	Porreca (1984) the investigation on gender of the main character in each theme area to determine the theme is male center or female center.	



The second study was done by Wienenda (2012), an unpublished thesis from English Language Education Department, Faculty of letters, State University of Malang entitled *An Analysis of VII grade English Coursebook Entitled English on Sky 1 In terms of gender Balance of the Materials*. The design of the study is mixed-method quantitative and qualitative method. The result of the study show that number of occurrences, achievement, and occupation roles are considered fairly equal and the presence in dialogues and firstness are biased by 33.88% and 49%. The gap between this study and the current study was in this study analyzed linguistic content and the illustration content of the textbook, while the current study only focused on the illustration content of the textbook. The second different was textbook that analyzed, both of the study used textbook for junior high school but, this study use textbook entitle Sky 1 for seventh grade junior high school while, the current study analyzed textbook entitle Bright an English course for second grade junior high school. And the last different is in the method, the current study the researcher only used descriptive qualitative method and this study use mixed-method. For the similarities, the researcher and Wienenda investigated the gender representation in English junior high school textbook.

The third study was from Salamah (2014). Her study entitled *Gender Representation in The English Textbook (a Content Analysis of Bright for Seventh Grade Student Published by Erlangga)* it was a descriptive qualitative study that focused on the gender representation in Bright for seventh grade student. In analyzing gender representation she used six aspect analyses that suggested by Logsdon; they were the number male/female picture, the number male/ female



mention, the number male/female roles, the number male/female games, the number male/female models, and pattern of mentioning male/female name. The results of this study were males dominate in four aspect, while female visible in two aspects. The similarities of this study and the current study were both of the study used descriptive qualitative method and analyzing English textbook that published by Erlangga. The different was in the textbook that used this study used Bright for seventh grade student and the current study used Bright for second grade student.

CHAPTER 3

RESEARCH METHOD

This chapter contains of four sub chapter including research design, data source, research procedure, research instrument data collection, data analysis and validity of the study.

3.1 Research Design

This study used descriptive qualitative method to analyze the gender representation in textbook entitled Bright an English Course for Junior High School student. The method was used because According to Ary *et.al* (2010) one of the purposes of this method was to identify bias, prejudice or propaganda in textbook. Moreover, According to Dornyei (2007) a qualitative research were involving data collection that the result primarily open-ended, non-numerical data which was analyzed with non-statistical method. Although the numerical was used, it only does rating scale to show the gender representation of the textbook.

In this study, the representation of male and female in the illustration content of the textbook will be analyzed and the result of this study is in form of word description.

3.2 Data Source

The object of this study was textbook for the second year student of junior high school, entitle Bright an English Course for Junior High School Student. This



textbook were written by Nur Zaida and published by Erlangga in 2014. The textbook consisted of 19 chapters with illustration. The textbook presented expression and grammar with exercise to ease student understanding. This study examines the picture or photograph in all unit of the textbook. The textbook was chosen because (1) there were so many picture or photograph in it and (2) it was the other textbook composed based on curriculum 13, beside the textbook that published by Indonesian educational of ministry.

3.3 Research Procedure

This research was conducted to analyze gender representation in the illustration content of textbook entitle Bright an English Course for Junior High School. The researcher followed the following procedure in analyzing illustration content of the textbook (1) the first was review related literature to build the instrument of the study. The instrument based on Porreca (1984), Hamdan (2008), and Yang (2014) study about gender representation in illustration content of EFL textbook. (2) The next procedure was examines the validity of the instrument to lecture. (3) After the instrument was valid then the researcher used it to analyze the gender representation in visual and illustration content of the textbook. (4) After gathering the data the researcher analyzed the data and presented it in finding and discussion. In addition, the researcher will describe the finding in form of word description.



3.4 Research Instrument

To analyze gender representations in textbook entitle Bright an English Course for Junior High School, the researcher made a research instrument. The instrument based on Porreca (1980), Hamdan (2008), and Yang (2014) checklist about gender representation in ELT textbook.

Table 3.1 Checklist

Dimension	Chapter	Page number	Male	Female	Gender not specified	Evidence
The number of character in photograph or picture. Porreca (1984) Hamdan (2008) Yang(2014)						
Occupation or jobs. Hamdan (2008) Yang (2014)						
Character in the textbook. Porreca (1984) Hamdan(2008)						
Activity of male and female character. Yang (2014) Hamdan (2008)						
Topic domination Porreca (1984) Hamdan (2008)						

the instrument consists of five dimension, (1) the first was number of male and female character in photograph, (2) the second was the occupation of male or female character, (3) the third was male and female characters name in



illustration, (4) the fourth was the activity of male and female character, (5) and the last was the topic domination in the dialogue.

3.5 Data Collection

The data were collected from textbook entitle Bright an English Course for Junior High School Student. The data were collected by identifying the visual and illustration content of textbook by using instrument from Hamdan's (2008), Porreca's (1984), and Yang's (2014) checklist.

In doing data collection the researcher followed the following steps. (1) First step was the researcher provided the checklist and the textbook that analyze. (2) Then the researcher started to collect the data based on dimension in the checklist, (3) after collecting the data, the researcher re-did the collecting data to make sure the data were accurate. (4) After the data collected, the researcher analyzed the data and explained the data in chapter 4.

3.6 Data Analysis

After collecting the data, the researcher did analyzing the data based on each point in the checklist. The researcher analyzed the data based on Miles and Huberman (1994, p.10) they define the analysis of qualitative data into three steps that were data reduction, data display and conclusion and verification.

(1) Data reduction the researcher reduced the data that obtain from checklist to short the relevant and irrelevant data. Relevant data were the data that appropriate with the research study such as data that get from illustration, or



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reading passage that supported by illustration, while irrelevant data were the data that not appropriate with the study such as data from reading passage that not supported by illustration. (2) After doing the data reduction, the researcher did the data display to draw conclusion from the data. In data display, the researcher assembled, organized, and compresses the data then explained the data in form of word. (3) The last was Conclusion and verification the researcher analyzed from the beginning to develop the conclusion of this study. The result of the study could be verified by using theory/perspective triangulation the researcher adopted more method for validating the data and checking the finding. In this research, the researcher developed checklist from three experts, they were Poreca (1984), Hamdan (2008) and Yang (2014). The checklist was designed to examine the gender representation in illustration of the textbook.

The three experts' theories were verified by conducting theory triangulation. In theory triangulation, the researcher analyzed the textbook using the theory of each expert. After the analysis was conducted, then the researcher verified the result with the finding from the analysis using the three experts. The findings from the analysis were the same with the result of the analysis using three experts. Therefore, the findings were valid with the three experts' theories.

3.7 Validity of the Study

In this study the researcher triangulate the data to test it was valid. According to Patton (1999) Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of



phenomena. Theory/perspective triangulation was used in this study. According to Denzin (1978) and Patton (1999) Theory/Perspective triangulation involves the use of multiple perspectives to examine and interpret a single set of data. In theory/perspective triangulation, it was believed that individuals from different disciplines or positions bring different perspectives. Therefore if each evaluator from the different disciplines interprets the information in the same way, then validity was established.

In this study the researcher used three perspective of gender representation in textbook, the first was from Porreca (1984), the second was from Hamdan (2008), and the third was from Yang (2014). As for the instrument of this study, it was a checklist about gender representation in English textbook that only focused on the illustration content proposed by Porreca (1984), Hamdan (2008), and Yang (2014). The researcher was adapted the instrument from those experts and combined it in to one. The combined instrument has five dimension, (1) the first dimension is number of male and female character in photograph, (2) the second dimension is the occupation of male or female character, (3) the third dimension is male and female character in reading text or dialogue, (4) the fourth dimension is the activity of male and female character, and (5) the last dimension was the topic domination in the dialogue. The combined instrument has been validated by Mrs. Dian Novita Dewi, S. Pd., M. Li because her is the EFL practioner.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents finding and discussion of the study. Findings are presented based on the research that has been conducted. While the discussion discusses about the result connected to the theories. This chapter deals with gender representation analysis in visual and illustration content in textbook entitle Bright an English course book for junior high school 2.

4.1 Findings

This subchapter presents the findings of gender representation analysis in visual and illustration content of textbook entitle Bright an English course for junior high school student for second year student and the evidence of findings are in appendix. The finding based on the research that has been done by the researcher using visual and illustration dimension like The number of character in photograph or picture, Occupation or jobs, character in the textbook, activity of male and female character, topic domination.

4.1.1 The number of character in photograph or picture

The researcher counted the number of male or female character occurred in photograph or picture in all chapters in the textbook.

According to Yang (2014) the number of character in photograph or picture was the comparisons between male and female character that



represent in textbook in terms of frequency. The result was showed by table.

Table 4.1 number of character in photograph or picture

Chapter	Page number	Male	Female	Gender not specified
1	1, 2, 4, 6, 7	7	13	
2	11, 12, 13, 14, 15, 16, 18	16	13	
3	19, 21, 22	3	3	
4	26, 28, 29, 31, 32, 35	8	12	
5	39, 40, 41, 42, 43, 46, 47, 48, 49	13	16	
6	53, 54, 56, 57, 58, 59	7	15	
7	68, 77	1	2	
8	85, 86	2		1
9	95, 97, 99, 103, 104	7	5	
10	111, 112, 113, 114, 115, 117, 118, 119, 120, 121	28	44	
11	123, 124, 129	8	9	
12	135, 140, 141, 142, 143, 144	14	19	
13	152, 154, 157, 158, 159, 161, 163, 165	18	19	
15	178, 180, 181, 183, 189, 190	11	9	
16	195, 198, 206, 208, 209, 211	38	24	
17	217, 223	5	3	
18	225, 226, 228, 230	2	4	
19	241, 248, 249, 250, 258	13	16	
Total		201	226	1



As portrayed in table, the researcher found males and females in photograph or picture was 428 occurrences, and females photograph was more than males photograph. There were 226 female photograph or picture and males with 201 pictures. The number of males and females photograph or picture in each chapter in the textbook was quite balance, but in some chapters the number of females photograph or picture was more than half of the males photograph or picture. The female pictures also found in almost of first page of every chapter. Even at glance, the student can see females photograph were more portrayed in this book. The researcher also found 1 picture that gender not specified because the photograph not clears enough and the model does not portray clear characteristic of male or female.

4.1.2 Occupation or jobs

The researcher search male and female characters occupation in all chapters in the textbook. According to Hamdan (2008) an occupation means the work done by a male or a female as a source of living. The occupations that show in this textbook were wide and have variation. The researcher found various occupations that do by male or female in this textbook. The most occupation that does by male and female in this textbook was teacher. In addition, there were many other occupations that show in this textbook such as businessman, fireman, news anchor, nurse, taxi driver, bus driver, postman, secretary, flight attendant and etc.

**Table 4.2 Occupation or jobs**

Chapter	Page number	Male	Female	Gender not specified
1	2, 6, 7	2	3	
2	13, 16	4	2	
4	35	1		
5	39, 43	1	1	
6	59		1	
7	77		1	
9	104	3		
10	113, 114, 115, 119, 121	4	1	
13	161, 163	7	5	
17	223		1	
18	226, 230	1	1	
19	249		1	
Total		18	17	

The researcher found 35 illustration of male and female that do their occupations in this textbook. 18 occupations do by male character, while 17 occupations do by female character. Although the number of male occupations were more than female occupation, the researcher could not assume that male and female were presented unequally.

4.1.3 Character in textbook

Character was used to help the reader in understanding the content of the reading passage or dialog, Porreca (1984) separated the character in the textbook into three categories like Main characters, Named non-active



characters, and Non-named non-active characters. In these findings the researcher counted male or female photograph that given a name by the textbook writer. The character name was not found in all chapters of the textbook. There were many western names that found such as Aaron, Lucy, Harlee, Victor, and etc. in some chapter the textbook writer also use Indonesian names such as Rita, Salma, Nita, Firman, and etc. The result of finding was in table 4.3

Table 4.3 Character in textbook

Chapter	Page number	Male	Female	Gender not specified
1	2, 4	4	2	
2	12	1		
3	21	1	1	
4	18, 31, 32	3	1	
5	40, 43	1	1	
6	58, 56, 57	2	2	
10	113, 114, 117, 118	3	7	
11	124	1	3	
12	135, 140, 141	6	9	
13	159, 161, 163	10	11	
19	250	5	4	
Total		37	41	

As portrayed in table above, the number of male and female character were not much different. There were 37 male characters name and 41 female characters name. Although the number of female characters



name were more than male characters name, the researcher could not assume that male and female were presented unequally.

4.1.4 Activity of male and female character

The research noted every activity found in the textbook. According to Yang (2014) Male and female character represented in selection illustration in terms of activities. The result was in table 4.4.

Table 4.4 Activity of male and female character

Chapter	Page number	Male	Female	Gender not specified
1	2, 4, 7	2	2	
2	13, 14	2	4	
4	29, 32, 35	3	3	
5	41	1	2	
6	56, 57	1	1	
7	68, 77	1	2	
9	103, 104	3	1	
10	111, 112, 113, 114, 117, 118, 119, 120	11	11	
11	129	1	1	
12	141	2		
13	154, 161, 164, 165	6	8	
15	181, 183, 189, 190	4	1	
16	198, 206, 208, 211	4	4	
17	223	1		
19	241, 250, 258	3	3	
Total		45	43	



The activity was searched from first chapter until the last chapter in Bright an English course 2. Total activity was 88 activities. There were 43 activities that did by male character and 45 activities did by female character. The females activity in Bright 2 were variety and unique because female not only doing their traditional activity. But also do masculine activity. The males in this textbook also do some feminism activity but not much. Thus, this finding were indicated the gender equal of this dimension.

4.1.5 Topic Domination

Topic domination was the dominant character in dialogue in the textbook. According to Hamdan (2008) Analyzing the dialog to determine the dominant character (male or female). The researcher read the dialogue which provides illustration in the textbook and determine dialogue to be male centered or female centered by using some criteria such as who initiates and starts speech, amount of talk or the number of speech turns, the character that guide the dialog and solve the problem in the dialogue or the reading passage. The researcher found 29 dialogues with illustration in all chapters of the textbook. 17 dialogues were male center, 12 dialogues were female center. Male dialogue often talk about sport, while female often talk about shopping and the mix dialogue often talk about school activity.

**Table 4.5 Topic Domination**

Chapter	Page number	Male	Female	Both dominant
1	2, 3	1	1	
2	4, 18	2		
3	21, 22	2		
4	31	1		
5	46, 47, 48	1	2	
6	54, 56, 57, 59	4	3	
10	119	3	2	
11	124	1	1	
12	144		1	
13	154		1	
14	176	1		
15	180, 183	1	1	
Total		17	12	

Although the number of male center dialogue and female center dialogue was not too big, the researcher could not assume that male dialogues and female dialogues in this textbook were presented equally.

4.2 Discussions

Based on the findings, the writer tried to analyze the result with relevant theories. This discussion answered the objective of the study. The objective of this study was to know the gender representation in textbook entitled Bright an English course for junior high school 2.



4.2.1 An Analysis of gender representation in terms of visual and illustration content.

After doing the research in 5 dimensions such as the number of character picture or photograph, occupation, character in textbook, and the activity of male and female character. The researcher found that the number of male and female occurrences was not really different.

The first dimension was the number of photograph or picture. In this dimension female were dominating with 226 pictures, while male 201 pictures in this textbook. Female pictures or photograph were represented more in this textbook. The result of this dimension was different from previous study that held by Salamah (2014, p.50) in her study male pictures were dominant. She also has opinion that higher ratio of male picture occurrence of textbook was caused by the common view of male visibility in society. While in this study, female pictures were more than male picture. Female photograph were found in almost first page of new unit in the textbook. It was indicated that the textbook writer want to show female in this era also have same visibility in society like male.

Furthermore, the appearances of male and female pictures in this textbook not always related to their stereotype. Male were not only portrayed with a short hair, has a beard for adult male, taller than female and has muscle.

But, in some picture male was portrayed has a long hair, has thin body and shorter than female. While, female not always portrayed has a long hair



and pretty face. In some picture portray with short hair just like male. It was indicated that female dominate in this dimension.

The second dimension was occupation, total number of male and female picture that do their occupation was 35 and there were 11 kind of occupation that showed in this textbook. The Female characters do 6 kinds of occupations such as teacher, news anchor, businesswoman, nurse, secretary, chef and flight attendant. Although this representation featured a working woman and resist the traditional discourse of “Men as breadwinners” based on Sunderland (2004). But, female occupations in this textbook still reflect their occupation stereotype. As we know, female work tend to associated with their behavior and their personal trait such as gentle, warm, patient, and lovely. So, this findings support Gupta and Lee’s (1990, p.40) statement which female role was only related to nurturance. In the other hand, the male characters did 7 kinds occupations such as businessman, fireman, taxi driver, chef, bus driver and postman. Those male occupations in the textbook were related to their stereotype like strong, dominant, and assertive. But, the researcher also found some male occupation that related to female stereotype such as chef and teacher. Thus, this finding was different with Yang (2011 p. 95) study that male teacher were not found. Moreover, in this textbook the most occupation that did by male and female was teacher. So, the researcher concluded that the occupation that portray in this textbook was equal. Both of female and



male were portray has occupation for life and also has many same occupation such as teacher, chef, and businessman or businesswoman.

The next dimension was the characters in textbook in this dimension the researcher only count the illustration in textbook that given a name by the textbook writer. It was found that female character was more than male character. There were 41 female character name and 37 male characters name. It was indicated that female was a dominant in this dimension. This result was similar with Yang (2011, p.88) study female name presented more in Hong Kong English Language textbook series. The result was same probably because of the same region of the country both of Hong Kong and Indonesia was located in Asia.

The fourth dimension was activity of the character, male and female activity in this textbook was quite balance with close number, female with 43 activities and male with 45 activities. Both male and female in this textbook mostly do reading and studying activity. In this textbook male did various kind of sport activity such as football, basketball, hockey, tennis, cycling, skateboarding, swimming and running.

Even, males also did female activity such as cooking and take care of child. These findings were contrasts with Amini and Binjani (2012, p. 140) study in which only female that do various kinds of household chores. In this textbook both male and female did the household chores, but more household chores still were done by female character. In this textbook females were portrays cooking, take care of children, cleaning, and serve



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their family. Even, in some picture female did sport activity such as play football, martial art, table tennis, tennis, running, and swimming. These findings were contrast with Lee (2008) statement that males were portrays as more active and sporty than females. This result indicated that the textbook writer want to show the gender equality in this textbook. In this textbook females were portray did same activity with male. Female could do so many sport activities and male also could do household chores activities.

The last dimension was the topic dominations, the researcher found 29 dialogue with illustration in all chapters from the textbook. There were 17 male center dialogue and 12 female center dialogue. So, it could concluded that in this dimension was unequal, the males center dialogue are presented more in this dimension. This result was similar with Hamdan (2008, p.107) statement, he state that EFL text studies preferred presenting male as the main character in dialog. These because, male characteristic that always tend to controls the topic of conversation with female. Furthermore, this result contradict with stereotype of women speak more than men. The topic that discussed in the dialogues was variety, male often talk about sport, while female talk about shopping or TV program. But the most often discussed was about daily life of a student such as about a group work, subject and vacation activity in holydays.

From the discussion above, gender bias really happened in this textbook. Female dominate in 2 dimension in this textbook including the



number of male or female picture or photograph and in the character name in this textbook. While male only dominate in 1 dimension that was the topic dimension. In the occupation and the activity of male and female character, male and female were represented equal. This result of this study indicates that this textbooks writer did not follow the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 81 A Tahun 2013* about *kurikulum diarahakan kepada pengembangan sikap dan perilaku yang berkeadilan dengan memperhatikan kesetaraan jender*. Knowing about the result of this analysis, this textbook needs some improvement to get the better use.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The suggestions are delivered for English teacher, Textbook writers and further researcher.

5.1 Conclusion

Based on the finding and discussion in previous chapter, the result of this study was the researcher found in the first dimension that was the number of male or female picture or photograph female with 226 pictures were male with 201 pictures, in the second dimension that was occupation male with 18 occupation and female with 17 occupation, in character name in this textbook male with 37 character and female with 43 character, in the activity of male and female character, male did 45 activities and female did 43 activities, in the last dimension that was the topic dimension with 17 dialogues and female with 12 dialogues. The total occurrences of male was 318, while female was 341.

The result from this study indicated that the textbook writers did not follow the *PERMENDIKBUD no 31 A tahun 2013* about gender equal. This result of the study impacted the English teacher because gender unequal in this textbook could make student less motivated in the teaching learning process so, the learning objectives were hampered.



5.2 Suggestion

Based on the result of the study and the analysis, there are some suggestion from the researcher.

1. To English Teacher

The English teacher has to be aware of the content in the textbook they use. Equal gender representation has to be taken into account in choosing textbook to avoid student bias perspective in class. When teacher feels that their textbook does not promote gender equal, the teacher has the responsibility to manage the class to create equal gender responsiveness in the classroom to avoid the feeling of underestimation to the student.

2. To Textbook Writer

The textbook writer must follow the PERMENDIKBUD in writing textbook. The writers also have to be aware and detail of the textbook content, a further crosscheck especially in gender representation aspect might be needed by the textbook writer before handing the work to the publisher. This is to avoid gender bias that might show through the content of the textbook.

3. To further researcher

The further researcher are expected to analyze gender representation in English textbook with different aspect to analyzed or other gender issues that may exist in English textbook such as sexism.



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Appendix 1 : Instrument of Visual and Illustration Checklist

The researcher will analyze the gender representation in textbook entitle Bright an English Course for Junior high school student. The gender representation will analyze based on instrument bellow. The instrument based on Porreca's (1984), Hamdan's (2008) and Yang's (2014) checklist about gender representation in ELT textbook. The researcher will analyze all chapters in the textbook and writes the number of occurrence of male and female in the textbook according to each dimension and gives the evidence.

Dimension	Chapter	Page number	Male	Female	Gender not specified	Evidence
The number of character in photograph or picture. Porreca (1984) Hamdan (2008) Yang(2014)						
Occupation or jobs. Hamdan (2008) Yang (2014)						

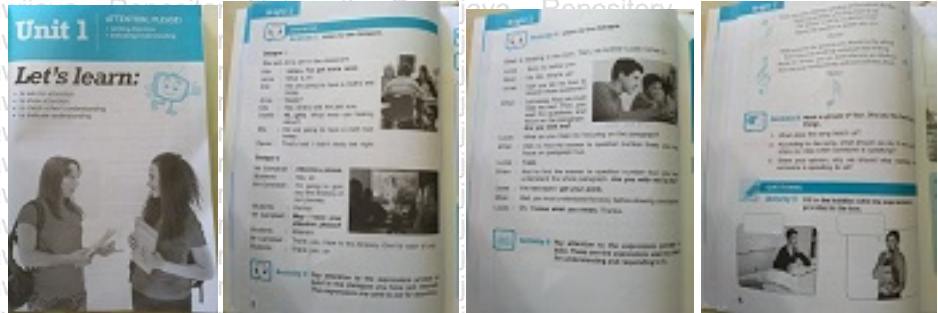

<p>Character in the textbook.</p> <p>Porreca (1984) Hamdan(2008)</p>				
<p>Activity of male and female character.</p> <p>Yang (2014) Hamdan (2008)</p>				
<p>Topic domination</p> <p>Porreca (1984) Hamdan (2008)</p>				


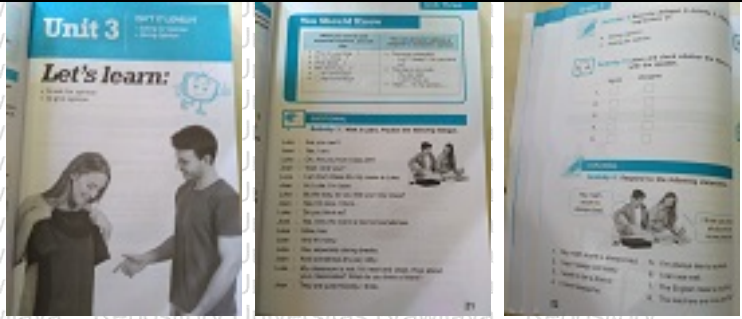
Blueprint of visual and illustration checklist

Dimension	Definition	Criteria
The number of male and female character in photograph or picture.	<p>Hamdan (2008) the frequency of photo or illustration that represent female and male character.</p> <p>Yang (2014) The comparisons between male and female character that represent in textbook in terms of frequency.</p> <p>Porreca (1984) the frequency of male and female appearing in the photograph.</p>	<p>a. Every character in one illustration is investigated.</p> <p>b. An illustration is a picture, a cartoon, a drawing, or a photograph.</p> <p>c. If the same character continued to appear through each book, each occurrence of the character is counted as a separate occurrence.</p> <p>d. Personified animal characters are not counted.</p> <p>e. The number of male and female characters is counted. Clothing and hair style are clues for determining the gender of the character. When the gender is not clear or ambiguous it is omitted.</p>
Occupation or Jobs	<p>Hamdan (2008) An occupation means the work done by a male or a female as a source of living.</p> <p>Yang (2014) the visual occupation of adult male and female character.</p>	<p>a. The occupational activities and the portrayal of gender roles. (Teacher, police, tailor, and etc.)</p>
Character	Porreca (1984) the character	a. Main characters – females and

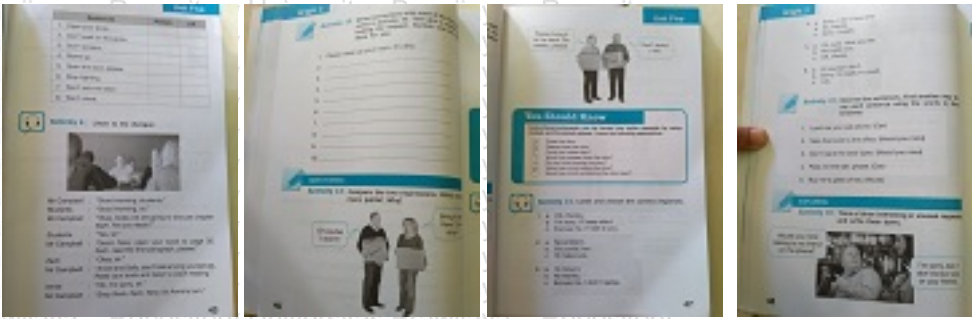
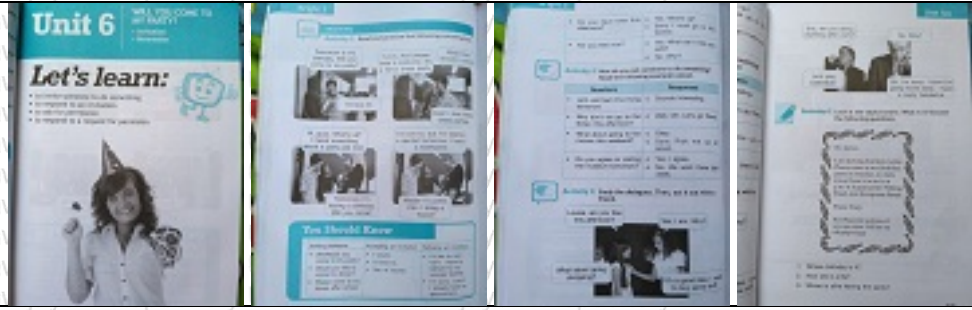
in the textbook	name that appear in any material. Hamdan (2008) The frequency of physical appearance male and female name in textbook.	males in the textbook who are named by appearing as active contributors in illustration content. b. Named, non-active characters – females and males mentioned or discussed by main characters.
The activity of male and female character	Yang (2014) Male and female character represented in selection illustration in terms of involvement in activities. Hamdan (2008) Leisure activities are usually performed by males and females as hobbies or acts of recreation to relax them.	a. These activities include playing football, swimming, skiing, picnics, chess, music, and etc.
Topic Domination	Hamdan (2008) Analyzing the dialog to determine the dominant character (male or female) Porreca (1984) the investigation on gender of the main character in each theme area to determine the theme is male center or female center.	a. Who initiates and starts speech in mixed- gender dialogue and in pair work practice. b. The amount of talk or the number of speech turns. c. The main character in the dialogue or the reading passage. Main characters refer to the characters that guide the dialogue and solve the problems in the plot.

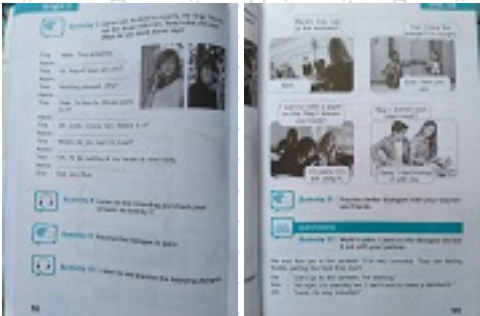
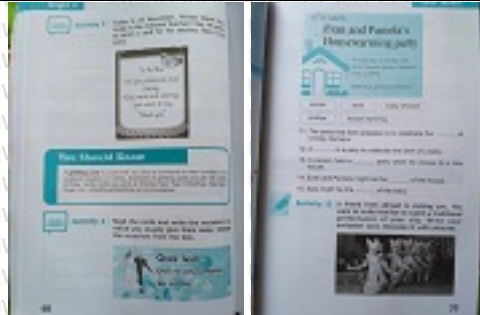
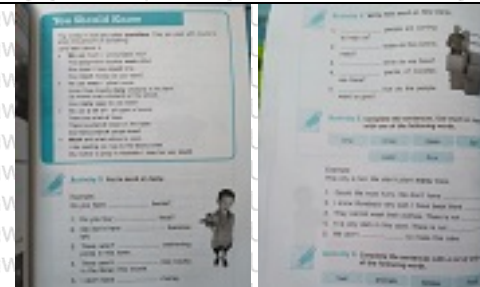
Appendix 2: The Evidence of the Finding

Chapter	Dimension	Page number	Evidence
1	The number of male or female in photograph or picture	1, 2, 4, 6, 7	
	Occupation or jobs.	2, 6, 7	
	Character in the textbook.	2, 4	
	Activity of male and female character.	2, 4, 7	
	Topic domination	2, 3	











2	The number of male or female in photograph or picture	11, 12, 13, 14, 15, 16, 18	
	Occupation or jobs.	13, 16	
	Character in the textbook.	12	
	Activity of male and female character.	13, 14	
	Topic domination	14, 18	
3	The number of male or female in photograph or picture	19, 21, 22	
	Occupation or jobs.		
	Character in the textbook.	21	
	Activity of male and female character.		

	Topic domination	21, 22	
4	The number of male or female in photograph or picture	26, 28, 29, 31, 32, 35	
	Occupation or jobs.	35	
	Character in the textbook.	18, 31, 32	
	Activity of male and female character.	29, 32, 35	
	Topic domination	31	
5	The number of male or female in photograph or picture	39, 40, 41, 42, 43, 46, 47, 48, 49	
	Occupation or jobs.	39, 43	
	Character in the textbook.	40, 43	
	Activity of male and	41	

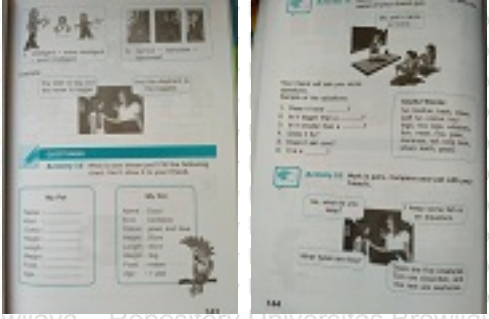








	female character.		
	Topic domination	46, 47, 48	
6	The number of male or female in photograph or picture	53, 54, 56, 57, 58, 59	
	Occupation or jobs.	59	
	Character in the textbook.	58, 56, 57	
	Activity of male and female character.	56, 57	






	Topic domination	54, 56, 57, 59	
7	The number of male or female in photograph or picture	68, 77	
	Occupation or jobs.	77	
	Character in the textbook.	-	
	Activity of male and female character.	68, 77	
	Topic domination		
8	The number of male or female in photograph or picture	85, 86	
	Occupation or jobs.	-	
	Character in the textbook.	-	

	Activity of male and female character.	-	
	Topic domination	-	
9	The number of male or female in photograph or picture	95, 97, 99, 103, 104	
	Occupation or jobs.	104	
	Character in the textbook.	-	
	Activity of male and female character.	103, 104	
	Topic domination	-	


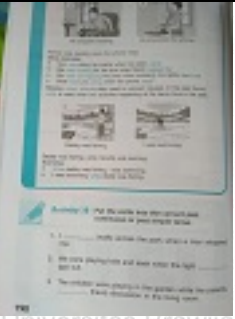



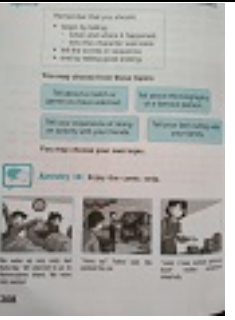
1	The number of male or female in photograph or picture	111, 112, 113, 114, 115, 117, 118, 119, 120, 121					
	Occupation or jobs.	113, 114, 115, 119, 121					
	Character in the textbook.	113, 114, 117, 118					
	Activity of male and female character.	111, 112, 113, 114, 117, 118, 119, 120					
	Topic domination	119					

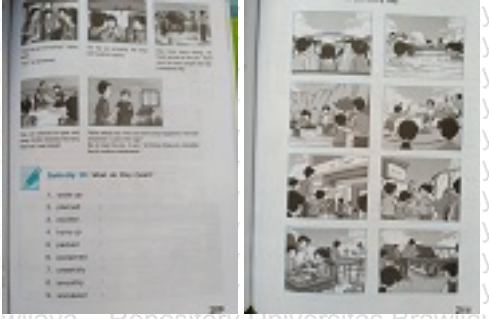

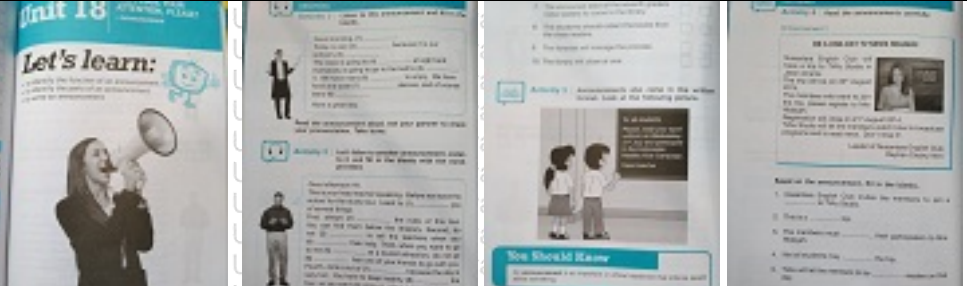
11	The number of male or female in photograph or picture	123, 124, 129			
	Occupation or jobs.	-			
	Character in the textbook.	124			
	Activity of male and female character.	129			
	Topic domination	124			
12	The number of male or female in photograph or picture	135, 140, 141, 142, 143, 144			
	Occupation or jobs.	-			
	Character in the textbook.	135, 140, 141			
	Activity of male and female character.	141			
	Topic domination	144			

			
13	The number of male or female in photograph or picture	152, 154, 157, 158, 159, 161, 163, 165	
	Occupation or jobs.	161, 163	
	Character in the textbook.	159, 161, 163	
	Activity of male and female character.	154, 161, 164, 165	
	Topic domination	154	
			
			
			

14	The number of male or female in photograph or picture	176	
	Occupation or jobs.	-	
	Character in the textbook.	-	
	Activity of male and female character.	-	
	Topic domination	176	
15	The number of male or female in photograph or picture	178, 180, 181, 183, 189, 190	
	Occupation or jobs.	-	
	Character in the textbook.	-	
	Activity of male and female character.	181, 183, 189, 190	



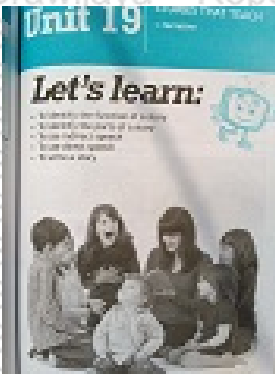
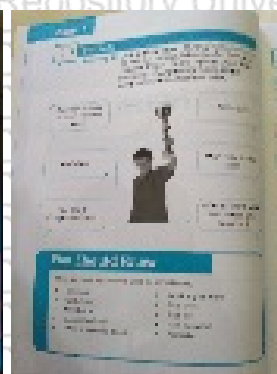
	Topic domination	180, 183	 
16	The number of male or female in photograph or picture	195, 198, 206, 208, 209, 211	   
	Occupation or jobs.	-	
	Character in the textbook.	-	
	Activity of male and female character.	198, 206, 208, 211	

	Topic domination		
17	The number of male or female in photograph or picture	217, 223	
	Occupation or jobs.	223	
	Character in the textbook.	-	
	Activity of male and female character.	223	
	Topic domination	-	
18	The number of male or female in photograph or picture	225, 226, 228, 230	
	Occupation or jobs.	226, 230	
	Character in the textbook.	-	
	Activity of male and	-	

	female character.		
	Topic domination		
19	The number of male or female in photograph or picture	241, 248, 249, 250, 258	
	Occupation or jobs.	249	
	Character in the textbook.	250	
	Activity of male and female character.	241, 250, 258	
	Topic domination		



Appendix 3: The Textbook





**KEMENTERIAN RISET, TEKNOLOGI DAN
PENDIDIKAN TINGGI UNIVERSITAS
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Berita Acara Bimbingan Skripsi

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3. Program studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Pendidikan
5. Judul Skripsi : The Analysis of Gender Representation in Textbook
Entitled Bright an English Course for Second Years
Student of Junior High School
6. Tanggal Mengajukan : 8 Januari 2017
7. Tanggal Selesai Revisi : 25 July 2017
8. Nama Pembimbing : Ive Emaliana, M.Pd.

Keterangan Konsultasi*)

No.	Tanggal	Materi	Pembimbing	Paraf
1.	24 Februari 2017	Pengajuan Judul	Ive Emaliana, M.Pd	
2.	27 Februari 2017	- Persetujuan Judul - Outline Bab I, II, III	Ive Emaliana, M.Pd	
3.	6 Maret 2017	Revisi bab 1, II, III	Ive Emaliana, M.Pd	
4.	8 Maret 2017	Revisi Bab I, II, III	Ive Emaliana, M.Pd	
5.	15 Maret 2017	Revisi Bab I, II, III	Ive Emaliana, M.Pd	

6.	20 Maret 2017	- Revisi Bab I, II, III - ACC Sempro	Ive Emaliana, M.Pd	<i>Ive</i>
7.	24 Maret 2017	Seminar Proposal	Ive Emaliana, M.Pd	<i>Ive</i>
8.	18 April 2017	Validasi Instrument	Ive Emaliana, M.Pd	<i>Ive</i>
9.	22 Mei 2017	Konsultasi Bab VI dan V	Ive Emaliana, M.Pd	<i>Ive</i>
10.	9 Juni 2017	- Konsultasi Bab VI dan V - ACC Semhas	Ive Emaliana, M.Pd	<i>Ive</i>
11	16 Juni 2017	Seminar Hasil	Ive Emaliana, M.Pd	<i>Ive</i>
12	7 Juli 2017	- Konsultasi Bab I - V - ACC Kompre	Ive Emaliana, M.Pd	<i>Ive</i>
13	14 Juli 2017	Ujian Skripsi	Ive Emaliana, M.Pd	<i>Ive</i>
14	25 July 2017	- Konsultasi revisi - ACC Jilid	Ive Emaliana, M.Pd	<i>Ive</i>

10. Telah dievaluasi dan diuji dengan nilai:

B

Mengetahui,
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