



## Gender Representation on Reading Texts, Dialogues and Pictures in “When English Rings a Bell” for Grade VII Junior High School

Nur Laila Hafidhoh<sup>1✉</sup>, Abdurrahman Faridi<sup>2</sup>, Mursid Saleh<sup>2</sup>

<sup>1</sup> LRC-KJHAM (Legal Recourse Center untuk Keadilan Jender dan Hak Asasi Manusia)  
Semarang, Indonesia

<sup>2</sup> Universitas Negeri Semarang, Indonesia

### Article Info

Article History:  
Accepted 10  
December 2017  
Approved 7 February  
2018  
Published 20 June  
2018

Keywords:  
Gender,  
Reading text,  
Dialogue,  
Picture,  
Textbook

### Abstract

This study focuses on gender representation of reading texts, dialogues and pictures in a textbook “When English Rings a Bell” for Grade VII Junior High School. It used a descriptive qualitative approach, and its objective was both to investigate gender representation in the reading texts, dialogues and pictures, and to describe the differences and similarities of each representation. The study revealed that female domination was found in the reading texts as seen from gender visibility, gender specific noun, and male domination was seen from gender stereotype. Similarly, female domination was also found in the dialogues as seen from gender visibility and gender specific noun, while male domination was seen from gender stereotype. However, male domination was found in the pictures as seen from gender visibility and gender stereotype. Hence, both the reading texts and the dialogues showed female domination as seen from gender visibility, gender neutral, and gender specific noun. They also presented gender stereotype showing male domination. On the other hand, the pictures showed male domination. In conclusion, the textbook was dominated by female representation in term of the reading texts and the dialogues, and by male representation in term of the pictures. It also contained gender stereotypes placing females less dominant than males.

© 2018 Universitas Negeri Semarang

✉ Correspondence Address:  
Jalan Kauman Raya No.61 A Pedurungan, Semarang,  
Indonesia  
E-mail: layl86@yahoo.co.id

**p-ISSN 2087-0108**  
**e-ISSN 2502-4566**

## INTRODUCTION

### Background of the Study

Gender is one of issues related to female or male life. It is in economy, social and culture, etc. It is a social and cultural construction. According to Widyaningrum, A, Saleh, M, & Warsono (2013, p.51) it is one of the factors that shape identity or social and cultural roles.

The word “gender” refers to the classification of nouns, adjective or pronouns as masculine, feminine or neuter. (Hornby, 1995, p.450). It is the difference of female and male roles and responsibility constructed and learned from culture. (UNESCO, 2009, p.8).

According to Mansur Fakhri, it refers to male’s or female’s roles and responsibilities constructed by societies and cultures. Then based on Utomo and friends (2009), gender refers to female and male roles constructed by social. The roles always change and vary. They are closely related to time and place. Aرسال, T., Basri, M., & Tono S (2017, p. 136) cited from Balasubramanian, Haggblade & Movahedi; also stated that ‘Principally, the role of women and men are similar, except for reproduction function, which is the nature of women that cannot be replaced by men, such as being pregnant, giving birth and breastfeeding’.

Based on those definitions, the roles always changes and are flexible between male and female. For example the domestic works like washing, cleaning the house and caring the child that usually constructed as female work, and public work like working at office, etc. are changeable.

This construction had been long time. So it became a truth that men are masculine, strong, rational, working out of the house, etc, and women are feminine, weak, emotional, working as a house wife, etc.

Wrong understanding about gender can cause gender discrimination or gender inequality. If the women are considered to be feminine and only work in the house, so for the women who work outside the house can be considered as not good women. While in other situation, if the women are only housewives,

they don’t need to take a higher education. On the other side, men labelled masculine, strong, working outside the house, will be bullied if they can not do that. Even the women usually get more suffers than men. It had been long time. Sutopo (2016, p.160) said that ‘women have been the victims of exploitations since a long time in different fields in their life’.

Based on Fakhri (2010), there are 4 (four) kinds of gender inequality. The first is marginalization. It happens from some situations like disaster, exploitation, etc. then it affects to poverty. Second is, subordination. It is a value that considering other gender’s role is lower. Third is, stereotype. It is labelling or tagging someone into certain group. In this case, stereotype is labelling or tagging man or woman into certain characteristic. For example women are beautiful, feminine, weak, emotional, etc. While men are strong, masculine, rationale, etc. Fourth is violence. It is an attack or assault against the physical and psychological integrity of a person's mental. In this case, what happen is gender based violence. This is because violence happened from gender inequality or different power between woman and man. Then the violence changed into violence against women because most of the victims are women. The definition of violence againsts women, based on International Declaration on violence against women, is any action based on gender differences that affect women's misery or suffering physical, sexual or psychological, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. The fifth is double burden. It is the situation where a person should work out of the house (working to earn money) but also in domestic area like cooking, cleaning the house, washing etc.

Gender knowledge and understanding are not automaticly got. But it should be learned from the society and culture. In this case, education is important to take this role. How the people related to education system can learn gender equality. It is because the aim of education is to learn about moral and behaviour. As stated by Faridi, A (2014, p.72) ‘education

does not only give cognitive thinking, but also develop more moral to be internalized in human being.'

So education should contain non discrimination knowledge and content because it is part of educational goal to create a dignified civilization. As mentioned in Law Number 20 in 2003 that:

"National education serves to develop the ability and character development as well as dignified civilization in the context of the intellectual life of the nation.."

To realize the goal of creating dignified civilization, there must be principle to respect each other, no discrimination based on race, religion, included gender difference. Based on the Law:

"Education is held in a democratic, fair and not discriminatory to uphold human rights, religious values, cultural values, and the diversity of the nation"

From the statement of the law, it is clear that the principle of education is non discrimination based on race, culture, religion, gender difference, etc.

Then, in the World Declaration on Education for All 1990 (UNESCO, 2012, p.21), stated that education for all means educating both boys and girls and that treating both equally – and in the process narrowing gender gap that is a matter of justice and equality.

One of the ways to ensure gender equality in education is ensuring the curriculum and learning materials contain gender equality. According to UNESCO concept (UNESCO, 2009, p.13), one of the tools for gender responsive educational environment is developing gender-responsive curriculum and teaching/ learning materials. Then according to Elsa (1999, p.21) that ensuring the textbooks and tests are gender-sensitive expressed in the language, images or examples. Teaching/ learning materials can be found in a school textbook.

As stated by Mujiyanto and Yonata (2017, pp.91-92) that

*Gender inequality or gender bias can be manifested in many aspects of education including access, retention, success career choices, opportunities, and teaching and learning materials. Specifically, the consciousness of political correctness about gender matters has been forced in teaching and learning aids and materials.*

From that statement, it can be understood that gender inequality may be found in teaching and learning materials, like textbook.

Ensuring gender equality in education especially for textbook is also a mandate from International Convention on the Elimination of all forms of Discrimination Against Women (CEDAW). It was mentioned in article 2 of this convention. The convention also mentioned about gender equality in education like in curriculum or examination.

"States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women: ... The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;"

The convention clearly mentioned about eliminating any stereotyped concept of gender roles in education by revising textbook, so evaluating and revising textbook with stereotyped content was state obligation.

Evaluating textbook from gender representation, according to Nagatomo (2011, pp.54-55) as cited Porecca, can be seen from 4 (four) aspects. They are gender visibility, gender firstness, gender neutral and gender specific noun, and gender stereotype.

The first is gender visibility. It is a presence of female and male characters in text. The number of female or male characters can be name, title, family relationship and occupation.

(UNESCO). Gender visibility for female is like Mrs, Siti, She, mother, housewife, etc. then gender visibility for male is like Mr, Ahmad, He, Father, Policeman etc.

The second is gender firstness. It is the text which female or male appeared first.

The third is gender neutral and gender specific nouns. Gender neutral noun means nouns don't belong to female or male, like teacher, student, doctor, etc. Gender specific noun means the nouns belong to female or male character. For example mother, father, sister, brother, etc.

The fourth is gender stereotype. Brannon, as cited in Ayuningtyas (2015, p.76) defined gender stereotype as 'beliefs about the psychological traits and characteristics of men or women'. It is placing the women on certain characters and men for certain characters. For example, a female character is cooking, a male character is working on a car.

Laksmitarukmi, A (2017, p.24) stated 'Women are naturalized by referring them with the use of animal terms e.g bitch, chick etc. and nature is feminized when it is referred to as 'feminine', 'she' and 'mother of universe'. The statement was the example of gender stereotype.

The word "*textbook*" refers to a book giving instruction in a subject, used especially in schools. (Hornby, 1995, p.1234). According to Klemencic, E & Vogrincic C (2014, p.1) "Textbooks are core learning materials or documents within the field of education both in printed but also more and more in electronic form." Then Arvianto, I.Z & Faridi, A (2016, p.43) also said "Textbook provides a plan for learning, a visible outline of what is to be learned in the classroom, as a bank of resource materials and ideas."

Ghufron, MA., & Saleh, M (2016, p.113) also stated that textbook is a printed instructional material. They are often used by teachers in teaching-learning process. As stated by Sugiarto, R.B., Sofwan. A., & Sutopo, D (2015:3) that textbook is one of the essential constituents in the process of teaching and learning English used by the English teachers. Rukmini, D (2009, p.181) also stated that 'In the

process of teaching, like in other countries, teachers of English in Indonesia also make use of English textbooks which are usually written based on the current curriculum.'

Khan, Q., Sulthana, N., Bughio, Q., & Naz, A (2014, p.56) said "Textbooks are not aimed at merely teaching students how to read and write but also to inculcate virtues valued by society, implied in the term 'hidden curriculum'".

The textbooks contain many resources for learning processes used by teachers and students. From the textbooks, the teachers and the students learn many things. They provide listening, reading and other exercises, so they can learn to understand English from the exercises. From the textbook, they can also learn the message of social, culture or value like humanity, solidarity included gender equality. So the textbooks can influence their mindset, paradigm and ideology.

There were some studies conducted to investigate gender representation in the textbook. Utomo, S.D.I et al. (2009, p.5) evaluated the textbooks of four school subjects in Indonesia. They were Bahasa Indonesia and English, Islamic Religion, Science including Biology, Social Sciences, and Physical Education (Pendidikan Kesegaran Jasmani, Olahraga dan Kesehatan). The result of this study revealed that the textbooks from year 1 to year 12 are heavily gender biased even though simple messages on sexual harrasment and violence have been incorporated. The elementary textbook showed stereotypical gender roles where women and girls were responsible for domestic duties, while men and boys were responsible for public or non domestic duties.

Other study was conducted by Fadhila Yonata and Yan Mujiyanto (2017, p.91). The aim of the study was to describe the similarity and the difference of gender representation in textbook "Bahasa Inggris" (Henceforth B1) and Aim High ( Henceforth AH) used in some senior high schools in Semarang, Central Java, Indonesia. The result was that both B1 and AH were similar in female domination in the

exercise and the images. While the difference of both that B1 has male domination, and AH has female domination in the frequency and balanced in reading passage and conversation.

While in this study was to describe gender representation of reading text, dialogues and pictures in an English textbook namely "When English Rings a Bell" for grade VII Junior High School (SMP/ MTs). It was aimed to answer questions (1) How is gender representation in the reading texts, dialogues and pictures of the textbook? and (2) How are the differences and similarities in the reading texts, dialogues and pictures of the textbook?

## METHODS

The study used descriptive qualitative approach because it described gender representation of reading text, dialogue and picture of an English textbook. Based on Nunan (1992, pp.4-6) descriptive qualitative research is a research which method is not experimental research, the data is qualitative and the analysis is interpretative.

The data was the reading texts, dialogues and pictures from an English textbook "When English Rings a Bell". The book published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

The data was collected through some steps. They are reading the textbook, identifying the reading texts, dialogues and pictures from the textbook, classifying the data then analyzing the data.

In analyzing the data, based on Creswell (2014, pp.247-249), the following steps were taken. The first was organizing and preparing the data for analysis. They were the reading texts, dialogues and pictures had been collected.

The second was reading or looking at all the data. In this step, the researcher read all the data, they were the reading texts, dialogues and pictures in each chapter of the textbook.

The third was coding all of the data. In this step, the researcher took each word, sentence or paragraph of each reading texts, dialogues and pictures of the textbook into

certain categories based on the theme of analysis then remarks or code them. The theme of analysis was from Porecca's (1984) framework. They were gender visibility, gender firstness, gender neutral and gender specific nouns, and gender stereotypes. So in every single reading text or dialogues or pictures, the researcher used that theme to categorize.

The fourth was using coding process to generate a description of the setting or people as well as categories or themes for analysis. This involved generating a description of categories of themes for analysis from the process of coding. For example in chapter I, the researcher described the gender visibility of dialogue in chapter I.

The fifth was advancing how the description and theme was represented in the qualitative narrative. In this step, the researcher advanced the description and themes in to qualitative narrative that was represented.

The last step was interpreting the data. It involved making an interpretation in qualitative research of the findings or results.

In analyzing the data, using Porecca's (1984) gender analysis. The analysis was that gender representation can be seen from 4 types. They were gender visibility, gender firstness, gender neutral and gender specific noun, gender stereotype.

## RESULTS AND DISCUSSIONS

There were 3 (three) contents of textbook researched. They were the reading texts, dialogues and pictures.

### Gender Representation in the Reading Texts

Gender representation in the reading texts was dominated by female from gender visibility and gender specific noun categories, but from gender stereotype category, it showed male domination.

In gender visibility, there were female and male visibilities. The reading text with female visibility was more than reading text with male visibility. But the frequency of words belongs to

female visibility was 13 times. While male visibility was 12 times.

In the reading text of the textbook, there was no gender firstness found. In the reading texts, gender neutral and gender specific noun found. There was only 1 reading text with gender neutral and gender specific noun. It was in chapter VII. But in this chapter, there was only gender specific noun. Gender specific noun was divided into female and male specific nouns. The words appeared were "She", "Lady" and "Mrs". The frequency of the words was 12 times. While the word appeared for male specific noun was only "He". The frequency of the word was 10 times.

Gender stereotype in the reading text found from the sentence "He is wearing a blue shirt" and "She is carrying a pink purse". Those sentences show that pink color belongs to female, not male.

It had been taught about stereotype between female and male. Females must be feminine. They must look pretty. All of their belongings should also look pretty, with shiny and pretty color such as pink. While males were taught to be masculine and strong. All of their belongings should also look masculine, such as black or blue colored.

This situation was not only stereotyping one gender but also both. Men or boys that have belonging with pink color usually will be bullied. Starting from bullying will get impact in violence. So this is part of humanity problem in education.

### **Gender Representation in the Dialogues**

In gender visibility, there were female and male visibilities. Female visibility in the dialogues was more than male visibility. The words appeared for female visibility in the dialogues were "Siti", "Mom", "Lina", "Mrs.", "Rita", "Ladies", "Grandma", "She", "Ery", "Yuli", "Vina", "Ma'am", "Hasnidah", "Mira", "Rani Maharani", "Miss", "Mutia", "Housewife", "Sofia", "Girls", "Rina", "Herlina" and "Ladies". While the words appeared for male visibility were "Dad", "Beni", "Mr. Ahmad", "Sir", "Udin", "Edo", "Adnan",

"Smith", "Gentlemen", "Gunawan", "Max Bae", "Father", "Son", "Farhan Ramadhan" and "Simon". The frequency of female visibility was 168 times, while male visibility was 112 times.

In terms of gender neutral and gender specific noun, 10 dialogues contained gender neutral and gender specific nouns were found. There were 20 dialogues contained female specific nouns and 21 dialogues contained male specific nouns. While the frequency of gender neutral was 14 times, gender specific nouns for female was 29 times and for male was 21 times. So, female specific noun was the most frequent in the dialogues.

Gender stereotypes also found in the dialogues. There are 3 (three) dialogues that contained gender stereotype.

First was the dialogue between Edo and Beny. They talked about a new bike, and Father was someone who bought that one, not mother. This dialogue made a father as someone who had more money to buy a bike. It meant that male had more power economically than female. This was also based on Romaine (2003, p.104) said that the marketplace establishes the value of men in economic terms.

Second was the dialogue between Mira and Lisa. They talk about hair care. The dialogue showed that girls are closely connected to something beautiful. For example girls should look pretty with long and beautiful hair. Because of that, many companies produce shampoo, moisturizer and other products to make the girls hair more beautiful. Then more beautiful girls with long hair become a model of its advertisement.

The stereotyped dialogues showed the contrast between the first and the second dialogue. The first dialogue showed male, masculinity and power, while the second dialogue showed female and femininity.

### **Gender Representation in The Pictures**

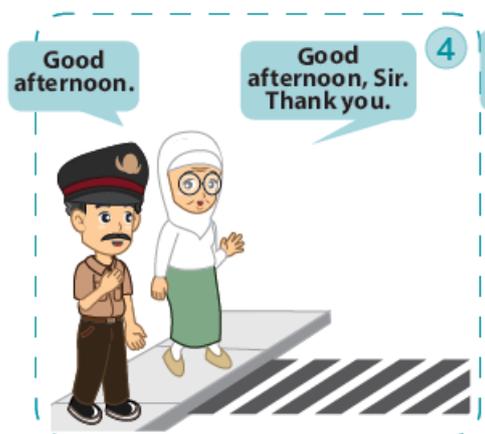
Gender representation in the pictures of this textbook only can be seen from two sides; they are gender visibility and gender stereotype.

Gender visibility in the pictures can be female visibility or male visibility. There were 156 pictures showed female visibility and 189 showed male visibility.

While there are 13 pictures showed gender stereotype. 8 pictures showed masculinity and more powerful for males, and the others showed about femininity and powerless for females.

The pictures that show masculinity and power for male are:

1. Picture 1 shows a police officer helped an old woman crossing the road,



The police officer is a paid job. The picture showed that the paid job like police officer belonged to a man. As found by Mineshima (2008, p.128), males seem associated with more paying and higher status job than females.

2. Picture 2 shows two boys invited a boy to play soccer, but the boy can not go because he is sick.



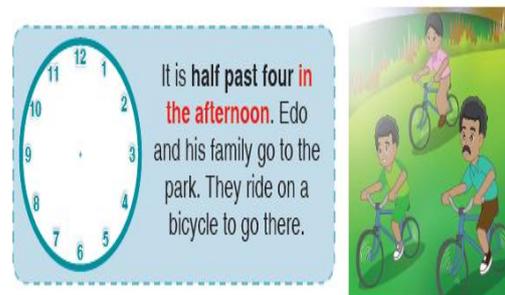
It showed that males are identically closer with playing outside the house. As Utomo and team (2009, p.5) stated, since childhood, girl played not far from the house for example “play house” (*main rumah-rumahan*) or playing with kitchen tools. But boys may go out from the house, playing with friends like playing soccer, etc.

3. Picture 3 shows 3 boys playing kite.



According to Rahmatullah (2014, p.377), playing kite is also known as a game for boys, although now girls also begin to play kite.

4. Picture 4 shows 2 boys and a man riding bike to go to the park



It showed gender stereotype that cycling was for males. Cycling for males presented that males must be stronger and more athletic than females. It also presented that cycling can make men more independent and go more far out of the house than women.

5. Picture 6 shows two boys repairing a tire.



The picture showed gender stereotype, because repairing the tire was known as men's activity. This is because since child, boys played toys, like car, robot, while girls played doll, kitchen utensil, etc. Then, when becoming adult, boys take study of machine or automotif, but girls are closely related to study of sewing or culinary art.



That picture contains stereotype from the place where the farmer and the activity or occupation. From the picture, it shows that the male farmer is hoeing. It strengthens readers' perception about the most "farmer" occupation belongs to male, because being farmer should be strong body and should go to rice field that is outside the house.

6. Picture 9 shows two boys in the school field.



It showed that sport was usually connected to boys or man. While girls or women are rarely connected to sport activity. This is because boys or men should be more athletic than women.

8. Picture 13 shows a boy standing in front of a snake.



It shows gender stereotype from the animal chosen for the boy, because boys or men known as strong and masculine. So the suitable animal is a wild animal, like a snake, not pretty or beautiful one like butterfly, etc.

7. Picture 10 shows a farmer in the ricefield. It looked that he was hoeing.

From those pictures, it was showed that the place was outside or far from the house. From 8 eight pictures, 6 of them are not in the house. They are on the road, in the field, on the way to go to park, in the workshop, in the school field and in the rice field.

Because boy or man can be outside of the house or far from the house. This was learned since childhood that boys play outside the

house, then when becoming adult, they will work outside the house or far from the house. So they must be strong. That is about masculinity.

Then, the pictures can be analyzed from the activity itself. From 8 pictures, 6 of them show masculine or powerful activity. Picture 1 showed a police officer helping an old woman crossing the road, picture 2 showed two boys are going to play soccer, picture 3 shows playing kite, picture 4 showed they are riding bike, picture 5 showed two men repairing a tire, picture 7 showed the farmer is hoeing.

Helping a woman crossing the road, playing soccer, playing kite, riding bike, repairing a tire and hoeing are activities that closely connected to male activity because the activities need more power.

The powerful and masculinity for male, can be analyzed from something around. It is like in picture 13 shows a boy with a snake. It is known that a snake is a wild animal. So it is closely related to male.

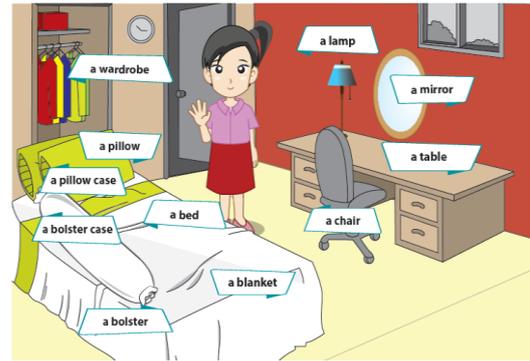
The other pictures show femininity and powerless for female are:

1. Picture 1 shows a police officer help an old woman crossing the road,



The picture showed the woman was helped by the police officer.

2. Picture 5 shows a girl in the bedroom



The picture was stereotyping from the place and things around the girl. From the picture, it looks that she is in the bedroom. It is part of inside the house. It makes people understand that the place of a women are in the house not outside or far from the house.

Some equipments around her also guide the readers that they are closely related to girls' or women's. One special thing was on a mirror above the table; it strengthens the perception that a girl should look pretty.

3. Picture 7 shows a girl in the kitchen.



The picture above showed a girl in the kitchen. She is standing with a plate of food on the table. There are also a stove with a pan and a cupboard with a bowl. From the picture, it looks that she will eat after cooking.

The picture is stereotyping the women. It strengthens people's perception that kitchen is women's place and cooking is also women's activity.

4. Picture 8 shows a woman in the bedroom



The picture shows that a girl in the bedroom. It looks that she is standing beside a bed with untidy blanket. She is holding a bolster, it assumes that she is tidying a bedroom.

The picture shows that women or girls is connected to house cleaning activity, and closed to some household equipment. This work is also known as unpaid work. It can also be informal work but worse payment. As Mattu and Hussein (2003, p.97) stated, it was acknowledged that women were closely related to poorly paid private domestic jobs like cooking, cleaning, washing, etc.

5. Picture 11 shows a woman feeding a kid. It looked they are sitting in the dining room.



This picture strengthens gender stereotype from the activity and the things around. The activity is feeding kid that the activity of caring. The activity is also done in the house, not outside or far from the house. The activity is also categorized as unpaid

work. Then the things around her are dining table and some plates of food. They are also the things in the house.

It is as found by Anahita (2012, p.41) that not many of women have job outside the house. Most of them work in domestic area or in the house. Some have job outside the house like teaching and nursing.

6. Picture 12 shows a girl standing. It looked that she sees a pretty butterfly.



The picture shows gender stereotype from the animal appears. That is butterfly. The animal that looks pretty and beautiful like butterfly is closely related to girls. While a wild animal is closely related to boys, because boys or men are considered to be strong.

7. Picture 14 shows a girl with a bowl



The picture of a girl with a bowl gives a message that a bowl was closely related to a female. The activity is done inside the house, such as in the kitchen or dining room.

The pictures can be analyzed from the place, the activity and things around. Looking

from the place, 4 pictures showed the activity in the house. they are in the bedroom, in the kitchen and in the diningroom.

They can be analyzed from the activity. 4 pictures shows powerless and feminine activity. They are crossing road helped by a police officer, eating after cooking, tidying bedroom and feeding kid.

The pictures are also looked from the things around. The pictures show things around female are kitchen utensil, bedroom, mirror, etc. most of them are something in the house. One special thing is mirror. The other one is an animal. The animal is around a girl is pretty animal, like butterfly, not wild animal like snake. The butterfly is closely related to female.

From the pictures, it makes more stereotype that female should be in the house or not far from the house, doing some activity in the house like cooking, cleaning the house, feeding the kid, etc. Eventhough, Setyaningsih, S.I (2015, p.43) said that was still taboo for women to work in public or in political side. This is because there was stereotype that women were not cleverer, more intelegence than men. Whereas they were equal. As stated by Arbain, J, Azizah, N & Sari, N.I (2015, p.85) about Ali Asghar Engineer's view that both women or men are equal. Both have dream, intelegence, potension, worry, feeling, emotion, etc. Females also play with the pretty animal like butterfly, not wild animal. It shows that female is feminine and powerless.

### **The Differences and the Similarities of Gender Representation**

The differences found from each gender representation in the reading texts, the dialogues and pictures.

First, gender visibility in the reading texts was dominated by female visibility, while in dialogues dominated by male visibility.

Second, gender neutral and gender specific noun in the reading text were dominated by reading text with male specific noun than female. While in the dialogues was dominated by the dialogues with female specific noun.

The similarities found in gender representation of the reading texts, dialogues and pictures. First, gender visibility in the reading texts and dialogues was dominated by female visibility from the frequency of male and female characters. Second, gender stereotype found in the reading texts, dialogues and pictures.

From the explanation above, it is known that many stereotyped representations came from the pictures. This was because visualising something by image or pictures in good way and had good value was not easy. As stated by George, A.M (2013, p.148) that making visuals in designing textbooks was challenging, but the pictures or images could be something interesting to understand the materials.

While gender representation in the pictures can be analyzed from gender visibility and gender stereotype.

Gender stereotype that found in the textbook makes people misunderstand about gender role. They will take the stereotypes become a truth. Yasin (2012, p.154) stated that the message about gender manifested in the texts could affect their behaviour and their children as they used in the society. Whereas Prasojo, S., Priyanti, E., & Rosyidi, MI (2016, p.631) revealed that 'women and men are equal. Women and men should be treated equally, placed in same level of society.'

### **CONCLUSION**

After conducting the research, it is concluded that, first, the textbook is female dominated in the reading texts and dialogues. Second, the textbook is male dominated in picture. From both side gender visibility and gender stereotype, it concludes that the picture is more dominated than female. The domination is not only in appearance but also in the message of the pictures. They show that males are more powerful than female. They show that males are masculine and strong and females are feminine and weak. Third, the textbook contains gender stereotypes. They show that males are powerfull,

masculine and freedom while females are powerless, femininity and domestically works.

## REFERENCES

- Anahita, A. (2014). A Gender Analysis of Iranian Middle School Textbooks.
- Arbain, J. Azizah, N., & Sari, N.I. (2015) Pemikiran Gender Menurut Para Ahli: Telaah atas Pemikiran Amina Wadud Muhsin, Asghar Ali Engineer, dan Mansour Fakih. SAWWA Journal. 11(1), 75-94. Retrieved from <http://journal.walisongo.ac.id/index.php/sawwa/article/view/1447/1070>
- Arsal, T., Basri, M., & Tono S. (2017). Bakul: Contribution of Rural Women to Family Economy through Informal Sector Activities. Komunitas: International Journal of Indonesian Society and Culture. 9(1), 136-142. Retrieved from <https://journal.unnes.ac.id/nju/index.php/komunitas/article/view/8906/6464>
- Arvianto, I.Z., & Faridi, A. (2016). The Compatibility of Reading Exercises with Bloom's Revised Taxonomy and 2013 Curriculum (A Case of English Textbook Entitled Bahasa Inggris for Grade XI Published by Department of National Education). English Education Journal, 6 (1), 43-52. Retrieved from <http://journal.unnes.ac.id/sju/index.php/eej/article/view/13056>
- Ayuningtyas, P. (2015). Deconstructing the Stereotypes of Women Through a Female Voice in Burial Rites (2013) by Hannah Kent. Jurnal Lingua Cultura. 9 (2), 75-80. Retrieved from <http://journal.binus.ac.id/index.php/lingua/article/view/819>
- UN. (1995). Beijing Platform for Action. Retrieved from <http://www.un.org/womenwatch/daw/beijing/platform/>
- UN. (1979). CEDAW Convention. Retrieved from <http://www.un.org/womenwatch/daw/cedaw/>
- Fakih, M. (2010). Analisis Gender dan Transformasi Sosial. Yogyakarta: Pustaka Pelajar
- Faridi, A. (2014). The difficulties of English Teachers in Instilling Character Building through Narrative Stories at Elementary Schools in Central Java, Indonesia. International Journal of Contemporary Applied Sciences Vol. 1 No. 2 October: 68-82. Retrieved from <http://ijcar.net/assets/pdf/Vol1-No2-October2014/05.pdf>
- George, A.M. (2013). Illustrating Social Studies in School Textbooks. Contemporary Education Dialogue, 10 (1), 147-153. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/0973184912465230>
- Ghufron, MA., & Saleh, M (2016). Designing a Model of Research Paper Writing Instructional Materials for Academic Writing Course: Textbook Evaluation. LANGUAGE CIRCLE: Journal of Language and Literature. 10(2), 113-123. Retrieved from [https://journal.unnes.ac.id/artikel\\_nju/LC/5618](https://journal.unnes.ac.id/artikel_nju/LC/5618)
- Khan, Q, Sulthana, N, Bughio, Q & Naz, A. (2014). Role of Language in Gender Identity Formation in Pakistani School Textbooks. Indian Journal of Gender Studies, 21(1) 55-84. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/0971521513511200>
- Klemencic, E., & Vogrincic C. (2014). Analysis of Texts in the Field of Education: A Regulation on Textbook Approval and a History Textbook, SAGE Open Journal: 1 -9. Retrieved from <http://journals.sagepub.com/doi/full/10.1177/2158244014552430>
- Laksmitarukmi, A (2017). Feminization of Nature: The Portrayal of Woman and Nature in Ronggeng Dukuh Paruk. Indonesian Journal of English Language Studies. 3(1), 24-31. Retrieved from

- <http://e-journal.usd.ac.id/index.php/IJELS/article/view/574>
- Leo, E. (1999). *Gender Mainstreaming in Education, a reference manual for governments and other stakeholders*, London.
- Mattu, A., & Hussain N. (2003) *Gender Biases and Stereotypes in School Texts. The Subtle Subversion—The State of Curricula and Textbooks in Pakistan*, available at [www.sdpi.org](http://www.sdpi.org)
- Mujiyanto, Y., & Yonata, F. (2017). The Representation of Gender in English Textbooks in Indonesia. *Journal of Language and Literature*, 12(1) 91-92. Retrieved from [https://www.researchgate.net/publication/320707867\\_The\\_Representation\\_of\\_Gender\\_in\\_English\\_Textbooks\\_in\\_Indonesia](https://www.researchgate.net/publication/320707867_The_Representation_of_Gender_in_English_Textbooks_in_Indonesia)
- Mineshima. (2008). *Gender Representations in an EFL Textbook*. Available at [http://nirr.lib.niigata-u.ac.jp/bitstream/10623/20259/1/13\\_121-140.pdf](http://nirr.lib.niigata-u.ac.jp/bitstream/10623/20259/1/13_121-140.pdf).
- Nagatomo, D.H. (2011). A Critical Analysis of Gender Representation in an EFL Textbook. *Journal of Ochanomizu University English Society*, 1(2010), 53-61. Retrieved from [http://teapot.lib.ocha.ac.jp/ocha/bitstream/10083/.../06\\_53-61.pdf](http://teapot.lib.ocha.ac.jp/ocha/bitstream/10083/.../06_53-61.pdf)
- Prasojo, S., Priyanti, E., & Rosyidi, MI. (2016). The Disregard of Ideal Women as Represented in Lahiri's *The Namesake*. The 5<sup>th</sup> ELTLT International Conference Proceeding. Semarang: Universitas Negeri Semarang. Retrieved from <http://proceedings.id/index.php/elslt/article/viewFile/114/112>.
- Rahmatullah, A.S. (2014). Internalisasi Nilai Gender melalui Dolanan Anak Tradisional. *Jurnal Pendidikan Islam*. 3(2), 365-388. Retrieved from <http://ejournal.uin-suka.ac.id/tarbiyah/index.php/JPI/article/view/1174>
- Romaine, S. (2003). Variation in Language and Gender. In Holmes, J & Meyerhoff, M (Eds.), *The Handbook of Language and Gender* (1<sup>st</sup> ed.,pp 98-112): Blackwell Publishing
- Rukmini, D (2009). Model Written Texts in The Recommended Senior High School English Textbooks. *TEFLIN Journal*, 20 (2), 180-193. Retrieved from <http://journal.teflin.org/index.php/journal/article/download/91/85>.
- Setyaningsih, S.I. (2015). Bias Gender Dalam Verba: Sebuah Kajian Leksikon dalam Bahasa Inggris. *SAWWA Journal*. 11 (1), 25-50. Retrieved from <http://journal.walisongo.ac.id/index.php/sawwa/article/download/1445/1068>
- Sugiarto, R.B., Sofwan, A., & Sutopo, D. (2015). Mood Realization Of The Learning Activities In The Grade VII English Textbook Published By The Ministry Of Education And Culture. *English Education Journal*. 5 (1):1-6. Retrieved from [http://journal.unnes.ac.id/artikel\\_sju/eej/684/4/4912](http://journal.unnes.ac.id/artikel_sju/eej/684/4/4912).
- Sutopo, D. (2016). Discourse on Exploitation of Women around The Globe. The 5<sup>th</sup> ELTLT International Conference Proceeding. Semarang: Universitas Negeri Semarang. Retrieved from <http://proceedings.id/index.php/elslt/article/download/28/27>.
- UNESCO. (2012). *World Atlas of Gender Equality in Education*, UNESCO, Paris. Available at [www.uis.unesco.org/Education/Documents/unesco-world-atlas-gender-education-2012](http://www.uis.unesco.org/Education/Documents/unesco-world-atlas-gender-education-2012)
- UNESCO. (2009). *Gender in Education Network in Asia Pacific (GENIA) Toolkit: Promoting Gender Equality in Education*, Bangkok, UNESCO Bangkok. Retrieved from [www.unescobkk.org/fileadmin/user\\_upload/Tool\\_Guide.pdf](http://www.unescobkk.org/fileadmin/user_upload/Tool_Guide.pdf)
- UNESCO.(2003).*Gender Mainstreaming Implementation Framework*. Available at <http://unesdoc.unesco.org>

- UNESCO.(2010).Guideline for Mainstreaming Gender in Literacy Materials. Available at <http://unesco.org>.
- UDHR (Universal Declaration of Human Rights) retrieved from <http://www.un.org/en/universal-declaration-human-rights/>
- Utomo, D. Iwu. (2008). Gender Depiction in Indonesian School Text Books: Progress or Deterioration. Retrieved from <http://www.paramadina-pusad.or.id/en/umum-en/gender-depiction-in-indonesian-school-textbooks-progress-or-deterioration.html>
- Widyaningrum, A, Saleh, M, & Warsono. (2013). Multicultural Character Building as an Alternative Assessment in ELT. Second ELTLT International Conference Proceeding: Universitas Negeri Semarang. Retrieved from <http://proceedings.id/index.php/eltlt/article/view/376/374>
- Yasin, M.S.M., Hamid, A.B., Othman, Z., Bakar, A.K., Hashim, F., & Mohti, A. (2012). A Visual Analysis of a Malaysian English School Textbook: Gender Matters. Asian Social Science; 8 (12),154-163. Retrieved from [www.ccsenet.org/journal/index.php/ass/article/.../13595](http://www.ccsenet.org/journal/index.php/ass/article/.../13595)