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## **Gender Representation on Pictures, Dialogues and Reading Texts in “Bahasa Inggris Untuk Kelas X SMA/Ma”**

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### **Abstract**

This study focuses on gender representation of the picture, dialogue, and reading texts in a textbook – Bahasa Inggris Untuk Kelas X SMA/MA. For Grade X Senior High School. It used a descriptive qualitative approach, and its objective was both to investigate gender representation in the pictures, dialogue, and reading text and, the representation between them. The study revealed that male domination was found in the picture, dialogues and, reading text as seen from gender visibility, gender-specific nouns, gender-stereotypes. Only, in the dialogues gender stereotype was dominated by female. The relation between picture, reading text and, dialogues, have similarity was dominated by a male, as seen from gender-neutral and gender-specific nouns. Although gender stereotypes and gender visibility in the dialogue were dominated by a female. Gender visibility, gender stereotype, gender-neutral and gender-specific noun between reading texts and pictures, have similarity was dominated by male. The representation between reading text and pictures support each other because they are mutually sustainable. Gender visibility and gender stereotype in the reading text and dialogue have unequal dominated. Gender visibility in the reading text is dominated by a male, while gender visibility in the dialogue is dominated by a female.

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## INTRODUCTION

Gender equality is a highly discussed subject in today's society. Generally, men's and women's access to equality differs concerning salaries, respect, and power. Children grow up learning about gender equality from parents, society, and other adults that surround them. Gender equality deals with issues of democracy and fundamental values. Teaching children at an early age about these issues will benefit our society. According to Widyaningrum, A, Saleh, M, & Warsono (2013). It is one of the factors that shape identity or social and cultural roles.

The word "*gender*" refers to the classification of nouns, adjectives, or pronouns as masculine, feminine, or neuter. (Hornby, 1995, p. 450). It is the difference between female and male roles and responsibilities constructed and learned from culture. (UNESCO, 2009, p. 8). Males' domination over women arise inequality and cultural prejudice against women.

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 society. 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".

Language holds an important role in our society since it influences to what extent our perception of the world and what we understand natural' sex roles to be (Mills, 1995, p. 62). Further, the linguistic evidence shows what kind of things done by man is called as masculine, done by a woman is called as feminine, and language with gender-free is called neuter (Mustedanagic, 2010). From these roles of language, it can be assumed that gender especially its identity can be represented, constructed, and contested through language.

Based on those definitions, the roles always change and are flexible between males and females. For example, domestic works like washing, cleaning the house and caring for the child that is usually constructed as female work, and public work like working at the office, etc. are changeable. A wrong understanding of 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 situations, if the women are only housewives, they don't need to take higher education. On the other side, men labeled masculine, strong, working outside the house, will be bullied if they can not do that. Even women usually get more suffers than men. It had been a long time. Sutopo (2016, p. 160) said that "have been the victims of exploitations for a long time in different fields in their life".

Therefore get Gender knowledge and understanding are not automatically. we need education about gender knowledge, it should be learned from the family, society, and culture. In this case, education is important to take this role. How the people related to the education system can learn gender equality. It is because education aims to learn about morals and behavior. As stated by Faridi, A (2014, p. 72) education 149. So education should contain non-discrimination knowledge and content because it is part of the educational goal to create a dignified civilization. the responsive educational environment is developing a 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.

Mustapha (2013) recognizes that "textbooks are often viewed by learners as authoritative" (p. 455), which would lead to students having great respect for the language and perhaps also the norms portrayed in their textbooks. It seems probable that learners view textbooks as authoritative, as they have been

planned, written, and revised with the learner in mind. While Sunderland (2000a) might be correct in believing that a text can be read and understood in a range of ways even by the same reader, the text could still be seen as reliable by that reader. To Mustedanagic (2010) this implies that a teacher must try to predict possible interpretations of texts and how a text may affect students, hence we need to avoid using bad or biased texts: If we, for a moment, compare teaching language with building a house, the text represents our material. It can be dangerous to use bad materials for building because there is always the chance that the house might collapse. The same thing can be applied to English textbooks. (Mustedanagic, 2010, p. 2) From that statement, it can be understood that gender inequality may be found in teaching and learning materials, like a textbook. Frankly speaking, a textbook is one of the teaching aids that can be a crucial tool to build students' attitudes toward world life. It can be simply defined as a medium for providing materials and also sometimes exercises that are used as a basis for the course. The use of textbooks inside and outside the classroom may indicate this as a potential tool for introducing social norms and values. As guidance, students mostly use the textbook to facilitate them in self-studying both at school and at home. It cannot be neglected that there will be much interaction between them and in other words students may acquire consciously or unconsciously both explicit and implicit knowledge provided by the contents

While this study was to describe gender representation of pictures, dialogues and, reading text in an English Textbook namely "Bahasa Inggris untuk Kelas X SMA/MA". It was aimed to answer (1) How is gender representation in the picture, dialogues and, reading text of the textbook? (2) how is gender representation between picture, dialogues, and reading text of the textbook?

## METHOD

This study employs a qualitative method which the specific thing is in the descriptive study.

Descriptive analysis refers to a method used in exploring a quarry or subject where the methods measure results instead of trying to predict outcomes or actions or determine the cause of the effect. Descriptive analysis aims to describe the data and characteristics of what is being studied. In this study, a descriptive approach was applied to describe gender representation in pictures, dialogue, and reading texts, of the English Textbook "Bahasa Inggris untuk kelas X SMA/MA/SMK" published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

The research would like to find out how gender representation is presented in pictures, dialogues, and reading texts of the textbook. Other, it focuses on collecting the data from some steps. the research is reading the te pictures, dialogues, and reading textbooks, identifying the reading texts, dialogues, and pictures from the textbook, classifying the data then analyzing the data. In analyzing the data, based on Cresswell (2014, p. 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 that had been collected.

## RESULT AND DISCUSSION

This present study aims to explain three main points on gender such as picture, dialogue, and reading text which is represented in the textbook. Those points are related to the main point to know the representation of gender contents based on the theories used. Bahasa Inggris SMA/MA/SMK/MAK KELAS X as the subject of the study was developed by many parties under the coordinator of the Indonesia ministry of education to initiate the implementation of the 2013 curriculum in Indonesia.

### Gender Representation in The Picture

Gender representation in pictures of this textbook only can be seen from three sides, they are gender visibility, specific noun, and gender stereotype. The study found that gender visibility in the pictures is dominated by a male. The

following table is the table of pictures with male and female.

**Table 1.** male is dominated in gender visibility

Gender	visibility	Specific Nouns	Stereotypes
M	46	6	14
F	34	5	6

(M = Male F = Female)

The table above shows that the male is dominated in gender visibility, gender-specific nouns and gender stereotypes in the pictures.

The study found that gender visibility in the pictures is dominated by a male. It is 46 pictures. While gender visibility for females was 34 pictures. The study found that gender-specific noun in the pictures is dominated by a male it is 6 words and for a female is 5 words. The study found that there are some stereotyping pictures. It is 14 pictures. Some pictures show male, power, and masculinity and 6 pictures show female and femininity. Some pictures show the stereotyping. The following's picture that showed stereotype :



**Figure 1.** 2 men doing mountain climbing activities in the forest

The Figure above shows 2 men doing mountain climbing activities in the forest, and this activity is often done by men. This activity shows the masculine side of a man. It means that males prefer activities outside the house than inside the house.



**Figure 2.** father and son were talking about fishing

The Figure shows above father and son were talking about fishing, and the son gives a congratulation to his father because his father was getting a lot of fish. It shows that males are identically closer to playing outside the house than females. As Utomo and team (2009, p.5) state, since childhood, girls played not far from the house for example “playhouse” (bermain rumah-rumahan) or playing with kitchen tools. But boys may go out of the house, play with friends like fishing in the river or sea, etc.

Some pictures showed gender stereotypes that masculinity and power for males and some pictures show femininity and powerlessness of females, but some pictures also show that the female powerful was doing activity like a male.



**Figure 3.** The above two engineers' success in building an airplane

The Figure shows the above two engineers' success in building an airplane. The picture shows that the engineers are a man, not a woman. The engineer is a hard job. The picture shows that hard jobs like engineers belong to men. As found by Mineshima (2008, p.128), males seem

associated with the more hard and higher status job than females.



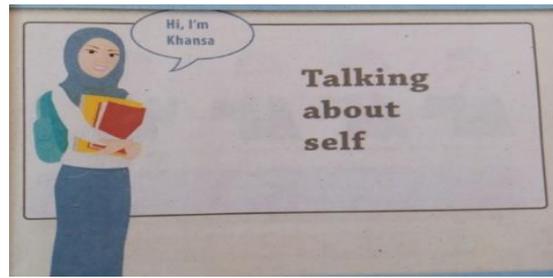
**Figure 4.** One of the most famous international soccer players

The Figure above is one of the most famous international soccer players. He is one of the best soccer players in the world. He is holding the winning trophy on the field. The soccer game is an activity that shows the masculine side of men. A football game is a favorite game for boys. According to Rahmatullah (2014, p. 377), playing soccer is also known as a game for boys, although now there is some girl also play soccer.



**Figure 5.** A male hero calling out the spirit of struggle.

The picture shows above a male hero calling out the spirit of struggle. The hero was seen clenching his fists burning the file spirit of the warrior. The picture is stereotyping the man. It strengthens people's perception that a hero and warrior is a man.



**Figure 6.** A student in the class

The Figure shows a student in the class. She is introducing herself to her friends. She holds school textbooks. The stereotype is a student in the picture is wearing the blue veil, which means that she is a woman. It makes people understand if she is a woman because only a women wear a veil while men do not wear a veil.



**Figure 7.** A female student reading in a library

The Figure above shows a female student reading in a library. this activity is usually done by a female because it requires a calm atmosphere. and usually, male students prefer activities in a crowd. and most women prefer to work indoors.



**Figure 8.** 2 female students carrying bags and holding books

The picture above shows 2 female students carrying bags and holding books. They talking about school tools. It shows that female students are more prepared and concerned about school

equipment. Females always look tidier, ready, and carry all the school tools. While the male is more simple to go to school.

The picture above shows the activities of female students who are having a conversation in their class and they look so fun with their conversation. It means that females prefer to spend their activities inside the house than outside.

The stereotype in power and masculinity. It was analyzed from the place, the activity itself, and something around it. All the pictures show the place was outside or far from the house. This is because a boy or man can be outside of the house or far from the house. This is learned since childhood. Because boy plays outside the house, then when becoming adult, they will works outside the house or far from the house. So they must be strong and struggle. That is about masculinity. Fishing, playing soccer, doing mountain climbing in the forest, work as airplane pilots, to be a hero, engineer, to be president are activities that closely connected to male activity. Because the activities need more power.

Analyzing the power and masculinity for males can be seen from something around. It is like “father and son are doing the fishing activity”. It is known that fishing is an outdoor activity and it needs more power. So it is closely related to males.

The pictures can be analyzed from the place, activity, and things around. Like these sentences “ Doing the activity in the room, the female students sitting in the class doing conversation, reading a book in the library, and the female students also more prepare and tidier for school tools than male students. It can show the powerless and feminine activities. This activity is usually done by a female because it requires a calm atmosphere. and usually, male students prefer activities in a crowd. and most women prefer to work indoors.

From the pictures, it makes more stereotypes that females should be in the house or not far from the house, doing some activity in the house like cooking, cleaning in the house, feeding the kid, etc. Female students spend a lot of time indoors while male students spend more time in

outdoor activities. It shows that female is feminine and powerless. Even though, Setyaningsih, S.I (2015, p. 43) said that at the time it was still taboo for a woman to work in the public or on the political side. Krisnawati, I, Iswari, R & Arsi A. A (2016, p. 2) stated about a society’s view that women do not need to have higher education because they will be housewives in the domestic sphere. Because there was a stereotype that women were not cleverer and more intelligent than men.

From the explanation above, it was known that many stereotypes representatives came from the pictures. This was because visualizing something by image or pictures in a 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.

### Gender Representation in The Dialogues

Gender representation in the dialogues of the textbook can be seen from four points. gender visibility, stereotypes, neutral and specific nouns. . The following table is the table of pictures with male and female.

**Table 2.** female domination is only found in gender visibility

Gender	Visibility	Neutral	Specific Noun	Stereotypes
M	12	4	2	1
F	13	0	0	1

(M= Mala F=Female)

The table above showed that female domination is only found in gender visibility. But, for gender stereotypes, gender-neutral and specific nouns the male was dominated. Was 12 dialogues contained male and 13 dialogues contained female. But, looking at the frequency of words in the dialogues, it is dominated by a female than a male. The frequency of female visibility was 68 times, for male frequency was 57 times.

Then, gender representation can be analyzed from gender-neutral and gender-specific nouns that appear in the dialogues. The study

found that gender-specific nouns appear less than gender-neutral. From the number of dialogues that contained gender-neutral for male, there were 2 dialogues contained gender-neutral. From the frequency, gender-neutral appears 4 times for a male. While for gender-specific nouns, a male-specific noun appears 2 times. For gender-neutral, the words were “students, singer, fisher, and tourism”. Meanwhile, gender-specific nouns the words were “sir and dad”. But there was not gender-neutral and the gender-specific noun for females.

The last, gender representation in the dialogues was analyzed from gender stereotypes that appeared. The study found that gender stereotypes are presented in the dialogues of the textbook. There were 2 gender stereotypes in the dialogues First, the dialogue was 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 males had more powerful economically than females This was also based on Romaine (2003, p. 104) said that the marketplace establishes the value of men in economic terms. Second, the dialogue between Mira and Lisa. They talk about hair care From the dialogue shows that girls are closely connected to something beautiful. For example like girls should look pretty with long and beautiful hair Because of that, many companies produce shampoo, moisturizers, and other products to make the girl's hair more beautiful. Then more beautiful girls with long hair become a model of its advertisement From both gender stereotypes from the dialogues, it shows the contrast between the first and the second dialogue. The first dialogue shows male, masculinity, and power, while the second dialogue shows female and femininity.

### Gender Representation in The Reading Texts

As explained in the reading text, Gender representation in the reading texts of the textbook can be seen from four points. They were gender visibility, gender firstness, gender-neutral and gender-specific noun, and gender stereotype. The

following table is the table of pictures with male and female.

**Table 3.** Gender representation in reading texts

	Visibility	Specific Noun	Stereotypes
M	111	22	2
F	41	10	1

(M= Mala F=Female)

The table above showed Firstly, gender representation in reading texts from gender visibility in reading texts was dominated by male visibility From the amount of reading texts that contained gender visibility, reading texts that contained male visibility was more than female visibility. There was 4 reading text that contains male visibility and female visibility. From the frequency of gender visibility, it means that how many times were male or female character mentioned in all reading text existed in the textbook, the male character was mentioned more than female character male character was mentioned 111 times and female character was mentioned 41 times They consisted of name, title, family relationship, occupation, and pronoun. Secondly, gender representation in reading texts looked from gender firstness. In the reading text of the textbook, no gender-neutral and gender firstness was found Thirdly, gender representation in reading text analyzed only gender-specific noun appears in the reading texts. For gender-specific nouns, there was 5 specific noun in the reading text. But if it is looked at the frequency of word that is presented in reading text, a gender-specific noun for a male is mentioned more than female. Male-specific nouns were mentioned 22 times. While female-specific noun was mentioned 10 times in all reading texts of the textbook. Fourthly, gender representation can be analyzed from gender stereotypes found in the reading texts. In this textbook, there were 3 reading text showed gender stereotype. That was in chapters 10, 11, and 13. In this reading text, gender stereotypes can be found from the sentences In chapter 10 the sentences are “He worked for Messerschmitt on the development of the Airbus A-300B aircraft”.

Chapter 11 the sentence is “she was educated in religion and household matters”. In chapter 13 the sentence is “He usually went to sea to catch fish”. Between the sentence in chapter 10 and the sentence in chapter 13, both of them were showing the masculine of man. The sentence of chapter 10, shows the job of a man as an airplane developer, and the sentence in chapter 13 shows the men catch fish in the sea. So, the two sentences explained the masculine side of a man. Everyone knows if that job belongs to males, not females. While the sentence in chapter 11 clearly shows the job and femininity of a woman. Because housework in the house is done by the mother as a housewife, who take care of household needs, take care of children, and clean the house. This shows the feminine side of a woman and everyone knows that housework is a mother’s job.

#### **The Relation Between Pictures And Dialogues Of The Textbook.**

Gender-neutral and gender-specific nouns, gender-neutral and gender-specific nouns in the picture and dialogues of the textbook they have similarity were dominated by male. It can be proven in table 4.2 and 4.9, both of them show the male frequency is more dominant. Although gender stereotypes and gender visibility in the dialogue were dominated by a female. Stereotypes in the picture talked about expression and illustrated in a picture in the textbook.

Some dialogues need pictures to clarify the meaning of the dialogue to make students easier to understand it.

#### **The Relation Between Reading Text and Picture of The Textbook.**

The relation between reading text and picture of the textbook.

Gender visibility, gender stereotype, the gender-neutral and gender-specific noun in the reading texts and picture of the textbook they have similarity was dominated by male. Gender stereotypes in the reading talked about words and sentences. Then supported by expression in the character of the picture makes it easier to anticipate male-dominated.

The representation between reading text and pictures support each other because they are mutually sustainable. The picture will further clarify the content of the reading text. It also makes the students more interesting to read the content.

#### **The Relation Between Reading Text And Dialogue Of The Textbook.**

Four genders are represented in the reading texts and dialogues. They were gender visibility, gender-neutral and gender-specific noun, and gender stereotype. In reading texts and dialogues gender visibility, gender-neutral and gender-specific nouns, and gender stereotype they have similarities and unequal dominated.

#### **Gender-neutral and gender-specific nouns.**

Gender-neutral and gender-specific noun in the reading texts and dialogues of the textbook they have similarity was dominated by male Gender-neutral and gender-specific noun. It can be proven in table 4.9 and 4.14, both of them show the male frequency is more dominant. In table dialogue 4.9 shows that only male frequency, while in the table reading text 4.14 shows that male was more dominant than female.

#### **Gender visibility and gender stereotype.**

Gender visibility and gender stereotype in the reading text and dialogue of the textbook they have unequal dominated. Gender visibility in the reading text is dominated by male visibility while gender visibility in the dialogue is dominated by female visibility. Whereas gender stereotype is only found in the dialogue text.

#### **CONCLUSION AND SUGGESTION**

After conducting the research, it can be concluded, first, the textbook was male-dominated for reading texts and pictures. The reading texts and dialogues of the textbook were male-dominated. It can be proven from gender visibility, gender-neutral, and gender-specific noun found in the reading texts and dialogues of the textbook. But for the gender stereotype in the dialogues was female-dominated Second, the

textbook was male-dominated in the pictures. Gender representation in the pictures was different from gender representation in the reading texts or dialogues. Gender representation in the picture was male-dominated more than female.

The writer realizes that this research is still far from the completeness because the writer has a limitation in the term of time, a fund and others.

The suggestion is directed to the teacher, students, next research, and the Ministry of Education and Culture. The research findings, hopefully, will give practical contribution So the suggestion is directed to the students. The students should be critical. When the students finding something that strange or must be discussed from the textbooks in the learning process, they can discuss it with other students or their teachers. Then, the research findings hopefully give a pedagogical contribution. Teachers are persons who guide the students in the learning process. So, the teachers should be selective to choose a good book for the students. The teachers can also make a group discussion with other teachers to analyze and evaluate the textbook chosen, then the result can be sent as a recommendation to improve the quality of the textbook that teaching about gender equality. The textbook investigated was legally from the Indonesian Ministry of Education and Culture. The Indonesian Ministry should consider more about gender bias in the textbook. The Ministry can also make more evaluation in the system of book production.

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