GENDER REPRESENTATION INTO EFL TEXTBOOKS FOR MIDDLE SCHOOL: A CONTENT ANALYSIS

THESIS

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DEDICATION

This thesis is dedicated to:

1. *My beloved father, Danang Wijanarko who always give his motivation and praying to me,*

2. *My beloved mother, Puji Rahayu who always give her great praying, suggestion and spirit to make and arrange this thesis,*

3. *My beloved Sister Jessica Malva Nysa who always support me,*

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MOTTO

(Yaitu) orang-orang (yang mentaati Allah dan Rasul) yang kepada mereka ada orang-orang yang mengatakan: "Sesungguhnya manusia telah mengumpulkan pasukan untuk menyerang kamu, karena itu takutlah kepada mereka", maka perkataan itu menambah keimanan mereka dan mereka menjawab: "Cukuplah Allah menjadi Penolong kami dan Allah adalah Allah adalah sebaik-baiknya pelindung". (Ali Imran : 173)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Gender Representation Into EFL Textbooks For Middle School: A Content Analysis" is my real masterpiece. The Things out of my masterpiece in this are signed by citation and referred in bibliography.

If later prove that my has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, November 2022

Stated by,

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The resercher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Surakarta, 17 Desember 2022

The researcher

Ryan Luhur Bagaskara

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ABSTRACT

Ryan Luhur Bagaskara. 163221169. "Gender Representation In EFL Textbooks For Middle School: A Content Analysis". Thesis, Surakarta: English Language Education Cultures and Language Faculty of Raden Mas Said State Islamic University.

Advisor: Nuning Wahyu Astuti, M.TESOL
Keywords : Gender Representation, EFL Textbooks, Content Analysis.

The purpose of this study is to describe gender representation through narrative text and picture illustrations in the book English For Junior High School.Textbooks are one of the learning materials that have an important role in learning activities. This is because textbooks are widely used as a source of information, media for delivering learning materials and the main guide for teachers and students in carrying out learning activities. Gender inequality is also defined as inequality of treatment or views of individuals based on their gender. This is due to the view that differences in gender roles are socially and biologically shaped through chromosomes, hormonal differences and brain structure.Gender representation shows a variety of human interests, traits, and abilities that are unfair and usually occur in women. Gender issues such as gender stereotypes, gender bias, and sexism in textbook material are important to investigate because it will avoid gender misunderstandings by students (Evans & Davies, 2000), it will ensure the provision of gender-balanced and sensitive education (Salami &Ghajarieh, 2016). Content analysis is a research technique that is carried out in an objective, systematic, and quantitative description of the visible content of communication (Eriyanto, 2015). The example of studies selected based on the visual and verbal of gender depiction in textbooks. The researchers used two previous studies in this investigation. The first is "Exploring Gender Representation: Patriarchal Perspectives From Efl Secondary School Textbooks In Indonesia," a study by Emaliana and Tusita (2019)..,

This research uses descriptive qualitative research. The object in this study is a textbook entitled English For Junior High School which is the second edition and published in 2019. The instrument used to collect data in the study was an observation sheet in the form of a check list which was used to classify gender representations through descriptive text and illustrated images. To prove the reliability of the data, the researcher used triangulation methodology.

The results of this study indicate that (1) the representation of men in the monologue text in the English For Junior High School book is more than the representation of the number of women, where the number of men mentioned in the narrative text of the English For Junior High School book is 41 times, while

the number of women mentioned in the narrative text in the book English For Junior High School is 30 times. (2) Based on the illustrations, it is known that the representation of women in the English For Junior High School book is more than the representation of the number of men, where the number of female illustrations in the English For Junior High School book is 53 images, while the number of men who mentioned in the narrative text in the book English For Junior High School as many as 41 pictures.

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CHAPTER I

INTRODUCTION

This chapter includes background study, identification problem, limitation of study, problem statement, the objective of study, benefit of learning, and definition of the key terms.

A. Background of the Study

Textbooks are one of the learning materials that have an important role in learning activities. This is because textbooks are widely used as a source of information, media for delivering learning materials and the main guide for teachers and students in carrying out learning activities. Therefore, the selection of the text must be done by considering the quality of the content, its role and relevance to the learning objectives (Julianti&Ikhsanudin, 2019). Textbooks are mandatory reference books used in primary and secondary education units or tertiary institutions which contain learning materials in order to increase faith, piety, noble character and personality, mastery of science and technology, increase sensitivity and aesthetic abilities, kinesthetic abilities and health compiled based on national education standards (Sitepu, 2012).

Textbooks are one of the learning materials that can be used as learning resources as well as learning media, where the textbooks themselves are designed and prepared in such a way by a teacher in the learning process with the intention that the learning process can achieve learning goals properly, and the material delivered by the teacher will appear clearer, and students' understanding of the material presented will be better, and the quality of

learning achievement will increase (Supriyo, 2015). Therefore, the use of books as learning media must pay attention to various aspects, one of which is the quality of the books used.

According to the National Education Standards Agency (BSNP, 2018) a book that meets the requirements must meet four aspects, namely aspects that are suitable, suitable, and appropriate. Of the four aspects, Feasibility is a very vital aspect because of the achievement of the essence of learning.Gharbavi&Mousavi (2012) explained that in terms of the quality of textbooks, especially for English textbooks, the thing that must be started is not only focusing on language-based topics such as tenses, adjectives, verbs, but also paying attention to social aspects, one of which is type of speech gender. Gender is a social science humanities study that views men and women not from biological sex, but views them from their assigned roles (Keplinger, Kowal&Mkiö, 2016).

Lasaiba (2016) explains that in social life, the roles of men and women socially and culturally are often unbalanced. Where, most people assume that the role of men is more prominent and more dominant than the role of women. This of course leads to gender inequality. Gender inequality defined as a condition of inequality or difference between men and women (Fakih, 2013). Gender inequality occurs when there is discriminatory or different treatment between women and men. This treatment is not accepted based on his wishes so that it is detrimental to one of the sexes (Gharbavi& Ahmad Mousavi, 2012).

Gender inequality is also defined as inequality of treatment or views of individuals based on their gender. This is due to the view that differences in gender roles are socially and biologically shaped through chromosomes, hormonal differences and brain structure. As for considering gender inequality in the economic sector, women are considered to have lower incomes than men, are more likely to live in poverty, tend to participate in the formal sector of work, and do the largest work in the household (Jacobsen, 2011).

Gender inequality often occurs in our daily lives and without realizing it, we consider this as something normal. For example, the gender representation contained in the English textbook for first middle school students page 108 is as follows:

My Mother.

She is very good wife and mother. she always takes care of her family. she like to keep the house clean and neat

The quote above is one of the monologues in the English textbook for junior high school page 108. In the quote a woman is described as a housewife who is able to take care of the house and family better. This strengthens the growing gender representation in society, where women are always identified with their work as housewives. This shows that there is material or content that represents gender that has the potential to shape and influence students' perceptions of men and women.

Saifuddin (2018) explains that the content offered in textbooks may be the main socialization agent that largely shapes people's attitudes. Therefore, the representation of gender inequality discussed in textbooks can have an

impact on students' perceptions of boys and girls. The results of research conducted by Yonata&Mujiyanto (2017) found that there is a gender representation in Indonesian textbooks, where men are prioritized over women, so that the gender roles provided are not balanced, and there is a gender bias or gender stereotype in the textbook content.

The results of another study conducted by Dhinis (2020) which analyzed gender representation in English textbooks through content analysis of pathways found that there is gender representation in English textbooks through content analysis of pathways. This can be seen from the use of images based on the number of genders, occupation and type of sport. Furthermore, the results of another study conducted by Emaliana and Tusita (2019) using a content analysis approach to uncover interpretations of gender equality in textbooks found that there was an imbalance of gender in textbooks of linguistic objects in monologue texts and male illustrations.

Based on the above background, the researcher is interested in further analyzing gender representation in the English For Junior High School textbook. This is because the English For Junior High School textbook is one of the books that is widely used as a learning guide for first middle school students. This study will focus on the image of women and men, the number of men and women mentioned, the occupations, priorities, and domestic roles of men and women.

B. Identification of the Problem

Based on the research background, the problems identified are as follows:

1. There are indications of gender inequality which are represented in the English For Junior High School textbook.

2. There is no previous research that analyzes gender representation in English For Junior High School textbooks for first middle school students.

3. Many teachers don't know about gender representation in English For Junior High School textbooks for first middle school students.

C. Limitation of the Study

So that this research does not expand and is able to focus on the problem under study, the researcher limits this research to gender representation through narrative texts and illustrations in the book of 7th grade English students used in junior high schools entitled English For Junior High School.

D. Problem Statement

Based on the identification of the problem and research limitations, the problem statement in this study is as follows:

1. How is gender representation through narrative text in the book English For Junior High School?

2. How is gender representation through illustrations in the book English For Junior High School?

E. The Objective of Study

Based on the problem statement above, the research objectives are as follows:

1. To describe gender representation through narrative texts in the book English For Junior High School.

2. To describe gender representation through picture illustrations in the book English For Junior High School

F. Benefit of the Study

The results of this study are expected to provide some theoretical and practical benefit for further parties.

1. Theoretically, this study contributes to general understanding on how to evaluate English teaching resources in a meaningful and referential way.

2. The findings of this study are beneficial in practice:

   a. This study can help scholars improve their knowledge and abilities in reviewing English textbooks by giving them practice.

   b. For English teachers in Indonesia, the findings of this study can help teachers when using EFL textbooks if they face gender representation in it.

   c. For students, the findings of this study are intended to provide the necessary gender-related information to select EFL textbooks

   d. For other researchers, the findings of this study are intended to provide a better understanding of gender issues in the context of EFL textbooks, as

well as to be a reference for future research on gender representation in EFL textbooks.

G. Definition of The Key Terms

1. Gender: Female and male are presented in textbook materials.

2. English Textbook for middle school: a course book that helps in learning and teaching process in English for Foreign Language classroom.

3. Gender Representation: Male and female involvement or participation as the learning materials in the textbook portrayed through illustrations and dictions selected for monolog texts

CHAPTER II

LITERATURE REVIEW

This chapter presents review of related literature used in this study. The reviews of related literature have a goal of providing previous studies and information concerned with the research problems. It consists of: Textbook, Gender, and Previous Study.

A. Theoritical Review

1. **Textbook**

   a. The Definition of Textbook

      A textbook is a type of published printed material that is commonly used in schools and other educational institutions for teaching and learning purposes. It acts as a source and guide for both students and teachers, making it one of the most significant media in the learning and teaching process. Richards stated that textbooks serve as the foundation for most of the language input since students receive and create the content of the lessons, the balance of skills taught, and the types of language exercise they engage in. This explains why textbooks remain a valuable resource for students at all levels of language acquisition.

      A textbook is a book that provides instruction in a subject and is commonly used in schools and other educational institutions. "The textbook is a stimulus or device for teaching and learning," says Thomson (2000). In another definition, textbooks are now inextricably linked to education. They also become an important part of the teaching

and learning process, as well as the instructional system's output (Banathy, 1986). Textbooks have played an important role in the educational system because they are a part of an instructional system. Furthermore, some experts feel textbooks have continued to play a role in a broader educational framework, both within and outside the classroom.

English language teaching (ELT) textbooks play a very important role in language classrooms. The textbooks are key component in most language program. In some situations, they serve as the basis for many language inputs that learner receive and language practices that occur in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught and the kinds of language practice the students take part in.

On the other hand, Mudzakir (2015) concludes that a textbook can be considered as schoolbook, course book, workbook or subject book used in school or educational institution complemented with materials for exercise as the student's reference book. It can be inferred that textbook is a published printed material that serve as a source and guideline for teachers and students which contain exercises and reference in the form of schoolbook, course book workbook or subject book.

b. The Function of Textbook

Both the teacher and the student benefit much from an excellent textbook. It serves as a lesson guide for the teacher. There are various chapters in a language learning textbook. Each chapter will cover various

types and levels of language proficiency. This will assist both the student and the teacher in concentrating on the material they will teach or learn. Textbooks can not only give teachers basic ideas for developing activities appropriate for each topic, but they can also give students a preview of what they can expect in the next learning session and serve as a reference for practices.

The choice of language teaching materials can determine the quality of learning-teaching procedure. (Makundan: 2011) states that as part of the material used in the language classroom, the textbook can often play a crucial role in student's success of failure. So, it needs more attention for developing material in the textbook. Parel and Jain mention the criteria of good textbook such as:

1) The book should be according the individual difference of students.

2) The book should be according the objectives of teaching English.

3) The subject matter should be well graded.

4) Exerciseworkandpracticalworkshouldbegiven at the end of the chapter.

5) It must develop moral qualities in the students.

6) There should be not very costly.

7) The paper be qualitative.

8) The cover should be attractive and qualitative.

As a resource in achieving aims and objectives that havebeen set in terms of learners need, Cunningsworth listed a few roles textbook can serve as in ELT:

1) A resource for presentation material (spoken and written).

2) A source of activities for learner practice and communicative interaction.

3) A reference source for learners on grammar, vocabulary, pronunciation, etc.

4) A source of stimulation and ideas for classroom language activities.

5) A syllabus (where it reflects learning objectives which have already been determined).

6) A resource for self-directed or self-access work.

7) A support for less experienced teachers who haveyet to gain in confidence

Textbook can also be considered as teacher's partner.The partnership between teacher and a textbook is at its best when it shares common goals and each side brings it special contribution. The aim of the textbook also should closely correspond to the teacher's aim so both can seek to meet the needs of learners.

c. Textbook Elements

Efendi (2015) explains that a good textbook must have 4 elements in it, as for the elements that must be possessed in a textbook, namely:

1) Material

Materials are learning materials presented in textbooks with material criteria that must be specific, clear, accurate, and up-to-date in terms ofpublishing. The information presented does not contain any biased meaning. Vocabulary, sentence structure, paragraph length, and level of interest are according to students' interests. The references used are written in the bibliography in a way that is suitable for children. Illustrations must match the text. Likewise, maps, tables and graphs must match the text, must be accurate and simple. Meanwhile, the details of the material must be in accordance with the curriculum.

2) Material Presentation

Presentation is a separate aspect that must be considered in textbooks, both with regard to the presentation of learning objectives, regularity in the sequence in the decomposition, the interest and attention of students, ease of understanding, student activity, material relations, as well as exercises and questions.

3) Language and legibility.

Language is a means of delivering and presenting material, such as vocabulary, sentences, paragraphs, and discourse. Meanwhile, readability is related to the level of language convenience (vocabulary, sentences, paragraphs, and discourse) for groups or levels of students. The language and legibility of a textbook is a measure of the quality of a textbook.

4) Graphics

Graphics is the part of the textbook that deals with the physical book, such as the size of the book, paper, print, font size, color, illustrations, and others. The problem of the graphic aspect is also related to the readability aspect of textbooks.

d. Textbook Eligibility Assessment

Based on the National Education Standards Agency (BSNP, 2010) the preparation or development of textbooks must be able to meet 4 aspects of feasibility, namely:

1) Content eligibility

Feasibility of the content includes the suitability of the material with competency standards and basic competencies, the accuracy of the material, and learning support materials. The suitability of the material with competency standards and basic competencies is related to the completeness of the material, the breadth of the material, and the depth of the material. The accuracy of the material considers the accuracy of concepts and definitions, accuracy of principles, accuracy of procedures, accuracy of examples, facts, illustrations, and accuracy of questions. The supporting material for the lesson is directed at the suitability of the development of science and technology, up-to-date examples and references, reasoning, problem solving, linkages between concepts, communication, application, material interest, encouraging seeking further information, and enrichment materials.

2) Serving Eligibility

Assessment of presentation feasibility includes presentation techniques, learning presentations, and completeness of presentations. Presentation technique focuses on systematic presentation, coherence of presentation, and balance between chapters. The presentation of learning is directed at being student-centered, developing student skills, and paying attention to aspects of work safety. The completeness of the presentation includes the introduction section, content section, and ending section.

3) Language Eligibility

The feasibility of language pays attention to the level of student development, communicativeness, as well as the coherence and coherence of the flow of thinking. The level of student development is related to intellectual development and social emotional development. Communicative is related to readability and accuracy of language rules. Coherence and coherence in the flow of thinking includes order and coherence between chapters and between paragraphs.

4) Feasibility of graphics

The graphic feasibility assessment includes book size, cover design, and content design. The size of the book pays attention to ISO standards and the content of the book. Cover design pays attention to layout, cover typography, and the use of letters. Book design pays

attention to the reflection of the contents of the book, the harmony of the layout, the completeness of the layout, the comprehension of the layout, the typography of the book, and the illustrations of the book.

2. Gender

a. Concept of Gender

Sex is the biologically determined difference between men and women that is part of God's design. Gender refers to differences between men and women that are socially and culturally determined rather than biologically determined. Gender refers to the roles, behaviors, attitudes, and activities that society assigns to men and women in a nutshell. It can also refer to a society's power dynamics between males and women.

Gender is a broad phrase that encompasses both men and women's behavior, roles, and activities, as well as characteristics that are socially built by specific communities to be appropriate for both men and women. The terms "gender" and "sex" relate to the two sexes, male and female. In terms of biology, they each have distinct jobs to play and major tasks to perform. When viewed physically, women's roles are to care for their children, homes, families, and relatives, while men's roles are to work and fight to support their families (Andrey, 2014). As the result, gender studies has become a catch-all word for the entire discipline, which includes feminism, women's studies, men's studies, and queer studies (Rudolph, 2017).

In other words, it depicts the qualities that males and females acquired because of socialization when they experienced social life and culture. While at first glance, this gender idea appears to be far too limited. Even those who believe there are significant biological or genetic differences between men and women agree, as we will see, that the natural (i.e., biological, physiological, or genetic) and social cannot be separated neatly. The majority of scientists are learning that these are not separate realms.

Based on the previous definitions: First, gender is a continuous process. This means that gender is created and recreated on a continuous basis. To put it another way, gender is enacted or done rather than simply expressed. Understanding the methods through which this occurs is thus a critical goal. Second, gender is not just a personal trait; it is present at all levels of the social system.

This is encapsulated in the concept of gender as a vast, interconnected system of activities that exists irrespective of individuals. As a result, gender is a multilayered phenomenon. This understanding allows us to investigate how social activities like interaction, as well as social institutions like labor, embody and reproduce gender. Third, the relevance of gender in organizing inequalities is referred to in this definition of gender. It's debatable whether gender differentiation must inevitably lead to gender inequality. For the time being, the crucial point

is that gender is one critical component upon which social resources are distributed as a principle of social organization.

b. Gender Representation

Gender representation shows a variety of human interests, traits, and abilities that are unfair and usually occur in women. Gender issues such as gender stereotypes, gender bias, and sexism in textbook material are important to investigate because it will avoid gender misunderstandings by students (Evans & Davies, 2000), it will ensure the provision of gender-balanced and sensitive education (Salami &Ghajarieh, 2016), and it will help students to create their own ideas and make their own judgments without being influenced by textbooks (Toçi&Aliu, 2013). Therefore, gender representation often involves stereotypes in real social practice (Yanti&Astuti, 2016).

Mukminatien (Shalahuddin&Hamat, 2015) argues that in a society and culture that values gender equality, the language used must be gender-fair language, not sexist language. Sexist language reflects gender inequality, because sexist language is language that contains meaning or represents gender identity unfairly, especially in the choice of vocabulary, designations/titles, or the use of masculine generic pronouns. Sexism is essentially a system of beliefs and practices that support male dominance over women or gender inequality. Feminists demand the use of words that have inclusive meanings that represent both sexes. They demand the use of the word "chairperson" instead of "chairman", the

designation "Ms" instead of the designation "Mrs" or "Miss", such as the title "Mr" for men who are married or not married (Shalahuddin&Hamat, 2015).

English has the pronoun she for women and he for men. This shows that the domination of men over women in British society is reflected in common terms that use the word male, for example chairman and spokesman. When awareness of equal rights between men and women emerges among the English-speaking community, a different awareness of language also emerges. For example, the use of the words he or she to avoid excessive use of he, and changes in masculine terms such as chairman and spokesman to more neutral words such as chairperson and spokesperson (Hijriyah, 2014).

In addition, the representation of gender in language is also often used as a marker to differentiate between men and women, as in the following example:

1) *Woman*
2) *man*
3) *Children*
4) *Girls*
5) *Boy*

The word *man* in the example above clearly shows a meaning bias. In English texts, the word man is often interpreted as a generic meaning which means everyone and specifically means man. Differentiate the following sentence: "The man without faith has no source", the word man means generic, everyone, whereas in the sentence:

"Fasting during Ramadan is compulsory for every Muslim man and woman, rich and poor", the word man means man (Darwis, 2002).Example :

1) Female   : Miss/Mrs/Ms
2) Male   : Mr

Adult men in English only get one greeting title, namely Mr. (Mister), while women get three choices; Mss., Mrs., and Ms. (Miss, Misters, Miss). Women seem to have a clear identity, when she is a girl, her greeting is Miss., when she is married she uses Mrs., and to obscure (married or feminist) she uses Ms. This is different for men, whether they are married or not, they only have one greeting title, namely Mr. The treatment of the language system like this clearly indicates the dominance of men over women (Darwis, 2002). The greeting Ms actually appeared later to obscure the status of a woman. However, what is even worse is that women are even more cornered towards these three choices. In other words, there is a necessity for women to clearly show their status (Darwis, 2002).

Apart from that, there are several other terms which are marked to differentiate between men and women, and there are terms which are unsigned, meaning that they apply to all genders. For marked terms that are used to indicate a profession or something that indicates a woman, usually by giving the ending -ess to a word that indicates a man. The word is no longer a morpheme, but has become a word formed or

derived, or in other words, it is no longer standard (Hijriyah, 2014).Example :

Male	Female
God	*Goddess*
Host	*Hostess*
Actors	*Actress*
Wait	*Waitress*

Meanwhile, words that are unsigned and should apply to both men and women, but in reality the connotation of their use only refers to men. For example, the words surgeon, professor, doctor. Most people's perceptions of this profession are only appropriate for men, so if there is a woman who is a surgeon, she still has to add the word woman to become a woman surgeon. Conversely, the word nurse only connotes a female nursing profession, even though it is not, so if you want to call a male nurse you have to add the word male so that you become a male nurse. The use of the term above implies that the position of men in the profession is considered more normal or more respectable than that held by women (Hijriyah, 2014).

3. **Content Analysis**

a. Definition of Content Analysis

Content analysis is a research technique that is carried out in an objective, systematic, and quantitative description of the visible content of communication (Eriyanto, 2015). Budd (2010) explains that content analysis is a systematic technique used to analyze message content and

process messages or a tool to observe and analyze the content of open communication behavior of selected communicators.

Content analysis is a test technique for content in the media, both electronic media and print media which is carried out in a coherent manner. Content analysis is carried out using reliable and valid measurements based on the specified indicators, and using statistical calculations to reach or draw conclusions from what you want to study. Butler (2011) states that content analysis is a technique used to find out what messages are in a text in a deeper, structured and systematic way.

b. Characteristics of Content Analysis

Eriyanto (2015) explains that content analysis has several characteristics, namely:

1) Objective

One of the important characteristics of content analysis is that it is objective. Objective in content analysis means that in the research process, the researcher describes and describes the data obtained honestly and as it is, does not indicate partiality to the institution of the object under study, and the results truly reflect a text without any inclination towards something that causes subjectivity. .

2) Systematic

Systematic means that the research process carried out must be coherent according to the existing content analysis theory. The coherent process here will give results that are in accordance with the

problems formulated previously, because of the relationship between the variables, categories, and the theory used. Systematic in content analysis also means that there is the same definition between categories and objects under study when conducting research.

3) Manifest

Content analysis is used to examine the content that appears in media content, both electronic and print media, this is because the results of research using content analysis methods are objective, not based only on the interpretation of researchers, if researchers use content analysis to find content that does not seen in a media content, then the final result achieved can be something subjective. Another feature of content analysis is that it is replicable or can be imitated, if the results show subjectivity, then the research cannot be used in certain contexts.

4) Summarizing

Research that uses content analysis as a method, the final result does not show an overall explanation of the content being analyzed. The results of the analysis are a summary of some of the findings produced by several different coders or judges.

5) Generalization

The final result of research that uses content analysis other than using summaries is generalization or generalization. Generalization in content analysis is used when the research uses

samples, so it can be concluded that generalization is the final result of research in the form of generalizing the population from research with selected samples.

4. **Description text and Illustration**

This study aims to analyze gender representation in English For Junior High School textbooks through monologue texts and illustrations. The theoretical review regarding monologues and illustrations is as follows:

a. Description Text

Zainurrahman (2013) says that descriptive text is mentioning an object with a description of certain characteristics that describe the object being discussed. The description of these characteristics is presented sequentially or systematically. Descriptive text is a type of text that describes a person in detail so that the reader can imagine the writing he is reading in his mind. Describing the embodiment figure becomes a prominent thing in the description text. The main key of descriptive text is to provide details in order to grow an image that can be drawn in the reader's mind (Kosasih, 2013). Dalman (2016) explains that descriptive text has several characteristics, namely:

1) The description shows more details or details about the object

2) Descriptions are sensitive and shape the reader's imagination

3) The description is delivered in a captivating style and with an evocative choice of words

4) Description describes something that can be heard, seen, and felt. For example: objects, nature, colors, and people.

b. Illustration

Illustration is an image that has the nature and function to explain and make something clear (Dedi, 2004). Illustration is an explanation of a goal that can be in the form of photographic work, realistic images and others that are able to translate an object from the emotional and physical side (Fleishman, 2004). Illustration is an important element that becomes an attraction in a book that will help readers to imagine while reading a book (Ghazzanfari, 2014). Paige (2004) explains that illustrations in a book have several roles, including:

1) Attracts attention. A book that is not accompanied by pictures or images that are less attractive will be bland and less attractive to readers. However, if it is accompanied by an illustration, it will attract more interest in reading.

2) Make it easier to understand a description or explanation of a writing. With these illustrations, it makes it easier for everyone or readers to understand the reading or something. Illustrations serve to facilitate understanding of the text and can also elaborate on the semantic process by providing connections for text elements in other words bringing words and sentences together in an image.

3) The presence of illustrations in the story causes the text to be read periodically and attention will be directed to the illustration (non-

verbal reading) at the same time trying to find the relationship between the text and the illustration, during this process both involve keeping a deeper memory of the information just entered.

4) Provide a visual description of the contents of an article related to the story being conveyed and represent it in pictorial form. Also as a means of expressing the experience of an event that is expressed in an image. The basic characteristic of illustration is that information is presented in written form and represents it with a representative visual image.

B. Previous Studies

This sub chapter reviews several studies that have been conducted in Indonesia dealing with gender discourse. The example of studies selected based on the visual and verbal of gender depiction in textbooks. The researchers used two previous studies in this investigation. The first is "Exploring Gender Representation: Patriarchal Perspectives FromEfl Secondary School Textbooks In Indonesia," a study by Emaliana and Tusita (2019). The study used a content analysis approach to uncover gender equity interpretations in textbooks. Checklists were established as the data collection device in this study. Through triangulation theory, the dimension used in this study is linguistic items in monologue texts and visuals. The thesis is based on a discourse analysis of texts and images from three secondary school textbooks published in Indonesia in 2014. There are English textbooks for grades 8, 10, and 11. They are textbooks that the Indonesian Ministry of Education has

approved for usage in the country. The gender balance of textbooks in terms of linguistic objects in monologue texts, 768 for male and 550 for female, was the result of this study for first-year students. In addition, there are 557 masculine and 394 female illustrations in pictures. In terms of those two dimensions of parameters, inequality tended to be a role in the design and performance of a classroom lesson in the total number of textbook representations of gender equity.

The second previous study is "Gender Representation In The English Textbook (A Content Analysis of Pathway to English for Tenth Grade Senior High School Published by Erlangga)" an undergraduate thesis fromDhinis (2020) thesis employs This is qualitative research using content analysis. The data of this research were taken from the content of Pathway to English that represents gender relation. The data consisted of pictures and texts contained in the textbook and were analyzed by categorizing the content into visibility, occupations, games, firstness, domestic roles, and role models.The data of this research were gathered through document analysis. It was used to describe textual data in textbook.The result of this research showed gender representation in Pathway to English textbook. The data was showed as follows: a) the number of visibility form pictures were 24 for females and 38 for males; b) the number of occupations form pictures and texts in the textbook were 23 for females and 55 for males; c) the number of games or sports were 5 for females and 21 for males; the number of firstness form dialogues were 4 for females and 11 for males; the domestic roles were 14 for females and 5 for

males; the role models form texts and pictures were 14 for females and 37 for males. According to the data, there are still gender stereotypes in textbook. Overall, the author of Pathway to English textbook has tried to promote and educate gender equity in textbook.

Furthermore, research conducted by UmiHijriyah (2014) entitled Language and Gender. This research focuses on how gender influences language use. Gender is a factor that influences language variation. In addition, human behavior in society as a man or a woman is also influenced by the use of language in society. And in the context of gender, gender differences in conversational strategies and habits will have implications for the variety of languages used. The results of this study found that language and gender are related to how gender influences the way we use language and the use of other languages. Language and gender research areas that can be studied include: differences in the use of language between men and women, patterns of differences in the use of language between men and women that can be observed by the public, differences in the way men and women are in certain groups, depictions of men and women as communicators in various media, sexist language, societal attitudes towards male and female language, the role of gender differences in language change, and how children learn to speak and write according to their gender or gender-appropriate language development.

Research conducted by Indah MutimatulMaufiroh and IwaLukmana (2020) regarding Gender Representation in English Textbooks for Class X SMA in Indonesia: Systematic Functional Linguistic Analysis. This study aims

to find gender representation in English textbooks for grade 10 high schools in Indonesia designed by Indonesian authors and published by the Ministry of Education and Culture. In collecting data, qualitative content analysis was used as a research design. This research utilizes the framework from Systematic Functional Linguistics developed by Halliday and Matthiessen (2004) and utilizes the gender stereotypes framework proposed by Sundarland (1994a) as a guide for expressing gender issues regarding gender stereotypes. The results of the findings of this study reveal that there are no longer gender stereotypes in English textbooks for grade 10 high schools in Indonesia.

Research on Gender in Cultural and Language Perspectives conducted by Abdul Jalil and Aminah (2018). This study focuses on how it affects the use of language. The results of this study found that gender is a factor that influences language variation even though until now language studies generally allow for gender differences in language use. Substantially the use of language used by men is certainly different from that of women. The language used by men is more based on logic, while the language used by women always involves feelings in various problems.

Those five studies vary from the author's current study in a few ways. The first is EmalianaeandTusita (2019) study, which employs descriptive qualitative and quantitative methods, while Dhinis (2020) thesis employs descriptive qulitatiSve methods. Emaliana and Tusita (2020) use four different kind of textbooks which for 8th grade Middle school, 10th grade, 11th grade High School English textbooks, and the 11th grade of Vocational High School

English books while Dhinis (2020) uses English textbooks for 10th grade Senior High school published by Erlangga.The researcher employed qualitative research approach in this study by applied content analysis to examine the gender representation in English Textbook for middle school. The researcher chooses content analysis because it the researcher studies a textbook for English Learning and Teaching. Also, content analysis is a valid and replicable assumptions to the content of their uses from texts (or other meaningful matter) (Krippendorff, 2004).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This type of research is a qualitative research using a descriptive research design. Bogdan and Taylor (2011) suggest that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. According to Sukmadinata (2011) qualitative descriptive research is intended to describe and describe existing phenomena, both natural and human engineered, which pay more attention to the characteristics, quality, and interrelationships between activities. The purpose of using descriptive qualitative research is to find out gender representation in a textbook entitled English For Junior High School

B. Object ofResearch

The object of this research is a textbook entitled English For Junior High School which is used by teachers and students of grade 7 SMP. This book is the second edition published in 2019. The researcher chose this book for several reasons. First, this textbook is widely used by teachers and junior high school students. In addition, this book was also developed by a group of middle school English teachers in Klaten.

C. Research Instrument

Moleong (2010) says that the instrument is the key to qualitative research. The instruments in this study are as follows:

Table 1ReseacrchInstrument.

Sub Dimension	Unit	Frequency	
		Female	Male
Male and Female character's name mentioned in 1monolog text. The pronouns and name show gender like he, his, him, Mr will be classified in male, while she, her, Ms, Miss, Mrs will be classified in female category.	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
Occupational roles refer to who occupies in certain job or occupation mentioned in monolog text. (e.g doctor, teacher, pianist,etc.)	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
Amount of talk refer to the participants male/female who involve dominantly in conversation.	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
Male and female in domestic roles mentioned in texts, who becomes the actor in social activities, like	1		
	2		

who earns money or does household activities. (e.g. father, mother, son and daughter.	3 4 5 6 7 8		
Firstness refers to who appears in the first position such as she and he or he and she, or mother and father mentioned in monolog text.	1 2 3 4 5 6 7 8		

D. Techniques of Collecting the Data

The data collected was obtained through document analysis. The researcher analyzed the textbook entitled English For Junior High School. The steps for collecting data in this study are as follows:

1. **Textual Data**

   a. Read all parts of the book consisting of readings, conversations and exercises, from chapters one to chapter eight repeatedly and carefully.

   b. Record and add up the names of people who indicate the gender identity of women and men. The same names are only recorded once.

   c. Note the use of greeting words for women and men as markers of gender identity. The same greeting is only recorded once.

d. Take note of words that indicate identity markers and gender identity relationships.

2. Illustration Data

a. Read all parts of the book from chapters one to chapter eight repeatedly and carefully with a focus on identifying illustrations.

b. Record and count the visual number of single or individual images containing images of one boy and one girl.

c. Record and count the visual number of group pictures containing only boys and girls.

d. Record and count the visual number of group pictures containing boys and girls together.

E. Trustworthiness of the Data

According to Moleong (2010: 324), to achieve data reliability there are four criteria: credibility, dependability, transferability, and confirmation. In this study, researchers only focus on credibility and dependability, and suitability as a tool for checking the trustworthiness of data. The most principle criterion is credibility. Meanwhile, to test the credibility of the data, there are seven techniques; counselling, increasing persistence, triangulation, discussions with partners, member checks, analyzing negative cases, and using references.In this study, researchers used triangulation techniques to observe data validation. Moleong (2010: 178) states that the triangulation technique is a technique for checking the reliability of data that uses external data to examine data and

become a data comparison. Triangulation has four basic types identified by Norman Denzim in Hales (2010:14) there are:

1. Data Triangulation

The use of various data sources including time, space, people in a study. Data triangulation is the process of re-checking and comparing information obtained by researchers from various sources. For example, this was done by comparing observation data with interview data, comparing what informants said, and comparing the circumstances and perspectives of different people towards similar events.

2. Investigator Triangulation

The ability to confirm findings across investigators without prior discussion or collaboration among them can significantly increase the credibility of findings. Investigator triangulation is very important to reduce bias in collecting, reporting, and analyzing data.

3. Triangulation Theory

Theory triangulation is the use of several theories when examining a situation or phenomenon. The idea is to look at a situation or phenomenon from a different perspective, through a different lens, with a different question. The different theories are not necessarily similar or compatible, in fact the more different they are, the more likely they are to identify different problems.

4. **Methodological Triangulation**

Methodological triangulation is the use of several methods to carry out a situation or phenomenon. The goal is to reduce the drawbacks and biases that come from any single method. These types of triangulation techniques are similar to the mixed methods approach used in social science research, where the results of one method are used to enhance, augment and clarify the results of another.

In this study, researchers used theoretical triangulation. researchers compared data from analysis and gender representation theory to cross-check the data and to support the reliability of the data. In addition, researchers will also examine the data found by comparing it with several articles, books and journals that are relevant to the study objectives.

F. **Techniques of Analyzing the Data**

The data analysis in this study is held after collecting the data, the result of this study shown in the form of table based on the checklist that the researcher adopted from Emaliana&Tusita (2019). To explore gender equality, researchers categorized evidence on gender equity in textbook by adopting research instrument from Emaliana&Tusita (2019) which consist of five sub dimensions for language items dimension, and four sub dimensions for illustration dimension. Each sub- dimension was counted in every unit in this textbook and the researcher tallying the total gender representation in each sub-dimensions in every unit in this textbook.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

In this chapter, the research describes the findings and discussion of the researcher. The first part is the result of research from the results of data analysis to answer the formulation of the problems mentioned in chapter I, namely: (1) How is gender representation through narrative text in the book English For Junior High School and (2) How is gender representation through illustrations in the book English For Junior High School. The second part of this chapter is discussion. This relates to the discussion of data analysis.

1. Gender representation through narrative text in the book English For Junior High School

Based on the results of the analysis, it is known that the representation of gender through narrative texts in the book English For Junior High School, is as follows:

Table 2 Number of Men and Women Mentionedin narrative text of English For Junior High School

Unit	Male	Female
Unit I	9	7
Unit II	4	3
Unit III	8	9
Unit IV	4	3
Unit V	5	4
Unit VI	5	2
Unit VII	3	1

Unit VIII	3	1
Total	41	30

From the table above, it is known that the representation of men in the English For Junior High School book is more than the representation of the number of women, where the number of men mentioned in the narrative text of the English For Junior High School book is 41 times, while the number of women who mentioned in the narrative text in the book English For Junior High School 30 times. This shows that more men are mentioned in the narrative text of the book English For Junior High School.

This shows that the representation of gender in the book English For Junior High School is still dominated by the large number of choices of vocabulary, designations/titles, or use of pronouns that use male as the subject. In addition, words that are unsigned and should apply to both men and women, but in reality the connotation of their use only refers to men. For example, the words surgeon, professor, doctor. Where most people's perceptions of the profession are only fit for men. Halliday&Matthiessen (2004), there are differences in lexical choices that can be seen from the description of physical appearance and personal characteristics of male and female characters. The differences mostly occur in the Attribute mode which tries to ascribe the qualities of an entity.

Mukminatien (Shalahuddin&Hamat, 2015) argues that in a society and culture that values gender equality, the language used must be gender-fair language, not sexist language. Sexist language reflects gender

inequality, because sexist language is language that contains meaning or represents gender identity unfairly, especially in the choice of vocabulary, designations/titles, or the use of masculine generic pronouns.Based on the results of the analysis, it is also known that the mention of men and women in the narrative text of the book English For Junior High School, is as follows:

a. The number of names of male and female characters mentioned in 1 monologue text based on pronouns

Based on the results of the analysis, it is known that the number of male characters mentioned in the narrative text of the book English For Junior High School, based on personal pronouns, is as follows:

Table 3 The number of women and men mentioned in the book English For Junior High School by pronoun

Male	Female
Sir	Miss
He	She
Dad	Mom
Mr.	Mrs
His	Her
Man	Girl
Father	Mother
	Miss
6	7

Based on the table above, it is known that the number of names of male characters mentioned in the narrative text of the book English

ForJunior High School 6 times, where the use of pronouns is in the form of the words He, His, Mr. Man, Dad and Father. While the number of names of female characters mentioned in the narrative text of the book English For Junior High School 7 times, where the use of pronouns is in the form of the words Mother, Mom, Miss, Miss, Girl, Mrs, She and Her. From these results, it can be concluded that gender representation based on the name change in the narrative text of the book English For Junior High School is dominated by women, with a total of 7 times.

b. The number of male and female characters mentioned in one monologue text based on the type of work

Based on the results of the analysis, it is known that the number of male characters mentioned in the narrative text of the book English For Junior High School, based on the type of work, is as follows:

Table 4 The number of male and female characters mentioned in the bookEnglish For Junior High School by type of work

Male	Female
Coach	Secretary
Headmaster	Sell Flowers
Theacher	Theacher
Doctor	Student
Programer	Actris
Pilot	Singer
Businessman	
Formula 1 Driver	
Pothografer	
Taxi Driver	

Male	Female
Fashion Designer	
Architect	
Policeman	
Dentist	
Actor	
Farmer	
Postman	
17	6

From the table above, it is known that based on the type of work, the male characters mostly have the type of work mentioned with a total of 17 types of work which include Coach, Headmaster, Teacher, Doctor, Programmer, Pilot, Businessman, Formula 1 Driver, Photographer, Taxi. Driver, Fashion Designer, Architect, Policeman, Dentist, Actor, Farmer and Postman. Meanwhile, the number of female figures mentioned by type of work was 6 times which included Secretary, Sell Flowers, Teacher, Student, Actress and Singer. From these results, it can be concluded that the gender representation based on the type of work in the narrative text of the book English For Junior High School is dominated by men, with a total of 17 times.

c. The large number of male and female characters mentioned in one monologue text based on domestic roles

Based on the results of the analysis, it is known that the number of male characters mentioned in the narrative text of the book English For Junior High School, based on domestic roles, is as follows:

Table 5 The number of male and female characters mentioned in the book English For Junior High School based on domestic roles

Male	Female
Father	Mother
Dad	Mom
Uncle	Sister
Brother	Daughter
Man	
5	4

From the table above, it is known that based on domestic roles, male characters are mentioned more than 5 times, which includes domestic roles as father, father, uncle, brother and man. Meanwhile, the number of female figures who were mentioned based on domestic roles was 4 times which included mother, mom, sister and daughter.

2. Gender representation through illustrations in the book English For Junior High School

Based on the results of the analysis, it is known that the representation of gender through illustrations in the book English For Junior High School, is as follows:

Table 6 The Number of Female and Male Illustration In the Textbook

Unit	Male	Female
Unit I	5	6
Unit II	8	10
Unit III	3	11
Unit IV	4	0
Unit V	6	8

Unit	Male	Female
Unit VI	16	8
Unit VII	2	5
Unit VIII	3	5
Total	**47**	**53**

From the table above, it is known that based on the illustrations, the representation of women in the English For Junior High School Book is more than the representation of the number of men, where the number of female illustrations in the English For Junior High School book is 53 images, while the number of men is mentioned in the narrative text in the book English For Junior High School as many as 41 pictures. This shows that more women are mentioned in the illustrations of the book English For Junior High School than the male characters. as for examples of male and female characters illustrations in the book English For Junior High School, are as follows:
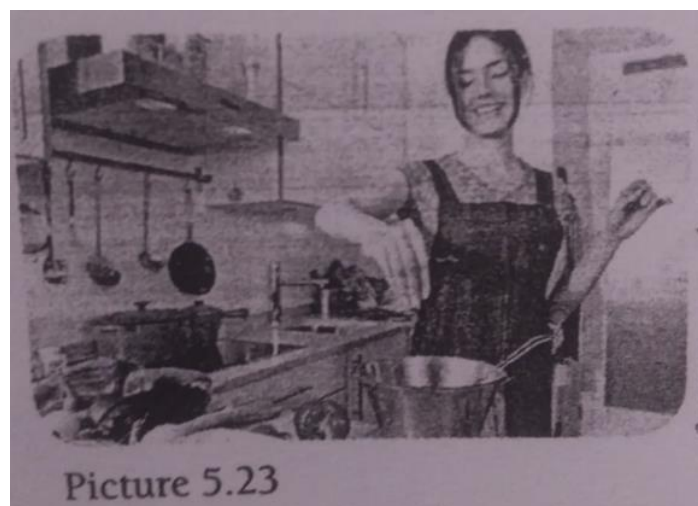

Figure 1 Illustration of a girl in the book English For Junior High School

The picture above is an example of a representation of a woman who is illustrated cooking in a kitchen. The picture shows that women in the book English For Junior High School are mostly illustrated as characters who dominate domestic roles such as cooking and taking care of the house.Because women are responsible for caring for their children, they may be labeled as kind, emotional and sensitive rather than reasonable. This implies that women generally cannot be reasonable when circumstances require them to be. They are emotional and sensitive to make decisions, both in situations where they are obliged to make reasonable decisions (Gharbavi & Ahmad Mousavi, 2012).
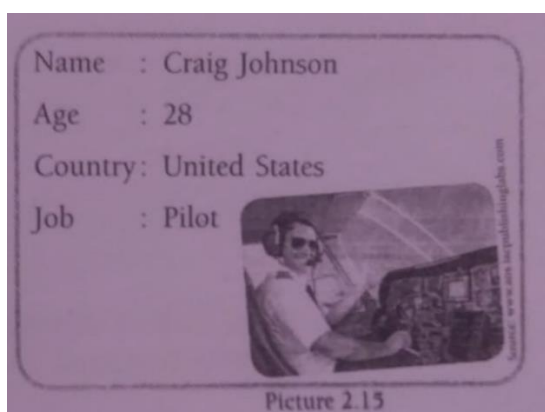

Figure 2 Illustration of a boy in English For Junior High School

The picture above is an example of a male representation in the book English For Junior High School which is illustrated working as a pilot. The picture shows that the men in the book English For Junior High School are mostly illustrated as characters who have jobs such as pilots, doctors and architects. This is also supported by the results of the analysis which shows that the men mentioned in the English for Junior High School book have more varied types of work than women.This shows that the physical

appearance and personal characteristics, as well as the character roles of men and women are still influenced by the stereotyped roles of men and women in society; women are valued by their physical appearance, i.e. beautiful, beautiful, and innocent while men are by their abilities in certain areas of interest, namely farmers, advisers, presidents, and leaders (Emilia et al., 2017).

B. Discussion

1. Gender representation through narrative text in the book English For Junior High School

Based on the results of the analysis, it is known that the representation of men in the English For Junior High School Book is more than the representation of the number of women, where the number of men mentioned in the narrative text of the English For Junior High School book is 41 times, while the number of women mentioned is in the narrative text of the book English For Junior High School 30 times. This shows that men are mentioned more in the narrative text of the book English For Junior High School. This means that the representation of gender in the book English For Junior High School is still dominated by the large number of choices of vocabulary, designations/titles, or use of pronouns that use male as the subject.

Mukminatien (Shalahuddin&Hamat, 2015) argues that in a society and culture that values gender equality, the language used must be gender-fair language, not sexist language. Sexist language reflects gender

inequality, because sexist language is language that contains meaning or represents gender identity unfairly, especially in the choice of vocabulary, designations/titles, or the use of masculine generic pronouns.Kholiza&Fadhilah (2021) explain that the dominance of male characters in textbooks may be due to the general view of the visibility of men in society. Where the presence of men can be found more in the public. Thus, this assumption is a big enough factor to explain the phenomenon of stereotypes against women also found in textbooks.

Furthermore, based on the type of work, it is known that male characters have more types of jobs mentioned with a total of 17 types of work which include Coach, Headmaster, Teacher, Doctor, Programmer, Pilot, Businessman, Formula 1 Driver, Photographer, Taxi Driver, Fashion Designer, Architect, Policeman, Dentist, Actor, Farmer and Postman. Meanwhile, the number of female figures mentioned by type of work was 6 times which included Secretary, Sell Flowers, Teacher, Student, Actress and Singer. From these results, it can be concluded that gender representation based on the type of work in the narrative text of the book English For Junior High School is dominated by men.From these results it can be concluded that gender representation based on the type of work in the narrative text of the book English For Junior High School is dominated by men. In addition, words that are unsigned and should apply to both men and women, but in reality the connotation of their use only refers to men. For example, the words surgeon, professor, doctor. Where most people's

perceptions of the profession are only fit for men. This shows that there are differences in lexical choices that can be seen from the description of physical appearance and personal characteristics of male and female characters. The differences mostly occur in the Attribute mode which tries to ascribe the qualities of an entity (Halliday&Matthiessen, 2004).

Kholiza&Fadhilah (2021) explain that this male domination of public work cannot be separated from the social construction that attaches men as active individuals and deserves to work outside the home. Women are still attached to the obligation to be housewives who are responsible for family affairs at home such as cleaning the house, cooking, and taking care of children. The domination of women in domestic activities cannot be separated from the community's assumption that women are not productive. This has resulted in women's work role being focused on domestic roles in order to be able to care for and supervise their children. Shodiq (2014) states that the division of work roles based on gender often creates discrimination, especially against women. Although along with the development of the times, many women have worked in the public sphere, but there are still limitations that society has made for women in choosing jobs.

2. **Gender representation through illustrations in the book English For Junior High School**

Based on the results of the study, it is known that based on the illustrations, the representation of women in the English For Junior High School book is more than the representation of the number of men, where

the number of female illustrations in the English For Junior High School book is 53 images, while the number of men who mentioned in the narrative text in the book English For Junior High School as many as 41 pictures. This shows that more women are mentioned in the illustrations of the book English For Junior High School than the male characters. In addition, based on the results of the analysis, it is also known that the female characters in the book English For Junior High School are illustrated more as characters who dominate domestic roles such as cooking and taking care of the house, while the male characters are illustrated as having more varied types of work than women.

This shows that the physical appearance and personal characteristics, as well as the character roles of men and women are still influenced by the stereotyped roles of men and women in society; women are valued by their physical appearance, i.e. beautiful, beautiful, and innocent while men are by their abilities in certain areas of interest, namely farmers, advisers, presidents, and leaders (Emilia et al., 2017).Maufiroh&Lukmana (2020) explained that many women are illustrated with housework such as cooking, preparing food, washing, etc. This reflects the gender representation that is described as emphasizing the assumption that women's work refers to household work and child care which are still considered as social rules that are still developing in society. Novianti (2016) states that the position of women in culture is not as good as that of men. Where almost all cultures in the world put women behind. Then the dichotomy of the division of

women's work roles in the domestic sphere and men in the public sphere empirically further immerses women in domestic affairs.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion, it can be concluded that:

1. The representation of men in the monologue text in the English For Junior High School book is more than the representation of the number of women, where the number of men mentioned in the narrative text of the English For Junior High School book is 41 times, while the number of women is mentioned in the narrative text of the book English For Junior High School 30 times.

2. Based on the illustrations, it is known that the representation of women in the English For Junior High School book is more than the representation of the number of men, where the number of female illustrations in the English For Junior High School book is 53 images, while the number of men mentioned is in the narrative text in the book English For Junior High School as many as 41 pictures.

B. Suggestion

Based on the results of the study and conclusions, the author tries to give some suggestions, to several parties, including:

1. Book Author

In the preparation of textbooks, it is expected that textbook writers always pay attention to the values contained in them, one of which is by

paying attention to the value of gender equality in the material and illustrated images displayed in the book.

2. **Teacher**

It is hoped that teachers will be more selective in choosing textbooks, especially those related to gender, and try to deliver material that is balanced with examples and discussions that contain the value of gender equality so that the socialization of gender bias in schools can be minimized.

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APPENDIX

Appendix 1 Research Data

a. Number of Men and Women Mentionedin narrative text of English For Junior High School

Unit	Male	Female
Unit I	9	7
Unit II	4	3
Unit III	8	9
Unit IV	4	3
Unit V	5	4
Unit VI	5	2
Unit VII	3	1
Unit VIII	3	1
Total	41	30

b. The Number of Female and Male Illustration In the Textbook

Unit	Male	Female
Unit I	5	6
Unit II	8	10
Unit III	3	11
Unit IV	4	0
Unit V	6	8
Unit VI	16	8
Unit VII	2	5
Unit VIII	3	5
Total	**47**	**53**

c. The number of women and men mentioned in the bookEnglish For Junior High School by pronoun

Male	Female
Sir	Miss
He	She
Dad	Mom
Mr.	Mrs
His	Her
Man	Girl
Father	Mother
	Miss
6	7

d. The number of male and female characters mentioned in the bookEnglish For
   Junior High School by type of work

Male	Female
Coach	Secretary
Headmaster	Sell Flowers
Theacher	Theacher
Doctor	Student
Programer	Actris
Pilot	Singer
Businessman	
Formula 1 Driver	
Pothografer	
Taxi Driver	
Fashion Designer	
Architect	
Policeman	
Dentist	
Actor	
Farmer	
Postman	
17	6

e. The number of male and female characters mentioned in the bookEnglish For
   Junior High School based on domestic roles

Male	Female
Father	Mother
Dad	Mom
Uncle	Sister
Brother	Daughter
Man	
5	4

Appendix 2Dokumentation
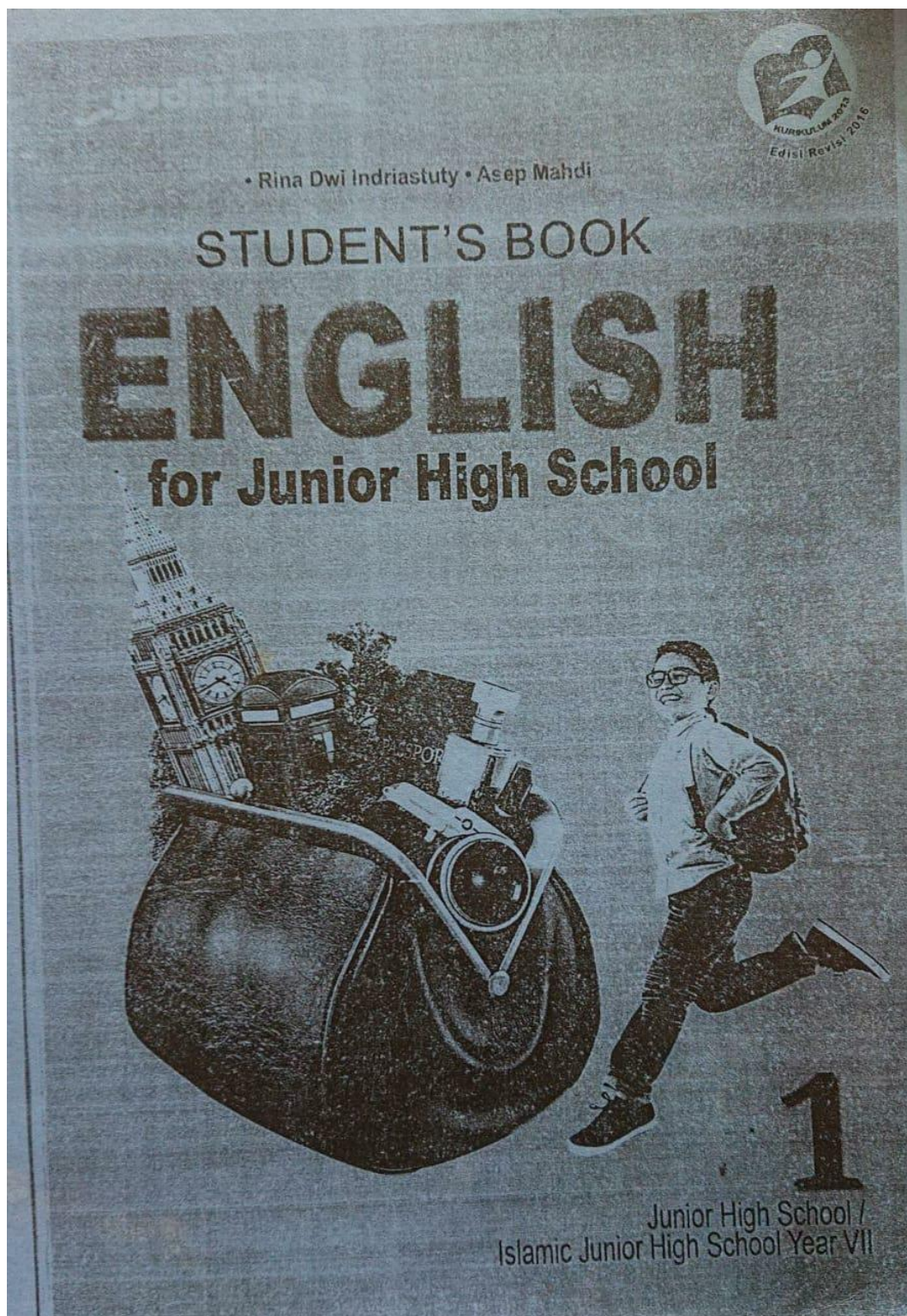
English For Junior High School Cover

English for Junior High School 1
Student's Book

Junior High School / Islamic Junior High School Year VII
Revised 2013 National Curriculum

Rina Dwi Indriastuty

Asep Mahdi

yudhistira
Anggota Ikapi

English For Junior High School Cover

Picture 5.23

Illustration of a girl in the book English For Junior High School

Name   : Craig Johnson

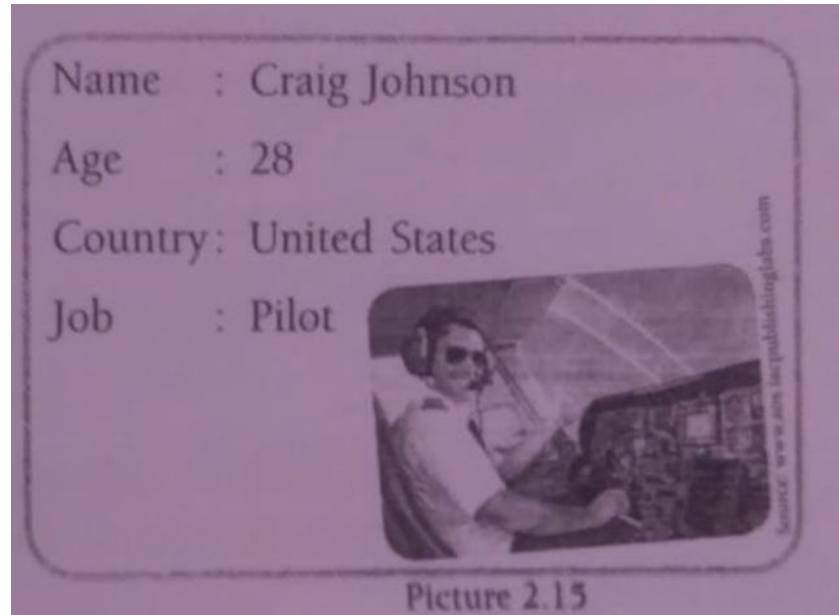Age   : 28

Country : United States

Job   : Pilot

Picture 2.15

Illustration of a boy in English For Junior High School