

# GENDER REPRESENTATION IN ENGLISH LEARNING MATERIALS TEXTBOOK AT THE EIGHTH GRADE OF SMP NEGERI 3 SITOLU ORI 2024/2025

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**CHAPTER I**  
**INTRODUCTION**

**1.1 Background of the Research**

In general, gender refers to the relationship between men and women, boys and girls, and how these social relationships are then constructed within society. Gender can be defined as the state in which individuals who are biologically born as male and female then obtain social designations as men and women through attributes of masculinity and femininity, often supported by the values or systems and symbols in the respective society. According to H.T. Wilson in Sulistyowat (2020), gender is a basis for determining the influence of cultural factors and collective life in differentiating between men and women. Gender is certainly related to society and culture, but there are still different gender roles given to women and men in society Eksi (2009) in Gün & Topkaya (2023). For example, men can have higher education, but women are expected to focus on being housewives. The differences in the roles and responsibilities of men and women can be interchangeable and are a form of human construction. These differences in roles, status, responsibilities, and division of labor between men and women often create injustice or a lack of gender equality, which causes gender inequality in society. It should be noted that gender inequality not only occurs in the social culture of society, but also in education, such as the media used in learning English, namely English textbooks used in schools. This inequality can trigger gender stereotypes, leading to gender bias.

Gender bias is a behavior that shows favoritism towards one gender over another. The most common form of gender bias is actions that favor men over women, or vice versa. Therefore, it is important to study the representation of gender in textbooks, especially English language textbooks. This will also help teachers avoid potential social problems that may arise due to gender bias in English textbooks. As a result, choosing appropriate textbooks is crucial, and certain considerations must be made before making a decision. Textbook that are rife with unequal gender representation will cause students to

misinterpret gender norms, leading to long-term impacts on students beyond just classroom learning. The impact is quite broad, so the role of textbooks should not be underestimated, and they need to be reviewed before being approved for student use. To determine the extent of gender bias present in the textbook, the researcher will analyze the English textbook for eighth-grade students entitled "Bright an English Course For SMP/MTs Grad VIII". This book is the latest in the Merdeka Belajar curriculum. The researcher wants to analyze how gender is represented in the textbook, whether there is an imbalance in gender representation, and find out if there are still gender stereotypes or gender bias in the used textbook.

Based on the interviews obtained, English teachers generally use textbooks without analyzing the content and usually rely on the textbook provided by the school. Thus, teachers' knowledge of textbook analysis is still lacking. However, teachers argue that textbook analysis is time-consuming and heavily dependent on the available teaching materials. There is a high likelihood that teachers will overlook the problematic ideas inherent in these texts, such as gender bias in the books. This gender bias may be uncritically understood by students, thereby normalizing prejudices about gender inequality in these texts. Therefore, it is important to analyze all the materials in the textbooks. Based on these considerations and premises, the researcher's study will focus on five aspects: visibility, firstness, feminine/masculine generic construction, activities, and occupations.

Research on gender representation in textbook materials has also been conducted by Aini et al, (2021), "Gender representation in the English textbook for grade nine in Indonesia". The purpose of this study was to examine how different genders are represented in the ninth-grade English textbook in Indonesia and to ensure various gender representations and how language and images are used in the English textbook "Think Globally Act Locally". The results revealed that gender stereotypes still exist in English textbooks, despite government efforts to promote equality and fairness in education through policies. Similarly, the research conducted by Shallaita (2021) found that there is still gender bias in the textbooks studied, where

gender bias is depicted as a tendency to favor one gender over the other, resulting in gender gaps in the textbooks. Then, in the research conducted by Saputra (2019), it was also noted that women are not fairly represented in EFL textbooks. His content analysis of 1,896 characters and 1,344 images depicting males and females in EFL textbooks revealed that male characters have better representation compared to female characters.

Based on the background above, the researcher is interested in conducting research with the title "Gender Representation in English Learning Materials Textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025".

## 1.2 Focus of the Research

The focuses of the research are:

- 1 To analyze how gender is represented in the English textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025.
- 2 To find out whether there is an imbalance in gender representation in the English textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori in the 2024/2025
- 3 To determine whether the textbook used still contains gender stereotypes or gender bias at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025.

## 1.3 Formulation of the Problem

Based on this focus, research questions are formulated in following questions:

1. How is gender representation in the textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025?
2. Is there a gender imbalance in the textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori in the 2024/2025
3. Do the textbook used still contain gender stereotypes or gender bias in the textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori in 2024/2025?

#### 1.4 Objective of the Research

The purpose of this research is to analyze how gender is represented in textbook, to find out whether there is an imbalance in gender representation, and finally, to find out whether the textbook used still contain gender stereotypes or gender bias.

#### 1.5 The Significances of the Research

In this research is expected to be able to contribute theoretically and practically in following:

##### 1. Theoretically

- a. This research can enhance awareness of the importance of gender equality and fair representation in all aspects of life, including in the context of education.
- b. This research can be utilized to update the English education curriculum by introducing or enhancing more inclusive and representative gender representations. This aids in constructing an educational system that aligns better with the values of equality and fairness.

##### 2. Practically

- a. This will enrich the experience and insights of researchers in analyzing gender representations in English language textbook learning materials.
- b. This research can serve as a reference material for English teachers to understand gender representation.
- c. This research can help students understand how gender is represented in their learning materials. It opens up opportunities for critical reflection on how gender stereotypes are influenced and perpetuated in English language textbooks.

d. This research has the potential to enable Nias University to produce students capable of critical and scientific thinking, and to improve the university's ranking, particularly in the field of research.

## LITERATURE REVIEW

**2.1 Theoretical Framework****2.1.1 Gender Representation****A. Gender Concept**

Society has the perception that gender is the same as sex, but in reality, sex and gender have two different meanings. Sex refers to the biological and physiological characteristics that define men and women, such as reproductive organs and hormones, Europeo (2019 in Brussino & McBrien (2022)). Meanwhile, gender emphasizes the different aspects of masculinity and femininity from sex; gender is formed within society, culture, and the social environment. In Fadil's journal (2020), it is explained that gender is the result of social behavioral construction and also cultural habits within a community.

In Oxford English Dictionary (2008) in Achag & Amrani (2023), gender represents all the cultural and social characteristics and attributes adopted by men and women through socialization. Gender involves social roles and relationships, norms and behaviors that are informally taught to boys and girls, such as how they should interact with others, what their aspirations are, and what opportunities they can expect, based on their biological sex. Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for women and men. It is important to understand the distinction between gender and sex in order to design development that can provide fair and equitable benefits. Sex is natural, biological, permanent, and static, so it cannot be used as an analytical tool to understand the evolving social reality in society. Meanwhile, gender has a fluid, evolving, and dynamic nature, making it a suitable analytical tool to examine the social reality developing in the community, KPPA et al., (2004) in Nurhaeni (2022).

### a. Definition of Gender Representation in Textbook

According to Hall in Nugroho (2020), representation has diverse meanings and concepts. He states that representation is a process in which members of a culture use language, signs, and images to generate and exchange meaning among members of that culture. He also emphasizes that representation works through a system of representation consisting of two important concepts: concepts in thought and language, which influence and relate to each other. Representation can also refer to the ability to depict or imagine something. In the context of media, representation refers to the way a person or group, idea or opinion is presented in the news. Media representation works through the relationship between signs and meaning, and can influence the construction of the meaning of reality.

The constructionist approach, where the speaker and writer choose and give meaning to the message or work (object) they create. Meanwhile, according to Giles in Alamsyah (2020), the word "representation" has three meanings:

- 1 To stand in for, which means to symbolize, for example, a picture of a person wearing a skirt on a toilet door symbolizes a woman's toilet.
- 2 To represent (speak or act on behalf of), meaning to speak on behalf of someone, for example, the Minister of Foreign Affairs speaking in another country representing the Indonesian nation.
- 3 To re-present, meaning to present again, for example, the film "Ainun Habibie" which is screened brings back the journey of their love story.

Thus, representation is a complex concept that involves various aspects, including the use of language, signs, images, and so on. It is related to the formation of meaning, culture, and other aspects. According to Hall in Alamsyah (2020), there are three approaches used in representation:

- 1 The reflective approach, where the meaning is produced by humans through ideas, media objects, and experiences in real society. The meaning lies in the object itself (people, events, etc.).
- 2 The intentional approach, where language, both spoken and written, gives a unique meaning to each of its works. Language is

a medium used by the speaker to convey meaning in every specific and unique aspect. The meaning is given or created by the speaker, so there is a manipulation of meaning.

- 3 The constructionist approach, where the speaker and writer choose and give meaning to the message or work (object) they create.

The representation of gender in English textbooks can be seen as a technique to reflect certain ideas or beliefs. According to Brueilles and Cromer in Shallaita et al. (2021), the representation of the gender system in school textbooks is reflected in:

- 1 Characteristics of school textbooks: syllabus, texts and images, placement of characters in textbook
- 2 Characteristics of characters in school textbook
- 3 Personal characteristics of the characters

In line with the opinions of Amini and Brijandi in Shallaita et al. (2021), the representation of gender in textbooks can be seen from the visibility of men and women, primacy (firstness) in both gender phrases, generic feminine or masculine constructions, activities, and accentuation involving men and women. Meanwhile, the aspects to determine how gender is represented in textbooks according to Logsdon in A.R. & Wahyuni (2023) are six, namely: images or illustrations, the number of mentions of men or women, male and female characters, role models, patterns of mentioning gender names, and activities. So it can be concluded that gender representation is seen in oral texts, written texts, and visual media, and in oral and written texts it is seen from the chosen words, such as nouns, adjectives, and verbs. In visual media, it can be seen from the number of depictions of men and women in textbooks and so on.

#### **b. The Importance of Balanced Gender Representation in Textbook**

In the context of education, textbooks not only teach content knowledge and skills, but also instill sociocultural norms and value-laden ideologies in students (Lee, 2014 in Widodo & Elyas, 2020). A

textbook conveys various moral, cultural, and ideological values - in other words, textbooks are overly or covertly laden with norms and beliefs that are appropriate and accepted by society. Therefore, critical pedagogy needs to be introduced at all levels of education to empower educators and students to confront the value-laden content of texts, particularly those replete with gender issues. It is widely acknowledged that all educational artifacts are ideological and institutionally gender-laden. Consequently, the inclusion of gender-related issues is inevitable. Dahmardeh and Kim (2020) explain that instructional materials can play a fundamental role in the foreign language environment because learners are most likely to first encounter the new language through these materials. Selecting instructional materials may seem like an easy task, but it requires careful consideration, especially because any existing gender bias in the instructional materials will shape their awareness of their roles in society according to their gender.

Balanced gender representation in textbooks is important because it can play a key role in shaping children's perceptions, aspirations, and learning experiences. Textbooks that feature characters and gender roles proportionately can help avoid harmful stereotypes and biases, and promote greater equality, inclusion, and understanding. This is crucial for expanding choices and opportunities for children, as well as supporting the formation of positive and unconstrained identities. Furthermore, balanced gender representation in textbooks can serve as a catalyst for broader social change, by challenging and transforming unequal gender norms in society.

### **B. Gender equality**

The journal written by Gün and Topkaya (2023) explains that ensuring gender equality in all written and visual content in textbooks is crucial because gender equality must be built into individual perceptions through direct or indirect references. If this

perception is not poured into textbooks and similar materials, the goal of achieving gender equality can be lost. Therefore, it is important to consider and pay attention to positive, inclusive, and supportive gender representation in the educational context to create an equal learning environment and build awareness about the importance of gender equality. To approach gender equality and contribute to a better gender perspective, teachers can: reduce stereotypes and images, balance the representation of men and women in messages and images, include images depicting men in household family, and community care environments, as well as messages women in decision-making and management positions, enhance respect for differences, diversity and gender equality, engage men and women equally in public, economic, political and international contexts, and integrate different ethnic groups, ages and diversity of women and men (Muñoz López et al., 2014) as cited in Nurwahyuningsih et al. (2023). Gender equality in textbooks is not only included numerically or quantitatively, but gender equality must also be ensured qualitatively in the sense associated with gender roles because gender bias representation in textbooks has the potential to influence students and teachers in terms of their attitudes, mindsets, and values Sögüt, (2017), in Gün and Topkaya (2023).

**Table 1**  
**Pearson's Gender Equality Guidelines**

<b>Intervention are examples of strategies</b>	<b>Intervention area Examples of strategies</b>
<b>Roles, behaviours and appearance</b>	<ol style="list-style-type: none"> <li>1 Balanced representation of genders.</li> <li>2 Avoiding unconscious bias in behaviours and characteristics associated with genders.</li> <li>3 Flipping gender stereotypes (e.g. associating women and girls to more traditionally masculine roles and men and boys to more traditionally feminine roles).</li> <li>4 Consider and dismantle bias in fictitious data and graphs.</li> </ol>
<b>Language</b>	<ol style="list-style-type: none"> <li>1 Using gender-neutral job titles.</li> <li>2 Balancing the use of personal pronouns to</li> </ol>

	3	promote balanced representation of genders.
	4	Using non-gender terms when referring to relationships (e.g. partner or spouse).
	4	Avoiding feminising and masculinising inanimate objects.
	5	Omitting the gender of the subject if it is not important to the meaning of the sentence.
Referencing	1	Considering and acknowledging how in certain fields there was traditionally a focus on contributions by men.
	2	Including – to the extent possible – balanced references to the work produced by female and male authors in the field.

(Source: Pearso (2020) in Brussino, McBrien 2022 in Yulianafeza, et al. 2022)

### C. Gender stereotypes in textbook

#### a. Definition of gender stereotypes

Gender stereotypes assume certain attributes, characteristics, or roles are specific to women or men based solely on their gender. Gender stereotypes can be generalizations made about the traits, behaviors, or roles expected of individuals based on their sex. Gender stereotypes can have significant implications on how people understand and interact with individuals based on their gender. Gender stereotypes can be generalized views about the attributes or characteristics that are or should be possessed by, or the roles that are or should be performed by, women and men.

#### b. Forms of Gender Stereotypes in Textbook

Forms of Gender Stereotypes in Textbooks:

##### 1 Personality Traits:

- Men: Independent, rational, active, brave, and adventurous.
- Women: Gentle, passive, sensitive, and dependent.

##### 2 Social Roles and Positions:

- Men: Dominant in the public sector, productive roles, and riskier activities.
- Women: More involved in the domestic sector, reproductive roles, and more dependent activities.

### 3 Characteristics:

- Men: Adventurous, risk-taking, active, self-reliant, and capable.
- Women: More passive, expressive, nurturing, and less assertive.

### **c. The Impact of Stereotypes in Textbook**

The impact of gender stereotypes in textbooks according to experts:

According to (Blaise & Taylor, 2022), gender stereotypes depicted in textbooks can perpetuate existing gender disparities in society, which can impact the formation of children's identities and career choices. Meanwhile, in the explanation of Kurtz-Costes et al. (2020), it is explained that strong and pervasive gender stereotypes in textbooks can have negative psychological impacts, such as low self-esteem, anxiety, and lack of self-confidence in children. So, it can be concluded that the impact of these gender stereotypes can influence children's socio-emotional development, limit the choices and opportunities available to both girls and boys, and affect their involvement in various fields and professions.

Gender stereotypes in textbooks can have a negative impact on children's development and achievement. First, biased representation can instill a limited understanding of roles and abilities suitable for each gender. For example, if textbooks often depict men in technology or science professions, while women are depicted in domestic roles, this can influence children's aspirations and career choices. They may feel that certain fields are not suitable for their gender, hindering their potential and interests. In addition, gender stereotypes in textbooks can also have a negative impact on children's academic achievement. When children see limited or

distorted examples, they can develop negative self-perceptions and low self-esteem. This can result in a lack of motivation, self-confidence, and perseverance, which can ultimately impede their progress and achievement in various fields. Restrictive stereotypes can also limit how children see themselves and constrain their expectations of themselves.

Impact of negative gender stereotypes in textbooks:

The negative impact of gender stereotypes in textbooks can also extend beyond just shaping children's perceptions and aspirations. Biased representations can also influence their social-emotional development. When children are consistently exposed to narrow depictions of gender roles and capabilities, this can reduce their empathy and understanding of others. They may struggle to appreciate diversity and relate to experiences different from their own. This can hinder children's ability to interact and cooperate with people from diverse backgrounds.

Furthermore, the ingrained gender stereotypes in textbooks can cause children to develop harmful biases, both consciously and unconsciously. This can lead to unfair treatment, discrimination, and exclusion towards their peers or others who do not conform to the gender norms presented. This can certainly jeopardize the safe and inclusive learning environment that children need to thrive.

Therefore, addressing gender stereotypes in textbooks and learning materials is important not only to support children's academic development, but also to build healthy personalities, empathy, and social skills. Balanced and inclusive representation can empower children to become more tolerant, cooperative, and responsible citizens in the future.

#### **D. Gender bias in textbooks**

Gender bias is a tendency or prejudice towards a particular sex that results in gender injustice (Khusen in Sendratari and Maryati,

2019). One of the previous researchers found that textbooks used in schools are inseparable from gender bias (Ulfah in Kholiza and Fadhilah, 2021). So it can be concluded that gender bias is a condition where there is favoritism between one gender that causes injustice.

An important strategy to reduce gender bias in textbooks is to ensure the selection of inclusive content. (Ahmad & Shah, 2019) emphasize the importance of incorporating diverse representations of both genders and avoiding stereotypical depictions. This includes featuring women and men in various professions, showcasing their achievements, and representing diverse family structures. Incorporating multiple perspectives will promote gender equality and challenge traditional gender roles.

Gender bias is not only found in social society but also still exists in education, namely in the textbooks used by schools. This statement is in accordance with the gender bias that previous researchers found in several Arabic language learning textbooks, where the material presented is more dominated by the names of male characters compared to female characters, resulting in a lack of justice.

<sup>2</sup> Sadker and Zittleman (2021) propose seven types of gender bias in textbooks that are commonly found, as follows:

#### 1 Invisibility

Invisibility is the state of not being seen or not being able to be seen, meaning that there is a <sup>2</sup> relative exclusion of a group, in this case textbooks with this type of bias tend to omit one particular gender example, illustration, or text.

#### 2 Stereotyping

<sup>7</sup> Stereotypes are generalized views or beliefs that are usually applied to a group of people or individuals based on certain characteristics, such as gender, race, religion, or sexual orientation. Stereotypes can be positive or negative, and are often inaccurate or unfair. Stereotypes can affect how a person perceives and interacts with others, and can lead to discrimination or injustice.

### 2 3 Imbalance and Selectivity

When a textbook promotes both types of bias and selectivity, it only addresses one type of bias interpretation of an issue, situation or group of people. For example, when talking about heroism or excellence in science and technology, only men are mentioned, while in contrast to women, only men are mentioned.

### 4 Unreality

This can be seen in avoiding depicting sensitive and unpleasant aspects of family life, such as domestic violence, especially against women; and avoiding depicting issues such as the exploitation of women or the fact that women are sometimes considered socially inferior. Therefore, by ignoring these types of aspects, textbooks do not provide students with the information they need to recognize, understand, and perhaps someday address social problems.

### 2 5 Fragmentation and Isolation

Fragmentation occurs when a group is physically or visually isolated in a text. Fragmentation can present non-dominant groups as peripheral members of society. For example, narratives and illustrations of various situations where women are always underrepresented.

### 6 Cosmetic Bias

Cosmetic bias makes things seem to have been fixed in the book, but bias remains, for example, the fact that although there seems to be an equal number of men and women in the illustrations, but there are no relevant examples that consider women's significant achievements in various fields.

### 7 Linguistic bias

Refers to systematic asymmetries in word choice that favor social stereotypes focused on social categories. Typical biases are Preference of masculine over feminine. For example, the use of the word humanity instead of human, labor instead of workforce,

police instead of policeman, fireman instead of firefighter, the use of the word fire fighting, the use of masculine pronouns for neuter words or whenever a singular referent is needed but the gender is unknown, and many more. These linguistic biases serve to deny the contribution (even existence) of women.

According to Amini and Birjandi (2012) in Junita Journal (2022), there are five aspects that can be used to ascertain whether there is gender bias in a textbook, as follows:

- Visibility

This aspect relates to the number of female and male characters featured. Visibility includes the distinction of female and male names, identification of the use of personal pronouns such as he, she and her, and the mention of female and male terms such as pak and bu. To identify visibility in the textbooks, all occurrences of female and male characters used in the content were counted; thus, the number of percentages counted could be known.

- Firstness

Firstness refers to how many occurrences of males or females are featured first in the text. This is important to identify which of the two genders receives the first priority of dominance determination.

- Common feminine/masculine constructions

Textbooks are filled with images and text, and often feature characters or personalities. Both female and male pronouns in textbook content can construct a common feminine or masculine construction. Therefore, pronouns that are used and can refer flexibly to both genders should be counted.

- Activities

Textbooks contain illustrations and various texts. Activities depicted by illustrations as mentioned earlier and texts involving women and girls and boys can also be used to show how balanced gender is represented in textbooks.

- Work

Through pictures and stories as well as other texts in the content, a variety of occupations and professions are portrayed by school textbooks to attract students' attention. The way textbooks promote certain occupations and associate them with male or female characters shows how gender is represented in textbooks. Therefore, there is a need to count the professions/occupations mentioned in the content to determine whether there is gender bias or not.

## 2.1.2 English Learning Materials Textbook

### A. Definition Textbook

According to Brugeilles and Cromer (2009) in the journal Sanae, et al., (2023:1) say that textbooks are "core learning media consisting of text and/or images designed to produce a certain series of educational outcomes, traditionally books printed and bound including illustrations and instructions to facilitate a series of learning activities". Simply put, a textbook is a tool with comprehensive content that is used in the classroom for learning purposes.

Educators have always relied on textbooks because they support and guide courses and adopt the content as is or change it to meet students' needs. Students use the materials to study, review and improve their knowledge and skills. For teaching foreign languages and languages and culture, textbooks are an important resource in the field of education and are very necessary in the teaching and learning process. impossible to separate. Apart from that, the English language teaching textbook is a special textbook for language teaching and learning in the Indonesian government. ELT textbook function as linguistic resources for teaching and learning process, and have the potential to influence students' behavior and learning abilities.

Textbook should be an important part of classroom teaching. Teachers should use textbooks as the main source of information for

each subject to convey material in class. They should also use textbooks in a way that is appropriate to the learning objectives they want to achieve. For example, textbooks are used in learning if a teacher teaches students to write. Additionally, students will benefit from the use of textbooks because they can use them as a guide to gain an understanding of the subject and to gain a better understanding of the exercises carried out by the teacher. Textbook can encourage gender bias through how men and women are illustrated in texts or picture books. Certain genders can be strengthened or weakened by ignoring or focusing on one particular gender, for example women are depicted as caring and emotional, while men are depicted as strong and independent. Gender equality in learning materials can also encourage equal treatment, opportunities and representation for both genders if both represent equality. This means that these two roles are part of, complement each other, and contribute to society.

### **B. Function Textbook**

Textbook play an important role in the learning process at school. According to several education experts, the main functions of textbooks can be divided into three main aspects: academic functions, identity formation functions, and socio-emotional functions. In terms of academic function, textbooks serve as a source of information and basic knowledge for students. As stated by Dewey (2018) in the Journal of Education and Society, textbooks provide a conceptual framework that helps students build meaningful understanding of various topics. Through textbooks, students can access well-organized information, which facilitates an effective learning process. Additionally, textbooks can also serve as a reference source that allows students to deepen their understanding of a topic.

No less importantly, textbooks also have a function in shaping students' identity and aspirations. As highlighted by Bandura (2021) in the Journal of Social Psychology, children tend to imitate and adopt the

behaviors, roles, and characteristics they observe in their environment, including those depicted in textbooks. Therefore, diverse and unbiased gender representation in textual content can help students develop a healthy self-concept, foster self-confidence, and open up perspectives on various future career and achievement possibilities. Conversely, gender stereotypes embedded in textbooks can limit the way students view themselves and restrict their aspirations.

As elaborated by Lickona (2019) in the *Journal of Moral Education*, he also emphasizes the function of textbooks in instilling values, norms, and attitudes. Textbooks that display diversity and avoid stereotypes can help students appreciate differences, build closer relationships, and become more responsible citizens in the future. Thus, the effective function of textbooks is not only limited to the delivery of information, but also to the formation of students' understanding, identity, and social-emotional skills. Balanced and inclusive representation in textbooks can support the holistic development of students and prepare them to become more competent and contributory members of society.

### C. Criteria Of Good Textbook

One important criterion for a good open book is its ability to advance gender justice. According to experts, this can be achieved through several aspects in preparing the content and presentation of open books. First, open books must display balanced and inclusive representation between male and female characters. The implications of the lack of representation of female characters in textbooks certainly indicate that women are less visible in the public sphere. This, as discussed in the introduction, has the risk of reinforcing a social reality where men are less visible in the public sphere by considering this to be 'common sense' or 'natural'. Fairclough, (1995) in Course (2021)

As stated by Bem (2018) in the journal *Developmental Psychology*, diverse representation helps students develop broader

views and appreciate diversity. In addition, open books must also avoid gender stereotypes that limit students' aspirations and roles based on gender. As emphasized by Bussey and Bandura (2019) in the journal *Social Psychology*, this supports the development of a healthy identity in students. Apart from that, good textbooks must also display various roles, professions and activities for men and women. Apart from that, using language that is inclusive and not gender biased is also important, as stated by Lakoff (2017) in the journal *Applied Linguistics*.

This prevents marginalization and ensures equality. Furthermore, Hooks (2020) in the journal *Critical Theory* suggests that gender perspectives be systematically integrated in open book content. This helps students understand gender issues in a more comprehensive learning context. Finally, Connell (2019) in the journal *Sociology of Education* emphasizes the need for the involvement of gender experts in the process of developing and evaluating open books. This ensures that gender equity criteria are met across the board.

#### D. English Learning Materials

Learning is the process of interaction between learners (students) with educators (teachers) and learning resources at a certain time and place. Learning is the assistance provided by educators so that the process of acquiring knowledge and mastering skills and habits, as well as forming attitudes and beliefs in students can occur. The definition of learning according to experts includes various points of view. According to Suprijono (2019), learning is "the process, method, and act of learning". Meanwhile, according to the National Education System Law, learning is "the process of interacting students with educators and learning resources". In addition, B.F. Skinner, a behavioristic psychologist, defines learning as "a relatively permanent change in behavior". From these various definitions, it can be concluded that learning involves the process of interaction between

learners, educators, and learning resources to achieve the acquisition of knowledge and knowledge, mastery of skills, and changes in behavior.

Learning materials are knowledge, skills, and attitudes that students must learn in order to achieve predetermined competency standards.

Teaching materials are a set of learning tools or tools that contain learning materials, methods, boundaries, and ways to evaluate which are systematically and interestingly designed in order to achieve the expected goals, namely achieving competencies or subcompetencies with all their complexity Widodo and Jasmadi in Djumingin et al., (2022).

According to Sorraya in Djumingin et al., (2022) subject matter is a set of systematically arranged learning, presenting a complete figure of the potential that students will master in attitude, action, and skill activities that contain messages, information and illustrations in the form of facts, concepts, principles, procedures or processes, and values, as well as skills related to certain subject matter directed at achieving learning objectives. From the opinions of the experts above, it can be concluded that learning materials are knowledge, skills and attitudes learned by students that are arranged in an organized manner obtained from learning sources, namely textbooks or materials studied.

English is an international language that is used throughout the world as a unified language. English is very popular among the public, English is also used as a subject matter that can help students communicate and understand things related to English. So English can be used as learning material.

## 2.2 Latest Related Research

In conducting this research, researchers were inspired by several previous studies related to this research. The first research was conducted by Lestariyana et al (2020) with the title "Female Representation in Government-Mandated English Language Textbooks Used in Indonesian Junior High Schools." Although there is a lot of research on gender

representation in language textbooks, little work reports on the representation of female characters in textbooks. language is situated in social contexts such as family, work, school participation and achievement, as well as hobbies and interests. The findings show that although textbook authors demonstrate awareness of gender equality and responsiveness, male-dominated and female-dominated stereotypes are still captured in English textbooks. This empirical evidence suggests that language textbook designers must be fully aware of gender issues when writing language textbooks. This is because language textbooks do not just teach language areas/skills but also knowledge and values, such as gender(ness).

Then research was conducted by Aguilar and ddk (2021) with the title "Gender Representation in EFL Textbooks in Basic Education in Mexico" This research examines the representation of men and women in EFL textbooks used in early elementary grades in public schools in Mexico. To this end, two types of analysis were carried out to explore the distribution of men and women in terms of visibility in illustrations and photographs, and the display of men's and women's occupational roles in visuals. The findings reveal that there is no balanced representation of characters in textbooks; Male characters are much more common than female characters in illustrations. In terms of photos, it was found that both genders were given the same amount of appearance. Similarly, the results showed that occupational gender stereotypes occurred in the textbook greetings used.

The latest research was conducted by Ahmed et al (2023) "Gender Biases in Primary School Language Textbooks: A Systematic Review of Literature". This research examines gender bias in primary school language textbooks, assessing how it affects students' learning and attitudes. A variety of international studies are included in this analysis, highlighting issues such as disproportionate gender representation, adherence to traditional gender roles, and the marginalization of female characters. It was found that these biases had a negative impact on

students' academic achievement, self-esteem, and perceptions of gender roles. The study recommends further research into the cultural context and diverse nature of gender bias to uncover effective methods to reduce its negative impact on education.

**RESEARCH METHOD****3.1 Approach and Type of the Research**

This research uses a qualitative approach with document analysis as the research method. Document Analysis involves examining a document to generate conclusions about social conditions, which embodies various approaches such as Content Analysis, Interpretive Approach and Critical Approach, Bloor & Wood, (2006) in Artar and Edem (2020). This method is used to collect textual evidence available in the textbooks being studied. The authors use this design as a document analysis, a method widely applied to written or visual data. In this qualitative research, the authors intend to examine every material provided in the eighth-grade English textbooks for junior high schools, with the help of document analysis in collecting data from the textbooks, the authors use a qualitative descriptive method in analyzing and reporting the data available in the English textbooks. A descriptive study must at least have variables and procedures described as accurately and completely as possible so that the research can be replicated by other researchers

**3.2 Variables of the Research**

A research variable is a concept that has more than one value, condition, category, or condition. According to Sugiyono in Dekanawati et al., (2023) said that the research variable is an attribute or trait or value of people, objects, or activities that have certain variations set by researchers to study and draw conclusions. This is in line with the opinion of Arikunto (2010), research variables are the object of research or what is the concern of a research point of attention.

In this study using 2 variables, namely the dependent variable and the independent or independent variable. As in Ulfa (2021; 346-347), reveals that independent variables are variables that cause or theoretically have the possibility to have an impact on other variables. Meanwhile, the

25  
 dependent variable is the variable that is affected or that is the result of the independent variable. So the independent variable is "Gender Representation" while the dependent variable is "English Learning Materials Textbook." 6  
 This research aims to analyze gender representation in English learning materials, so "Gender Representation" becomes the independent variable that will affect "English Learning Materials Textbook" as the dependent variable.

### 3.3 Setting and Schedule of the Research 6

The research will be conducted at SMP Negeri 3 Sitolu Ori located at Jl. Arah Sowu, Umbubalodano village, Sitolu Ori sub-district, north Nias. The schedule of the research will take place on July 2024.

### 3.4 Source of Data

10  
 The data comes from the textbook at the eighth grade of SMP Negeri 3 Sitolu Ori with the book title "Bright An English Course For SMP/MTs Grade VIII". This book is the newest book in the *Merdeka Belajar* Curriculum written by Nur Zaida, Erlangga publisher. This book consists of eight chapters with 182 pages.

### 3.5 Instruments of the Research

In this research, the prospective researcher uses research instruments, namely content analysis sheets. According to Krippendorff (2018) in the book "Content Analysis: An Introduction to Its Methodology", content analysis sheets are tools or instruments used in the content analysis method to systematically categorize and quantify certain elements or characteristics of a text or content.

The steps in developing a content analysis sheet include determining the unit of analysis, such as words, sentences, paragraphs, or pages; explaining the analysis categories that are relevant to the research objectives; formulating operational definitions for each category; creating

a coding guide to ensure consistency in coding; and conducting a trial and revising the content analysis sheet if necessary.

### 3.6 Data Collecting Technique

The researcher uses document analysis in data collection. Document analysis is a qualitative research method that focuses on the examination and interpretation of various types of documents. According to Bowen (2019), document analysis is a data collection technique that allows researchers to identify, inventory, and study documents to understand a particular phenomenon. Documents can take various forms, such as archives, letters, emails, reports, articles, social media content, and textbooks. In document analysis, the researcher not only studies the content of the documents but also explores the structure, language, and the social, cultural, and historical context surrounding the documents (Rapley, 2018).

### 3.7 Data Analysis Technique

To analyze the data, the researcher calculated the gender representation in 8th-grade secondary school textbooks across five categories adopted from Amini and Birjandi (2012) in Junita et al. (2022). The categories are:

#### 1 Visibility:

The researcher counted the number of females and males on each practice page, including female and male names, personal pronouns (e.g., she, he, her, his), and terms for women and men (e.g., Mr., Mrs. ). All appearances of females and males in the textbooks were tallied to determine the dominant gender.

2 Firstness: The researcher counted the number of females or males who were mentioned first in the exercises.

3 Generic masculine/feminine construction: The author analyzes the generic pronouns in the textbooks to describe something that actually refers to both genders. In these exercises, the researcher used "he" as the pronoun to represent something referring to both genders.

4 Activity: The researcher included all the activities mentioned in the exercises that referred to females or males.

5 Occupation: The researcher included the occupations mentioned in the exercises that are referred to females or males.

After tallying all the categories, the researcher concluded that both genders were represented equally in the 8th-grade secondary school English textbooks.

**RESULTS AND DISCUSSION****4.1 RESULTS**

The research results are the findings obtained by researchers based on data analysis techniques. In accordance with the results of the analysis, the researcher will present the data obtained from the data sources used in the study, focusing on a book entitled Bright An English Course for SMP / MTs Grade VIII by Nur Zaida, each page of the book is examined using six aspects of the category by Logsdon following the results of the data obtained:

**4.1.1. Chapter 1: "I Can Speak Five Languages"**

## 1. Female/Male Image

**Table 1.1 Image**

Page	Female	Male
1	1	-
2	-	1
3	2	2
5	1	1
6	-	2
9	8	2
12	1	3
13	6	1
14	-	2
<b>Jumlah</b>	<b>19</b>	<b>14</b>

## 2. Female/Male mentioned

**Table 1.2 Mentioned**

Page	Female	Male
2	1	1
3	2	2
4	2	2
5	2	1
6	-	2
7	1	2
8	1	1
10	1	1
14	-	1
15	3	3

18	2	-
19	1	-
21	1	1
<b>Jumlah</b>	<b>17</b>	<b>17</b>

## 3. Female/Male Roles

Table 1.3 Roles

Page	Roles	Female	Male
2	Dancer	-	1
	Singer	-	1
	Poliglot	-	1
5	Student	1	1
	Teacher	1	-
8	Travel Agen	-	1
12	Student	-	1
14	Guitarist	1	-
18	Poliglot	1	-
	<b>Jumlah</b>	<b>4</b>	<b>6</b>

## 4. Female/Male Activities

Table 1.4 Activities

Page	Activities	Female	Male
2	Drive	-	1
3	Play basket	-	1
	Do martial arts	1	-
	Play baseball	-	1
	Play football	1	-
4	swim	-	1
	Do math	-	1
6	Fixing the wheels	-	1
9	Playing the piano	1	-
	drive	1	-
	Make up	1	-
	writing	1	-
	Comb the hair	1	-
	Do martial arts	1	-
15	Flying an aircraft	1	1
	shopping	1	1
21	Play chess	1	-
	Play the piano	-	1
	<b>Jumlah</b>	<b>11</b>	<b>9</b>

## 5. Female/Male Roles Model

**Table 1.5 Roles Model**

<b>Page</b>	<b>Roles Model</b>	<b>Female</b>	<b>Male</b>
-	-	-	-

## 6. Patterns Female/Male Names

**Table 1.6 Patterns**

<b>Page</b>	<b>Female</b>	<b>Male</b>
4	-	1
<b>Jumlah</b>	-	<b>1</b>

**4.1.2 Chapter 2 :“I Play Golf on Weekends”**

## 1. Female/Male Image

**Table 2.1 Image**

<b>Page</b>	<b>Female</b>	<b>Male</b>
23	-	2
24	1	1
25	1	1
27	2	1
31	1	5
38	2	1
<b>Jumlah</b>	<b>7</b>	<b>11</b>

## 2. Female and Male Mentioned

**Table 2.2 Mentioned**

<b>Page</b>	<b>Female</b>	<b>Male</b>
24	1	1
25	1	1
26	2	1
27	3	1
28	2	1
29	1	1
30	1	1
32	5	7
33	1	2
34	1	1
36	2	4
37	-	4

38	1	1
39	2	1
40	1	2
42	1	-
43	2	-
<b>Jumlah</b>	<b>27</b>	<b>29</b>

## 3. Female/Male Roles

Table 2.3 Roles

Page	Role	Female	Male
24	Reporter	1	-
	Entrepreneur	-	1
27	Baristas	-	1
32	Reporter	-	1
	Teacher	-	1
38	Singer	1	-
<b>Jumlah</b>		<b>2</b>	<b>4</b>

## 4. Activity

Table 2.4 Activity

Page	Activity	Female	Male
23	Play golf	-	1
25	Read	1	-
	Eating	-	1
30	Morning person/gets up at 6.a.m	-	1
31	Writing	-	1
	Play golf	-	1
	Play tennis	-	1
	Waters the garden	1	-
32	Shopping	-	1
33	Singer	1	-
35	Swimming	1	-
36	Flying the drone	-	1
	Playing keyboard	-	1
	Watching the master	-	
	Chef show	-	
	Watching movie	1	-
37	Learn mathematics	-	1
38	Play the drummer	-	1
	Play a guitar	1	-
	Sing	1	-
<b>Jumlah</b>		<b>7</b>	<b>11</b>

## 5. Female/Male roles model

**Table 2.5 Roles Model**

<b>Page</b>	<b>Roles Model</b>	<b>Female</b>	<b>Male</b>
-	-	-	-

## 6. Patterns Female/Male Name

**Table 2.6 Patterns**

<b>Page</b>	<b>Patterns</b>	<b>Female</b>	<b>Male</b>
28	Ketut and Sandra	-	1
32	Lia and I	1	-
37	My brother and I	-	1
<b>Jumlah</b>		<b>1</b>	<b>2</b>

**4.1.3. Chapter 3: “What are You Doing?”**

## 1. Female/Male Image

**Table 3.1 Image**

<b>Page</b>	<b>Female</b>	<b>Male</b>
45	3	-
46	2	2
47	3	1
48	3	1
49	-	1
51	7	4
52	4	4
53	9	3
54	6	2
58	1	-
<b>Jumlah</b>	<b>38</b>	<b>18</b>

## 2. Female/Male Mentioned

**Table 3.2 Mentioned**

<b>Page</b>	<b>Female</b>	<b>Male</b>
46	2	2
47	7	3
48	3	2
49	1	-
50	3	6
51	6	3
54	-	2

55	1	3
56	1	2
57	2	-
58	3	2
59	2	1
60	1	1
<b>Jumlah</b>	<b>32</b>	<b>27</b>

## 3. Female/Male Roles

**Table 3.3 Roles**

<b>Page</b>	<b>Roles</b>	<b>Female</b>	<b>Male</b>
50	Teacher	-	1
53	Student	1	1
54	Student	1	1
	Teacher	1	-
55	Doctor	-	1
56	Student	-	1
59	Volunteer English Teacher	1	-
	Founders States That Education	-	1
<b>Jumlah</b>		<b>4</b>	<b>6</b>

## 4 Female/Male Activity

**Table 3.4 Activity**

<b>Page</b>	<b>Activity</b>	<b>Female</b>	<b>Male</b>
45	Plant trees	1	-
46	Baking Cookies	1	-
	Wahing the car	-	1
	Mopping the floor	-	1
	Sleeping	-	1
47	Experimen	1	-
	Cooking	1	-
	Reading	1	-
	Teaching	1	-
	Play a tennis	1	-
	Buying a pineapple	1	-
	Riding a bike	-	1

49	Climbing	-	1
50	Helping in the kitchen	1	-
	Teacher	-	1
52	Cut Hair	1	-
	Watching a film	1	1
53	Cry	1	-
	Play a computer	1	1
54	Chating in the test	-	1
56	Making cassava chips	1	-
57	Vacation	1	-
58	Reading	-	1
	watching	1	-
	Painting	1	-
	Playing the toys	-	1
59	Teaching the female	2	1
<b>Jumlah</b>		<b>19</b>	<b>12</b>

## 5. Female/Male Roles Model

**Table 3.5 Roles Model**

<b>Page</b>	<b>Roles Model</b>	<b>Female</b>	<b>Male</b>
-	-	-	-

## 6. Partens Female/Male Name

**Table 3.6 Patterns**

<b>Page</b>	<b>Patterns</b>	<b>Female</b>	<b>Male</b>
50	Dick and Jim	-	1
51	Mr and Mrs Marshall	-	1
56	Mr and Mrs Dahlan's	-	1
<b>Jumlah</b>		<b>-</b>	<b>3</b>

#### 4.1.4 Chapter 4: “We Went Camping Last Week”

##### 1. Female/Male Image

**Table 4.1 Image**

Page	Female	Male
63	2	2
66	1	1
68	1	1
69	2	-
74	1	-
<b>Jumlah</b>	<b>7</b>	<b>4</b>

##### 2. Female/Male Mentioned

**Table 4.2 Mentioned**

Page	Female	Male
64	1	1
65	-	2
67	1	1
68	1	-
70	1	-
71	1	1
72	3	1
73	2	1
74	2	-
75	1	-
76	1	-
77	1	-
77	2	-
78	1	-
79	1	1
<b>Jumlah</b>	<b>19</b>	<b>8</b>

##### 3. Female/Male Roles

**Table 4.3 Roles**

Page	Roles	Female	Male
67	Student	1	-
74	Astronaut	1	-
<b>Jumlah</b>		<b>2</b>	<b>-</b>

##### 4. Female/Male Activity

**Table 4.4 Activity**

Page	Activity	Female	Male
71	Played Volleyball	-	1
72	Vocation	-	1
74	Travel into space	1	-
77	Hiking	1	-

<b>Jumlah</b>	<b>2</b>	<b>2</b>
---------------	----------	----------

5. Female/Male Roles Model

**Table 4.5 Roles**

<b>Page</b>	<b>Role Model</b>	<b>Female</b>	<b>Male</b>
<b>74</b>	Mae Jemison	1	1
<b>Jumlah</b>		<b>1</b>	<b>1</b>

6. Patterns Female/Male Name

**Table 4.6 Patterns Female/Male Name**

<b>Page</b>	<b>Patterns</b>	<b>Female</b>	<b>Male</b>
-	-	-	-
<b>Jumlah</b>		<b>-</b>	<b>-</b>

#### 4.1.5. Chapter 5: "What were They Doing?"

1. Female/Male Image

**Table 5.1 Image**

<b>Page</b>	<b>Female</b>	<b>Male</b>
86	-	6
87	4	5
91	3	-
96	-	1
<b>Jumlah</b>	<b>7</b>	<b>12</b>

2. Female/Male Mentioned

**Table 5.2 Mentioned**

<b>Page</b>	<b>Female</b>	<b>Male</b>
83	1	-
84	1	-
85	-	1
86	-	5
88	4	-
90	3	2
91	1	2
92	3	2
93	3	1
94	2	1
95	-	1
96	-	1
97	1	-
99	1	-
<b>Jumlah</b>	<b>20</b>	<b>16</b>

## 3. Female/Male Roles

**Table 5.3 Roles**

<b>Page</b>	<b>Roles</b>	<b>Female</b>	<b>Male</b>
96	Physicist	-	1
<b>Jumlah</b>		<b>-</b>	<b>1</b>

## 4. Female/Male Activity

**Table 5.4 Activity**

<b>Page</b>	<b>Roles</b>	<b>Female</b>	<b>Male</b>
86	Reading	-	1
	Fishing	-	1
	Swimming	-	1
87	Sleeping	1	-
	Running	1	-
	Reading	-	1
	Eating	1	1
91	Play a Computer	-	1
	Celebrate Birthday	1	-
	Mopping	1	-
	Wiping	-	1
	Drive		1
92		-	-
93,94	Snorkeling	1	-
97	Sing	1	-
<b>Jumlah</b>		<b>7</b>	<b>8</b>

## 5. Female/Male Roles Model

**Table 5.5 Roles Model**

<b>Page</b>	<b>Roles Model</b>	<b>Female</b>	<b>Male</b>
<b>96</b>	Wilhelm Röntgen	-	1
<b>Jumlah</b>		<b>-</b>	<b>1</b>

## 6. Patterns Female/Male Name

**Table 5.6 Patterns**

<b>Page</b>	<b>Patterns</b>	<b>Female</b>	<b>Male</b>
-	-	-	-

#### 4.1.5 Chapter 6: “Let Me Tell You My Story”

##### 1. Female/Male Image

**Table 6.1 Image**

<b>Page</b>	<b>Female</b>	<b>Male</b>
101	2	-
102	3	2
112	2	2
113	2	3
114	2	3
115	2	3
121	1	-
123	1	-
<b>Jumlah</b>	<b>15</b>	<b>13</b>

##### 2. Female/Male Mentioned

**Table 6.2 Mentioned**

<b>Page</b>	<b>Female</b>	<b>Male</b>
102	1	2
103	2	2
104	1	2
105	2	1
106	2	-
107	1	-
109	-	1
110	-	1
112	1	1
113	-	1
114	2	3
115	1	-
117	3	1
120	1	1
121	2	1
122	1	-
123	2	1
124	2	-
125	2	-
126	2	-
<b>Jumlah</b>	<b>28</b>	<b>18</b>

##### 3. Female/Male Roles

**Table 6.3 Roles**

<b>Page</b>	<b>Roles</b>	<b>Female</b>	<b>Male</b>
101,107	Students	2	-

103	Teacher	1	1
104	Football Player		1
121	Nurse	1	
123	American Author and Lecturer	1	-
<b>Jumlah</b>		<b>5</b>	<b>2</b>

## 4. Female/Male Activity

**Table 6.4 Activity**

Page	Activity	Female	Male
112	Cooked	1	-
	Driving	-	1
105	Holiday	1	-
<b>Jumlah</b>		<b>2</b>	<b>1</b>

## 5. Female /Male Roles Model

**Table 6.5 Model**

Page	Roles Model	Female	Male
104	Bambang Pamungkas	-	1
121	Florence Nightingale	1	-
123	Hellen Keller	1	-
<b>Jumlah</b>		<b>2</b>	<b>1</b>

## 6. Patterns Female/Male

**Table 6.6 Pattrens**

Page	Patterns	Female	Male
102	him/her		1
<b>Jumlah</b>		<b>-</b>	<b>1</b>

## 4.1.7 Chapter 7 “I’m Taller than You”

## 1. Female/Male Image

**Table 7.1 Image**

Page	Female	Male
129	-	2
133	1	2
138	3	3
139	1	7
140	2	4
142	6	3
<b>Jumlah</b>	<b>13</b>	<b>21</b>

## 2. Female/Male Mentioned

**Table 7.2 Mentioned**

<b>Page</b>	<b>Female</b>	<b>Male</b>
132	-	1
133	2	2
138	3	3
139	1	3
144	3	2
145	3	1
150	1	1
151	1	1
154	1	-
155	-	-
<b>Jumlah</b>	<b>15</b>	<b>14</b>

## 3. Female/Male Roles Model

**Table 7.3 Roles Model**

<b>Page</b>	<b>Roles Model</b>	<b>Female</b>	<b>Male</b>
139	Runner	-	1
140,142	Student	1	1
<b>Jumlah</b>		<b>1</b>	<b>2</b>

## 4. Female/Male Activity

**Table 7.4 Activity**

<b>Page</b>	<b>Activity</b>	<b>Female</b>	<b>Male</b>
140,142	Speaking with Friends	1	1
142	Telling pet's	-	1
<b>Jumlah</b>		<b>1</b>	<b>2</b>

## 5. Female/Male Roles Model

**Table 7.5 Roles**

<b>Page</b>	<b>Roles Model</b>	<b>Female</b>	<b>Male</b>
-	-	-	-

## 6. Patterns Female/Male

**Table 7.6 Patterns**

<b>Page</b>	<b>Patterns</b>	<b>Female</b>	<b>Male</b>
138	Mia and Edward	1	-
138	Tom and Lisa	-	1
138	Anton and Felicia	-	1
139	Mark and Brian	-	1

	Mrs Black and Mr Black	-	1
144	Salma, Firman and Lia	1	
	<b>Jumlah</b>	<b>2</b>	<b>4</b>

#### 4.1.8 Chapter 8: "In a Faraway Kingdom"

##### 1. Female/Male Image

Table 8.1 Image

Page	Female	Male
159	2	2
160	2	8
161	-	1
164	1	1
168	1	1
170	2	1
173	1	-
175	1	1
<b>Jumlah</b>	<b>10</b>	<b>15</b>

##### 2. Female/Male Mentioned

Table 8.2 Mentioned

Page	Female	Male
161	-	1
162	-	1
163	-	1
164	1	1
165	1	1
168	2	1
170	2	1
171	1	-
172	2	1
173	3	1
174	1	1
175	2	1
175	1	2
177	-	1
<b>Jumlah</b>	<b>16</b>	<b>14</b>

##### 3. Female/Male Roles Model

Table 8.3 Roles Model

Page	Roles Model	Female	Male
-	-	-	-

## 4. Female/Male Activity

**Table 8.4 Activity**

Page	Activity	Female	Male
159	Reading	1	1
<b>Jumlah</b>		<b>1</b>	<b>1</b>

## 5. Female/Male Roles Model

**Table 8.5.Roles Model**

Page	Roles Model	Female	Male
-	-	-	-

## 6. Patterns Female/Male Name

**Table 8.6 Patterns**

Page	Name	Female	Male
-	-	-	-

## 31 4.2 DISCUSSION

Based on the results of the data analysis above, it has been found that the representation of gender in English learning materials in the eighth grade student textbook entitled "Bright An English Course for SMP/ MTs Grade VIII" by Nur Zaida, there is gender injustice, this is evident from the results of the data analysis obtained from gender representation. The explanation and data found by using 6 aspects of Logsdon's theory to find out the results as follows.

Based on the data obtained from chapter 1 with the title of the learning material "I Can Speak Five Languages", the results show that in the images (Female/Male Images) contained in chapter 1 there is a difference in the number of men and women, of which there are 14 men displayed in the form of images in contrast to women who are displayed with a total of 19 images, next in the mention (Female/Male Mentioned) has the same number of men and women, namely there are 17 mentions of the same, but in the role section (Female/Male Roles) men have more roles than women, namely with 11 percent while women are 6, then in activities (Female/Male Activity, sports and games) carried out by women there are 11 activities and male activities are only 4. However, in the female/Male Roles Model section, neither men nor women are displayed, and also

in the female/male name patterns section only male names are found with a total of 1 while women are zero. From the results of the analysis of chapter 1, it can be stated that the number of female genders is more than men with a comparison of women being represented 51 times while men are only 47 times.

The analysis data obtained in chapter 2 with the material title “I Play Golf on Weekends” obtained the results in the presentation of images more men than women with the number of male presentations 11 and female 7 times, then in the female/male mentioned section women are mentioned 27 times while men 29 times, as well as with female/male roles, However, in the female/male activity section, there are more women, namely 14 while the male gender is only 11, although still in the female/male roles section, neither male nor female models are represented, but in the patterns female/male name section, men are found 2 times in the book while the female gender is only 1 time. From the explanation of the data, the comparison of male gender and female gender represented in chapter 2 with the number of male 57 and female gender 51.

In chapter 3 with the title of the book “What Are You Doing” gender representation on the female side is very high as evidenced by the data found, the first of the female/male images, women are shown as many as 38 while men are 18, as well as in the female/male mentioned women are mentioned as many as 32 while men are 27, then in female/male roles women have more male roles than women, namely there are 6, in contrast to women who are only 4, but in the female/male activity section the number of women is more, namely there are 19 times presented while men are 12, if you add it up, you get a comparison of men and women where the female gender is more represented, namely there are 93 and men are 66, quite a big difference.

In chapter 4. “We went Camping Last Week” the representation of women is more than men, namely female gender there are 31 while male 15. as evidenced by the data found can be seen in table 1.4. Next, in chapter 5 with the title “What Were They Doing?” gender representation, especially men, is more than women with the number obtained 38 while there are 28 females presented in table 1.5. Based on the data found in chapter 6 with the material title “Let Me Tell You My Story” women are represented in this chapter more than men with the number of

women 52 times represented while men are 36, from these data it is found that gender representation especially women are more than men. The results of the data obtained in chapter 7 "I'm Taller than You" male representation is more than women with the number of male representations is 43 while women are only 32. Finally in chapter 8 "In a Faraway Kingdom" the results of the data found are 30 times men are represented while women are 27 times, which in the table there are three parts that are both not presented the data in question.

Based on the analysis data found in the seventh grade textbook with the title Bright An English Course for SMP / MTs Grade VIII book by Nur Zaida, in the presentation of both genders, both male gender and female gender in the book in question have gender inequality applied, which in gender representation is more represented by the female gender with the total data of the entire chapter that has been calculated totaling 371, while men are represented 332 times.

In the book there are still gender stereotypes, gender stereotypes are common views or beliefs about how someone should act, think or feel based on their gender. These often involve inaccurate generalizations and can affect how individuals are treated and how they see themselves. For example, gender stereotypes can include the belief that women should be softer and more emotional, while men should be stronger and more rational. In this book, some portray women as gentle, loving, and family-oriented, and some activities feature women doing household chores, but this book does not limit women in doing activities or women and there are even some men's jobs that can be done by women.

**CONCLUSION AND RECOMMENDATIONS****5.1 CONCLUSION**

Based on the results of the analysis that has been carried out, the researchers finally came to the conclusion:

- The English textbook entitled Bright An English Course For SMP/MTs Grade VIII does not represent both genders equally because based on the number of appearances of both genders in each aspect, men appear more than women with a significant gap, especially in the image aspect, activities, and gender patterns are mentioned.
- Women in English: Work in Progress are well represented although the number of appearances is still lower than for men. Women are stereotypically depicted with images of women who carry out activities that are dominated by women and non-stereotypically with images of women who can carry out activities that are dominated by men. Women are not only depicted as passive, gentle, and dependent on others, but also active, confident, and brave.
- Men in Bright An English Course for SMP/MTs Grade VII are still underrepresented even though the number who appear is greater than women. Men are only seen in a stereotypical way with images of men only doing male-dominated activities. There are no depictions of men involved in female-dominated activities. Men are defined as active, accomplished, strong, protective and reliable.

**5.2 RECOMMENDATIONS**

Based on the analysis that has been carried out, the researchers finally came to the following conclusions:

- For Teachers  
By knowing that English: Work in Progress contains gender inequality, it is hoped that teachers can be more creative in presenting material in class. Teachers are expected to be careful and selective in delivering the material they will teach because gender inequality has a strong influence in shaping

students' perceptions of gender. It is important for teachers to treat students equally without differentiating between gender in the teaching and learning process because when teachers prioritize gender in their teaching, this will have an impact on students' learning performance, motivation and performance. and on their self-esteem.

- For Book Writers

In developing textbooks, both authors and publishers must consider students' needs, the appropriate language level, social values such as cultural values, religious norms and gender equality, as well as how well competency standards fit with the curriculum and educational goals. Considering the importance of a balanced proportion of gender representation in textbooks, book authors need to be more careful and pay attention to how to include both genders in their material so as not to produce books that contain gender imbalance.

- For other researchers

Researchers realize that this research still has many limitations. Therefore, it is hoped that future research can analyze gender representation in this textbook using various aspects in order to find out gender equality. Apart from that, other researchers can also find out how teachers implement gender inequality in textbooks and its impact on students.

# GENDER REPRESENTATION IN ENGLISH LEARNING MATERIALS TEXTBOOK AT THE EIGHTH GRADE OF SMP NEGERI 3 SITOLU ORI 2024/2025

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