

"GENDER REPRESENTATION IN ELT TEXTBOOK: ENGLISH FOR TENTH GRADERS (CONTENT ANALYSIS)"

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ABSTRAK

Kata kunci: Representasi Gender, Buku Teks Bahasa Inggris, Analisis Wacana

Representasi gender dan peran gender telah dicirikan dalam berbagai elemen berdasarkan kategori visibilitas Gender dan teori peran Gender, termasuk Karakter Utama, Dinamakan sebagai Karakter Non-aktif, Non-nama, Karakter Non-aktif, Penampilan dalam Ilustrasi, Kata Benda dan Kata ganti. Akibatnya, tujuan dari penelitian ini adalah untuk menemukan representasi gender dan peran gender dalam buku teks bahasa Inggris Bahasa Inggris When English Comes in Handy for Tenth Graders. Grafindo Media Pratama adalah penerbitnya. Pendekatan penelitian adalah penyelidikan kualitatif dengan analisis isi. Laki-laki mendominasi bidang-bidang seperti jumlah bernama-non aktif, non-bernama-non aktif, penampilan dalam gambar, dan judul & nama, menurut temuan penelitian ini. Selain itu, karakter perempuan mendominasi karakter utama. Laki-laki juga melakukan sebagian besar tugas gender, termasuk peran gender rumah tangga dan publik. Terakhir, jika perbedaan antara jenis kelamin pria dan wanita lebih besar dari 5%, buku tersebut dianggap memiliki bias gender, menurut tesis Stockdale.

ABSTRACT

Keywords: Gender Representation, English Textbook, Discourse Analysis

Gender representation and gender roles have been characterized in a variety of elements based on categories of Gender visibility and Gender roles theory, including Main Characters, Named as Non-active Characters, Non-named, Non-active Characters, Appearances in Illustration, Noun and Pronoun. As a result, the goal of this study was to discover gender representation and gender roles in the English textbook Bahasa Inggris When English Comes in Handy for Tenth Graders. Grafindo Media Pratama is the publisher. The research approach is a qualitative investigation with content analysis. Males dominated in areas such as the number of named-non active, non-named-non active, appearance in drawings, and titled & named, according to the findings of this study. In addition, female characters dominated the primary characters. Males also performed the majority of gender duties, including home and public gender roles. Finally, if the discrepancies between male and female gender are greater than 5%, the book is deemed to possess gender bias, according to Stockdale's thesis.

INTRODUCTION

In most cases, the instructor strives to deliver the finest English lessons possible for the pupils. According to Richards (2001), practically everyone in the world competes to obtain a good education in their lives. To help pupils develop their talents in Teachers of English typically employ devices to help students improve their English skills. Teachers are unable to teach English just verbally or via self-study. They also require tools or instructional materials that can assist pupils in learning English. In terms of quality, teachers require supplementary materials to

facilitate the delivery of English material to their students. Providing information to pupils, the teacher has easy access to it. There are several options and the teacher can employ equipment to aid in the demonstration of learning measures. The majority of course materials are a well-known form of material used in language instruction. Buckingham argues that textbooks are teaching materials that are typically utilized by lecturers to support teaching and learning in faculties and universities (Tarigan, 1986).

Reading materials are frequently used as a textual device for instructing and learning in study hall, which is understandable given that this book provides direction and notes that assist instructors and understudies in learning and comprehending the themes they are studying. When it comes to presenting content in class, textbooks provide essential reference points and act as a guide for teachers. Some textbooks include CDs and worksheets to aid students in their learning in the classroom. Teachers frequently utilize textbooks to aid, instruct, and assist them in the classroom. Textbooks are not utilized randomly for training since the instructor can adjust lessons in class to meet the various requirements of the students. Teachers will employ textbook content to convey ideas and abilities that will eventually inspire pupils, in addition to the actual and practical necessity of teaching information from textbooks. One of the few services offered to students who wish to study a language are textbooks. Textbooks give useful language models and input. Textbooks, on the other hand, allow pupils to both plan for future classes and review what they have already studied (Richards, 2001).

This variance in learners' origins poses a number of concerns with the learning component. One issue that comes up is the idea that gender representation in textbooks is unequal. English (Bahasa Inggris) is a language spoken in Indonesia. When Does English Help Students in Tenth Grade? The textbooks published by Grafindo Media Pratama include not just grammatical content, but also information on social and cultural issues. These themes include a variety of resources and text types, such as reading texts, discussion texts, sample texts, cultural comments, and practice questions. To put it another way, the range of texts that arise might reflect social and cultural factors in the language of the learner's aim, one of which is gender. Because gender difficulties emerge in everyday life, one of the factors that are explored is gender as a kind of social distinction (Hamidah, 2017). Gender is described as a difference in men's and women's roles, responsibilities, and obligations that is founded on socio-cultural conceptions and can alter through time (Mansour, 1996). Gender has a link with social and cultural factors in a certain location and may be seen in a variety of sectors, including education. The contents of textbooks reveal gender concerns in education. The description of gender disparity that happens in society may be found in textbooks. The representation of women and men in textbooks used in education is unequal.

Gender Ideology in Indonesian Language Textbooks was a study undertaken by Siti Cholisotul Hamidah in 2015 (Angelia, 2021). This study examines how gender ideology is depicted in Indonesian language textbooks for elementary, junior high, and senior high school students, including 1) subjects, 2) visuals, 3) schemes, 4) sentences, and 5) word selections. According to the study, gender ideology is portrayed in the Bahasa textbook in three ways: 1) gender identity, 2) gender role representation, and 3) gender status recognition.

LITERATURE REVIEW

1. Value English education in Indonesia

English is taught in Indonesia from primary school to senior high school. Students in junior high school, grades 7-9, are required to hit the practical stage, which is the level of survival expression. Senior high school students are expected to reach the informational level, according to the Curriculum 2013 guidance. The aims of English education are to allow learners to speak in real English, both spoken and written. Teaching English in the 2013 curriculum is driven by a book as a manual for teaching and learning, and the amount of hours spent teaching English in senior high school is at least 4 hours per week. A textbook is provided for teachers and students by the Ministry of Education and Culture. There are only four texts taught in grades seven through nine in Curriculum 2013, which are descriptive text, recount text, process text, and theoretical exposition text.

A textbook is a type of educational content that is used by teachers. It is intended to aid teachers and students in the classroom teaching and learning process. There are three factors to consider: Coverage of the curriculum, Presentation Materials, and Vocabulary (Angelia, 2021). Textbooks become a significant source of learning feedback offered by the teacher for English as a Second Language (ESL) students. The instructional materials, are the most significant aspects of most language programs (Beebe, 1996). Instructional materials serve as the foundation for all linguistic input and experience in the classroom, whether the instructor employs a textbook, institutionally developed curriculum, or her own content. Textbooks are frequently required as guidance in the teaching and learning process for both teachers and students. The textbook is primarily employed in the classroom as a teaching tool (Villalta, 2022). A textbook, according to Ur (1996), is a lesson book that both teachers and students possess and that is used as the cornerstone of language classes on a regular basis. A textbook, on the other hand, is a book that provides resources for a certain topic that are utilized in the classroom by teachers and students to carry out a learning teaching process, and the materials in a textbook are arranged according to a valid curriculum.

2. Operationalizing Gender representation in ELT materials

Gender and sex are hard to distinguish since they are interconnected. Sex is defined as biological variances in genetic makeup, reproductive anatomy, and function and gender is defined as what society develops from biological sex's raw materials (Crawford & Unger, 2004). Gender is constructed socially, despite the fact that sex is defined biologically. To recapitulate, both male and female persons are continually instructed and socialized about gender. As a result, a biological female is deemed to be feminine if she practices the gender defined by individuals in society. Gender constructs shape and depict people's worldviews, influencing how they think, believe, and interact in society.

The proportion of male and female gender appearances in textbooks is depicted by gender visibility. Defines exposure as the proportional number of men and women who appear in textbooks, and it is perhaps the most easily examined aspect of gender balance (Stockdale, 2006). As a result, gender visibility can be used as a starting point for identifying gender dominance in textbooks. The person's name can be used as a form of gender identifier to see how gender appears in textbooks. Newborn children are typically given names that refer to a boy or a girl's gender (Slepian & Galinsky, 2016). It's possible, though, that the names used are unisex or ambiguous.

Nouns can also represent gender kinds in addition to names. This noun is derived from phrases that denote a separate gender identity in the context of marriage or a gender-specific identity based on family relationships (Mary Anne, 1995). Furthermore, because a person's naming

is tied to the cultural environment of a given society, gender is established based on the use of names in society (Williams & Durrance, 2008). The majority of people will use gender-related identities, such as "father", "mother", "husband", "Wife", "grandfather" and "grandmother". The usage of the words 'pak' or 'bu' in greeting speech is another gender-specific identity that emerges.

Gender roles are an important topic in gender study because they pertain to men and women's activities and behavior in the household and public spheres. In certain countries, women are associated with the household role, while men are associated with the public role. However, in one society, a work may be regarded a feminine job, while in another society, it is considered a masculine career (Purnomo, 2016). Both genders can play both domestic and public roles. Nonetheless, because to societal preconceptions, the portrayal of women who are active in the realm of nature and males in the sphere of culture is still prevalent in everyday life. Education is another area where duties are differentiated in a similar way. Men undertake a lot of activities in public settings, while women are in the domestic sphere, according to the teaching materials that are widely distributed in schools. The division of roles in this manner reinforces societal perceptions that women's employment is limited to the home realm (Masterson & Hoobler, 2015). Although men can conduct domestic work, it is confined to particular activities, such as cooking, which is one of the jobs in the home sphere performed by moms. Men with masculine features hold gender public roles relating to participation and roles in social life (Rokhmansyah et al., 2023). A male who is dominating as a leader, such as president, or a woman who is dominant as a minister, for example.

Stereotypes are unfavorable, and they might be associated with bias and discrimination. Men and women can lose their social position and acceptance in groups if they are labeled as feminine or masculine. Early-adolescent boys and girls are frequently bewildered and concerned about what might happen to them. Gender roles can reappear as their bodies change dramatically during puberty. Puberty alterations can cause gender intensification, which can lead to more stereotypes in adolescence. In textbooks, gender inequality can appear in a variety of ways. Certain features of textbooks, such as gender biases, may influence students' concepts. In English, the lady is referred to as "Tom's mistress," for example. The master says, 'He is the master of his craft,' implying that women are defined differently than men.

The instructor didn't just talk about ethnicity; he also talked about textbooks. Gender inequality can also be conveyed softly. According to Garbavi, gender representation in textbooks has four dimensions.

1. Characters and functions for men and women were tested only once, regardless of how many times they appeared in the module (textbook).
2. Domestic responsibilities (e.g. mother, father, daughter and son).
3. Social roles for women and men (e.g. doctor, designer, inventor and chemist).
4. Men and women are included in the document textually.

A few attributes that are explored right now grouped dependent on the classes proposed by Stockdale's (retrieved from www.birmingham.ac.uk on April 16, 2022):

1) The Number of Characters Representing Male and Female

There are three types of characters that speak to male and female characters:

a. Main Characters

The two female and male characters are named and appear as committed advocates of the understanding materials are alluded to by the main characters. According to Purnomo (2012),

Gender roles are one of the important discussions in gender research because they relate to the activities and behavior of men and women in the domestic or public sphere.

b. Named as Non-active Characters

The main characters in the story are named but non-active characters who cannot contribute actively in texts or dialogues. The division of roles in such a way strengthens the stereotypes of society that the scope of women's work is in the domestic sphere, according to Secord (2012).

c. Non-named, Non-active Characters

Non-named, non-active characters allude to both female and male characters; they have no name or are simply referred to as he/she. According to Rokhmansyah (2016), gender public roles related to participation and roles in social life are held by men who have masculine characteristics. The characteristic was they do not have clear name in the text.

2) Appearances in Illustration

Male and female figures are photographed separately or in groups in the reading material and are treated as one character. Defines exposure as the proportional number of men and women who appear in textbooks, and it is perhaps the most easily examined aspect of gender balance (Stockdale, 2006). Seeing the female or male characters in the textbook as figures revealed the peculiarity of this portrayal. Photos that can't be distinguished as male or female won't be investigated on the grounds that they can't be distinguished as such.

3) Noun and Pronoun

In the textbook, there are two terms that appear: titled name and named. This noun is derived from phrases that reflect a separate gender identity in a marital context or a gender-specific identity based on family relationships, according to Zandern (1984). The honorific (s) preceding a character's surname is a feature of the titled name, and titled names in a textbook could indicate social prestige and power. There are a variety of nouns and possessives in the named, as evidenced by the noun instances and possessive provided in the book, such as Frank's name, as well as Grace, Mark, Eva, Joe, Dani, and others. The amount of nouns in the text that belong to male and female characters will determine the exact number of occurrences in this study.

3. Previous studies on gender in ELT textbooks

Several scholars looked at gender equality in language textbooks as well such entitled Gender representation in the English Textbook (A Content Analysis of Bright for Seventh Grade Students Published by Erlangga) (Salamah, 2014). The first study conducted by Ummu was Gender Representation in the English Textbook Series in junior high school: gender representation in English Textbook. The aim of this research is to see how much this set of English textbooks for junior high school students adheres to the pursuit of equity and attempts to eliminate gender inequality in education. He used the method suggested by Logsdon to analyze the content in the book. The results show that textbooks represent more men. As in the case of names and games in the book.

The similarity of this research with the researcher's research is from the object of this research also an English textbook, while the differences of this research with the researcher's research are from the aim of the research as this research aim is to see how much this set of English textbooks for junior high school students adheres to the pursuit of equity and attempts to eliminate gender inequality in education while the researcher's research aim is to find out the representation of the gender also the gender role in the English textbook. The subject were the junior high school while the researcher's research subject is the senior high school student levels.

Another study on gender representation in language textbooks was also conducted entitled Gender representation in Indonesia EFL Textbook Exercise (A Critical Analysis of Exercise English Books Published by the Ministry of Education and Culture) (Zahri, 2018). After conducting the study, it was determined that the textbook incorporates varying degrees of gender inequality in each chapter's exercise. The similarity of this research with the researcher's research is the aim to find out the gender representation in the textbook. While the differences of this research with the researcher's research are from the subject of the research levels, it took the junior high school level while the researcher's research took the senior high school students. Then it was an Indonesia textbook while the object of the researcher's research will be an English textbook.

Finally, in 2019, Rachma Meidinar Latupono and Gatut Susanto conducted analysis entitled Representasi Gender Dalam Buku Ajar BIPA Sahabatku Indonesia Tingkat Mahir One of research on gender representation in the BIPA Sahabatku Indonesia textbook was conducted in textbooks for advanced learners (C1 and C2). The selection of this textbook was made because (1) the content of advanced learners' textbooks was more complex than the contents of other level textbooks so that BIPA learners no longer studied basic grammar and topics in BIPA textbooks at C1 and C2 levels contained more social elements. And culture, including gender and (2) the book is used as an Indonesian language textbook for foreign speakers abroad in the Centre for Diplomacy and Language Strategy Development (PPSDK) program.

The similarities of this research with the researcher's research are the aim to find out the gender representation in the textbook also the subject of the research levels, it took the junior high school level while the researcher's research took the senior high school students. While the differences of this research with the researcher's research is it was an Indonesia textbook while the object of the researcher's research an English textbook.

RESEARCH METHOD

This is a qualitative study that employs content analysis as a research technique. This strategy is used to describe the content of textbooks. Content analysis is a technique that allows a researcher to investigate a human's behavior indirectly through an examination of their communication. 2012 (Jack R. Fraenkel). One of the purposes of the strategy is to look for discrimination, racism, or propaganda in textbook presentations (Jacobs-Christine & Sorensen, 2010). To put it another way, the analysis is a written communication's content. It can be an article, a magazine, a textbook, a workbook, a song, or any other form of communication that can be studied.

The English textbook that will be the focus of the research is Bahasa Inggris When English Comes in Handy for Tenth Grade Students. Grafindo Media Pratama is the publisher. The textbook is divided into ten chapters, each with its own set of illustrations. This analysis looks at the textbook's illustrations, vocabularies, lessons, and texts. Because it is the only other textbook written in conformity with the Curriculum 2013, it was chosen. While the researcher's use of this book as the object of the research is due to the fact that it is a primary book used by English students as a handbook, it is a textbook used by the English department of SMAN 1 Sangatta Selatan namely English Peminatan, and it has never been used by another researcher before.

Documentation procedures or document review will be employed as data collection approaches in this project. The data was collected in stages by the researchers. (1) reading the Grafindo Media Pratama textbook Bahasa Inggris When English Comes in Handy for Tenth Grade

Students, (2) identifying names, gender identifiers, or sentences that contain gender elements, (3) classifying passive sentences according to the study's focus, (4) reducing data so that it is in accordance with the theory and can be researched, and (5) obtaining data and arranging data according to the study focus.

RESULTS AND DISCUSSION

Finding

Gender representation and gender roles analyzed in this study, by analyzed six aspects in the textbook including: The Number of Characters Representing Male and Female. The scientist adjusted the table structured by Stockdale. This the quantity of characters speaking to male and male has three sorts; (1). Main Characters, Named as Non-active Characters, Non-named, Non-active Characters. (2). Appearances in Illustration. (3). Noun and Pronoun. All units of the textbook were analyzed. The data are described as follow:

1. Main characters (female and male)

It was discovered that there were 106 primary characters as a consequence of data processing. Furthermore, out of 106 main characters, 55 (52 %) were female and 51 (48 %) were male. These primary characters play an active role in linguistic literature and have a distinct personality.

**Table 1 The Number of Characters Representing Male and Female
(Main Characters- Male and Female)**

Chapter	Male		Female	
	Frequency	%	Frequency	%
I	8	67%	4	33%
II	14	45%	17	55%
III	13	42%	18	58%
IV	2	67%	1	33%
V	8	50%	8	50%
VI	1	50%	1	50%
VII	4	44%	5	56%
VIII	1	50%	1	50%
IX	-	-	-	-
X	-	-	-	-
Total	51	48%	55	52%

From the table above, we can calculate that total is 106. If we use the formula *formula* =gender/(total of gender) x 100 , the percentage of male 48% and 52% for female. This quantitative percentages showed there is no gender bias because the different is 4%.

2. Named, non-active characters (female and male) that are mentioned

It was discovered that there were 10 identified, non-active characters as a consequence of data processing. Furthermore, 3 (30%) of the 10 named, non-active characters were female, whereas 7 (70%) were male. In the reading materials, named but non-active characters with

characteristics are immediately mentioned or discussed by the main characters. They are unable to actively participate in texts or dialogues.

Table 2 Named But Non-Active Characters

Chapter	Male		Female	
	Frequency	%	Frequency	%
I	1	50%	1	50%
II	-	-	-	-
III	2	67%	1	33%
IV	-	-	-	-
V	1	100%	-	-
VI	1	100%	-	-
VII	2	67%	1	33%
VIII	-	-	-	-
IX	-	-	-	-
X	-	-	-	-
Total	7	70%	3	30%

Based on the result of data analysis above, we can calculate that total is 10. If we use the formula $formula = \text{gender} / (\text{total of gender}) \times 100$, the percentage of male 70% and 30% for female. This quantitative percentages showed there is gender bias because the different is 20%.

3. Unnamed, Non-Active Characters (female and male) that are mentioned

Based on the result of data analysis, it was found out that there were 15 unnamed, non-active characters. Furthermore, out of 15 unnamed, non-active characters; there were 5 (33%) female and 10 (67%) male in this category. The characteristic was they do not have clear name in the text. They can be called by their common name such sir, dad, mom or ladies.

Table 3 Unnamed, Non-Active Character

Chapter	Male		Female	
	Frequency	%	Frequency	%
I	-	-	-	-
II	2	67%	1	33%
III	3	60%	2	40%
IV	-	-	-	-
V	2	67%	1	33%
VI	1	100%	-	-
VII	2	67%	1	33%
VIII	-	-	-	-

IX	-	-	-	-
X	-	-	-	-
Total	10	67%	5	33%

Based on the result of data analysis above, there were 5 (33%) female and 10 (67%) male in the category of unnamed, non-active characters (female and male) that are mentioned. These quantitative percentages showed that there were indication of gender bias in unnamed non-active characters because the number of differences female and male characters was 17%.

The Representation Male and Female in Illustration

Based on the result of data analysis, it was found that there were 59 characters. Furthermore, out of 59 characters; there were 36 (61%) male and 23 (39%) female. The characteristic of this representation was identified by seeing the female or male characters in the textbook as a figure. Further details are shown in table below.

Table 4 The Representation Male And Female In Illustration

Chapter	Both Genders	Appearing			
		Male Appearing		Female Appearing	
		Frequency	%	Frequency	%
I	8	5	62,5%	3	37,5%
II	7	2	71%	2	29%
III	11	7	64%	4	36%
IV	5	3	60%	2	40%
V	5	3	60%	2	40%
VI	3	1	33%	2	67%
VII	4	3	75%	1	25%
VIII	5	4	80%	1	20%
IX	2	1	50%	1	50%
X	9	4	44%	5	56%
Total	59	36	61%	23	39%

This quantitative numbers analysis revealed that there was gender bias on the male side of the equation, with a difference of 11%. Researchers analyzed data from chapters 1 to 10 and came up with the above information. At this point, male representation is more prevalent. In the illustration of Male and Female Representation, the difference in the percentage number between male and female gender is also significant when compared to other factors previously investigated. Male gender is substantially more than female gender in terms of gender representation in the illustration or image.

Noun and Pronoun

There were two points in the textbook that appeared as a result of the data analysis: titled name and named name.

a. Titled Name

The results of data analysis revealed that there were four individuals named. Furthermore, there were 3 male characters (75%) and 1 female character (25%) among the four characters. Characters have honorific (s) before their surname as a distinguishing feature.

Table 5 Noun and Pronoun (Title Names)

Chapter	Occurrences				Total
	Male Occurrences		Female Occurrences		
	Frequency	%	Frequency	%	
I	1	100%	-	-	1
II	1	50%	1	50%	2
III	-	-	-	-	-
IV	-	-	-	-	-
V	1	100%	-	-	1
VI	-	-	-	-	-
VII	-	-	-	-	-
VIII	-	-	-	-	-
IX	-	-	-	-	-
X	-	-	-	-	-
Total	3	75%	1	25%	4

These quantitative percentage analyses showed that there was gender bias on male's sides because, there were a lot of honorifics directed to male, such as for Sir or Prince.

b. Named

It was found that there were 55 people named as a consequence of data processing. Furthermore, out of 55 characters, 33 or 60% were male and 22 or 40 % were female.

Table 6 Noun and Pronoun (Title Names)

Chapter	Occurrences				Total
	Male Occurrences		Female Occurrences		
	Frequency	%	Frequency	%	

I	8	57%	6	43%	14
II	6	60%	4	40%	10
III	5	62,5%	3	37,5%	8
IV	2	50%	2	50%	4
V	5	83%	1	17%	6
VI	3	75%	1	25%	4
VII	3	43%	4	57%	7
VIII	1	50%	1	50%	2
IX	-	-	-	-	-
X	-	-	-	-	-
Total	33	60%	22	40%	55

Gender bias was found to be 10% on both female and male respondents in these quantitative percentage studies.

Gender Roles

The researcher discovered that there are around 6 (26%) Domestic Gender Roles and 17 (74%) Public Gender Roles in this book. Domestic Gender Roles are divided into two categories: domestic roles performed by males (47%), and domestic roles performed by females (23%). Public Gender Roles are also divided into two groups, with Males performing 11 (65%) of the activities and Females performing 6 (35%) of the activities. Male activities in domestic roles and male activities in public roles are the well-represented in this teaching English book *When English Comes in Handy*.

Discussion

To address the research questions above, the researcher used Stockdale's criteria to analyze gender representation and gender roles in the *Bahasa Inggris When English Comes in Handy* for Tenth Grade Students published by Grafindo Media Pratama.

Gender representation in the *Bahasa Inggris When English Comes in Handy* for Tenth Grade Students Published by Grafindo Media Pratama

In English textbooks, gender representation was unbalanced. Males dominated females in three categories: named-non-active, non-named-non-active, and titled & named. They can be mentioned by their proper first or complete names, and there were three (30%) females and seven (70%) males. The amount of bias that happens at this moment is around 20%.

The next aspect is the mention of unnamed, non-active characters (both female and male). It was discovered that there were 15 non-active, unidentified characters. In addition, out of 15 unidentified, non-active characters, 5 (33 %) were female and 10 (%) were male. Because the number of variances between female and male characters was 17 percent, these quantitative percentages revealed that there was evidence of gender bias among nameless non-active characters. The feature was that they didn't have a distinct name in the text. They can be referred by their first names, such as sir, father, mother, or ladies.

Other points are titled and identified, and the study's findings are stated as follows: The results of data analysis revealed that there were four individuals named. Furthermore, out of four characters, three were 75 % male and one was 25 % female, with the bias occurring 25 %. Characters have honorific (s) before their surname as a distinguishing feature. Because there were many honorifics directed to males, such as Sir or Prince, these quantitative percentage analyses revealed that there was gender bias on males' sides. Moving on to a somewhat different point of view, the title named in the textbook might represent social rank and authority.

The last point is occurrence in illustrations, where 59 characters were discovered. Furthermore, 36 (61%) of the 59 characters were male, while 23 (39%) were female. Seeing the female or male characters in the textbook as figures helped to identify the characteristic of this representations.

This quantitative percentages analysis revealed that there was gender bias on the male side of the equation, with a difference of 11%. Researchers analyzed data from chapters 1 to 10 and came up with the above data. At this point, male representation is more dominant. In the illustration of Male and Female Representation, the difference in the percentage number between male and female gender is also significant when compared to other factors previously investigated. Male gender is substantially more than female gender in terms of gender representation in the illustration or image.

Last but not least, female characters dominated the main characters. There were 106 main characters detected at the main character point. Furthermore, out of 106 main characters, 55 were female (52%) and 51 were male (48%) with no gender bias because the difference was just 4%. These main characters play an active role in linguistic literature and have a distinct personality.

Gender roles represented in the Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama. The researcher discovered that there are around 6 (26%) Domestic Gender Roles and 17 (74%) Public Gender Roles in this book. Domestic Gender Roles are divided into two categories: domestic roles performed by males (67%), and domestic roles performed by females (33%). Public Gender Roles are also divided into two groups, with Males performing 11 (65%) of the activities and Females performing 6 (35%) of the activities. Male activities in domestic roles and male activities in public roles are the well-represented in this teaching English book When English Comes in Handy.

Male activities in domestic responsibilities and male activities in public roles are the most well-represented in this teaching English book When English Comes in Handy. Domestic Gender Roles are divided into two categories: domestic duties performed by males (47%), and domestic roles performed by females (23%). Public Gender Roles are similarly divided into two groups, with Males performing 11 (65%) of the activities and Females performing 6 (35%) of the activities. This suggests that there is a gender bias in the textbook Bahasa Inggris When English Comes in Handy. Where the masculine gender is more dominant than the feminine gender.

CONCLUSION

Gender representation in the English textbook "Bahasa Inggris When English Comes in Handy" between male and female in terms of the proportionate number of male and female characters, male and female in images, and noun and pronoun revealed biases, according to the findings of this study. In fact, some aspects of the research show indications of male dominance

over females on the one hand. The number of named-non active, non-named-non active, presence in drawings, and titled & named were all dominated by males. Furthermore, female characters are almost often the protagonists. Males also performed the majority of gender duties, including home and public gender roles. And the conclusion that we can draw is in accordance with Stockdale's theory which states that if in a textbook the differences is more than 5% between male and female gender, then the book can be said to contain gender bias.

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