



Gender Roles in English Textbooks for Indonesian Senior High School Students: An Analysis of *Bahasa Inggris* And *Pathway to English*

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Abstract

The aim of this qualitative research is to compare the gender role representation in two English textbooks for twelfth grade senior high school students. The first textbook published by Indonesian Ministry of Education and Culture and second textbook published by Erlangga. Content analysis was used as the research method of this study. Logsdon's theory of gender representation was utilized to analyze the roles of gender representation in both textbooks. The results show that gender roles in both textbooks are dominated by male. It showed that male roles in both textbook tend to be professional occupation such as president, programmer, director, etc. in addition, female roles tend to be social occupation such us secretary, teacher, housewife, etc. in conclusion, it was also found that gender stereotype was exist in male and female occupation in both textbooks. However, when both textbooks were compared, there is more gender equality of textbook published by Indonesian Ministry of Education and Culture *Bahasa Inggris* than textbook published by Erlangga *Pathway to English*. It shows that the authors of *Bahasa Inggris* made an effort to promote gender equity.

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INTRODUCTION

A textbook is define as a comprehensive learning resource that is available in print or electronic form, or that includes any mix of contents in print, electronic, and non-print form. A textbook is a tool or media that both teachers and students utilize in the classroom as a learning resource. Textbooks consist of knowledge, skills, and activities that are required to facilitate both teachers and students in process of teaching and learning. The function of textbook is as a guideline for teachers in giving and presenting materials and sources of knowledge for students in the classroom. Textbook is one of the most significant instruments for presenting information throughout the learning process. As learning material, the textbook is anticipated to be an effective tool for instructional guidance as learning material.

The textbook has served as a source of knowledge for both teachers and students. According to Fahriany, Alek, and Wekke (2018, p.155), most language programs are dependent on textbooks. In many non-English speaking countries, textbooks or course books have become the only resource necessary for an effective language-teaching program in most schools (Kayaoğlu, 2011, p.342). In Indonesia, textbooks are frequently employed as the primary educational tool in the classroom. (Suhartono & Kristina, 2018, p.166). As supported by Malia (2008), most schools or language programs in Indonesia rely on textbook for teaching English to their students. It illustrates how crucial textbooks are to the educational process in Indonesia.

There are many publishers that provide textbooks in various styles that are created in accordance with how Indonesia's curricula are implemented. Even Indonesia's National Education Department, provides and authorizes English textbooks for use in all Indonesian schools, under the auspices of the Ministry of Education and Culture, for every grade level from elementary to high school. Those textbooks are used by English teachers across the country as the primary instructional resources in the classroom. One of the English textbooks that the Ministry of Education and Culture provide is the textbook for the twelfth grade of senior high school "Bahasa Inggris" arranged based on the newly designed curriculum, 2013 curriculum. This textbook consists of sixteen chapters that contain texts and illustrations in every chapter. This textbook is available at all public schools in Indonesia. In addition, textbooks published by the Ministry of Education and Culture are the most widely used learning resources in every school in Indonesia because those textbooks have been designed and compiled by Indonesia's National Agency for Educational Standards.

In addition, few teachers also use complementary textbooks as the source of teaching and learning in the classroom. The complementary textbook is generally published by private publishing companies such as Erlangga. Erlangga is one of the most famous private publishing companies in Indonesia. Textbooks published by Erlangga are also frequently used by both teachers and students in the process of learning activity. One of the English complementary textbooks published by Erlangga is "Pathway to English" for the twelfth grade of senior high school. Since it is for national scale users, it also applies curriculum 2013 which is currently used and practiced in Indonesian education. This textbook consists of seven chapters. Each chapter consists the example of the materials and exercises based on the material given. Thus, *Bahasa Inggris* and *Pathway to English* can be used by the students as their source of knowledge at school in Indonesia.

The use of textbooks inside and outside the classroom is not only to transfer material and knowledge but also use as a tool for introducing social norms and attitudes to students. Textbooks serve a significant role in society through transmitting norms, values, and social behaviour (Brugeilles and Cromer, 2009, p. 14). Some gender issues are still present in teaching material such as gender stereotypes and gender bias. Gender stereotypes and gender bias still exist in a textbook but it is often reviewed quite subtle. Gender stereotypes mostly found in male and female occupation that also can be seen in the textbook. As a result, textbooks are essential for teaching students about gender roles and societal norms.

(Amerian & Esmaeli, 2015, p.4). Gender roles are defined by the predominate cultural standards and relate to the role of behaviours learnt by an individual as being suited to their gender. Gender roles are stereotypes regarding attitudes, attributes, and actions imposed on female and male based on gender. Gender roles reinforce inequality and have a significant negative impact on minorities who may not be able to challenge these prejudices. For instance, it's a popular belief that women should be devoted moms and carers. The content of textbooks allows students to relate to character behaviour, which leads them to copy actions that are appropriate for their genders. According to Lloyd in Mburu and Ngayah (2012, p. 101), the way gender is portrayed in children's textbooks affects attitudes and perceptions of gender-appropriate behaviour in society. Due to the fact that worries about gender bias are frequently unfounded and unequal, textbooks can have negative impact on students and present an inaccurate image. (Cameron 1992). According to Taylor et al. (2006, p.139), "Our conceptual thinking about men and women is influenced by how gender is portrayed in culture, the media, schools, and public discourse". This preconception should be eliminated because female and male essentially have the same position in society. Due to the textbook's significant influence on students' behaviour and views on gender, gender roles must be presented equally in textbooks.

RESEARCH METHOD

This research was qualified as qualitative research which used content analysis as the method of research. According to Klaus Krippendorf (1980) "content analysis is a research technique for making reliable and valid inferences from texts (or other meaningful matter) to the contexts of their use. The main sources of information for this study were two English textbooks for senior high school students in the twelfth grade, entitled *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XII: 2015* that was published by the Indonesian Ministry of Education and Culture, and second textbook entitled: *Pathway to English for SMA/MA Grade XII: 2018* which was published by Erlangga. To acquire the qualitative data in this study, the illustrations and texts presented in both textbooks will be analyzed. In determining what the categories were being used in this study, methodological framework proposed by Logsdon (1985) was employed.

RESULT AND DISCUSSION

Two English textbooks *Bahasa Inggris* and *Pathway to English* were analyzed to see how gender roles represented in both textbooks. The data were described as follows:

Female/ Male Roles

1.1 Female/male roles in *Bahasa Inggris*

Table 1. Number of Female or Male Roles in *Bahasa Inggris*

Female	Male
Housewife	Seller
Teacher	Porter
Head of student association	Chair of OSIS
Manager	President
Secretary	Police officer

Student	Fisherman
Writer	Singer
Reporter	Programmer
Broadcaster	Manager
	Teacher
	Student
	Major
	Director
	Playwright
	Head of Jakarta education agency
	Governor
	Cleaning service
9	17

Based on table 1 above, it was found aspect of roles in *Bahasa Inggris* dominated by male. The total number male roles are 17 while female roles are 9.

1.2 Female/male roles in *Pathway to English*

Table 2. Number of female/male roles in *Pathway to English*

Female	Male
Housewife	Mechanic
Presenter	Director
Receptionist	Manager
Salesgirl	Ambassador
Manager	President
Journalist	Athlete
Accountant	Architect
Athlete	Mayor
Ambassador	School chancellor
Auctioneer	Deputy mayor
Musician	Firefighter
Housemaids	Marketing director
Batik painter	Finance director
Farmer	Police
	Newsreader
	Journalist
	Newspaper boys
	Captain
	Crewman
	Head of Kendari SAR team
	Governor
	Mayor
	Vocalist
	Head of weather forecast

	Inspector	
	Batik painter	
	Farmer	
	Programmer	
	Singer	
14		29

In *Pathway to English*, there were more varied roles of female and male. There are 14 female roles and 29 male roles. As the first textbook, *Pathway to English* is also dominated by male in aspect of roles.

Discussion

There were several significant findings to be discussed based on the result of this research. The discussion discusses the result of the study connected to the related theories and tries to answer the research problem. The result showed male is more dominant than female in the aspect of roles in *Bahasa Inggris* and *Pathway to English*. There was also found gender stereotype against female and male in aspect of roles in both textbooks. In both textbooks, female roles mostly related to social roles like teacher, secretary, writer, reporter, receptionist, salesgirl, journalist and housemaid which likely to be connected with their feminine characteristics. Some pictures found in textbook *Pathway to English* portray stereotypes against females and males.

Figure 1

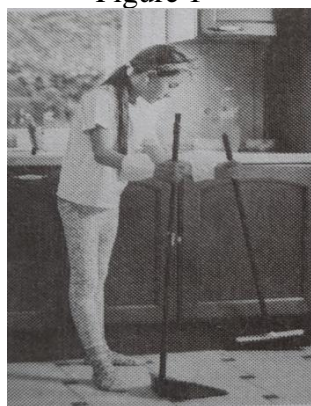


Figure 2



Figure 3



Figure 4



Those pictures show those women are commonly associated with domestic work such as sweeping, taking care of children, and shopping. The women's occupations that were illustrated in textbook are related to their stereotypes as a housewife. There is also a picture illustrating a woman as a secretary. It depicted that secretary is an occupation that related to women.

Meanwhile, male roles mostly depicted as professional roles such as president, police officer, programmer, major, director, captain, and governor. It demonstrated that male were more suited for leadership positions. It indicated that male has a higher position than male.

Figure 5

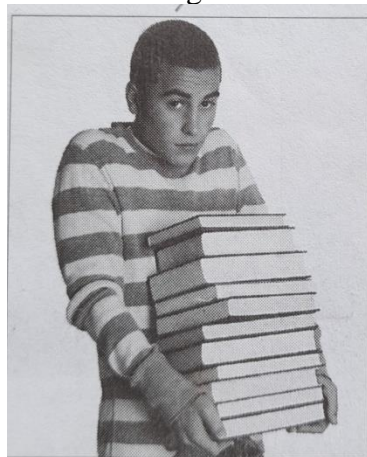


Figure 6



Figure 7

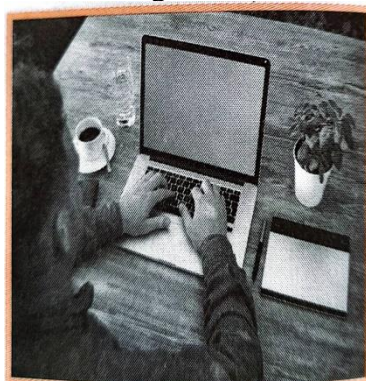


Figure 8



Because male are stereotyped as strong, smart, and competent, they are portrayed as mechanic, programmer, and broadcaster which are considered more masculine works. These occupations possess professional skills that people should have well solid understanding of. Overall, there was gender stereotype found in aspects of roles in *Bahasa Inggris* and *Pathway to English*. According to Crawford and Unger (2004, p.49) stereotypes are broad assumptions about a group of people's traits. Crawford and Unger in Ummu (2014, p.18), also describe how males tend to work as mechanics, engineers, and computer scientists, whereas the majority of women are employed as secretaries, nurses, and teacher.

Based on the discussion above, it can be concluded that gender role in both textbooks are dominated by male. However, when both textbooks compared, there are more gender equality of textbook published by the Indonesian Ministry of

Education and Culture *Bahasa Inggris* than textbook published by Erlangga *Pathway to English*. It indicates that authors of *Bahasa Inggris* are tried to promote gender equity in textbook. As discussed previously, the first English textbook is official textbook published by the Indonesian Ministry of Education and Culture. Therefore, the design and material of textbook development are purposively to support the implementation curriculum in Indonesia (Amerian and Esmaili, 2015). On the other hand, the second English textbook is designed and published by private publishing, Erlangga.

Bahasa Inggris textbook is indeed designed and published by the Indonesian government as mandatory books for general use in every school in Indonesia. Thus, *Bahasa Inggris* is compiled in accordance with the National Education Standards Agency's guideline which aims to equalize educational standards throughout Indonesia. Textbook is published by the government also relate to the vision and mission of the Indonesian government agency or institution that strive for equal opportunity to obtain quality education for all Indonesian people. Therefore, the government must serve as a medium for gender equality in society. For gender equality policies, there is Ministry of Education and Culture regulation No. 84 of 2008 concerning guidelines for implementing gender equality in education. In Regulation of the Ministry of Education and Culture of the Republic of Indonesia No 8 tahun 2016 Pasal 2 Ayat 2, also stated that "Textbooks used by Education Units must comply with positive values/norms that apply in society, such as not promoting elements of pornography, extremism, radicalism, violence, SARA, or gender bias. It also must not contain any other deviation values." It shows that the textbooks that are published by Indonesian government should not contain gender bias and make it fair for both genders; male and female. With the existence of several policies from the government in creating a textbook, it will make some differences in textbooks published by the government with other published textbooks such as Erlangga which have no government control. The differences are visible in terms of design, writing, content, and quality of the textbook. Despite, both textbooks have differences in the number of chapter, *Bahasa Inggris* has more chapters than *Pathway to English*, but gender inequality is more common in *Pathway to English*. It shows the number of chapters does not affect how gender is represented in both textbooks.

CONCLUSION

After completing the entire process of analyzing the data, and discussing the findings, several points come to the conclusion of the study. The goal of this study was to analyze how gender roles are portrayed in English textbooks published by the Indonesian Ministry of Education and Culture *Bahasa Inggris* and published by Erlangga *Pathway to English*. The result showed that gender stereotypes against female and male exist in aspect of role which indicated male are more dominant than female in both textbooks. It showed that male roles in both textbook tend to be professional occupation such as president, programmer, director, etc. in addition, female roles tend to be social occupation such as secretary, teacher, housewife, etc. in conclusion, it was also found that gender stereotype was exist in male and female occupation in both textbooks. However, when both textbooks compared, there are more gender equality of textbook published by Indonesian Ministry of Education and Culture *Bahasa*

Inggris than textbook published by Erlangga *Pathway to English*. It indicates that the authors of Bahasa Inggris have tried to promote gender equality, whereas the authors of the *Pathway to English* have not.

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