

Gender Representations in EFL Textbooks: When English Rings A Bell VII



UNDERGRADUATE THESIS

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Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"GENDER REPRESENTATION IN EFL TEXTTBOOKS : WHEN ENGLISH RING A BELL VII"**, ditulis oleh saudara **Fren Dwiyan Saputra** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

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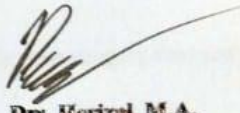
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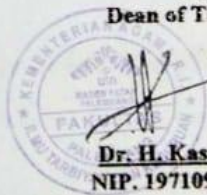
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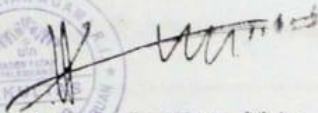
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DEDICATIONS

With love, this thesis is especially dedicated to:

- The Almighty God (ALLAH SWT) for giving me power, inspiration and capacity to complete this work and also blessing me health and Islam.
- To my beloved mother and father, source of my happiness and success in life. Thank you for your long lasting love, pray, patience, and support.
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MOTTO

- No things can not be defeated except parents and God.

STATEMENT PAGE

I hereby,

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State that:

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my undergraduate degree that I have received through this thesis.

Palembang, December 2017

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Writer

Fren Dwiyan Saputra

Gender Representations in EFL Textbooks: WhenEnglishRingsA Bell VII

Abstract

Fren Dwiyan Saputra

This study aims to find out the proportion of gender representation in EFL Textbook: *When English Rings A Bell VII* whether it shows equal proportion or not. The design of this research is content analysis research with 1896 characters and 1344 pictures as the study data. The procedure of analyzing the data started by classifying the data into male and female division then it was analyzed based on Bruegilles & Cromer (2009, p. 16) aspects, while the pictures were simply classified into local or target language culture. The presentation of male and female category was made by drawing the inferences by the researcher. The result of the analysis was made in the form of percentage and inferences. The result of the study showed the percentage of characters of male was 71% and 29% for female category. Under picture analysis, 55% was male category and 45% was female category. It meant that, *When English Rings A Bell VII* does not have balance proportion or equal representation between male and female category both under characters and pictures analysis.

Key words: *Gender, Gender Representation, EFL Textbook*

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LIST OF DOCUMENTATIONS

1. Copy of Students Card
2. Copy of Payment Receipt
3. Copy of Diploma
4. The Advisor Appro
5. Proposal Consultation Card
6. Thesis Consultation Card

CHAPTER I

INTRODUCTION

This chapter discussed several discussions related to the study. The discussions began from (1) Background, (2) Research Question, (3) Research Objective and (4) Significance of the Study.

1.1 Background

The millennium era could connect people from all over the universe (Margana, 2015, p. 365). Conversely, to communicate one to another the international language is strongly needed, one of the languages gaining more popularity is English (British Council, 2013; Sasaki, Suzuki, & Yoneda, 2006). According to Nallaya, in the last decade, English has become an international language or the lingua franca. It is now a language that is used in communication technologies, international politics, industry and business, mass media, science and technology as well as education (2013, p. 1).

As its importance as the worldwide communication tool, it is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global or international language. The global status of English is partly due to the number of people who speak it (Lauder, 2008, p. 11). As a result, English is taught and learned broadly as an important language in Indonesia (Panggabean, 2015, p. 35).

However, to achieve a successful of language program especially English, there are some key points which are very important. The process of teaching and learning the language includes many major components. One of the most

important aspects is gender equality. Gender awareness process is very important in the world of education by straightening up several aspects such as curriculum, teaching method, teaching guidelines and textbooks (Outlowski as cited in Gailea, 2013, p. 52).

It is important to do textbook analysis from a gender perspective because textbooks are usually the most visible component of a curriculum and also very often the only learning resource teachers and students use. In many parts of the world, textbooks are still effectively driving teaching and learning, instead of being used as only one possible resource among others (Load, et. al., 2010, p. pp. 5-6)

Next, textbooks play a significant role in society by directly or indirectly transmitting models of social behaviour, norms and values (Brugeilles and Cromer, 2009a, p. 14). They are means of socialization presenting representations of the world that can influence students' attitudes and orientations (Crayenest, 2015, p. 7).

Also, textbooks also allow access to all sorts of information. It thus transmits a society's cultural capital to its youngest citizens at a particular moment (Brugeilles & Cromer, 2009, pp. 14-15). It is therefore understood that, textbooks play a special role in all educational systems, as they are almost the only tools for transmitting the curriculum. This makes the presentation of gender particularly powerful and significant (Bursuc, 2013, p. 68).

An equitable education system prepares girls and boys equally to be productive and empowered citizens. Once in school, their education must be free

of gender based stereotypes, bias, and discrimination. In many countries education systems provide examples of curricula and teaching materials that reinforce stereotypes, of teachers with biased expectations and other different means that contribute to gender inequity promoted through the teaching and the learning processes (Bursuc, 2013, p. 64).

Gender equality does not imply that women and men are the same, but that they have equal value and should be accorded equal treatment (Craeynest, 2015, p. 11). At utmost, equality of rights between men and women, especially as it applies to access to education, has contributed to the development of the concept of the right to Education for All (Brugeilles & Cromer, 2009, p. 16).

In contrast, based on the results of some experts research related to this field, most of the textbooks which were analyzed did not have equal presentation related to gender equality. The research which was conducted by Craeynest (2015) in Belgium for advance level textbooks showed imbalance presentation. It also happened to the research that was conducted by Gailea (2013) in Indonesia for senior high school students textbooks showed unequal presentation for the gender.

Further, the understanding of social understanding should begin from junior high school period. One of dimensions that junior high students should be accomplished after accomplishing the junior high school period is social dimension. The conception in that dimension is that junior high school students should be exposed with teamwork, tolerance, civic responsibility, loyalty,

patriotic, national solidarity, international relationship, and world understanding (Sa'ud & Sumantri, 2015, p. 12).

Remarkably, junior high school is the phase when teens' stage begins. Starting from this time, major changes take place in the cognitive, public and role insight of the individual. This calls as vital period, this time is suitable time in the growth of an adolescent for learning new abilities and information, because their brains are making these new connections (Cross Cultural Parenting Program, 2011).

Also, this stage is the time to teach the emotional and social competence. Emotional competence is the ability to distinguish, evaluate, and lever one's own emotions. Social competence is the aptitude to be receptive and efficient in relating to other people. In other words, adolescence begins to understand himself and others (McNeely & Blancard, 2009, pp. 31-32). It means this is the best time to begin to teach the understanding of gender equality. This period will lead the understanding of a child before facing the adult period.

As the goverment promotes the new curriculum, there must be a question related to the materials which is also promoted by that curriculum, whether, the material (textbook) is having an equal presentation of gender or not. The researcher found one series of textbook for junior high school students of K13 Curriculum which is published by the government. The researcher got a textbook entitled "When English Rings A Bell."

Regarding all the notions above, the researcher will investigate the presentation of gender equality in English textbook which is promoted by the government of K13 Curriculum.

1.2 Research Problem

1. What is the proportion of male characters to female characters in texts and images? And is there a difference between the proportion in the texts and in the images?

1.3 Research Objective

1. To know the proportion of male characters to female characters in texts and images? And is there a difference between the proportion in the texts and in the images?

1.4 Significance of the Study

It is hoped that the result of this study will give information and recommendations for the teachers who use the textbook to know whether the textbook that is being used promotes gender equality or not, then the teachers will use the recommendation to use and choose the textbook which has the good representation of gender equality. Next, it will give recommendations for authors of English textbooks; they can overview the result of this study to make and publish the next English textbooks. For the researcher, as the researcher is a candidate of English teacher, the result will broaden his knowledge about how to evaluate textbooks, to get the appropriate materials, and to decide which

textbook is appropriate related to gender equality contents. The last is for the next researchers, it will give more sources and references on how to conduct this research and provide them with more data to support their studies.

CHAPTER II

LITERATURE REVIEW

In this chapter the researcher discussed some related topics to the studies. The discussions were (1) The Concept of Gender, (2) The Concept Of Gender Equality, (3) Gender Equality and Eduction, (4) The Concept of Textbook, (5) Guideline to Evaluate Gender Equality in Textbook, and (5) Previous Related Studies.

2.1 The Concept of Gender

In many cultural contexts, the differences between girls and boys, and between men and women, are regarded as natural. Children are classified at birth – usually by observing their genitals – into two categories: male and female. On the basis of the category to which they belong, society will consider them qualified to do certain things and expect certain attitudes and behaviour of them. Their rights and duties and their social, economic and political roles will be different during their childhood and throughout their adult lives. All societies are organized around this basic social differentiation, which dominates the life of individuals to a considerable extent (Brugeilles & Cromer, 2009, p. 26).

Gender is related to culture and the social division into “masculine” and “feminine”. Gender therefore pertains to the qualities, tastes, aptitudes, roles and responsibilities associated with men and women in a society. Definitions of masculine and feminine vary enormously – demonstrating their social origin – since every society develops its classification on the basis of its own criteria and principles. The concepts of masculinity and femininity are not developed

independently of each other but are mutually dependent (Brugeilles & Cromer, 2009, p. 27).

2.2 The Concept of Gender Equality

Women and girls represent half of the world's population and therefore also half of its potential. But, today gender inequality persists everywhere and stagnates social progress, (UNESCO, 2016, p.1).

Gender equality is a crucial facet of social justice, inclusiveness and social cohesion based on the values and practices of Human Rights, such as the fundamental respect of human dignity and the right to equal and fair treatment regardless of differences (such as gender differences) among people. Theories such as feminism consider gender inequalities as the matrix of all social inequalities. Consequently, eliminating gender inequalities is seen as a precondition and leverage of eliminating other disparities/inequalities, such as those related to skin color, ethnicity, social and economic background, culture and religion. Different international documents and instruments underpin the struggle for gender equality the world over, especially with regard to affirming and protecting women's rights and equality as the "gender" more likely to suffer from discrimination, violence and marginalisation (Load, Ha, Thuy, Hoa, Kiverkas, Nikulainen, Dung, Georgeuscu, Bernard, 2010, p. 12).

Regardless of where people live in, gender equality is a fundamental human right. Advancing gender equality is critical to all areas of a healthy society, from reducing poverty to promoting the health, education, protection and the well-

being of girls and boys. Investing in education programmes for girls and increasing the age at which they marry can return \$5 for every dollar spent. Investing in programs improving income-generating Activities for women (UNESCO, 2016, p. 2).

Gender inequality has a negative impact on both individual and societal development. For individuals, inequalities related to gender may trigger low self-esteem, frustrations and resentment. At the same time, it hinders boys and girls from achieving their full potential and restricts their roles in society and family because of biased expectations. On a community and societal scale, gender inequalities impede economic growth, social cohesion and social justice. Gender inequalities in family and the broader society also provide negative models for children and young people of 'legitimate' ways of treating others unfairly, of exploiting them and depriving them of their human rights (Load, et. al., 2010, p. 12).

2.3 Gender and Education

An equitable education system prepares girls and boys equally to be productive and empowered citizens. Once in school, their education must be free of gender based stereotypes, bias, and discrimination. However, ensuring gender equity within schools is a challenge for policy makers, curriculum planners and teachers throughout the world. In many countries education systems provide examples of curricula and teaching materials that reinforce stereotypes, of teachers with biased expectations and other different means that contribute to

gender inequity promoted through the teaching and the learning processes (Bursuc, 2013, p. 64).

Quality education for all is a fundamental human right, a protection mechanism and a catalyst for personal and social development. In crisis contexts, a gender-responsive education system is crucial to ensure male and female learners of all ages have access to quality, relevant and protective educational opportunities. Ensuring equitable and gender-responsive education might seem very difficult during emergency preparedness, response or recovery activities, however emergencies can often provide unexpected opportunities for change if we look for them. Looking at education systems or programmes with a gender lens – considering the participation, needs and realities of girls, women, boys and men – and finding ways to make small changes to better meet the educational rights of everyone is possible, whatever the context or phase of an emergency (INNE, 2010, p. 5).

Transmitting gendered messages is a process which is more often than not subtle and not always noticed; the means by which such messages are delivered – and which have a great impact on students – are numerous. Textbooks, for example, play a special role in all educational systems, as they are almost the only tools for transmitting the curriculum. This makes the presentation of gender particularly powerful and significant. Educational equity demands not only non-discriminatory textbooks and school curricula, but also knowledge and skills that students need to overcome the barriers of gender inequality. These barriers, not yet fully surpassed, include discriminatory attitudes, the “double burden” of

women (both housework and a regular job), reproductive health issues, the commercial sexual exploitation of women, and domestic violence. An important part in equipping students with the abilities to recognize and challenge gender inequities in society plays the introduction of critical thinking skills into curricula. (Bursuc, 2013, p. 68).

Viewed under a wider lens, gender equality is a means to combat underdevelopment and ensure sustainable development, as girls' and women's education has a positive influence in all areas of social activity: health, demography, the economy, children's education and community welfare. Education therefore plays an important role in transforming social relations and supporting economic, social and political development (Brugeilles & Cromer, 2009, p. 18).

Additionally, new courses in human rights and civic education have been introduced. Innovative programs addressing gender issues such as "Empowering Education" are inclusive of different learning styles, encourage active learning, and help children to improve decision making and critical thinking skills. Furthermore, students learn how to become better at collaborating, improving their self-esteem, and being sensitive to questions of gender and diversity (Bursuc, 2013, p. 68).

Further, equality of rights between men and women, especially as it applies to access to education, has contributed to the development of the concept of the right to Education for All. As a result, the education sector's greater

openness to girls has made it possible to re-examine the issue of social justice and promote egalitarian gender relations (Brugeilles & Cromer, 2009, p. 18).

Gender and educational inputs (curricula, textbooks, pedagogy, and teacher training) are rarely associated explicitly. Similarly, the strong connections between gender inequities, inputs and outcomes are not acknowledged sufficiently. For instance, a report of a USAID Load, et. al. in Malawi stated the focus was on girl's enrollment and attendance, without taking into consideration the obstacles in the learning process, thus putting girls at a disadvantage (Bursuc, 2013, p. 65).

2.4 Criteria of Well-Designed Material or Textbook

In designing textbook, there are several criteria that should be accomplished. According to Howard and Major (2004, pp. 104-107) the criteria are: (1) English language teaching materials should be contextualised, (2) materials should stimulate interaction and be generative in terms of language, (3) English language teaching materials should encourage learners to develop learning skills and strategies, (4) English language teaching materials should allow for a focus on form as well as function, (5) English language teaching materials should offer opportunities for integrated language use, (6) English language teaching materials should be authentic (7) English language teaching materials should link to each other to develop a progression of skills, understandings and language items, (8) English language teaching materials should be attractive, (9) English language teaching materials should have

appropriate instructions, (10) English language teaching materials should be flexible.

2.5 The Concept of Textbook

Textbook is one of the presentations of the material. Textbook provides as a loaded resource of themes, texts, visuals and language as well as help to form program of the course (Vrbová, 2006, p. 29) and textbook is developed on the base of printed curriculum (Mahmood, 2011, p. 170). Textbooks remain a close within school curriculum universal, presenting teachers and students with the authorized knowledge of school subjects as well as the chosen values, attitudes, skills, and behaviors of experts in those fields.

In some situations, the textbook may role as a supplement to the teachers' teaching in the ESL teaching and learning process. For most teachers, textbooks offer the establishment for the content of lessons, the balance of the capabilities taught, as well as the kinds of language carry out the students connects in during class activities. For the ESL learners, the textbook turns out to be the major source of get in touch with they have with the language separately from the input provided by the teacher (Cheng and Hung, 2011, pp. 92-94).

2.6 Textbook and Gender Equality

A textbook – usually consisting of text and/or illustrations – reviews, structures and renders accessible the state of knowledge in a given subject for a given age group in order to lay the foundations for standard learning and a shared

culture. It thus transmits a society's cultural capital to its youngest citizens at a particular moment. (Brugeilles & Cromer, 2009, p. 14)

Why is textbook analysis from a gender perspective important? Textbooks are usually the most visible component of a curriculum and also very often the only learning resource teachers and students use. In many parts of the world, textbooks are still effectively driving teaching and learning, instead of being used as only one possible resource among others (Load, et. al., 2010, p. pp. 5-6)

Textbooks allow access to all sorts of information. Not only do they develop the ability to read and write but they also encourage critical thinking, independence and creativity. For many pupils and their families, textbooks are the only introduction to the written word in homes where there are no books, whatever the reason: the culture, distribution or supply problems, cost, etc. Because the poorest children do not have access to teaching aids, they often face the greatest difficulties in learning. Thus access to textbooks is usually one of the first recommendations made by policy-makers (Brugeilles & Cromer, 2009, p. 15).

Textbooks represent the 'tangible' curriculum that is closest to students' hearts and minds, thus the messages that textbooks deliver have a powerful impact on learners (especially in early years) and on the society more broadly. As printed materials, they benefit from the respect people commonly have for the printed word: in many societies, one tends to think that whatever is written or printed in a book, including a textbook, must be right and true (Load, et. al., 2010, pp. 5-6).

For teachers, textbooks have been the basic – and sometimes only – teaching resource, extending their means of instruction, since textbooks contain the general components of the curriculum, structure the teaching sequence and form the basis of assessment. In fact, they may play a part in self-education and compensate for lack of teacher qualifications. In this respect, the teacher's handbook is a valuable contribution which strengthens the textbook's impact on pupils (Brugeilles & Cromer, 2009, p. 15).

Given their important potential as learning resources especially in contexts where assessment is commonly very much focused on the rote memorization and reproduction of prefabricated discourses, textbooks can easily become vehicles for promoting biases, including gender biases. Such biases can be promoted in an explicit or a more subtle way. Consequently, it is important to explore what elements in textbooks (such as gender biases) may hinder gender equality and make specific recommendations on what should change so that textbooks can contribute more to the development of open-mindedness and gender-sensitive attitudes and approaches (Load, et. al., 2010, p. pp. 5-6).

Textbooks are still the cheapest of available media, and they are easy to carry and use. Nevertheless, a number of problems have yet to be solved. Producing a good textbook is a long and difficult task; it involves a set of substantial costs, from manufacturing to transporting to the monitoring of its technical and educational qualities. Textbook accessibility and its availability throughout an area may also pose a problem. In a world increasingly dominated by multimedia, the written word ensures access to the dominant culture. Thus

textbooks play a key role in all societies. In countries where written documents are uncommon, the textbook's impact is all the greater. (Brugeilles & Cromer, 2009, p. 16).

Textbooks may influence users in many ways: through their content (concepts; factual information; value judgments) and language, but also their design, visual elements, pedagogical approach and other aspects. A gender analysis of textbooks should consequently take into account all these issues in a comprehensive manner (Load, et. al., 2010, pp. 5-6).

Moreover, in their interpretation and presentation of knowledge, textbooks are (more or less consciously and deliberately) a vehicle for norms, values and models of social behaviour through the presentations that they contain. "Creating a textbook is therefore tantamount to choosing the values, norms and presentations that underpin hopes of maintaining social cohesion and a harmonious relationship between human beings and institutions; textbook literature is purposive and committed (Brugeilles & Cromer, 2009, p. 16).

A textbook may be judged as good in compliance with some explicit quality criteria, such as the accessibility of its content or the values and attitudes it promotes. However, even textbooks deemed good based on specific textbook evaluation processes can be used in inappropriate ways by inexperienced or poorly trained teachers. For instance, textbooks may be free of biased content and convey positive messages, but like all learning media they are only as good as the teachers who use them. Vice-versa, a good teacher may be able to overcome the poor quality of textbooks that they use (Load, et. al., 2010, pp. 5-6).

Textbooks thus contribute to socialization. Already in the early twentieth century, international bodies held that textbooks had a role to play in upholding peace and mutual understanding among people, two major goals of UNESCO since its founding in 1946 (Brugeilles & Cromer, 2009, p. 16).

Textbooks are not the only factor leading to success in learning. Teachers and other actors, such as parents, community leaders as well as the school and community environment, play important roles in implementing curricula and textbooks. While acknowledging that textbooks produce their effect in a mediated way, it is nevertheless important to stress the importance of developing highquality textbooks in compliance with clear and relevant quality criteria, among which the promotion of gender equality and the avoidance of gender biases should play a central role (Load, et. al., 2010, pp. 5-6)

Schools and textbooks are fundamental to the learning of gendered roles. Presentations of male and female are legitimized here by a high-status medium. Once assimilated by children, the “gender system”, that is “the set of norms, beliefs, practices and knowledge that organizes relations between men and women”, will have repercussions on girls’ academic achievement and choices as well as on their experience as a whole. It is from this angle that textbooks may be investigated as potential vehicles for gender equality (Brugeilles & Cromer, 2009, 27).

While, used principally in formal schooling. Textbooks can also play an important role in adult literacy programs, as well as in other forms of community-based and lifelong learning, such as adult education. Consequently, learning

materials, including textbooks, as well as learning processes that are free from gender biases and promote gender equality are both a good practice in education and may contribute to more inclusive and cohesive societies in the long run (Load, et. al., 2010, pp. 5-6).

It could be assumed that, textbook is the tool which is very important to display the material of the teaching. However, the material should be equal in gender.

2.7 Guideline to Evaluate Gender Presentation in Textbook

This guideline is taken from the guideline which prepared by Brugeilles & Cromer (2009, p. 58). The complete checklist and explanation can be seen from the following table:

Text													
Individual characters													
Women							Men						
Character no.	Lesson/ Exercise	Designations	Activities	Attributes	Interactions		Char. no	Lesson/ Exercise	Design.	Act.	Attr.	Interactions	
					Yes/No	Nature						Yes/No	Nature

Category, sex and age of the character	<ul style="list-style-type: none"> - Women - Men - Boys - Girls
Designations	<ul style="list-style-type: none"> - First name/Surname or title - Family relationship (mother, uncle, etc.) - Other relationship (neighbor, friend) - Occupational status (occupation, political or religious office) - Other status (customer, traveler, etc.)
Activities	<ul style="list-style-type: none"> - School activity - Occupational activity, formal or non-formal - Domestic activity - Buying activity - Care or caring activity - Leisure, recreational or sport activities

	<ul style="list-style-type: none"> - Social activity - Routine personal activity (washing, eating) - Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) - Successful activity
Attributes	<ul style="list-style-type: none"> - School materials - Occupational equipment or item - Domestic team - Money - Food - Leisure, recreational or sports equipment or item - Physical characteristics - Psychological characteristics
Interactions	<ul style="list-style-type: none"> - Occupational interactions - School interaction - Cooperative interaction (acting together, helping each other) - Affective interaction (talking, celebrating, inviting, sharing) - Violent interactions (quarreling)
Location in the lesson	<ul style="list-style-type: none"> - The parts concerning lessons - The parts concerning exercises

(Brugeilles & Cromer, 2009, p. 58).

2.8 Previous Related Studies

Some researchers had conducted this study. The first was Gailea with the title A Study of Gender Equality Values - Based Cross Cultural Understanding In EFL Textbooks (A Content Analysis in EFL Textbooks At Senior High School In Serang-Banten) in 2013. This study is aimed at investigating the treatment of gender inequqlity in EFL textbooks for tenth and eleventh Grade of Senior High Shool, and also to investigate the differences and similarities culture between Indonesian and European (American) women who related to the women position in society life. The sources of the data are English textbooks. This research was conduted by using descriptive analysis methode to analyze data on geneder in equality content in EFL Textbooks of Senior High School in Serang City-Banten. The result of study shows that EFL-electronic textbooks for tenth and eleventh Grade of Senior High Shool still present gender bias which represent unfairness and inequality treatment to images of women. It seems that the result showed texbooks still showed unequal right between women and men.

There are some similarities between this study and the researcher's current study, the first, the type of the research design is analysis of textbook(s), the second, the place where the textbook is distributed that is in Indonesia. While the differences are, the first, the previous study analyzed the textbooks for senior high school while this study will focus on junior high school textbook. The second, the previous study also compared the cultural aspects of Indonesian and European (American) while this study only focus on analyzing the equality aspect.

The second study was conducted by Crayenest in 2015. The main purpose of this study was to assess how men and women are represented in three EFL textbooks published in Belgium and in the United Kingdom. Therefore, a quantitative and a qualitative content analysis were carried out. This study focuses on how gender norms and values, i.e. the position of men and women in today's society, were presented in three current EFL textbooks, two of which were published in Belgium and one in the United Kingdom (U.K). The textbooks are advanced level and were published between 2011 and 2013. The results of this study suggest that the three EFL textbooks analyzed do not entirely reflect the development of society towards equality between men and women.

There are also some similarities between this study with the researcher's current study, the first, the research design of Crayenest's study was the analysis of English textbooks and it is the same as the study that would be conducted by the researcher, the second, the guideline is taken from the same expert, they are Bruegilles and Cromer (2009). While, the differences between the previous study with the current study are: the first, the textbook which is analyzed is distributed

in different country, the previous study analyzed the textbooks which were distributed in Belgium and UK while, the researcher's current study will analyze the textbook which is distributed in Indonesia.

It could be concluded that both studies showed imbalance presentation of male and female or the textbooks did not show equality in gender presentation. Therefore, this study is strongly needed to assess the textbook also in Indonesia.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher discussed several discussions related to research methodology. The topics are; (1) Research Design, (2) Operational Definition, (3) Steps and Procedures, (4) Reliability.

3.1 Research Design

In accomplishing this research, the researcher used content analysis research in terms of analyzing the gender contents in English textbooks for junior high school students. This study was going to find out the percentage of gender proportion in English textbook, whether the textbook promoted equal proportion of gender in English textbook or not and how the gender equality was presented in the textbook. The focus data that would be analyzed was the characters and pictures contents in the textbooks. The procedures in doing this study were the researcher identified, classified and coded the gender contents into categories and subcategories that had been provided by UNESCO in 2009, while, the picture would be simply coded under male or female category.

After the data was identified, classified and coded into the exact categories and subcategories. The data would be displayed in the percentages. Also, it would be demonstrated by table to make it more understandable. After that the researcher drew inferences based on the results that might appear.

3.2 Operational Definitions

The title of this study is “Gender representations in EFL textbooks: When English Rings A Bell VII.” To avoid misconceptions and misunderstanding that would happen related to this study. The researcher provides operational definition of: (1) Gender, (2) Gender representation, and (3) English textbooks.

Gender is related to culture and the social division into “masculine” and “feminine”. Gender therefore pertains to the qualities, tastes, aptitudes, roles and responsibilities associated with men and women in a society.

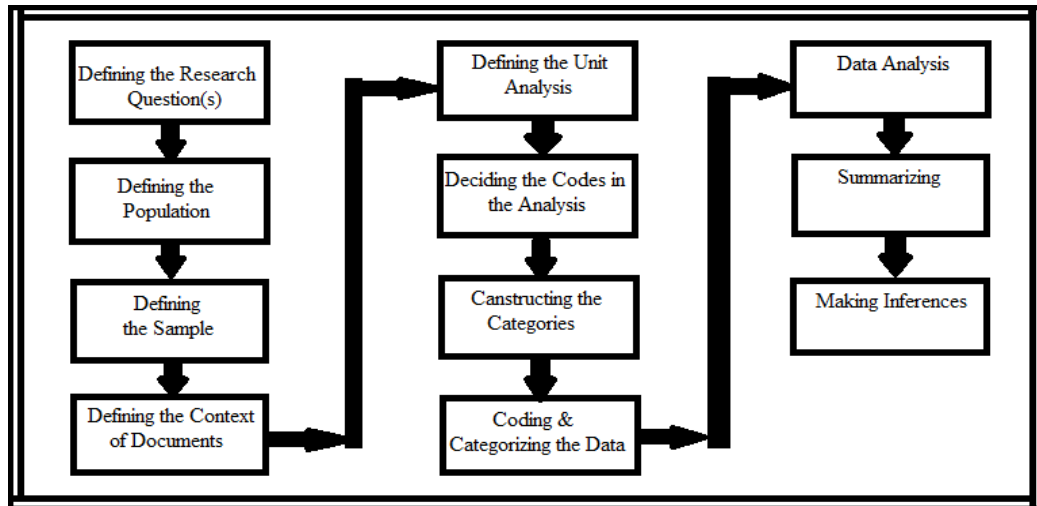
Gender representation means the way the gender content is shown or describe in English textbook.

English textbooks mean the books which are used as the lesson book in the process of teaching and learning English that display the themes, texts and pictures. The textbooks are widely and mostly used by junior high schools’ teachers and students as the main references to teach and learn English in the classroom which uses K13 curriculum which is published by the government.

3.3 Research Steps and Procedures

To make it more comprehensive, the research steps and procedures presented in the figure as follows:

Figure 1
Flow Chart in Conducting Content Analysis
(Research Steps and Procedures)



(Adapted from: Cohen, Manion, Marrison, 2007, pp. 476-483).

3.3.1 Research Problems

This study will discuss to answer one research problem, the research problems show as follows:

- 2 What is the proportion of male characters to female characters in texts and images? And is there a difference between the proportion in the texts and in the images?

3.3.2 Population of the Study

The population proposes not only to people but also, and mainly, to text – the areas of the analysis, for example, it could be newspapers, programs, interview transcripts, textbooks, conversations, public domain documents, examination scripts, emails, online conversations, etcetera (Cohen, Manion,

Marrison, 2007, p. 477). The population in this study is textbook for junior high school at the VII grade based on K13 curriculum which is published by government. The data was recorded and the English textbook which is promoted by government is presented as follows:

Table 1
Textbook of K13 Published by Government

Title	Curriculum	Publisher
When English Rings A Bell VII	K13	DEPDIKBUD

(Source: Preliminary 2017)

It could be seen in the table (1) above that the book for seventh grade for junior high school in Indonesia is only one textbook which published by DEPDIKBUD publisher of K13 Curriculum that is When English Rings A Bell VII

3.3.3 Sample of the Study

The rules for sampling people can concern equally well to documents. One has to settle on whether to select for a probability or non-probability sample of documents, a stratified sample (and, if so, the kind of strata to be used), random sampling, convenience sampling, domain sampling, cluster sampling, purposive, systematic, time sampling, snowball and so on (Cohen, Manion, Marrison, 2007, p. 477). In this study, the researcher used purposive sampling.

Purposive sampling is said as a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis of their conclusion of their typicality or possession of the particular. In this research, purposive sampling meant the way to choose the textbooks by means the textbook which is widely promoted by government for the VII grade students of K13 Curriculum (Cohen, Manion, Marrison, 2007, p. 114-115).

3.3.3.1 Textbooks Selection

K13 curriculum is the the newest curriculum which is adopted by the government. Therefore, the researcher chose the English textbook from this curriculum. Based on the survey, there was a series of textbook which was promoted by government for the VII grade students of K13 Curriculum, the textbook is “When English Rings a Bell VII.”. Therefore, the researcher chose it as the sample.

3.3.3.2 Textbooks Description

The textbook entitled “When English Rings a Bell VII” was published by Pusat Perbukuan Departemen Pendidikan Nasional. This textbook produced to fulfill the needs of K13 curriculum. It is published in 2014. The textbook researcher is the team of Kementerian Pendidikan dan Kebudayaan. This textbook consists of 11 chapters. The chapters are: (1) How Are You; (2) It’s Me; (3) It’s My Birthday; (4) I Love People Around Me; (5) How Many Pets Do You Have; (6) Let’s Listen to the Songs; (7) I Love Things around Me; (8) She’s so

Nice; (9) My Grandfather is a Doctor; (10) Attention, Please! (11) I am Proud of My Teacher.

3.3.4 Context of the Document

The researcher needed to know the context of the document. Cohen, Manion, Marrison (2007, p. 477) believe that the researcher also needs to know the selection and evaluation of the evidence contained in the document. The context which analyzed in this study is gender equality context in English textbooks, which is promoted by government for the VII grade students of K13 Curriculum. The textbook entitled “When English Rings a Bell VIII” textbook. The gender contexts that are analyzed are the equality contexts. This consideration is taken after reviewing some literatures. It could be argued that the gender equality contexts in the language materials are very important.

The rationales of these reasons are: first, Richard (2001, p. 251) assumes that materials are key component in most language program. Second, according to Bruegilles & Cromer (2009, p. 16) equality of rights between men and women, especially as it applies to access to education, has contributed to the development of the concept of the right to Education for All. Textbooks allow access to all sorts of information. Not only do they develop the ability to read and write but they also encourage critical thinking, independence and creativity. Third, Bursuc (2013) states that textbooks play a special role in all educational systems, as they are almost the only tools for transmitting the curriculum. This makes the presentation of gender particularly powerful and significant

3.3.5 Unit Analysis

The researcher must decide upon the level/unit of analysis. There are many kinds of level/unit analysis. This can be at very many levels, for example, a word, phrase, sentence, paragraph, whole text, people and themes (Cohen, Manion, and Marrison, 2007, p. 477). In this investigation, two recording units were used: Pictures and characters.

3.3.6 Coding

Coding is the acknowledgment of a category brand to a piece of data; which is either decided in progress or in reaction to the data that have been collected (Cohen, Manion, and Marrison, 2007, p. 480). In this study, the researcher will code the data into two major categories: Male (M) and female (F) category. Meanwhile, the character will be coded under categories and subcategories that had been provided by Brugeilles & Cromer (2009). The researcher will code Brugeilles & Cromer's (2009) checklist into abbreviation. Brugeilles & Cromer's (2009) checklist was coded into:

Code of The Checklist

Category, sex and age of the character (Cha)	Women (W) Men (M) Boys (B) Girl (G)
Designations (Ds)	First name/Surname or title) (Frsn) Family relationship (mother, uncle, etc.) (Fam)

	<p>Other relationship (friend, neighbour, etc.) (Othre)</p> <p>Occupational status (occupation, political or religious office) (Occ)</p> <p>Other status (customer, traveller, etc.) (Ots)</p>
Activities (actions) (Act)	<p>School activity (SchA)</p> <p>Occupational activity, formal or non-formal (Ocs)</p> <p>Domestic activity (Doma)</p> <p>Buying activity (Buya)</p> <p>Care or caring activity (Caci)</p> <p>Leisure, recreational or sports activity (Lei)</p> <p>Social activity (Soa)</p> <p>Routine personal activity (ishing, eating) (Rou)</p> <p>Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) (Neg)</p> <p>Successful activity (Suc)</p>
Attributes (Att)	<p>School materials (Schma)</p> <p>Occupational equipment or item (Oce)</p> <p>Domestic item (Domi)</p> <p>Money (Mon)</p> <p>Food (Fod)</p> <p>Leisure, recreational or sports equipment or item (Leres)</p> <p>Physical characteristic (Phc)</p> <p>Psychological characteristic (Psyc)</p>

Interactions (Int)	Occupational interaction (Occi) School interaction (Schi) Cooperative interaction (acting together, helping each other) (Coin) Affective interaction (expressing affection, cuddling) (Affi) Social interaction (talking, celebrating, inviting, sharing) (Soci) Violent interaction (quarreling) (Vion)
Location in the lesson (Lole)	The parts concerning lessons (Coles) The parts concerning exercises (Coex)

3.3.7 Category Construction (Instrument)

There were two major categories in this study: Male (M) and Female (F) category. The character data will be classified and coded under one of the sixth categories and their subcategories get in Brugeilles & Cromer's (2009) checklist. The checklist consists of six categories and each category was divided into subcategories.

Text											
Individual characters											
Women						Men					
Character no.	Lesson/ Exercise	Designations	Activities	Attributes	Interactions	Char. no	Lesson/ Exercise	Design.	Act.	Attr.	Interactions
					Yes/No Nature						Yes/No Nature

(Brugeilles & Cromer, 2009, 58).

3.3.8 Data Collection (Conducting the Coding and Categorizing the Data)

The data of gender content in the textbook which was taken gathered by categorizing them into broad divisions: Male category and Female category. The data that were analyzed were pictures and characters. The character was coded under categories and sub categories that have been provided by Brugeilles & Cromer's (2009). The pictures were simply coded under Male category and Female category.

3.3.9 Data Analysis

In analyzing the proportion of the gender content in English textbook entitled "When English Rings A Bell VII." The steps state as follows:

1. The step began from analyzing the data manually by using percentage data analysis. Through this way, the presentation of the gender content was known statistically. The data was demonstrated by tabulation to make it more understandable.
2. The step continued by drawing inferences from the characters and pictures and/or the collected data to investigate the presentation of gender equality in descriptive way. The data was described. Through this way, the presentation of the gender content was known descriptively. By making the interpretation the resercher also decided the equal or inequal proportion of the gender by looking at some literatures.

3.3.10 Summarizing

Summarizing was conducted after the data collected and analyzed. According to Patton (as cited in Cohen, Manion, Marrison, 2007, p. 483), this step includes writing a qualitative description or analysis. This process is very important to make the inferences of the study. In this study, the researcher will make the summarizing of the data by analyzing all the data that would be taken. The researcher sees over all the data.

3.3.11 Inferences

The inferences was drawn by interpreting the data that had been collected. The process of making the inference was conducted by simplifying the data in the finding and linking to other research data from the previous studies, also, it was connected to some theories.

3.4 Reliability

Reliability can be evaluated in two ways: intra-coding or stability, and inter-coding or reproducibility (Krippendorff as cited in Mayring, 2014). First, the researcher will code the corpus twice at two different times. The second means having other two data collectors, to also collect the data. Both ways will be used to assess the reliability of the study instrument. Inter-coding will be administered to guarantee the reliability of data collection instrument. The researcher and others data-coders will collect the data from a sample of the corpus. The chapters would be chosen randomly from the English textbook under the study. They constitute 25% of the data.

The two result based on the checklists also would be compared. Also, intra-coding will be administered on the same sample within two weeks by the researcher.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses: (1) research findings, and (2) discussions (summarizing and inferences) of the findings.

4.1 Findings

The findings presented the proportion of gender representation both under characters and picture analysis in *When English Rings A Bell VII* textbooks.

4.1.1. The Proportion of Gender Representation in *When English Rings A Bell VII* Textbook of Characters Analysis

There were 11 chapters which analyzed from the textbooks entitled *When English Rings A Bell VII*. The data would be shown separately from each chapter. The data is presented is follows.

4.1.1.1 The Proportion of Gender Representation in *When English Rings A Bell VII* Textbook of Characters Analysis Chapter 1

There were about 163 characters which found under character analysis in chapter 1 in the textbook, about 96 characters coded under male category and 67 characters under female category. At all, 58% for male category and 42% for female category. The overall data is shown in the table below:

Table 2. The Result of Characters Analysis in Chapter 1

Aspects		Total				Grand Total	Percentage	
		Male		Female			Male	Female
Category, sex and age of the character (Cha)	Women (W)	0	9	6	8	17	52,94118	47,05882
	Men (M)	6		0				
	Boys (B)	3		0				
	Girl (G)	0		2				
Designations (Ds)	First name/Surname or title) (Frsn)	0	13	0	10	23	56,52174	43,47826
	Family relationship (mother, uncle, etc.) (Fam)	13		10				
	Other relationship (friend, neighbour, etc.) (Othre)	0		0				
	Occupational status (occupation, political or religious office) (Occ)	0		0				
	Other status (customer, traveller, etc.) (Ots)	0		0				
Activities (actions) (Act)	School activity (SchA)	22	50	19	34	84	59,52381	40,47619
	Occupational activity, formal or non-formal. (Ocs)	1		0				
	Domestic activity (Doma)	0		1				
	Buying activity (Buya)	0		2				
	Care or caring activity (Caci)	17		8				

	Leisure, recreational or sports activity (Lei)	2		0				
	Social activity (Soa)	2		0				
	Routine personal activity (fishing, eating) (Rou)	5		1				
	Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) (Neg)	1		3				
	Successful activity (Suc)	0		0				
Attributes (Att)	School materials (Schma)	0		0				
	Occupational equipment or item (Oce)	0		0				
	Domestic item (Domi)	0		0				
	Money (Mon)	0		0				
	Food (Fod)	0		0				
	Leisure, recreational or sports equipment or item (Leres)	0		0				
	Physical characteristic (Phc)	0		0				
	Psychological characteristic (Psyc)	0	0	0	0	0	0	0
Interactions (Int)	Occupational interaction (Occi)	0		0				
	School interaction (Schi)	9	24	10	15	39	61,53846	38,46154

	Cooperative interaction (acting together, helping each other) (Coin)	5		3				
	Affective interaction (expressing affection, cuddling) (Affi)	0		0				
	Social interaction (talking, celebrating, inviting, sharing) (Soci)	10		2				
	Violent interaction (quarreling) (Vion)	0		0				
Location in the lesson (Lole)	The parts concerning lessons (Coles)	0		0				
	The parts concerning exercises (Coex)	0	0	0	0	0	0	0
Total		96	96	67	67	163	58,89571	41,10429

As seen in the table above, from 6 aspects which analyzed, there are five aspects which indicated gender representation under character analysis. The first aspect is **#category, sex and age of the character**. There were 17 characters which indicated as gender representation. 9 characters under male category with 6 men and 3 boys. Meanwhile, there were 8 characters under female category, with 6 characters under women category, while 2 characters under girls category. Overall, 52% for male category and 48% for female category.

Under **#designation** aspect, there were 23 characters which indicated gender representation. There were 13 characters which found under male category and 10 characters under female category, all the data discovered from Family

relationship (mother, uncle, etc.) aspects. At all, 56% for male category and 44% for female category.

From **#Activities (actions)** aspect, there were 84 characters which indicated gender representation. There were 50 characters which found under male category, with school activity 22 characters, 1 character from Occupational activity (formal or non-formal), 17 from care or caring activity, 2 from Leisure recreational or sports activity, 2 from social activity, 5 from routine personal activity, 1 from negative activity (making a mistake, breaking something, doing something inappropriate). Whereas, 34 characters found under female category with school activity 19 characters, 1 from domestic activity 2 from care or caring activity, 8 buying activity, 1 from routine personal activity, and 3 from negative activity (making a mistake, breaking something, doing something inappropriate). Overall, 59% for male category and 41% for female category.

Under **#Interaction** aspect, there were 39 characters which indicated gender representation. There were 24 characters which found under male category, with with 9 characters from school interaction, 5 characters from cooperative interaction (acting together, helping each other) and 10 characters from social interaction (talking, celebrating, inviting, sharing). While, there were 15 under female category, with 10 characters from school interaction, 3 characters from cooperative interaction (acting together, helping each other) and 2 characters from social interaction (talking, celebrating, inviting, sharing). Overall, 61% for male category and 39% for female category. Whereas, no character found under **#Attributes** and **#Location in the lesson** aspects.

4.1.1.2 The Proportion of Gender Representation in *When English Rings A Bell VII* Textbook of Characters Analysis Chapter 2

There were about 95 characters which found under character analysis in chapter 2 in the textbook, about 56 characters coded under male category and 39 characters under female category. At all, 58% for male category and 42% for female category. The overall data is shown in the table below:

Table 3. The Result of Characters Analysis in Chapter 2

Aspects		Total				Grand total	Percentage	
		Male		Female			Male	Female
Category, sex and age of the character (Cha)	Women (W)	0		1				
	Men (M)	2		0				
	Boys (B)	3		0				
	Girl (G)	0	5	3	4	9	55	45
Designations (Ds)	First name/Surname or title (Frsn)	0		0				
	Family relationship (mother, uncle, etc.) (Fam)	0		0				
	Other relationship (friend, neighbour, etc.) (Othre)	0	0	0	0	0	0	0

	Occupational status (occupation, political or religious office) (Occ)	0		0				
	Other status (customer, traveller, etc.) (Ots)	0		0				
Activities (actions) (Act)	School activity (SchA)	34		24				
	Occupational activity, formal or non-formal (Ocs)	0		0				
	Domestic activity (Doma)	0		0				
	Buying activity (Buya)	0		0				
	Care or caring activity (Caci)	0		0				
	Leisure, recreational or sports activity (Lei)	0		0				
	Social activity (Soa)	0		0				
	Routine personal activity (ishing, eating) (Rou)	0	34	0	24	58	58,62069	41,37931

	Negative activity (making a mistake, breaking something, doing something inappropriate,	0		0				
	causing problems) (Neg)	0		0				
	Successful activity (Suc)	0		0				
Attributes (Att)	School materials (Schma)	0		0				
	Occupational equipment or item (Oce)	0		0				
	Domestic item (Domi)	4		4				
	Money (Mon)	0		0				
	Food (Fod)	0		0				
	Leisure, recreational or sports equipment or item (Leres)	0		0				
	Physical characteristic (Phc)	0		0				
	Psychological characteristic (Psync)	0	4	0	4	8	50	50
Interactions	Occupational	0	13	0	7	20	65	35

(Int)	interaction (Occi)							
	School interaction (Schi)	13		7				
	Cooperative interaction (acting together, helping each other) (Coin)	0		0				
	Affective interaction (expressing affection, cuddling) (Affi)	0		0				
	Social interaction (talking, celebrating, inviting, sharing) (Soci)	0		0				
	Violent interaction (quarreling) (Vion)	0		0				
	Location in the lesson (Lole)	The parts concerning lessons (Coles)	0		0			
The parts concerning exercises (Coex)		0	0	0	0	0	0	0
Total		56	56	39	95	58,94737	41,05263	

As seen in the table above, from 6 aspects which analyzed, five aspects which indicated gender representation under character analysis. The first aspect is **#category, sex and age of the character**. There were 9 characters which indicated as gender representation. 5 characters under male category with 3 men and 2 boys. Meanwhile, there were 4 characters under female category, with 1 characters under women category, while 3 characters under girls category. Overall, 55% for male category and 45% for female category.

From **#Activities (actions)** aspect, there were 58 characters which indicated gender representation. There were 34 characters which found under male category, with school activity 34 characters. Whereas, 24 characters found under female category with school activity 24 characters. Overall, 58% for male category and 42% for female category.

Under **#Attributes** aspect, there were 8 characters which indicated gender representation. There were 4 characters which found under male category and 4 characters under female category, all the data discovered from domestic item aspects. At all, 50% for male category and 50% for female category.

Under **#Interaction** aspect, there were 20 characters which indicated gender representation. There were 13 characters which found under male category, with 9 characters from school interaction, while, there were 7 characters under female category, with 10 characters from school interaction. Overall, 58%

for male category and 42% for female category. Whereas, no character found under #**Designation** and #**Location in the lesson** aspects.

4.1.1.3 The Proportion of Gender Representation in *When English Rings A Bell VII* Textbook of Characters Analysis Chapter 3

There were about 125 characters which found under character analysis in chapter 3 in the textbook, about 82 characters coded under male category and 43 characters under female category. At all, 65% for male category and 35% for female category. The overall data is shown in the table below:

Table 4. The Result of Characters Analysis in Chapter 3

Aspects		Total				Grand Total	Percentage	
		Male		Female				
Category, sex and age of the character (Cha)	Women (W)	0		3		13	53,84615	46,15385
	Men (M)	4		0				
	Boys (B)	3		0				
	Girl (G)	0	7	3	6			
Designations (Ds)	First name/Surname or title) (Frsn)	1		2		3	33,33333	66,66667
	Family relationship (mother, uncle, etc.) (Fam)	0		0				
	Other relationship (friend, neighbour,	0	1	0	2			

	etc.) (Othre)							
	Occupational status (occupation, political or religious office) (Occ)	0		0				
	Other status (customer, traveller, etc.) (Ots)	0		0				
Activities (actions) (Act)	School activity (SchA)	45		26				
	Occupational activity, formal or non-formal (Ocs)	0		0				
	Domestic activity (Doma)	0		0				
	Buying activity (Buya)	0		0				
	Care or caring activity (Caci)	2		2				
	Leisure, recreational or sports activity (Lei)	3		0				
	Social activity (Soa)	0		0				
	Routine personal activity (ishing, eating) (Rou)	19		4				
	Negative activity (making a mistake, breaking something, doing something inappropriate,causing problems) (Neg)	0	69	0	32	101	68,31683	31,68317
	Successful activity (Suc)	0	0	0	0		0	0

Attributes (Att)	School materials (Schma)	0		0				
	Occupational equipment or item (Oce)	0		0				
	Domestic item (Domi)	0		0				
	Money (Mon)	0		0				
	Food (Fod)	0		0				
	Leisure, recreational or sports equipment or item (Leres)	0		0				
	Physical characteristic (Phc)	0		0				
	Psychological characteristic (Psyc)	0		0				
	Occupational interaction (Occi)	0		0		0		
Interactions (Int)	School interaction (Schi)	5		3				
	Cooperative interaction (acting together, helping each other) (Coin)	0		0				
	Affective interaction (expressing affection, cuddling)	0	5	0	3	8	62,5	37,5

	(Affi)							
	Social interaction (talking, celebrating, inviting, sharing) (Soci)	0		0				
	Violent interaction (quarreling) (Vion)	0		0				
Location in the lesson (Lole)	The parts concerning lessons (Coles)	0		0				
	The parts concerning exercises (Coex)	0		0		0	0	0
Total		82	82	43	43	125	65,6	34,4

As seen in the table above, from 6 aspects which analyzed, there are 4 aspects which indicated gender representation under character analysis. The first aspect is **#category, sex and age of the character**. There were 13 characters which indicated as gender representation. 7 characters under male category with 4 men and 3 boys. Meanwhile, there were 6 characters under female category, with 3 characters under women category, while 3 characters under girls category. Overall, 53% for male category and 47% for female category.

Under **#designation** aspect, there were 3 characters which indicated gender representation. There were 1 characters which found under male category and 2 characters under female category, all the data discovered from Family relationship (mother, uncle, etc.) aspects. At all, 33% for male category and 67% for female category.

From **#Activities (actions)** aspect, there were 101 characters which indicated gender representation. There were 69 characters which found under male category, with school activity 45 characters, 2 from care or caring activity, 3 from Leisure recreational or sports activity, 19 from routine personal activity. Whereas, 32 characters found under female category with school activity 26 characters, 2 from care or caring activity, 4 from routine personal activity. Overall, 68% for male category and 32% for female category.

Under **#Interaction** aspect, there were 33 characters which indicated gender representation. There were 8 characters which found under male category, with 5 characters from school interaction, While, there were 3 characters under female category, all of them from school interaction. Overall, 65% for male category and 35% for female category. Whereas, no character found under **#Attributes** and **#Location in the lesson** aspects.

4.1.1.4 The Proportion of Gender Representation in *When English Rings A Bell VII* Textbook of Characters Analysis Chapter 4

There were about 61 characters which found under character analysis in chapter 4 in the textbook, about 36 characters coded under male category and 25 characters under female category. At all, 59% for male category and 41% for female category. The overall data is shown in the table below:

Table 5. The Result of Characters Analysis in Chapter 4

Aspects	Total	Grand Total	Percentage
---------	-------	-------------	------------

		Male		Female				Male	Female
Category, sex and age of the character (Cha)	Women (W)	0	12	4	7	19	63,15789	36,84211	
	Men (M)	10		0					
	Boys (B)	2		0					
	Girl (G)	0		3					
Designations (Ds)	First name/Surname or title) (Frsn)	1	1	4	4	5	20	80	
	Family relationship (mother, uncle, etc.) (Fam)	0		0					
	Other relationship (friend, neighbour, etc.) (Othre)	0		0					
	Occupational status (occupation, political or religious office) (Occ)	0		0					
	Other status (customer, traveller, etc.) (Ots)	0		0					
Activities (actions) (Act)	School activity (SchA)	18	22	14	14	36	61,11111	38,88889	
	Occupational activity, formal or non-formal (Ocs)	4		0					
	Domestic activity (Doma)	0		0					
	Buying activity (Buya)	0		0					
	Care or caring activity (Caci)	0		0					
	Leisure, recreational or sports activity (Lei)	0		0					
	Social activity (Soa)	0		0					
	Routine personal activity (ishing, eating)	0		0					

	(Rou)						
	Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) (Neg)	0		0			
	Successful activity (Suc)	0		0			
Attributes (Att)	School materials (Schma)	0		0			
	Occupational equipment or item (Oce)	0		0			
	Domestic item (Domi)	0		0			
	Money (Mon)	0		0			
	Food (Fod)	0		0			
	Leisure, recreational or sports equipment or item (Leres)	0		0			
	Physical characteristic (Phc)	0		0			
	Psychological characteristic (Psyc)	0	0	0	0	0	0
Interactions (Int)	Occupational interaction (Occi)	0		0			
	School interaction (Schi)	0		0			
	Cooperative interaction (acting together, helping each other) (Coin)	1	1	0	0	1	100

	Affective interaction (expressing affection, cuddling) (Affi)	0		0				
	Social interaction (talking, celebrating, inviting, sharing) (Soci)	0		0				
	Violent interaction (quarreling) (Vion)	0		0				
Location in the lesson (Lole)	The parts concerning lessons (Coles)	0		0				
	The parts concerning exercises (Coex)	0	0	0	0	0	0	0
Total		36	36	25	25	61	59	41

As seen in the table above, from 6 aspects which analyzed, there were 4 aspects which indicated gender representation under character analysis. The first aspect is **#category, sex and age of the character**. There were 19 characters which indicated as gender representation. 12 characters under male category with 10 men and 2 boys. Meanwhile, there were 7 characters under female category, with 4 characters under women category, while 3 characters under girls category. Overall, 63% for male category and 37% for female category.

Under **#designation** aspect, there were 3 characters which indicated gender representation. There were 1 characters which found under male category and 2 characters under female category, all the data discovered from Family relationship (mother, uncle, etc.) aspects. At all, 33% for male category and 67% for female category.

From **#Activities (actions)** aspect, there were 36 characters which indicated gender representation. There were 22 characters which found under male category, with school activity 18 characters, and 4 characters from Occupational activity, formal or non-formal. Whereas, 14 characters found under female category with school activity 14 characters. Overall, 61% for male category and 39% for female category.

Under **#Interaction** aspect, there was 1 character¹ which indicated gender representation which found under male category, from Cooperative interaction (acting together, helping each other). Overall, 100% for male category. Whereas, no character found under **#Attributes** and **#Location in the lesson** aspects.

4.1.1.5 The Proportion of Gender Representation in *When English Rings A Bell VII* Textbook of Characters Analysis Chapter 5

There were about 47 characters which found under character analysis in chapter 5 in the textbook, about 26 characters coded under male category and 21 characters under female category. At all, 55% for male category and 45% for female category. The overall data is shown in the table below:

Table 6. The Result of Characters Analysis in Chapter 5

Aspects		Total				Grand total	Percentage	
		Male		Female				
Category,	Women (W)	0	4	1	3	7	57	43

sex and age of the character (Cha)	Men (M)	1		0				
	Boys (B)	3		0				
	Girl (G)	0		2				
Designations (Ds)	First name/Surname or title) (Frsn)	0		0				
	Family relationship (mother, uncle, etc.) (Fam)	0		0				
	Other relationship (friend, neighbour, etc.) (Othre)	0		0				
	Occupational status (occupation, political or religious office) (Occ)	0		0				
	Other status (customer, traveller, etc.) (Ots)	0	0	0	0	0	0	0
Activities (actions) (Act)	School activity (SchA)	22		18				
	Occupational activity, formal or non-formal (Ocs)	0		0				
	Domestic activity (Doma)	0		0				
	Buying activity (Buya)	0		0				
	Care or caring activity (Caci)	0		0				
	Leisure, recreational or sports activity (Lei)	0		0				
	Social activity (Soa)	0		0				
	Routine personal activity (ishing, eating) (Rou)	0	22	0	18	40	55	45

	Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) (Neg)	0		0				
		0		0				
	Successful activity (Suc)	0		0				
Attributes (Att)	School materials (Schma)	0		0				
	Occupational equipment or item (Oce)	0		0				
	Domestic item (Domi)	0		0				
	Money (Mon)	0		0				
	Food (Fod)	0		0				
	Leisure, recreational or sports equipment or item (Leres)	0		0				
	Physical characteristic (Phc)	0		0				
	Psychological characteristic (Psync)	0	0	0	0	0	0	0
Interactions (Int)	Occupational interaction (Occi)	0		0				
	School interaction (Schi)	0		0				
	Cooperative interaction (acting together, helping each other) (Coin)	0		0				
	Affective interaction (expressing affection, cuddling) (Affi)	0	0	0	0	0	0	0

	Social interaction (talking, celebrating, inviting, sharing) (Soci)	0		0				
	Violent interaction (quarreling) (Vion)	0		0				
Location in the lesson (Lole)	The parts concerning lessons (Coles)	0		0				
	The parts concerning exercises (Coex)	0	0	0	0	0	0	0
Total		26	26	21	21	47	55	45

As seen in the table above, from 6 aspects which analyzed, there were 2 aspects which indicated gender representation under character analysis. The first aspect is **#category, sex and age of the character**. There were **7** characters which indicated as gender representation. 4 characters under male category with 1 men and 3 boys. Meanwhile, there were 3 characters under female category, with 1 characters under women category, while 2 characters under girls category. Overall, 57% for male category and 43% for female category.

From **#Activities (actions)** aspect, there were 40 characters which indicated gender representation. There were 22 characters which found under male category, from school activity. Whereas, 18 characters found under female category from school activity. Overall, 55% for male category and 45% for female category. While, no character found under **#Designation #Attributes, #Interaction** and **#Location in the lesson** aspects.

4.1.1.7 The Proportion of Gender Representation in *When English Rings A Bell VII* Textbook of Characters Analysis Chapter 6

There were about 31 characters which found under character analysis in chapter 6 in the textbook, about 16 characters coded under male category and 15 characters under female category. At all, 52% for male category and 48% for female category. The overall data is shown in the table below:

Table 6. The Result of Characters Analysis in Chapter 6

Aspects		Total			Grand total	Percentage	
		Male	Female				
Category, sex and age of the character (Cha)	Women (W)	0		1	5	40	60
	Men (M)	1		0			
	Boys (B)	1		0			
	Girl (G)	0	2	2			
Designations (Ds)	First name/Surname or title (Frsn)	0		0	0	0	0
	Family relationship (mother, uncle, etc.) (Fam)	0		0			
	Other relationship (friend, neighbour, etc.) (Othre)	0		0			
	Occupational status (occupation, political or	0	0	0			

	religious office) (Occ)							
	Other status (customer, traveller, etc.) (Ots)	0		0				
Activities (actions) (Act)	School activity (SchA)	14		12				
	Occupational activity, formal or non-formal (Ocs)	0		0				
	Domestic activity (Doma)	0		0				
	Buying activity (Buya)	0		0				
	Care or caring activity (Caci)	0		0				
	Leisure, recreational or sports activity (Lei)	0		0				
	Social activity (Soa)	0		0				
	Routine personal activity (ishing, eating) (Rou)	0		0				
	Negative activity (making a mistake, breaking something, doing	0	14	0	12	26	53,8 4615	46,153 85

	something inappropriate, causing problems) (Neg)							
	Successful activity (Suc)	0		0				
Attributes (Att)	School materials (Schma)	0		0				
	Occupational equipment or item (Oce)	0		0				
	Domestic item (Domi)	0		0				
	Money (Mon)	0		0				
	Food (Fod)	0		0				
	Leisure, recreational or sports equipment or item (Leres)	0		0				
	Physical characteristic (Phc)	0		0				
	Psychological characteristic (Psync)	0	0	0	0	0	0	0
Interactions (Int)	Occupational interaction (Occi)	0		0				
	School interaction (Schi)	0		0				
	Cooperative interaction	0	0	0	0	0	0	0

	(acting together, helping each other) (Coin)							
	Affective interaction (expressing affection, cuddling) (Affi)	0		0				
	Social interaction (talking, celebrating, inviting, sharing) (Soci)	0		0				
	Violent interaction (quarreling) (Vion)	0		0				
Location in the lesson (Lole)	The parts concerning lessons (Coles)	0		0				
	The parts concerning exercises (Coex)	0	0	0	0	0	0	0
Total		16	16	15	15	31	51,6 129	48,387 1

As seen in the table above, from 6 aspects which analyzed, there were 2 aspects which indicated gender representation under character analysis. The first aspect is **#category, sex and age of the character**. There were **7** characters which indicated as gender representation. 4 characters under male category with 1 men

and 3 boys. Meanwhile, there were 3 characters under female category, with 1 characters under women category, while 2 characters under girls category. Overall, 57% for male category and 43% for female category.

From **#Activities (actions)** aspect, there were 40 characters which indicated gender representation. There were 22 characters which found under male category, from school activity. Whereas, 18 characters found under female category from school activity. Overall, 55% for male category and 45% for female category. While, no character found under **#Designation #Attributes, #Interaction** and **#Location in the lesson** aspects.

4.1.1.7 The Proportion of Gender Representation in *When English Rings A Bell VII* Textbook of Characters Analysis Chapter 7

There were about 61 characters which found under character analysis in chapter 7 in the textbook, about 28 characters coded under male category and 33 characters under female category. At all, 46% for male category and 54% for female category. The overall data is shown in the table below:

Table 8. The Result of Characters Analysis in Chapter 7

Aspects		Total				Grand Total	Percentage	
		Male		Female				
Category, sex and age of the character	Women (W)	0		1		9	33,3333	66,6666
	Men (M)	1		0				
	Boys (B)	2	3	0	6			

(Cha)	Girl (G)	0		5				
Designations (Ds)	First name/Surname or title) (Frsn)	0		0				
	Family relationship (mother, uncle, etc.) (Fam)	0		0				
	Other relationship (friend, neighbour, etc.) (Othre)	0		0				
	Occupational status (occupation, political or religious office) (Occ)	0		0				
	Other status (customer, traveller, etc.) (Ots)	0	0	0	0	0	0	0
Activities (actions) (Act)	School activity (SchA)	15		15				
	Occupational activity, formal or non-formal (Ocs)	0		0				
	Domestic activity (Doma)	0		0				
	Buying activity (Buya)	0		0				
	Care or caring activity (Caci)	0		0				
	Leisure, recreational or sports activity (Lei)	0	21	0	25	46	45,65217	54,34783

	Social activity (Soa)	0		0				
	Routine personal activity (ishing, eating) (Rou)	6		1 0				
	Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) (Neg)	0		0				
	Successful activity (Suc)	0		0				
Attributes (Att)	School materials (Schma)	0		0				
	Occupational equipment or item (Oce)	0		0				
	Domestic item (Domi)	0		0				
	Money (Mon)	0		0				
	Food (Fod)	0		0				
	Leisure, recreational or sports equipment or item (Leres)	0		0				
	Physical characteristic (Phc)	0		0				
	Psychological characteristic (Psyc)	0		0				
	Occupational	0	0	0	0	0	0	0

	interaction (Occi)							
Interactions (Int)	School interaction (Schi)	0		1				
	Cooperative interaction (acting together, helping each other) (Coin)	4		1				
	Affective interaction (expressing affection, cuddling) (Affi)	0		0				
	Social interaction (talking, celebrating, inviting, sharing) (Soci)	0		0				
	Violent interaction (quarreling) (Vion)	0	4	0	2	6	66,6666 7	33,3333 3
Location in the lesson (Lole)	The parts concerning lessons (Coles)	0		0				
	The parts concerning exercises (Coex)	0	0	0	0	0	0	0
		2	2	3	3			
	Total	8	8	3	3	61	46	54

As seen in the table above, from 6 aspects which analyzed, there were 2 aspects which indicated gender representation under character analysis. The first aspect is **#category, sex and age of the character**. There were 9 characters which indicated as gender representation. 3 characters under male category with 1 men

and 2 boys characters. Meanwhile, there were 6 characters under female category, with 1 characters under women category, while 5 characters under girls category. Overall, 57% for male category and 43% for female category.

From **#Activities (actions)** aspect, there were 46 characters which indicated gender representation. There were 21 characters which found under male category, from school activity there were 15 characters and from Routine personal activity (ishing, eating), there were 6 characters. Whereas, 25 characters found under female category, from school activity there were 15 and from Routine personal activity (ishing, eating) was 10 characters. Overall, 46% for male category and 54% for female category.

Under **#Interaction** aspect, there were 6 characters which indicated gender representation which found 1 under male category, from school interaction. Whereas, 5 found under female category with 1 character from school interaction and 4 from cooperative interaction (acting together, helping each other). Overall, 67% for male category and 33% for female category. While, no character found under **#Designation #Attributes**, and **#Location in the lesson** aspects.

4.1.1.8 The Proportion of Gender Representation in *When English Rings A Bell VII* Textbook of Characters Analysis Chapter 8

There were about 66 characters which found under character analysis in chapter 8 in the textbook, about 35 characters coded under male category and 31

characters under female category. At all, 53% for male category and 47% for female category. The overall data is shown in the table below:

Table 9. The Result of Characters Analysis in Chapter 8

Aspects		Total				Grand total	Percentage	
		Male		Female				
Category, sex and age of the character (Cha)	Women (W)	0		1		8	50	50
	Men (M)	1		0				
	Boys (B)	3		0				
	Girl (G)	0	4	3	4			
Designations (Ds)	First name/Surname or title) (Frsn)	0		0		0	0	0
	Family relationship (mother, uncle, etc.) (Fam)	0		0				
	Other relationship (friend, neighbour, etc.) (Othre)	0		0				
	Occupational status (occupation, political or religious office) (Occ)	0		0				
	Other status (customer, traveller, etc.) (Ots)	0	0	0	0			
Activities (actions) (Act)	School activity (SchA)	14		8		50	54	46
	Occupational activity, formal or non-formal (Ocs)	0	27	0	23			

	Domestic activity (Doma)	0		0				
	Buying activity (Buya)	0		0				
	Care or caring activity (Caci)	0		0				
	Leisure, recreational or sports activity (Lei)	2		1				
	Social activity (Soa)	11		14				
	Routine personal activity (ishing, eating) (Rou)	0		0				
	Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) (Neg)	0		0				
	Successful activity (Suc)	0		0				
Attributes (Att)	School materials (Schma)	0		0				
	Occupational equipment or item (Oce)	0		0				
	Domestic item (Domi)	0		0				
	Money (Mon)	0		0				
	Food (Fod)	0		0				
	Leisure, recreational or sports equipment or item (Leres)	0		0				
	Physical	0	0	0	0	0	0	0

	characteristic (Phc)							
	Psychological characteristic (Psyc)	0		0				
Interactions (Int)	Occupational interaction (Occi)	0		0				
	School interaction (Schi)	0		0				
	Cooperative interaction (acting together, helping each other) (Coin)	0		0				
	Affective interaction (expressing affection, cuddling) (Affi)	0		0				
	Social interaction (talking, celebrating, inviting, sharing) (Soci)	4		4				
	Violent interaction (quarreling) (Vion)	0	4	0	4	8	50	50
Location in the lesson (Lole)	The parts concerning lessons (Coles)	0		0				
	The parts concerning exercises (Coex)	0	0	0	0	0	0	0
Total		35	35	31	31	66	53,0303	46,9697

As seen in the table above, from 6 aspects which analyzed, there were 3 aspects which indicated gender representation under character analysis. The first aspect is **#category, sex and age of the character**. There were 8 characters which indicated as gender representation. 4 characters under male category with 1 men and 3 boys. Meanwhile, there were 4 characters under female category, with 1

characters under women category, while 3 characters under girls category. Overall, 50% for male category and 50% for female category.

From **#Activities (actions)** aspect, there were 50 characters which indicated gender representation. There were 27 characters which found under male category, with school activity 14 characters, 2 from Leisure recreational or sports activity, and 11 from social activity. Whereas, 23 characters found under female category with school activity 8 characters, 1 from Leisure recreational or sports activity, and 14 from social activity. Overall, 54% for male category and 46% for female category.

Under **#Interaction** aspect, there were 8 characters which indicated gender representation. There were 4 characters which found under male category and also 4 under female category, and those found from social interaction (talking, celebrating, inviting, sharing). Overall, 50% for male category and 50% for female category. Whereas, no character found under **#Designation #Attributes** and **#Location in the lesson** aspects.

4.1.1.9 The Proportion of Gender Representation in *When English Rings A Bell VII* Textbook of Characters Analysis Chapter 9

There were about 71 characters which found under character analysis in chapter 9 in the textbook, about 28 characters coded under male category and 47 characters under female category. At all, 39% for male category and 61% for female category. The overall data is shown in the table below:

Table 10. The Result of Characters Analysis in Chapter 9

Aspects		Total				Grand Total	Percentage	
		Male		Female				
Category, sex and age of the character (Cha)	Women (W)	0		1		10	40	60
	Men (M)	1		0				
	Boys (B)	3		0				
	Girl (G)	0	4	5	6			
Designations (Ds)	First name/Surname or title) (Frsn)	0		0		0	0	0
	Family relationship (mother, uncle, etc.) (Fam)	0		0				
	Other relationship (friend, neighbour, etc.) (Othre)	0		0				
	Occupational status (occupation, political or religious office) (Occ)	0		0				
	Other status (customer, traveller, etc.) (Ots)	0	0	0	0			
Activities (actions) (Act)	School activity (SchA)	15		21		46	45	55
	Occupational activity, formal or non-formal (Ocs)	0		0				
	Domestic activity (Doma)	0		0				
	Buying activity (Buya)	0	21	0	29			

	Care or caring activity (Caci)	0		1				
	Leisure, recreational or sports activity (Lei)	0		0				
	Social activity (Soa)	6		3				
	Routine personal activity (ishing, eating) (Rou)	0		4				
	Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) (Neg)	0		0				
	Successful activity (Suc)	0		0				
Attributes (Att)	School materials (Schma)	0		0				
	Occupational equipment or item (Oce)	0		0				
	Domestic item (Domi)	0		0				
	Money (Mon)	0		0				
	Food (Fod)	0		0				
	Leisure, recreational or sports equipment or item (Leres)	0		0				
	Physical characteristic (Phc)	0		0				
	Psychological characteristic (Psyc)	0		0				
	Occupational	0	0	0	0	0	0	0

	interaction (Occi)							
Interactions (Int)	School interaction (Schi)	3		8				
	Cooperative interaction (acting together, helping each other) (Coin)	0		4				
	Affective interaction (expressing affection, cuddling) (Affi)	0		0				
	Social interaction (talking, celebrating, inviting, sharing) (Soci)	0		0				
	Violent interaction (quarreling) (Vion)	0	3	0	12	15	20	80
Location in the lesson (Lole)	The parts concerning lessons (Coles)	0		0				
	The parts concerning exercises (Coex)	0	0	0	0	0	0	0
Total								
	Total	28	28	47	47	71	39	61

As seen in the table above, from 6 aspects which analyzed, there were 3 aspects which indicated gender representation under character analysis. The first aspect is **#category, sex and age of the character**. There were 10 characters which indicated as gender representation. 4 characters under male category with 1 men and 3 boys. Meanwhile, there were 6 characters under female category, with 1 character under women category, while 5 characters under girls category. Overall, 40% for male category and 60% for female category.

From **#Activities (actions)** aspect, there were 48 characters which indicated gender representation. There were 21 characters which found under male category, with school activity 15 characters, and 6 from social activity. Whereas, 28 characters found under female category with school activity 21 characters, 1 from care or caring activity, 3 from social activity and 4 from routine personal activity. Overall, 45% for male category and 55% for female category.

Under **#Interaction** aspect, there were 15 characters which indicated gender representation. There were 3 characters which found under male category, with 3 characters from school interaction. While, there were 12 characters under female category, with 8 characters from school interaction, 4 characters from cooperative interaction (acting together, helping each other). Overall, 20% for male category and 80% for female category. Whereas, no character found under **#Designation, #Attributes** and **#Location in the lesson** aspects.

4.1.1.10 The Proportion of Gender Representation in *When English Rings A Bell VII* Textbook of Characters Analysis Chapter 10

There were about 61 characters which found under character analysis in chapter 10 in the textbook, about 43 characters coded under male category and 33 characters under female category. At all, 46% for male category and 54% for female category. The overall data is shown in the table below:

Table 11. The Result of Characters Analysis in Chapter 10

Aspects	Total	Grand	Percentage
		d	

		Male		Female		Total		
Category, sex and age of the character (Cha)	Women (W)	0	6	1	4	10	60	40
	Men (M)	2		0				
	Boys (B)	4		0				
	Girl (G)	0		3				
Designations (Ds)	First name/Surname or title) (Frsn)	0	9	0	0	9	100	0
	Family relationship (mother, uncle, etc.) (Fam)	9		0				
	Other relationship (friend, neighbour, etc.) (Othre)	0		0				
	Occupational status (occupation, political or religious office) (Occ)	0		0				
	Other status (customer, traveller, etc.) (Ots)	0		0				
Activities (actions) (Act)	School activity (SchA)	15	28	13	19	46	60	40
	Occupational activity, formal or non-formal (Ocs)	0		0				
	Domestic activity (Doma)	0		0				
	Buying activity (Buya)	0		0				
	Care or caring activity (Caci)	0		0				
	Leisure, recreational or	0		0				

	sports activity (Lei)							
	Social activity (Soa)	4		6				
	Routine personal activity (ishing, eating) (Rou)	9		0				
	Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) (Neg)	0		0				
	Successful activity (Suc)	0		0				
Attributes (Att)	School materials (Schma)	0		0				
	Occupational equipment or item (Oce)	0		0				
	Domestic item (Domi)	0		0				
	Money (Mon)	0		0				
	Food (Fod)	0		0				
	Leisure, recreational or sports equipment or item (Leres)	0		0				
	Physical characteristic (Phc)	0		0				
	Psychological characteristic (Psyc)	0		0				
	Occupational interaction (Occi)	0	0	0	0	0	0	0
	Interactions (Int)	School interaction (Schi)	0	0	0	0	0	0

	Cooperative interaction (acting together, helping each other) (Coin)	0		0				
	Affective interaction (expressing affection, cuddling) (Affi)	0		0				
	Social interaction (talking, celebrating, inviting, sharing) (Soci)	0		0				
	Violent interaction (quarreling) (Vion)	0		0				
Location in the lesson (Lole)	The parts concerning lessons (Coles)	0		0				
	The parts concerning exercises (Coex)	0	0	0	0	0	0	0
Total		4	4	3	3			
	Total	3	3	3	3	61	46	54

As seen in the table above, from 6 aspects which analyzed, there were 3 aspects which indicated gender representation under character analysis. The first aspect is **#category, sex and age of the character**. There were 10 characters which indicated as gender representation. 6 characters under male category with 2 men and 4 boys. Meanwhile, there were 4 characters under female category, with 1 characters under women category, while 3 characters under girls category. Overall, 60% for male category and 40% for female category.

Under **#Designation** aspect, there were 9 characters which indicated gender representation. all the data discovered from male category, under Family relationship (mother, uncle, etc.) aspect. At all, 100% for male category.

From **#Activities (actions)** aspect, there were 46 characters which indicated gender representation. There were 28 characters which found under male category, with school activity 15 characters, 4 from social activity, and 9 from routine personal activity. Whereas, 19 characters found under female category with school activity 13 characters, 6 from social activities. Overall, 60% for male category and 40% for female category. Whereas, no character found under **#Attributes, #Interaction** and **#Location in the lesson** aspects.

4.1.1.11 The Proportion of Gender Representation in *When English Rings A Bell VII* Textbook of Characters Analysis Chapter 11

There were about 17 characters which found under character analysis in chapter 11 in the textbook, about 10 characters coded under male category and 8 characters under female category. At all, 56% for male category and 44% for female category. The overall data is shown in the table below:

Table 12. The Result of Characters Analysis in Chapter 11

Aspects		Total				Grand Total	Percentage	
		Male		Female				
Category, sex and age of the	Women (W)	0		1		5	60	40
	Men (M)	1	3	0	2			

character (Cha)	Boys (B)	2		0				
	Girl (G)	0		1				
Designations (Ds)	First name/Surname or title) (Frsn)	0		0				
	Family relationship (mother, uncle, etc.) (Fam)	0		0				
	Other relationship (friend, neighbour, etc.) (Othre)	0		0				
	Occupational status (occupation, political or religious office) (Occ)	0		0				
	Other status (customer, traveller, etc.) (Ots)	0	0	0	0	0	0	0
Activities (actions) (Act)	School activity (SchA)	4		6				
	Occupational activity, formal or non-formal (Ocs)	0		0				
	Domestic activity (Doma)	0		0				
	Buying activity (Buya)	0		0				
	Care or caring activity (Caci)	0		0				
	Leisure, recreational or sports activity (Lei)	0		0				
	Social activity (Soa)	0		0				
	Routine personal activity (ishing, eating) (Rou)	2		0				
	Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) (Neg)	0	6	0	6	12	50	50

	Successful activity (Suc)	0		0				
Attributes (Att)	School materials (Schma)	0		0				
	Occupational equipment or item (Oce)	0		0				
	Domestic item (Domi)	0		0				
	Money (Mon)	0		0				
	Food (Fod)	0		0				
	Leisure, recreational or sports equipment or item (Leres)	0		0				
	Physical characteristic (Phc)	0		0				
	Psychological characteristic (Psyc)	0		0				
	Occupational interaction (Occi)	0	0	0	0	0	0	0
	Interactions (Int)	School interaction (Schi)	0		0			
Cooperative interaction (acting together, helping each other) (Coin)		0		0				
Affective interaction (expressing affection, cuddling) (Affi)		0		0				
Social interaction (talking, celebrating, inviting, sharing) (Soci)		0		0				
Violent interaction (quarreling) (Vion)		0	0	0	0	0	0	0
Location in the lesson (Lole)	The parts concerning lessons (Coles)	0		0				
	The parts concerning exercises (Coex)	0	0	0	0	0	0	0
	Total	9	9	8	8	17	56	44

--	--	--	--	--	--	--	--	--	--

As seen in the table above, from 6 aspects which analyzed, there were 2 aspects which indicated gender representation under character analysis. The first aspect is **#category, sex and age of the character**. There were 5 characters which indicated as gender representation. 3 characters under male category with 1 men and 2 boy characters. Meanwhile, there were 3 characters under female category, with 1 characters under women category, while 2 characters under girls category. Overall, 60% for male category and 40% for female category.

From **#Activities (actions)** aspect, there were 12 characters which indicated gender representation. There were 6 characters which found under male category, with school activity 4 characters, and 2 from routine personal activity. Whereas, 6 characters found under female category with school activity 13 characters. Overall, 50% for male category and 50% for female category. Whereas, no character found under **#Designation, #Attributes, #Interaction** and **#Location in the lesson** aspects.

4.1.2 The Proportion of Gender Representation in *When English Rings A Bell VII* Textbook of Picture Analysis

There were also 11 chapters which analyzed from *When English Rings A Bell VII* Textbook of Picture Analysis. The data of the analysis would be shown in the following table:

Table 13. The Result of Picture Analysis

Chapter	Category		Grand Total	Percentage	
	Male	Female		Male	Female
1	75	79	154	48,7013	51,2987
2	40	30	70	57,14286	42,85714
3	73	42	115	63,47826	36,52174
4	56	46	102	54,90196	45,09804
5	25	19	44	56,81818	43,18182
6	14	11	25	56	44
7	33	33	66	50	50
8	73	55	128	57,03125	42,96875
9	53	41	94	56,38298	43,61702
10	53	42	95	55,78947	44,21053
11	15	16	31	48,3871	51,6129
Total	510	414	924	55,19481	44,80519

There were about 154 pictures which indicated gender representation in chapter 1, about 75 pictures under male category and 79 pictures under female category. Overall, 49% of the data was under male category and 51% was under female category. In chapter 2, there were about 70 pictures which indicated gender representation, about 40 pictures under male category and 30 pictures under female category. At all, 57% of the data was under male category and 43% was under female category.

Next, there were about 115 pictures which indicated gender representation in chapter 3, about 73 pictures under male category and 42 pictures under female

category. Overall, 63% of the data was under male category and 37% was under female category. In chapter 4, there were about 102 pictures which indicated gender representation, about 56 pictures under male category and 46 pictures under female category. At all, 55% of the data was under male category and 45% was under female category.

There were about 44 pictures which indicated gender representation in chapter 5, about 25 pictures under male category and 19 pictures under female category. Overall, 57% of the data was under male category and 43% was under female category. In chapter 6, there were about 25 pictures which indicated gender representation, about 14 pictures under male category and 11 pictures under female category. At all, 56% of the data was under male category and 44% was under female category.

Next, there were about 66 pictures which indicated gender representation in chapter 7, about 33 pictures under male category and 33 pictures under female category. Overall, 50% of the data was under male category and 50% was under female category. In chapter 8, there were about 128 pictures which indicated gender representation, about 73 pictures under male category and 55 pictures under female category. At all, 57% of the data was under male category and 43% was under female category.

There were about 94 pictures which indicated gender representation in chapter 9, about 53 pictures under male category and 41 pictures under female category. Overall, 56% of the data was under male category and 44% was under

female category. In chapter 10, there were about 95 pictures which indicated gender representation, about 53 pictures under male category and 42 pictures under female category. At all, 56% of the data was under male category and 44% was under female category.

Next, there were about 31 pictures which indicated gender representation in chapter 11, about 15 pictures under male category and 16 pictures under female category. Overall, 48% of the data was under male category and 52% was under female category. All over the chapters, there were about 924 pictures which indicated gender representation, about 510 pictures under male category and 414 pictures under female category. At all, 55% of the data was under male category and 45% was under female category.

4.2 Discussion

The discussion would discuss the summarizing of the finding and there would be the inferences from the researcher related to the result of the study.

4.2.1 Summarizing

The summarizing will discuss the overall data from all chapters both under characters and pictures analysis of the textbook entitle, *When English Rings A Bell VII*. The data is shown in the following discussion.

4.2.1.1 Summarizing of Character Analysis

The summarizing of overall data under character analysis is shown from the following table:

Table 14. Summarizing of Character Analysis

Aspects		Total				Grand Total	Percentage	
		Male		Female			Male	Female
Category, sex and age of the character (Cha)	Women (W)	0	59	21	53	102	58	42
	Men (M)	30		0				
	Boys (B)	29		0				
	Girl (G)	0		32				
Designations (Ds)	First name/Surname or title) (Frsn)		24		16	40	60	40
	Family relationship (mother, uncle, etc.) (Fam)	24		16				
	Other relationship (friend, neighbour, etc.) (Othre)	0		0				
	Occupational status (occupation, political or religious office) (Occ)	0		0				
	Other status (customer, traveller, etc.) (Ots)	0		0				
Activities (actions) (Act)	School activity (SchA)	218	314	176	244	506	63	47
	Occupational activity, formal or non-formal (Ocs)	5		0				
	Domestic activity (Doma)	0		1				
	Buying activity (Buya)	0		8				

	Care or caring activity (Caci)	19		11				
	Leisure, recreational or sports activity (Lei)	7		1				
	Social activity (Soa)	23		23				
	Routine personal activity (ishing, eating) (Rou)	41		19				
	Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) (Neg)	1		3				
	Successful activity (Suc)	0		0				
Attributes (Att)	School materials (Schma)	0	4	0	4	8	50	50
	Occupational equipment or item (Oce)	0		0				
	Domestic item (Domi)	4		4				
	Money (Mon)	0		0				
	Food (Fod)	0		0				
	Leisure, recreational or sports equipment or item (Leres)	0		0				
	Physical characteristic (Phc)	0		0				
	Psychological characteristic (Psyc)	0		0				
	Occupational	0		0				

	interaction (Occi)							
Interactions (Int)	School interaction (Schi)	8	48	12	40	88	56	44
	Cooperative interaction (acting together, helping each other) (Coin)	26		22				
	Affective interaction (expressing affection, cuddling) (Affi)	0		0				
	Social interaction (talking, celebrating, inviting, sharing) (Soci)	14		6				
	Violent interaction (quarreling) (Vion)	0		0				
Location in the lesson (Lole)	The parts concerning lessons (Coles)	0	0	0	0	0	0	0
	The parts concerning exercises (Coex)	0		0				
Total		1344	1344	806	806	1896	71	29

As seen in the table above, from 6 aspects which analyzed, there were five aspects which indicated gender representation under character analysis. The first aspect is **#Category, sex and age of the character**. There were 102 characters which indicated as gender representation. 59 characters under male category with 30 men and 29 boys. Meanwhile, there were 53 characters under female category,

with 21 characters under women category, while 32 characters under girls category. Overall, 58% for male category and 42% for female category.

Under **#Designation** aspect, there were 40 characters which indicated gender representation. There were 24 characters which found under male category and 16 characters under female category, all the data discovered from Family relationship (mother, uncle, etc.) aspects. At all, 60% for male category and 40% for female category.

From **#Activities (actions)** aspect, there were 507 characters which indicated gender representation. There were 322 characters which found under male category, with school activity around 218 characters, 5 character from occupational activity (formal or non-formal), 19 from care or caring activity, 7 from Leisure recreational or sports activity, 23 from social activity, 41 from routine personal activity, 1 from negative activity (making a mistake, breaking something, doing something inappropriate). Whereas, 244 characters found under female category with school activity 178 characters, 1 from domestic activity 11 from care or caring activity, 1 from leisure recreational or sports activity, 23 from social activity, 8 buying activity, 19 from routine personal activity, and 3 from negative activity (making a mistake, breaking something, doing something inappropriate). Overall, 63% for male category and 47% for female category.

Under **#Attributes** aspect, there were 8 characters which indicated gender representation. There were 8 characters which found under male category and also

8 characters under female category, all the data discovered from domestic item aspects. At all, 50% for male category and 50% for female category.

Under **#Interaction** aspect, there were 88 characters which indicated gender representation. There were 48 characters which found under male category, with 8 characters from school interaction, 26 characters from cooperative interaction (acting together, helping each other) and 14 characters from social interaction (talking, celebrating, inviting, sharing). While, there were 40 under female category, with 12 characters from school interaction, 22 characters from cooperative interaction (acting together, helping each other) and 6 characters from social interaction (talking, celebrating, inviting, sharing). Overall, 56% for male category and 44% for female category.

At all, there were 1896 aspects which indicated gender representation, 1344 under male category and 806 under female category or 71% under male category and 29% under female category. Whereas, no character found under **#Location in the lesson** aspects.

4.2.1.2 Summarizing of Picture Analysis

The summarizing of overall data under picture analysis is shown in the following table:

Table 15. Summarizing of Picture Analysis

Chapter	Characters		Grand Total	Percentage	
	Male	Female		Male	Female
All Chapters	510	414	924	55,19481	44,80519

All over the chapters, there were about 924 pictures which indicated gender representation, about 510 pictures under male category and 414 pictures under female category. At all, 55% of the data was under male category and 45% was under female category.

4.2.2 Inferences

The inferences discovered some of the related result from this present study with the previous related studies and theories. There are some inferences from this research that could be found.

First, there were about 1896 characters which indicated gender representations from all aspects. 1344 characters found under male category, while 806 characters found under female category. All over the data, 71% under male category and 29% under female category. The result of the study is in line with the study from Gailea (2013) and also Crayenest (2015) that most of the content focused on one category only, either male or female category. It's also happened to the result of this study, in which it's dominated under male category.

Second, the result did not support the theory from Bruegilles & Cromer (2009) in which equality of rights between men and women should be put as consideration. In which the result showed imbalance representation between male and female category.

Third, under picture analysis, the data was also the same that male category is dominating the data then the female category. There were about 924 pictures which indicated gender representation, 510 pictures under male category

and 414 under female category or 55% for male category and 45% for female category. This study in accordance with the result from Gailea (2013) and also Crayenest (2015) that most of the picture figured with male category.

Chapter V

Conclusion and Recommendation

After conducting the study and knowing overall data, the researcher could make some conclusion and recommendations.

5.1 Conclusion

There are some conclusions related to this study. The conclusions are:

1. There were about 1896 characters which indicated gender representations from all aspects. 1344 characters found under male category, while 806 characters found under female category. All over the data, 71% under male category and 29% under female category.
2. Under picture analysis, the data was also the same that male category is dominating the data then the female category. There were about 924 pictures which indicated gender representation, 510 pictures under male category and 414 under female category or 55% for male category and 45% for female category.
3. Both characters and pictures analysis showed the imbalance representation of gender in the textbook entitle, "When English Rings A Bell VII."

5.2 Recommendations

The recommendations that could be made from the study presented as follows:

1. The researcher recommended the teachers of English especially who teach by using *When English Rings A Bell VII*, they can develop the material by adding the supplementary material for the target language culture for example cassettes, CD-ROM, DVD or the internet because that textbook did not promote balance proportion of gender representation.
2. The researcher also recommended for the developers of *When English Rings A Bell VII* to make more balance proportion of gender representation for the next textbooks due to the importance of balance proportion of gender representation in English textbooks.
3. The researcher recommended to all stakeholders who are focal point to this part to take attention, for instance, government, writer and publisher, and of course teacher to create the textbooks with the balance proportion in terms of gender representation.
4. The researcher recommended for the next researcher to also analyze more textbooks for the better improvement.

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APPENDIX A

Examples of Characters Data



Buying Activity between Siti and Lina (P.3)
a police (P.3)

Ocupational Activity of

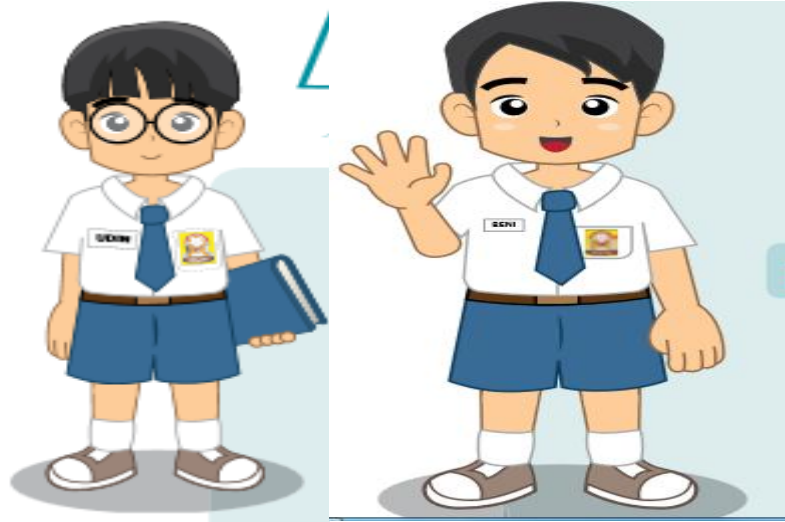


School Activity between Mam Yuli and Lina (P.4)
between Beni and Yuli (P.4)

School Activity

APPENDIX B

Examples of Pictures Data



P. 2

P.1

P.4



P.1



P.4

APPENDIX C

Distribution of Characters Content in Chapter 1

Aspects		Character															Total		Grand Total					
		G un a w an	B e n i	L i n a	U d i n	Y u l i	S i t i	S i t i s' F a t h e r	S i t i s' M o t h e r	P o l i c e l	E d o	U d i n's F a t h e r	E d o's M o t h e r	B e n i's F a t h e r	B e n i's M o t h e r	U d i n's M o t h e r	G r a n p a	P o l i c e 2		Male	Fem ale			
Ca teg or y, sex and age of the character (Cha)	Wo me n (W)					1		1						1		1		1	0	6				
	Me n (M)	1					1		1		1		1				1		6	0				
	Bo ys (B)		1		1						1								3	0				
	Gi rl (G)																							
De sig nat ion s (Ds)	Fir st na me/ Sur na me or title) (Frsn)			1		1													0	9	2	8	17	
	Fa mil y rela tion shi p (m o t h e r, u n c l e, e t c.) (Fam)		3		2		3	2	4		2	2	1	2	1	1		1	3	1	0			
	O t h e r r e l a t i o n s h i p (f r i e n d , n e i g h b o u r , e t c.) (O t h r e)																		0	1	0	1	0	23

Distribution of Characters Content in Chapter 2

Aspects		Character									Total		Grand total		
		Edo	Beni	Gunawan	Yuli	Udin	Lina	Dayu	Siti	Erry	Male	Female			
Category, sex and age of the character (Cha)	Women (W)				1						0		1		9
	Men (M)			1						1	2		0		
	Boys (B)	1	1			1					3		0		
	Girl (G)						1	1	1		0	5	3	4	
Designations (Ds)	First name/Surname or title) (Frsn)										0		0		0
	Family relationship (mother, uncle, etc.) (Fam)										0		0		
	Other relationship (friend, neighbour, etc.) (Othre)										0		0		
	Occupational status (occupation, political or religious office) (Occ)										0		0		
	Other status (customer, traveller, etc.) (Ots)										0	0	0	0	
Activities (actions) (Act)	School activity (SchA)	8	8	11	14	5	3	4	3	2	34		24		58
	Occupational activity, formal or non-formal (Ocs)										0		0		
	Domestic activity (Doma)										0		0		
	Buying activity (Buya)										0		0		
	Care or caring activity (Caci)										0		0		
	Leisure, recreational or sports activity (Lei)										0		0		
	Social activity (Soa)										0	34	0	24	

Distribution of Characters Content in Chapter 5

Aspects		Character						Total			Grand total	
		Udi n	Gunaw an	Be ni	Day u	Yu li	Ed o	Lin a	Male	Fema le		
Category, sex and age of the character (Cha)	Women (W)					1			0		1	7
	Men (M)		1						1		0	
	Boys (B)	1		1				1	3		0	
	Girl (G)				1			1	0	4	2	
Designations (Ds)	First name/Surname or title (Frsn)								0		0	0
	Family relationship (mother, uncle, etc.) (Fam)								0		0	
	Other relationship (friend, neighbour, etc.) (Othre)								0		0	
	Occupational status (occupation, political or religious office) (Occ)								0		0	
	Other status (customer, traveller, etc.) (Ots)								0	0	0	
Activities (actions) (Act)	School activity (SchA)	2	9	7	10	6	4	2	2		18	40
	Occupational activity, formal or non-formal (Ocs)								0		0	
	Domestic activity (Doma)								0		0	
	Buying activity (Buya)								0		0	
	Care or caring activity (Caci)								0		0	
	Leisure, recreational or sports activity (Lei)								0		0	
	Social activity (Soa)								0		0	
	Routine personal activity (ishing, eating) (Rou)								0		0	
	Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) (Neg)								0	2	0	
								0	2	0	8	

	Successful activity (Suc)								0			0		
Attributes (Att)	School materials (Schma)								0			0		
	Occupational equipment or item (Oce)								0			0		
	Domestic item (Domi)								0			0		
	Money (Mon)								0			0		
	Food (Fod)								0			0		
	Leisure, recreational or sports equipment or item (Leres)								0			0		
	Physical characteristic (Phc)								0			0		
	Psychological characteristic (Psyc)								0	0		0	0	0
	Interactions (Int)	Occupational interaction (Occi)								0			0	
School interaction (Schi)									0			0		
Cooperative interaction (acting together, helping each other) (Coin)									0			0		
Affective interaction (expressing affection, cuddling) (Affi)									0			0		
Social interaction (talking, celebrating, inviting, sharing) (Soci)									0			0		
Violent interaction (quarreling) (Vion)									0	0		0	0	0
Location in the lesson (Lole)		The parts concerning lessons (Coles)								0			0	
	The parts concerning exercises (Coex)								0	0		0	0	0
Total		3	10	8	11	7	5	3	2	2	6	21	1	47

Distribution of Characters Content in Chapter 6

Aspects	Character					Total			Grand total	
	Dayu	Yuli	Gunawan	Beni	Lina	Male	Female			
Category, Women (W)		1				0	2	1	3	5

sex and age of the character (Cha)	Men (M)			1		1		0			
	Boys (B)				1	1		0			
	Girl (G)	1				1	0	2			
Designations (Ds)	First name/Surname or title) (Frsn)					0		0			
	Family relationship (mother, uncle, etc.) (Fam)					0		0			
	Other relationship (friend, neighbour, etc.) (Othre)					0		0			
	Occupational status (occupation, political or religious office) (Occ)					0		0			
	Other status (customer, traveller, etc.) (Ots)					0	0	0	0	0	
											0
Activities (actions) (Act)	School activity (SchA)	3	8	7	7	1	4	12			
	Occupational activity, formal or non-formal (Ocs)						0	0			
	Domestic activity (Doma)						0	0			
	Buying activity (Buya)						0	0			
	Care or caring activity (Caci)						0	0			
	Leisure, recreational or sports activity (Lei)						0	0			
	Social activity (Soa)						0	0			
	Routine personal activity (ishing, eating) (Rou)						0	0			
	Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) (Neg)						0	0			
	Successful activity (Suc)						0	1	0	1	2
								4	0	2	26
Attributes (Att)	School materials (Schma)						0	0			
	Occupational equipment or item (Oce)						0	0			
	Domestic item (Domi)						0	0			
	Money (Mon)						0	0			
	Food (Fod)						0	0			
	Leisure, recreational or sports equipment or item (Leres)						0	0			
	Physical characteristic (Phc)						0	0			
	Psychological						0	0	0	0	

	characteristic (Psyc)													
Interactions (Int)	Occupational interaction (Occi)							0			0			
	School interaction (Schi)							0			0			
	Cooperative interaction (acting together, helping each other) (Coin)							0			0			
	Affective interaction (expressing affection, cuddling) (Affi)							0			0			
	Social interaction (talking, celebrating, inviting, sharing) (Soci)							0			0			
	Violent interaction (quarreling) (Vion)							0	0		0	0		0
Location in the lesson (Lole)	The parts concerning lessons (Coles)							0			0			
	The parts concerning exercises (Coex)							0	0		0	0		0
Total		4	9	8	8	2	1	6	1	6	15	5		31

Distribution of Characters Content in Chapter 7

Aspects		Character									Total			Grand Total
		Teacher	Siti	Beni	Lina	Dini	Dani	Yuli	Edo	Dayu	Male	Female		
Category, sex and age of the character (Cha)	Women (W)							1			0		1	
	Men (M)	1									1		0	
	Boys (B)			1						1		2		0
	Girl (G)		1		1	1	1			1	0	3	5	6
Designations (Ds)	First name/Surname or title) (Frsn)										0		0	
	Family relationship (mother, uncle, etc.) (Fam)										0		0	
	Other relationship (friend, neighbour, etc.)										0	0	0	0

	Psychological characteristic (Psyc)										0		0		
	Occupational interaction (Occi)										0		0		
Interactions (Int)	School interaction (Schi)		1								0		1		
	Cooperative interaction (acting together, helping each other) (Coin)	2	1	2							4		1		
	Affective interaction (expressing affection, cuddling) (Affi)										0		0		
	Social interaction (talking, celebrating, inviting, sharing) (Soci)										0		0		
	Violent interaction (quarreling) (Vion)										0	4	0	2	6
												0		0	
Location in the lesson (Lole)	The parts concerning lessons (Coles)										0		0		
	The parts concerning exercises (Coex)										0	0	0	0	0
Total											2	2	3	3	
	Total	14	6	7	5	3	3	13	7	3	8	8	3	3	61

Distribution of Characters Content in Chapter 8

Aspects		Character							Total			Grand total		
		Be ni	Ed o	Teach er	Lin a	Day u	Udi n	Yu li	Si ti	Male	Fema le			
Category, sex and age of the character (Cha)	Women (W)							1		0		1		
	Men (M)			1						1		0		
	Boys (B)	1	1						1		3	0		
	Girl (G)				1	1				1	0	3	4	8
Designations (Ds)	First name/Surname or title) (Frsn)										0	0		
	Family relationship (mother, uncle, etc.) (Fam)										0	0		
	Other relationship (friend, neighbour, etc.) (Othre)										0	0		
	Occupational status (occupation, political or religious office) (Occ)										0	0		
	Other status (customer, traveller, etc.) (Ots)										0	0	0	0
Activities (actions) (Act)	School activity (SchA)	4	10							1	4	8		
	Occupational activity, formal or non-formal (Ocs)										0	0		
	Domestic activity (Doma)										0	0		
	Buying activity (Buya)										0	0		
	Care or caring activity (Caci)										0	0		
	Leisure, recreational or sports activity (Lei)	1						1	1		2	1		
	Social activity (Soa)	5		5	6	4	1		4		1	14		
	Routine personal activity (ishing, eating) (Rou)										0	0		
	Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems)										0	0		
										2	7	2	3	50

Distribution of Characters Content in Chapter 9

Aspects		Character										Total		Grand Total			
		Da yu	Teac her	Li na	Si ti	Ra ni	Uc ok	Be ni	E d o	Y ul i	Lina's sister	Male	Femal e				
Catego ry, sex and age of the charact er (Cha)	Women (W)									1		0	1				
	Men (M)		1									1	0				
	Boys (B)						1	1	1			3	0				
	Girl (G)	1		1	1	1					1	0	4	5	6	10	
Designa tions (Ds)	First name/Surna me or title) (Frsn)											0	0				
	Family relationship (mother, uncle, etc.) (Fam)											0	0				
	Other relationship (friend, neighbour, etc.) (Othre)											0	0				
	Occupational status (occupation, political or religious office) (Occ)											0	0				
	Other status (customer, traveller, etc.) (Ots)											0	0	0	0	0	
Activiti es (actions) (Act)	School activity (SchA)	6	9	3	1	1	2	2	2	1	0	1	5	2	1		
	Occupational activity, formal or non-formal (Ocs)											0	0				
	Domestic activity (Doma)											0	0				
	Buying activity (Buya)											0	0				
	Care or caring activity (Caci)				1							0	1				
	Leisure, recreational or sports activity (Lei)											0	0				
	Social activity (Soa)				3		2	1	3			6	3				
	Routine personal activity (ishing, eating) (Rou)	1		2	1							0	2	1	4	2	9

	Occupational interaction (Occi)											0		0			
Interactions (Int)	School interaction (Schi)											0		0			
	Cooperative interaction (acting together, helping each other) (Coin)											0		0			
	Affective interaction (expressing affection, cuddling) (Affi)											0		0			
	Social interaction (talking, celebrating, inviting, sharing) (Soci)											0		0			
	Violent interaction (quarreling) (Vion)											0	0	0	0		0
	Location in the lesson (Lole)	The parts concerning lessons (Coles)											0		0		
	The parts concerning exercises (Coex)											0	0	0	0		0
Total		1	6	7	5	3	3	13	7			4	4	3	3		
	Total	4								3	3	3	3	3	3		61

Distribution of Characters Content in Chapter 11

	Aspects	Character					Total		Grand Total
		Teacher	Edo	Yuli	Beni	Dayu	Male	Female	
Category, sex and age of the character (Cha)	Women (W)			1			0	1	5
	Men (M)	1					1	0	
	Boys (B)		1		1		2	0	
	Girl (G)					1	0	2	
Designations (Ds)	First name/Surname or title) (Frsn)						0	0	0
	Family relationship (mother, uncle, etc.) (Fam)						0	0	

	Other relationship (friend, neighbour, etc.) (Othre)						0		0			
	Occupational status (occupation, political or religious office) (Occ)						0		0			
	Other status (customer, traveller, etc.) (Ots)						0		0			
Activities (actions) (Act)	School activity (SchA)	4		5		1	4		6			
	Occupational activity, formal or non-formal (Ocs)						0		0			
	Domestic activity (Doma)						0		0			
	Buying activity (Buya)						0		0			
	Care or caring activity (Caci)						0		0			
	Leisure, recreational or sports activity (Lei)						0		0			
	Social activity (Soa)						0		0			
	Routine personal activity (ishing, eating) (Rou)		1		1		2		0			
	Negative activity (making a mistake, breaking something, doing something inappropriate, causing problems) (Neg)							0	6	0	6	12
	Successful activity (Suc)							0		0		
Attributes (Att)	School materials (Schma)				1		1		0			
	Occupational equipment or item (Oce)						0		0			
	Domestic item (Domi)						0		0			
	Money (Mon)						0		0			
	Food (Fod)						0		0			
	Leisure, recreational or sports equipment or item (Leres)						0		0			
	Physical characteristic (Phc)						0		0			
	Psychological characteristic (Psyc)						0		0			
	Occupational interaction (Occi)						0	1	0	0	1	
Interactions (Int)	School interaction (Schi)						0		0			
	Cooperative interaction (acting together, helping each other) (Coin)						0		0			
	Affective interaction (expressing affection, cuddling) (Affi)						0		0			
	Social interaction (talking, celebrating, inviting, sharing) (Soci)						0		0			
	Violent interaction (quarreling) (Vion)						0	0	0	0	0	
Location in the lesson (Lole)	The parts concerning lessons (Coles)						0		0			
	The parts concerning exercises (Coex)						0	0	0	0	0	

Total	5	2	6	3	2	10	10	8	8	18
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APPENDIX D

Distribution of Pictures Content in All Chapters

Chapter	Category		Grand Total	Percentage	
	Male	Female		Male	Female
1	75	79	154	48,7013	51,2987
2	40	30	70	57,14286	42,85714
3	73	42	115	63,47826	36,52174
4	56	46	102	54,90196	45,09804
5	25	19	44	56,81818	43,18182
6	14	11	25	56	44
7	33	33	66	50	50
8	73	55	128	57,03125	42,96875
9	53	41	94	56,38298	43,61702
10	53	42	95	55,78947	44,21053
11	15	16	31	48,3871	51,6129
Total	510	414	924	55,19481	44,80519

Gender Representations in EFL Textbooks: When English Rings A Bell VII

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Abstract

This study aims at finding out the proportion of gender representation in EFL Textbook: *When English Rings A Bell VII* whether it shows equal proportion or not. The design of this research is content analysis research with 1896 characters and 1344 pictures as the study data. The procedure of analyzing the data started by classifying the data into male and female division then it was analyzed based on Brugeilles & Cromer (2009) aspects, while the pictures were simply classified into male or female category. The presentation of male and female category was made by drawing the inferences. The result of the analysis was made in the form of percentage and inferences. The result of the study revealed that *When English Rings A Bell VII* textbook does not have balance proportion or equal representation between male and female category both under characters and pictures analysis.

Keywords: *EFL Textbook, Gender, Gender Representation,*

Introduction

To achieve a successful of language program especially English, there are some key points which are very important. The process of teaching and learning the language includes many major components. One of the most important aspects is gender equality. Outlowski stated that gender awareness process is very important in the world of education by straightening up several aspects such as curriculum, teaching method, teaching guidelines and textbooks (as cited in Gailea, 2013).

It is important to do textbook analysis from a gender perspective because textbooks are usually the most visible component of a curriculum and also very often the only learning resource teachers and students use. In many parts of the world, textbooks are still effectively driving teaching and learning, instead of being used as only one possible resource among others (Load, et. al., 2010)

Next, textbooks play a significant role in society by directly or indirectly transmitting models of social behaviour, norms and values (Brugeilles and Cromer, 2009). They are means of socialization presenting representations of the world that can influence students' attitudes and orientations (Crayenest, 2015).

Next, an equitable education system prepares girls and boys equally to be productive and empowered citizens. Once in school, their education must be free of gender based stereotypes, bias, and discrimination. In many countries education systems provide examples of curricula and teaching materials that reinforce stereotypes, of teachers with biased expectations and other different means that contribute to gender inequity promoted through the teaching and the learning processes (Bursuc, 2013)

Gender equality does not imply that women and men are the same, but that they have equal value and should be accorded equal treatment (Crayenest, 2015). At utmost, equality of rights between men and women, especially as it applies to access

to education, has contributed to the development of the concept of the right to Education for All (Brugeilles & Cromer, 2009)

In contrast, based on the results of some experts research related to this field, most of the textbooks which were analyzed did not have equal presentation related to gender equality. The research which was conducted by Craeynest (2015) in Belgium for advance level textbooks showed imbalance presentation. It also happened to the research that was conducted by Gailea (2013) in Indonesia for senior high school students textbooks showed unequal presentation for the gender.

As the government promotes the new curriculum, there must be a question related to the materials which is also promoted by that curriculum, whether, the material (textbook) is having an equal presentation of gender or not. The researcher found one series of textbook for junior high school students of K13 Curriculum which is published by the government. The researcher got a textbook entitled “When English Rings A Bell.”

Regarding all the notions above, the researcher will investigate the presentation of gender equality in English textbook which is promoted by the government of K13 Curriculum. Therefore the research problem is as follows: (1) What is the proportion of male characters to female characters in texts and images? And is there a difference between the proportion in the texts and in the images?

Literature Review

2.1 The concept of gender

Gender is related to culture and the social division into “masculine” and “feminine”. Gender therefore pertains to the qualities, tastes, aptitudes, roles and responsibilities associated with men and women in a society. Definitions of masculine and feminine vary enormously – demonstrating their social origin – since every society develops its classification on the basis of its own criteria and principles. The concepts of masculinity and femininity are not developed independently of each other but are mutually dependent (Brugeilles & Cromer, 2009).

2.2 The concept of gender equality

Gender equality means that people are free to make option without the limits (Council for International Development, 2014). Furthermore, gender equality is a price of people right (European Institute for Gender Equality, 2013). Gender equality is a crucial facet of social justice, inclusiveness and social cohesion based on the values and practices of Human Rights, such as the fundamental respect of human dignity and the right to equal and fair treatment regardless of differences (such as gender differences) among people (Load, et. al., 2010).

Regardless of where people live in, gender equality is a fundamental human right. Advancing gender equality is critical to all areas of a healthy society, from reducing poverty to promoting the health, education, protection and the well-being of girls and boys. Investing in education programmes for girls and increasing the age at which they marry can return \$5 for every dollar spent (UNESCO, 2016). Afterwards, when gender equality exists, a society equally value men’s and women’s similarities and differences (Rolleri, 2013).

2.3 Gender and education

An equitable education system prepares girls and boys equally to be productive and empowered citizens. Once in school, their education must be free of gender based stereotypes, bias, and discrimination. However, ensuring gender equity within schools is a challenge for policy makers, curriculum planners and teachers throughout the world. In many countries education systems provide examples of curricula and teaching materials that reinforce stereotypes, of teachers with biased expectations and other different means that contribute to gender inequity promoted through the teaching and the learning processes (Bursuc, 2013). Education plays the role in shaping the attitudes to improve gender fairness (Slaoui and Belghiti, 2018). Also, *Education makes an significant position* in ensuring that women and men formal schooling (OECD, 2015).

Quality education for all is a fundamental human right, a protection mechanism and a catalyst for personal and social development. In crisis contexts, a gender-responsive education system is crucial to ensure male and female learners of all ages have access to quality, relevant and protective educational opportunities. Ensuring equitable and gender-responsive education might seem very difficult during emergency preparedness, response or recovery activities, however emergencies can often provide unexpected opportunities for change if we look for them. Looking at education systems or programmes with a gender lens – considering the participation, needs and realities of girls, women, boys and men – and finding ways to make small changes to better meet the educational rights of everyone is possible, whatever the context or phase of an emergency (INNE, 2010)

2.4 Criteria of well-designed material or textbook

In designing textbook, there are several criteria that should be accomplished. According to Howard and Major (2004, pp. 104-107) the criteria are: (1) English language teaching materials should be contextualised, (2) materials should stimulate interaction and be generative in terms of language, (3) English language teaching materials should encourage learners to develop learning skills and strategies, (4) English language teaching materials should allow for a focus on form as well as function, (5) English language teaching materials should offer opportunities for integrated language use, (6) English language teaching materials should be authentic (7) English language teaching materials should link to each other to develop a progression of skills, understandings and language items, (8) English language teaching materials should be attractive, (9) English language teaching materials should have appropriate instructions, (10) English language teaching materials should be flexible.

2.5 The concept of textbook

Textbook is one of the arrangements of the material (Yansyah, 2017). Textbook provides as a loaded resource of themes, texts, visuals and language as well as help to form program of the course (Vrbová, 2006) and textbook is developed on the base of printed curriculum (Mahmood, 2011). Textbooks remain a close within school curriculum universal, presenting teachers and students with the authorized knowledge of school subjects as well as the chosen values, attitudes, skills, and behaviors of experts in those fields. Next, for the ESL learners, the textbook turns out to be the major source of get in touch with they have with

the language separately from the input provided by the teacher (Cheng and Hung, 2011).

The use of textbooks can be very advantageous and efficient for teachers in many ways (Xiao, 2010) and the textbook is one of the vital factors in determining the learners' accomplishment in language courses. Teachers or core curriculum developers, thus, should pick this teaching object carefully (Mukundan, Hajimohammadi, and Nimehchisalem, 2012). Hurst (2014) pointed that coursebooks/textbooks are undeniably cost and time effective learning tools which, through obligation, figure the base of many classes provided in greatly overloaded ELT programs.

2.6 Textbook and gender equality

A textbook – usually consisting of text and/or illustrations – reviews, structures and renders accessible the state of knowledge in a given subject for a given age group in order to lay the foundations for standard learning and a shared culture. It thus transmits a society's cultural capital to its youngest citizens at a particular moment (Brugelilles & Cromer, 2009)

Why is textbook analysis from a gender perspective important? Textbooks are usually the most visible component of a curriculum and also very often the only learning resource teachers and students use. In many parts of the world, textbooks are still effectively driving teaching and learning, instead of being used as only one possible resource among others (Load, et. al., 2010, p. pp. 5-6)

Textbooks allow access to all sorts of information. Not only do they develop the ability to read and write but they also encourage critical thinking, independence and creativity. For many pupils and their families, textbooks are the only introduction to the written word in homes where there are no books, whatever the reason: the culture, distribution or supply problems, cost, etc. Because the poorest children do not have access to teaching aids, they often face the greatest difficulties in learning. Thus access to textbooks is usually one of the first recommendations made by policy-makers (Brugelilles & Cromer, 2009).

Textbooks are not the only factor leading to success in learning. Teachers and other actors, such as parents, community leaders as well as the school and community environment, play important roles in implementing curricula and textbooks. While acknowledging that textbooks produce their effect in a mediated way, it is nevertheless important to stress the importance of developing high-quality textbooks in compliance with clear and relevant quality criteria, among which the promotion of gender equality and the avoidance of gender biases should play a central role (Load, et. al., 2010)

Schools and textbooks are fundamental to the learning of gendered roles. Presentations of male and female are legitimized here by a high-status medium. Once assimilated by children, the "gender system", that is "the set of norms, beliefs, practices and knowledge that organizes relations between men and women", will have repercussions on girls' academic achievement and choices as well as on their experience as a whole. It is from this angle that textbooks may be investigated as potential vehicles for gender equality (Brugelilles & Cromer, 2009)

While used principally in formal schooling, textbooks can also play an important role in adult literacy programs, as well as in other forms of community-

based and lifelong learning, such as adult education. Consequently, learning materials, including textbooks, as well as learning processes that are free from gender biases and promote gender equality are both a good practice in education and may contribute to more inclusive and cohesive societies in the long run (Load, et. al., 2010, pp. 5-6).

It could be assumed that, textbook is the tool which is very important to display the material of the teaching. However, the material should be equal in gender.

2.7 Guideline to evaluate gender presentation in textbook

A guideline or checklist is a mechanism that helps practitioners in English Language Teaching (ELT) assess language teaching materials, like textbooks. It agrees to a more complex assessment of the textbook in reference to a set of generalizable evaluative principles. These checklists are possibly quantitative or qualitative (Abdel-Wahab, 2013). This guideline is taken from the guideline which prepared by Brugeilles & Cromer (2009).

Research Design

In accomplishing this research, the researcher used content analysis research in terms of analyzing the gender contents in English textbooks for junior high school students. This study aimed to find out the percentage of gender proportion in English textbook, whether the textbook promoted equal proportion of gender in English textbook or not and how the gender equality was presented in the textbook. The focus data analyzed was contents involving the characters and pictures in the textbooks. The procedures in doing this study were the researcher identified, classified and coded the gender contents into categories and subcategories that had been provided by Brugeilles and Cromer in 2009, while, the picture would be simply coded under male or female category.

After the data were identified, classified and coded into the exact categories and subcategories. They were displayed in the percentages. Also, it was demonstrated by table to make it more understandable. After that the researcher drew inferences based on the results that appeared.

Discussion

After conducting the analysis, there were 1896 aspects which indicated gender representation, 1344 under male category and 806 under female category or 71% under male category and 29% under female category, whereas, no character found under #Location in the lesson aspects.

Then, all over the chapters, there were about 924 pictures which indicated gender representation, about 510 pictures under male category and 414 pictures under female category. At all, 55% of the data was under male category and 45% was under female category.

There are some discussion from this research that could be found. First, there were about 1896 characters which indicated gender representations from all aspects. 1344 characters found under male category, while 806 characters found under female category. All over the data, 71% showed under male category and 29% under female category. The result of the study is in line with the study from Gailea (2013) and also Crayenest (2015) that most of the content focused on one category

only, either male or female category. It's also happened to the result of this study, in which it's dominated under male category.

Second, the result did not support the theory from Brugeilles & Cromer (2009) in which equality of rights between men and women should be put as consideration. In which the result showed imbalance representation between male and female category.

Third, under picture analysis, the data was also the same that male category is dominating the data then the female category. There were about 924 pictures which indicated gender representation, 510 pictures under male category and 414 under female category or 55% for male category and 45% for female category. This study was in accordance with the result from Gailea (2013) and also Crayenest (2015) that most of the picture figured with male category.

Conclusion and Recommendation

There are some conclusions related to this study. First, there were about 1896 characters which indicated gender representations from all aspects. 1344 characters found under male category, while 806 characters found under female category. All over the data showed 71% under male category and 29% under female category. Next, under picture analysis, the data was also the same that male category is dominating the data then the female category. There were about 924 pictures which indicated gender representation, 510 pictures under male category and 414 under female category or 55% for male category and 45% for female category. Lastly, both characters and pictures analysis showed the imbalance representation of gender in the textbook entitle, "When English Rings A Bell VII." It is strongly recommended that the author suppose to compose the textbooks which have balance proportion between male and female. Then, as this study only focuses to one textbook, the next researchers strongly recommend discovering more textbooks.

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