

Gender Representation in an English Textbook Published by the Ministry of Education and Culture of Indonesia

Azka Syifaul Nikmah^{1)*}; Anin Eka Sulistyawati²⁾; Yuvita³⁾

^{1,2,3}Universitas Pancasakti Tegal

*) Corresponding author: azkasyifaulnikmah@gmail.com

ABSTRACT

This study presents the representation of gender in an English textbook entitled “Bahasa Inggris SMA/MA/SMK/MAK Kelas XII” published by the Ministry of Education and Culture of Indonesia (2018 Revised Edition). The objective of this study is to analyze the representation of gender in visual and textual forms in the textbook. Critical discourse analysis based on three dimensions of Fairclough's (2001) theory and narrative representation of Kress & Van Leeuwen's (2006) theory are applied in this study. The data were obtained from textual and visual forms based on the terms of domestic chores, role model, achievement, activities, and appearance. It also uses several terms from Porecca (1984) and Mills (2005) framework such as visibility, occupation, and noun. The result of this study showed that in representing gender in the textbook, the authors tried to promote gender equality and minimize gender stereotypes for both genders. Even though gender stereotypes are represented in the textbook, the authors try to promote gender equality more often because gender equality representation are found in every aspect in the textbook.

Keywords: Textbook, Gender equality, Gender stereotypes

INTRODUCTION

As part of today's attempt to achieve gender equality, the Indonesian government has issued a regulation on gender equality (Law no. 7 of 1984), which states that the government is obligated to promote gender equality and eliminate all forms of discrimination against women in all spheres of life. However, the representation of gender equality in education material especially in textbooks have not adequately implemented the government regulation on gender equality; this is evidenced by the numerous studies found that there are gender inequalities and stereotypes still represented in Senior High School textbooks published by the Ministry of Education and Culture in old publication. For example, women still stereotypically do domestic chores and men more visible in many aspects, including images and role models.

Meanwhile, textbook is an educational source that teachers and students use in the teaching and learning process to achieve learning objectives. Textbook has an essential role because it not only teaches students about knowledge such as reading and writing but also

establishes society values. Textbook serves as a silent agent of moral education, contains full of values and is developed socio-historically to achieve policy goals. It means textbook should impart new knowledge and skills to expect students to learn how to think, behave, act, judge and being in the right world, and build students' understanding that every human being has the same rights, responsibilities, and duties (Lee, 2018; UNESCO, 2017; Widodo, 2018)

To maximize the essential role of textbook in teaching and learning process, teachers must be more selective in preparing the material to be given, especially by paying attention to the values contained in them. But, most of English teachers only consider the difficulty level and suitability of the materials to be delivered without paying more attention to cultural content such as gender. Thus, it makes the teachers may unintentionally teach students with gender imbalance in practice and lead to students' misunderstanding about gender identity construction.

Based on the background of the problem, the research question of this research is “How is gender represented in an English Textbook entitled “Bahasa Inggris SMA/MA/SMK/MAK Kelas XII” published by the Ministry of Education and Culture of Indonesia (2018 Revised Edition)?”. Therefore, the objective of this research is to analyze the representation of gender in an English Textbook entitled “Bahasa Inggris SMA/MA/SMK/MAK Kelas XII” published by The Ministry of Education and Culture of Indonesia (Hardini, 2018).

LITERATURE REVIEW

Textbooks not only educate students about appropriate and inappropriate behaviors but also function as a source of gender stereotypes for students (Turner-Browker in (Ahmad & Shah, 2019). Because textbooks may serve as a vehicle for specific gendered roles, identities, and discourses, they have the potential to influence students' perceptions and attitudes regarding gender (Suwarno et al., 2021). Gender role portrayals in textbooks influence how students feel, think and act about two genders. Students are likely to absorb and assimilate what the textbook present without question. Repetitive exposure of visual images and written texts, both consciously and unconsciously, will make students think as the textbook authors do about gender (Lee, 2016).

(Klein, 2007) defines gender equality as receiving the same treatment and outcomes, particularly in terms of equal rights, responsibilities, and opportunities, and receiving the same equally valued results desired by society. The example of gender equality in language textbook represented by the equal visibility of women and men in the text and visual forms, increase the number of positive gender images by portraying appropriate images of women who are endowed with the same capabilities as men (Setyono, 2018; Suwarno et al., 2021; Tyarakanita et al., 2021).

Gender stereotypes are beliefs about the alleged characteristics of men and women as social groups, which are used to differentiate and order the "masculine" and "feminine" categories (UNESCO, 2017). Gender stereotypes in language textbooks can be indicated when the presence of women only do the domestic chores and passive, women only able to do less professional occupation than men (Julianti et al., 2019; Lestariyana et al., 2020).

Gender stereotypes influence our implicit expectations about two gender qualities, priorities, and needs, as well as the standards to which we hold them ((Ellemers, 2018). (Kollmayer et al., 2016) specify that in education, the expectation of gender stereotypes substantially affect students carrier and teacher behavior, teachers would recommend female students to seek job or careers in medicine, language, or education, while male students would be advised to study mathematics, engineering, or technology.

Sunderland in (Julianti et al., 2019) assert that portraying a woman as a mere housewife in a textbook may lead to perception that being a housewife is the only female role in real life. Thus, gender equality in textbooks is urgently needed because failure to recognize the important roles that men and women play in society and failure to acknowledge the fundamental progress that has been made in terms of gender equality can lead to sexism in textbooks.

(Mills, 2005) found that sexism in language can be expressed by generic nouns, because generic nouns frequently demonstrate male nouns, even though the words consider universal. For example, the term 'man' is often used in terms such as "policeman". Rather of using the prefix "man" in a noun, it is preferable to use generic terms or neutral noun such as "police officer or firefighter" to avoid sexism in language.

Furthermore, (Porreca, 1984) argues that when females are not as prominent as males in the textual, visual forms or illustration, the hidden message is females visibility, or females as human beings, are insignificant to be featured. Therefore, the presence of role models such as public figures in textbooks can motivate students and influence students to understand that female and male are able to have equal opportunities and capabilities for success (Sudewi et al., 2021).

In daily life, it is broadly accepted that women are responsible for looking after the family frequently depicted as home-oriented, doing domestic chores, and passive. In contrast, men are described as work-oriented, breadwinners, and often represented do physical activities (Widodo & Elyas, 2020). (Lee, 2014) observes that males hold a wider variety of social and vocational responsibilities, while females are primarily engaged in domestic and caring duties. Female occupations are often limited to specific service and entertainment positions such as waitress, nurse, secretary, and actor, except a symbolic professional work such as teacher or doctor.

When compared to male counterparts, females are more dedicated and successful in academic achievement. Females also outperform males in intellectual success in schools and institutions (Lestariyana et al., 2020). Thus, female students are stereotypically over-represented in academic achievement (e.g., winning an educational competition and receiving a scholarship). In contrast, male students are portrayed in non-academic contexts such as sports (Suwarno et al., 2021).

In some cases, traits that are very common in a certain culture, like hairstyles and clothes, can be used to classify people. So, these can be seen as signs of sex: including male styles like beards, moustaches, and short hair and female styles like braiding or knotting the hair, putting ribbon or bows in the hair, etc. Females wear skirts and dresses, and males wear trousers (Brugeilles & Cromer, 2009). In addition, females are portrayed wearing bright color clothes while males frequently wear dark color clothes because, according to (Hemphill, 1996), bright color clothes are portrayed as positive emotions such as happiness while dark color is portrayed as negative emotions such as dullness. In using color, pink is identical for women while blue is identical for men. As (Frassanito & Pettorini, 2008) mention that pink color is for women because it represents femininity. Meanwhile, blue is for men because it represents a masculine color.

Textbooks designers and English teachers should pay greater attention to gender issues and discourses when designing learning materials to give students with adequate gender knowledge and awareness. Additionally, they must consider the gendered content provided visually and verbally in language textbooks (Widodo & Elyas, 2020). As a consequence, applied linguists have argued for critical approaches to the design and usage of language textbooks in order to ensure that they are sensitive to the gender values (Suwarno et al., 2021).

(Fairclough, 2001) asserts that language is a type of social practice. It means that language is a social process that is influenced by society. Thus, considering language as a social practice and discourse requires analyzing texts, production processes, and interpretation and analyzing the interaction between texts, processes, and their social contexts.

(kress, Gunther, and Van Leeuwen, 2006) categorize six aspects to find out narrative representation of visual image, three of which are by analyzing the action process, reactional process and the circumstances. In analyzing the action process in visual form, what is being analyzed is "Actor" (who controls the situation) and "Goal" (whoever or whatever is 'worked on' or 'aimed at' by actors). In the action process, there is a "transaction" that is something done by the actor to achieve the goal. In transaction, there are "Bidirectional" (both the actor and the goal play the same role), "Unidirectional" (only the actor take action against the goal) and "Non-

transactional" which means there is no the goal, only the actor. Meanwhile, in reactional process analyzed the participants' eye-line. Lastly, in circumstances analyzed the situation (gestures, settings, and vectors connecting the participants).

In general, textbooks have the potential to influence students' perceptions and attitudes toward gender by serving as a medium for specific gendered roles, identities, and discourses. For example, the portrayal of a woman in a textbook as simply a housewife can give the impression that being a housewife is the sole female role in real life. In conclusion, it is necessary to review gender representation in textbooks to maximize the essential role of textbooks in the teaching and learning process and to improve the quality of learning material. Because some previous studies about gender representation still found the representation of gender inequalities and stereotypes. It causes teachers to unintentionally teach students with gender imbalance in practice, leading to students' misunderstanding of gender identity construction.

METHOD

Critical discourse analysis based on three dimensions of (Fairclough, 2001) theory and narrative representation of (Kress, Gunther, and Van Leeuwen, 2006) theory were applied in this study. The data were obtained from textual and visual aspects based on the terms of domestic chores, role model, achievement, activities, and appearance. It also uses several terms from (Porreca, 1984) and (Mills, 2005) framework such as visibility, occupation, and noun.

The textual representation was analyzed by using critical discourse analysis based on three dimensions of (Fairclough, 2001) theory. The textual forms were selected from texts that portray female and male characters play. Meanwhile, the visual representation was analyzed by using visual grammar based on narrative representation to assign gender representation in the textbook. This research focused on analyzing the action process, reactional process, and the circumstances. In the visual forms, the data were obtained from pictures such as individual pictures, pictures with speech bubbles, and photographs.

The research subject is an English textbook for twelfth grade entitled "Bahasa Inggris SMA/MA/SMK/MAK Kelas XII" published by the Ministry of Education and Culture of Indonesia (2018 Revised Edition). The textbook is selected in this study for five reasons: First, the textbook has been developed in accordance with the criteria established by the Indonesian Board of National Education Standards (BSNP). Second, it is written based on Curriculum 2013 guidelines, which means the textbook plays an important part in the implementation of the new curriculum. Third, it has been adopted on a national scale and is widely used throughout the country because it has been approved by the Indonesian Ministry of Education and Culture.

Fourth, it is the newest revision for Grade XII, intended to cover both hard and soft skills, such as gender values. Fifth, the inclusion of gender topics in EFL textbooks should be evaluated critically (Setyono, 2018; Suwarno et al., 2021; Widodo, 2018).

To answer the research questions, a series of steps to analyze visual and textual data was done as follows:

1. Read and re-read all textual forms and observed all visual forms in a textbook.
2. Selected textual and visual forms which portray gender values.
3. Categorized textual and visual data found in the textbook based on selected aspects.
4. Drew a table of content about corpus text analysis.
5. Investigated the data using corpus text analysis to help the analysis process.
6. Reported the data based on Fairclough (2001) and of Kress, Gunther, and Van Leeuwen, (2006) theory theories.

RESULTS AND DISCUSSION

Table 1 Description of gender representation in the pictures aspect

Unit	Theme	Description	Pag e	The way gender is represented
1	May I help you?	A picture of females and males doing traditional dance	14	It represents that the dancing activities are portrayed for both genders; female and male.
2	Why You Don't Visit Seattle?	A picture of a male as a chef buying some ingredients in a market	18	It represents that the occupation of a chef, which is buying the ingredients and cooking, is portrayed as male.
		A picture of female portrayed as a teacher	23	It represents that female is portrayed as a teacher and portrayed wearing pink clothes.
3	Creating Captions	A picture of Albert Einstein	33	It represents that the role model of a scientist is a male.
		A picture of Obama	33	It represents that the role model of a president is a male.
		A picture of students doing group discussion	41	It represents that female and male students are portrayed equally.

4	Do You Know How to Apply for a Job?	A picture of a female and male interviewing the employee candidate	43	It represents that female and male portray as HRD profession.
---	-------------------------------------	--	----	---

Unit	Theme	Description	Pag e	The way gender is represented
		A picture of a male wearing bright clothes and use bright accessories	48	It represents that male in appearance does not stereotypically only wear dark clothes.
5	Who was Involved?	A picture of soldiers in a battle	61	It represents that the occupation of soldier is portrayed for male.
6	Online School Registration	A picture of female wearing dark clothes and trousers	83	It represents that female in appearance does not stereotypically only wear bright clothes.
		A picture of male wearing dark clothes and trouser	91	It represents that male in appearance wears dark clothes.
8	How to Make	A picture of female wearing bright clothes and use bright accessories	117	It represents that female appearance wears bright clothes.
10	How to Use Photoshop	A picture of male as a teacher	138	It represents that the occupation of teacher is for male.
11	Let's Make a Better World for All	A picture of Fatin as a famous singer	149	It represents that Fatin as a role model is a female singer.

Table 1 shows the representation of gender in the picture aspect is portrayed equally for both genders in doing activities can be seen in Chapter 1 and 3.



Figure 1



Figure 2

Based on the narrative representation, the action process of the Figure 1 portrays females and males are dancing. It can be seen that the actor and the goal are male and female because the figure uses the bidirectional transaction; namely, both the actor and the goal play the same role. The figure represents that females and males have equal opportunities to be balanced, especially in traditional dancing activities, not stereotyped for females or males only. The visibility of the number of females and males in the figure are balanced, namely two males on the right and two females on the left. Then, at the front, there are a female and a male as the center of the dance, which can be seen from their vectors which are taller or standing than the other dancers.

In Figure 2, there are four actors, namely two female students and two male students. Meanwhile, the goal is the paper assignment. The actors are working on group assignments. The transaction is unidirectional transaction because each actor is busy with their paper assignment. The background of the image is in the class because they wear school uniforms. The figure shows that all members, both females and males are represented active in the group assignments. Also, the visibility of female and male students are represented equally active.

(Lee, 2018) claims that in activities, females are frequently depicted as passive. In contrast, males are often represented doing physical activities and more active than females. Nevertheless, in the textbook females and males represent doing physical activities and equally active in dancing. Furthermore, in visibility, (Porreca, 1984) finds that when females are not as prominent as males in the visual forms or illustration, the hidden message is that females visibility or females as human beings are insignificant to be featured. However, in the textbook, the number of females and males are represented equal in doing activities together.



Figure 3

Based on narrative representation in Figure 3, the male as the employee candidate is the actor because the vector shows the employee candidate is portrayed in front, meanwhile the the interviewers or Human Resources Development (HRD) is the goal because they are depicted blurred. The gesture and the eye contact of female and male as the interviewers or HRD are equally listening and paying attention to the employee candidate. It implies that both female and male equally have the same opportunity to be HRD.



Figure 4

Figure 4 shows a male (actor) who wears a blue apron and a white shirt buying some ingredients in the market from a female seller (goal). The figure implies that the profession of a chef whose job is cooking and work in the kitchen is portrayed as male.

(Porreca, 1984) defines female occupations as often limited to specific service and entertainment positions such as waitress, nurse, secretary, and actor, except a symbolic professional work such as teacher or doctor. Meanwhile, (Lee, 2014) argues that males hold a wider variety of social and vocational responsibilities. Based on the Table 1, the occupation of teacher and HRD are represented for both genders. Female is also represented as an HRD who works at office meanwhile, male is represented as a chef who works at kitchen. Nevertheless, in Chapter 5, male is portrayed as having a wider variety occupation as a soldier.



Figure 5

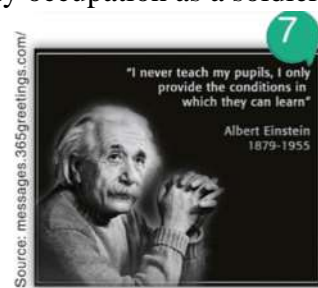


Figure 6

In Figure 5, there is a female singer (actor) known as Fatin. In her gestures, she looks very confident in singing. The background of the picture is located on the stage because there is some light beside the singer. It is implied that Fatin is a role model for a famous female singer and she is confident in her talent.

Figure 6 shows Albert Einstein (actor) with the caption *"I never teach my pupils, I only*

provide the conditions in which they can learn", implying that Albert Einstein is a very great role model scientist. He does not teach his students, but allows his students to learn with the existing situation. The transaction happened is non transactional because there is only the actor without the goal.

The presence of role models such as public figures in textbooks can motivate students and influence students to understand that women and men are able to have equal opportunities and capabilities for success (Sudewi et al., 2021). Nevertheless, in the picture aspect, female is represented limited in entertainment position as singer. Meanwhile, in Chapter 3 it is shown that male has wider variety of social and vocational responsibilities as scientist and president.



Figure 7



Figure 8



Figure 9



Figure 10

(Brugeilles & Cromer, 2009) illustrate that females have frequently been portrayed as having long hair, wear skirts, and dresses. Meanwhile, males have short hair and wear trousers. In appearance as stated by (Hemphill, 1996), bright color clothes are portrayed as positive emotions such as happiness, while dark color is portrayed as negative emotions like dullness. Meanwhile, in society, pink is identical for women while blue is identical for men. According to (Frassanito & Pettorini, 2008), pink color is for women because it represents femininity. Meanwhile, blue is for men because it represents a masculine color. In the textbook, as captured in Figures 7, 8 and 9, female and male are portrayed equal in appearance, wear bright and dark clothes to represent that female and male have equal emotions to be negative or positive, wear trousers and short hair, wear pink and blue clothes to represent that both colors are not identical for one gender only.

Tabel 2 Description of gender representation in the texts aspect

Unit	Theme	Description	Page	The way gender is represented
3	Creating Captions	A text of using police officer noun	40	It represents the use of neutral noun to eliminate language sexism.

Unit	Theme	Description	Page	The way gender is represented
4	Do You Know How to Apply for a Job?	A text of a female writing an application letter	50	It represents that female is able to expand her carrier to be a manager.
		A text of female portrayed as the new head of the student association candidate	52	It represents female in non-academic achievement.
		A text of female portrayed as a school mediator	52	It represents female in non-academic achievement.
		A text of a male who is great in martial arts	52	It represents male in non-academic achievement.
		A text of female and male represented in cleaning the room	53	It represents that the domestic chores of cleaning the room is not stereotype for female only.
		A text of female writing an application letter to be a secretary	54	It represents that female is stereotypically to be a secretary.
		A text of a male writing an application letter	57	It represents that the technology expert and programmer are portrayed for male.
5	Who was Involved?	A text of news about an architect giving advise about apartment regulation	68	It represents that the occupation of an architect is portayed for male.
7	It's Garbage In, Art Works Out	A text of female as a broadcaster and reporter	99	It represents that the occupation of a broadcaster and reporter are portrayed for female.
		A text of Tri Rimaharini in Regional Recycling Conference	100	It represents that Tri Rismaharini is the role model of a women mayor.

A text of Andrea Hirata as the famous male book authors	104	It represents that Andrea Hirata as the role model is a famous male book authors.
---	-----	---

Table 2 shows the representation of gender in the texts aspect is by using neutral noun. (Mills, 2005) asserts that sexism in language can be expressed by generic nouns because generic nouns are frequently demonstrated as male nouns, even though the words consider universal. For example, the term ‘man’, which is often used in terms such as “policeman”. Thus, rather than using the prefix “man” as a noun, it is preferable to use generic terms or neutral nouns such as “police officer” to avoid sexism in language. In the textbook, the authors realized the use of neutral nouns to avoid sexism in language. The authors used the noun “police officer” instead of “policeman”.

Gender stereotypes influence our implicit expectations about two gender qualities, priorities, and needs, as well as the standards to which we hold them ((Ellemers, 2018). For example, according to (Kollmayer et al., 2016), in education, the expectation of gender stereotypes substantially affect students carrier and teacher behavior. Teachers would recommend females students to seek job or careers in medicine, language, or education, while male students would be advised to study mathematics, engineering or technology. The male is portrayed as the architect that should be good at math. Male as technology expert and programmer in Table 2 may influence teacher and students expectation that mathematics, engineering, and technology are fields of knowledge dominantly mastered by male. In addition, in the Table 2, female is portrayed has wider variety of occupation such as become a manager, secretary, broadcaster, and reporter.

In Table 2, female and male are represented in non academic achievement namely female as the new head of the student association candidate and school mediator. Meanwhile, male is great in martial arts. (Suwarno et al., 2021) observe that female students are represented stereotypically in academic achievement (e.g., winning an educational competition and receiving a scholarship), while male students are portrayed as achieving non-academic contexts such as sports. Nevertheless, the textbook authors try to represent both genders in non-academic achievements. However, a stereotype of males existed; the male students are represented as great in martial art.

Furthermore, in the domestic chores aspect, the authors try to represent females and males equally by portraying both genders are cleaning the room. Meanwhile, according to (Widodo & Elyas, 2020), in daily life, it is broadly accepted that females are responsible for looking after

the family and doing domestic chores such as cleaning the room. The equal representation of both genders in doing domestic chores will give students positive perception that cleaning the room is not only for females but also become the responsibility for both genders.

Table 2 represents that Mayor Tri Rismaharini is the role model of a woman mayor which has many extraordinary achievements. One of the achievement is bringing the good name of the city of Surabaya for its success in managing waste and reducing the volume of waste every year. Meanwhile, Andrea Hirata as a male role model and a famous book author of *Laskar Pelangi*, whose work has been recognized by many people because it has been translated into many languages. The presence of Mayor Tri Rismaharini and Andrea Hirata with their achievement can motivate students and influence students to understand that women and men are able to have equal opportunities and capabilities for success (Sudewi et al., 2021).

CONCLUSION

Based on the study, it can be concluded that the authors try to promote gender equality and minimize gender stereotypes for both genders. Even though gender stereotypes are represented in the textbook, the authors try to promote gender equality more often because gender equality representation is found in every aspect in the textbook.

From the findings, females and males are represented doing physical activities and equally active. Also, the number of females and males are represented equal in doing activities together. The authors try to portray both genders in various occupations. However, architects and programmers are still stereotyped as male, and the authors portray both genders' imbalance in the role model aspect. Meanwhile, in the appearance aspect, the authors try to show that both genders have equal rights to wear all colours without any stereotypes for one gender only. The authors also use neutral nouns instead of the generic noun to avoid sexism in language. In addition, the textbook's authors try to represent both genders in non-academic achievements. However, a stereotype of male still represents that male student is great in martial art. Furthermore, in the domestic chores aspect, the authors try to represent female and male equally by portraying both genders are cleaning the room.

There are some suggestions based on this study. First, teachers must be more selective in preparing the material to be given, especially in choosing textbooks by considering the suitability of the materials to be delivered to students and paying more attention to the values contained in them, such as gender. Second, the English textbooks authors are required to increase gender equality by showing female and male in an equal proportion to increase students' understanding and positive conceptions about female and male. Third, for further researchers, it is suggested to conduct similar research using different methodologies to

investigate the representation of gender in other educational documents, such as curriculum guidelines, lesson plans, assessments, and classroom materials and it is suggested to further investigate the effect of portraying the gender bias in a textbook.

REFERENCES

- Ahmad, M., & Shah, S. K. (2019). A critical discourse analysis of gender representations in the content of 5th grade english language textbook. *International and Multidisciplinary Journal of Social Sciences*, 8(1), 1–24. <https://doi.org/10.17583/rimcis.2019.3989>
- Brugeilles, C., & Cromer, S. (2009). *Analysing gender representations in school textbooks*. UMR CEPED.
- CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN) (1 C.E.).
- Ellemers, N. (2018). Gender Stereotypes. *Annual Review of Psychology*, 69(September 2017), 275–298. <https://doi.org/10.1146/annurev-psych-122216-011719>
- Fairclough, N. (2001). *Language and Power* (Second). Pearson Education.
- Frassanito, P., & Pettorini, B. (2008). Pink and blue: The color of gender. *Child's Nervous System*, 24(8), 881–882. <https://doi.org/10.1007/s00381-007-0559-3>
- Hardini, S. R. (2018). *Bahasa Inggris SMA/MA/SMK/MAK Kelas XII*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. <https://buku.kemdikbud.go.id>
- Hemphill, M. (1996). A note on adults' color–emotion associations. *Journal of Genetic Psychology*, 157(3), 275–280. <https://doi.org/10.1080/00221325.1996.9914865>
- Julianti, L., Ikhsanudin, I., & Y, Y. G. S. (2019). A Content Analysis of Gender Bias in When English Rings A Bell Textbooks. *International Journal of Learning and Instruction (IJLI)*, 1(1), 23. <https://doi.org/10.26418/ijli.v1i1.33401>
- Klein, S. S. (2007). Handbook for Achieving Gender Equity Through Education. In *Handbook for Achieving Gender Equity Through Education*. <https://doi.org/10.4324/9781315759586>
- Kollmayer, M., Schober, B., & Spiel, C. (2016). Gender stereotypes in education: Development, consequences, and interventions. *European Journal of Developmental Psychology*, 15(4), 361–377. <https://doi.org/10.1080/17405629.2016.1193483>
- Kress, Gunther, and Van Leeuwen, T. (2006). *Reading images: The grammar of visual design* (Second). Routledge.
- Lee, J. F. K. (2014). Gender representation in Hong Kong primary school ELT textbooks - a comparative study. *Gender and Education*, 26(4), 356–376. <https://doi.org/10.1080/09540253.2014.916400>
- Lee, J. F. K. (2016). Gender representation in Japanese EFL textbooks—a corpus study. *Gender and Education*, 30(3), 379–395. <https://doi.org/10.1080/09540253.2016.1214690>
- Lee, J. F. K. (2018). In the pursuit of a gender-equal society: do Japanese EFL textbooks play a role? *Journal of Gender Studies*, 28(2), 204–217. <https://doi.org/10.1080/09589236.2018.1423956>
- Lestariyana, R. P. D., Widodo, H. P., & Sulistiyo, U. (2020). Female Representation in Government-Mandated English Language Textbooks Used in Indonesian Junior High Schools. *Sexuality and Culture*, 24(4), 1150–1166. <https://doi.org/10.1007/s12119-020-09752-2>
- Mills, S. (2005). Feminist stylistics. In *The Routledge Handbook of Stylistics*. Routledge Taylor & Francis e-Library. <https://doi.org/10.4324/9781315795331.ch21>
- Porreca, K. L. (1984). Sexism in Current ESL Textbooks. *TESOL Quarterly*, 18(4), 705. <https://doi.org/10.2307/3586584>
- Setyono, B. (2018). The Portrayal of Women in Nationally-Endorsed English as a Foreign Language (EFL) Textbooks for Senior High School Students in Indonesia. In *Sexuality and Culture* (Vol. 22, Issue 4, pp. 1077–1093). <https://doi.org/10.1007/s12119-018-9526-2>
- Sudewi, N. K. P. N., Beratha, N. L. S., & Sukarini, N. W. (2021). Gender Representation in English Textbook Used by Senior High School. *International Journal of Multicultural and Multireligious Understanding*, 8(5), 719–728. <https://doi.org/10.18415/ijmmu.v8i5.2738>
- Suwarno, Triyono, S., Ashadi, & Sahayu, W. (2021). Gender Construction in the Indonesian Government-Distributed English Textbook: Combining Critical Discourse Analysis and Corpus

- Linguistics. *Sexuality and Culture*, 25(6), 2158–2175. <https://doi.org/10.1007/s12119-021-09870-5>
- Tyarakanita, A., Drajadi, N. A., Rochsantiningsih, D., & Nurkamto, J. (2021). The Representation of Gender Stereotypes in Indonesian English Language Textbooks. *Sexuality and Culture*, 25(3), 1140–1157. <https://doi.org/10.1007/s12119-021-09813-0>
- UNESCO. (2017). *Making Textbook Content Inclusive : Making Textbook Content Inclusive* : 1–26.
- Widodo, H. P. (2018). *Situating Moral and Cultural Values in ELT Materials* (Vol. 9).
- Widodo, H. P., & Elyas, T. (2020). Introduction to Gender in Language Education. *Sexuality and Culture*, 24(4), 1019–1027. <https://doi.org/10.1007/s12119-020-09753-1>