



Gender Representation in The English Textbook Entitled “Stop Bullying Now” for SMA/ MA/ SMK/ MAK Grade XI

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Submitted: 20 Mar 2024
Revised : 11 May 2024
Accepted : 30 May 2024

Abstract

Textbook have a significant role to build students' views and perceptions of gender. Gender representation in teaching materials can influence the way students understand the roles of male and female in society. This research aims to analyze gender representation in textbook using a quantitative approach and the gender representation grid developed by Brugeilles and Cromer (2009). The findings reveal a significant dominance of male characters in the representation within the textbook. The number of male characters presented is considerably higher than that of female characters. Moreover, male characters tend to be assigned roles that align with gender stereotypes prevailing in patriarchal societies. This indicates an imbalance in gender representation within the textbook. These findings carry significant implications for creating inclusive and diverse learning materials to ensure they reflect gender equality and diversity within society. By understanding and recognizing this imbalance, it is hoped that content developers will be motivated to produce more representative and gender-sensitive materials.

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Keywords: *Gender representation; Textbook*

INTRODUCTION

The APA (American Psychological Association) defines gender as the behaviors, feelings, and attitudes that refer to norms and cultural expectations (Mascolo, 2019). Gender affects all aspects of life, from labor and the economy to health, education, and domestic life. The importance of gender equality led the United Nations to include it in the 17 Sustainable Development Goals.

In The Global Gender Gap Report 2016, which is published by the World Economic Forum, Indonesia is in the 88th position out of 114 countries. The report means Indonesia still had gender issues in economic participation and opportunity, educational attainment, health and survival, and political empowerment.

That is proved by the phenomenon in Indonesia where gender is still a problem where equality is absent to be faced by a female. The role and status of females were created by the overarching

culture (Hutajulu, 2015). Also, the statement by Raharjo (1995), which is the image of a female, including gentle and obedient to males, a role as a household manager and a supporter for their husband's career. Meanwhile, the male has an image that belongs to the category of rational and aggressive, being the head of the family and the protector.

This culture is occurred in every aspect, including in school. Although school is expected to be a safe place, educational development problems are the gap in the quality of education. The school still becomes a place that normalizes the existence of gender discrimination, especially against females. Reporting from the VOA Indonesia page, Komnas Perempuan said there were 67 cases of violence against females in the education area in 2015-2021.

Another case was found by Ampera, D. (2012) that some school activities still have a gender bias. Schools located in Deli, Medan, and Binjai still displayed male figures to dominate classrooms and assigned different roles to male and female students. It is confirmed when male students are asked to do labor-intensive work, while female students are given roles in the dining room and kitchen.

Such phenomenon validated the importance of school setting the fundamental knowledge of students, including behaviors that are related to gender equality. Underlying this problem, schools should have a proper function and role to establish the lessons gender-bias-free.

As one of the education institutes, school plays an important role in school. The United Nations recognized those problems and committed to resolving all cases including child socialization, equality of education, domestic and public work, sexual right and health, gender-based violence, and the balance of work and family responsibilities (Connel, 2005).

This has the same goal as a global movement led by UNESCO (United Nations Educational, Scientific and Cultural Organization), Education For All (EFA)'s goals: eliminate gender inequality for the gap and achieve gender equality. Also, one of the eight international development goals is about promoting gender equality and empowering women. The two goals are addressed in primary and secondary education.

Adopting the EFA goals, the school has the potential to influence students' thought about males and female, and also awareness related to the concept of gender bias. In the education field, Stockwell (2013) argued that gender equality is detected through the use of classroom language and the teaching-learning process. It meant gender equality involves the textbook as teaching learning material. Sadker et al (2014) found serious concern regarding textbooks as material that students learn the most (80%-95%).

One of the subjects that textbooks as learning material is English learning material. It was stated by the Management of National Education book by the Ministry of Education and Culture Center for Educational Data and Statistic and Culture 2016 regarding the compulsory subjects of education includes 9 subjects of learning 24 hours per week.

As one of the subjects learned in school, English is viewed as the most common language spoken and taught in the world. Brugeilles and Cromer (2009) emphasized that textbook material should have an impact in any particular society and across the world statement. It would assist teachers to create an effective lesson to stimulate students to acquire a clear concept of the subject lesson.

Due to the Curriculum 2013 which is the curriculum that is still used in Indonesia, schools are provided with English textbooks prepared by the government. Opoku-Amankwa (2010) explained



that process-oriented research focuses on the life cycle of textbooks, which are the acquisition and authorship of manuscripts, the production process, selection, review, and distribution of books. Researchers found positive effects on students using traditional textbooks to mobilize supplementary knowledge.

Moreover, Brugeilles and Cromer (2009) argued that textbooks are a vehicle to interpret and present the knowledge of norms, values, and models in social behavior through the content. Therefore, the school that presents the books must take note of the content of the textbook. As cited in Tegelström (2009), schools shall actively and consciously further equal rights and opportunities for males and females. While Opoku-Amankwa (2010) explained process-oriented research, Lubben and Campbell (2003) explained product-oriented research which explores textbooks as teaching media and visual communication methods, including gender material, cultural sensitivity, and textbook reading ability.

The previous study comes from Cynantia Rachmijati & Sri Supiah Cahyati entitled Gender Representation in English Textbook Grade X. This study examined the representation of gender in “English Textbook Grade X” by Kemendiknas. This study analyzed the display of role, status, environment, culture, and community structures in illustrations and descriptions of the sentence. influence the relationship between males and females in society. The researchers found that the book has visual characters by 4,11%, mentioned characters by 28,77%, social activities by 57,54%, and domestic activity by 9,58%. The result showed the frequency of occurrence in males and females are 51,89% and 48,11%.

The second study Entitled Gender Representation in English Textbooks of 2013 Curriculum in an Islamic Junior High School in South Sulawesi Indonesia by Siti Azisah (2017). The method used in this research was qualitative research by using content analysis on the English textbooks. This study analyzed visibility (visible or invisible), equality (balance or imbalance), stereotyped or non-stereotyped, neutral or gender-based, progressive or non-progressive. The result showed male becomes superior, and it indicates there are still some gender stereotype and gender inequality between male and female.

The third study by Fahriany (2019) on “Gender Representation in English Textbooks for Islamic Junior High School Students”. The study investigated the gender representation in English textbooks for MTs Students. This research was conducted with the qualitative approach by analyzing gender-biased, gender positions, male and female positions, and the explicitly or implicitly presented gender representation in “English on Sky” Grade VIII for MTs/Junior High School. The result showed that the textbook represents males dominantly. It means the gender positioning is unequal in the gender bias and gender stereotype.

At last, research on comparative content to analyze Malaysian, Indonesian, Pakistani, and Bangladeshi school textbooks (Islam and Asadullah, 2018) proved underrepresentation of females is systematic regardless of the text or pictures. The book designed female occupations to be less prestigious and traditional, their characters are passive and introverted, also being involved in domestic activities. While males represented having a professional role.

The four previous studies presented Gender Representation in English Textbooks. The research concluded that gender representation in that textbook is dominated by the male which means the inequality of gender representations in English textbooks is proven.



Puspitawati (2013) explained that gender equality might be the factor in realizing the rights and potential to achieve a balanced level of education, health, and political participation. Besides, the role of the curriculum is critical to ensure that males and females are given equal opportunities for success and advancement in schools. In addition, recent research conducted in various contexts such as Hong Kong, Sweden, Pakistan, Indonesia, China, Australia, and Japan, Lee (2014) revealed the existence of a hidden curriculum of gender inequality, stereotypes, and bias in textbooks, including English as a Foreign Language (EFL) textbooks.

RESEARCH METHOD

This study used the qualitative content analysis method. Content analysis aimed to interpret and analyze material to learn about human behavior. The grid to identify and interpret how females and males are represented in textbooks by Brugeilles & Cromer (2009) to describe the representation of gender in the English textbook. The grid entitled “Analysing Gender Representations in School Textbooks” and focused on texts and illustrations.

This study focused on how gender is represented in English textbooks by figuring out the texts and illustrations. The researcher adopted a methodology from Brugeilles and Cromer (2009) to measure variables of gender representation, which are: (1) analyzing and composing a list of selected main characters, (2) making pre-defined grids to invent the characters, (3) summarizing the information of character and each character in the summary table, and (4) analyzing the general representation of gender portrayal.

1. Textbook identity card

No	Identification
1	Title:
2	Publisher:
3	Collection:
4	Educational level:
5	Year first published:
6	Year of edition studied:
7	Country of publication:
8	Target country:
9	Author(s):
10	Cover illustrations by:
11	Textbook illustrations by:
12	A number of pages:
13	A number of sections:



No	Identification	
14	Is there the same number of lessons in each section?: Yes /No	
15	If yes, the number of lessons per section:	
16	If no, give the exact number in each case:	
17	Are there appendices that are not included in these sections: Yes/ No	
18	If yes: What is the nature of these appendices?	

2. Typology of characters

a. Grid to identify learning icon characters

Sex	Age	How used
Male/ Female	<ul style="list-style-type: none"> • Child/ Adult • Unspecified 	<ul style="list-style-type: none"> • Course material Exercise • Other <i>Specify</i>:
Male/ Female	<ul style="list-style-type: none"> • Child/ Adult • Unspecified 	<ul style="list-style-type: none"> • Course material Exercise • Other <i>Specify</i>:

b. Grid to identify character's identity by sex, age, and designations

Sex	Age	Designation
<ul style="list-style-type: none"> • Male • Female • Ungendered 	<ul style="list-style-type: none"> • Child • Adult • Unspecified 	<ul style="list-style-type: none"> • Forename • Courtesy title • Kinship bond • Other status

c. Grid to identify character's identity by sex, age, and actions

Sex	Age	Actions
<ul style="list-style-type: none"> • Male • Female • Ungendered 	<ul style="list-style-type: none"> • Child • Adult • Unspecified 	<ul style="list-style-type: none"> • School Activity • Occupational Activity • Domestic activity • Caring activity • Leisure, recreational, and sport activity • Social activity • Routine personal activity • Negative activity • Successful activity

d. Grid to identify character's identity by sex, age, and attribute

Sex	Age	Attribute
<ul style="list-style-type: none"> • Male • Female • Ungendered 	<ul style="list-style-type: none"> • Child • Adult • Unspecified 	<ul style="list-style-type: none"> • School material • Occupational equipment or item • Domestic item



Sex	Age	Attribute
		<ul style="list-style-type: none"> • Leisure, recreational, and sport item • Physical characteristic • Psychological characteristic

e. Grid to identify character’s identity by sex, age, and interaction

Sex	Age	Interaction
<ul style="list-style-type: none"> • Male • Female • Ungendered 	<ul style="list-style-type: none"> • Child • Adult • Unspecified 	<ul style="list-style-type: none"> • School interaction • Occupational interaction • Cooperative interaction • Affective interaction • Social interaction • Violent interaction

3. Illustrations

a. Grid to identify individual Character

Chapter	Topic	Sex	Age	Function
		<ul style="list-style-type: none"> • Male • Female • Ungendered 	<ul style="list-style-type: none"> • Child • Adult • Unspecified 	<ul style="list-style-type: none"> • Ordinary character • Substitute character

b. Grid to identify group of characters

Chapter	Topic	Dominance by sex	Dominance by age
		<ul style="list-style-type: none"> • Male characters only • Female characters only • Males dominate • Females dominate • Neither dominant • Most characters ungendered 	<ul style="list-style-type: none"> • Child characters only • Adult characters only • Child characters dominate • Adult characters dominate • Neither dominant • Impossible to determine dominance

c. Grid to identify character’s place, actions, and attributes

Sex	Age	Place	Actions	Attributes
<ul style="list-style-type: none"> • Male • Female • Ungendered 	<ul style="list-style-type: none"> • Child • Adult • Unspecified 	Identifiable: <ul style="list-style-type: none"> • Yes • No If yes, a state where:	<ul style="list-style-type: none"> • School Activity • Occupational Activity • Domestik activity • Caring activity • Leisure, recreational, and sport activity • Social activity • Routine personal activity • Negative activity • Successful activity 	<ul style="list-style-type: none"> • School material • Occupational equipment or item • Domestik item • Leisure, recreational, and sport item • Physical characteristic

Referring to the process through interpretation of content, content analysis requires seven classic steps of the analytical process (Hsieh & Shannon, 2005) including: formulating research questions, selecting the sample to be analyzed, defining the categories to be applied, outlining the coding process, implementing the coding process, determining trustworthiness, and analyzing the results of the coding process.

RESULTS AND DISCUSSION

Representation of gender in Gender Representation in the English Textbook entitled “Stop Bullying Now” for SMA/ MA/ SMK/ MAK Grade XI published by The Ministry of Education and Culture of the Republic of Indonesia would be concluded in the following table (Table 4.1.1).

Table 4.1.1 Percentage of Visibility related to Gender Representation

No.	Characteristics of Gender Representation	Percentage of Visibility			
		in text		in illustration	
		Male	Female	Male	Female
1.	Sex and age	61,4%	38,6%	57,9%	42,1%
2.	Designation	63,4%	36,4%	-	-
3.	Action	63,8%	36,2%	43,3%	56,7%
4.	Attribute	67,4%	32,6%	43,9%	56,1%
5.	Interaction	52,3%	47,7%	-	-

The table 4.1.1 revealed some consistent patterns of male characters being more prominently represented across different categories. These patterns could be influenced by societal norms, biases in media, and traditional gender roles. Achieving greater gender equality in representation would involve consciously striving for balanced and diverse portrayals of characters across different contexts, such as actions, attributes, and interactions. The general data in the table 4.1.1 brought researcher to observe certain disparities in gender representation of each category for futher.

Table 4.1.2 Percentage of male and female characters in Unspecified, Adult, and Child categories

Male			Female		
Unspecified	Adult	Child	Unspecified	Adult	Child
4,75%	56,6%	2,25%	11,1%	21,45%	3,6%

The table 4.1.2 revealed gender imbalances across different age categories. Achieving gender equality in representation involved challenging stereotypes, avoiding assumptions, and portraying a diverse range of roles and activities for characters of all genders and ages. By doing so, media and communication could contribute to a more equitable and inclusive society.

Besides being found in the text, sex and age are also found in the cover and illustration. The following table explained the discovery of sex and age categories in the cover, individual character and group character illustrations.

Table 4.1.3 Percentage of male and female characters in cover

Characters	Male			Female		
	adult	child	unspecified age	adult	child	unspecified age
Number	28,6%	14,3%	14,3%	28,6%	-	14,3%

Table 4.1.3 showed efforts toward gender representation and equality, especially in the adult and unspecified age categories. Ensuring equal representation of male and female child characters, and maintaining a gender-neutral approach for characters with unspecified ages, were important steps toward a more balanced and equitable portrayal of genders in media and communication.

Table 4.1.4 Percentage of male and female characters as ordinary or substitute character

Characters	Ordinary Character	Substitute Character
Male	83,9%	0
Female	16,1%	100%

Table 4.1.4 reflected a gender representation imbalance and highlights the importance of striving for gender equality in storytelling. Achieving gender equality required portraying diverse characters in a wide range of roles and contexts, avoiding stereotypes, and promoting narratives that reflect the reality of gender diversity and complexity.

Table 4.1.5 Percentage of male and female characters in illustration

Characters	Child characters only	Adult characters only	Child characters dominate	Adult characters dominate	Neither dominant	Impossible to determine dominance
Male characters only	0	0	0	0	0	0
Female characters only	0	0	0	0	0	0
Males dominate	0	7,7%	50%	0	0	20%
Females dominate	0	15,3%	0	0	0	40%
Neither dominant	0	77%	50%	0	0	40%

Table 4.1.5 did not show stark imbalances, it also highlighted the complexity of gender representation and roles in storytelling. Achieving gender equality involved not only numerical balance but also offering diverse and meaningful roles for characters of all genders and age groups. Clear character development and context were essential for avoiding ambiguity and for promoting inclusive storytelling.

Table 4.1.6 Percentage of male and female characters in designation categories

Character	Male	Female
Pronoun/ Name	50,1%	49,9%
Relationship Status	42%	58%
Occupation/ other	76,5%	23,5%

The table 4.1.6 showed efforts to balance gender representation in some areas, it also highlighted existing gender disparities in relationship status and occupation representation. Striving



for gender equality involved portraying characters with a diverse range of identities, roles, and attributes, breaking free from traditional gender norms and stereotypes.

Table 4.1.7 Percentage of male and female characters in activity categories in text

Character	Male	Female
School Activity	50%	50%
Occupational Activity	85,7%	14,3%
Domestic Activity	100%	0
Caring Activity	50%	50%
Leisure/ Recreational/ Sport Activity	55,6%	44,4%
Routine Personal Activity	33,3%	66,7%
Negative Activity	38%	62%
Successful Activity	90,5%	9,5%
Social Activity	36,7%	64,3%

Table 4.1.7 revealed both positive steps and persistent gender imbalances in various activity categories. Striving for gender equality involves portraying characters across genders in a wide range of activities, avoiding stereotypes, and ensuring that all genders have opportunities to engage in diverse roles and experiences.

Table 4.1.8 Percentage of male and female characters in activity categories in illustration

Character	Male	Female
School Activity	0	0
Occupation Activity	100%	0
Domestic Activity	0	0
Caring Activity	0	0
Leisure/ Recreational/ Sport Activity	50%	50%
Routine Personal Activity	0	0
Negative Activity	100%	0
Successful Activity	0	0
Social Activity	39,2%	60,8%

Table 4.1.8 revealed significant overrepresentation of males in most categories. The table reflected a range of gender representation issues and highlights the need for a more balanced and nuanced portrayal of characters across different activities. Achieving gender equality involved challenging stereotypes, providing equal opportunities for characters of all genders, and creating stories that accurately reflect the diverse experiences of people in various aspects of their lives.

Table 4.1.9 Percentage of male and female characters in attribute categories in text

Character	Male	Female
School Material	0	100%
Occupation Equipment/ Item	81%	19%
Domestic Item	0	100%
Leisure/ Recreational/ Sport Item	50%	50%
Physical Characteristic	0	0
Psychological Characteristic	47,7%	52,3%



Table 4.1.9 highlighted gender representation imbalances in certain characteristic categories, particularly in relation to education, occupation, and domesticity. Striving for gender equality involves breaking down stereotypes, providing equal opportunities for characters of all genders in various contexts, and avoiding assumptions about gender roles associated with specific items or characteristics.

Table 4.1.10 Percentage of male and female characters in attribute categories in illustration

Character	Male	Female
School Material	0	0
Occupation	0	0
Equipment/ Item	0	0
Domestic Item	0	0
Leisure/ Recreational/ Sport Item	0	0
Physical Characteristic	50%	50%
Psychological Characteristic	26,7%	73,3%

Table 4.1.10 highlighted the needed for more comprehensive and balanced gender representation across various characteristic categories. Striving for gender equality involves portraying characters of all genders in a wide range of contexts, avoiding gaps in representation, and ensuring that descriptions and traits were not overly tied to traditional gender roles or stereotypes.

Table 4.1.11 Percentage of male and female characters in interaction categories in text

Character	Male	Female
School Interaction	0	100%
Occupational Interaction	100%	0
Cooperative Interaction	50%	50%
Affective Interaction	67,5%	32,5%
Social Interaction	52,8%	47,2%
Violent Interaction	18,8%	81,2%

Table 4.1.11 showed gender representation imbalances across various interaction categories, particularly in education, occupation, and violence. Striving for gender equality involved portraying characters of all genders in a wide range of interactions, challenging stereotypes, and ensuring that interactions accurately reflect diverse gender roles and dynamics.

The analysis of various tables and data presented in this appendix and the findings provided valuable insights into gender representation. The findings revealed significant disparities between male and female characters across different categories. In terms of gender representation, it was evident that male characters were more prominently featured in various categories. While female characters were often underrepresented or relegated to specific roles. Mostly, female characters were described as unspecified characters over the unspecified males. It could potentially indicate that female characters were sometimes not given explicit roles or identities, while male characters were more frequently provided with defined roles.

This overemphasis of male characters also mentioned in research by Burgess (2007). According to that research, the representation of female in the media were characterized by their frequent absence or underrepresentation. This finding suggested that women's visibility and portrayal in media content were limited, raising concerns about the lack of diverse and equitable gender representation.



The second category were designation, where both male and female characters were designated by something. Female character stands out as she is referred to by pronoun, name, and relationship status hinting at a unpotentially significant role in the textbook. The majority of adult characters were males, identified by pronoun, names, relationship status, occupational status or other status suggesting a prevalence of male figures in the learning material.

This finding meant that male characters were diversified by occupations and interests, reflecting a more inclusive representation of various societal roles. Merritt (1995) pointed out that the use of the generic masculine has led to male gender being perceived as the prototypical representation of all individuals and avoid using descriptive pronouns.

The third category was actions those is engaged to the characters. The finding highlighted the domestic activities predominantly performed by male-unspecified characters. It was essential to introduce that male roles were also associated with the domestic sphere. It broke Indonesia's culture demands the value of patriarchy that domestic activity were mostly engaged to the female characters.

However, another situation notes that male characters were predominantly associated with attributes of success and achievements in their work and endeavors. They were often depicted as individuals who excel in their careers or other areas of accomplishment. Positive attributes such as intelligence, bravery, and resilience are frequently attributed to male characters in the textbook. It was proven in the research by Khotimah (2009), conducting a study that focused on gender representation and workforce dynamics in various sectors. The findings of her research revealed a significant gender disparity in many work sectors, with men being the dominant presence and holding the majority of positions.

Attributes such as gentleness, care, and empathy are commonly attributed to female characters, directing them towards more limited and traditional roles in the textbook. This disparity reflected gender stereotypes that still persist in society, where male roles were considered more dominant and successful, while female roles were frequently associated with the domestic sphere and emotions.

As research by Lee and Chin's (2019), examining the representation of gender roles in educational materials that found a significant disparity in the portrayal of social roles between males and females. While both genders shared nine social roles, males were depicted occupying a much wider range of roles compared to females. The study identified 21 social roles that were exclusively monopolized by men. These roles varied from lower-ranking jobs like baker, butcher, and candlestick maker to higher-ranking professions such as dentist, lawmaker, and president. This trend suggested that men were depicted in diverse and influential positions across various societal domains. In contrast, the representation of females in the materials was limited, with only four exclusive roles assigned to them. These roles were mainly traditional female-oriented jobs, including dancer, dance teacher, and dental nurse. This underrepresentation of females in diverse roles could perpetuate gender stereotypes and reinforce societal norms that confined women to specific job categories.

Besides the text, in illustration male characters were predominantly portrayed as central and primary figures, taking on the role of main characters. They often appeared in significant and leading positions within the visual representations, engaging in various activities. On the other hand, female characters were noticeably relegated to secondary roles and depicted as additional or supporting characters in the illustrations. The illustrations tended to diminish the presence and significance of



female characters, portraying them in less active or impactful roles compared to their male counterparts.

The existence of inequality in the portrayal of male and female characters in illustrations was not surprising. This was also the case in the findings in children's books by McDonald (1989). Their research revealed a significant gender bias, with male characters being depicted in a much wider array of roles compared to their female counterparts. A statement from Shastri (2014) confirmed that females face discrimination across various domains, encompassing social, economic, and political spheres, leading to their overall inferior status. Gender inequality persisted in multiple aspects, including work opportunities and education. Developing nations like Indonesia also exhibit gender disparities in education, employment, and health, further underscored the prevalence of gender inequity in societies.

In order to validate the findings, this study involved providing detailed and comprehensive explanations of the portrayal of characters, their roles, and interactions within the textbooks. By delving into the subtleties and nuances of the content, the study were in line with another research on the underlying biases, stereotypes, and unequal representation that might exist. Hansen (2000) underscored the importance of exposing gender inequalities and imbalances. She emphasized that thorough and nuanced descriptions of social practices, interactions, and contexts are essential for understanding the intricate ways in which power dynamics, stereotypes, and imbalances operate. In the context of textbooks, this can reveal the underlying gendered dynamics that contribute to overrepresentation of male characters.

Skelton (2001) highlighted the uncovering gender imbalances within educational settings. She emphasized that detailed descriptions of classroom interactions, curricular content, and social norms are necessary for identifying how boys' and girls' experiences differ. In the context of textbooks, this could illuminate how male characters are disproportionately presented in various roles, perpetuating gender stereotypes and inequalities.

Kelly and Regan (2000) emphasized that this issue is crucial for understanding the multifaceted nature of social issues, including gender-based inequalities. They argued that detailed accounts of individual experiences, social structures, and power dynamics are necessary for revealing the complexities of systemic inequalities. Similarly, textbooks could uncover the intricate ways in which gender imbalance and inequality are reinforced through character representation.

In conclusion, this qualitative research technique that could effectively uncover and address gender imbalance and inequality in textbooks by providing detailed and contextually rich accounts of character portrayal. This research could contribute to raising awareness about the need for more balanced and equitable representation of gender in educational materials, ultimately fostering more inclusive and equal learning environments.

CONCLUSION AND RECOMMENDATION

Gender Representation in the English Textbook entitled “Stop Bullying Now” for SMA/ MA/ SMK/ MAK Grade XI published by The Ministry of Education and Culture of the Republic of Indonesia did not aware regarding gender representation aspects which should be contained in the learning material.

This research underscored the importance of addressing gender representation in learning material (textbook). From the perspective of gender representation, it was evident that male characters were often overrepresented in certain activities and interactions, while female characters were underrepresented or relegated to traditional roles. The higher percentage of females associated with that roles could indicate a tendency to define female characters in the context of relationships.

The significant overrepresentation of males in occupation/other roles reflects a persistent gender stereotype in many societies where certain careers were often seen as more suitable for men. Addressing this disparity requires challenging these stereotypes and promoting equal opportunities for all genders in various roles. This imbalance reinforced gender stereotypes and perpetuates societal norms that limit the visibility of women in diverse roles and contexts. It was crucial for teacher and student who will take the value of these stereotypes and provide more equitable opportunities for male and less for female characters to be portrayed in a wide range of activities and professions. Moreover, the analysis of gender representation in each character revealed both encouraging and concerning trends.

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