Gender Representations in EFL Textbooks

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Abstract

This study aimed at finding out the proportion of gender representation in EFL Textbook: *When English Rings A Bell VII* whether it showed equal proportion or not. The design of this research was content analysis research with 1896 characters and 1344 pictures as the study's 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 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 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 indicated that *When English Rings A Bell VII* did not have a balance proportion or an 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 said 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, 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. Next, textbooks play a significant role in society by directly or indirectly transmitting models of social behavior, 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). In addition, 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 (Craynest, 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). In contrast, based on the results of some experts of 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 Craynest (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 which also 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. I found one series of textbook for junior high school students of K13 Curriculum which is published by the government, "When English Rings A Bell." Regarding all the notions above, we investigated the presentation of gender equality in English textbook which is promoted by the Indonesian government of K13 Curriculum. Therefore the research problem is follow (1) What is the proportion of male characters to female characters in texts and images? And (2) is there a difference between the proportion in the texts and in the images?

Literature Review

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).

The concept of gender equality

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. 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 programs for girls and increasing the age at which they marry can return $5 for every dollar spent. According to UNESCO (2016), investing in programs improving income-generating activities for women.

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. As stated by Bursuc (2013), 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 in many countries.

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. According to INNE (2010), looking at education systems or programs 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.

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 Bursuc (2013) stated that a report of a USAID 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.

Criteria of well-designed material or textbook

In designing textbook, there are several criteria that should be accomplished. According to Howard and Major (2004) the criteria are: (1) English language teaching materials should be contextualized; (2) materials should stimulate interaction and should 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, and (10) English language teaching materials should be flexible.

The concept of textbook

According to Vrbová (2006), text-book is one of the presentations of the material. Text-book provides as a loaded resource of themes, texts, visuals and language as well as help to form program of the course and in line with what Mahmood (2011) said that textbook is developed on the base of printed curriculum. 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.

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. Brugeilles & Cromer (2009) argues that it thus transmits a society's cultural capital to its youngest citizens at a particular moment.

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.

Textbooks allow access to all sorts of information. Not only do develop the ability to read and write but those 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, Brugeilles & Cromer (2009) states that access to textbooks is usually one of the first recommendations made by policy-makers.

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.

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. Brugeilles & Cromer (2009) adds that it is from this angle that textbooks may be investigated as potential vehicles for gender equality.

Text-books 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 in formal schooling. 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. 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.

Guideline to evaluate gender presentation in textbook

This guideline is taken from the guideline which prepared by Brugeilles & Cromer (2009, p. 58).

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 was aimed at investigating the treatment of gender inequality in EFL textbooks for tenth and eleventh Grade of Senior High School, 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 conducted by using descriptive analysis method to analyze the data on gender in equality content in EFL Textbooks of Senior High School in Serang City - Banten. The result of study showed that EFL-electronic textbooks for tenth and eleventh Grade of Senior High School still present gender bias which represented unfairness and inequality treatment to images of women. It seems that the result showed textbooks still presented unequal right between women and men.

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 focused 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 suggested that the three EFL textbooks analyzed did not entirely reflect the development of society towards equality between men and women.

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.

Methods

Research design

In accomplishing this research, I used content analysis research in terms of analyzing the gender contents in English textbooks for junior high school students. This study aimed at finding 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.

Data collection

The procedures in doing this study were I identified, classified and coded the gender contents into categories and subcategories that had been provided by Brugeilles and Cromer (2009) while the picture would be simply coded under male or female category.

Data analysis

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 a table to make it more understandable. After that, I drew inferences based on the results that appeared.

Findings

The findings presented the proportion of gender representation both under characters and picture analysis in *When English Rings A Bell VII* textbooks. There were 11 chapters which analyzed from the textbooks entitled *When English Rings A Bell VII*. The data were shown separately from each chapter. The data was presented as follows.

The proportion of gender representationin when English rings a bell vii textbookof characters analysis chapter 1

There were about 163 characters found under character analysis in chapter 1 in the textbook. About 96 characters were coded under male category and 67 characters were under female category. In short, 58% was for male category and 42% was for female category. From 6 aspects which were analyzed, there were five aspects indicated gender representation under character analysis. The first aspect consisted of **category, sex and age of the character.** There were 17 characters indicated as gender representation. 9 characters were under male category with 6 men and 3 boys. Meanwhile, there were 8 characters were under female category, with 6 characters were under women category, while 2 characters were under girls category. In short, 52% was for male category and 48% was for female category.

Under **designation** aspect, there were 23 characters indicated gender representation. There were 13 characters found under male category and 10 characters were under female

category. All the data were discovered from family relationship (mother, uncle, etc.) aspects. Thus, 56% was for male category and 44% was for female category.

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

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

The proportion of gender representationin when English Rings A Bell VII textbookof characters analysis chapter 2

There were about 95 characters found under character analysis in the textbook. About 56 characters were coded under male category and 39 characters were under female category. In short, 58% was for male category and 42% was for female category. From 6 aspects which were analyzed, there were five aspects which indicated gender representation under character analysis. The first aspect consisted of **category, sex and age of the character.** There were 9 characters which were indicated as gender representation. 5 characters were under male category with 3 men and 2 boys. Meanwhile, there were 4 characters under female category, with 1 character was under woman category, while 3 characters were under girls category. Thus, 55% was for male category and 45% was for female category.

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

Under **Attributes** aspect, there were 8 characters which indicated gender representation. There were 4 characters which were found under male category and 4 characters were under female category. All data were discovered from domestic item aspects. In other words, 50% was for male category and 50% was for female category.

Under **Interaction** aspect, there were 20 characters which indicated gender representation. There were 13 characters found under male category, with 9 characters from school interaction, while, there were 7 characters under female category, with 10 characters were from school interaction. In other words, 58% was for male category and 42% was for female category. Whereas, no character was found under **Designation** and **Location in the lesson** aspects.

The proportion of gender representation in When English Rings A Bell VII textbook of characters analysis chapter 3

There were about 125 characters found under character analysis in chapter 3 in the textbook. About 82 characters were coded under male category and 43 characters were under female category. Thus, 65% was for male category and 35% was for female category. From 6 aspects which were analyzed, there are 4 aspects which indicated gender representation under character analysis. The first aspect consisted of **category, sex and age of the character.** There were 13 characters which indicated as gender representation. 7 characters were 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. In short, 53% was for male category and 47% was for female category.

Under **designation** aspect, there were 3 characters which indicated gender representation. There was 1 character under male category and 2 characters were under female category. All the data were discovered from family relationship (mother, uncle, etc.) aspects. In short, 33% was for male category and 67% was for female category.

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

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

The proportion of gender representation in When English Rings A Bell VII textbook of characters analysis chapter 4

There were about 61 characters found under character analysis in chapter 4 in the textbook. About 36 characters were coded under male category and 25 characters were under female category. In short, 59% was for male category and 41% was for female category. From 6 aspects which were analyzed, there were 4 aspects which indicated gender representation under character analysis. The first aspect consisted of **category, sex and age of the character.** There were 19 characters which indicated as gender representation. 12 characters were 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 girl category. In short, 63% was for male category and 37% was for female category.

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

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

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

The proportion of gender representation in *When English Rings A Bell VII* textbook of characters analysis chapter 5

There were about 47 characters found under character analysis in chapter 5 in the textbook. About 26 characters were coded under male category and 21 characters were under female category. In other words, 55% was for male category and 45% was for female category. From 6 aspects which were analyzed, there were 2 aspects which indicated gender representation under character analysis. The first aspect were **category, sex and age of the character.** There were 7 characters which indicated as gender representation. 4 characters under male category with 1 man and 3 boys. Meanwhile, there were 3 characters under female category, with 1 character under women category, while 2 characters under girls category. It could be said 57% was for male category and 43% was for female category.

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

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 were coded under male category and 15 characters were under female category. Thus, 52% was for male category and 48% was for female category. From 6 aspects which were analyzed, there were 2 aspects indicated gender representation under character analysis. The first aspect were **category, sex and age of the character.** There were 7 characters indicated as gender representation. 4 characters were under male category with 1 man and 3 boys. Meanwhile, there were 3 characters under female category, with 1 character was under women category, while 2 characters were under girl category. It meant 57% was for male category and 43% was for female category.

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

The proportion of gender representation in *when English rings a bell vii* textbook of characters analysis chapter 7

There were about 61 characters found under character analysis in chapter 7 in the textbook. About 28 characters were coded under male category and 33 characters were under female category. In other words, 46% was for male category and 54% was for female category. From 6 aspects which analyzed, there were 2 aspects indicated gender representation under character analysis. The first aspect were **category, sex and age of the character.** There were 9 characters indicated as gender representation. 3 characters were under male category with 1 man and 2 boy characters. Meanwhile, there were 6 characters under female category, with 1 character

was under women category, while 5 characters were under girls category. It meant, 57% was for male category and 43% was for female category.

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

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

The proportion of gender representation in when English Rings A Bell VII textbook of characters analysis chapter 8

There were about 66 characters found under character analysis in chapter 8 in the textbook. About 35 characters were coded under male category and 31 characters were under female category. Thus, 53% was for male category and 47% was for female category. From 6 aspects which were analyzed, there were 3 aspects indicated gender representation under character analysis. The first aspect were **category, sex and age of the character.** There were 8 characters indicated as gender representation. 4 characters were under male category with 1 man and 3 boys. Meanwhile, there were 4 characters under female category, with 1 character under woman category, while 3 characters under girl category. In other words, 50% was for male category and 50% was for female category.

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

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

The proportion of gender representation in When English Rings A Bell VII textbook of characters analysis chapter 9

There were about 71 characters found under character analysis in chapter 9 in the textbook. About 28 characters were coded under male category and 47 characters were under female category. In short, 39% was for male category and 61% was for female category. From 6 aspects which were analyzed, there were 3 aspects indicated gender representation under character analysis. The first aspect were **category, sex and age of the character.** There were 10 characters indicated as gender representation. 4 characters were under male category with 1 man and 3 boys. Meanwhile, there were 6 characters under female category, with 1 character under woman category, while 5 characters under girl category. In other words, 40% was for male category and 60% was for female category.

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

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

The proportion of gender representation in when English Rings A Bell VII Textbook of Characters Analysis Chapter 10

There were about 61 characters found under character analysis in chapter 10 in the textbook. About 43 characters were coded under male category and 33 characters were under female category. In short, 46% was for male category and 54% was for female category. From 6 aspects which were analyzed, there were 3 aspects indicated gender representation under character analysis. The first aspect were **category, sex and age of the character.** There were10 characters indicated as gender representation. 6 characters were under male category with 2 men and 4 boys. Meanwhile, there were 4 characters under female category, with 1 character was under women category, while 3 characters were under girl category. It meant, 60% was for male category and 40% was for female category.

Under **Designation** aspect, there were 9 characters which indicated gender representation. All the data were discovered from male category, under family relationship (mother, uncle, etc.) aspect. In short, 100% was for male category.

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

The proportion of gender representation in When English Rings A Bell VII textbook of characters analysis chapter 11

There were about 17 characters found under character analysis in chapter 11 in the textbook. About 10 characters were coded under male category and 8 characters were under female category. In short, 56% was for male category and 44% was for female category. From 6 aspects which were analyzed, there were 2 aspects indicated gender representation under character analysis. The first aspect were **category, sex and age of the character.** There were 5 characters indicated as gender representation. 3 characters were under male category with 1 man and 2 boy characters. Meanwhile, there were 3 characters under female category, with 1 character under women category, while 2 characters were under girl category. Overall, 60% was for male category and 40% was for female category.

From **Activities (actions)** aspect, there were 12 characters which indicated gender representation. There were 6 characters found under male category, with school activity 4 characters, and 2 characters were from routine personal activity. Whereas, 6 characters were

found under female category with 13 characters under school activity. It meant, 50% was for male category and 50% was for female category. Whereas, no character was found under **Designation**, **Attributes, Interaction** and **Location in the lesson** aspects.

The proportion of gender representation in When English Rings A Bell VII textbook of picture analysis

There were also 11 chapters which were analyzed from *When English Rings A Bell VII* Textbook of Picture Analysis. There were about 154 pictures which indicated gender representation in chapter 1, about 75 pictures were under male category and 79 pictures were under female category. It showed that 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. It meant, 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 were under male category and 42 pictures were under female category. Thus, 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. Thus, 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 were under male category and 19 pictures were under female category. In short, 57% of the data were under male category and 43% was under female category. In chapter 6, there were about 25 pictures indicated gender representation, about 14 pictures were under male category and 11 pictures were under female category. In short, 56% of the data were under male category and 44% was under female category.

Next, there were about 66 pictures indicated gender representation in chapter 7. About 33 pictures were under male category and 33 pictures were under female category. To conclude, 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. Thus, 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. In short, 56% of the data was under male category and 44% was under female category. In chapter 10, there were about 95 pictures indicated gender representation. About 53 pictures were under male category and 42 pictures were under female category. In conclusion, 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 were under male category and 16 pictures were under female category. In short, 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, 510 pictures under male category and 414 pictures under female category. In conclusion, 55% of the data were under male category and 45% was under female category.

Discussion

After conducting the analysis, there were 1896 aspects which indicated gender representation, 1344 were considered under male category and 806 were under female category or 71% under male category and 29% under female category. Whereas, there was no character

was found under the category of 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 were under male category, and 45% was under female category.

There are some inferences from this research that could be drawn. 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% of the data were 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 showed most of the content focused on one category only, either male or female category. It also happened to the result of this study, in which it was dominated under male category.

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

Conclusion

There were some conclusions related to this study, (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 also showed the same result which showed that male category was 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% was for male category and 45% was 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."

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