

Critical Discourse Analysis on “Bright: An English” Textbook: Gender Equity in a Popular EFL School Textbook in Indonesia

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ARTICLE HISTORY

Received : 3 March 2022

Revised : 1 May 2022

Accepted : 20 June 2022

KEYWORDS

Critical Discourse Analysis

EFL Textbook

Gender Equity

Gender Roles

Gender Bias

ABSTRACT

Using Critical Discourse Analysis as an analysis tool, this study explores gender representation in the national EFL textbook “Bright: An English” for Eighth Grade Junior High School students, a book utilized in Al-Ikhlâs Lambuya Junior High School’s learning and teaching process. Fairclough’s three-dimensional framework was used to examine the data in this study. The study aims to see how gender roles are communicated and how gender equity is reflected in the textbook. To uncover the power imbalance or disparity between males and females, characteristics such as male and female visual representation, male and female characters, male and female social, domestic duties, male and female semantic roles, and activities were investigated. The research revealed a gender bias in favour of men in particular functions and activities, such as becoming an ‘athlete,’ engaging in social events, and participating in sports. On the other hand, female dominance is evident in that female students outnumber male students significantly. Nevertheless, the study discovered some equality in terms of pictorial representation, some activities, and roles. Although conventional roles and behaviours are associated with female and male genders in this book, all genders are equally portrayed in terms of social position, power, and domination. Furthermore, no ideology such as anti-feminism or masculinity is discussed in this text.



1. Introduction

English is regarded as a foreign language in Indonesia compared to most nations that put English as their second or even first language. Related to that, the government has more concern in this field by shifting the curriculum of English subjects in all grades in school. In addition, English was classified as one of the compulsory subjects that later on will be tested in final testing at the school. Besides, to instil English among the students, variety of strategy of the teacher will be one of the most important parts of the learning process. Instructional material is also considered teachers’ strategy, divided into two main parts: Printed and non-printed. The printed one is text or graphics printed as a medium for delivering information, including textbooks, handouts, brochures, modules, pamphlets, etc. Meanwhile, non-printed material is packaged through various mediums, including videos, cassettes, audio, the internet, etc. (Ayu & Indrawati, 2019).

Some media are used to share information about teaching and learning English in school. Textbooks have become the most common media to introduce information during students’ learning process in the classroom. The textbook has an inevitable role for both students and teachers. The presence of a textbook guides the teachers when delivering material and provides essential information through various explanations and activities. On the other side, it impacts

students’ attitudes and responses to the information. It is a fact that if kids enjoy their textbooks, they will participate enthusiastically in class. However, approaches or methods in teaching and learning also have a big impact on ensuring it is suitable for many types of students.

“Bright: An English” textbook for 8th grade junior high school students is the main textbook used in the Al-Ikhlâs Lambuya Boarding School. This selected textbook parallels the K13 curriculum and syllabus of the current situation used in the Boarding School. The textbook was published in 2017, and it represents how the publisher sees the gender beliefs (male and female) and how it will affect the social beliefs of the students in the school. In the past, language was sometimes used as sex discrimination either for the roles or the position between men and women (Kendall & Tannen, 2015). The presence of textbooks will change students how they see society because of textbook roles, besides instilling information also present society-like in the school. Hopefully, the recent textbooks will change students’ perspectives compared to the old school books, as gender discrimination is not compatible with the recent situation.

The fact is that many EFL materials from the 1960s through the 1980s were anti-feminist (Healy, 2009). This study sought to demonstrate how “Bright: An English” textbook portrays male and female characters in conversation, activities, and picture representation. Critical

Discourse Analysis (CDA) of ELT material utilized in the learning and teaching process was employed to conduct this study. This study aimed to discover how gender equity was depicted in textbooks and whether gender usage could be a good issue in adapting and selecting the most appropriate book for students in junior high school who were learning English as a second language.

Discourse Analysis is not a part of a sentence; it is above or outside of a sentence as Discourse Analysis is assembled by how the conviction was made and the intention of a text (Destira et al., 2021). Derin et al. (2020) argued that discourse analysis develops critical thinking because the sub-topic of this method consists of language learners' functional, practical, and even marketable skills. Furthermore, it is more sophisticated in Critical Discourse Analysis because it is a mixture of social and linguistics of discourse; it elaborates analysis at the macro-level of social structure through analysis at the micro-level of social action (Samadikhah & Shahrokhi, 2015). Moreover, Jorgensen and Philips, cited in Widuna (2018), stated that CDA is a multi-disciplinary thinking framework that focuses on the relationship between discourse, social, and cultural development. However, the scope of the CDA is relevant not only to the text but more to the social issues that affect the discourse itself.

Making a textbook represents the concern of the writer's conscious or unconscious. Still, the effect of this production could be a sensitive issue as Brugeilles and Cromer (2009) stated that Textbooks are essential for understanding gender systems since they can help legitimize gender roles. Before producing a textbook for education purposes, especially in English Language Teaching, the writer should consider ethnicity, age, class, mental level, gender, objectives, and many more (Ahmad & Shah, 2019). The inevitable issue emerges when a female is linked to and textbook, as seen from access to the book and gender equality that represented a textbook (Brugeilles & Cromer, 2009). There is still inequality in a text where the example of the activities is dominated by a male and in line with the subject use that is more dominated by a male subject.

A small number of previous studies have conducted similar objective. Samadikhah and Shahrokhi (2015) attempted to compare the gender representation between two books, namely "Summit" and "Top-Notch" textbooks. They mostly focused on comparing activities and pictorial representation of males and females between the two books. As far as the researchers are aware, there are only two other recently published studies on this topic. Ahmad and Shah's (2019) research was conducted on an EFL textbook for fifth-grade elementary schools in the public and private schools in Pakistan and Kayed et al.'s (2020) research focused on the content of an international ELT textbook series used on Jordanian undergraduate students at Al-Balqa Applied University. The scarcity of this study indicates a need for a more comprehensive examination of a textbook that is used

by the majority of secondary schools of the country, thus the results of this study is hoped to contribute in addressing this research gap.

2. Literature Review

2.1 Textbook

The function of textbooks still has a significant impact on developing topics and ideas in today's era, but more than that, the book offers the way to is presented to the students. However, textbooks enlighten learning and teaching in more varied ways (Behnke, 2018). For example, in a learning activity, students usually read and listen to material from a textbook. Moreover, a book provides some content with several pictures, so the students will receive many exposures while they are learning. The same case happened to a teacher while they were teaching, as with the presence of a textbook, they will have more approaches to engage their students to be more engaged in a classroom activity. Ellis (2014) believed that the students would learn with the maximum exposure learners receive.

The textbook is the centre of the curriculum as it represents an intended curriculum (Lucy et al., 2020). Moreover, a Textbook contains values in social life; one is gender (Carole Brugeilles & Sylvie Cromer, 2009). Regarding the explanation above, it can be inferred that the function of textbooks in terms of instilling social belief has a significant effect. Moreover, the book is applied in school learning and teaching activities. The role of gender, especially in Indonesia still not a very concern in society, yet in rural communities, the part of men is still placed at the peak of social culture. Therefore, textbooks are elemental to introducing the gender system as it has a vital role in gender legitimation in real life (Brugeilles & Cromer, 2009). In Behnke (2018), Muller believed that textbooks might reinforce the stereotypes about gender. This gender stereotype includes all aspects of social life, either in men's and women's roles or their equity. In the Indonesian context, men are drawn as the individual that could do everything compared to women as it could be seen that most of the leaders or stakeholders are led by men. Gender equity is essential for students in Indonesia because gender is even in every social life nowadays, and the most common initial move is by using a textbook. Grouping gender happens when children are ready to code information that is proper to derive between women and men in society (Martin & Dinella, 2001).

2.2 Critical Discourse Analysis

According to Kayed et al. (2020), the field of Critical Discourse Analysis revolves around social issues such as inequality, injustice, racism, hegemony, power abuse, and many other in-depth examinations of the linguistic properties of discourse and discourse structures, as well as the linearity of a social system and social cognition. This statement is also strengthened by (Sriwimon & Zilli, 2017), cited by Van Dijk,

that CDA is a form of discourse analysis study that focuses on how text and language in social and political situations are used to enact, reproduce, and oppose social power abuse, domination, and inequality. Xia and Hamuddin (2019) explained that CDA has a strong relationship between the discourse itself and ideology. Based on the reasons presented above, it can be concluded that the Critical Discourse Analysis' thinking framework is centred on the social value of human beings in social existence. Moreover, Critical Discourse Analysis is a strategy for identifying, understanding, organizing, and preparing descriptive writing, and it is not a way of learning (Numertayasa, 2017). It can be concluded that Critical Discourse Analysis (CDA) is an approach that is more concerned with the description situated behind the line. Through Critical Discourse Analysis (CDA), researchers will gain information that the outer expression could offer either from the political and common issues that society gets involved in.

As illustrated in their article, Swastika and Esther (2020) apply the CDA approach in revealing how the interplay between the text and practical strengthens the reason behind the choosing of the textbook as media for instilling the social belief in societies. Numertayasa (2017) divided CDA into several type:

1. CDA model of Theo Van Leeuwen,
2. Sara Mills models CDA,
3. CDA models,
4. Teun A. Van Dijk, and
5. CDA model of Norman Fairclough.

Discourse Analysis theories used in the study that has been done is the theory of discourse analysis of Fairclough, which focuses on explicit content applied in the textbook. In addition, the researchers' objectives are to see content, including gender representation in the conversation, activities, and illustrations, and know the ideology behind the textbook. Furthermore, to understand CDA, Wodak, and Meyer (2009) and Van Dijk (2009) define the CDA principles into five principles:

1. CDA is not centred on theory or even a particular discipline but instead on an issue, such as its application to society in Laman's terms.
2. To investigate and justify why some interpretations are more effective than others, CDA explains unplanned opinions.
3. CDA is a social research project that consists of a social problem, a human rights perspective, and power abuses such as racism, sexism, classism, and social inequality.
4. The content of CDA is concerned with diverse theories, methodologies, and applications in critical societal problems.

5. CDA is concerned with investigating the dominant group in a society subjected to discursive injustice to open up social inequity.

3. Method

The study employed the qualitative method, which employed content analysis adapted from (Fairclough, 1989, 2001) to examine gender representation in the conversation, activities, and illustrations in a Textbook for Junior High School Students. This study had no participants, although it did look into the content of the conversation used in the textbook. Moreover, the book was chosen for its ability to bring forth information about gender representation that is balanced or imbalanced in its contents.

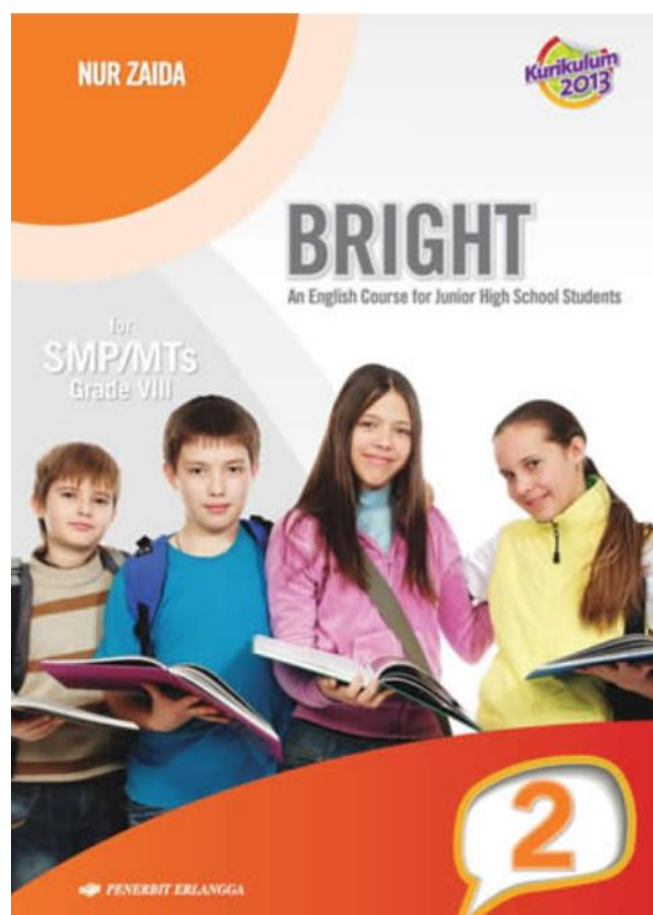


Figure 1. Cover of the “Bright: An English” textbook

The source of this study was taken from Junior High School English Coursebook used under the title “Bright: An English Textbook for Eighth Grade Junior High School Students.” This book was printed and published by Erlangga publisher in 2014. “Bright: An English” is the first edition of the book, developed based on the Approach Method responding to the need of K13 Curriculum, which aims for students to memorize words based on the theme, and the structure communicated interpersonally and transactionally.

The technique for collecting the data for this study was to use a three-dimensional model mediated through a checklist to analyse the textbook's explicit content that discussed gender (Handayani et al., 2018). This approach was divided into three parts: conversation and pictorial representation, followed by interpretation of the data collection and analysis of the conversation based on five factors (Samadikhah & Shahrokhi, 2015). The first section examined gender representation in conversation, activity, and pictures on the book. The variables retrieved and analyzed for evaluating the conversation were: male and female picture representation, male and female characters, male and female social, domestic roles, male and female semantic roles, and activities (Fairclough, 2001). The acquired data were evaluated and described concerning the social environment once the requirements, which consisted of the checklist and relevant data, were gathered.

This research was guided in collecting, analysing, and interpreting the data from the previous study related to research comparing gender equity from two different textbooks. The aspects were a pictorial, male and female character, total relation, domestic and social roles of male and female, and activities.

In this study, five aspects were used to analyse gender equity: pictorial representation, female and male character, total relation, domestic and social roles of female and male, and activities. These aspects will be uncovered through three phases: 1) Description of the linguistic features using word choice, grammar, and text structure; 2) Interpretation to comprehend the link between speech, its creation, and its consumption; and 3) Explanation, referring to Fairclough's statement in Handayani et al. (2018), of the link between interaction and social environment with the social determination of the production and interpretation processes and their social impacts is explained.

4. Results

4.1 Pictorial Representation

The first part of the data gained from the book is a pictorial representation of the female and male. The distribution of the images of both genders are displayed on **Figure 2** and summarized in **Table 1**.

Table 1. Pictorial Representation

Female	More Female	Male	More Male	Equal	Total
64	20	50	16	42	192
33%	10%	26%	8%	22%	100%

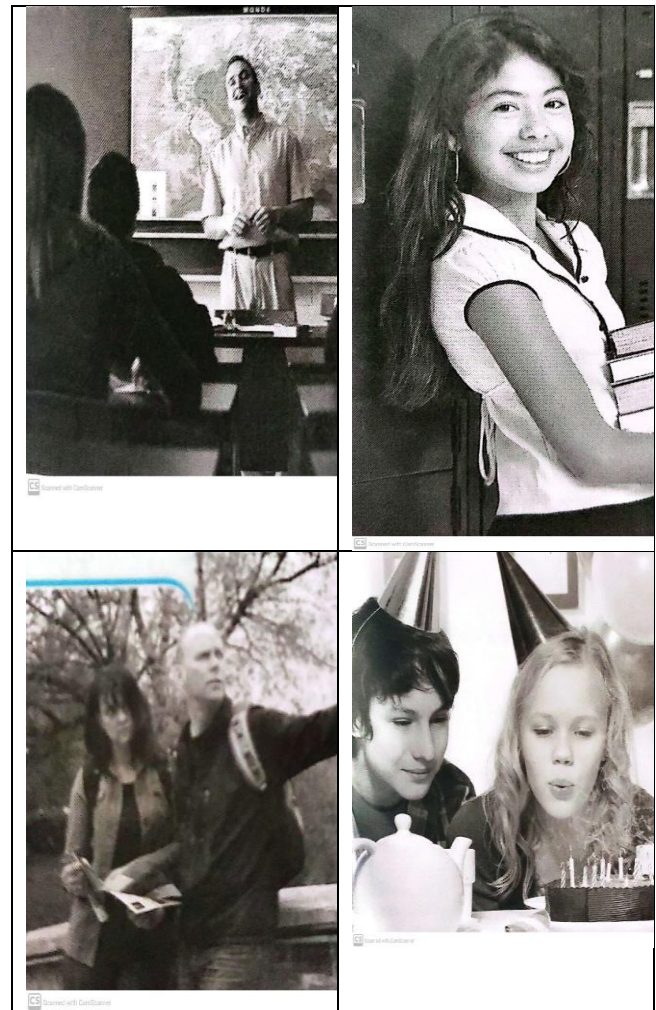


Figure 2. Female and Male Pictorial Representation

The picture presented by "Bright: An English" showed an outnumber of the females by 64 times occurred compared with males by 50 times. The trend showed the same flow of more females than more males, but not in the gap between them. The gap is not very noticeable as only four counted pictures of the book. Although the equal picture like the equivalent number of females and males are more likely to the number of males or females with more than a half times the female's pictorial representation. Overall, as the table indicated, the dominance of females with 33% of the picture represented, followed by males with a gap of 26%. The image which displays an equal share between females and males is 22%. In addition, the rest picture in which more females with 10% and 8% pictures used more males.

4.2 Conversation Characters

The next aspect discussed female and male characters. The table shows that the initiator of the conversation between females and males almost shows the same distribution but, in the segment, student-student male-dominated with a very noticeable gap with almost three times between 8 and 3 for

males. The table also indicates that males are more engaging in starting a conversation with females or males, and females tend to be the person to talk with than males.

Table 2. Female and Male Characters

	Number of females	Female as X	Male as X	Number of males	Female as y	Male as y
Friend-Friend	21	11	10	21	10	11
Teacher-Teacher	1	0	1	1	1	0
Teacher-Student	4	2	2	4	3	1
Student-Students	10	3	7	10	8	2
Colleague-Colleague	2	1	1	2	1	1
Volunteer-Volunteer	1	0	1	1	1	0
Reporter-Informant	2	0	2	2	2	0
Neighbor-Neighbor	2	2	0	2	2	0
Total	43	19	24	43	28	15

In the conversation part, the nuance between friend and friend more often occurs compared to the other situation. Both genders shared almost the same in the friend and friend situation as the initiator of the conversation 10 and 11 times. There is a slight difference between females and males' situation as the person to talk to with reverse results 10 and 11 times. The same trend is shown with the teacher-teacher situation, teacher-students, students-students, colleague-colleague, volunteer-volunteer, reporter-informant, and neighbour-neighbour. Females are more likely to be the initiator in the conversation.

Gender representation refers to how both genders are represented in a textbook. The fair treatment of gender representation is the equality of portrayals in terms of balance or imbalance. It evaluates how men and women are represented in photographs or words. One sex dominated while the other was poorly represented in the writing and/or photos, resulting in imbalance or uneven representation. In the textbook, all genders are represented in a balanced or equal manner. Males outnumber girls in all facets of gender representation analysis, including visibility, career, game or sport, firstness, domestic role, and role model. Data reveals that both genders are equally represented in terms of visibility. The other factor is occupation, with most statistics depicting male and female workers following the same rules. Female and male figures are depicted with the same game or sport premise: physical activity and musical instrument playing. Furthermore, the firstness feature demonstrates that the talks are appropriate for the broader audience without regard to gender.

4.3 Total Relation

The third aspect is total relation which explains the conversation made between them. According to the book, the table shows that conversation between females-female

shows a tiny fraction gap where conversation made stood at 36% with 20 times that have occurred between females-male with 32% with 18 times, 4% difference resulting from female-male and female-female. The male-male conversation only happened for a fifth of the entire discussion, with an exact 20% or 11 times in the other segment. The rest data, which is not specified, rarely occurred, with 13%.

Table 3. Total Relation

Total Relation		
Female-Male	18	32%
Female-Female	20	36%
Male-Male	11	20%
Not Specified	7	13%
Total	56	100%

According to the table presented, the conversation is more likely to happen if females and females are talking on their own, followed by females and males and males with a tiny fraction.

4.4 Domestic and Social Roles

The next aspect is the Domestic and Social Roles of Females and Male. The data shows that females and males share almost the same distribution on this aspect, but in part of students, females dominate compared to males with 21 and 14 times respectively. The teacher's role between females and males showed the same number and volunteers once. However, there are some roles in the book that did not show any intention of a certain role like in athlete part. There is no female getting involved on athlete compared to males 2 times, followed by a traveller with no female getting involved with the role.

Table 4. Domestic and Social Roles of Female and Male

Domestic Social Role	Female Frequency	Male Frequency
Students	21	14
Teacher	3	3
Athlete	0	2
Storyteller	1	0
Traveler	0	1
Friend	27	24
Parent	2	1
Travel Agency	0	2
Office Worker	0	2
Volunteer	1	1
Barber	0	1
Total	55	51

From the table, commonly, females occupy students, teachers, storytellers, friends, parents, and volunteers more than males, while males occupy more athletes, travellers, travel agencies, office workers, and barbers. This data shows an imbalance between females and males in some social and semantic roles between females and males in the book.

Furthermore, it oversees the evaluation of textbook dissemination by the government or private organizations. Furthermore, the Indonesian government is concerned about gender issues in textbooks, which may be found in various policies. As a result, Indonesia gradually establishes gender equity through high-quality textbooks. In reality, gender prejudice may still be seen in textbooks, and a gender imbalance in textbook content has been identified via study. According to the research findings conducted (Kristina, 2018), males are far more represented in Indonesian textbooks than girls.

4.4 Activities

The next aspect is activities performed by females and males in the textbook. On the one hand, each gender represents the equal activities between females and males, such as driving and engaging in outside activities. Still, on the other hand, the result shows that some actions are dominated by females, such as shopping, selling, watching tv, and cleaning, while males like doing sports, studying, travelling, working, and engaging in social activity. The book asserted the role of males over females in domestic and social roles, especially in doing sports, working, and engaging in social activity.

Table 5. Domestic or Social Role of Female and Male

Activities	Female Frequency	Male Frequency
Doing Sports	9	21

Study	7	9
Shopping	6	3
Travelling	3	5
Driving	5	5
Cooking	1	2
Make Up	3	0
Playing Piano	2	0
Band	0	1
Engaging In Outside Activities	7	7
Working	4	8
Engaging In Social Activity	5	11
Selling	1	0
Watching TV	5	2
Cleaning	5	2
Total	63	76

The most noticeable activity is doing sports as males dominate two times more with 21 times males doing sports compared to females with 9 times. The same trend also showed in the engaging social activities with more than a half stood at 11 times compared to females with only 5 times. In addition, working activities also showed the same trend with 8 times occurring compared to females 4 times.

However, in the shopping part, females are more dominating with 6 times than males with only a half. The same trends are also shown in the makeup, playing the piano, and selling as no males are involved with activities. In the textbook, males are portrayed in outdoor activities such as travelling more than females with 5 times compared to 3 times. Interestingly, males do more cooking than females although do not present a big gap with only 2 times compared to 1. The females-related activities like watching tv and cleaning are showed females as the dominator with respectively 5 times compared to twice.

5. Discussion

To begin with, Greenberg (2018) and Wollheim (1998) stated if a picture symbolizes something, the visual experience of that picture will determine whether or not it does so. The existence of a photograph could instil values and beliefs in a book, and through that, the writer could share "experience" with the reader. To some extent, the pictorial representation of females and males reveals the dominance of females over males. Even though the differences between females and males do not show a considerable gap, the picture of females is 64 times while the male is 50 times only. Although females' supremacy over males occurred in this book, the distance did not show a noticeable difference.

According to the data gained, there are unequal ideology, social, societal, cultural, and religious implications. It could be interpreted as a gender revitalization where the pictorial representation opposed the stereotypes of male dominance. It is also important to mention that graphical representations of the female and male are presented equally 42 times. However, the writer of this book tended to show the similar occurrence of both genders between females and males that are considered to create gender equity against gender stereotypes and discrimination.

After investigating gender representation through a picture in "Bright: An English" textbook for 8th Grade Junior High School Students, it is found that the picture produced showed balanced representation. The nuance made by the author pictures the women are more dominant in the many occupations or activities. The picture is shown as promoting the role of women in society, and it can be seen that there is a female who can play football, master martial arts, become a librarian, etc. Compared to males, these activities are relatively common among males in occupations, activities, and roles in society. The picture is used as society sees the role of both genders, positioning males and females in an equal position. However, there is still slight gender bias in that the activities done by the females in majority are not ones typically also done by the male. Moreover, while "Bright: An English" showed that females can do more than males, there is no atypical or surprising representation such as "males can do 'kitchen' things too."

The textbook is the most essential source for the education sector since it plays an important part in teaching and learning. Textbooks are the most common teaching materials for foreign languages because language and culture are inextricably linked. Furthermore, the Indonesian government uses the English Language Teaching textbook for language teaching and learning, and an ELT textbook is a linguistic source for the teaching and learning process.

ELT textbooks have the potential to affect students' learning and conduct. Furthermore, most teachers utilize textbooks as the primary medium for instruction and learning. Gender representation in textbooks relates to how both genders are portrayed. The fair treatment of gender representation is the equality of portrayals in terms of balance or imbalance. It is used to compare male and female representation in photographs and words. Imbalance or uneven representation occurs when one sex dominates the text and/or images while the other is underrepresented. Balance or equal representation refers to the textbook's silent or similar portrayals of both genders

Another aspect of the investigation is the female and male characters. Ahmad and Shah (2019) stated that the saying "women are from Venus, Men are from Mars" is frequently used to describe the observable variations in how men and women feel, think, and act. This statement describes the result of the female and male characteristics. The data

were gained to inform the dominance of the male over the female in the conversation. Based on the data shown, the male was favoured as an initiator in the conversation. In addition, the imbalance could be seen in the male as x where it stands at 24 times compared with the female as x with 19 times only. According to the description, it can be inferred that males are more creative and open to talking with people, either males or females. The male strengthens it as y and female as y respectively 15 and 28 times, which shows very noticeable differences. The most contrasting data has occurred when the males and females are in the same position as students and students. Females tend to be more closed to talking with other students, especially males. From the discourse analysis perspective, the unequal performance between females and males indicates a biased gender in society's social and societal practices. The male showed the domination as the role of females seemed to be more likely than the dominant one, as Spender stated (Yaqin, Nurul, & Zainuddin, 2017).

Total relation investigates the conversation between female-male, female-female, and male-male in three different categories of the association (Samadikhah & Shahrokhi, 2015). The data manifest there are many conversations has been made by female-female with 20 times and followed by female-male with 18 times occurred. From the data shown, it could be noticed that females feel more comforted when they talk with their gender as one-fifth of the total relation described in the book, followed by cross-gender with 2% differences. On the other hand, male-male made evitable result with 11 times only which indicated the willingness of the same gender (male and male) in conducting conversation is related low. Therefore, according to the data, it can be described that the representation of female-female and female-male are oriented in the social as dominance in the societies compared to the male-male situated with the often occurred. Furthermore, the data showed that the male rarely made a conversation among them, contradicting the following discussion that the male was initiating conversation as the female and male characters were presented earlier.

The fourth is domestic roles and the social roles of females and males. The data indicates equal and balanced representation between both genders regarding occupation and social roles like teacher, friend, volunteering, driving, and engaging in outside activities. Females and males are represented equally in their educational level and knowledge. Both genders also occupy the roles and occupations such as student, parent, friend, and activities like studying, shopping, travelling, cooking, working, engaging in social activity, watching tv, and cleaning. Safitri (2020) presented that there ought to be a tendency associated with the particular occupation between females and males. However, there is a dominant gender in males like athletes, travel agencies, office workers, and barbers. This result showed that there were still male stereotypes of females in

the particular occupation. Males were related to the roles that needed more physical activities.

The first is a thesis titled "Gender Representation in Indonesia's EFL Textbook Exercise: A Critical Analysis of Buku Bahasa Inggris Exercise," which examines how women are represented in Indonesian textbooks (Zahri, 2018). The thesis contains some data about the systematic gender representation study, and as a result, it might be credited with this study.

On the other hand, females were framed in more "soft" roles as storytellers, makeup, playing the piano, band, and selling related to them. The dominance of females also showed females as students outnumbering the male with a very noticeable gap. Craft and Carroll (2016) strengthen that females are more involved in low-intensity activities than high-intensity ones.

Humans are either male or female, and they learn to identify with one or the other at a young age (Safitri, 2020). The data result shows no bias and discrimination between females and males in the mental and cognitive ability. Both genders perform the same, requiring intelligence, awareness, and competencies. As The Lancet Public Health (2019) released, female athletes' example could be leveraged to close the gender gap in physical activity by challenging inequities in pay and investment and shifting social expectations. However, there are some imbalances in representation in some activities and roles. For example, females go shopping, play the piano, watch TV, and clean. This evidence reflects the stereotypical image of females associated with entertaining activities such as following activities.

Despite recent increases in female labour force participation, conventional gender norms still exist in many communities worldwide. While their spouses work, women are often expected to put their educational and career objectives on hold to raise their children. There are, however, women who prefer to work while also fulfilling their gender roles of domestic chores and child care. Even though various homes may distribute duties more equitably, data suggests that women have maintained the primary caretaker role within the family despite economic contributions. While gender roles have become more equitable, they are still segregated along conventional gender lines.

However, males occupy some activities like doing sports, travelling, working, and engaging in social activities. So, the data reveals the bias tends toward males in particular roles and activities. Still, it can be found that this book manages equality between females and males in sort of pictorial representation, total relation, and some activities and roles.

This paper's method is Critical Discourse Analysis (CDA). This field aids in the discovery of both hidden and visible socio-political ideals and norms between females and males (Ahmad & Shah, 2019). This discussion of the books

cannot be used as an anti-feminist ideology because there is no clear evidence or confirmation of the anti-feminism ideology. However, some differences between females and males could be natural differences between feminists and men (Lestari, 2021). In other words, females and males have the same power to have such roles and activities in society. Although the book shows there is no power imbalance between females and males, there is still framing related to the female portray which stereotypically in some activities and roles such as shopping, make-up, playing the piano, watching tv, and cleaning. Thus, the study recommends school book writers and designers to pay attention and re-check their books on these two aspects in particular, namely gender stereotypes and gender equality.

6. Conclusion

This critical discourse analysis is undertaken to uncover the representation of genders explicated and involved in the content of one of the most popular EFL textbooks in Indonesia, which is Erlangga Publisher's "Bright: An English" textbook. Using Fairclough's three-dimensional analytical framework, the novelty of this study is its comprehensive data on the male and female visual representation, personalities, activities, social roles and semantic roles. In this book, females and males are found to be equally represented in the pictorial representation, social standing, power, and dominance. This study concluded that no anti-feminism or toxic masculine ideologies are discussed in this book meant for junior high school students. However, there are still certain stereotypes about female and male social roles and activities. The results of this study contributed in examining a currently-in-use and recently released EFL textbook distributed by the one of the top publishers of Indonesia.

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