

An Investigation of Gender Equality Represented in Indonesian Junior High School EFL Textbook

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Abstract. Gender issue has become a topic of numerous studies in educational field. However, the availability of textbooks that representing gender equality are still limited. Thus urges textbook designers become aware in accomodating gender equality in EFL textbook. To fill this gap, the present study aims to investigate gender equality in Indonesian EFL textbook mandated for Junior High School grade IX. Adopting content analysis as research design, the content of textbook including multimodal texts, verbal and visual texts were analyzed by researcher. Gender neutral vocabularies, a balance proposition male and female vocabularies, the frequency of male's and female's visibility throughout images in the textbook were found to construct gender equality represented in the textbook. The finding show that the textbook designers are aware to minimize gender inequality represented in EFL textbook. Finally the implication of present study is English teacher and textbook designers should be fully aware and pay attention more about gender equality depicted in EFL textbook.

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INTRODUCTION

A large number studies on gender in EFL textbooks have been much discussed. People basicly think, act and behave according to their gender roles or identities (Widodo & Elyas, 2020). In other words, people are able to learn the way to act as a female or a male from the role of gender, it also constructs the way they feel, how they think and the way to interact in society. Russell (2016) argued that in educational field, gender equality is framed as a basic of human right. In this case, to stimulate students about knowledge and gender awereness, the role of textbook designers and English teachers become crucial, they should be aware and pay attention more about gender equality in EFL textbook (Suwarno *et al*, 2021).

Textbook as one of educational artifacts has crucial role in promoting gender equality. One of factors that are able to complete the role of textbook is by representing gender equality. Brugeilles and Cromer (2009) stated that textbooks as the set of learning materials serve two goals, they are: educate such as English skill and socialize such as social norms, genders, cultures, also other values. A great textbook should have several qualifications, especially in the terms of language and content as well as impact of ability to think, act and behave, so that it will be a capable source of learning and stimulate students' interest in learning.

A number of studies want to reveal certain idealism contained in EFL textbooks mandated in Junior High School, including gender equality. Lee (2016) investigated four EFL textbooks for Japanese high school students which published in 2011. He focused to investigated the representation of gender in verbal texts. The findings showed that the textbook designers or textbook authors were aware to minimize gender disparity by using the neutral title for women (e.g. Ms, Mrs, Miss) and gender inclusive words to address people in general or unspecified gender (e.g. police). However, the frequency of mentioning males in the textbooks was more dominant, and the gender inequality was found in fuor EFL textbooks.

The availability of the texbooks that representing gender equality are still limited. Thus urges textbook designers become aware in accomodating gender equality in EFL textbook. By this case, the researcher interested in investigating "How gender equality is represented in Junior High School EFL Textbook entitled Think Globally Act Locally?" because this book not only containing of curriculum development but also the reflect of gender represetation in social actions. Otherwise, the textbook is proper to be used in teaching learning process because it published by the Indonesian Ministry of Education and Culture.

METHODS

The present study was a qualitative adopted content analysis as a research design. The present study applied content analysis theory by Philipp Mayring. According to Mayring (2000) the main idea of content analysis is to formulate a criterion from a theorotical definition and research question, as well as determine the aspects of textual material that have been categorized. Ary, et al (2010:457) defined content analysis was a research method applied in written or visual material to identify specific characteristic of the material. Qualitative content analysis was used where the investigation not only counting words or images in the text, but also endeavor to understand the context of social realitiy (Ullah & Skelton, 2015).

In this study, the researchers discusses about gender equality in EFL textbook. The researchers collected the data by investigating the use of neutral vocabularies, the proposition male's and female's vocabularies and the frequency of male and female visibility in the textbook. According Lee's (2018), the proportion of male and female vocabularies were identified by calculating female pronouns, male pronouns, gender character vocabularies (father, mother, son, girl, boy, etc.), and gender proper names (e.g. Siti, Lina, Udin, Edo, etc.). Gender neutral vocabularies (e.g. everyone, people, etc.) and gender pronouns (she, he, his, her, hers or him) were calculated, the male's and female's visibility in visual illustration were analyzed to investigate the construction of gender

equality in written text. Adopting Mayring's theory, the researcher followed these following procedure to conduct this content analysis: (1) Creating research question, (2) Giving categories in verbal text or visual illustration which contain gender equality value, (3) Collecting the data by clarifying verbal text or visual illustration which contain gender equality value, (4) Checking or re-checking the data (5) Analyze the results of each category. The theory of Visual Grammar (VG) by Kress and Van Leeuwen (2006) used for analyzing visual data in detail.

FINDINGS

The analysis started by analyzing manually followed Lee's (2018) framework, calculating gender neutral vocabularies, male and female vocabularies in terms of gender characters and pronouns. Additionally, a theory by van Leeuwen's (2008) which stated the analysis of visual data involved calculating the gender characters visibility. The written texts analyzed based on Sunderland's (2006) theory, while theory of Visual Grammar (VG) by Kress and Van Leeuwen (2006) used for analyzing visual data.

To investigate the construction of gender equality throughout verbal text including written text, instruction, conversation, the researchers calculated the use of gender neutral vocabularies, the frequency of male and female pronouns and the frequency of male's and female's character vocabularies. The visibility of male and female in visual images has been examined, the awareness of textbook designers and textbook authors to construct gender equality was implied through several visual images in the textbook.

Gender Vocabularies in Verbal Text

To investigate the construction of gender equality throughout verbal text including written text, instruction, conversation, the researchers calculated the use of gender neutral vocabularies, the frequency of male and female pronouns and the frequency of male's and female's character vocabularies. The finding showed the use of gender neutral vocabularies (e.g. everybody and everyone such in chapter 1 page 2, 5, 16, chapter 5 page 81, 105) could represent both genders male and female. Additionally, gender neutral vocabularies such as people, person, human, kids and police also might replace specific gender. Similar to the findings of previous studies (e.g. Suwarno et al., 2001; Lee 2016; Lee 2018) which reported gender neutral terms were widely used in the textbook. This finding indicates that the use of gender neutral vocabularies is to promote non-sexist language (Sunderland, 2006).

The frequency of male and female pronouns in written text was almost balanced, although the frequency of female pronoun is more, but the overall number showed that both gender pronouns were still same in the range of 170 (Lee, 2016). In the term of male's and female's character vocabularies as seen in table 3 & 4, the finding showed that female's character vocabularies which found were more dominant. The overall number of female's character in written texts is 314, whereas the overall number of male's character in written texts is 286. There was unfairness in terms of gender character vocabularies. However the authors were aware to minimize gender equality in written texts by using gender neutral vocabularies and the proposition of male's and female's vocabularies (Lee, 2016; Suwarno et al., 2020).

Visual Representation of Gender Equality

The visibility of male and female in visual images has been examined, the awareness of textbook designers and textbook authors to construct gender equality was implied through several visual images in the textbook. The first picture is located in book cover, it represents six students on above, three female students and three male students. Besides, there are two teachers represented in the image with different gender. All students and the teacher wear uniform. Gender equality found in this image because the number of male and female visibility are equal (Lee, 2018). The picture displayed on the book cover indicates that male and female have the same opportunities to get proper education as stated in the Regulation of Indonesian Constitution no. 20 of 2003 concerning The National Education System. The image represents equal occupation between male and female, it indicates that both male and female have the same opportunities in the term of social role, for instance about their profession or occupation, the picture displayed in book cover represents that the profession of teacher can be represented from both genders male and female (Yonata, 2017).

The second visual representation is located in table of contents, the image represents a couple of male and female students, both students wear uniform. The male and female have the same status, exactly as a student. It can be concluded from the picture that both genders are represented equally, a male student and a female student. Two students in the image above are next to each other and their gesture is open their mouth. Text in the image indicates the information that is table of contents of the book. Both male and female have the same right to decide their level of education and academic degree. It can be interpreted that there is no difference between male and female to continue their education from basic education to higher education to obtain academic degrees such as bachelor degree, magister degree and doctoral degree. By this case, it hoped that education will become a provision or step for male and female in order to achieve their goals in the future. From the social role, their status on the picture are the same, as a student who has the same right and opportunities (Yonata, 2017).

The picture is located in the beginning of chapter 1 page 1, it represents three students and a teacher, two female students and a male student and a teacher. All students and the teacher wear uniform. Gender equality found in this image because the number of male and female visibility are equal (Lee 2018). In the term of social role, the profession of teacher is represented by male, while a female student depicted on the picture as a winner of a competition. It can be seen from the picture that both genders are represented equally, two males and two females (Brugelies, C., & Cromer, 2009). The students have the same rights and opportunities during teaching and learning process (Campbell, 20020). A female student is standing in front of the teacher and make eye contact to the teacher, while two students below are next to each other. The texts of image indicates information that is chapter 1 with the theme congratulation, the competition is story telling on August 17th. Next is the texts in conversation bubble, it explains what will be learned in this chapter, to express hopes and wishes to others, next is to congratulate others on their fortunes and achievements in order to keep good personal relationship with them.

The picture of chapter 1 page 1 represents two students, a female student and a male student. All students wear uniforms. It can be known from the picture that both genders are represented equally, the male and the female students have the same right to

decide their level of education and academic degree. According to the image, the male students is on the right side, there is a text in speech bubble next to him. The female student in the left also with the text in speech bubble next to her. The language that used in the speech bubble does not indicates any language sexism because “people” represented both genders male and female.

Chapter 1 page 16 displayed picture both male and female students accompanied by speech bubble. The text in speech bubble is a monologue of instruction. The language that used in the speech bubble does not indicates any language sexism (e.g. every one, people, others) represented both genders male and female (Sunderland, 2006). Both male and female have the same right as a student. It means that there is no difference between male and female to get proper education and continue their education from basic education to higher education to obtain academic degrees such as bachelor’s degree, magister degree and doctoral degree.

The last picture is located in chapter 6 page 127, the image represents two children, a little girl and a little boy. The boy wears green shirt with blue trouser and black shoes, the girl wears yellow shirt with red skirt and shoes which color is match with her shirt. Every child has the same right to get a proper education and it has been regulated in the regulations of each country (UNESCO, 2018). Playing is one of the rights of children as that should be fulfilled because playing means not only about entertainment, but also becomes the way to learn for children. In the term of the right of to get protection means the protection from various kinds of threats, both physical and psychological violence, as well as other things that endanger children. In other words, the parents are obligated to provide a form of protection for both boy and girl to get their own safety. Last, every child has the right to be treated equally, regardless of race, skin colour, gender, language, religion, political opinion, national, ethnic or social origin. From the picture, it can be concluded from the picture that both genders are represented equally, a boy and a girl (Brugeilles, C., & Cromer, 2009).

Visual Representation of Gender Inequality

The visibility of gender inequality has been examined. As shown in table 6 below, the analysis were categorized including domestic chores, accomplishment, sports or physical exercise and interest or hobby. The first picture (on the left) located in chapter 1 page 2 represented a girl and two boys, the boy set up a tent which is physical work that requires more power and should be performed by men. Similarly, verbal texts in the speech bubbles which accompany the picture on the right narrate that Edo is helping his father to fix the fence of his house. In this case, the stereotyped work is also assumed for a male because this work requires physical strength.

The first picture located in chapter 1 page 11 represented the girl who is mopping the floor. Additionally, other pictures also portray domestic chores including making pastry that should be stereotypically performed by women. As depicted in the picture (on the bottom left), a girl whose name is Lina seems to make pastry by herself. The picture shows her right hand covered in a mixing the flour and egg and her mother brings her smartphone because there was an incoming call. It can be interpreted that Lina is used to doing such activity. Similarly, the last picture (on the bottom left) depicted a girl who had cleaned her room and she was being praised by her mother because of her job. The activity of mopping

the floor, cooking and cleaning the room, those are stereotypically associated with female work. The present evidence demonstrates a traditional stereotype that domestic chores as social practices are considered to feminine work (e.g. Ariyanto, 2018; Lestariyana et al, 2020; Dahmardeh and Kim, 2020; Lee & Mahmoudi-Gahrouei 2020; Mengistie and Woku, 2021).

The pictures located in Chapter I page 2, 11, 12 show stereotyped gender differences in the context of academic and non-academic achievements. Female students stereotypically were depicted in academic achievement (i.e. getting scholarship and winning an educational competition), male students were represented in the non-academic context (i.e. sports). The first picture represented a girl whose name is Siti and a boy whose name is Udin, the texts in the speech bubbles describe that Siti tells Udin about her achievement in getting a scholarship and will help her parents in paying for school fees. The second picture (on the left) depicted Lina's accomplishment as the winner of the class in a story-telling competition, and she will be the representative from her school. Both the accomplishments depicted create the academic stereotype as reported in several previous studies (Gilbert et al., 2015; Lestariyana et al., 2020; Voyer & Voyer, 2014). While the last picture (on the bottom right) represented two boys, the text in speech bubble described the accomplishment of boy in sports (i.e. running) that echoes male domination in the non-academic realm. Generally, sports activities are also often associated with male interest (Selvi & Kocaman, 2020).

Further, gender stereotypes in terms of interests or hobbies are inevitable. Shafer and Kipp (2014) argued that boys and girls in the view of society are believed and expected to behave differently from an early age. The picture located in Chapter V, page 79, 89, 100) indicated that the textbook authors constructed gender stereotypes in terms of sports and hobbies. The first image on the left represented two boys at the beginning of chapter V, it illustrated the two boys wearing sports jerseys, and one of them is carrying a ball. It seems that playing football was characteristically depicted as a men's favorite sport. In the form of verbal texts, the first text narrated that Siti's hobby is reading a novel. It seems that in social practice, reading is characteristically assumed as an intellectually feminine hobby. Meanwhile, the last dialogue text described that Dayu came to Udin's house when Udin was playing football.

Table 1. The use of Gender Neutral Vocabularies

Gender Neutral vocabularies	Frequency
Everybody	12
Everyone	51
People	25
Person	2
Human/ Human Being	3
Kid/Kids	12
Police	1

Table 2. The Frequency of Male and Female Pronouns

Normative		Accusative		Genitive		Revlexive		Total	
He	She	Him	Her	His	Her/Hers	Himself	Herself	Male	Female
90	82	33	40	55	52	0	0	178	174

Table 3. Male's Character Vocabularies

Vocabularies	Frequency
Father	16
Dad	9
Uncle	7
Nephew	2
Grandfather	3
Brother	25
Male's Proper Name	199
Boy/Boys	3
Male/Males	4
Mr	4
Man/Men	6
Son	8
Total	286

Table 4. Female's Character Vocabularies

Vocabularies	Frequency
Mother	14
Mom	13
Aunt	4
Niece	2
Grandmother	6
Sister	9
Female's Proper Name	257
Girl/Girls	1
Female/Females	3
Ms/Mrs/Miss	2
Woman/Women	2
Princess	1
Total	314

Table 5. Gender Equality Represented in Visual Illustrations

Unit	Theme	Description	Location/ Page	Gender Values
Cover	N/A	The depiction of six students and two teachers (man and woman), they wear uniform. Three male students and three female students.	N/A	The number of both genders in the picture are equal.
Table of contents	N/A	The picture represented two students wear uniform, a male student and a female student.	p.v	The number of both genders in the picture are equal.
Chapter 1	Congratulation!	The depiction of three students and a teacher, they wear uniform. A male students, a man teacher and two female students.	p.1	The number of both genders in the picture are equal.
Chapter 1	Congratulation!	The picture represented two students wear uniform, a male student and a female student.	p.10	The number of both genders in the picture are equal.
Chapter 1	Congratulation!	The picture represented a male student with speech bubble.	p.16	The use of gender neutral vocabulary.
Chapter 5	Everybody is always in the middle of something	The depiction of two students who getting conversation.	p.84	The use of gender neutral vocabulary and number of both genders in the picture are equal.
Chapter 6	We have been to an orphan home. We went there last Sunday	There are two children, a little girl and a little boy. The boy wears green shirt with blue trouser and black shoes, the girl wears yellow shirt with red skirt and shoes which color is match with her shirt.	p.127	The number of both genders in the picture are equal.

Table 6. Gender Inequality Represented in Visual Illustrations

Unit	Theme	Description	Location/ Page	Gender Values
Chapter 1	Congratula-tion!	Two pictures with dialogue texts in speech bubbles illustrate the academic accomplishment by a female student.	p.2	Gender stereotype in academic accomplishment
Chapter 1	Congratula-tion!	An image with dialogue texts in speech bubbles shows the achievement of a male student in sports.	p.11	Gender stereotype of achievement in sport.
Chapter 1	Congratula-tion!	An image with dialogue texts in speech bubbles shows the skill of two male students in setting up a tent.	p.12	Physical activity for boy.
Chapter 1	Congratul-ation!	A picture with dialogue texts in speech bubbles shows a girl who has cleaned up her room.	p.12	Domestic chore for girl.
Chapter 1	Congratula-tion!	A picture with speech bubbles shows female student's achievement of getting scholarship.	p.12	Gender stereotype of academic accomplishment
Chapter 5	Everybody is always in the middle of something	The depiction of two boys wearing jersey and carrying a ball.	p.79	Sport for boy.
Chapter 5	Everybody is always in the middle of something	An image with dialogue in speech bubbles talk a boy who helps his father fixing the fence of his house.	p.82	Physical activity for boy.
Chapter 5	Everybody is always in the middle of something.	The picture represented a girl who is making pastry in the kitchen.	p.83	Domestic chore for girl.

Chapter 5	Everybody is always in the middle of something.	The picture represented a girl who is mopping the floor.	p.84	Domestic chore for girl.
Chapter 5	Everybody is always in the middle of something.	The texts describes only boys who can participate in football as a sport activity.	p.89	Sports for boys.
Chapter 5	Everybody is always in the middle of something	An image with a speech bubble shows a girl's hobby of reading novel	p.100	Hobby for girl

DISCUSSION

The finding of gender equality throughout verbal text including written text, instruction, conversation showed that the authors were aware to minimize gender equality in written texts by using gender neutral vocabularies and the proposition of male and female vocabularies. Similar to the findings of previous study which conducted by Lee (2018) that gender neutral terms were widely used in the textbook. Gender neutral vocabularies such as people, person, human, kids and police also might replace specific gender. Similar to the findings of previous studies (e.g. Suwarno et al., 2001; Lee 2016; Lee 2018) which reported gender neutral terms were widely used in the textbook. The language that used does not indicate any language sexism (e.g. every one, people, others) represented both genders male and female. This finding indicates that the use of gender neutral vocabularies is to promote non-sexist language (Sunderland, 2006). The frequency of male and female pronouns in written text could be said equal, although the frequency of female pronoun is more, but the overall number showed that both gender pronouns were still same in the range of 170. In the term of male's and female's character vocabularies, the finding showed that female's character vocabularies which found were more dominant. However the authors were aware to minimize gender equality in written texts by using gender neutral vocabularies and the proposition of male's and female's vocabularies.

Additionally, the finding indicated the evidence of gender equality represented through visual images in the textbook. Similar to the findings of previous studies (e.g. Brugeilles, C., & Cromer, 2009; Lee 2018; Suwarno et al., 2021), the visibility of male and female in visual illustrations found in the textbook was proportional. As represented in table 5, the overall number of male and female visibility were equal. It means that the textbook designers and textbooks authors were fully aware to promote gender equality

through visual images by presenting male and female in the same proportional. However, gender inequality including domestic chores, accomplishment, sports or physical exercise and interest or hobby were found in this investigation as described in table 6. This finding was similar to the previous studies (e.g. Lestariyana et al., 2020; Dahmardeh and Kim, 2020; Lee & Mahmoudi-Gahrouei 2020; Mengistie and Woku, 2021) which findings showed imbalance of male and female visualization.

CONCLUSIONS

As the present study aims to investigate gender equality represented in Indonesian junior high school EFL textbook. Adopting Mayring's theory, the researcher have followed these following procedure to conduct this content analysis by creating research question, giving categories in verbal text or visual illustration which contain gender equality value, collecting the data by clarifying verbal text or visual illustration which contain gender equality value, checking or re-checking the data, and analyze the results of each category.

Regarding the use of gender neutral vocabularies and the frequency of male and female vocabularies in written text, the proportional of male and female visibility in order to achieve gender equality in the textbook. The findings show that the book authors or designers are aware of minimizing gender inequality. The term of gender neutral vocabularies used to replace specific gender. The visual illustrations show gender equality exactly the number of male and female characters that appear together in a picture is equal. However, gender imbalanced still found in verbal text or visual illustrations, for instance in the term of male's and female's characteristic vocabularies used in the textbook. In visual representation, gender inequality were found in the term of domestic chores, accomplishment, sports or physical exercise and interest or hobby.

For further researchers, this study is expected to be one of references to conduct in depth study about gender equality in EFL textbook or to investigate other educational artifacts for instance curriculum guidelines, syllabi as the artifact in teaching learning process.

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APPENDIX

Gender Equality Represented in EFL Textbook



Where are the others? They are not having lunch now?

KANTIN

8

No. They are all in the library. They're **looking** for some texts about animals and plants in the encyclopedia. Let's go and join them.

We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.

Now I know it is important ...

- to say "....." to people on their success, achievements, and good fortunes.
- to say "....." to pray for other people's success, achievements, and good fortunes.

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

We **must not** be late to school. We **must** come on time to class and to the flag ceremony. If we are late, we **must** wait outside the gate. We **must not** come in until the security guard gives us permission. We **must** sign a paper before we come to class. If we cannot come on time for any reason, we **must** hand in a notice from our parents to the principal.

We can learn well if the classroom is clean and tidy. So, we **must** keep our classroom clean and tidy. We **must not** litter. We **must** put the garbage in the garbage bin. We **must not** write or draw anything on the desks and on the walls. We **must** sweep the floor and dust the teacher's desk and the shelf everyday.

I will lead you to reflect on what you are learning now. Complete the statements in the box. Discuss it in your group and with me.

I will lead you to reflect on what you are learning now. Complete the statements in the box. Hand-write your answers. Then present them to the class orally.

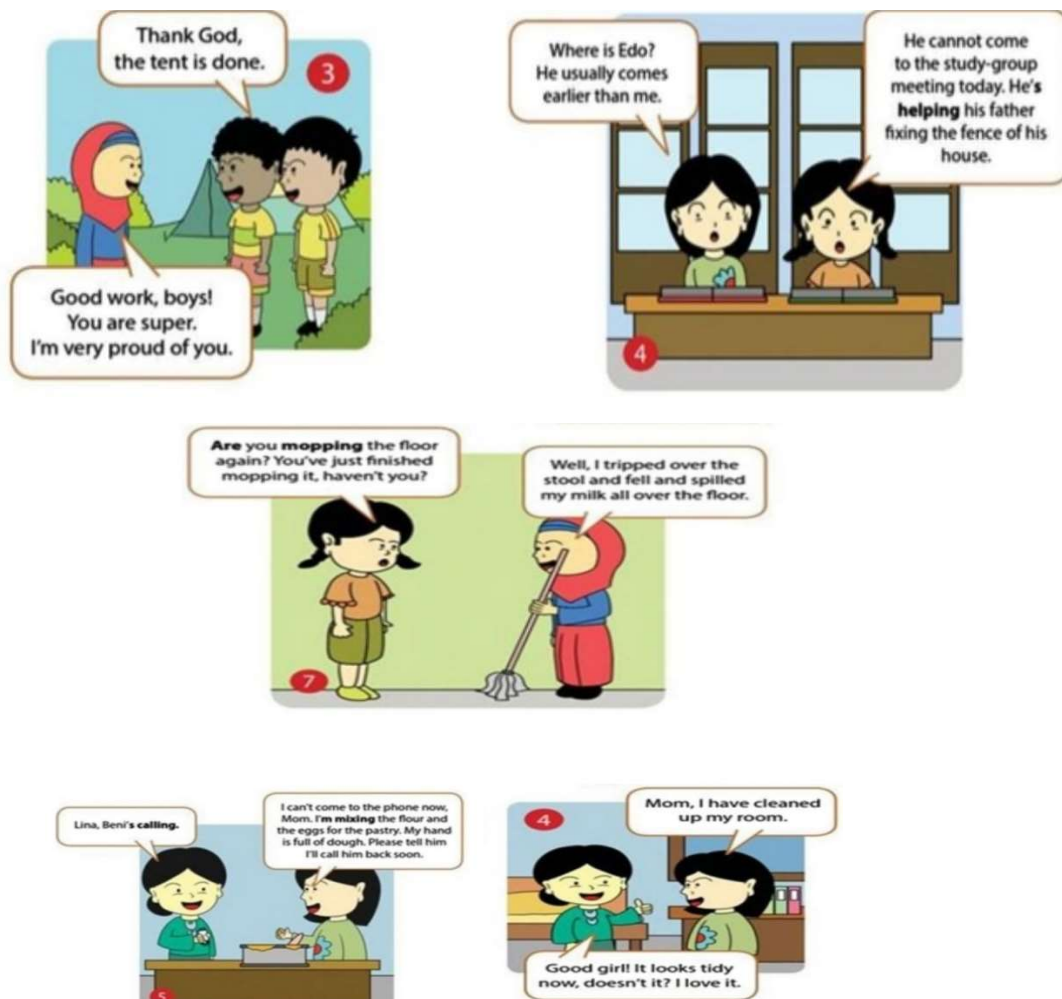
Now I know it is important ...

- to say "....." to people for their success, their achievements, and their good fortunes.
- to say "....." to pray for other people's success, achievements, and good fortunes.

Now I know that

- we can give suggestions by saying ...
- we can agree with a suggestion by saying ...
- we can disagree with a suggestion by saying ...

Gender Inequality Represented in EFL Textbook



Panel 1: Udin, I got a scholarship. Congratulations, Siti. You deserve it. Your mom and dad must be proud of you. Yes, thanks. It will help my parents a lot.

Panel 2: Yes, it's my dream. And I have practiced everyday for the last two months with my dad. Congratulations Lina. It's your dream to go to the school's story telling competition, isn't it? Thank you, Siti, Udin, for your support. Sure, you have to work hard for your dreams. Good luck.

Panel 3: Amazing! You run like a panther. I'm sure you will win the race. I hope so. Thanks.

Panel 4: Now I know that reading novels is Siti's hobby. When I saw her in the canteen, she **was reading** a novel, now she **is reading** a novel. And, I'm sure when I meet her next time, she **will be reading** a novel, too.

Panel 5: Dayu: "Hi Udin. I went to your house around ten yesterday to return your magazine, but the door **was closed**. I knocked on the door many times but nobody came out." Udin: "Nobody was at home yesterday. I **was going** to the football practice. My mom and dad **were attending** a wedding party, and my brother **was going** out with his friends."

Panel 6: **CHAPTER V** Everybody is always in the middle of something. We will learn: to communicate activities in progress at the time of speaking, at one point of time in the past, and at one point of time in the future, in order: to share the information with others, and to give an explanation.