

The Portrait of Gender Equality in English Textbook for the Ninth Graders of Junior High School



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ABSTRACT: Textbook as an essential component of learning was required to assist in education that promotes gender equality. The findings of previous studies on gender issues in language textbook mostly indicated that they depicted gender biases and gender stereotypes. To continue the study about gender issues in the textbook, the present study looked at visual and textual data representing the equality of gender that focused in the sector of education in ELT textbooks for the ninth graders of Indonesian junior high school. The findings revealed some gendered exposes gender equality in the sector of education. This finding implied that ELT textbook authors in Indonesia evaluated balanced resources that might aid junior high school students in enhancing gender awareness and eliminating gender misconceptions through proper exposure to materials expressing positive viewpoints of males and females. This study used Qualitative Content Analysis and a Descriptive Research Design to lead the portrays of the male and female characters in the textbook chosen.

KEYWORDS: Gender Equality, Education Sector, Qualitative Content Analysis, Textbook Analysis

I. INTRODUCTION

Gender equality is a term that refers to equality between men and women. This issue developed when women were afforded fewer chances than males. It occurs as a result of the patriarchal culture's impact. For example, the mother raises the children in a family while the father works. In the history of humanity, patriarchy has manifested and influenced civilizations both in the past and present. French (1985) argued that historically, women's subjugation and marginalization amounted to slavery. She claims that under a patriarchal society, slavery occurs when women are denied the right to their bodies, sexuality, marriage, reproduction, divorce, and education, are barred from practicing a trade or profession and have limited freedom and movement. This statement is also supported by Wood (2019) that patriarchy is a way of life that ahistorical, everlasting, and blessed by God. Patriarchy, particularly in Indonesia, is a crucial source of gender inequality. As a result, various societal concerns arose that restricted women's freedom and violated their rights.

In the education sector, the teaching and learning process in the classroom involves teachers and students who must be aware that gender bias in learning materials may occur. Gender bias has been discovered in textbooks, particularly in English textbooks. In Indonesia's educational system framework, English is Foreign Language (EFL). If the textbook involves a gender bias, it might affect the mindset and relationships in students' social lives. To establish education based on gender equality and justice, education power holders, curriculum developers, book compilers, instructors, and education professionals must collaborate.

This research applied the methodological framework proposed by Mayring (2014) to differentiate from previous researchers. Later, to round out the findings, a study of language in terms of how the specific gendered character is expressed in a particular situation was performed. To fill this void, this Qualitative Content Analysis and a Descriptive Research Design were used to analyzed gender representation in Indonesian ELT textbook. Therefore, a research question guiding this study was, "How is Gender Equality (GE) in gaining education in an English textbook for the Ninth Graders of Junior High School?"

II. LITERATURE REVIEW

Gender Equality and Education

According to UNESCO (1948), all human beings are born free and equal in dignity and rights. They have reasons and conscience and should act brotherly toward one another. Gender Equality (GE) theorist believe that all conventional societal roles for men and women must be eradicated (Agassi, 1989). Gender equality may be accomplished when men and women have the same status and have an equal chance to exercise their human rights and realize their full potential to contribute to and benefit from political, economic, social, and cultural development (UNESCO, 2015). Focusing on right in education can assist in capturing the dynamics of gender equality as they act inside the education system (Subrahmanian, 2005).

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Over the last two decades, the global community has made eliminating gender inequality the highest priority (Ozaki & Otis, 2016). Gender equality requires the lack of discrimination based on a person's gender to have access to opportunities, resources, and benefits (Wood, 2019). Gender inequalities develop from unequal power interactions between men and women; hence, assessments of gender equality must account for the relational elements of gender inequality (Subrahmanian, 2005). Education has the effect of limiting and expanding women's aspirations (Wrigley, 1992). While gender equality has frequently viewed as a problem regarding access to education, the Education for All (EFA) objectives recognize that gender equity is also important component of educational quality (UNESCO, 2005).

Extended Gender Equality in Indonesia

Since the proclamation of national independence in 1945, historical women leaders have been identified as role models for Indonesian women and have received governmental recognition as national heroes (Sunindoyo, 1998). It is important to note that promoting gender equality is not a new thing in Indonesia. Cut Nyak Dhien, Christina Martha Tiahahu and Dewi Sartika were all women whose names have been inscribed in public memory in promoting gender equality (Pirmasari, 2016). Then, R.A. Kartini (1879-1904) inspired women to be a part of a movement, namely "Women's Emancipation," in order to develop Indonesian women's education (Porter, 2001). In Indonesia, women's emancipation is intrinsically related to community emancipation. Kartini has been revered as a defender of her "sisters" and a patron saint for all modern Indonesians (Beekman, 1984).

The Indonesian government has previously granted access to many accelerated educational programs for both male and female genders regarding educational equality. Indonesia has an education fund assistance program that aims to increase access for children aged 6 to 21 years to receive education services until they graduate from secondary education units to realize the implementation of 12-year compulsory education (Ministry of Education and Culture Republic of Indonesia, 2016). According to Barakat and Bengtsson (2018), children must begin primary school at seven. Based on the Indonesia Family Life Survey (IFLS), practically all young adults aged 12 to 21 who completed primary school continued their education to junior school by 2014 (Wicaksono & Witoelar, 2018).

Furthermore, under a government scholarship program called Bidikmisi, students from low-income backgrounds and disadvantaged areas are provided equitable access to Higher Education (HE). Based on the data Recipients of the New Student Bidikmisi Program at the University of Jember Odd Semester 2019/2020 Academic Year, 76% females and 24% males, under a total of the students were 1.603 students. Besides, the data from 2017 to 2021 Banyuwangi Regency Government, Bidikmisi Scholarship Recipients called the Program Banyuwangi Cerdas shows that students from the lower economy income are not limited by gender to get higher education. The data shows that 76% of students are females, and 24% are males. The total of students is 113 students. In this regard, there is no patriarchal aspect to the distribution of education in Indonesia, there. It is supported by Brewis (2018) that the present Indonesian Higher Education legislation has set a 20% admission quota for low-income students and students from disadvantaged areas. This indicates that the Indonesian government has supported gender equality efforts.

The Ways to Capture Gender Equality in Textbook

In analyzing textbook, it is important to know how to capture the topic in gaining the data. In this Sub-Chapter, I refer to Brugeilles & Cromer (2009) that explained the way to capture gender equality in the textbook. Characters in a school textbook were often gendered. In both texts and pictures, characters described or represented in the course of performing one or more actions. Individual and collective characters' actions can be readily picked out from the texts. In the pictures, although picking out individual characters' actions poses no methodological problem, the same cannot be said for groups. This is because all the characters in a group of characters are not necessarily performing the same action. Consequently, chose just to note the topic of the scene represented.

An attribute adds depth to a character's personal, vocational, and social identities. It is a physical attribute - height, weight, skin color, hairdo in the broadest sense, or an item such as clothes, personal, household, educational, or occupational objects provided to the character or temporarily linked with him or her. An attribute is indicated in the texts as belonging to, related to, or utilized by the character. The existence of a possessive adjective, as well as the usage of any verb that denotes possession, is instructive. The connections of individual characters should be investigated in both the texts and the visuals. The relationships of the collective characters, on the other hand, can only be evaluated in the texts. Given the notion of a group, all of the characters in the pictures are considered as co-existing. If there are two or more characters inside a single text or image unit, the characters are considered as coexisting, because students are expected to read the lesson or activity in its entirety. Characters may interact or compare in addition to coexisting. Coexistence is to be regarded broadly: it occurs when two or more characters are discussed in the same spatial and temporal unit of the course material or the exercise, but do not interact and are not identified with one another by the student who reads about them. Characters interact by doing activities together, exchanging items, and acting in reaction to one another. It is best to categorize interactions a priori, as with the characters' actions and qualities.

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The ELT Textbook in Indonesia

One of the most crucial components of a language class is the textbook. It is used in the classroom as a language input for language learning (Richards, 2001). Textbooks are commonly believed to as sources of input for classroom instruction, such as texts, activities, explanations, and so on (Hutchinson & Torres, 1994). Brugeilles & Cromer (2009) stated that textbooks are expected to serve as neutral learning resources that are both indiscriminate and non-biased in terms of content. A textbook is vital to any instructional learning process, including English language training. It benefits both instructors and students because it is one of the essential tools for teachers to employ in their classrooms, as well as a source of information and direction for students to learn (Hutchinson & Torres, 1994).

In order to achieve such an ideal, the Indonesian Government has created a policy, which is defined in the Republic of Indonesia's Minister of Education and Culture Regulation No.8 the year 2016, article 2 paragraph 2, which states that school textbooks should incorporate norm contents and good values that predominate in society. School textbooks in Indonesia are expected to avoid pornographic content, extreme ideology, radicalism, violence, ethnic-religious-racial feelings, and gender prejudice (Direktoral Jenderal Peraturan Perundang-Undangan, 2016). Gender inequality in textbooks affects impoverished students' performance in education courses (Setyono, 2018). It is necessary to include in the educational curriculum information on human rights, including women's and children's rights, gender equality, and self-awareness contribute to eliminating gender stereotypes and fostering an environment of non-discrimination to realize gender equality (UNESCO, 2014).

III. RESEARCH METHODS

In this research, I used a Qualitative Content Analysis and a Descriptive Research Design to describe the data were found. This method was used to analyze the gender contents in an English textbook for Junior High School students. This study aimed to describe if men/boys and women/girls in English textbook was presented to gain equal access, opportunities, and treatment in education sectors. The contents involving the characters and pictures in the textbook became the focus of the data analysis. Sunderland (2011) noted that content analysis is a method of analyzing texts rather than their structure of language. Since the study is concerned with gender, gender-related categories guide the identification procedure, and all occurrences are later counter.

The framework by Brugeilles & Cromer (2009) was utilized to determine which categories were used in this research. It specified that in texts and pictures, human characters appear in a simplified way, in their private or social activities, in order to make learning entertaining and to highlight actual applications of the topic, to give it meaning. Subsequently, the data were analyzed using the methodological framework by Mayring (2014). In this case, QCA by Mayring (2014) was used to discuss in-depth the content of illustration texts or pictures and the characters in textbooks related to gender equality issues.

This study was conducted in the Indonesian context, where English is to be used as a foreign language. The object of this study was an English textbook entitled "Bahasa Inggris Think Globally Act Locally SMP/MTS Kelas IX" developed based on Curriculum 2013. This textbook was the second revised, published in 2018 by the Ministry of Education and Culture, Republic of Indonesia. The textbook consists of 218 pages, which were divided into eleven chapters, and is suitable for 14-15 years old students. It was written by Siti Wachidah, Asep Gunawan, and Diyantari. Since the government decision required the use of this textbook nationally, students and teachers can freely download and easily access this textbook from the internet.

IV. RESULT AND DISCUSSIONS

The Results of Qualitative Content Analysis

The findings presented the portrait of gender equality under the texts and pictures in the Junior High School textbook entitled, "Think Globally Act Locally". The data from this textbook were gathered and analyzed by using Qualitative Content Analysis. As stated by Mayring (2014), the Qualitative Content Analysis methodology is a mixed method strategy that includes assigning categories to text as a qualitative step, going through multiple text passages, and analyzing the frequency of categories as a quantitative step. The results of the analysis using Qualitative Content Analysis on the portrait of gender equality in this English textbook revealed three Sub-Categories in the sector of education based on Brugeilles & Cromer's (2009) that are shown in Table 1 below.

Table 1. The Aspects of Gender Equality in Education Sector in the form of English Textbook showed in English Textbook entitled "Think Globally Act Locally"

Categories	Sub Categories	Code
Action	Educational Activity	EA
Interaction	Educational Interaction	EI
Attribute	Educational Attribute	EAt

Source: Brugeilles & Cromer (2009)

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Based on the research findings, I found 3 Categories and 3 Sub-Categories of gender equality in the education sector contained in the English textbook obtained with 19 pieces of data relevant to the theory used. The data categories were discovered according to the code of gender equality in English textbook by Brugeilles & Cromer's (2009). All the data were Actions Category with Educational Activity (EA) Sub-Category, Interaction Category with Educational Interaction (EI) Sub-Category, and Attribute Category with Educational Attribute (EA) Sub-Category. The amount of data from the study was compiled based on those three categories above and shown in Table 2 below.

Table 2. The Amount of Data Resulting from The Analysis

Chapter	Educational Activities (EA)	Educational Interactions (EI)	Educational Attribute (Eat)	Total
1	0	0	4	4
5	2	3	3	8
9	1	0	0	1
Total	3	6	7	17

These data were selected from the ninth-grade English textbook entitled "Think Globally Act Locally" published by the Minister of Education and Culture of the Republic of Indonesia. Below is the detail of data that were analyzed in order to show the portrait of gender equality in an English textbook for the ninth graders of junior high school.

Table 3. The Detail of Data that were Analyzed in the English Textbook for the Ninth Graders of Junior High School

Chapter	Theme	Description	Location / Page	Portrayal of Gender Equality in the Sector of Education in English Textbook	Code
Chapter 1	Congratulation!	The male and female students worn the same uniform and there were no differences between them.	1/p.3	Male and female have the same opportunities to study and wear attributes based on existing rules.	EAt
		The female students wear the headscarf which shows the identity of one of Indonesian religion.	1/p.4 and 12	Female have the same rights to show their identity as adherents of a particular religion.	EAt
Chapter 2	Let's Live a Healthy Life	Conversations regarding suggestions between male and female students.	2/p.18	Male and female have the same opportunities to express their opinions.	EI
		Conversations regarding agreement and disagreement between male and female students.	2/p.29-30	Male and female have the same opportunities to express their opinions.	EI
Chapter 5	Everybody is always in the middle of something	A female student initiates discussion with a male student who is doing the work.	5/p.83	Female have the same opportunity to make the first move.	EA, EAt
		A girl student who asks a boy student a question.	5/p.84	Female have the same opportunity to interact with others.	EA, EAt
		A conversation between a female student and a male student concerning a previous activity.	5/p.89	Female have the same opportunity to interact with other people.	EI
		Two male students talking about activities in the past time	5/p.95	Male also have the same opportunities and abilities to do female's work	EI
Chapter 9	What is it?	A boy student informs a girl student about his visit to her home.	5/p.96	Female have the same opportunity to interact with other people.	EI
		The theme of Chapter 9 was presented by a boy and a girl.	9/p.172-173	Male and Female have the same opportunity to show and present something.	EA

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Educational Activity (EA) as a part of Action Category

Characters can be described or portrayed in both texts and visuals while executing one or more activities (Brugeilles & Cromer, 2009). A substantial quantity of material in the selected textbook was depicted visually and textually, and the focus of this textbook study is on gender equality, which may inhibit ELT teachers from teaching social and cultural values. Maintaining gender equality enables teachers to maximally reinforce and develop their students' moral beliefs as conveyed in verbal texts as depictions of social acts, both material and semiotic in nature (Leeuwen, 2008). Based on all the data I have found in the textbook, there was an Action Category with details included in the Educational Activity (EA) Sub-Category which explains the activities carried out by students within the scope of the school as learning facilitators.

Gender equality was also depicted visually and textually in Chapter 5, and the topic was “**Everyone is Always in the Middle of Something**”. The data were found on pages 83 and 84. The details from the first data are presented on page 83 in the form of dialogue accompanied by a picture, as indicated below.



Source: Bahasa Inggris Think Globally Act Locally

Figure 1. Characters' dialogue and picture illustrating the equality of gender (provided in the textbook page 83)

The picture accompaniment to the dialogue in **Figure 1** shows that the figures in the picture show learning activities at school. This is shown by the female student shown by the use of a headscarf and wearing a blue and white junior high school uniform. This character is described as having bright skin and showing a cheerful expression. Likewise, a male student figures who also wore blue and white uniform, depicted with dark skin and serious expressions, sat on a chair, and in front of him was a table with an open book on it.

Later, the female student greeted the male student, preoccupied with his tasks, while the male student explained what he was doing. She greeted him, “Beni, you look very serious!” This greeting demonstrated concern for peers and is a kind of excellent social behavior, as demonstrated by the courage to greet first or make the first move, particularly towards the opposite sex. Then, the male student named Beni answered, “Yes. I’m doing the task to describe a girl in this class to criticize her. I’m writing about you. I’m trying to say about your bad habits. You can read it for your reflection.” In this part, the male student said that he wrote about the female’s bad habit, and she can read it for her reflection, indicating concern for others. Women were portrayed as making the first move to men, demonstrating that men and women have equal opportunities to initiate interaction. Women were likewise drawn to the possibility of being friends with anyone, regardless of gender. The presence of gender equality in socializing was evidence of gender equality, which is supported by UNESCO (2005) that student interactions must not result in a gendered hierarchy but rather in egalitarian mixed relationships based on sharing and cooperation.

Furthermore, the data indicated gender equality in Educational Activity (EA) was also found on page 84. Same as the previous section, this part consists of the dialogue and picture in the school canteen, which is shown by the word 'kantin' behind the characters who were talking. The detail of the dialogue picture is shown below.



Source: Bahasa Inggris Think Globally Act Locally

Figure 2. Characters' dialogue and picture illustrating the equality of gender (provided in the book page 84)

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In this dialogue text and picture, Educational Activities were shown which were explained by the activities of a girl student and a boy student. A female student was wearing a headscarf, and a blue and white uniform, indicating that she is a junior high school student. She was depicted standing with a cheerful expression and carrying a blue water bottle in her right hand, facing a male student who was in the same uniform as her, has rather dark skin and curly hair, and as cheerful as her.

The female student asked, “Where are the others? They are not having lunch now?” Then the male student answered, “No. They are all in the library. They are looking for some texts about animals and plants in the encyclopedia. Let’s go and join them.” The female student has equal access to gain information and social interaction at school in this section. Gender equality was demonstrated through the freedom to ask questions, get knowledge, and engage with others. This statement is in line with Article 19 of The Universal Declaration of Human Rights that everyone has the right to freedom of speech and opinion, which includes the freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any platform and regardless of boundaries.

Along with another Chapter that was explained, one more Chapter was also analyzed. It was Chapter 9 under the topic “What is it?” on pages 172-173. This was the only point that I found that indicated gender equality in the sector of education. The data were about the reading text presented by the male and female students. They have equal proportions in conveying their respective points—a detailed explanation is in Figure 3 below.



Source: Bahasa Inggris Think Globally Act Locally

Figure 3. The reading text related to gender equality in the sector of education (provided in the book page 172)

In this section, the male student presented about the buffalo stated in the text (see Figure 3 above). He mentioned the fact about the species that he meant, such as the size, characteristics, the facts about their habitats, habits, their physical characteristics, emotional characteristics, and the facts about function of its human beings.

In line with those, the female student also has the same opportunity to present the Chapter’s 9 topic. It was about the bat stated in this Figure 4 below.



Source: Bahasa Inggris Think Globally Act Locally

Figure 4. The reading text related to gender equality in the sector of education (provided in the book page 173)

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Female student also had the same opportunities as a male student presented before. She also presented the facts about the animal, their habitats, habits, physical characteristics, and functions to human beings. However, the animal that was the topic of her presentation has no information about its emotional characteristics.

In this Educational Activity (EA), male and female students have the same chance to get equal and proper treatment, equal opportunities, and not be discriminated against on any basis. As stated by Subrahmanian (2005) that gender equality in rights within education thus refers to the right of men and women to non-discrimination in educational opportunities in each of the aspects, such as learning content, teaching method and process, subject choice, assessment modes, management of peer relationships, and learning outcomes. To realize this, equality and equity have been manifested in the description of the presentations made by the two students above.

Educational Interaction as a part of Interaction Category

Educational Interaction may be a relational activity involving various educational aspects, such as educators, administrators, and students (Subakir, 2017). The data from the investigated book demonstrated the book's feature interactions in education in the form of interactions between students as shown in Table 4.1.2. According to the table, there were 3 data appeared in Chapter 2 on pages 19, 29, and 30, while 3 data appeared in Chapter 5 on pages 89, 95, and 96. The book did not include the interactions related to gender equality between teachers or other parties.

In interaction, characters do things together, exchange things, act in response to one another (Brugeilles & Cromer, 2009). Concerning Chapter 1, **Educational Interaction** was discovered as a Sub-Category of the Interaction Category, demonstrating gender equality. This Sub-Category was found in Chapter 2 under the topic, "**Let's Live a Healthy Life**" in the form of dialogues texts. It showed in Chapter 2 that provided in the book page 19, and the content is represented below.

Siti : "Hi Dayu, have you taken any medicine, yet?"

Dayu: "Yes, I have. But it only helps a little."

Siti : "Maybe you just have to take some rest in order to get well soon."

Dayu: "You are right. in fact, I have been to the toilet many times today."

Edo : "Poor you. You need to drink a lot of water so that you will not get dehydrated."

Dayu: "This is a good lesson for me. I never care about what I eat."

Udin : "Right. Guys, don't forget to wash your fruits and vegetables before you eat them so you will not take any germs into your tummy."

Dayu : "Yes, Boss. You are right. We should always clean our food well. I should be more careful now."

Lina : "Dayu, you look very pale. I think you need to see the doctor soon in order to get help. Don't take diarrhea lightly."

Dayu: "No, of course not. Actually, my mom is on her way from the office to take me to the hospital."

Siti : "Good. We'll help you to get ready now."

Source: Bahasa Inggris Think Globally Act Locally

Text 1. A dialogue representing the gender equality in the sector of education (provided in the book page 19)

Gender equality, as indicated in the table above, takes the form of equality in expressing opinions. Regardless of gender, male and female were granted an equal chance to express themselves. They were allowed to interact with others without being pressured or intimidated by anybody. Also, they were guaranteed, particularly women, the right to express agency and participate in political, social, cultural, and economic life in a safe, complete, and equal manner.

The equality of gender expressions in the dialogue, such as "maybe you just have to take some rest; you need to drink much water; do not forget to wash your fruits and vegetables before you eat them; you need to see the doctor soon," were the expressions to express their opinions to others. It was the educational practice that the students enjoyed sharing their thoughts with others without fear of being judged. It indicated the freedom of speech that was protected by Article 19 of the United Nations Universal Declaration of Human Rights. It showed that human voice matters, they could say what they thought, share information, and demand a better world. Every human also has the right to agree or disagree with those in power and to express these opinions in peaceful protests. In this case, Dayu had diarrhea and was given much advice by her friends. Dayu could select which of her friends' suggestions she would implement in order to heal her sickness.

Additionally, another text conversation was discovered on pages 29-30. The two tables below depict the topic of agreement and disagreement.

Lina : "I don't feel well. I'm catching a cold."

Udin: "You should go to the doctor."

Beni : "I don't think that's a good idea. Just take a good rest and drink a lot of water, Lina."

Siti : "I agree with Udin. You should go to the doctor, Lina. You look very pale. I think you need to take medicine."

Edo : "I don't agree with you, Siti. Too much medicine is not good. Lina, just take a rest, drink a lot of water, and eat only healthy food."

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Dayu: "I think the best to do is go home, Lina. Your mom and dad know better what you should do."

Source: Bahasa Inggris Think Globally Act Locally

Text 2. A dialogue representing the gender equality in the sector of education (provided in the book page 29)

The opinions expressed by the figures Udin, Beni, Siti, Edo, and Dayu demonstrated that there was freedom of expression without regarded for gender. This freedom extended not just to making suggestions but also to rejecting suggestions if they disagree with another opinions. In the conversation, Beni rejected Udin's opinion by saying, "I do not think that is a good idea." Later, Siti stated saying she agreed with Udin's statement. She stated, "I agree with Udin. Lina, you should go to the doctor." Similarly, Edo did when he opposed Siti's point of view. "I do not agree with you, Siti," he said. According to Siti's statement of thought, women have the freedom to express their opinions as well. Women are not restricted from expressing their ideas or engaging in social activities. The presence of an opinion statement from Siti demonstrates that this content includes gender equality in expressing opinions and viewpoints in interactions. Freedom of expression must be used in a respectful and non-offensive manner. Freedom of expression was protected by Article 19 of the United Nations Universal Declaration of Human Rights. It showed that human voice matters, they could say what they thought, share information, and demand a better world. Every human also has the right to agree or disagree with those in power and to express these opinions in peaceful protests.

The Freedom of speech was also found on page 30. As same with the dialogue before, it also contains gender equality points. The detail of the dialogue text is written below.

Udin : "I feel so sleepy and bored. Let's stop working for a while to get some fresh air outside."

Dayu : "I don't think that's a good idea. Let's finish our text first, and then we'll go out and have bakso in Pak Man."

Beni : "I agree with Dayu. Udin, please go back to work so that we can finish the next before lunch."

Siti : "Udin, to feel better, drink a big glass of water and then have a little exercise here."

Edo : "You are right, Siti. We are too serious and we don't care with our health. Let's drink and then have some exercises here."

Lina : "I agree with Siti and Edo. Come on everybody. Stand up, and drink a lot of water. Then, come here to stretch up and have a little exercise for just two minutes."

Udin : "That's a smart idea. Everybody, let's stop working for a while to have some exercise. You lead us, Lina!"

Source: Bahasa Inggris Think Globally Act Locally

Text 3. A dialogue representing the gender equality in the sector of education (provided in the book page 30)

The dialogue's characters namely Udin, Dayu, Beni, Siti, Edo, and Lina, showed gender equality in Educational Interaction. Their activity indicated the freedom of expression and expression of agreement and disagreement, which was pointed out by Dayu, who said, "I don't think that's a good idea," when Udin said, "I feel so sleepy and bored. Let's stop working for a while to get some fresh air outside." Dayu also said the solution faced by Udin. She said, "Let's finish our text first, and then we'll go out and have bakso in Pak Man."

In addition, freedom of opinion was also indicated by Beni, Siti, Edo, and Lina. Beni said that "I agree with Dayu. Udin, please go back to work so that we can finish the next before lunch." Then, Siti added, "Udin, to feel better, drink a big glass of water and then have a little exercise here." Siti's suggestion was also supported by Edo with a statement, "You are right, Siti. We are too serious and we don't care with our health. Let's drink and then have some exercises here." then, to corroborate the other characters' opinion, Lina added, "I agree with Siti and Edo. Come on everybody. Stand up, and drink a lot of water. Then, come here to stretch up and have a little exercise for just two minutes."

In gaining the data portraying gender equality in the education sector, I found more data about this topic in the Chapter 5 on page 89 that has been obtained and presented below.

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."

Source: Bahasa Inggris Think Globally Act Locally

Text 4. A dialogue representing the gender equality in the sector of education (provided in the book page 89)

This dialogue shows the interaction between a female student and a male student as a classmate. The conversation between Dayu and Udin is about incidents that happened yesterday morning at ten. Dayu intends to return the magazine she borrowed from Udin. She said, "Hi, Udin. I went to your house around ten yesterday to return your magazine, but the door was closed. I knocked on the

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door many times but nobody came out.” At that time, Dayu inquired about Udin's location to return Udin's magazines, but Udin was away. He explained, “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.”

This interaction depicts the female character's engagement with responsibility. Responsibility is not only placed on males. Females must also take responsibility for their actions. Males and females have the same responsibilities without discrimination. As written by UNESCO (2015) that in promoting gender equality, especially in the education sector, students must have the same demands regardless of the existing gender differences.

Practically, males have the same opportunity and capacity as females to undertake female's labor, as evidenced by the dialogue of the characters below.



Source: Bahasa Inggris Think Globally Act Locally

Figure 5. Characters' dialogue and picture illustrating the equality of gender (provided in the book page 95)

Gender Equality was manifested in the conversations of these two male students. This dialogue and picture were found in Chapter 5 on page 95. One of the male students asked why his friend did not attend the picnic the day before. He asked, “Why didn't you join us to the picnic yesterday?” Later, another male student answered that he helped his mother in preparing many cupcakes. He stated, “I helped mum. She made a lot of cup-cakes for the Papua community gathering in the community hall last night.” Cooking is often considered a female's job and is not typically performed by males. It supported by Burr (2000) that making food in the home has usually been socially constructed as a female's activity. However, one of the characters demonstrated that, while being a male, he could still perform female labor. Thus, he missed activities with his friends. Indeed, it contradicts masculine beliefs that assume that tasks such as cooking, cleaning the house, and raising children are primarily the responsibility of women.

In addition to the right to have the same opportunities, the following data also found rights and freedom to ask questions and receive information. The details of the data found on page 96 are explained below.



Source: Bahasa Inggris Think Globally Act Locally

Figure 6. Characters' dialogue and picture illustrating the equality of gender (provided in the book page 96)

Freedom to receive and access information and have the same demands regardless of gender differences. It is a point that can be underlined in determining the topic that this part portrays as gender equality in the education sector. The male student asked the questions, who used a blue and white uniform as indicated junior high school uniform. He has straight hair and brown skin. He sat facing his interlocutor, a female with short straight hair, cheerful expression, and both wearing white and blue uniforms.

In this dialogue and picture, they were at the canteen, evidenced by the word "kantin" behind them. The male student character said, "Lina, I came to your house last night to return your calculator, but your gate was locked." In this statement, the male student aims to return the female calculator. And then the female answered, "Sorry. We eat out to celebrate my sister's birthday." She explained the reason that she was not at home last night.

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The purpose of the male student to return the female's calculator showed the responsibility to give someone's things back. Responsibility is not mainly pushed on males. Women must take responsibility for what they do as well. Males and females have the same responsibilities without discrimination. As written by UNESCO (2015) that in promoting gender equality, especially in the education sector, students must have the same demands regardless of the existing gender differences.

Education Attribute (EA_t) as a part of Attribute Category

The school's attributes used by the characters is extensively described. As mentioned in Table 4.1.2 above, the Educational Attribute was found in Chapters 1 and 5. The data appeared 4 times on pages 3, 4, and 12 of Chapter 1. Then, in Chapter 5 data appeared 3 times on pages 83, 84, and 96. The established the data, I highlighted the data when two characters of opposite genders were in one picture and employ the same school attributes. It was discovered four times in Chapter 1 the appearance of male and female students wearing blue and white uniform, identifying them as junior high school students. I emphasize the two genders in one frame to see whether there is a difference in the uniforms worn by male and female students. The difference was simply in the subordinates utilized. Female students wore skirts, while male students wore trousers. As indicated in Chapter 1 on page 3, and Chapter 5 on page 96. These are the school's attributes that used by the characters as displayed below.



Chapter 1/p.3



Chapter 1/p.3



Chapter 5/p.96

Source: Bahasa Inggris Think Globally Act Locally

Figure 7. The School's Attributes that used by the Characters (provided in the book pages 3 and 96)

The use of the same uniform in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia, Number 45 of 2014 concerning School Uniforms for Students at the Primary and Secondary Education Level, Article 1 Paragraph 2, which states that national uniforms are clothes worn on study days by students at school, the same type, model and

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color nationally applies equally. The use of blue and white colors is also in accordance with the Regulations on Article 3 Paragraph 3 Point B, that the color of the national uniform for Junior High School is white shirt and dark blue trousers or skirt. In Chapter 1 on pages 4 and 12, and Chapter 5 on pages 83 and 84, I discovered a characteristic that shows the identification of a belief worn by female students. The student stands out from the other students because she wears a headscarf, which shows that she belongs to one of Indonesia's religions. This was also accurate with the Regulation of the Minister of Education and Culture of the Republic of Indonesia, Number 45 of 2014 concerning School Uniform for Students at the Primary and Secondary Education Level, Article 1 Paragraph 4, which states that typical Muslimah uniform is uniform worn by Muslimah students due to their personal beliefs according to the type, model, and color that has been determined in the teaching and learning process for all types of school uniform. These are the school's attributes indicated a belief of Indonesia's religions that used by the characters as showed below.



Chapter 1/p.4



Chapter 1/p.12



Chapter 5/p.83

Source: Bahasa Inggris Think Globally Act Locally

Figure 8. The School's Attributes that used by the Characters (provided in the book pages 4, 12, 83, and 84)

CONCLUSION

This study examined male and female characters in an Indonesian Junior High School ELT textbook. The findings showed that male and female characters communicated gendered discourses in visual and textual data. The facts obtained to support the continuation of gender equality. However, certain gender biases were discovered. According to social learning theory, children

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learn behavior through observation and modeling. Regular exposure to biased imagery in school textbooks reinforces gender stereotypes and harms learners' personal development (Burr, 1998).

These findings imply that ELT textbook authors in Indonesia evaluated balanced resources that might aid junior high school students in enhancing gender awareness and eliminating gender misconceptions through proper exposure to materials expressing positive viewpoints of males and females. This supports government policy that promotes avoiding and eliminating biased material from students' textbooks. As a result, textbook authors and publishers must depict women and men in a variety of positions and accomplishments in order to establish a balanced worldview for the next generation.

This study has contributed knowledge about promoting gender equality in ELT textbooks issued by government and private publishing companies in Indonesia, a country where English is positioned as a foreign language. In other words, the textbook should contain attitudes as social ideals in English language usage, for example gender equality, which should be portrayed through pictures and texts. Teachers must urgently include gender equality actions into their teaching and learning activities in order to engage students in critical analysis of attitudes as social values in English textbooks. Students must be more critical in reading and comprehending the pictures and texts in a textbook, as well as questioning and discussing it with teachers. To complete the current study, it is preferable to investigate the same subject of gender studies in textbooks by involving teachers' and students' perspectives.

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