CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description
1. Textbook
a. Definitions

According to Brown, Textbooks are learning media consisting of texts and pictures to facilitate the learning process.[1] It is tools for education. In this modern era, textbooks are not only in the form of printed books. Its also available in electronic form.[2] It is contain a curriculum that is directly connected to teachers and students.[3] It present informations about a particular domain and packaged in an attractive and selective manner and the content is based on a syllabus, adapted to the age and intellectual level of students.[4] It is an important tool for promoting certain types of curriculum or new curriculum.[5]

Textbooks are not only a source of information for teachers and students, but also represent the values, norms, cultures, religions, and social behaviors prevailing in society.[6] It can be in the form of a module, handbook, student's worksheet, etc.[7] It is not only contain materials, It

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[1] Douglas Brown, *Teaching by principles: An interactive approach to language pedagogy*. (Englewood Cliffs : Prentice Hall Regents, 1994), 143.

[2] Mohanad Alfiras, and Janaki Bojiah, "Printed Textbooks Versus Electronic Textbooks: A Study on the Preference of Students of Gulf University in Kingdom of Bahrain", Gulf University, (2020), 2. https://doi.org/10.3991/ijet.v15i18.15217

[3] Ivan Ivić, et al., Textbook Quality: A Guide to Textbook Standart, (Germany: V&R Unipress, 2013), 30. https://books.google.com/books/about/Textbook_Quality.html?id=DShcAgAAQBAJ

[4] Elena Lalău, "Teachers', Pupils' and Parents' Opinions on Primary Textbooks: Their Selection, Quality and Use", Acta Didactica Napocensia, Volume 7, Number 3, (2014), 59. http://padi.psiedu.ubbcluj.ro/adn/article_7_3_6.pdf

[5] Lisa Okeeffe, "A Framework for Textbook Analysis", International Review of Contemporary Learning Research, No. 1, (2013), 1. https://www.researchgate.net/publication/275214893_A_Framework_for_Textbook_Analysis

[6] Weksa Fradita Asriyama, "Multimodal Representation of Gender In Senior High School English Textbooks Entitled Talk Active and Pathway to English", (Thesis, Universitas Semarang, 2019), 3.

[7] Ni Ketut Putri Nila, et al., "Gender Representation in English Textbook Used by Senior High School", International Journal of Multicultural and Multireligious Understanding, Vol. 8, No. 5, May (2021), 720. http://dx.doi.org/10.18415/ijmmu.v8i5.2738

also contain exercises. Textbooks are designed with attractive pictures and full colors. It is made to facilitate the learning process and makes easier to understand the learning materials.

b. Textbook Selection and Evaluation

Textbooks as facilities or tools to support the learning process. It is important for teachers to know whether the books used are appropriate and meet the criteria of textbooks for their students. Teachers are expected to be more aware of and evaluate textbooks before they are used as learning media in the classroom. There are no specific criteria for textbooks, each textbook has its own advantages and disadvantages in each part.[8] The most important thing when choosing a textbook is that the teacher must choose a textbook whose content / topic is in accordance with the syllabus that is currently being used.[9]

Textbooks as a source of learning materials can affect the quality of learning.[10] The ideal textbook will make the teaching and learning process fun and effective. Meanwhile, if the teacher chooses inappropriate textbook, the learning process will feel boring.[11] Usually, every certain period, each school holds a meeting to decide what textbooks are in accordance with the curriculum and syllabus. The selected textbook is the result of consideration from the teacher meeting.[12]

Teachers must be careful in choosing textbooks for their students. There are many textbooks on the market from each publishers. Teachers may use more than one textbook during the learning process as long as needed.[13] There is no specific standard for evaluating books. Teachers are better

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[8] Sirajul Munir, et al., "Developing Criteria of an English Textbook Evaluation for Indonesian Senior High School", Jurnal Ta'dib, Vol 24 (2), (2021), 38. http://ecampus.iainbatusangkar.ac.id/ojs/index.php/takdib/index

[9] Sirajul Munir, et al., "Developing Criteria of ....", 38.

[10] Samsudin Adam, and Silvani Umar, "A Study on Efl Teachers' Own Criteria in Selecting English Textbook for Secondary School Students In Ternate Context", Jurnal Ilmiah Prodi Pendidikan Bahasa Inggris, October (2020), 62. https://ejournal.unkhair.ac.id/index.php/cakrawala/article/view/2778

[11] Münir Şahin, "Course Materials and Textbook Selection Criteria of English Language Teachers", Anemon Journal of Social Sciences of Mus Alparslan University, (2021), 1591. http://dergipark.gov.tr/anemon

[12] Samsudin Adam, and Silvani Umar, "A Study on Efl Teachers'..........", 63.

[13] Samsudin Adam, and Silvani Umar, "A Study on Efl Teachers'..........", 63.

for choosing a "good" book than "the best". Until now, there has been no perfect book.[14] Every teacher certainly has certain criteria for choosing a textbook. They must be able to choose the most effective textbooks for their students.[15]

There is no patent criteria in choosing textbooks, but there are some experts proposed the critera for evaluating textbook. According to Cunningsworth, proposes four criteria for evaluating textbooks, particularly course books: [16]

1) Textbook content's must be in accordance with the needs of students and appropriate with the objectives of the learning program.
2) Textbook must effective to make it easier for students to learn.
3) Textbooks must be contain flexible learning methods to consider students' needs.
4) Textbooks should mediate the target language and learners.

c. Textbook in Indonesia

Nowadays, textbooks are very popular, especially among educators and students. In Indonesia, there are quite a number of publishers who publish textbooks of various subjects and for various kinds of students ranging from elementary school, junior high school, senior high school, and even college. It is circulating on the market have different prices, and different appearances and contents.

In Indonesia, The government has established the Curriculum Standards and Educational Assessment Agency, which one of its duties is to monitoring, evaluating, reporting on the preparation of curriculum standards, educational assessments and managing books in Indonesia. It is a substitute for the BSNP, but BSKAP (Curriculum Standards and Educational Assessment) Agency directly responsible to

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[14] Porntida Thani, "Sixth Grade English as a Foreign Language Textbook Selection Processes and Criteria: Case of Schools In Si Sa Ket Province", (Thesis, Ubon Ratchathani University,2019), 17.

[15] Myint Swe Khine, Critical Analysis of Science Textbooks: Evaluating instructional eff ectiveness, (New York: Springer Dordrecht Heidelberg, 2013), 8. https://books.google.com/books?id=7z6WmzqO4JYC&printsec=copyright

[16] Cunningsworth, A., *Choosing your coursebook*, (Oxford: Macmillan Heinemann ELT, 1995), 15-17.

the minister.[17] The aim of restoring learning after the COVID-19 pandemic.

Textbooks in Indonesia do not only contain material, but It also inserted by Indonesian culture, and content that contains educational characters that can form good characters for the nation's children.[18] It can be used to shape the character of students. Textbooks in Indonesia must contain the values of character education including religious values, nationalist values, independent values, mutual cooperation values, and integrity.[19]

Textbooks in Indonesia must also be in accordance with the current curriculum. The government in Indonesia is trying to restore offline learning after the pandemic COVID-19 through No. 56 Tahun 2022 about Guidelines for the Implementation of Curriculum in the context of Learning Recovery (Kurikulum Merdeka).[20] Kurikulum Merdeka refers to content-based learning to ensure students have enough time to explore concepts and strengthen their competencies.[21]

d. EFL Textbook

The existence of textbooks is very important for students and teachers to make directed learning activities. It is undeniable that the presence of textbooks increasingly supports foreign language learning in schools.[22] Learning English gives many advantages. English which is recognized

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[17] Riezky Maulana, "BSNP Dibubarkan, Diganti Badan Baru Yang Bertanggung Jawab Langsung Kepada Mentri," Sindonews, accessed on August 2, 2022 (1:40 p.m), https://edukasi.sindonews.com/read/528302/144/bsnp-dibubarkan-diganti-badan-baru-yang-bertanggung-jawab-langsung-kepada-menteri-1630469376

[18] Febby Yunisa1, and Syamsul Arif, "Character Education Values in Indonesian Language Textbook For Class VII Middle School", Proceeding ISLALE, (2021), 221. http://digilib.unimed.ac.id/id/eprint/44074

[19] Febby Yunisa1, and Syamsul Arif, "Character Education Values.........., 221.

[20] "Kepmendikbudristek No. 56 Tahun 2022 pedoman Penerapan Kurikulum dalam rangka pemulihan pembelajaran (kurikulum Merdeka," Bukuyunandra.com, accessed on August 2, 2022, (1:54 p.m), https://buku.yunandracenter.com/produk/kepmendikbudristek-no-56-tahun-2022-pedoman-penerapan-kurikulum-dalam-rangka-pemulihan-pembelajaran-kurikulum-merdeka/

[21] "Kurikulum Merdeka," Direktorat Sekolah Dasar, accessed on August 2, 2022, (2: 03 p.m), https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka

[22] Negin Abhar, "Evaluating 7th Grade English Textbook Based on Ellis Evaluation Frameworka, Studies in Literature and Language", Vol. 15, No. 2, (2017), 32. http://www.cscanada.net/index.php/sll/article/download/9849/10465

as an international language must be learned by everyone to keep up with the times. EFL textbooks are expected to make it easier for students to learn foreign languages as their second language.

In Indonesia, English is a compulsory subject in elementary school, junior high school, senior high school and college. The Indonesian government realizes how important to learn English from an early age for the younger generation. In fact, there are many types of teaching materials, both printed and non-printed. But, teachers mostly used textbooks for teaching and learning media in the classroom.[23] It is important for teachers to evaluate the EFL textbook first.

According to Sirajul munir and his friends, they proposed that there are ten criteria of an English Textbook Evaluation. [24]

1) Aims and Approaches

The first thing to consider in choosing an efl textbook is to look at the aims and approaches. Teachers must know what the purpose of the learning program, and they must able to see the teaching and learning situations in which the material will be use.

2) Design and Organization

In choosing an EFL textbook, teachers must also pay attention to the design and organization of a textbook deals with the layout, workbook, supported equipment and tools, the grading, also the organization of content.

3) Content

EFL textbooks must contains cultural setting that includes a picture of daily life which contains socio-cultural values, peace values, and religious values.

4) Skills

A good english textbooks provide knowledge of grammar, lexis, and can develop student's skills in using fluent english as well as their knowledge of the language.

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[23] Mutiara Ayu, and Rita Inderawati, "EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook", Teknosastik, Volume 16 (1), (2018), 21. https://media.neliti.com/media/publications/300845-efl-textbook-evaluation-the-analysis-of-ce9337d8.pdf

[24] Sirajul Munir, et al., "Developing Criteria of........., 220-224.

5) Vocabulary

The words of new words are presented in several ways, In the next lesson, new words are carried out for their meaning and application. EFL textbooks must also contain vocabulary that is easy to remember, vocabulary based on a selection process that involves certain criteria, such as frequency of vocabulary use.

6) Exercises and activities.

A good english textbook should provide some tasks and activities related to the material for the development of their language skills.

7) Methodology

A good english textbook also contains a methodology that describes how the learning process works, how it can help students learn, and how to analyze the needs and roles of students.

8) Attractiveness of the textbook and physical make-up

Before choosing an efl textbook, the teacher must also pay attention to the appearance of the book, because the appearance of an attractive book will increase students' interest in reading the book which is textbook cover. The imagery in the textbook has an extraordinary level of aesthetics, The illustrations are simple and close enough to the text to enhance compared to their interesting meaning.

9) Teacher's manual

A good english textbook must also have a guide in using the textbook. It will helps teachers, especially new teachers, to be able to lead the learning process, monitor it, and able to fix, if found the wrong thing.

10) Practical consideration.

In choosing a textbook, you must also consider whether the book is worth it or not, pay attention to the preservation of the book and an attractive design.

2. Gender
   a. Definition

   Gender is different from sex. Gender refers to social expectations, psychological, behaviors, and personality attributes differences between men and women.[25] It makes

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[25] Rosemary Gartner and Bill Mccarthy, The Oxford Handbook of Gender, Sex, and Crime, (New York: Oxford University Press, 2014), 5.

feel like men or like women. It called label of masculinity and femininity.[26] Meanwhile, sex refers to the biological of men and women when they are born.[27]

In gender, there are masculine and feminine. Men with masculine labels are described by the characteristics of brave, strong, aggressive, protect, dominant. Meanwhile, women are labeled with femininity. It is described by the characteristics of nurturance, beautiful, loving, passive and warmth.[28] According to Jan and Peter, femininity and masculinity are based upon social and cultural conditions.[29]

b. Gender and English language

Knowledge about gender is not directly formed, but must be learned through social, cultural and community.[30] Gender and language are interrelated, language as tool of communication between humans, while gender is a linguistic resource. Language plays a role in representing, and building gender identity.[31] According to Ummu, gender affects people's behavior in using language.[32]

According to Marlis and Hadumod, there are several categories of gender in English language, such as:[33]

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https://books.google.com/books/about/The_Oxford_Handbook_of_Gender_Sex_and_Cr.html?id=EXdYAwAAQBAJ

[26] Linda Lindsey, *Gender Sociological Perspectives: seventh edition,* (New York: Routledge, 2021), 15.

[27] Gina Rippon, *The Gendered Brain*, (London: The Bodley Head, 2019).

[28] Jan E. Stets and Peter J. Burke, "Femininity/Masculinity", Encyclopedia of Sociology, Revised Edition, 1. https://hmmcollege.ac.in/uploads/00b.pdf

[29] Jan E. Stets and Peter J. Burke, "Femininity/..........., 3.

[30] Nur Laila Hafidhoh, "Gender Representation on Reading Texts, Dialogues and Pictures in "When English Rings a Bell" for Grade VII Junior High School", English Education Journal UNNES , 8 (2) (2018)*,* 149. https://journal.unnes.ac.id/sju/index.php/eej/article/download/21360/10095/

[31] Fadhila Yonata, and Yan Mujiyanto, "The Representation of Gender in English Textbooks in Indonesia", Journal of Language and Literature 12(1) October, (2017), 92. https://journal.unnes.ac.id/nju/index.php/LC/article/view/11473

[32] Ummu Salamah, "Gender Representation In The English Textbook (A Content Analysis of Bright for Seventh Grade Students Published by Erlangga", (Thesis, Syarif Hidayatullah State Islamic University, 2014), 14.

[33] Marlis Hellinger and Hadumod Bußmann, Gender Across Languages Volume I*,* (Amsterdam: John Benjamins Publishing Company, 2001), 107-108. https://books.google.co.id/books?id=37muTg5D9ikC&printsec=frontcover&hl=id&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

1) Grammatical gender

Grammatical gender is a language system for classifying nouns based on gender. In Old English, the classification of nouns based on gender is divided into three variations namely: masculine, feminine, neuter. Masculine refers to the name of boys and men. Feminine refers to the name of girls and women. While, Neuter refers to the names of things or object, such as tree, pencil, shoes, car, etc. The following is an example of grammatical gender in English based on noun classes:

Table 2.1 Grammatical gender

Masculine nouns	Feminine nouns
Policeman	Policewoman
Waiter	Waitress
Father	Mother
Boy	Girl

2) Lexical gender

Lexical gender is an important parameter in the structure of kinship terminology, and personal noun. In english language, there are lexical gender markings that are formal or not. The examples of personal pronouns in english such as, mother, aunt, son, and sister, father, uncle. Lexically, the meaning of mother and aunt represents femaleness, while father and uncle relate to maleness.

3) Social gender

Social gender is the separation of social status between feminine and masculine based on roles and characters. For example of a high salary and great jobs such as a doctor, and lawyers traditionally refers to *"he"*. While low salary and serving jobs such as flight attendants and nurses are synonymous refers to *"she"*. Social gender refers to stereotypical assumptions about appropriate social roles for female and male.[34]

c. Gender stereotypes

Gender stereotyping refers to classifying attributes, roles and characteristics based on biological sex.[35] It about social

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[34] Marlis Hellinger and Hadumod Bußmann, Gender Across Languages..............., 108.

[35] Lainchaur, et al., Gender Equality: Glossary Of Terms And Concepts, (Nepal: Unicef Regional Office For South Asia, 2017), 5.

expectations of gender. Unconsciously, girls begin to act the stereotypical female role as children become adults and continue. The presence of gender stereotypes in society is dictated someone to act and behave according to their gender.[36] There are personal traits between men and women based on gender stereotypes. Personal traits between men and women refer towards opposite adjectives.[37] For example, women are depicted with shopping, fashion and gossip, while men are depicted with independence and active.[38] The table below shows some personal traits of women and men:

Table 2.2 Men and Women based on personal traits[39]

Female traits	Male traits
Emotional	Stable
Kind/polite	Tough/coarse
Sensitive	Self-confident
Follower	Leader
Weak	Strong
Fashionable	Nonconformist
Passive	Aggressive
Feeling	Rational

Gender stereotypes also assumed about differences in work, activities and interests.[40] For example, cooking activity is identified with women, even though many chefs out there are men. That stereotype exists because women are considered better at housework. In fact, man are also good at cooking. Another example, sailor profession is identified with men, while nursing is considered a job that is identical with women. But in fact, women can also become sailors and men can also work as nurses in hospitals.

The existing stereotypes about men and women make people tend to classify jobs based on gender. Men identified with good position in job, high-salary and job with high-risk. While, jobs that are considered easy with low

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[36] Karima Merchant, "How Men And Women Differ: Gender Differences in Communication Styles, Influence Tactics, and Leadership Styles", Claremont, 27. https://scholarship.claremont.edu/cgi/viewcontent.cgi?article=1521&context=cmc_theses

[37] Ummu Salamah, "Gender Representation In The English Textbook..........., 16.

[38] Ummu Salamah, "Gender Representation In The English Textbook..........., 14.

[39] Dhini Anjarwati, "Gender Representation in The English Textbook (A Content Analysis of Pathway to English for Tenth Grade Senior High School Published by Erlangga*)"*. (Thesis, IAIN Purwokerto, 2020), 25.

[40] Dhini Anjarwati, "Gender Representation in The English Textbook..........., 23.

salaries, and the job positions below men are suitable for women.[41] This certainly has a negative impact on women. Stereotypes that are too strong in society can result in gender discrimination.[42]

Gender stereotyping in education also appears in textbooks. The use of pronouns in EFL textbooks sometimes contains gender stereotypes related to male and female occupations.[43] Designers, elementary school teacher, and nurses mostly refers to the pronoun *she*. While, doctors, CEO, security, and police mostly refers to the pronoun *he*. Meanwhile, Gender stereotypes in schools are also still found, for example, the chairman of the student council in President, which are mostly male, class presidents in schools are also dominated by men.

Gender stereotypes about personal traits of men and women also trigger a person in behaviors.[44] Women are stereotyped as nurturance, lovely, and so on. Women tend care their children, clean home, and cook. While, men are stereotyped as strong, active and dominant, and so on. People believe that men suitable to work in public and only do the housework such as, washing car, mowing grass, and repairing machine, and maintenance.[45]

d. Gender Bias

Gender bias refers to the conditions when one gender is favored over than others. It means, when men are favored over women, and vice versa.[46] According to Madeline, gender bias is rooted in gender stereotypes that exist in society.[47] Gender bias in work often occurs, men are

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[41] Karima Merchant, "How Men And Women Differ: Gender Differences........., 28.

[42] Karima Merchant, "How Men And Women Differ: Gender Differences.........., 28.

[43] Ummu Salamah, "Gender Representation In The English Textbook.........., 18-19.

[44] Ummu Salamah, "Gender Representation In The English Textbook..........., 19.

[45] Ummu Salamah, "Gender Representation In The English Textbook..........., 19

[46] Lainchaur, et al., Gender Equality: Glossary ...., 3.

[47] Madeline Heilman, "Gender stereotypes and workplace bias", sciencedirect, (2012), 114.https://icos.umich.edu/sites/default/files/lecturereadinglists/Heilman%20Gender%20Stereotypes%20and%20Workplace%20Bias%20,%202012%20ROB.PDF

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considered more competent in work than women.[48] For example, most companies choose the manager position to be occupied by men, while the secretary position is occupied by women. Stereotypes circulating in society about jobs that are considered suitable for men and women is one of unconscious gender bias. It is very detrimental to women, because they have limits to improving and developing their skills and potentials to get their top leadership position at work.[49]

Stereotypes about male and female characters lead to gender bias. Male stereotype traits are strong, brave, dominant, aggressive and so on. While, female stereotype traits are soft, submissive, weak and so on. The differences characters between men and women based on stereotypes in society can give impact of violence such as physical and verbal abuse, sexual harassment, and women exploitation.[50]

e. Gender equality

Gender equality has been widely discussed at this time. There are also many books, journals, magazines, articles and others that carry the theme of gender equality.[51] Gender equality refers to men and women who must get equal treatment and opportunities in various fields of life, both socially, and economically (job opportunities, work position), and can optimize their potential.[52] Human rights embodied in gender equality.[53] Ratification of the Convention Regarding the Elimination of All Forms of

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[48] Amarette Filut, et al., The impact of unconscious Bias on Wome's Career Advancement, (Tokyo: The Sasakawa Peace Foundation, 2017), 5. https://www.spf.org/publication/upload/Unconscious%20Bias%20and%20Womens%20Careers_2017_en.pdf

[49] Karima Merchant, "How Men And Women Differ: Gender Differences........, 28.

[50] Agus Afandi, "Bentuk-bentuk Perilaku Bias Gender", Lentera: Journal of Gender and Children Studies, Volume 1 Issue 1, December (2019), 5. https://journal.unesa.ac.id/index.php/JOFC/article/view/6819/3288

[51] Henri Setiawan, "Gender Equality and Women's Empowerment as Depicted in The Character of Yoana in The Video Game The Witcher 3: Wild Hunt Master Armorer Side Ques", (Thesis, Universitas Sanata Dharma, 2021), 4.

[52] Lainchaur, et al., Gender Equality: Glossary........, 3.

[53] Melissa Leach, Gender Equality and Sustainable Development, (New York: Routledge, 2016), 7. https://z-lib.is/book/13697627

Discrimination Against Women have been regulated in UU No. 7:1984.[54] It is an effort to promote gender equality.[55]

We still encounter many gender inequalities in society. The difference in salary between women and men and men get a higher position in work than women. Gender equality and education are linked. When men and women have equal rights in obtaining high education, it will enable women to get good jobs and good positions in workplace. In the end, women's income is equal than men's income.[56] Because in fact, economic problem is more common in women than men. Education can supporting women economic empowerment.[57] Gender equality eliminates gender discrimination regarding jobs that are suitable for men and women. So, women can develop their potential to be able to achieve the best position in their workplace. Gender equality useful for protecting and keeping women away from violence. In addition, the emergence of many female political figures is also form of gender equality that provides opportunities for women to participate in politics.

3. The relationship between Textbook and Gender

   a. Gender representation in Textbook

   Gender in textbooks has role to build an images of gender. Gender and textbooks are two related things. Gender in textbooks serves to describe the role of gender in a material of textbooks. The description of gender roles must be balanced between women and men. Gender representation in textbooks can be used to support gender equality, which can be started by depicting equal gender figures between women and men. The role of gender representation in supporting gender equality is to minimize stereotypes that exist in society. For example, the role of the doctor in the textbook is described as a woman and the role of the chef is

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[54] Ayu Maulidina, and Novia Puspa, "The Education for Gender Equality and Human Rights in Indonesia: Contemporary Issues and Controversial Problems", The Indonesian Journal of International Clinical Legal Education, DOI: 10.15294/ijicle.v2i1.37321, (2020), 79.

[55] Nur syamsiah, "Women in Gender", Ejournal raden intan, Vol 9 (2), (2016). http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/382/0

[56] Jo Walker, et al., The Power of Education to Fight Inequality, (United Kingdom: Oxfam International under, 2019), 145. https://www-cdn.oxfam.org/s3fs-public/file_attachments/bp-education-inequality-170919-summ-en.pdf

[57] Jo Walker, et al., The Power of Education........., 44.

described as a man. The presence of a balanced gender representation will have a good impact on the development of gender equality. Education is an effective thing of developing gender equality.

Textbooks are effective to gender socialization for students.[58] Therefore, textbooks can influence students' thoughts about gender roles.[59] It is need to be analyzed for gender representation to find out whether a textbook contains gender bias or not.[60] Gender bias in textbooks is an unequal depiction of men and women, where one gender is described as superior or more favored than the other gender. The representations of gender in textbooks is reflected as gender stereotypes for students perceptions which will become identities in the present and in the future.[61]

According to Logsdon, there are six aspects for gender representation in textbook.[62]

1) Number of female or male pictures is about how many the representation female or male in textbook.
2) Female or male mentioned is about how many times female and male are mentioned by name, title, pronoun.
3) Female or male roles is about the roles of women or men depicted in textbooks using conversations, picture illustrations, and reading texts. It is like professions, roles in the household, job positions, organization position.
4) Female or male role models is related to the role models of female or male that appear in textbooks. Usually public figures which discovered in texts or pictures such as famous actors, famous actresses, presidents, famous singers, governors, and others.
5) Pattern of mentioning female/ male names is the first mention of female and male pronouns in the same sentence, the one that is first mentioned is considered to have the top position.
6) Activities of female/male is about kind of activities that done by female or male such as cooking, walking, singing, and others.

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[58] Dhini Anjarwati, "Gender Representation in The English Textbook.........., 35.

[59] Dhini Anjarwati, "Gender Representation in The English Textbook ...., 36.

[60] Dhini Anjarwati, "Gender Representation in The English Textbook ...., 34.

[61] Dhini Anjarwati, "Gender Representation in The English Textbook.........., 36.

[62] Martha Logsdon, *Gender Roles in Primary School Texts in Indonesia*, (Honolulu: University of Hawai, 1985), 243-262.

According to Porreca, there are four aspects to analyzed gender representation in textbook:[63]

1) Male-female ratio in texts and images
2) Order of mention of men and women
3) Occupations
4) The frequency of male and female nouns and adjectives.

Textbooks can influence students' views of gender, gender analysis in textbooks is a way to find out how much stereotypes exist in a book, excessive gender stereotypes will cause the book to contain gender bias.[64] According to stockdale's theory, if the differences between female and male representation in textbook are more than 5%, the conclusion is the textbook contain gender bias.[65]

B. Theoretical Framework

Gender issues that are still circulating in society are a reflection of gender stereotypes between men and women that are still embedded in the mindset of society. Education as an effective means to help realize gender equality. It is important to shape students character and understanding of gender roles. Currently, teachers use textbooks more often as the main learning media, even though they are accompanied by other learning media. Therefore this can be used to socialize gender roles neutrally to students. Textbooks present learning materials, text, and pictures that will make learning not boring. Pictures in textbooks usually depict male and female characters in the form of illustrations such as job positions, division of household roles, male and female hobbies, and male and female roles for their surrounding environment. Meanwhile, texts in textbooks usually contains male and female conversation dialogues. Unbalanced gender roles in textbooks will lead to gender bias, therefore it is important to analyze gender in a textbook to ascertain whether the book has an equal representation of gender roles or not. While, the researcher choose Logsdon's theory to analyze gender representation in junior high schools textbook entitled English in Mind (second edition) for Seventh grade that published by Center of Curriculum and Books and The Ministry of Education and Culture of

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[63] Porreca, K. L., *Sexism in Current ESL Textbooks*. (TESOL Quarterly,1984), 705-724.
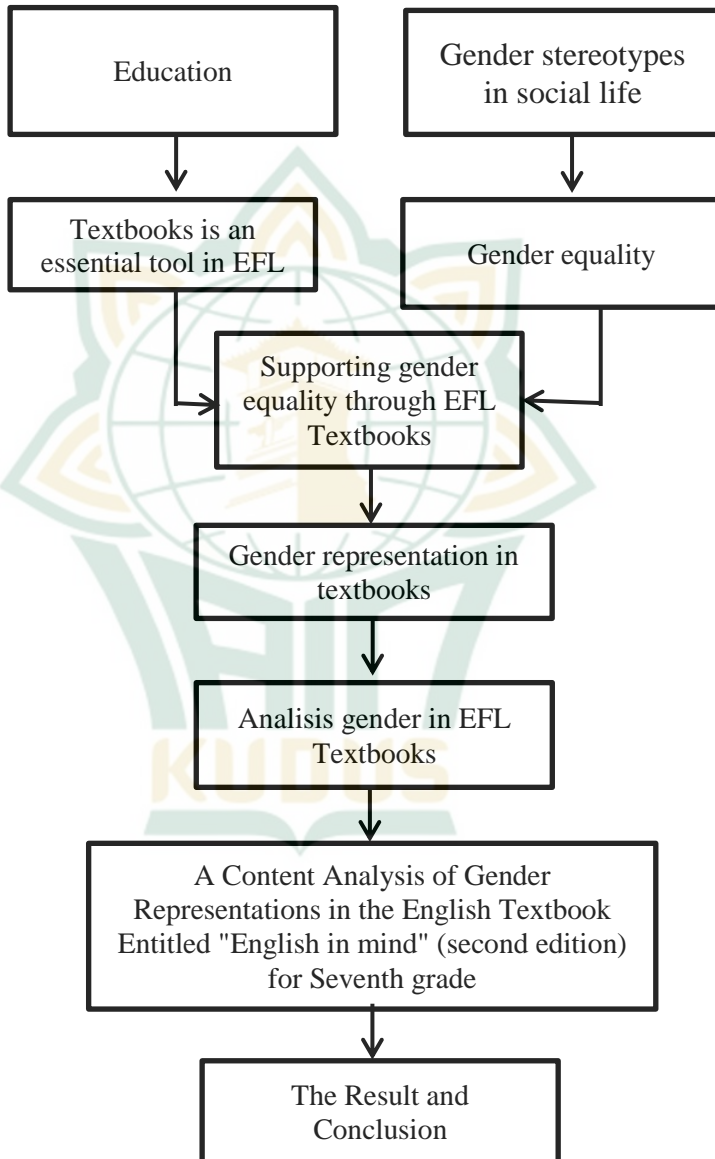
[64] Dhini Anjarwati, "Gender Representation in The English Textbook.........., 38.

[65] Stockdale, D,*Gender representation in an EFL textbook.* (United Kingdom: University of Birmingham, 2006)*,* 900–906.

the Republic Indonesia, which can be in the form of texts and pictures.

The following is the theoretical framework that the researcher presents in scheme form:

Figure 2.1 Theoretical framework

C. Review of Previous Study

1. Gender Representation in The English Textbook (A Content Analysis of "Pathway to English" for Tenth Grade Senior High School Published by Erlangga).[66]

   This study was conducted by Dhini Anjarwati from State Institute on Islamic Studies Purwokerto. The study aims to analyzed gender representation in "Pathway to English". Her study used qualitative research using content analysis. The data analyzed by categorizing the content into visibility, occupations, games, firstness, domestic roles, and role models. The data was showed as follows, gender visibility from pictures showed that male dominant. The number of occupations form pictures and texts in the textbook showed that female dominant. The number of games or sports showed that male dominant, the number of firstness form dialogues showed that male dominant. The domestic roles male also dominant, the role models form texts and pictures showed that female dominant. According to the data result, it was concluded that the author of the book tried to promoted gender equality in her book, although there are still stereotypes of gender in her book.

2. Gender Representation in the English Textbook (A content Analysis of "Bright" for Seventh grade Students Published By Erlangga). [67]

   This study was conducted by Ummu Salamah from State Islamic University Syarif Hidayatullah Jakarta. The objective of her study is to see gender represented equally or not in the English Textbook entitled Bright for Seventh grade students. The study focused on the six aspect by Logsdon, and the result show that gender representation in Bright for Seventh grade is inequality. The data shows that males dominate in four aspect. While, female were more visible in two aspects, number of male/ female mentioned and pattern of mentioning male/female names. According to the data, textbook entitled "Bright" for Seventh grade Students still contains gender bias.

3. Gender Representation in an English Textbook Entitled Bahasa Inggris: "When English Comes in Handy" for Tenth Grade Students (a Content Analysis)[68]

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[66] Dhini Anjarwati, "Gender Representation in The English Textbook..........39-63.

[67] Ummu Salamah, "Gender Representation In The English Textbook..........27-42.

This study was conducted by Silfira Yuni Angelia from State Institute of Islamic Studies Bengkulu. This studied aims to find out gender representation and gender roles in textbook entitled "When English Comes in Handy" for Tenth Grade Students Tenth Grade Students Published by Grafindo Media Pratama. This study used qualitative content analysis and used Stockdale's theory to analyzed the data. The data shows that male were dominant in the number of named- nonactive, non-named-non active, appearance in illustrations and titled & named, and also dominant in domestic and public gender roles. Meanwhile, female only dominat in main characters. According to stockdale's theory, the book entitled When English Comes in Handy for Tenth Grade Students indicates contain gender bias.

4. Gender Representation in an Indonesian Government-Endorsed English Textbook[69]

This study was conducted by Moh Irwansyah from Universitas Islam Indonesia Yogyakarta. This study aims to identify find representtaion of gender in textbook entitled "When English Rings the Bell" SMP/MTs for Seventh grade. This study used qualitative method with content analysis approach. This study used porreca's theory to analyzed gender representation in textbook entitled "When English Rings the Bell" SMP/MTs for Seventh grade. The data result showed that the textbook still many contain gender stereotypes and gender bias in terms of occupations.

5. An Analaysis of Gender Construction in English Textbook for Secondary School[70]

This study was conducted by Hamim Azhari from State Islamic Institute of Bengkulu. This study aims to find out gender construction in two efl. The subject of this research was an english textbooks entitled "When English Rings a Bell" for eighth grade published by the Ministry of Education and Culture in 2017 and an English textbook entitled "Think Globally Act Locally" for ninth grade published by the Ministry of Education and Culture in 2015. This study used qualitative method with

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[68] Silfira Yuni. A, "Gender Representation in An English Textbook Entitled Bahasa Inggris: When English Comes in Handy for Tenth Grade Students (A Content Analysis)", (Thesis, State Institute of Islamic Studies Bengkulu, 2021). 32-51.

[69] Moh Irwansyah, "Gender Representation in An Indonesian Government-Endorsed English Textbook", (Thesis, Universitas Islam Indonesia, 2022), 18-30.

[70] Hamim Azhari, "An Analysis of Gender Construction In English Textbook For Secondary School", (Thesis, State Institute of Islamic Studies Bengkulu, 2021), 47-68.

content analysis approach. Then, this study used longsdon's theory to analyzed gender representation in two efl textbooks. The first book entitled "When English Rings A Bell" for eighth grade, the data showed that women dominant in three aspects, men dominant in two aspects, and one aspects has equal representation of female and male. In the second book entitled "Think Globally Act Locally" for ninth grade, the data showed that men dominant in all aspects. In conclusion, the representation of gender in two EFL textbooks still unequally.

Table 2.3 Similarity and Difference of previous study

No.	Author and Year	Title	The result	Similarity	Difference
1.	Dhini Anjarwati (2020)	Gender Representation in The English Textbook (A Content Analysis Of Pathway to English for Tenth Grade Senior High School Published By Erlangga	The data was showed that male and female roles almost balance, although there are still gender stereotypes in that book. The author of the textbook tried to promote gender equality in her book.	Used qualitative research using content analysis.	Analyzed by categorizing the content into visibility, occupations, games, firstness, domestic roles, and role models.
2.	Ummu Salamah (2014)	Gender Representation In The English Textbook (A Content Analysis of Bright for Seventh grade Students Published by Erlangga	The data showed that male more dominate than female. It was concluded that still contains gender bias in textbook entitled "Bright" for Seventh grade Students	Used qualitative study which used content analysis as the method of study.	Used logsdon's theory to analyzed the data

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			Published By Erlangga.		
3.	Silfira Yuni Angelia (2021)	Gender Representation in an English Textbook Entitled Bahasa Inggris: "When English Comes in Handy" for Tenth Grade Students (a Content Analysis)	The data showed that male more dominant in some aspects than female. It was concluded that textbook entitled "When English Comes in Handy" for Tenth Grade Students still contains gender bias based on analyzed data by stockdale's theory.	Used qualitative study using content analysis.	Used Stockdale's theory for Research Instrument.
4.	Moh Irwansyah (2022)	Gender Representation in an Indonesian Government-Endorsed English Textbook	The data showed that textbook entitled "When English Rings Bell" SMP/MTs for Seventh grade still contains gender stereotypes based on male and female. It also contain gender bias in occupations.	Qualitative research method that uses content analysis	Used Porreca's theory for analyzed the data.
5.	Hamim Azhari (2021)	An Analaysis of Gender Construction in English	The data showed that two of EFL textbooks still	Used Qualitative method with an	The study used two EFL textbooks

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		Textbook for Secondary School	unequally in gender representation.	approach the Content Analysis technique.	to compare the representation of gender in those books. Then used logsdon's theory to analyzed the data.