

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

This section the researcher was described about research finding and discussion according to the gender representation in the textbook entitled “English in Mind” second edition for Seventh grade, and also showed the result of the essence gender representation and the contextualization with the current english teaching situation.

1. English in Mind (second edition) for Seventh grade

English in Mind (second edition) for Seventh grade is published by Center of Curriculum and Books and The Ministry of Education and Culture of the Republic Indonesia.¹ There are 14 chapters in the textbook and there are also additional pages such as, Welcome Sections A-B, Vocabulary bank pages, Get it Right! Pages, Projects 1-4, etc. Following the book's identity:

Table 4.1 Identity of English Textbook

NO.	Criteria	Description
1.	Title	English in Mind (second edition)- Student's Book Starter Grade 7
2.	Author	Herbert Puchta, Jeff Stranks, Richard Carter, Peter Lewis-Jones
3.	Publisher	Center of Curriculum and Books The Ministry of Education and Culture of the Republic Indonesia
4.	City of Publication	Jakarta
5.	Year of Publication	2021
6.	ISBN Number	978-602-244-522-7 (jil. 1)
7.	Reader Target	Seventh Grade of Junior High School or Islamic Junior High School
8.	Number Of Pages	134 pages

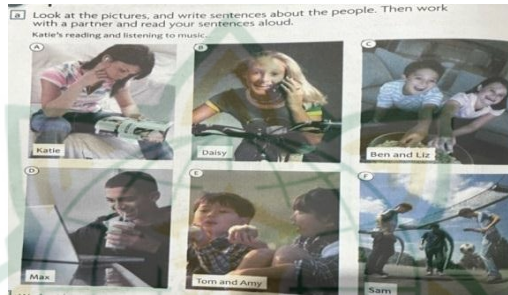
¹ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021).

2. Gender Representation in textbook “English In Mind” (second edition) for Seventh grade

In this part, gender representation in EFL textbook entitled “English in Mind” for Seventh grade was analyzed in six aspects based on Logsdon’s theory.² The data analysis was presented in the form of tables and in several aspects shown on the charts.

a. Female/ male pictures

Picture 4.1 Female/male pictures ³



In this aspect aims to determine the frequency of male or female pictures in textbook. It could be presented one by one of female/male picture or in one picture there are female and male representations together will counted.

Table 4. 2 Female/male pictures

	Female	Male
Welcome Section A	13	13
Welcome Section B	8	5
Welcome Section C	2	7
Welcome Section D	7	5
Chapter 1	12	10
Chapter 2	19	40
Chapter 3	27	25
Chapter 4	14	17
Chapter 5	8	7
Chapter 6	31	24
Chapter 7	6	18
Chapter 8	36	25

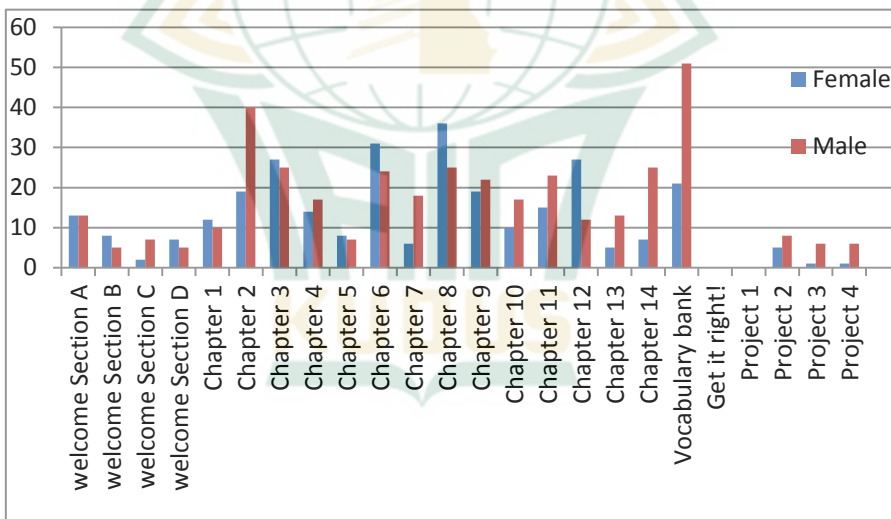
² Martha Logsdon, *Gender Roles in Primary School Texts in Indonesia*, (Honolulu: University of Hawaii, 1985), 243-262.

³ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 74.

Chapter 9	19	22
Chapter 10	10	17
Chapter 11	15	23
Chapter 12	27	12
Chapter 13	5	13
Chapter 14	7	25
Vocabulary bank	21	51
Get it right!	-	-
Project 1	-	-
Project 2	5	8
Project 3	1	6
Project 4	1	19
Total	294	392

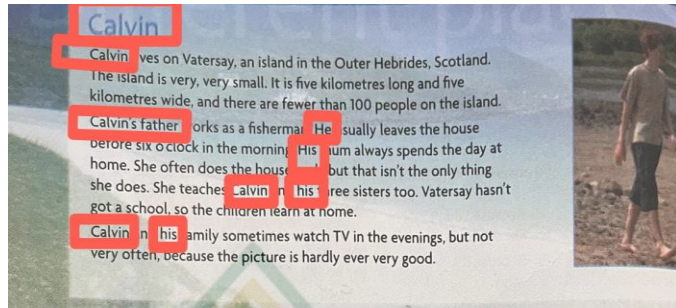
Table 4.2 shows that male are more dominant than female in Female/male pictures. There are 294 Pictures or illustrations of female. While, there are 392 pictures or illustrations of male.

Chart 4.1 Female or Male Pictures



Based on the chart above, the highest of female/male pictures is male pictures in the Vocabulary bank. While, the lowest of female/male pictures are female picture in Project 3 and Project 4.

b. Female/male mentioned
 Picture 4.2 Female/male mentioned ⁴



In this aspect aims to determine the frequency of male or female mentioned in reading text, material, and exercise. It can be a name, surname with title (e.g Mr Jack), subject pronoun (he, she), object pronoun (him, her), possessive pronoun (his, hers), possessive adjective (his, her), title (e.g madam, sir), and common noun (e.g father, mother, son).

Table 4.3 Female/male mentioned

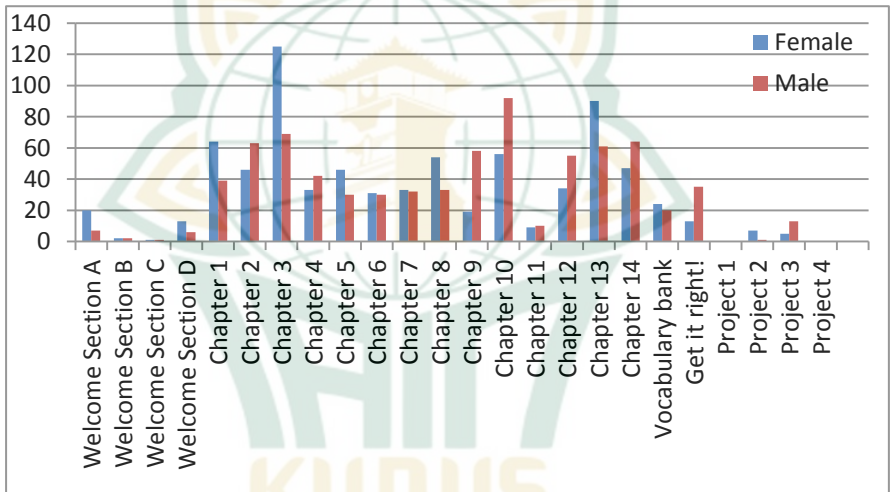
	Female	Male
Welcome Section A	20	7
Welcome Section B	2	2
Welcome Section C	1	1
Welcome Section D	13	6
Chapter 1	64	39
Chapter 2	46	63
Chapter 3	125	69
Chapter 4	33	42
Chapter 5	46	30
Chapter 6	31	30
Chapter 7	33	32
Chapter 8	54	33
Chapter 9	19	58
Chapter 10	56	92
Chapter 11	9	10
Chapter 12	34	55

⁴ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 52.

Chapter 13	90	61
Chapter 14	47	64
Vocabulary bank	24	20
Get it right!	13	35
Project 1	-	-
Project 2	7	1
Project 3	5	13
Project 4	-	-
Total	772	763

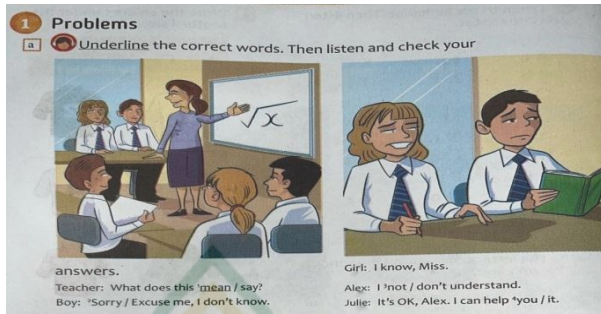
Table 4.3 shows that female are more dominant than male in female/male mentioned. There are 772 female mentioned in textbook and there are 763 male mentioned in textbook.

Chart 4.2 Female/male mentioned



Based on the chart above, the highest of female/male mentioned is female mentioned in Chapter 3. The lowest frequency of female and male mentioned are in Welcome section C with same frequency between female and male mentioned in textbook. Then, the lowest one is male with the same frequency in Project 2.

c. Female/male roles
 Picture 4.3 Female/male roles ⁵



In this aspect aims to know the roles of female/male in textbook entitled “English in Mind” Seventh grade. The researcher was found there were kinds of occupations of female and male in the textbook. It will show in the table below.

Table 4.4 Female/male roles

Female	Male
Receptionist	Waiter
Housewife	Footballer
Teacher	Teacher
Student	Student
Actress	Actors
Golfer	President
Singer	Singer
Tennis player	Tennis player
Lawyer	Office worker
Writer	Writer
Seller	Seller
Secretary	Musician
Banker	Fisherman
Entrepreneur	Entrepreneur
Film director	Police
Cashier	Master of Ceremony
Shopkeeper	Comedian

⁵ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 8.

Office worker	Security
Reporter	Reporter
Activist	Athlete
	Bus driver
	Astronaut
	Banker
	Staff
	Shopkeeper
	School cleaner

d. Female/male role models

Picture 4.4 Female/male role models ⁶

1 Read and Listen

a Look at the pictures. Who is the woman? Read the magazine article and check your answer.

An American Icon

Michelle Obama is an American lawyer, writer and the wife of the 44th US President, Barack Obama. Millions see her on TV. What do you know about her? Where is she from? How does she live?

Michelle is from Chicago. She's the daughter of Fraser and Marian Robinson. Her brother's name is Craig. Michelle and her husband have two daughters, Malia and Sasha.

The Obamas live in Washington with their dog, Sunny, a Portuguese water dog. Malia and Sasha love him!

Michelle is very busy. Her book *Becoming* is very popular and she receives thousands of messages from her readers. She also works on important projects for the American people. She likes to help others with their health and education. So she works with many charity organisations to inspire young people around the world to eat healthy food, exercise and do well at school.

Lots of people admire Michelle's work. Michelle says her work and her family are the most important things for her.

Table 4.5 Female/male role models

	Female	Page	Male	Page
Welcome Section C	Rihanna Fenty	7	1. Cristiano Ronaldo 2. Charles III	7 7
Chapter 1	1. Angelina Jolie	10	1. Fernando Torres	10
	2. Kelly Clarkson	11	2. Kaká	10
	3. Lily Allen	11	3. Rafael Nadal	10
	4. Sertab Erener	14	4. Matt Damon	11
	5. Queen Latifah	14	5. Brad Pitt	11
	6. Dinara Safina	14	6. Lionel Messi	14
	7. Lorena Ochoa	14	7. Kanye West	14
	8. Alicia Keys	15	8. Rodrigo Santoro	14
Chapter 2	1. Miley Cyrus	18	1. Simon Callow	17
	2. Madonna	19	2. Daniel Craig	17

⁶ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 24.

	Louise 3. Mariah Carey 4. Julia Roberts	21 23	3. Christian Bale 4. Hugh Jackman 5. Coldplay 6. Justin Timberlake 7. Jonas Brothers 8. Chris Martin	17 17 18 18 19 22
Chapter 3	Michelle Obama	24	1. Barack Obama 2. Jay-Z	24 27
Chapter 4	-	-	1. Pablo Picasso 2. Salvador Dalí	30 30
Chapter 5	1. Kate Winslet 2. Beyoncé	40 40	1. Robert Pattinson 2. Josh Hartnett	40 40
Chapter 12	-	-	1. Buddy Holly 2. Ritchie Valens 3. The Big Bopper	86 86 86
Chapter 13	1. Rosa Parks 2. Agatha Christie 3. Elizabeth I	94 95 98	1. Michael Jackson 2. Neil Armstrong 3. William Shakespeare 4. Henry VIII 5. James VI 6. Christopher Reeve	96 96 98 98 99
Chapter 14	-	-	Mahatma Gandhi	107
Project 3	-	-	Cobra Starship	122
Total		19		35

In this aspect aims to shows female and male as role models in textbook. The data showed that the role models of female and male in textbook is dominated by male as role models.

e. Pattern of mentioning female/male names

In this aspect aims to analyze the firstness of mentioning female and male names within single phrases (e.g Kate and darren). The first mentioned is dominant than others.

Table 4.6 Female in first mentioned than male


No.	INDICATOR	Female	Page
1.		Kate and Connor ⁷	16
2.		Michelle and Barack Obama ⁸	25
3.		My grandmother and grandfather ⁹	26
4.		Kate, Izzie, Mark and Darren ¹⁰	35

⁷ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 16.

⁸ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 25

⁹ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 26.

¹⁰ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 35.

<p>5.</p>	<p>★ Negative imperatives ★ Vocabulary: adjectives to describe feelings</p> <p>1 Listen</p> <p>a Work with a partner. Listen to the audio and look at the pictures. They tell you what they are doing. Write T (true) or F (false) in the boxes.</p> <p>Julie and her husband</p> 	<p>Julie and Her husband¹¹</p>	<p>58</p>
<p>6.</p>	<p>Read the chat again. Write T (true) or F (false) in the boxes.</p> <ol style="list-style-type: none"> Holly is tired and bored. Holly's parents aren't at home. Jade loves horror films. Holly and Jade don't go to the same school. Holly is happy when her parents come home. 	<p>Holly and Jade¹²</p>	<p>61</p>
<p>7.</p>	<p>Work with a partner. Say where your friends and family are now, and what they are doing.</p> <p>A: My brother's at work. I think he's working on his computer.</p> <p>B: My mum and dad are going to work and my sister's at school. I think she's studying Maths now.</p> <p><i>English in Mind Student's Book for Junior High School</i></p>	<p>My mum and dad¹³</p>	<p>74</p>

¹¹ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 58.

¹² Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 61.

¹³ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 74.

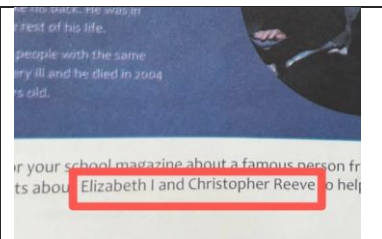
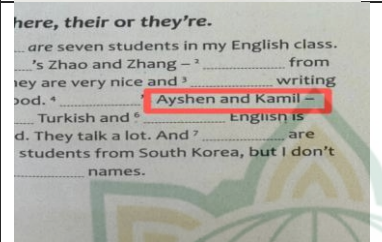
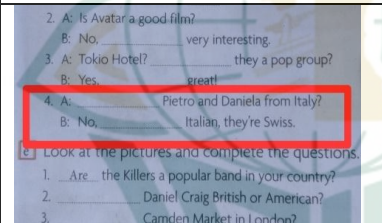
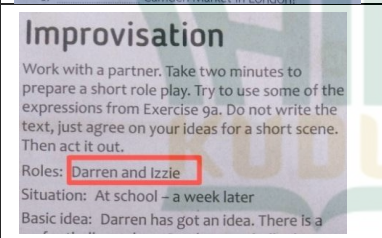
8.	 <p>rest of his life. people with the same ery ill and he died in 2004 s old.</p> <p>for your school magazine about a famous person fr ts about Elizabeth I and Christopher Reeve to help</p>	Elizabeth I and Christopher Reeve ¹⁴	99
9.	 <p>here, their or they're. are seven students in my English class. 's Zhao and Zhang -² from ey are very nice and ³ writing ood. ⁴ Ayshen and Kamil - Turkish and ⁵ English is d. They talk a lot. And ⁷ are students from South Korea, but I don't names.</p>	Ayshen and Kamil ¹⁵	117

Table 4.7 Male in first mentioned than female

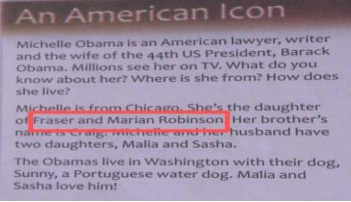
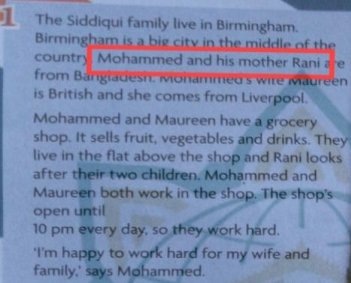
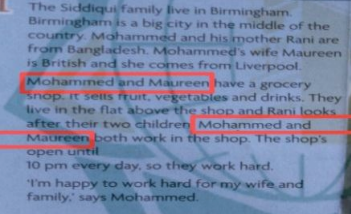
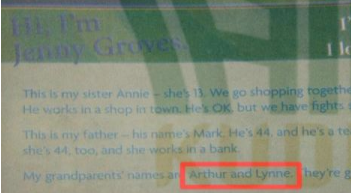
No.	INDICATOR	Female	Page
1.	 <p>2. A: Is Avatar a good film? B: No, very interesting. 3. A: Tokio Hotel? they a pop group? B: Yes, great! 4. A: Pietro and Daniela from Italy? B: No, Italian, they're Swiss.</p> <p>6. Look at the pictures and complete the questions. 1. Are the Killers a popular band in your country? 2. Daniel Craig British or American? 3. Camden Market in London?</p>	Pietro and Daniela ¹⁶	17
2.	 <p>Improvisation Work with a partner. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 9a. Do not write the text, just agree on your ideas for a short scene. Then act it out. Roles: Darren and Izzie Situation: At school – a week later Basic idea: Darren has got an idea. There is a</p>	Darren and Izzie ¹⁷	21

¹⁴ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 99.

¹⁵ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 117

¹⁶ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 17.

¹⁷ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 21.

<p>3.</p>		<p>Fraser and Marian Robinson¹⁸</p>	<p>24</p>
<p>4.</p>		<p>Mohammed and his mother Rani¹⁹</p>	<p>28</p>
<p>5.</p>		<p>Mohammed and Maureen²⁰</p>	<p>28</p>
<p>6.</p>		<p>Arthur and Lynne²¹</p>	<p>29</p>

¹⁸ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 24.

¹⁹ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 28.

²⁰ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 28.



²¹ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 29.

7.	<p>1. Antonio's father is Canadian but his mother is Italian.</p> <p>2. We live in Rochester now, but my brother and I don't like new school.</p> <p>3. A: Hello, name's Fauziah. What's name? B: Hi, I'm Annisa.</p> <p>4. Fatimah's got a really nice sister. name's Putri.</p> <p>5. Jackie and Nigel live in Canterbury now, but sons are still in London.</p>	Jackie and Nigel ²²	37
8.	<p>We're very happy you want to stay with us in England next month. We'd like to learn all about what you like before you arrive. Please write to us and tell us all about you! What food do you like? Is there any food you don't like? What's your favourite food?</p> <p>Also, please tell us what you'd like to do here in London!</p> <p>Best wishes and see you soon, Adrian and Kerry Johnson</p> <p>PS This is a photo of us with our cat, Alfie. Please send us a photo of you!</p>	Adrian and Kerry Johnson ²³	50
9.	<p>2 Listen</p> <p>a Here is a telephone conversation between John and Pauline. Complete the conversation with the words from the box. Then listen and check your answers.</p> <p>a it's starting b They're swimming c are you doing d I'm eating e I'm getting f he's having</p>	John and Pauline ²⁴	72

²² Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 37.

²³ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 50.

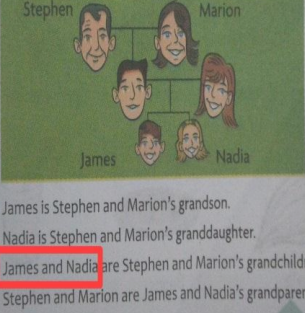
²⁴ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 72.

<p>10.</p>	<p>11 Improvisation</p> <p>Work in groups of four. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 9a. Do not write the text, just agree on your ideas for a short scene. Then act it out.</p> <p>Roles: Darren, Mark, Izzie and Ray</p> <p>Situation: At the youth centre</p> <p>Basic idea: Ray needs help from the kids, but whatever he says, they find an excuse</p>	<p>Darren, Mark, Izzie and Ray²⁵</p>	<p>77</p>
<p>11.</p>	<p>problem - the language. Jin didn't speak English, and Tom didn't speak Korean. Tom really ⁴ _____ to understand Jin, so he ⁵ _____ to learn Korean. He ⁶ _____ to Jin a lot, he ⁷ _____ Korean grammar and he ⁸ _____ her a lot of questions. And after three years, his Korean was very good. Tom and Jin were very happy.</p> 	<p>Tom and Jin²⁶</p>	<p>95</p>
<p>12.</p>	<p>b Listen to Dave and his grandmother. They talk about life in the 1960s and life now. Who talks about these things? Write D (Dave) or G (grandmother).</p> 	<p>Dave and his grandmother²⁷</p>	<p>100</p>

²⁵ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 77.

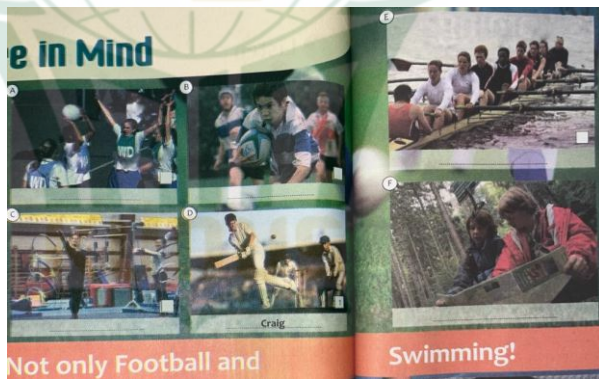
²⁶ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 95.

²⁷ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 100.

<p>13.</p>		<p>James and Nadia²⁸</p>	<p>111</p>
<p>14.</p>	<p>Write there, their or they're.</p> <p>There are seven students in my English class.</p> <p>¹ Zhao and Zhang from China. They are very nice and ² writing is very good. ³ 's Ayshen and Kamil is very good. ⁴ Turkish and ⁵ English is very good. They talk a lot. And ⁶ are two new students from South Korea, but I don't know ⁷ names.</p>	<p>Zhao and Zhang²⁹</p>	<p>117</p>

f. Activities of female/male

Picture 4.5 Activities of female/male³⁰



²⁸ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 111.

²⁹ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 117.

³⁰ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 70-71.

Table 4.8 Activities of female/male

Female	Male
Walking	Walking
Gardening	Cleaning car
Playing guitar	Playing guitar
Housework	Sweeping the yard
Shopping	Shopping
Taking care of children	Circus
Reading	Reading
Watching TV	Watching TV
Working	Working
Studying	Studying
Teaching	Teaching
Travelling	Travelling
Playing tennis	Playing tennis
Playing golf	Playing drum
Playing violin	Playing flute
Selling	Selling
Hang out	Hang out
Taking photo	Playing volleyball
Driving car	Driving bus
Writing	Playing cricket
Hiking	Hiking
Painting	Painting
Eating	Eating
Servis customer	Servis customer
Discussion	Discussion
Cooking	Playing bowling
Crying	Crying
Singging	Singging
Riding bycle	Riding bycle
Playing piano	Playing piano
Rowing boat	Rowing boat
Gymnastic	Playing rugby
Playing netball	Playing football
Orientering	Orientering
Listening to music	Listening to music
Doing homework	Doing homework
Dancing	Dancing
Playing toys	Playing toys

Skateboarding	Skateboarding
Playing PC	Playing basketball
	Swimming
	Sleeping
	Running
	Playing PC

3. The essence of gender representation in english textbook entitled “English In Mind” (second edition) for Seventh grade, and the contextualization of gender representation in the current english teaching situation

Representation of gender in textbooks can't be avoided. It because textbooks always contain pictures and illustrations. The presentation of pictures in textbooks aims to makes easier for students to understand and it also makes textbooks more interesting to read. However, many textbooks still contain gender bias and gender stereotypes.

This study aims to find out the representation of gender in textbook entitled “English in Mind” (second edition) for Seventh grade. This book was second edition from the first edition with kurikulum 2013. In the second edition of textbook “English in mind” for Seventh grade was presented based on new kurikulum in Indonesia which is kurikulum merdeka. In the previous section was showed the data analysis. Then, in this section the researcher will explain related to the essence of gender representation in “English In Mind” (second edition) for Seventh grade and the contextualization in the current english teaching situation.

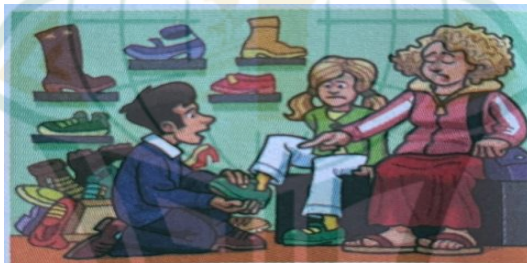
The results of data analysis used six aspects by Logsdon shows in first aspect, namely female/male pictures that male are more dominant than female. Based on Chart 4.1 the higher frequency of male pictures in textbook are 51 frequency in Vocabulary Bank, and the lowest frequency of male pictures are 5 frequency in Welcome section B and Welcome section D. While, the higher frequency of female pictures are 36 frequency in Chapter 8, and the lowest frequency of female picture in this textbook is one frequency in Project 3 and Project 4.

In the second aspect, namely mentioned of female or male in textbook shows that female are more dominant than male. According to the Chart 4.2 data shows that the higher male mentioned in the textbook are 92 in Chapter 10, and the lowest male mentioned is only 1 in Welcome Section C and Project 2.

While, the higher female mentioned are 125 in Chapter 3, and the lowest female mentioned is only 1 in Welcome Section C.

In third aspect, the analysis data showed that male are more dominant than female. There are still stereotypes of female/male roles in this textbook. According personal traits of female and male in gender stereotypes, female stereotypes are sensitive, follower, weak and so on. While, male stereotypes are Stable, Self-confident, Leader, and so on. It makes stereotypes about which jobs are suitable for male and female arise. For example, male roles in this textbook as president, police, and security. However, the authors of this textbook tried to balance the division of the roles female and male in their textbook. The roles of female in this textbook such as golfer, tennis player, lawyer, entrepreneur, director and activist. While, jobs that are identical of female are also represented by male in this textbook such as waiter, teacher, writer, seller, banker and shopkeeper.

Picture 4.6 Role of Male ³¹



Pictures 4.7 Role of Female ³²



³¹ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 46.



³² Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 14.

In the fourth aspects which is female/male role models. Data analysis shows that male are more dominant than female in significant difference of frequency female/male role models in textbook. That could be gender bias. Gender bias occurs when one of others gender more dominant than others. It appears in this textbook.

In the fifth aspects which is pattern of mentioning female/male names. The data shows that the firstness of mentioning female/male in this textbook is dominated by male. Male in first mentioned than female in this textbook are 14 frequency. While, Female in first mentioned than male in this textbook are 9 frequency.




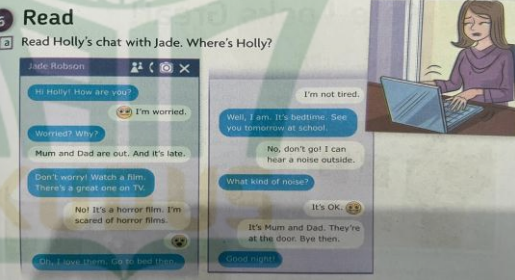
In the sixth aspect, which is activities of female/male. The data shows that the activities more dominated by male. There are also stereotypes of male and female in their activities in this textbook. Based on personality traits of female are nurturance, feeling, lovable, and so on, there are pictures in this textbook that show it. Furthermore, there are also activities in this textbook that synonymous with female which are cooking, doing housework, gardening, shopping and dancing.

Table 4.9 Female activities based on personality traits

Female personality traits	
Nurturance	<p>33</p> 
	<p>34</p> 

³³ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 3.

³⁴ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 59.

	<p>35</p> 
	<p>36</p> 
<p>Feeling</p>	<p>37</p>  <p>4 Fauziah is very upset.</p>
	<p>38</p> <p>Read</p> <p>Read Holly's chat with Jade. Where's Holly?</p> 

³⁵ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 60.

³⁶ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 60.


³⁷ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 112.

³⁸ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 61.

Lovable	<p>39</p> 
	<p>40</p> 

While, based on personality traits of male are brave, aggressive, rational and so on. According data analysis, there are activities in this textbook that synonymous with male which are sport, circus, and traveling. Furthermore, the housework activities carried out by male in the textbook only sweeping the yard and washing the car.


Table 4.10 Male activities based on personality traits

Male personality traits	
Brave	<p>41</p> 

³⁹ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 29.

⁴⁰ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 2.

⁴¹ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 67.

	<p>42</p> 
<p>Aggressive</p>	<p>43</p>  <p>44</p>  <p>45</p> 

People have realized that excessive gender stereotypes in society has negative impacts. But unconsciously, people often differentiate the roles of male and female. It determines how male and female should behave, thinking, speaking, dressing and

⁴² Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 59.

⁴³ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 31.

⁴⁴ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 57.

⁴⁵ Herbert Puchta, et al., *English in Mind Second Edition for Seventh grade*, (Jakarta: Pusat Kurikulum dan Perbukuan, Badan penelitian dan pengembangan dan perbukuan Kementerian Pendidikan dan Kebudayaan, 2021), 70.

interacting in society based on personal gender traits about female and male circulating in society. Gender stereotypes in everyday life appear in various ways. Gender stereotypes unconsciously start from family and parents. For example, making a difference in the division of household duties between female and male.

Furthermore, stereotypes about the personal traits of male and female makes society tend to categorize suitable jobs based on gender. High-paying and risky jobs are assumed to be suitable for men. While women are assumed to be suitable for jobs that are considered easy, with lower salaries and job positions below men.

In addition to gender stereotypes, there were also gender bias in society. Stereotypes about the personal traits of male and female have increased gender bias in social life. It misinterpreted by patriarchal people for negative actions. Some of the negative impacts caused by gender bias are physical violence, verbal violence, sexual abuse, and exploitation of women .

Gender equality appears to protect and provide the rights of male and female that should receive equal treatments and opportunities in various aspects of life. It also protects women from violences. Socialization is the keys to the dissemination of information about gender equality.

Teachers and textbooks cannot be separated. Although, there are many learning media, textbooks are learning media that are in great demand and popular right now. Textbooks can be printed books or even electronic textbooks. It comes with attractive appearance that can make students more interested in learning process. The materials and exercises are displayed by pictures or illustrations.

Textbooks are composed construction of linguistic components, namely spoken or written text and visual text or images, and it creates social discourse, including gender discourse. That is why gender and textbooks are related.⁴⁶ It important to analyze gender representation in textbooks to find out the stability of male and female roles in textbooks and It also

⁴⁶ Fadhila Yonata, *Manifestasi Gender dalam Buku Ajar*, (Yogyakarta: Sulur Pustaka, 2020), 23.

to prove whether gender equality is already in textbooks or not.⁴⁷

Furthermore, this research focused on gender representation in EFL textbooks. Gender and language are related, gender can affect the used of language. According Marlis, in Old English there are three classifications of nouns based on gender namely, masculine, feminine, neuter.⁴⁸ There are Grammatical genders for male and female in several pronouns and personal nouns in English language.⁴⁹ While, some animals also have different vocabulary when the sex of the animal is known. Social gender also appears in the used english language based on gender.⁵⁰ It refers to stereotypical assumptions about appropriate social roles for female and male.⁵¹ Stereotypes can occur in many ways including the use of language and it also appear in textbooks.

Currently, English is international language. Many people learn English as a second language or foreign language. Meanwhile, in recently years, textbooks have become popular in the world of education and it made many private sectors to produced texbooks in large quantities.⁵² But, whether the books have balanced gender representation between men and women, that was the question.⁵³ Therefore, many researchers were interested in examining gender representation in a textbook. Gender analysis aims to prove whether gender equality are already in textbooks to support gender equality in real life.⁵⁴ Education is a forum for preparing human resources and that can become a facility to support gender equality. Then, teachers should choose textbooks that have balanced gender representation and also apply balanced roles between male and

⁴⁷ Fadhila Yonata, *Manifestasi Gender dalam*....., 23.

⁴⁸ Marlis Hellinger and Hadumod Bußmann, *Gender Across Languages Volume I*, (Amsterdam: John Benjamins Publishing Company, 2001), 107.
https://books.google.co.id/books?id=37muTg5D9ikC&printsec=frontcover&hl=id&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

⁴⁹ Marlis Hellinger and Hadumod Bußmann, *Gender Across Languages*....., 107-108.

⁵⁰ Marlis Hellinger and Hadumod Bußmann, *Gender Across Languages*....., 108.

⁵¹ Marlis Hellinger and Hadumod Bußmann, *Gender Across Languages*....., 108.

⁵² Fadhila Yonata, *Manifestasi Gender dalam*....., 4.

⁵³ Fadhila Yonata, *Manifestasi Gender dalam*....., 23.

⁵⁴ Fadhila Yonata, *Manifestasi Gender dalam*....., 23.

female when the English learning process in the classroom runs. It aims to encourage students to apply their knowledge to their daily lives. That become the contextualization between gender representation and the current English teaching situation.

B. Discussions

This section discusses research findings related to research questions in Chapter 1.

1. Analysis Gender Representation in textbook “English In Mind” (second edition) for Seventh grade according Logsdon’s theory

Based on the results showed that male are dominant in 5 aspects, while female is only dominant in one aspect. In first aspect namely, Female/ male pictures. The data shows that male are dominant than female. The frequency presences of male and female in this book are inequal. However, in several pictures that presented female emotions related to female personal traits also represents by male in several pictures in this textbook., female feel worried (page 58, 60, 61) male scared (page 60) , female crying (page 60) male crying (page 59), female stressed (page 112), female upset (page 112), male afraid (page 112).

In second aspect, namely Female/male mentioned. The data shows that female are dominant in this aspect. But there are still stereotypes appears in the form of text in this textbook. In page 48, Mark said that his mother cooked food for him to take to school. In page 52, It was written that Calvin's mother was a housewife that always spent her times everyday at house for doing housework and taking care of the childrens.

In third aspect, namely Female/male roles. The data shows that male are dominant in this aspect. The authors of this textbook tried to balance the roles of female and male in textbook, but there are still stereotypes in the textbook. In this textbook, jobs that full of responsibility and risk such as Security, Police, Astronaut, and President refers to “*he*”. While, Jobs that are identical with female are also included in this book, such as Cashier, Secretary And Housewife.

In fourth aspect, namely Female/male role models. The data shows that male are also dominant in this aspect. Male as role models are represented almost in twice as many as female role models in this textbook. It was gender bias. Gender bias is a situation where one gender is more specialized than others, and

that happened in this textbook. In Fifth aspect, namely Pattern of mentioning female/male names also dominated by male.

In Sixth aspect, namely Activities of female/male. The data shows that male are more dominant than female in this aspect. There are activities based on stereotypes of female and male in this textbook. Gender representation in this textbook are balance in the description of female and male sports activities. However, there are still imbalance in the division of housework activities. The division of housework based on female and male stereotypes occurs in this textbook. Female activities of housework in this textbook are includes gardening (page 2), taking care of children (page 3, 28, 46, 59), cooking (page 48), teaches their children (page 52), sweeping floor (page 114). In this textbook, male is only doing washing car for housework activity. In the activities of children playing toys, boy playing uno toys (page 92), while girl playing a doll (page 92). It stereotypes. Gender representation in textbooks must equals for male and female in active roles, and both equals in involved of independent activities, and leadership activities. Male and female in textbooks must also equals in houseworks and taking care of children.⁵⁵

2. The essence of gender representation in “English In Mind” (second edition) for Seventh grade, and the contextualization of gender representation in the current english teaching situation

Based on the findings of research regarding gender representations in the textbook entitled “English In Mind” (second edition) for Seventh grade, the researcher conducted study on gender analysis in textbook based on Logsdon’s theory. It can be concluded that there are still stereotypes and gender bias that appear in textbook. In this case, the presence of male are more dominant in 5 aspects than female are only in one aspect. Male are dominant in Female/male pictures, Female/male roles, Female/male role models, Pattern of mentioning female/male names, Activities of female/male. Female are dominant in Female/male mentioned. The authors in this book have balanced the roles of male and female in sports. The authors also bring out the emotions that male and female feel in textbook. However, there are still many stereotypes found in the division of

⁵⁵ Fahriany, et al., “Gender Representation in English Textbooks for Islamic Junior High School Students”, *Kafa’ah Journal* 8, no.2 (2018), 151. <http://www.kafaah.org/index.php/kafaah/article/view/221/163>

housework, jobs, and other activities. The representation of role models dominated by male, and the analysis shows that the firstness of mentioning female and male names within single phrases is dominated by male. This textbook is imbalances in the division roles between male and female in some aspects.

Gender stereotypes are cultural heritage that are passed down from generation to generation both verbal and actions.⁵⁶ Stereotypes about the personal traits of female and male that appears in society can be detrimental to female and male, especially for female. It because that can makes them have bounderies to develop the abilities that exist within themselves.⁵⁷ Gender equality exists to provide justice for women and men, not to infringe their nature.⁵⁸ Some socialization agents are through teachers and books.⁵⁹ Textbooks cannot be separated from the gender roles of male and female. It because textbooks are reflection of real life.⁶⁰

Education about gender equality can start early by creating learning that applies the principles of gender equality.⁶¹ In this case, teachers must create the learning conditions based on gender equality in the classroom. Teachers have to choosed texbooks that are appropriate to the materials and also expected to be able to choose textbooks with balances gender roles. Actually, textbook contain hidden curriculum, which is gender that should be concern.⁶² Gender analysis in a textbooks aims to

⁵⁶ John W. Berry, et al., Psikologi Lintas-budaya: Riset dan Aplikasi (Edisi Indonesia), (Jakarta: Penerbit PT Gramedia Pustaka Utama, 1999). https://www.researchgate.net/profile/Pierre_Dasen/publication/347911461_Berry_J_W_Poortinga_Y_H_Segall_M_H_Dasen_P_R_1999_Psikologi_Lintas-Budaya_Riset_dan_aplikasi_Jakarta_Penerbit_PT_Gramedia_Pustaka_Utama/links/5fe70e7b299bf14088441e71/Berry-J-W-Poortinga-Y-H-Segall-M-H-Dasen-P-R-1999-Psikologi-Lintas-Budaya-Riset-dan-aplikasi-Jakarta-Penerbit-PT-Gramedia-Pustaka-Utama.pdf

⁵⁷ Karima Merchant, "How Men And Women Differ: Gender Differences.....", 28.

⁵⁸ "Bias Gender dalam Pendidikan", Surya.co.id, Selasa, 19 Januari 2010. , <https://surabaya.tribunnews.com/2010/01/19/bias-gender-dalam-pendidikan>

⁵⁹ Pemberitaan tentang Masalah Gender, International Labour Organization, 5. <https://www.scribd.com/document/555258409/wcms-203586>

⁶⁰ Hesti Miranda, and Laela Hikmah, "Gender Representation in the English Textbook "When English Rings A Bell"", Jurnal Perempuan dan Anak (JPA) Vol.2 No.2, (2019), 47. <https://ejournal.umm.ac.id/index.php/JPA/article/view/9665>

⁶¹ Fadhila Yonata, *Manifestasi Gender dalam.....*, 2.

⁶² Fadhila Yonata and Januarius Mujiyanto, "The Representation of Gender in English Textbooks in Indonesia", *Language Circle* 12(1), (2017), 151.

evaluates and recommendations to the writers and publishers to content improving that contains gender equality in the next editions.⁶³ In this case, it is necessary to analyze gender representation in English textbooks, because English is sexist language. Gender analysis in English textbooks is to analysis of the overall content, both analysis of pictures that contain gender roles, and also analysis texts in English textbooks. Some pronouns in English has differences between men and women. Some animals in English also has different pronouns, if the sex of the animal is known.⁶⁴ In addition, English also has personal pronouns and social gender. Social gender in English is the result of stereotypes about social roles in society. For example Police, Security, President refers to "he" while Secretary refers to "she". It is important to pay attention to the content of gender representations in English textbooks to support and creates good quality of learning that contains gender equality during teaching English. Teachers and textbooks are two socialization agents that can support and become facilities for creating people to good understanding of gender equality in the present and future. Choose the right textbooks and apply the balancing of gender roles when the English learning process going on will encourage students to apply their knowledges in their daily lives.

⁶³ Fadhila Yonata, *Manifestasi Gender dalam.....*,3.

⁶⁴ Rahmi, "Gender and Language Use", *Intelektualita - Volume 3, Nomor 1, Januari-Juni (2015):86.* <https://media.neliti.com/media/publications/242950-none-fad2364c.pdf>