

## **Gender Representation in EFL Coursebook Used for Islamic Elementary School of Bengkulu: A Content Analysis**

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**Abstract:** The goal of this study is to identify the bias of gender in the coursebooks. So, the representation of males and females in the coursebook will be analyzed in this research. This study focuses on Gender Representation in EFL coursebook used in Islamic elementary school in Bengkulu city. The object of this research is the Coursebook entitled "Grow With English 4" (A Thematic English Coursebook for elementary Students published by Erlangga, Jakarta, 2017). This study is a qualitative study that uses content analysis as the method of research to describe the content of the coursebook. The content analysis in this research will focus on six aspects based on Logsdon. They are; number of male/female pictures, number of male/female mentioned, number of male/female roles, number of male/female games, number of male/female roles models, and pattern of mentioning male/female names. The results of the study showed that gender represented unequally in the grow with English 4. males are more visible in five aspects including pictures, male/female mentioned, gender roles, female,male games, and gender role models. However there are some weaknesses that found in the course book needed to be improved so that the objective of the learning will be achieve by students maximally.

**Keywords:** Content Analysis, English Course Book, Gender Representation

### **A. Introduction**

In teaching, of course, a textbook is needed. This also applies to learning English, especially for EFL. The English language as an international language and global lingua franca is used widely in various cultural contexts, thus it is used to facilitate the teaching and learning process in classrooms (Liu et al., 2022) and textbooks developed to refer to world Englishers that have varieties of English spoken throughout the world (Mostafaei Alaei & Parsazadeh, 2021). Textbooks will be very helpful in the class which aims to achieve the learning objectives themselves. There are at least two groups that will be greatly helped by the existence of textbooks, namely teachers and students. First is teacher. Teachers will be greatly helped by the existence of textbooks, especially when they will teach learning materials. Textbooks

have crucial aspects in education because they are used by teachers in managing the teaching and learning process in classrooms. Setyono & Widodo (2019) stated that teachers can manage teaching materials and utilize the textbooks in in-class and out-class activities as guiding for them. Using textbooks can help teachers achieve learning targets, assist them in developing learning materials, they can also adapt and adopt book-based materials to what students need, and last but not least, teachers can design learning activities that can motivate students to learn and achieve English learning goals. Second is students' textbooks can be a source of learning for them.

Furthermore, Textbooks help students to be able to prepare themselves before they learn in class by reading the learning material before they go to school. Students can also repeat learning at home by looking at the material that has been taught based on their books. According to Orfan (2021) foreign language textbooks, e.g. English, has an essential role in teaching and learning the language that is not only to convey the language contents but also to transfer values, ideologies, and norms. Moreover, Textbooks are materials authority in which the ideas, values, and perspectives incorporated in the materials are influential to the readers or learners (Vu & Pham, 2021).

In learning English EFL, Bebee (1996) said that gender language is a language that is lifeless and free from political bias. Mai & Brundrett (2020, p.3) state that "gender stereotype and patriarchal attitudes have a strong influence on the society, there is still way to go". The relationship between gender and language is reciprocal; where language reflects gender and gender is shaped by language. The English coursebook is important as a tool for learning a language and its culture. Therefore, it is very important to know about the gender in it to know the gender in life. In general, many language teachers use coursebooks adoptively without paying close attention or analyzing the books they use or the coursebooks provided by the school. They only use it for the learning process. This is also the reason why many teachers less of knowledge in the analysis of coursebooks. So many of them do not pay attention to the very significant gender differences in the coursebooks they use. This difference must be analyzed so that any conjectures generated from the textbook can be ascertained. For example, students will consider it normally when men act a lot of outdoor activities, while women do activities indoors. This is because in the textbook there are many pictures that represent this. Therefore, it is important to analyze the textbook as a whole. Indonesia and other countries have the same struggle with gender inequality and inequity issues. It has been a long issue throughout the world. Therefore, gender-biased appear in school materials (Barton & Sakwa, 2012); (Lee, 2018); and (Lee & Collins, 2010) including in the textbooks.

Many researchers have conducted research in this field. Research on gender in textbooks has been started since the 1970s where they describe gender representation

in textbooks. Since the beginning of the research to date (Coles 1977, Britton and Lumpkin 1977, Rey Chow 2001, Dorin 2015, Ummu Salamah 2014, Yonata 2017, Korner 2022). The results of the study indicate that there is a gender bias in English Textbooks where the bias tends to be male. Based on this, the author will start this research with the question: Is there any gender stereotype and bias in English coursebooks for EFL used by Islamic schools in Bengkulu?

By paying attention to this, the researcher will analyze the course book used in Islamic Elementary schools in Bengkulu city entitled "*Grow with English 4 (a thematic English course for elementary school)*" published by Erlangga. The writer will analyse the coursebook used by Islamic Elementary school in Bengkulu (which focuses on the analysis of 6 aspects according to Logsdon (1985), namely: (1) number of male/female pictures, (2) number of male/female mentioned, (3) number of male/female roles, (4) number of male/female games, (5) number of male/female roles models, (6) pattern of mentioning male/female names.

### **Gender and Coursebook**

Education is a part of the sectors of the national development aimed at educating the nation's youth. It envisions the system in education to be a powerful and independent social institution, empowering every student in Indonesia to be good human beings. and it also can be a responsive action to the changing area that we face currently. Gender bias must be eradicated to build a nation and character, which can be accomplished through education. Gender stereotyping is a common manifestation of gender inequality observed in Coursebooks. Women are generally depicted as weaker, more passive, following and serving others, whereas men are presented as more active, leading and rescuing others (Amare, 2007; Evans & Davies, 2000; Lee & Collins, 2010).

Recently, the government had a purpose to develop a good human being not only smart in their filed but also create a good character and attitudes for all nations in Indonesia. Therefore, current government vision which has harmonisation with the formulation of character building issued by the government are correlated to each other. Gender representation in the coursebooks should be analyzed to know how good and bed the materials/the content of the book which is used later on with lot of schools in Indonesia. as a teacher we have to understand that not only level of the students in the book must be appropriate but also the content of the activities in the book must be appropriate too. Over the years, the textbooks and values embedded in materials have undergone various transformations in response to the government and educational policy (Rahim & Daghigh, 2020). This situation has impacted the materials used in English Language Teaching (ELT) (Nguyen et al., 2021)

## **B. Methods**

This research is a qualitative study that uses content analysis as the method of the research to describe the content from the coursebooks that are used in the Islamic Elementary school in Bengkulu City. The goal of this method is to analyze and find the bias of gender in the coursebooks. So, the representation of males and females in the coursebook will be analyzed in this research. The content analysis in this research will focus on six aspects based on Logsdon. They are; (1) number of male/female pictures, (2) number of male/female mentioned, (3) number of male/female roles, (4) number of male/female games, (5) number of male/female roles models, (6) pattern of mentioning male/female names.

### **Data Analysing Technique**

The data will be identified and discussed based on 6 factors for gender representation in the coursebook derived from Logsdon, the following below:

**Table 1. Gender Representation in the Coursebook**

<b>No.</b>	<b>Gender</b>	<b>Factors</b>
1.	Female/male pictures	The writer calculated the total of female/male pictures shown in the coursebook.
2.	Female/male mentioned	The female/male mentioned in the coursebook will be calculated. It refers to female and male names, personal pronoun (e.g. he, she, his, her), and female/male term (e.g. Mr. Mrs)
3.	Female/Male roles	female/male roles in this case refer to the profession presented in the coursebook (e.g. student, teacher) will be calculated.
4.	Female/male games	The writer will count the total of female/male games or sports (e.g. volleyball, basketball) in the coursebook.
5.	Female/male roles models	The role models shown in texts or exercises will be calculated.
6.	Pattern of mentioning female/male names	The terms of mention of female and male names in a single phrase (e.g. Desi and Anton) will be calculated.

## **C. Results and Discussion**

Based on the 6 points were identified and discussed in the coursebook such as pictures presented female/male, names mention for female/male, games or sports, role models, and terms or order names of mentioning for female/male. all units of the textbook were analyzed. the data are described as follow:

*Pictures Representation for Female/male*

After Analyzing the data, the writer found that pictures which representating for female and male were shown imbalance in the coursebook. men pictures are dominant than woman pictures. the total number of woman pictures are 205. while the men pictures are 225 in the coursebook.

**Table 2. The Total Amount of Woman and Man Pictures in the Coursebook**

<b>Lesson</b>	<b>Woman</b>	<b>Men</b>
Lesson 1	35	47
Lesson 2	15	14
Lesson 3	8	9
Lesson 4	28	26
Lesson 5	38	49
Lesson 6	17	13
Lesson 7	17	30
Lesson 8	47	37
Total	205	225

*Woman/Men Mentioned*

Based on the amount of female and male pictures in the course book that analyzed by the writer, the total of female and male mentioned was ccalculated within a single word, exercises, and reading texts. the finding is there are more male tends to be mentioned in the coursebook than female. The total number of female mentioned is 194, while, males are mentioned 222 times.

**Table 3. The Total Amount of Woman and Men Mentioned in the Coursebook**

<b>Lesson</b>	<b>Woman</b>	<b>Men</b>
Lesson 1	33	44
Lesson 2	14	14
Lesson 3	8	9
Lesson 4	28	26
Lesson 5	38	49
Lesson 6	15	13
Lesson 7	15	30
Lesson 8	43	37
Total	194	222

*Woman/Men Roles*

After analyzing the data, the writer found that male roles are dominant than female in this coursebook. it can be seen on the the total amount of woman and men roles is 12 for woman and 14 for men.

**Table 4. The Total Amount of Woman and Men Roles in the Coursebook**

<b>Women</b>	<b>Men</b>
1. student	1. student
2. teacher	2. teacher
3. mother	3. father
4. daughter	4. son
5. buyer	5. singer
6. scientist	6. farmer
7. gardener	7. businnes person
8. painter	8. seller
9. grandmother	9. scientist
10. sosis&burger seller	10. gardener
11. cashier/teller	11. grandfather
12. servent	12. footballer
	13. buyyer/costumers
	14. photographer

*Woman/Men Games or Sport*

After analyzing the data, it was found that male are dominant than female in the aspect of games and sport presented through each gender. It can be said unbalanced since men play games and sports more frequently presented in the coursebook than woman in the coursebook. The total amount of men games is 13. while the total number of woman games is 11.

**Table 5. The Total of Amount Woman and Men Play Games or Sports in the Coursebook**

<b>Woman</b>	<b>Men</b>
1. flying a kite	1. flying a kite
2. skateboarding	2. football
3. football	3. horse riding
4. horse riding	4. volley ball
5. bulding a sandcastle	5. building a sandcastle
6. playing the spin top	6. collect sea sheells
7. arranging the lego blocks	7. swimming
8. cycling	8. playing a yoyo
9. basketball	9. playing the spin top
10. playing dolls	10. basketball
11. playing a play station	11. cycling
	12. playing superhero toys
	13. playing a play station

*Female/Male Role Models*

After Analyzing the data, the writer found that female/male role models are

unequal/imbanced since male roles are dominant than female roles in the coursebook. Role models for Woman and men can be identified within sentences and texts in the coursebook. The total amount for role models presented in the coursebook 3 for woman and 6 for men. Woman/men role model was found in lesson 3, and 6 in the coursebook.

**Table 6. The Number of Female and Male Role Models in the Coursebook**

Unit/lesson	Female	Male
Lesson 1	1. Nurul	1. Kevin 2. Seta
Lesson 2	1. Lucy	1. Seta
Lesson 4	1. Hasna	
Lesson 5		1. Seta
Lesson 8		1. Alex

#### *Mentioning Female/Male Names through Terms*

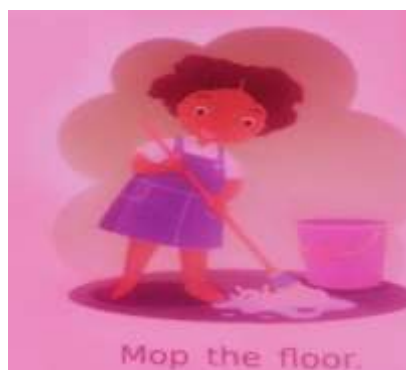
The last point of from the six aspects was analyzed by the writer as well to find firstness of mentioning female/male names within single phrases. It can be found in one unit or lesson of the coursebook, it only in unit/lesson 5. the pattern found is male firstness such as seta and pandu (pages 93) and Mr. arman and Mrs. Devi (page 96) and female firstness such Siwi and Haryo (pages 102) and sinta and her mother (pages 101).

#### **Analyzing Data**

After analyzing data detail in every chapter in the coursebook, the writer found that some results. The first, we found that male pictures take a dominance in this coursebook by calculating female and male pictures in the coursebook we can know it. It can be said that the factors for woman/ and woman pictures take men dominantly in the coursebook than Woman. the writer also found that some stereotypes gender based on the pictures shown in the book that women tends to be minor in work than man. it can be seen in the following pictures below.



**Figure 1. Women Sweeps**



**Figure 2. Daughter Mop the Floor**



**Figure 3. Women Dust a Lamp**



**Figure 4. Women Cleans the Window**

From Those pictures above we can see that women are commonly connected to domestic works (sweep the floor, mop the floor, cleaning the window glass, clean a lamp, preparing a meal/ a food seller). The women's occupations like a waiter, a food seller, and a cashier are also described as the minor, weak, warm, etc. At any rate, men are described as strong, leader, and aggressive contrasly with the woman, men are superior than woman. It can be seen on the picture below that the profession as teacher are appropriate for men. it describe that men are smart, leader and superior than women. that fact also shown in the picture figure 9. A scout leader describes that man tends to be powerfull and strong than women to be come the leader they commonly give commands and instruction as the leader. It shown that imbalanced gender include propession, roles, etc, still happens in this case.



**Figure 5. A Waiter**



**Figure 6. A Food Seller**



**Figure 7. A Cashier**



**Figure 8. A Teacher**



**Figure 9. A Scout Leader**



**Figure 10. A Boy Plays Superhero Toys and A Girl Plays Barbie Dolls**

This figure also shows such as a stereotypes that women plays barbie dolls and men plays the superhero like Batman and Ironmen. It obviously indicates that women as a cute, weak and feminine. while the man as the strong, aggressive and masculine.

The second aspect is man and woman mentioned in the coursebook. It can analyzed with woman and men names (e.g. nurul, seta), nouns (e.g. mother, father) surname with title (e.g. Mrs. Endang, Mr Haryo) pronouns relating to subject pronouns (e.g. I, they), object pronoun (e.g. my, their). we can decide that male are mentioned more than female by calculating the total of female/male mentioned in every lesson or unit of the coursebook. Therefore, that obviously proves that male takes a dominance part in the factor for female/male mentioned.

The third aspect is female/male roles. It refers to social roles or professions of female/male roles analyzed in the coursebook. we can identify the roles from pictures, exercises, and reading texts in every lesson in the coursebook. Nevertheless, female/male roles are shown in unit/lesson 1-6 which talk about things, food, number and family members. Students and teachers are the Most of roles presented in the textbook. it found that the students are related to the audience for the textbook.

Furthermore, In this aspect we found that male takes a dominance representation in games or sports because the coursebook shows that male play more games and sports than female. It will lead a fact that men are considered superior, active, powerful and stronger than woman. For that reason, extreme and challenging games and sports such as football, volleyball, basketball, racing, cycling are connected with men.

Similarly, male takes more superior in The factors of women and men role model in this coursebook. The writer found that There are six men role models in the coursebook. we can see that from exercises and reading text. On the other hand, just three women role model was identified in a reading text in the coursebook.

Eventually, last factor was also discussed by the writer to see firstness for mentioning woman and man names in one phrase. That can be seen only in unit/lesson 5. The pattern found is balance or equal in this part among male and female representation in this book. The first is male firstness such as seta and pandu (pages 93) and Mr.arman and Mrs. Devi (page 96) and the second, female firstness such Siwi and Haryo (pages 102) and sinta and her mother (pages 101).

In conclusion, after analyzing the data, we found that gender bias really exist in the coursebook. So, it will lead students to understand it well especially in their character building and ideology about women and men was influenced by the existence of gender bias. Thus, it causes gender stereotypes, and it effects their thinking and behaviour. For that reason, it is necessary for the English teacher explains to students about the gender bias in the coursebook in order to make students understand it well and after that, they can think critically how to behave and think correctly. Besides, the teachers must prepare or make an extra activity or materials that can supply the students with other resources which deal with female/male balancing or equal in the book The selection of content materials are needed in this case. That why as a techer we need to be active and creative in making a good planning for teaching and learning processes. So that, the objectives of the learning will be achived by the students well and the success of learning processes will be got as well.

#### **D. Conclusions**

The grow with English is well organized course book that can be used for learning English processing for the teacher and the students. There are some advantages feature of the books that can help the teacher uses the course book in the class well. Furthermore, By selecting appropriate English course books for students, the teaching and learning process will be more interesting and fun for the elementary students that they will involve in the all activities in the classroom because the students' need,level and interest are the important factor which is considered most in choosing the materials in the teaching and learning process. Besides, This coursebook is also related to the objectives of learning in Curriculum which is integrated for four skill such as listening, speaking, reading, writing. They learn how use the language meaningful and effectively in real life from the activities or materials that given by the teacher for them to do. However there are some weaknessess that found in the course book needed to be improved so that the objective of the learning will be achieve by students maximally. From the result of this study we can see that gender representation in this book existed unequally in the grow with English 4. Men are superior in five factors such as pictures, mentioned names for men and woman, gender roles, games and sports played by men and woman, and Role models show for men and women.

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