# *Representation Of Gender Pictured Out In "English in Mind Student's Book 3"*

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**Abstract**
This research is motivated to understand how gender roles are portrayed in textbooks, especially in the context of English language teaching in accordance with the Merdeka Curriculum. This study aims to determine the gender representation in the English textbook titled "English in Mind Student's Book 3" for grade X in high school, published by Cambridge University. This research employs a quantitative method. As the data source for this research, the researcher focuses on 5 text stories within the short story texts. The findings reveal that there are differences in the use of words and pronouns to depict males and females. The gender representation in the textbook does not align with the principles of equity upheld by the Merdeka Curriculum in Indonesia. The Merdeka Curriculum promotes equal rights and responsibilities between males and females. However, this teaching book has not achieved a balanced gender role portrayal, contradicting those values. The Merdeka Curriculum emphasizes the importance of fostering character and skills in students with a gender equality perspective, as reflected in the fifth tenet of Pancasila that guarantees equal rights for all.

**Keywords:** *Textbook, Gender, Representation*

## INTRODUCTION

Gender a term used to describe social differences, behaviors and roles associated with men and women in society. This does not only talk about physical differences, but also about how society perceives and expects the different roles of men and women. Gender is a social science and humanities study that examines men and women's identities based on their roles rather than their biological sex. Simply put, male and female roles in society can be explained by the concept of what men can and cannot do in society. Male and female roles in society are shaped by social and cultural perceptions (Kowal, 2016). Men and women's socio-cultural roles are frequently unbalanced. Male roles are more prominent and dominant in society than female roles. Inequality in men's and women's roles leads to injustice.

Gender bias contributes to men and women's unequal roles. As a result, gender representation research is frequently associated with language. Gender representation in language research typically focuses on texts, such as textbooks. Gender in textbooks is a concept that reflects social roles and identities related to gender. Usually, textbooks describe gender in two main categories, namely male and female. This gender difference can be reflected in examples of stories, pictures, or different placement of roles in textbooks.

However, it is important to remember that the understanding of gender has evolved. Now, there is an understanding that gender is not just about two categories, but is a spectrum that includes various gender identities. This means that there are more than two genders, such as non-binary, genderqueer, etc. In constructing a good textbook, it is best to reflect diverse gender identities and avoid stereotypes that narrow down a person's role and potential based on their gender. This effort helps create inclusive books and promotes a better understanding of the complexities of gender in our society.

Language textbooks are one type of textbook that is frequently studied. Researchers investigate language and visual images that show gender identity in gender representation research using language textbooks (Liu, 2013). Textbooks are a good starting point for assessing inclusion in education because they constitute education as the backbone of educational systems. Instructors use textbooks more than any other method or tool to provide students with course content (Martin et al., 2017). Textbooks are one of the main learning resources used in educational units, and they are very important because they contain subject matter that serves as a guide for teachers and students. English books can play an important role in the world of education in attracting students' interest in learning English as an international language,

which makes this subject useful for students in addition to communicating. They also understand the culture of other countries that use the language.

Khan et al., (2014) argue that teachers consider books as the essential foundation for their teaching in the English as a Foreign Language (EFL) context, and learners are introduced to the foreign language through these textbooks. The teacher's book and student book are one of the means of implementing the Merdeka Curriculum in learning. Gender representation in English textbooks is the most often discussed not only by scholars but also the other researchers. It also may have been prevalent in English textbooks of junior high schools and senior high schools. The gender role which is expressed by English textbooks is the way to transform gender representations. In this case, the most English textbooks presented gender issues through the texts, symbols and pictures of English subject especially the level of English textbooks which is represented at schools. Different student backgrounds raise a number of issues related to the learning component.

**METHOD**

This research was conducted using thequantitative descriptive research method. Specifically, which requires a comprehensive description, analysis, and explanation of the subject under investigation. This approach deals with subject matter as it is and draws conclusions based on observable phenomena using numerical data. In this case, the research is focused on describing the contents of textbooks. The main purpose of using this method is to identify the potential for bias, prejudice or propaganda in the contents of textbooks. This study specifically assesses the portrayal of male and female characters by measuring the number of words used to describe their attributes. This allows evaluation of the representation of both sexes in textbooks. Data related to the representation of men and women were collected and then aggregated to facilitate comparative analysis

of how men and women are depicted in the textbooks studied.

As a data collection instrument, the researcher would use several attributes from the document checklist studied, which are used to describe the contents of the textbook. The use of this instrument is to detect the number of written words that describe the characters of women and men that are taken into account in this study. Male and female representation in textbooks Data was collected and then summarized to provide a comparison of male and female gender representations in the textbooks studied in this study grouped based on the category proposed by (Lee, 2018).

After the data will be collected, the researcher has determined the data analysis technique. Process according to (Lee, 2018). This study employs various analytical techniques, including frequency calculations, collocation analysis, and concordance analysis. Concordance analysis involves examining the frequency of selected words and arranging the data using the Keyword in Context (KWIC) format. This allows for the identification of collocations associated with these specific words. The study's outcomes are presented in a tabular format, showcasing the representation of gender frequencies in five different story texts.

These analytical approaches were utilized to address the research inquiries about the presence of both genders. The study records the cumulative frequencies of (1) selected gender-specific words and their variations (e.g., boy, man, woman) and (2) feminine (she, her, herself) and masculine pronouns (he, his, himself).

**RESULT & DISCUSSION**

There are two types of gender pronouns grouped in this study, namely gender, feminine, and masculine words and pronouns, this study entitled Representation of Gender Pictured Out in "English In Mind Students' Book 3".

Table Comparison of male and female frequencies

| Text | Total Word | Gendered Words Pronouns | | | | Pronouns Feminine and Masculine | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Male | | Female | | Male | | Female | |
| Text 1 | 327 | 1 | 0.30% | 3 | 0.91% | 9 | 2.75% | 3 | 0.91% |
| Text 2 | 87 | 3 | 3.44% | 1 | 1.14% | 1 | 1.14% | 5 | 5.74% |
| Text 3 | 505 | 7 | 1.38% | 2 | 0.39% | 11 | 0.04% | 12 | 0.05% |
| Text 4 | 203 | 1 | 0.49% | 2 | 0.98% | 0 | 0% | 19 | 9.35% |
| Text 5 | 93 | 2 | 2.15% | 2 | 2.15% | 4 | 4.30% | 2 | 2.15% |
| Total | 1.215 | 14 | 1.15% | 10 | 0.82% | 25 | 2.05% | 41 | 3. 37% |

After analyzing the data, the researcher has presented the results, which have been categorized into five distinct parts. These parts correspond to different segments of the story text. Here is a breakdown of the findings:

In this study, there are two types of gender pronouns that are grouped, namely gender pronouns and feminine and masculine pronouns which have been described in chapter 3 by (Lee, 2018) of this study entitled Representation of Gender Pictured Out in "English In Mind Student's Book 3" and the research question is what are the differences in gender representation between male and female in "English in Mind Student's Book 3?". The researcher found results about gender representation in English textbooks based on questions.

This research indicates that within the book "English In Mind Student's Book 3," there exists a differentiation in the use of words and pronouns to depict males and females. More specifically, the utilization of feminine and masculine pronouns tends to more frequently reference females compared to the direct use of words that pertain to the male gender. The gender representation within this book, "English In Mind Student's Book 3," reflects the efforts made by the author or publisher to attain a gender representation balance. This is evident through the emphasis placed on representing females via the use of feminine and masculine pronouns. Nonetheless, the outcomes of this analysis also suggest that room for further improvement exists to achieve a more optimal gender balance within the context of this book. Although visible efforts have been made to promote a more balanced gender representation, the results of this analysis highlight the potential for further enhancements to attain a better equilibrium in how males and females are portrayed in this instructional material.

This research is entitled "Gender Representation of Gender Pictured Out in "English in Mind Student Books 3" Its aim is to compare how boys and girls are described in the English textbook titled "English in Mind Students Book Grade 3" published by the University of Cambridge. This study employs the theory elaborated by (Lee, 2018), as outlined in Chapter 3, to analyze the data by distinguishing between two types of gender markers: gendered nouns and feminine and masculine pronouns. From the five analyzed story texts, intriguing patterns emerge. Despite the fact that the number of words reflecting males is smaller (1.15%) compared to feminine pronouns (0.82%), it is evident that male pronouns (2.05%) and female pronouns (3.37%) are more frequently utilized in the text. This analysis indicates that even though the percentage of male representation is lower, feminine pronouns are more commonly employed.

Nevertheless, in the overall context, there still exists a dominance of the male gender percentage. This suggests that the instructional book has not entirely achieved gender balance in accordance with the principles of the Merdeka Curriculum. Previously, it appears that males received more attention. This study also reveals that the textbook does not fully support the public role of males. However, there has been an increase in the representation of female genders in the book, although it has not yet reached the ideal representation.

The findings of this research align with previous studies that demonstrate that female characters have more active and well-represented roles in stories compared to male characters. In conclusion, the "English in Mind Students Book Grade 3" textbook from Cambridge University indicates efforts towards promoting a more balanced gender representation. Reported that the tendency of gender position in the English textbook specifically was unbalanced (Baghdadi Ali Rezaei et al., 2015), yet there is still room for further improvement in depicting both genders fairly. This study focuses on the analysis of the percentage of gender representation within five story texts, particularly on words that

reflect the distinctions between males and females through the use of gendered words and pronouns in English Grade X textbook.

The interpretation of the research study assessing gender representation in the English textbook "English in Mind Student Book Grade 3," published by the University of Cambridge, aims to explain how the textbook describes boys and girls and whether it is in line with the principle of gender equality. The researcher conducted an analysis of five different story texts in the book, focusing on the use of gender-specific language and pronouns. The research findings reveal that, although gender-specific words tend to be used more frequently for males, the text contains a greater frequency of feminine and masculine pronouns. However, an overarching pattern of male representation persists, indicating an imbalance in the portrayal of gender.

The analysis shows that while textbooks recognize the importance of increasing gender representation, there is still room for further improvement to achieve a more equitable picture of gender. Comparison between the content of textbooks and the Merdeka Curriculum in Indonesia which emphasizes gender equality shows a discrepancy between the descriptions of textbooks and curriculum principles. The depiction of gender in textbooks is unequal and unable to promote social justice and gender equality. In addition, the analysis underscores the variability in gender representation across the five story texts. Different stories show different levels of male and female representation, ranging from male dominance to more balanced roles. This variability suggests a lack of uniformity in the way gender is portrayed across textbooks.

In conclusion, this interpretation explores the exploration of gender representation research studies in the context of English textbooks. This study highlights efforts aimed at improving gender balance in textbooks while identifying aspects that require further attention. This analysis investigates the use of gender-specific language and pronouns in various short story texts and draws parallels between these findings and gender equality education principle.

## CONCLUSION

Textbooks play a crucial role in shaping students' psychological perspectives. Thus, understanding and addressing gender values in textbooks to eliminate bias is paramount. An effective textbook should depict the societal relationship between genders, encompassing roles, status, culture, and structure. Gender, denoting distinct responsibilities of men and women within societal and cultural contexts, is a pivotal aspect of our existence. Research reveals a gender imbalance in representations within English textbooks for tenth graders. This contradicts the gender equality focus of Indonesia's Merdeka Curriculum and violates Pancasila principles, which advocate for equal rights and social justice. This disparity is evident in a comparative analysis of gender portrayals in five short stories found in the "English in Mind Student Book 3." Such imbalanced gender proportions and roles in textbooks underscore the urgency to harmonize their content with Pancasila values, the Merdeka Curriculum, and the equality principles embraced by Indonesia's education system.

## SUGGESTION

Considering the imbalanced gender proportions and roles depicted in textbooks, there is an urgent need to align their content with Pancasila values, the Merdeka Curriculum, and the principles of equality embraced by Indonesia's education system. This research still requires follow-up and further research is still needed on gender representation of textbooks.

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