

## Depicting Gender Construction in Visual Images of ELT Textbook of Junior High School in Indonesia

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**Abstrak:** Di Indonesia, kesadaran terhadap kesetaraan gender dalam buku pelajaran sekolah masih perlu mendapat perhatian. Sebagai upaya untuk mengisi kesenjangan tersebut, dilakukan penelitian terhadap buku pelajaran Bahasa Inggris kelas IX SMP. Penelitian ini bertujuan: (1) untuk mengetahui konstruksi gender dalam gambar visual yang terdapat pada buku pelajaran Bahasa Inggris kelas IX SMP yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia; (2) menjelaskan representasi bias dan stereotip gender dalam gambar visual buku pelajaran Bahasa Inggris kelas IX SMP yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia. Penelitian ini merupakan penelitian kualitatif yang menggunakan analisis tekstual yang dipadukan dengan analisis wacana. Dalam pengumpulan data, analisis tekstual untuk menganalisis representasi gender yang dikemukakan oleh Kress dan Van Leeuwen (2006) yang diadopsi oleh Painter dan Martin (2010) dan Van Leeuwen (2008) digunakan dan diadaptasi di beberapa bagian untuk menjawab pertanyaan penelitian. Hasil analisis menunjukkan bahwa (1) perempuan secara relatif dikonstruksi sedikit lebih dominan daripada laki-laki dalam buku pelajaran; (2) bias gender dan stereotip gender masih ditemukan dalam buku pelajaran. Di sini, dapat disimpulkan bahwa ada porsi yang berbeda dalam merepresentasikan gender dalam buku teks ini yang mengarah pada bias gender. Kemudian, hal ini juga mempengaruhi stereotip gender karena dibangun berdasarkan pandangan umum tentang berbagai karakteristik yang terkait dengan budaya dan perbedaan sosial antara laki-laki dan perempuan. Oleh karena itu, latar belakang sosiokultural penulis mempengaruhi mereka untuk menentukan isi buku pelajaran.

**Kata Kunci:** *Konstruksi Gender; Citra Visual; Buku Pelajaran Bahasa Inggris*

**Abstract:** In Indonesia, the awareness of gender equality in school textbooks still needs paying attention. As an attempt to fill this gap, the ninth grade ELT textbook of Junior High School was researched. This study has two objectives: (1) to find out the gender construction in visual images found in the ninth grade ELT textbook of Junior High School published by Indonesian Ministry of Education and Culture; (2) to explain the representation of gender biasness and stereotyping in the visual images of the ninth grade ELT textbook of Junior High School published by Indonesian Ministry of Education and Culture. This study is a qualitative research study that employed textual analysis combined with discourse analysis. In collecting the data, textual analysis for analyzing gender representation proposed by Kress and Van Leeuwen (2006) adopted by Painter and Martin (2010) and Van Leeuwen (2008) was used and adapted in some parts to answer the research questions. The results revealed that (1) females relatively were constructed to be slightly more dominant than males in the textbook; (2) gender biasness and gender stereotypes were still found in the

textbook. The study concluded that there were different portions in representing gender in this textbook which drove to the gender biasness. Then, it also affected gender stereotypes since they were constructed based on general views about the range of characteristics related to the culture and social divisions between males and females. Therefore, sociocultural background of the authors influenced them to determine the contents of the textbooks.

**Keywords:** *Gender Construction; Visual Images; ELT Textbook*

## INTRODUCTION

The notion of gender equality has been devoted since decades ago. In Indonesia, the notion of gender equality mostly known as women emancipation was spearheaded by R.A. Kartini. R.A. Kartini fought for the position of Indonesian women so that it could be improved and equal to men's in Indonesian society through good education and teaching.

In Qur'an, Allah says in verse 13 of al-Hujurat:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ

{13} إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Translation: *O mankind! We have created you from a male and a female, and you into nations and tribes, that you may know one another. Verily, the most honorable of you with Allāh is that (believer) who has At- Taqwa (piety). Verily, Allah is all-knowing, Well-Acquainted (with all things). {13}*

Based on this verse, Allah explains that there is no superiority or inferiority between men and women. This verse gives us a portrait of equality between men and women in terms of worship (spiritual dimension) as well as in social activities (career affairs). It indicates that there is no dominance between male and female. However, the awareness of gender equality in the world still becomes hot topic to be discussed.

Numerous research have been done to address the gender gap. In Western nations, discussions over gender representation in educational materials began in the 1970s. Researchers like Frasher and Walkter (1972), Sunderland (2000), Hazir and Cristinte (2013), Noval and Qawar (2015), and Jackie (2018) have concentrated on the topic of gender representation in instructional materials. As a result of their investigation, some sexist linguistic patterns and attitudes were discovered. It demonstrates the need for enhanced teaching resources that include gender equality in their subject matter.

One of educational materials that the teachers usually use to teach their students is a textbook. It contains teaching materials and activities that can be applied in the classroom. Richards (2001) states that a textbook provides an effective language model and input. A good textbook covers a good content of the book with its purpose and the effectiveness of materials (Tomlinson, 2003). Thus, to analyze the textbook, two stages must be considered by the analysts. The first one is assessing the content of the book about its purpose. The second one is assessing the effectiveness of the materials. Hence, study about textbooks becomes important to get the representative of an ideal textbook.

Gender inequality should be avoided in Indonesian textbooks, particularly in those for English language teaching (henceforth referred to as ELT). Textbooks play a significant role in the teaching and learning process. This is due to the fact that one of the cultural and social values represented in ELT textbook content is related to gender.

The way that students comprehend and interpret the illustrations and data regarding gender in the textbooks can be used to infer what the students' perceptions of gender are. The examination of gender construction in ELT textbooks is crucial, especially at the junior high school level, continuing from the previous point. Since English is now regarded as a required subject for the first time in junior high school, this level was selected. The ELT textbook published by Indonesian ministry of education and culture was chosen as this ELT textbook is mostly used in Junior High School level in Indonesia.

This study focuses its analysis on the analysis of text. This study is further narrowed to focus on the construction of visual images in the textbooks. However, it is very important to know about how textual analysis is to uncover the way to analyze the gender visual images in the textbooks. According to Fairclough (2003a), textual analysis by itself is insufficient, but when it is integrated with other analytical techniques, such critical discourse analysis, it can be a valuable tool for social research. It is supported by Fairclough's statement (1999) who said that detailed textual analysis, for instance, is potential to strengthen discourse analysis. Hence, textual analysis is conducted as a first step of discourse analysis whose investigation goes beyond the text. Here, this study only focuses on analyzing visual images which brings gender matters in the ninth grade of ELT Textbook. Thus, this study can be stated as visual analysis which is part of textual analysis.

In this study, visual grammar is employed to analyze the gender visual images realized in the textbooks. Visual grammar is originally composed for linguistic text which is developed based on Halliday's Systemic Functional Linguistics (Fei, 2004). This theory is important to be used in this study since this study focuses on analyzing visual images. Here, visual image which can be stated as visual text also has similarity like linguistic text which fulfills three major meta-functions: ideational, interpersonal and textual meta-functions (Kress and Van Leeuwen, 2006). This study only focuses on the ideational meta-functions which means it only focuses on represented patterns of real world experience in the visual images. It lets in looking at the participants in the images (who), the actions (what is happening) and the circumstances (where) surrounding the participants. As we know that visual analysis deals with representational meaning, all pages of the textbooks are analyzed to get the resources for codifying participants, actions, circumstances and characters in images (Kress and Van Leeuwen, 2006).

In analyzing the depiction of participants or characters (Van Leeuwen 2008) in the textbook images, the participants can be a representation of human or non-human entities. Then, the human must display clear identifiable gender of either male or female. Meanwhile, there is a distinction of whether the depiction of participants or characters within the non-human type is animals or objects. The summary of participant image analysis in this study can be seen in figure 1.

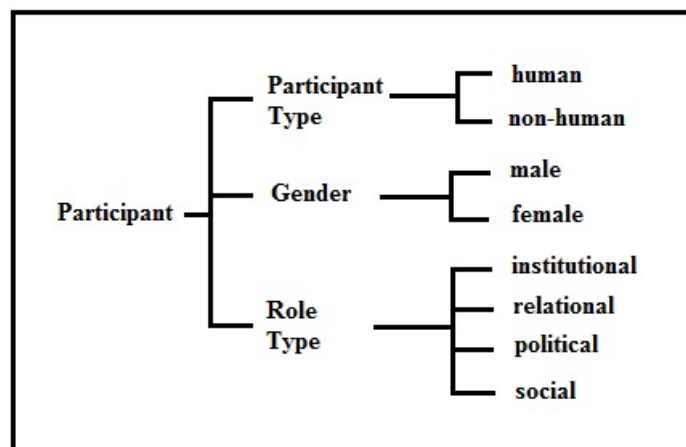


Figure 1 Summary of Participant Image Analysis based on Van Leeuwen's theory.

In analyzing the actions and circumstances, this study adapts the term proposed by Painter & Martin (2010) based on Kress & Van Leeuwen's narrative system (2006) by extending the level of delicacy. Thus, narrative is labeled action (i.e. realized by vectors originating from one participant and directed at another participant) or reaction (whereby a participant is on the receiving end of a vector, e.g. being looked at by another participant). The extension of the level of delicacy is by adding four contrasting types of action based on what is represented in the data (Yasin et al., 2012); these types are 1) social 2) institutional 3) political and 4) relational. Next, in analyzing the circumstance of setting, it refers to the location of the participants and is extended to include the features of indoor and outdoor. Circumstance of means refer to an object that provides the means for carrying out the action such as a ball or a bicycle. The last is circumstance of accompaniment which refers to a participant which has no vectorial relation with other participant. Furthermore, the characters of the visual images are observed based on two parts which are character type and ethnicity as proposed by Yasin, et al. (2012). The character type in the visual images depict actions that illustrate gender stereotyping analyzed from the social, political, institutional, relational as well as no-character categories.

## METHOD

This study's research design, which is part of a qualitative approach, combines textual analysis with discourse analysis. Yule (2010) stated that discourse analysis is often concerned with the study of language in texts, which is one of the reasons this particular analysis was chosen. However, only one component of textual analysis—visual analysis—is the primary focus of this work. As a result, the study's unit of analysis focuses on visual representations of gender construction included in the ELT textbook for ninth grade.

Only visual images from textbooks that deal with gender issues were used as the study's only source of data. The following categories describe the data collection method used in this study: 1) Selecting the textbooks that will serve as the major information sources. The ninth grade was chosen as the target age for the investigation because at this grade level, children often feel like adolescents, making gender equality education crucial. Additionally, as a starting point, this textbook merits scrutiny to see how gender issues are presented there. In addition, the ELT textbook published by the ministry of education and culture, National Office for Research and Development (BALITBANG), for the ninth grade students of junior high school students was chosen because this book becomes standard ELT Textbook recommended by the ministry of education and culture. Moreover, this textbook is mostly used in state junior high schools and private junior high

schools in Indonesia. Nevertheless, the selection of the textbooks is based on purposive sampling. 2) Reading and highlighting the data. After the textbook was gained, it was read and highlighted based on the occurrence of gender representation found within the textbook in order to make sure that it contained the desired data. 3) Citing the data. Through the instrument adopted from Van Leeuwen (2008) and Painter & Martin (2010) based on Kress and Van Leeuwen's narrative system (2006), the gender related evidence was cited. The identification was executed from the first page till the last one.

The technique of data analysis is divided into 5 main parts. They are : 1) Identifying the data. After all intended data were gathered, the visual images related to the gender matters were identified from the textbook based on the theories used. 2) Coding the data. This point is used to make easy for doing classification. After identifying the data, those are coded based on the instruments proposed by Van Leeuwen (2008) to analyze the participants in images and Painter & Martin (2010) based on Kress and Van Leeuwen's narrative system (2006) to analyze actions, circumstances and characters in visual images. 3) Classifying the data. The data were classified into categories of participants (Van Leeuwen, 2008), action and circumstances in images (Painter & Martin, 2010 based on Kress and Van Leeuwen's narrative system, 2006). Then, each visual image was placed under its category. 4) Tabulating and quantifying the data. After classifying the data, the data were tabulated and quantified. 5) Interpreting the data. The analysis steps were ended by interpreting the data. The phenomena were explained with respect to theories proposed by Van Leeuwen (2008) and Painter & Martin (2010 based on Kress and Van Leeuwen's narrative system (2006) and other related theories. By that result, patterns and causality behind the phenomena could be identified.

## **RESULTS AND DISCUSSION**

The results of this study address two topics: (1) gender construction in the visual images of the Junior High School ninth-grade ELT textbook published by the Indonesian Ministry of Education and Culture; and (2) the representation of gender bias and stereotyping in the visual images of the Junior High ninth-grade ELT textbook.

### **Gender Construction in Visual Images of the Ninth Grade ELT Textbook of Junior High School**

The overall finding of this study is broken down into two distinct explanations, namely the depiction of participants and the representational significance of the visual elements that create gender representation in this textbook.

#### **Depiction of Participants**

The depiction of participants was analyzed based on participant type and gender. Humans and non-humans were the two categories into which participants were split. Participants were divided into two categories, animals and objects, specifically for non-human types. The gender analysis is the second analysis. Participants in this study were assessed based on whether they were male or female. The results regarding participant portrayal may be seen in the table below.

#### **Participant Type**

The general results of the depiction of participant type in visual images of the ninth grade ELT textbook of Junior High School can be seen in the table 1

Table 1  
*Depiction of Participant Type*

No.	Types of Participants	Number of occurrences	Percentage
1	Human	302	72.42%
2	Non-human	115	27.58%
Total		417	100%

## Gender

The analysis for gender of participants depicted in visual images of the ninth grade ELT textbook of Junior High School can be seen in the table 2.

Table 2  
*Depiction of Gender*

Gender of Participants								
Human			Non-human					
			Animals			Objects		
Male	Female	Neutral	Male	Female	Neutral	Male	Female	Neutral
146 (35.01%)	149 (35.73%)	7 (1.68%)	0 (0%)	0 (0%)	7 (1.68%)	0 (0%)	0 (0%)	108 (25.90%)
Grand Total = 417 (100%)								

## Representational Meaning Action

The depiction of actions which were showed by the participants in visual images of the ninth grade ELT textbook of Junior High School can be seen in the table 3.

Table 3  
*Depiction of Action*

Types of Action									
Institutional		Relational		Political		Social		No-action	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
113	115	2	6	0	0	26	23	5	5
Total = 228 (77.29%)		Total = 8 (2.71%)		Total = 0 (0%)		Total = 49 (16.61%)		Total = 10 (3.39%)	
Grand Total = 295 (100%)									

### Circumstances

Here, they were divided into two parts namely (1) the circumstance of setting and (2) the circumstance of means. The depiction of actions which were showed by the participants in visual images of the ninth grade ELT textbook of Junior High School can be seen in the table 4.

Table 4  
*Depiction of Circumstances*

Types of Circumstances							
Setting						Means	
Indoor		Outdoor		No-setting			
Male	Female	Male	Female	Male	Female	Male	Female
30 (10.17%)	51 (17.29%)	6 (2.03%)	3 (1.02%)	110 (37.29%)	95 (32.2%)	7 (50%)	7 (50%)
Total = 81 (27.46%)		Total = 9 (3.05%)		Total = 205 (69.49%)		Total = 14 (100%)	
Grand Total = 295 (100%)							

### Character

#### Character Type

Here, the characters of the participants found in visual images of the ninth grade ELT textbook of Junior High School are showed in the table 5.

Table 5  
*Depiction of Character Type*

Character Type									
Institutional		Relational		Political		Social		No-character	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
113	115	2	4	0	0	27	26	4	4
Total = 228 (77.29%)		Total = 6 (2.03%)		Total = 0 (0%)		Total = 53 (17.97%)		Total = 8 (2.71%)	
Grand Total = 295 (100%)									

### Ethnicity

Here, the results of the analysis of ethnicity in visual images in the ninth grade ELT textbook of Junior High School showed in the table 6.

Table 6  
*Depiction of Ethnicity*

No.	Characteristics of Ethnicity	Male	Female	Total
1.	A person who wears headwear	0	19 (6.44%)	19 (6.44%)
2.	A person who has lighter skin, slanted eyes, and straight hair	1 (0.34%)	1 (0.34%)	2 (0.68%)
3.	A person who has light or brown skin and black hair	117 (39.66%)	72 (24.41%)	189 (64.07%)
4.	A person who has darker skin and curly hair	20 (6.78%)	57 (19.32%)	77 (26.1%)
5.	A person who has lighter skin and blonde hair	8 (2.71%)	0	8 (2.71%)
Total		146 (49.29%)	149 (50.51%)	295 (100%)

### **The Representation of Gender Biasness and Stereotyping in the Visual Images of the Ninth Grade ELT Textbook of Junior High School**

It is clear from the data above on different gender types that there was a small difference in the total number of males and females. There are 149 total females and just 146 total males. Here, it can be observed that in the visual representations of the textbook, females were marginally more dominating than males.

It revealed a clear gender imbalance in some analyses of representational meaning part. In types of action, only one type had balance number in representing male (5) and female (5) in this textbook which is no-action category. In institutional action category, male was depicted in 113 actions while female was depicted in 115 actions. In social action, male was depicted in 26 actions and female was depicted in 23 actions. Then, in relational action category there were 6 actions for female and only 2 actions for male.

There was a balancing number in comparing the depiction of means circumstance in relation to circumstance analysis. However, the analysis of the setting circumstances varied in some ways. Only 96 females were detected in the no-setting backdrop, compared to 109 males. Additionally, there were 30 males identified in the in-door setting, and 51 females were found in an indoor setting. On the other hand, in an outdoor setting, only 3 females were found in an



outdoor setting, whereas 6 males were.

Related to character types, there was only one part which was balance whereby there were 4 males and 4 females related to no-character type. In institutional characters, there were 113 males and 115 females. There was a balance comparison where there were 7 teachers identified as male and 7 teachers identified as female. There were 108 students identified as female and there were 106 students identified as male. Related to social characters, there were 27 males and 26 females. Next, related to relational characters, there were 2 males and 4 females found.

Related to ethnicity, there were variations across four categories, and only one category had a comparison of men and women equally. In the second category, which includes individuals with paler complexion, slanted eyes, and straight hair, both male and female were mentioned once. The third category, which included a group of persons with light or brown skin and black hair, 72 females were detected in this category, compared to 117 males, from 189 people in total. The second difference was found in the fourth category which is a group of people who have darker skin and curly hair. There were 57 females and only 20 males, from 77 people in total. The third difference was found in the first category which is a group of people who have darker skin and curly hair. There were 19 females and no male. The fourth difference was found in the fifth category which is a group of people who represented participants from foreigners who have characteristics such as lighter skin and blonde hair. There were 8 males and no female.

## **Discussion**

### **Gender Construction in Visual Images of the Ninth Grade ELT Textbook of Junior High School**

The analysis revealed a total of 417 participants of both human and non-human categories. There were 302 human participants as opposed to 115 non-human participants. Here, it can be inferred that human participants play big role in this textbook. Furthermore, the non-human category revealed participant depictions where they are animal or objects.

Only 295 of the 302 human participants that could be identified according to their gender type could be found. 7 people were solely represented in black, making it impossible to identify them. Therefore, it may be said that 7 human participants were categorized as the neutral group. Furthermore, none of the 115 non-human participants' images conveyed gender. Therefore, these participants were also categorized as a neutral group. It was obvious that the gender type was solely present in the human participants in this study. Female was portrayed 149 times, compared to 146 times for male. In this case, it may be said that the visual representation of women in the ninth-grade textbook was more dominating than that of men.

There are three main discussions here that are connected to representational meaning: actions, circumstances, and characteristics. The data was gathered and examined in terms of action type using the institutional, relational, political, social, and no-action categories. In this instance, there was no depiction of participants in the political action category. It was a useful discovery since the textbook emphasizes the representation of institutional acts, which means that more actions occur at schools since it is utilized in classrooms.

From the institutional perspective, images were illustrated most commonly by wearing school uniform that indicated those activities taking place in school environments. It can be seen in the figure 2 which show that participants did institutional actions such as teaching and learning at schools.

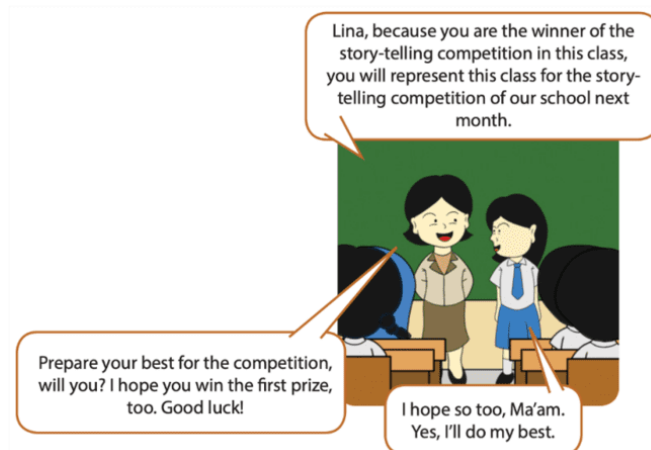


Figure 2 Males and Females Learning in the classroom

The data showed that the images evidently illustrate more females than males. Female actions were showed in teaching activity with 7 actions and learning activity with 108 actions. Meanwhile, male actions were showed in teaching activity with 7 actions and learning activity with 106 actions. Here, it can be seen that figure 2 can be the representation whereby the authors wanted to show the dominance of female was higher than male in institutional actions. In figure 2, there were 6 participants consisted of 4 females and 2 males. Figure 2 shows the vector created by the lines emanating from the participants' eyes. It is obvious that females in front of the class become the focus of the gaze, as demonstrated by the fact that two female students were conversing in front of the class while the other students—two male students and two female students—were all turning to look at them. Here, it is clear that the woman acting as the teacher is a controller who steers the conversation. It implies that women are shown to be stronger than men.

Related to relational action, the participants were illustrated as doing activities at home. Here, the frequency number of female is still more dominant than male. Female actions were showed in cleaning room activity with 4 participants and making cake activity with 2 participants. Meanwhile, male actions were showed in celebrating birthday party activity with 2 participants. Here, it indicates that females tend to do household chores more than male. Female were illustrated to do many actions at house rather than male. Here, it can be seen figure 5, 6 and 7 where females show more dominant than males related to relational actions.

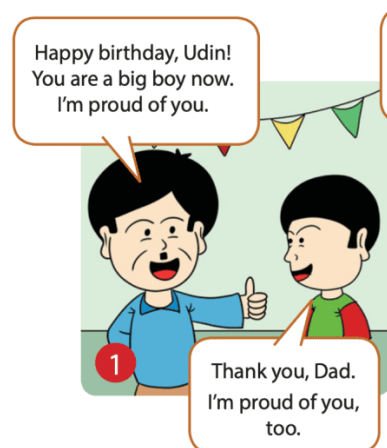


Figure 5 Males Celebrating Birthday Party



Figure 6 Females Cleaning house



Figure 7 Females making a cake

Based on the figures above, it can be concluded that females are better at performing household chores

Related to social action, the frequency number of male is slightly more dominant than female. The frequency number of male is 26 participants while the frequency number of female is 23 participants. Here, it can be seen that some activities done by males showed masculine activities such as having exercise, setting up a tent, working as a chef, travelling and playing ball. Meanwhile, some activities done by females showed feminine activities such as caring sick person, making compliment in camp activity and cooking fried noodle.

The type with no settings displayed the highest frequency in this instance. It displayed 205 individuals, of which 95 were female and 110 were male. This shows that the textbook made an effort to depict a neutral condition by including numerous individuals in a no-setting type scenario. However, it still offered distinct frequency numbers for males and women. 95 of the participants in this study were women, while 110 of the participants were men. Additionally, the proportions of male and female were different in indoor and outdoor settings. In an indoor setting, there are 30 male participants and 51 female participants. In contrast, the frequency of male participants in the outdoor environment is 6 whereas the frequency of female participants is 3. Here, it can be said that male dominance is more in outdoor environment types while female dominance is greater in indoor setting types. The depictions of the setting type can be shown in the figure 8, 9, 10 and 11.



Figure 8 Female in no-setting type



Figure 9 Male in no-setting type



Figure 10 Male and Females in indoor setting type



Figure 11 Males and Female in outdoor setting type

Related to the circumstance of means, 14 individuals were seen carrying objects in their hands. A total of 7 participants were classified as male and 7 as female. When it came to showing examples of means, there was equality in this case. A shopping item was present, which was something that both men and women held. Here, it shows that the author made an effort to provide gender equality. Here, it indicates that the author tried to provide the equality between male and female. It can be seen in the figure 12 that both male and female were holding shopping stuff.

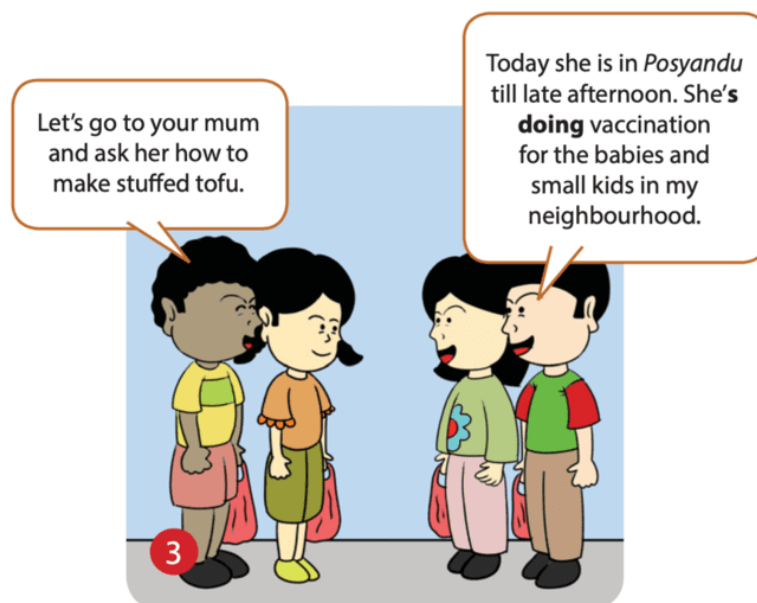


Figure 12 Males and Females holding shopping stuff

Next, in terms of character, the analyses were split into two categories: ethnicity and character type. Five character categories—institutional, relational, political, social, and no-character categories—were used to collect and analyze the data in terms of character type. In this case, there was no representation of participants in the political character category. Regarding the no-character type, as the data indicated that there were 4 males and 4 females in this group, there was equality in the presentation of the frequency number

between male and female. As a result, it can be said that the comparison between male and female in regards to no-character type was equal.

From the institutional perspective, two characters were found which are teachers and students. It can be seen in the figure 13 and 14 which show participants' characters in terms of institutional character.



Figure 13 Male and Females in institutional character i



Figure 14 Males and Females in institutional character ii

Both male and female teachers are equally prevalent in the category of teachers. Seven participants portrayed both of them. Here, it shows that "teacher" can refer to a job for both men and women. Additionally, the second character belongs to the student category. There were 108 female students represented, compared to just 106 male pupils. It shows that the institutional framework frequently suggests that female dominance in education.

Related to social category, there were 5 characters found in this part which are friend, seller, chef, orphanage caregiver and orphan. Males were generally shown to be slightly more domineering than females. It was demonstrated by the findings, which showed that only 26 women were identified in the social character category, compared to 27 men.

Related to relational character category, the characters were shown within family members namely father, mother, son and daughter. Overall, female were portrayed as being more dominant than men. Males were only discovered twice, compared to four females. Overall, mothers were portrayed as being more important than fathers (2 mothers and 1 father). Daughters were then shown as being more important than sons (2 daughters and 1 son). It shows that the relational category tends to infer that women dominate domestic affairs.

Regarding ethnicity, this textbook actually did not refer to Indonesians as belonging to a particular ethnic group since Indonesia sets the content of the textbooks to be consistent with and not in opposition to Pancasila (The State Philosophy), UUD 1945 (The 1945 Constitution), Government policies, national unity and security, laws, regulations, and ethics, as well as that the content does not exploit the delicate SARA issue (ethnicities, religions, races, and intergroup relations). Nevertheless, the visual representations of Indonesian people in the textbook show the traits of their appearance. Therefore, the study of the ethnicity-related data was divided into five categories. The third category, which includes those with black hair and light or brown skin, has the highest frequency. It contains 72 females and 117 males. This group has 189 people in total. Here, it is clear that there were differing frequencies for males and females. In this situation, it might be claimed that men are more domineering than women. The fourth category, which includes a group of individuals with darker skin and curly hair, is the second group that took second place. There are 57 females and 20 males there. There are 77 people in this group in total. In this area, women are more dominating than men. The third group which occupied the third place is the first category. It is a group of people who wear headwear. It has only got 19 females and no male. The total of this group is 19 participants. Based on the characteristics above, these represent Muslim people in Indonesia. Here, it can be seen that in this category, female is more dominant than male since there is no male found wearing headwear or Muslim clothes in this textbook. Therefore, it can be stated that this textbook tells that female is more religious than male. The fifth category which includes a group of people who do not represent Indonesian ethnicity is the fourth group that took fourth place. They served as the participants' representation of foreigners who have traits like paler skin and blonde hair. Only 8 men—all male—make up the whole population. The conclusion is that men are more dominating than women in this group. The final group, which took fifth place, belongs to the second category and consists of individuals with lighter skin, slanted eyes, and straight hair. There are 2 people in this group in total, one male and one female. These participants are *Dayak* and Chinese-Indonesian representatives. Here, it is clear that there is an equal distribution of male and female frequencies. The visual images related to ethnicity can be seen in the figure 15, 16, 17, 18 and 19 below.



Figure 15 Ethnicity for the first category



Figure 16 Ethnicity for the second category



Figure 17 Ethnicity for the third category



Figure 18 Ethnicity for the fourth category

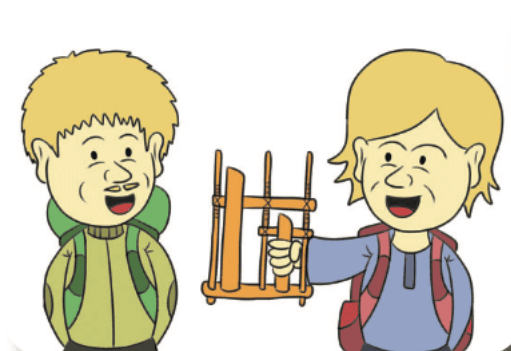


Figure 19 Ethnicity for the fifth category



### **The Representation of Gender Biasness and Stereotyping in the Visual Images of the Ninth Grade ELT Textbook of Junior High School**

Based on the analysis of the data, it can be stated that there is inequality in representing gender matters in the ninth grade ELT textbook of Junior High School.

The first thing that shows gender biasness can be seen in the representation of participants' gender. The evidence indicates that females are more dominating than male in this situation. It shows that this textbook gives female more prominence. Since the earlier study by Sunderland, which was quoted in Tao (2008), suggested that there was female low visibility that might make them feel excluded and consequently demotivated, it can be said that promoting female gender in textbooks has progressed. Gender bias was found in almost all of the analyses, which is related to representational meaning. However, it is clear that the discrepancy in gender representation in this textbook is not particularly pronounced. When it comes to institutional and relational activities, it may be deduced that females are slightly more dominating than males. In social interactions, however, males are marginally more dominant than female. To show that female can achieve more in the classroom, they were portrayed as being more dominating in institutional operations. In terms of the setting circumstances, gender prejudice was present in all of them. In the indoor settings, female dominance over male is greater. However, in the categories of no setting and outdoor setting, male outnumber female. Related to character type, it can be concluded that female is slightly more dominant than male related to institutional and relational actions. On the contrary, male is slightly more dominant than female in social actions. In two categories that are related to ethnicity—the first category (a person who wears headwear) and the fourth category—females outnumbered male, respectively (a person who has darker skin and curly hair). However, males were also more prevalent than females in two categories: the third category (individuals with light, brown, or black complexion), and the fifth category (a person has lighter skin and blonde hair). Furthermore, males were also more dominant than females in the fifth category (a person who has lighter skin and blonde hair). This category did not represent Indonesian ethnicity. Here, it can be inferred that males were depicted more active and mobile than females since they were depicted as travellers who could go abroad.

The visual images of gender stereotypes in this textbook were also found. It is clear from the data above that female stereotypes were shown as predominating in classroom learning. Additionally, women were portrayed as people who care for the sick; compliment others during camp activities, sell things, visit friend and study together. It is evident that some female actions displayed feminine behaviour (Yasin et al., 2012). Furthermore, females were portrayed as being more pious than male. Here, it may be inferred that female characteristics refer to affective traits like warmth, sensitivity, concern for others, and greater interest for people than for things, comparable to the findings of Lips' earlier study (2003). Additionally, females were shown as handling more home responsibilities than male. Female were represented as doing housework including cooking and cleaning, which was consistent with the findings of earlier studies (Shaw and Lee, 2007; Lips, 2003). Since the majority of female activities were performed indoors, such as in the home, office, store, and bank, they were also portrayed as being more dominating in these environments. Related to occupation and roles, females were depicted as teacher, student, mother, daughter, friend, seller, orphanage caregiver, and orphan. Further, females were depicted holding championship cup and drink bottle to support the statements that females were more dominant and diligent in learning at school. Additionally, they were shown carrying a mop and shopping for supplies, showing that they perform housework. Furthermore, they were shown carrying cell-phones, demonstrating that they maintained communication with people who lived far away (Shaw and Lee, 2007). Male stereotypes, on the other hand, were seen as being less predominate in academic learning. Males were additionally shown as being active, setting up a tent, playing ball, and travelling. It is evident

that certain of the activities performed by men were distinctly masculine, including working out, pitching a tent, playing ball, and travelling (Yasin et al., 2012). Since men were not included in the textbook wearing religious attire, they were also characterized as less devout individuals. It can be inferred that males' traits refer to active, endurance, tough/coarse, strong and nonconformist (Baron, Nyla and Byrne, 2008; Matsumoto and Juang, 2008). Males were also portrayed as being less dominant than females when it came to undertaking tasks around the house. The representation of male behaviour at home, which only included birthday celebrations, proves this. Additionally, they were shown as being more dominant in outside settings, such as streets and campgrounds, where most of the activities performed by men took place. Males were shown as teachers, students, fathers, sons, friends, travellers, sellers, chefs, orphanage caregivers, and orphans, among other occupations and responsibilities. Further, males were depicted holding ball to support the statement that males did masculine activity by playing ball. They were also depicted shopping stuff that indicated they also could help to do the household chores. In addition, they were also depicted holding *angklung*, cloth, bag and umbrella that indicated that they got souvenirs when they went abroad.

## CLOSING

The general result of gender construction in visual images of the ninth grade ELT textbook of Junior High School published by Indonesian Ministry of Education and Culture is females relatively were constructed to be slightly more dominant than males. In detail, females were more dominant than males in the depiction of gender, institutional actions, relational actions, indoor setting, institutional characters, relational characters and the category of a person who wears headwear and a person who has darker skin and curly hair related to the ethnicity. However, in some characteristics, males were depicted to be more dominant than females in social actions, outdoor setting, no-setting category, social characters and the category of a person who has light or brown skin and black hair and a person who has lighter skin and blonde hair related to the ethnicity.

The second conclusion can be stated that there was gender biasness found in the ninth grade ELT textbook of Junior High School published by Indonesian Ministry of Education and Culture since there were imbalance representations in most of the categories such as gender of participants, institutional actions, relational actions, social actions, circumstance of setting, institutional character, relational character, social character and ethnicity. Related to gender stereotyping, females showed feminine activities such as caring a sick person, getting sick, making compliment in camp activity, selling something, going to bank, going to friend's house, cooking fried noodle, celebrating party with orphan and studying together. Meanwhile, males showed masculine activities such as having exercise, setting up a tent, working as a chef, playing ball, and travelling.

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