

Sexism in Indonesia's Tenth Grade EFL Companion Textbook

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Abstract

The present study investigates the kind of sexism reflected in the companion textbook used in Senior High School: the frequency of female and male occurrences, the female and male titles, the graphic depiction of females and men, the masculine pronoun tendency, activities, and social-domestic roles throughout the description phase. It also examines how occupational gender stereotypes are portrayed in textbooks. This analysis was conducted by applying Fairclough's three-dimensional analysis and Halliday's Systemic Functional Linguistics. Finally, this research indicated that textbooks had a sexist mindset characterized by gender marginalization, gender subordination, gender stereotypes, cultural sexism, and sex-based work segregation. The textbooks were biased toward females by depicting females less frequently than males in pictorial representation (58.48 vs 33.97 percent); the titles Mr. and Mrs. were used inconsistently, and there were 12 instances of masculine pronoun tendency, representation of activities, and social-domestic roles that perpetuate female subordination. The research also found that there were considerably fewer images of women than males in the public domain, suggesting that women in traditional gender roles such as cooking and caring for children were far more prevalent. In terms of occupational gender stereotypes, the survey indicated that male jobs were more prevalent and diversified than female ones. In terms of social duties, men were found to have a greater selection of occupations than females.

Keywords: CDA, sexism, textbook, gender equality

1. INTRODUCTION

Sexism in foreign language education has piqued the interest of many academics and has been researched in many regions of the globe. It is a major source of worry because of its potential to have a significant influence on students (Dahmardeh & Kim, 2020). Discrimination against a gender group in coursebooks may have a negative influence on students' growth as well as their future academic and professional prospects (Lee, 2018).

Students believe in what they read and see in books. Textbooks have become the focus of attention since they account for most class time and lectures. According to research, pupils spend between 80% and 95% of their class time on textbook-related tasks (Sadker & Zittleman, 2007). Consequently, language textbooks may be an extremely successful tool for reshaping students' conceptions of what is and is not acceptable in a specific situation (Curdt-Christiansen, 2017). Moreover, Gender has been discussed and researched in the social sciences, namely education (Medawattegedera, 2018), politics (Baker & Whitehead, 2016; Eum, 2019), sociology (Breckenridge et al., 2019), and linguistics (Beatty Martinez & Dussias, 2019).

Gender representation in textbooks has been a significant source of concern since it deals with how girls and boys are allocated specific social roles imposed by their community and society. Gender portrayal is, indeed, ideologically charged (Lee, 2018; Sunderland, 2019). Besides, ELT materials (for example, textbooks, handouts, and sourcebooks) often express implicit-explicit moral and cultural values (Widodo, 2017), while gender differences may contribute to the portrayal of Gender stereotyping should also be considered. In addition, research has indicated that analyzing the gender of authors is useful (Kostas, 2021).

The imbalance of gender portrayals is shown through a study of the stereotype of inequality between female and male portrayals in school textbooks. Initially, Dahmardeh & Kim (2020) analyzed gender representation in five Iranian secondary English language coursebooks. The predominance of male writers has an effect on gender representation disparity. On the book's cover, males are more often shown than females. The employment and family duties presented for men are expansive and diverse, but those for women are quite constrained. Overall, the data imply that gender inequity continues to favor men. The continuance of male supremacy despite the writers' and editors' pro-women tendencies may be a reflection of the country's persistent gender disparity, notably in economic and political arenas (Curaming & Curaming, 2020).

In addition, Lee & Mahmoudi-Gahrouei (2020) explore gender representations in the Iranian English language textbook, found that Iran has a long history of a patriarchal culture in which males are primary breadwinners and women are the carers underpins, as mandated by Islamic law. Females are portrayed as engaged in household tasks and are excluded from everyday recreational and athletic activities. Women are commonly overlooked because writers prefer to highlight the accomplishments of males.

Consistent with the circumstances in Indonesia, the content analysis was conducted to examine chosen texts and images from the English Student's Book for SMP/MTS Grade 7 published by Erlangga within the context of gender inequality concerns. It indicates that men are powerful, content, and clever. In contrast, females are portrayed as weak, emotional, and less capable people. These suggest that the textbook is biased towards women (Susanti et al.,

2021). The characteristics depicted in textbooks (i.e., circumstances, tasks, and values) have a significant impact on the social roles of students. Language sexism in educational materials, mainly terms, and phrases that reflect uneven treatment toward particular sex may be passed on to children (Lee, 2014). As target consumers of the visual contents of these textbooks, these extremely prejudiced depictions will almost certainly have harmful psychological and pedagogical impacts on foreign language learners. Subsequent research indicates that repeated exposure of students to biased visual portrayals of women and men similar to the ones investigated herein may do more harm than good to MEFL female learners, precisely because they may affect their motivation to learn to a greater extent, which may be conducive to a degradation of their learning potentials (Lee & Collins, 2010; Good et al., 2010).

Furthermore, UNESCO (2016a) urges for a nuanced conception of gender equality that considers how conceptions of masculinities and femininities influence institutional practices and norms. The assumed positive relationship between education and gender equality must be investigated. A recent report monitoring global progress on gender equality in education found pervasive gender bias in textbooks (UNESCO, 2020), which are essential for pupils to acquire behavioral patterns, collective identities, and gender-sensitive values (Goyal & Rose, 2020, p. 2). Improper gender portrayal in textbooks is detrimental to the advancement of gender equality. A growing number of studies on gender in textbooks say that textbooks should represent the world as it should be, not as it is (Brugeilles & Cromer, 2009). Moreover, the consequence of sexism is evident in genuine gender difficulties, ranging from gender exclusion and/or discrimination to gender inferiority. Extreme sexism, on the other hand, may fuel sexual harassment, rape, and other types of sexual violence (Mishra & Khatun, 2017). As the result, this research attempted to answer two questions: What kind of sexism do the textbooks portray, based on Fair Clough's Three-Dimensional Analysis framework? How is sexism reflected in textbooks, and to what extent?

2. LITERATURE REVIEW

Scholars have focused on gender representation, gender prejudice, and sexism for a long time. Interestingly, some academics have asserted that discrimination occurs even in studies on gender bias (Cislak, Formanowicz, & Saguy, 2018). The existence of sexism in school textbooks is indicative of prejudice and gender inequality. Swim & Hyers (2009) defined sexism as "individual attitudes, beliefs, and actions, as well as organizational, institutional, and cultural practices that either reflect unfavorable judgments of people based on their gender or maintain the unequal position of women and men" (p. 407). Therefore, school and non-school curricula should not endorse sexist attitudes and ideas. In textbooks, there are two sorts of sexism: overt (direct) and covert (indirect). Overt sexism is defined by Swim & Cohen (1997) as "harmful and unequal treatment of women that is purposeful, evident, and clear" (p. 103). In other words, it refers to textbook depictions of men and women that are blatantly and obviously skewed. In contrast, covert sexism is "sexism that is either concealed and clandestine or overlooked because it is embedded in cultural and social standards" (Swim & Cohen, 1997, p. 103). In general, it is difficult to discern covert sexism since it becomes ingrained in people's thoughts and behavior.

2.1 Language, Gender, and Sexism

To comprehend gender, it is necessary to grasp the contrast between gender and sex. According to Fakhri (2015), sex is the characteristic and distinction. As it seems physiological, people have two sexes determined. On the other hand, Fakhri's perspective on sex is in dispute. Butler's Gender Trouble writing (1999: 10-11) posits an "If the unchangeable nature of sex is disputed, maybe this concept is as much a product of cultural construction as gender. Gender is generally acknowledged as a biological phenomenon. However, many would argue against the concept's cultural paradigm. Gender is culturally built (Butler, 1988; Sunderland, 2006); similarly, gender roles, identities, and traditionally given feminine and masculine qualities are also culturally formed. Butler (1988) states, "gender reality is performative, i.e., it is acted" (p. 530). It suggests that masculinity and femininity do not pre-exist in society, but rather that society produces gender identities, gender roles, the way these genders communicate, and how they must act in order to be considered a true man or female. The roles allocated to various genders result in distinct gender "performances," "enactments," and "displays." This gendered performativity is carried out via social and linguistic behaviors (Holmes and Meyerhoff, 2003; Sunderland, 2006).

In this research, the term "inequality" is chosen. Both the outward appearance and the system are a case of sexism. According to Fakhri (2015), There are several symptoms of gender inequality. Which are mutually reinforcing and dialectical, namely marginalization, subordination, stereotyping, violence, and oppression. While marginalization correlates with "poverty" (Fakhri, 2015), social deprivation is possible. Exclusion Marginalization may take many forms. They are enforced due to government policy, religious convictions, and culture in society and academia. The following is gender subordination. Fakhri asserts (2015) that gender stereotypes may be a subordinate source. Subordination Fakhri (2015) affirms the erroneous belief that one gender possesses a position compared to others.

Subordinations may result in one group with the most negligible social interaction than the other. The illustrations of Indonesian subordination are shown in Suryakusuma's writing (2011). The "Ibu" is frequently addressed to the ladies of high status: rich women, educated women, and women who have a high profession. Nevertheless, in the State of Ibuism, Women's standing is still inferior to men. Spouse and the source of her strength based on one's marital status. Thirdly, there is a gender stereotype. Stereotyping entails the aspect of gender—stereotyping of gender—may contain oversimplified conceptions. Gender-specific traits and roles. Stereotypes may impose a ceiling on personal growth and development defining (Cook & Cusack, 2010).

Gender violence is the fourth. Here, Violence cannot be reduced to physical, sexual, economic, and psychological assaults (Fakhri,2015). The word "violence" is used in this research to refer to Galtung's (1990) classification of Violence, including direct, structural, and cultural forms of Violence. This research will primarily concentrate on cultural Violence. Cultural Violence is a psychological process that modifies and rationalizes an individual's morale and actions. Religion and ideology, language and art, and empirical and formal science (logic, mathematics) may justify direct or institutional Violence, including sexist language and language sanitation.

As with the previous theories on gender, the performativity theory is concerned with the causal relationship between gendered life and language (speech act) (Conrod, 2020:5). This theory thus asserts that the verbal actions involved in describing, differentiating, claiming, and identifying bodies are all part of an endeavor to impose sex categories and gendered subjects. The fight to use "they" as a single pronoun rather than "he" to denote non-gendered epicene pronouns is an example of this. Using "he" to refer to a non-gender-specific pronoun implies that women were excluded from the debate since males were the language's default.

This study takes a working definition of sexism as prejudice, discrimination, and objectification of women or views that perpetuate preconceptions of social roles based on sex or gender, notably towards women and girls. Lesbian, gay, bisexual, transgender, and queer concerns are not considered (Mamudu, 2020).

2.2 Gender Representation in the Textbook

School textbooks are and will continue to be an important tool of implementing the official curriculum, especially in contexts with limited teaching resources, 'textbooks play a vital role in driving classroom practice and often constitute the de facto curriculum' (Smart et al., 2020, p. 7).

Women were still shown in conventional, weak, and stereotyped ways despite certain advancements throughout time (Lee & Collins, 2008). In terms of occupational gender stereotypes, male jobs were more prevalent and diversified than female ones. In terms of social duties, men were found to have a greater selection of occupations than females (Rohmawati & Putra, 2022), despite some attempts toward gender parity and gender-neutral language, "poor female visibility remains pervasive." p. 1107) (Lee & Mahmoudi-Gahrouei, 2020). Moreover, the textbook semiotically encapsulates gender stereotypes rooted in academic and non-academic successes, home tasks, and interests or hobbies. (Suwarno et al., 2021), in terms of social status, power, and dominance. (Kayed et al., 2020). The literature demonstrates that women have historically been underrepresented in textbooks at all levels and areas. While progress has been made in specific sectors, gender parity has not been attained.

2.3 Discourse as Social Practice, The Fairclough Framework, and Halliday's Systemic Functional Linguistics

According to Fairclough, the replication and inculcation of ideology and ideas often occur by consent or in a mostly disguised manner in a generally stable, non-conflict context. When that concept is combined with the function of textbooks as a medium of instruction, exposure to language models, and a component of English language teaching-learning, it becomes critical to study books in terms of sexism. Three-Dimensional Analysis is the term used to describe Fairclough's framework. It entails a three-step process of critical discourse analysis: description, interpretation, and explanation. The term "description" refers to the formal characteristics of a text, such as a language, syntax, and textual structure, in terms of experiential (content), relational (social connection), and expressive values (subject and social identities). Interpretation's next stage concerns the interplay of text as both a product and a resource for interpretation. In this theory, the interpretation process emphasizes the

situational and intertextual contexts. Finally, the final stage—Explanation—addresses the macro viewpoint, which entails showing discourse as a component of social processes, identifying the reproductive effects of discourse on the structure and the mechanisms by which it supports or modifies them.

SFL acknowledges language as a social semiotic system and the most comprehensive system of signals (Halliday, 1994; Emilia, 2005). The word "social" implies two things at once. One is used to refer to the social system, which is identical with culture. The word 'other' is used to signify that SFL focuses on the connections between language and social structure. From a linguistic perspective, transitivity concerns the propositional meanings and functions of syntactic parts. Transitivity is the resource for understanding and expressing diverse events, occurrences, mental states, sayings, behaviors, and relationships. The Transitivity framework reduces the universe of experience to a collection of controllable processes. (Halliday & Matthiessen, 2004; 2014).

According to Meyer, Fairclough focuses on "social conflict in the Marxist tradition" and seeks to identify its linguistic representations in discourse as specific components of dominance, difference, and resistance (2001, p. 22). According to Fairclough (2001, p. 122), all social practice has a semiotic component comprised of dialectically related aspects, such as "productive activity, the means of production, social interactions, social identities, cultural values, awareness, and semiosis."

CDA techniques, such as Fairclough's, are founded on systemic functional linguistics (SFL). The critical language studies (CLS) method of Fairclough (2001) emphasizes the concealed link, i.e. the connections between language, power, and ideology. Fairclough argues that the linkages between language and culture are internal and dialectical; hence, language is an integral component of society. It implies that societal issues dictate how individuals talk, listen, read, and write, even when they assert their liberty.

3. RESEARCH METHODS

3.1 Research Design

This study adopts a qualitative descriptive design using a content analysis framework to provide more in-depth knowledge of data collecting. In addition, the explanation of the outcome might give a better understanding of how a particular gender is portrayed. To achieve the purpose of the study, gender representations in the textbook are analyzed via the use of content analysis. Before that, the technique for developing the gender portrayal measurement factors was adapted from used six of Amerian and Esmaili's (2015) analysis points, which include: (1) finding the ratio of females to males and the similarities between them, (2) finding the title attached to both sexes, (3) finding the intensity of females and males in visual representations, (4) finding the evidence of hegemonic masculinity generic construction, and (5) finding the females' and males' social and dormancy.

3.2 Data Analysis

As a result, using Fairclough's Critical Discourse Analysis, the study will look at sexism in textbooks. The data was then subjected to quantitative computer analysis to establish the trend. After discovering the results, the researchers analyzed them using

Fairclough's framework of qualitative interpretation in connection to the social and intertextual contexts. Finally, the explanation was carried out to understand how the text relates to the macro setting of social process and social practice and how it is influenced by social structure and the reproductive cycle.

Further, the technique of Kress and van Leeuwen (2006) was utilized to establish how occupational gender representations are portrayed through images in this textbook. Textbooks include several multimodal semiotics, including words, pictures, signs, and symbols. Throughout history, pictures appeared before writings, and they were used for communication long before people established linguistic speech. Images are seen as signals or semiotics since they incorporate both form and meaning (Kress, 2010). This semiotics is regarded as "a matter of survival" and is the foundation of "visual literacy" (Kress & van Leeuwen, 2006, p. 3). According to Kress & van Leeuwen (2006), visual aspects interact with the reader and distribute informational value as they convey meaning via color, tone, frame, and other categories and transmit meaning to viewers (Salbego et al., 2015). Kress (2010) proposes a multimodal method to picture analysis based on Halliday's (2014) systemic functional linguistics with an emphasis on the representational, interactive, and compositional meanings of images (Kress & van Leeuwen, 2006). Kress's multimodal semiotic approach views pictures as signifiers representing social reality, social surroundings, social relationships, and social transformation (Bezemer & Kress, 2010).

3.3 Data Resource and Collection

The data for this study was gathered and selected depending on the criteria of purposive sampling from a companion book named BUPENA (Buku Penilaian Autentik) English lesson for grade 10 Senior High School, 2013 curriculum published by Airlangga. The textbook for analysis was chosen for the following reasons:

- The printed book is a complementary book to the mandatory book
- The text is generally available to the majority of Indonesian students.
- Because of the setting of the textbooks, the textbooks' role in providing structure for the curriculum 2013 is reinforced.

To gather the data, the book was initially retrieved from <https://erlangga.co.id/materi-bukuerlangga/2017/02/08/cbt-sma/>. The researchers then went on to read the textbook. The researchers then record the dialogues, activities, images, and reading sections to analyze them. The data was then coded and presented in the data collecting sheet's tables.

4. FINDINGS AND DISCUSSION

To answer research question 1 and 2 about the kind of sexism that the textbook portrays, based on Fair Clough's Three-Dimensional Analysis framework and to what extent, Fairclough's (2015) Description stage is discussed in this section. This section begins by summarising and describing the findings of Amerian and Emaili's (2015) five-point examination.

Occurrences

Table 1 depicts the representation of men and women in textbooks in terms of pronouns, nouns, proper nouns, and other representations to demonstrate the visibility of both genders.

Table 1 The representation of men and women in textbooks

Book	Female Occurrences	Male Occurrences	Total
Total in both semester	78	110	188
Frequency	41,49%	58,51%	100%

The study of occurrences reveals that the number of female circumstances was not proportional to the number of male events in both semesters. The frequency of female occurrences is 41.48 %, whereas male occurrences are 58.51%. The overall outcome of the frequency of female occurrences does not favor females. The problem addressed by performing the incidents was prejudice by omission (Amerian & Esmaili, 2015). This aligns with gender marginalization as a sort of social exclusion, which includes one sex while excluding the other. Thus, there is a gender bias in the text based on the occurrences. Less frequency of females suggests less female engagement in dialogue.

Title

Another factor that indicates gender bias is the title. English is a language in which differences between males and females are emphasized through titles emphasizing female marital status. Various titles are used when addressing females in English, including Miss, Mrs., and Ms.

Table 2: Gender bias is the title

Title	Total	Frequency
<i>Mr</i>	11	50%
<i>Sir</i>	3	13,64%
<i>Mrs</i>	7	31,82%
<i>Ms</i>	1	4,54%

Fifty percent of the title is used for men (Mr.) in conversations, as shown by an analysis of the title. The textbooks also attempted to address the female as Ms. on one occasion. This textbook mentions Mrs. 31.82% of the time. The married status of women has a significant impact on addressing females. Sexism in language contributes in some way to the subjugation of women (Mills, 2005). The girl prefers to address the instructor as "Mrs." rather than "Ms." To prevent linguistic sexism, "Ms." may be used to manage both unmarried and married women, as noted by Sunderland (2006). There is no correlation between the usage of "Mr." and a man's marital status. It differs from "Mrs.," which is a marginalized form of language signifying or identifying women based on their marital status. Therefore, "Ms." is employed as a substitute to reduce gender inequality (Fairclough, 2009). However, this is not the case when addressing males, as shown by the investigation of titles as another symptom of gender prejudice. The inquiry into the order of appearance indicated

that the women were outnumbered. However, in almost 50% of situations, women were portrayed as the initial interlocutor with a secondary function. Even this analysis confirms the presence of sexism in the companion textbook, and it is not a random or accidental occurrence; instead, this way of presenting women and men is predetermined and preprogrammed to achieve a specific goal.

Pictorial Representation

The portrayal of women and men in pictures is the subject of the second line of inquiry that was carried out.

Table 3: The portrayal of women and men in pictures

Pictorial Representation	First Semester	Second Semester	Total	Frequency
Male only	6	15	21	39,62%
Male-Dominated	5	5	10	18,86%
Evenly Shared	3	1	4	7,55%
Female Only	8	6	14	26,42%
Female-Dominated	3	1	4	7,55%
Total	25	28	53	100%

The examination of graphical representation is developed in order to observe the occurrences of females and men in non-text evidence. It counts the number of occurrences depending on the involvement of each sex. The classifications were as follows: female alone, female-dominated, evenly shared, male-dominated, and male-only. The purpose of visual representation analysis is to determine the frequency of females and men in non-textual evidence. It tallies the occurrences according to the involvement of each sex. In this regard, the groups were as follows: female-only, female-dominated, shared equally, male-dominated, and male-only. The results indicate that from a total of 53 visual representations. The most significant frequency of male-only visual representation was 39.62 percent. The outcome is skewed toward men alone. The overall results indicated that females were underrepresented and discriminated against in both semesters.

Masculine Pronoun Tendency

Another sex-bias idea is masculine generic construction, which refers to employing male nouns or pronouns while addressing both genders. Investigating this topic revealed several instances of using man, humanity, lad, his, and he to refer to both genders in general, implying some degree of sex prejudice. Furthermore, the actions of each gender were analysed in order to uncover any evidence of sex prejudice in order to give some foundations for teaching. This table below summarises the activities in the textbooks.

Table 4: Masculine Pronoun Tendency

Book	Total	Frequency
First Semester	5	41,67%
Second Semester	7	58,33%
Total	12	100%

According to Conrod (2020), the inclination to use masculine pronouns is associated with the idea that masculine or male pronouns are the default. Therefore, this kind of study examines the bias and tendency of textbooks. The inclination to use masculine pronouns reveals the prejudices against women. The examination of masculine pronoun tendency revealed 12 instances of male inclination in total. 58.33% occurred in the second semester, while 41.67% occurred in the first.

Social-Domestic

Table 5: The social and semantic roles of men and women

	Social	Domestic
Male Monopolized	47 (67,14%)	2 (5,13%)
Male-Dominated	3 (4,29%)	1 (2,56%)
Gender Shared	2 (2,86%)	2 (5,13%)
Female Monopolized	14 (20%)	32 (82,05%)
Female Dominated	4 (5,71%)	2 (5,13%)

The other aspect depicts the social and semantic roles of men and women. The social and domestic roles address the stereotype of male dominance and the gendered distribution of labor. The aim of the research was to investigate the semantic roles performed by women and men in the reading segment of the series. The findings indicated that males were disproportionately represented in social positions, with the frequency of social roles always being more significant in men and the male monopolizing 67.14 % of them. Domestic activities saw an 82.05% percent increase in female-dominated tasks. Even though social roles were equally prominent in the social by 5.71% Thus, this study demonstrated that textbooks attempt to portray females in home duties and men in social responsibilities. By a considerable margin, female characters in domestic roles outnumber male ones and are commonly assigned housekeeping and household chores such as cooking and cleaning (Ismael & Mohammadzadeh, 2022). It is evident from the frequency of male and female domestic obligations that men are seen as having fewer links to the house and undertaking more periodic domestic tasks. At the same time, their occupations are assigned outside the home. In other words, according to Kimmel (2004), school textbooks depicted ladies or females in stereotyped gender roles, such as cooking, cleaning, and childrearing, while boys were shown engaging in outdoor activities.

Fairclough focuses on understanding situational and intertextual contexts as the essential aspect of interpretation. Thus, the contextual and intertextual contexts of the textbook are explored in this section. The text becomes one of the learning resources; readers exist in the context of learning and education. The book's subject is meant to connect to the prior knowledge and situational circumstances of the period in which the textbooks were released. As a result of the pandemic, this textbook serves as a complement to the revised learning standards. Concerning this, the monopoly of legal education highlighted by Lopez et al. (2015) education remains obvious despite changes in the learning environment. In this manner, the state retains tremendous influence over the identity and narratives.

Textbook contents, particularly language models, were also taken from diverse sources. Consequently, the author modifies the text to conform to the language, particularly

in the second semester, there are six narrative genres from any province in Indonesia on show. *Kelingking*, *The Blind Boy and The Loon*, *The Legend in Tolitoli*, and *Datu Panggana* tend to show that the main characters are male. Meanwhile, there are other adaptations in the storylines listed below: *Calon Arang* resulted in a women's power as the main character; *Sampuraga* resulted in the mother becoming the breadwinner and doing household duties. there is also evidence of a punishing-reward cycle after housewifization. The bulk of the tales is obviously dominated by men, reinforcing the original perception of a gender imbalance in favor of men.

In conclusion, analyzing the gender representation in the content of the international ELT textbook series within the setting of the Indonesian community transmits and reflects the gender representation in Indonesia similarly. The book reflects gender roles in Indonesia. In Indonesia, women have the same high-status jobs as men, including managers, academics, ministers, parliament members, physicians, etc. In Indonesian society, they have the same privileges as men. In addition, the book depicts the accurate stereotyped representation of both genders in Indonesian culture. In Indonesia, only males have positions requiring physical strength, such as electricians, builders, painters, and mechanics.

The issue is the sexism shown in the textbooks: subjugation, marginalization, stereotyping, cultural violence, and labor (double burden and work segregation). As a supplement to government-mandated textbooks, the book is extensively utilized among Indonesian instructors and students. This textbook goes against the gender mainstreaming convention ratified by the Indonesian government. The indoctrination portion of the texts is perpetuated "in a covert manner" by recontextualizing sexism and preserving the same capitalistic, feudalistic, and sexist power relations as the State Ibuisism ideology of the New Order Era. The issue cannot then be unresolved. Instead of inculcation, a communication mechanism may solve the discursive process. Gender mainstreaming and critical language research is an endeavor to open the conversation around sexism to dialogue.



Figure 1

Women/females in household activities vs men/males in profession

In terms of visual depiction of transitivity, the female division example conveys that the essence of a woman is a housewife who exclusively performs housekeeping and takes care of children and kitchen requirements. Figure 1 depicts a daughter cooking for her father, a task that is stereotypically associated with women. In another image, the chore of caring

for a sick kid is shown as a woman's role. Thus, it may be concluded that women are habituated to partaking in such behaviors. The resulting empirical results validated a long-held premise that housework is considered feminine labor, and they are consistent with earlier gender-based discourse studies (Barton & Sakwa, 2012; Law & Chan, 2004; Lee & Collins, 2010). Unpaid home labour is a social activity that occurs in the context of domestic activities (Lestariyana et al., 2020).

In contrast, Figure 1 reveals that males are characterised as entrepreneurs who seem to be effective meeting leaders. Consequently, this contributes to the belief that entrepreneurs primarily target men. The second image depicts a child who seems powerful and strong blocking the ball like a goalie. This indicates that only males are employed in jobs requiring physical strength. According to social role theory, the biological differences between males and females have resulted in the assignment of various duties to them (e.g., men do drain labour while women perform non-draining work) (Meeussen et al., 2020). Moreover, based on Figure 1, there is a gap in the types of labor performed by men and women. In terms of occupational portrayal, they also occupy a dominant position, which provides the image a feeling of authority (van Leeuwen, 1996).

By a considerable margin, female characters in domestic roles outnumber males and are commonly assigned housekeeping and household chores such as cooking and cleaning (Ismael & Mohammadzadeh, 2022). It is evident from the statistics on male and female domestic obligations that men are seen as having fewer links to the house and undertaking more periodic domestic tasks. At the same time, their occupations are assigned outside the home. In other words, according to Kimmel (2004), school textbooks depicted ladies or females in stereotyped gender roles, such as cooking, cleaning, and childrearing, while boys were shown engaging in outdoor activities.

Similar to the results of Keles, Mansouri, and Yazans (2021), women are responsible for child care and husband service. Whether or whether they work outside, women are also accountable for domestic responsibilities. Therefore, writers, designers, and illustrators of textbooks must be mindful that the number of visual pictures they choose might affect the information delivered by the textbook.

The distribution of responsibilities between men and women in family and domestic relationships is one of the essential issues in gender studies. It has been shown in figure 1 above that gender roles are intimately linked to the socialization process; hence, educational alliances have a crucial part in shaping gender roles. In other words, the defined position of women in the family and society is directly attributable to gender indoctrination in educational institutions. Consequently, this essential issue has been taken into account in our research. The depiction of gender occupation division in schoolbooks is shown through gender roles inside and outside the home (Rohmawati, 2022).

4. CONCLUSION AND IMPLICATION

The results indicate that the textbook promotes sexism via gender marginalization, gender subordination, gender stereotypes, cultural sexism, and sex-based labor segregation. There are a number of ways in which sexism is embedded, including instances that are biased against females and in favor of males by 58.51 percent, the inconsistency of Mr. and

Mrs., the masculine pronoun tendency in 12 instances, the pictorial representations that favor males by 58.48 percent, and the activities and social roles that perpetuate women in domestic roles and housebound activity. The results also demonstrated that women were underrepresented in gender inequity, including visibility in occupational divisions and diverse occupations. In other words, females were underrepresented, and the majority of the positions allotted to female characters were low-status jobs.

The current study's results reflect the findings of prior research in that linguistic sexism is still prevalent in school textbooks. Gender prejudice in school texts is completely unacceptable. Setyono (2018) emphasizes that the representation of sexist stereotypes is an important issue that must be addressed in Indonesian EFL textbooks. Meanwhile, why EFL textbooks for senior high school students continue to depict gender stereotypes is worth asking. According to the findings of this study, book writers and illustrators continue to dominantly represent sexism through gender marginalization, gender subordination, gender stereotypes, cultural sexism, and sex-based labor segregation. Gender equity has not yet been adequately translated into material-in-education planning in Indonesian policies. Indonesia has signed several gender equality conventions, including the Dakar Declaration on Education for All (EFA) in 2000, the Beijing Platform for Action in 1995, the United Nations Millennium Declaration in 2000, and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). Gender mainstreaming has been institutionalized in Indonesia and its education system through the signing of Presidential Decree (Inpres) No 9/2000 on Gender Mainstreaming in National Development Planning and Programming and Kemendikbud 84/2008, which mentions the government's obligation to support gender equality and eliminate all forms of discrimination against girls in all aspects of life. However, gender representation is still subtly construed in the companion textbook for the 10th grade of senior high school. There is still a lack of consideration for the term gender fairness in material planning from the top-down perspective. As a result, the government, book writers, and illustrators must become aware of this issue to consider students' perceptions as textbook users. Gender representation in textbooks professionals (such as sociologists and linguists) should develop standards for identifying, minimizing, and/or eliminating gender bias in school textbooks. Textbook authors and designers should prioritize disseminating information regarding the possible detrimental impacts of gender prejudice on students in school curriculum.

This research, like many others, has pedagogical implications for both language instructors and language learners. What can teachers using these or comparable textbooks do to achieve gender equality? First, skills must be developed to assess how and in what forms gender biases exist in texts. Second, each teacher or school administrator must be cautious and proactive in picking books that will result in more fair treatment of both genders. Finally, instructors must be trained to teach pupils how to analyze and discover gender disparities in texts (Wharton, 2005; Tyarakanita et al., 2021). These need specialized training, which a series of in-service seminars may be able to provide. Teachers and future teachers should view the latent values (sexism) that may control students' perceptions of society's expectations, leading to a misperception of themselves.

Further critical study and analysis of textbooks concerning material planning are highly recommended. Future critical perspective and material-in-education planning studies

must focus on other aspects and theories of gender representation. Furthermore, it is crucial to conduct research using various methodologies and other parts of culture (e.g., racism, ethnicity, nationality, and so on, including Gender) to illuminate specific ideologies negatively affecting people's perceptions and reinforce positive ideologies' impact on people's lives.

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