

Does the English Textbook for Young Learners in Indonesia Promote Gender Equality?

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ARTICLE INFO	ABSTRACT
<p>Keywords: CDA, English Textbook, Gender Equality, Young Learners</p> <p>DOI: http://dx.doi.org/10.21093/ijeltal.v7i1.1152</p> <p>How to cite: Maesaroh, D.T., Asih, Y.U., & Suhatmady, B. (2022). Does the English Textbook for Young Learners in Indonesia Promote Gender Equality?. <i>Indonesian Journal of English Language Teaching and Applied Linguistics</i>, 7(1), 35-50</p>	<p>Education is a critical area in promoting gender equality to the young generation of this country. The curriculum that promotes gender equality could be represented in a textbook as a teaching material resource commonly used in Indonesia. This study is a critical discourse analysis that examines the gender representation in the English textbook for the third grade of primary school in order to discover whether or not the textbook promotes gender equality. The data were collected from "Grow With English" English book 3 published by Erlangga Publisher. The data in the forms of pictures, words, phrases, and sentences were then analyzed qualitatively by using Fairclough's three dimensional frameworks and Halliday's Systemic Functional Linguistics. The findings revealed that: the examined textbook represents genders equally in terms of the quantity in which females and males are portrayed equally in pictorial representation and names of characters. In terms of social roles of job positions, male and female are also portrayed occupying various professional occupations such as doctors, fire fighters, police officers, and so on. However, the portrayals of male and female in domestic roles and activities are still stereotypical in which females are portrayed doing more domestic activities and less active, while males are portrayed doing more active outdoor activities. These results may have the implication that the English teachers for young learners could improvise by providing more understanding about gender equality while using the textbook.</p>

1. Introduction

Issues of gender are sensitive issues in Indonesian societies since there are still many controversies and contradictions around the limits and implementation of gender equality. However, gender equality has become a crucial agenda and has been promoted by the government of Indonesia for decades. Through Law Number 7 of 1984, Indonesia ratified the outcome of the 1980 Convention on the Elimination of All Forms of Discrimination against Women. Indonesia has also signed a number of conventions on gender equality such as the Beijing Platform for Action 1995, the Dakar Declaration on Education for All (EFA) 2000, and the United Nations Millennium Declaration 2000.

Education is a critical area in promoting gender equality to the young generation of this country. The Presidential Decree (Inpres) No 9/2000 on Gender Mainstreaming in National Development Planning and Programming and Permendiknas No 84/2008 on Guidelines for Implementing Gender Mainstreaming in Education emphasize the obligation of the Indonesian government to support gender equality and eradicate all kinds of discrimination against women in all life aspects. The interrelationship between gender and education becomes an entry point to achieving gender equality and removing prejudices about male and female, so that education may close the gender gap (Blumberg, 2015; Brugeilles & Cromer, 2009; Bursuc, 2013). The curriculum that promotes gender equality could be represented in a textbook as a teaching material resource commonly used in the classroom. Therefore, a textbook is critical in promoting both learning materials and values or issues embedded. As values of character education are incorporated in many textbooks nowadays, the value or issue of gender equality might also be promoted via such textbooks including English textbooks like the context of this study.

In Indonesia, English is a required subject in high school. Many English teachers use textbooks as the most common teaching materials. Many studies in Indonesia have examined high school English textbooks focusing on different issues such as gender representation (Agni et al., 2020; Pontiaka, 2019; Rizkiyah et al., 2022; Sudewi et al., 2021), moral education (Khoirunnisa et al., 2021), peace value (Turnip & Yanto, 2021), anti-corruption value (Sulistio & Wardani, 2021), cultural content (Mandarani et al., 2021), and multi-cultural representation (Setyono & Widodo, 2019). These studies demonstrate the significance of examining school textbooks as classroom teaching resources that promote values, beliefs, ideologies, and so on.

Promoting values, especially those associated with gender equality should begin as early as possible. In other words, it might begin when students are still young learners. Although English is not a required subject in primary school in Indonesia, many private elementary schools nonetheless offer it as a local content subject. Since the government does not provide the curriculum and teaching materials or textbooks for the English subject in elementary school, many private elementary schools use commercially published textbooks by General Publishers. One of those widely used by the schools is English books "Grow with English" published by Erlangga Publisher for elementary schools from grade 1 to 6.

Several studies have examined English textbooks used for teaching young learners at the elementary school level in Indonesia. A study examining the incorporation of moral values in elementary school English textbooks observed the English book "Grow with English" for grades 4, 5, and 6 (Puspitasari et al., 2021). Another study examined the gender

characteristics of the male and female shown in the picture of a textbook for primary school "Stairway a fun and easy English" for Grade IV published by Tiga Serangkai. This study used a visual grammar analysis to uncover unequitable gender representations that arise when both genders are depicted in stereotyped ways. Men are shown to be dominant in language techniques and to control more public places, whilst women are shown to be passive and to control more private areas. The portrayal of uneven gender representation in the textbook implies that the textbook's representation is realized by ideology and driven by societal interests (Muzdalifah et al., 2021)

Considering the results of previous studies, the researchers believe that it is critical to investigate how gender is represented in English textbooks for young learners in Indonesia because a young age is a critical period for building and shaping students' perspective and character, including gender equality. The researchers in this study investigated the English textbook "Grow with English" for 3rd grade for elementary school published by Erlangga and used a Fairclough three-dimensional framework and Halliday's Systemic Functional Linguistic to analyze whether the textbook represents gender equally or not.

2. Literature Review

2.1 Gender, Language, and Textbooks

According to Reeves and Baden (Reeves & Baden, 2000), gender equality means females and males have the same opportunities in life, which include the ability to take part in public life. They suggest that in this instance, identical results may not always be obtained since the major goal is to remove obstacles to participation. Indonesia has signed and ratified several gender equality conventions, so that gender equality in Indonesia is a notion formed with reference to two underlying international instruments, namely the Universal Declaration of Human Rights and the Convention on the Elimination of All Forms of Discrimination against Women. According to the Universal Declaration of Human Rights, all human beings are born free and equal. With reference to this declaration, the Convention on the Elimination of All Forms of Discrimination against Women includes the terms "equal rights of men and women" and "right equality of men and women" in connection to this declaration. Gender equality is the equality of conditions and positions for women and men to get opportunities and their rights as human beings, so that they are able to have a role and take part in political, economic, socio-cultural, defense, national security activities, as well as equality to enjoy the benefits of development (Permen PPPA, 2020).

In the educational context of Indonesia, textbooks are highly essential classroom teaching resources that enable learners to participate in social action as well as to use the target language, so that textbooks have a key role in shaping the learners' thought, social practices and values (Wijayanti et al., 2022). Textbooks are the most powerful tool in constructing learners' beliefs, attitudes and values (Liu, 2013). Furthermore, the mass production of textbooks has the potential to increase exposure to specific sorts of ideologies, to shape opinions and perspectives of the learners as the readers (Ahour & Zaferani, 2016). This may influence how students perceive perspectives, especially in terms of gender representation.

A young age is a critical age for the children's development. Repeated exposure to the imbalance and biased portrayal of men and women in school textbooks may form gender identities in children which may clash with the promotion of gender equality in society

(Aljuaythin, 2018). Likewise, gender stereotyping and underrepresentation of one particular gender influence the development of children, put specific barriers on their goals of career, and form their views about their roles (Hamilton et al., 2006). It is crucial for textbooks to include non-discriminatory and gender-equal materials so that children may build their true gender identity and be confident with their capabilities to get the same chances as human beings regardless of gender (Amerian & Esmaili, 2014; Lee, 2016).

The representation of gender in the English textbooks have been examined by many researchers. Moroccan English textbooks have been found to have a general tendency in portraying females as over-obedient housewives, subordinate, powerless, marginalized, quiet, and even not included in the written text (Benattabou, 2020). Consistent with the findings, a study examining the representation of gender and sexualities in teaching materials in Turkey also found that the examined materials were biased on both the quantitative and qualitative ends of the gender representation range, and that heterosexuality remains the norm (Selvi & Kocaman, 2020). However, another study investigating gender representation in EFL textbooks in the context of Jordanian revealed that, while some stereotypical roles and activities connected with males and females existed in the textbooks, in terms of social status, power, and dominance, both genders were represented equally (Kayed et al., 2020).

Previous research investigating how gender is represented in ELT textbooks for young learners show two different results. Some textbooks have been shown to contain high gender bias, favoring males over females (Ahmad & Shah, 2019), as well as a gender imbalance in which males are represented significantly more than females (Norova, 2020). However, another seems to depict the equal appearance of both male and female characters, as well as the prevalence of the professional portrayal of male and female and domestic activities reflected in the textbook (Nisak et al., 2020).

While English textbooks for young learners play a critical role to promote gender equality, not all textbooks have been examined. One of them is "Grow with English" for grade 3 of elementary school. Therefore, the textbook was chosen to be examined in this study.

2.2 Critical Discourse Analysis and Gender Equality

While Critical Discourse Analysis or CDA analyzes a dialectical relationship between discourse covering language and other forms of semiosis such gestures or pictures as well as other components of social practices (Fairclough, 2013), the goal of CDA is to examine social inequality as it is conveyed, indicated, represented, justified, and so on by the use of language (or in discourse) (Wodak & Meyer, 2011). Therefore, CDA is often used to analyze gender inequality portrayed in discourse or text in a particular context including textbooks.

Norman Fairclough mentioned that a text does not have to be linguistic at all because of any cultural artifacts – images, sound effects, virtually anything could be viewed as a text in cultural analysis. The perspective discovered in a text might be implicit or explicit, which is important in socio-cultural analysis because what is inferred in a text frequently leads to an ideological analysis of a text. It has causal impact and can influence people (attitudes, beliefs, and so on), social connections, behavior, and world content The ideological impact, which encompasses the influence of text on maintaining, establishing, or altering ideas, is one type of a causal impact. Although an ideological representation may be found in the text, it can be shown to promote the social connection of dominance and power (Fairclough, 2003).

Fairclough suggested three steps of CDA: "description of text, interpretation of the relationship between text and interaction, and explanation of the relationship between interaction and social context". The description of the data obtained will aid basis interpretation on how the discourse (re)constructed by the text may, either in implicit or explicit way, direct to different discourses, while enabling misinterpretation, which has a critical role in knowledge construction. Finally, a critical analysis that situates the text and discourse in a larger social and cultural context may be included (Fairclough, 2003).

While an image is not a linguistic product, when taking an image as data, the researchers often use a semiotic or multimodal discourse approach. Visual images could be interpreted as text in multimodal discourse analysis, while the term of "grammar" refers to a set of socially constructed resources for the construction of meaning rather than a set of rules for the correct use of language (Kress & Leeuwen, 2006). SFL is relevant to the analysis of the picture in the textbook for young learners because it provides a framework for describing and interpreting language and visual semiotics as strategic meaning making resources in the picture. Kress presents a multimodal picture analysis technique based on Halliday's systemic functional linguistic, with a focus on image representational, interactive, and compositional meanings (Kress & Leeuwen, 2006). Pictures, according to Kress's multimodal semiotic approach, are signifiers of social reality, surroundings, relationships, and changes (Bezemer & Kress, 2010).

3. Research Methodology

This research used a descriptive qualitative design, by employing critical discourse analysis as the analytical technique in which Fairclough's three-dimensional framework and Halliday's Systemic Functional Linguistic were employed in analyzing the data. The data were in the forms of pictures, words, phrases, and sentences. The researchers categorized the findings into four categories: pictorial representation and names of characters, domestic roles, and social roles, and activities of male and female, based on the research findings. The researchers did not include categories such as the occurrence of the title (Mr., Mrs., Ms., Madam, Sir) and the pronoun (he, she, him, her, his) of male and female by considering the contents of the textbook are mostly pictures, so the data of those categories were limited and have mostly been covered in the other four categories.

3.1 Data Sources

The data for this study were taken from the contents of the English book 3 "Grow with English" for the third grade of elementary school published by Erlangga Publisher. This book is widely used by many private elementary schools in Indonesia as the main English teaching materials. The researcher chose this textbook as the data source because the contents of the book are relevant to various areas or issues in which male and female stereotypes are prevalent in society such as "Jobs", "Sport and Leisure", "Shopping", and so on.

3.2 Data Analysis Procedure

The researchers analyzed the data by reading the entire textbook with total pages of 171, as well as categorizing words, images, and sentences. The first stage of description is the linguistic and non-linguistic device description such as vocabularies, structures, images, and so on, as contained in the text. As visual aspects or images convey meaning through color, tone, frame, and other categories, when analyzing pictures of male and female characters,

the researchers uncover the meaning behind the attributes or clothing, hairstyles, the context in the picture, and so on. In this stage, the researchers compared data of male and female to find out the tendency. After that, the researchers interpret each category to uncover the global gender representation evidence in the textbook. Finally, a critical analysis is an explanation on how much spaces are given to male and female in the examined textbook. The researchers tried to unveil the reasons behind the given spaces by relating them to the reality and socio-cultural condition in Indonesia. The analysis of social, societal, and cultural background context will assist in determining the implicit agenda of discourse, whether it is equality or inequality in gender representation.

4. Findings and Discussion

4.1. Description of Gender Representation in the Textbook for Young Learners

Researchers collected data of gender representations from the textbook and described them. The findings are classified into four categories: pictorial representation and names of characters, domestic roles, and social roles, and activities of male and female based on the data found by the researchers and by considering the contents of the textbook are mostly pictures.

a. Pictorial Representation and Names of Characters

Pictorial representation of male and female is presented through the frequency of male and female pictorial appearance in the textbook. Generally, male and female pictures appear equally in every page of the books such as in the book cover that shows the pictures of three males and three females (see figure 1). The names of the main characters in the book are also represented by three male students (Seta, Made and Tigor) and three female students (Meilin, Nurul and Dona) (see figure 2).

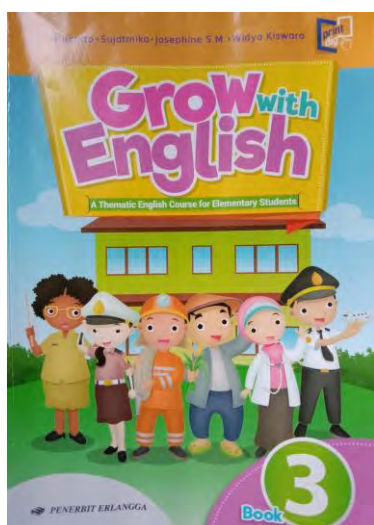


Figure 1. Book Cover



Figure 2. Main Characters of Textbook

Some other pages show only the pictures of males or females in one page as shown in figure 3 and 4, and some others show the pictures of males are more than females or vice versa as shown in figure 5 and 6. However, these conditions appeared more rarely and alternately.

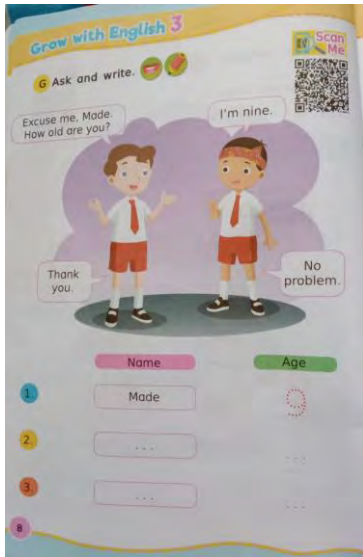


Figure 3. Pictures of Two males in one page



Figure 4. Pictures of Two Females in one Page

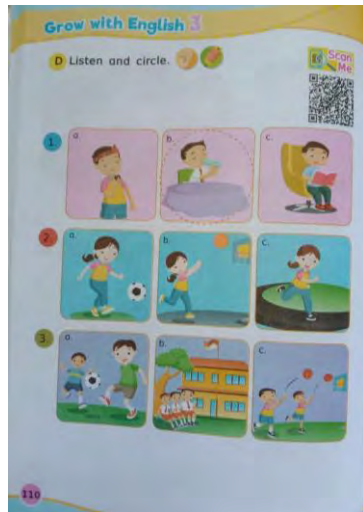


Figure 5. Pictures of Males are more than Females



Figure 6. Pictures of Females are more than Males

Table 1: Pictorial Representation of Males and Females

Pictorial Representation	Number of Page
Male and Female Equal	45
Males Only	14
Females Only	15
More Males	24
More Females	37
Total	135

Table 1 shows that males and females are pictured equally in one-third of the total 135 pages that consist of female and male pictures. Furthermore, pages showing males or females only are relatively equal as 14 pages showing only male pictures and 15 pages showing only female pictures. Meanwhile, pages showing more females than males are dominating because they consist of 37 pages compared to pages showing more males than females that consist of 24 pages.

The attributes on the pictures can be used to determine the gender of the characters. Hairstyles and clothing that are highly stereotyped based on cultural context, can at times serve as a basis for categorization. Females, for instance, have long, knotted hair, whereas males have shorter hair. Furthermore, females typically wear skirts or dresses, while males typically wear trousers (Sudewi et al., 2021). The stereotypical appearance of both genders are seen in the textbook that females are pictured beautiful, long-haired, and males are pictured having shorter hair and handsome. In addition, the stereotype of female as a teacher (as one of the main characters of this book is a female teacher, named Miss Bertha) is shown wearing a skirt and long-haired. This implies the difference of the feminine and the masculine between the two genders for the nature and culture of the attractiveness or politeness of both genders. As shown in the cover book (see figure 1) and the main characters of the book (see figure 2), the pictures of three males are shown as wearing trousers, while the pictures of three females are shown as all wearing skirts and hijab/veil or longer hair than males.

In terms of quantity, the textbook is relatively fair in depicting both female and male. Not only in the form of pictorial representations but also in the form of names of characters in the textbook. The names of females appear in the textbook are Meilin, Nurul, Dona, Ms. Bertha, Hana, Mia, Zahra, Mutiara, Lani, Agni, Mrs. Sidharta, Linda, Tita, Merry, Ms. Linda, Ms. Thinneke, Anita, Ms. Mirna, Mrs. Tutuk, Ms. Adelin, Mrs. Toruan, and Mrs. Heru (22 names), while the names of males appear in the textbook are Seta, Made, Tigor, Kevin, Lukman, Tommy, Mr. Sidharta, Arman, Binsar, Raffi, John, Andi, Johan, Ali, Mr. Rahmat, Rudy, Ramlan, Mr. Manangsang, Mr. Hotman, and Mr. Heru (20 names). However, it is noted that three female's names in this textbook: Mrs. Sidharta, Mrs. Tutuk, and Mrs. Toruan, are female's names taken from their husband's (male) names. In addition, the textbook shows females and male with diverse postures. There are some figures that show male and female who are thin, slim and even a bit fat. Some females are shown wearing dresses or ribbons in her hair, but others are shown wearing trousers.

b. Domestic Roles of Male and Female

This is depicted in the textbook through several activities. The first activity is cooking that is often stereotyped as a female's responsibility in the household. In this textbook, cooking is shown as both male's and female's activity. However, the frequency varies. The figure of male who is cooking is shown four times, while the figure of female doing so is shown eight times or twice as often as the male. In addition, females are also associated with "cooking" through sentences. A female character named Dona is shown with the sentence (and picture) "I like cooking" in p. 32 and another female character named Meilin is shown in the exercise in p. 38 with the sentence "I don't like _____" while the answer for this exercise is "cooking".

Another activity is shopping for household necessities. There is one chapter of the book themed "Going Shopping". In this chapter, females are pictured shopping for household necessities more often than males as represented in the pictures in p. 123, p. 124, p. 132, p.134, while males are only pictured shopping for household necessities once in p. 132. In the form of text, females with the character's names of Ms. Linda and Ms. Thinneke in p. 138 and p. 139, and Ms. Adelin in p. 170 are portrayed in shopping list texts (see figure 7 and figure 8), while males are only portrayed in shopping list text entitled Tigor's shopping list once in p. 140.



Figure 7. Ms. Adelin's Shopping List

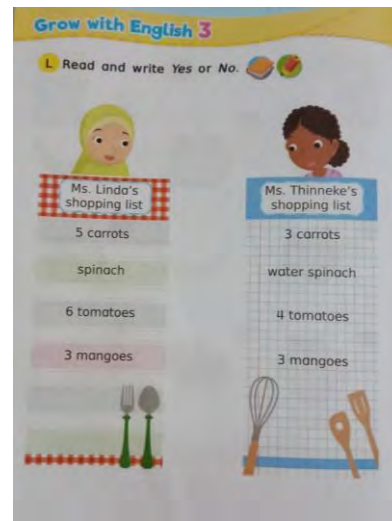


Figure 8. Ms. Linda's and Ms. Thinneke's Shopping List

c. Social Roles of Male and Female

The characters in the textbook were depicted in professional or occupational roles of female and male. Each unit's pictures, exercises, and texts are used to identify the roles. Some of the characters hold occupations or professions connected to them. This study examines the professions and occupations given to the textbook characters.

From the data collection, it is found that the occupations of male and female in the textbook are somehow equal, particularly in the chapter 5 themed "Jobs" entitled "She is a Police Officer". This chapter title shows that a police officer is not only a job for male, but also for female. In the contents of the chapter, both male and female are pictured as doctor, teacher, farmer, shopkeeper, police officer, fire fighter, pilot, zoo keeper and so on. This textbook also does not use sexist vocabularies such as police man, police women, fire man, and fire women, but police officer for both male and female police officers and firefighters for both female and male firefighters.

However, in other chapters females are portrayed working in the informal work sector more than males. First, in the chapter "It's Time for Lunch", females appear as food sellers in the school canteen for six times in p. 39 and 40 (with a similar picture repeated twice), p. 45, 53, 55, and 56 (with a similar picture repeated four times). Second, in the chapter "Going Shopping" females are also portrayed as sellers in the market more often than males and with larger pictures as shown in page 123, 124, 132, and 134.

d. Activities of Male and Female

The next aspect is activity. The textbook portrayed a variety of activities that both genders engaged in. In chapter two themed "Sport and Leisure" both males and females are portrayed in a variety of activities such as reading, doing sports (soccer, basketball, and badminton, swimming), singing, dancing, playing musical instruments, watching movies, traveling, fishing, and so on. In this chapter, the depictions are relatively equal. However, male dominance can also be seen in the types of activities that male and female engaged in. Males dominate in the activity category since they were depicted as performing more active outdoor activities than females. In chapter 6 themed "Break Time", elementary students are portrayed doing activities at school during break time. There are some activities done by both

genders equally. However, in some repeated pictures, males are depicted doing more active outdoor activities than females (see figure 9 and figure 10).



Figure 9. Activities during Break Time



Figure 10. Practicing Conversation Based on Pictures

Male students who are depicted doing more active outdoor activities appear repeatedly in page 105, 106, 114, and 118.

In Chapter 8 themed "Transportation", males are also pictured doing activities such as riding or driving a variety of vehicles such as bicycle, motorcycle, pedicab, and boat more than females (see figure 11 and figure 12)



Figure 11. Read aloud Activity



Figure 12. Transportation

Meanwhile, females are only portrayed, in the form of pictures, taking a bus in page 145. In the form of sentences, females are depicted taking several vehicles in page 156 as stated in this following exercise:

This is how Meilin and her friends go to school. Meilin goes to school by _____ (answer: car) with her father. Seta goes to school by _____ (bus). Made loves riding a bicycle, so he goes to school by _____ (bicycle). Nurul lives far away from school. She goes to school by _____ (boat). Dona lives near the school, so she goes to school on _____ (foot). Tigor goes to school by _____ (motorcycle) with his mother.

Based on the exercise above, it seems that females (Meilin, Nurul, Dona, and Tigor's mother) are only depicted 1) going to school by car with her father, 2) going to school by boat, 3) going to school on foot, and 4) riding motorcycle. Meanwhile, males (Meilin's father, Seta, Made, and Tigor) are depicted 1) driving a car, 2) taking a bus, 3) riding a bicycle, 4) going to school by motorcycle.

The depictions in the forms of pictures and sentences show that males are more active in riding, driving or taking vehicles. Therefore, these depictions show some inequities in the textbook that are a gender stereotype.

4.2. Interpretation of Gender Representation in the Textbook for Young Learners

From the description, the gender representation in the primary school English textbook that is in the forms of text and visual image, is immersed clearly. The gender representations found in the textbook are generally equal, although it does not cover all categories. The equality is depicted by addressing equal male's and female's names in the main characters, as well as giving pictorial illustrations in the textbook, even the occurrence of female pictorial illustrations are more frequent than male. Those equal occurrences of males and females are regarded as a notable tendency to promote gender equality in the face of gender discrimination and bias acting as a stereotype in society (Kayed et al., 2020).

Since most pictures in the textbook are characters of elementary students, the equality of female and male characters and pictorial illustrations in the textbook is consistent with the reality that the number of female population and participation in the education sector, particularly at the elementary level, is equal with male. In 2019, at national level gender parity in education participation had achieved a GPI (Gender Parity Index) of 1.00 for school enrollment rates of children between 7-12 years old. Meanwhile, back in the 1970s, the GPI for school enrollment rates was 0.89 that indicates a significant disparity in favor of males. GPI is a ratio of female to male values of a given indicator (Afkar et al., 2020).

Furthermore, the female and male characters as elementary school students are portrayed in school uniforms. Female students are pictured wearing white shirts and red skirts, while male students are pictured wearing white shirts and red shorts. Even though somehow the illustrations are still stereotyped by social or cultural norms (that females should wear skirts for example), these uniforms follow the government's regulation on school uniforms for elementary students. Therefore, how female students are pictured in this textbook only wearing red skirt uniforms is understandable.

In the examined textbook, male and female are depicted as having equal educational and intelligence levels. They both hold educated professional positions as doctors, police officers, fire fighters, pilots, students and so on. In terms of mental and cognitive ability, there is no bias or discrimination between male and female. They both hold professions that necessitate intelligence, effective performance, awareness, and competence. From a CDA view, the equal representation of both genders in social roles represents the socio-cultural beliefs and practices in societies (Kayed et al., 2020). This is in line with the reality that women's participation in various professions are rapidly improving in Indonesia and it becomes a point that the examined textbook promotes equality in this aspect.

As portrayed in the textbook that the English teacher, Miss Bertha, is female and appears repeatedly in many pages in the textbook, it is consistent with the fact that women hold more

than half the teaching workforce at the elementary and secondary levels in Indonesia. Unfortunately, in relation to leading and ruling schools, data reveal male's dominance over these roles. In other words, males acting as school principals are more than females (Afkar et al., 2020).

The data also somehow reveal the existence of an unequal representation of females and males in several activities and roles. Females go shopping for domestic necessities and cooking more often than males. This represents the societal stereotypical picture of females that infer activities such as shopping and cooking are their responsibility and task. However, the textbook portrays the actual stereotypical illustrations of males and females as they are really reflected in Indonesian society. In Indonesia, domestic roles such as shopping and cooking still tend to be associated with women. Women's jobs have traditionally been confined to the domestic sector, though women are now beginning to enter the public sector (Larasati, 2021). In contrast, males get involved in outdoor activities, such as driving many kinds of vehicles and doing more active outdoor activities during break time at school. The illustration is stereotypical since males seem to be physically stronger than females in active and outdoor activities (Kayed et al., 2020).

4.3. Explanation of Gender Representation in the English Textbook for Young Learners

Women's participation in all sectors are rapidly improving in Indonesia, and the government is working to promote equality for all societies. Thus, the unequal representation of gender in the textbook may disturb the process of women empowerment, while an equal representation could support female empowerment. Therefore, the English textbook for young learners as media to transfer ideologies is supposed to promote gender equality to support this process.

Based on the perspective of CDA, the in-depth analysis of the chosen data reveals an implicit ideological tendency favoring male over female in particular social practices. Both genders are pictured equally in terms of quantity and having the same social status, visibility, and social role. Some of the differences portrayed in the textbook could be attributed to natural differences between feminine and masculine or following the actual regulations. Similarly, male and female have equal societal power in the term of participation for job positions. Although the data revealed no imbalance of power between female and male, stereotypical illustrations of male and female are depicted in the textbook, for example as appeared in the pictures of female doing domestic roles and holding informal job positions more than male. This stereotypical illustration of females, regardless of portraying reality, may result in a biased perception of women in Indonesian society. Males, different to females, are portrayed in the textbook doing less domestic activities, but more active outdoor activities. This finding may lead to support the perception of gender imbalance (Aljuaythin, 2018). Even though the portrayals seem to be the reality of Indonesian society, those kinds of representations may lead the young language learners in enhancing their English language proficiency with equal perspective of male and female but with stereotypes toward male and female.

The inclusion of stereotypical portrayal in the textbook may influence the perspectives of societal gender and, as a result, the realization of reality. Unequal representation of gender in textbooks, in other words, may lead to maintaining views of cultural and social reality that are stereotypical. The fact that the examined textbook is intended for primary school students may lead to concern about the ideology which these children will likely understand

and internalize. Furthermore, the constant representation of the stereotypical female roles can teach young learners that these are the only roles acceptable for women, lowering the possibility of women performing roles that are typically men's roles. Similarly, Sulaimani (2017) states that keeping those kinds of depictions of men and women in the textbook may shape a society's reality; thus, encouraging gender biases contained in teaching materials may contribute to delaying the process of creating equality among human beings. Furthermore, biased representation of gender in textbooks tends to promote the ideology of female stigmatization among female students.

The textbook represents culture, society, even ideologies. Therefore, it is recommended to present a fair range of interest, traits and capabilities for both male and female students. Examining the gender representation contained in the textbook for young learners in the context of Indonesian society is similar to disclosing and mirroring the gender representation in Indonesia. The textbook mirrors the gender status in Indonesia. Women in Indonesia nowadays occupy professional positions as men, such as doctors, police officers, fire fighters, etc. They hold the equal rights as men in Indonesian society. However, the informal work sector such as sellers in the market, in the school canteen as portrayed in the examined textbook, are still dominated by females. This is in line with the reality in Indonesia that in the informal work sector, female labor dominates more. Even though this is the reality, this case should become a concern since the informal work sector often has lower labor protection than the formal work sector (Siscawati et al., 2020).

Textbooks as the primary source of ideas, beliefs, views, ideologies and so on, do not only provide relevant and linguistic contents, but also expose the ideology in the EFL context from a particular aspect. The contents in the textbook also reflect upon culture in society since the materials expose more of diverse Indonesian cultures that sometimes still have stereotypes toward male and females. While respecting these diverse cultures, the English textbooks are still expected to help learners in understanding the universal culture and global perspective particularly those related to gender equality. Therefore, learners would not be overwhelmed when facing conflicts in the process of global communication. It is suggested for the English teacher to improvise by giving more understanding about gender equality in terms of roles, participation, and other aspects while teaching using the textbook.

5. Conclusion

The English textbook as the primary source in the classroom should promote gender equality particularly to young learners because a young age is a critical age to shape the children's perspective, idea, beliefs, ideology, and so on. It appears that the examined textbook represents genders equally in terms of the quantity and social roles of job positions. However, the depictions of male and female in domestic roles and activities are still stereotypical. These portrayals somehow show the reality of Indonesian societies. These results may have the implication that English teachers for young learners are expected to improvise by providing more understanding about gender equality while using the textbook. For further research, it is recommended that designing teaching materials that promote gender equality could be carried out. Textbook designers and publishers are also expected to be more attentive to the issues of gender equality when designing and publishing textbooks.

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