

Gender representation in the textbook for vocational school students in the Indonesian EFL settings

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Abstract

A textbook is expected to cover all of the teaching necessities as well as educational values contained in the curriculum. Conversely, many scholars or researchers in the study of gender representation portrayed English language textbooks tend to have gender-biased in terms of gender representation in which males are represented more than females in many aspects. Hence, investigating how males and females are represented in Indonesian EFL textbooks is highly beneficial to be explored to clarify and update the finding based on the previous studies. The concern of this current study is to investigate gender representation in the Indonesian EFL textbook for vocational school students by using the framework proposed by (Amerian & Esmaili, 2014). The analysis of the data is based on critical discourse analysis and content analysis. Surprisingly, congruent with most previous studies, the finding reflects that there is inequality in terms of gender representation in which females are underrepresented in the textbook. The finding of this recent study pinpoints the depiction of how males and females are represented and depicted in the Indonesian EFL textbook, as a result, it is expected to convey the awareness of scholars, educators, textbook writers or designers, and policymakers as well related to this issue. Then, it is still highly suggested for scholars or researchers in future studies exploring gender representation in Indonesian EFL textbooks by using other books or other levels of education to evaluate the development of this issue.

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INTRODUCTION

Textbooks are a primary tool in educational practice. Nowadays, the role of textbooks in this modern era is still irreplaceable and still the primary media to transfer knowledge and values in the teaching and learning process. As a source of learning practice, textbooks have a beneficial role in achieving the objectives and aims of learners' needs (Cunningsworth, 1995). In Indonesian educational practice, textbooks should fulfill Indonesian standard values/norms and should be free from negative content, e.g. radicalism, pornography, violence, racism, and gender stereotypes; it should be noted that textbooks are required to encourage values or norms contained within the five pillars on Indonesian ideology, i.e. religiosity, humanism, pluralism, democracy, and social justice as well (Setyono & Widodo, 2019). Reflecting on the previous points, a textbook should fulfill the value of the curriculum, e.g. to deliver social justice by representing the role of females and males fairly.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) emphasize the importance of gender equality in education by promoting Education For All (EFA) (as one of the proposals in the Dakar convention held by UNESCO) in which some of the goals to voice that everyone (whether boys or girls) deserves to get education as well as learning sources equivalently; then, as stated before, gender equality has also become its concern (UNESCO, 2015). Some scholars also promote the significance of gender equality, Mägi et al. (2016) argue that gender equality is the key factor in a democratic society, societal well-being, and economic growth. Ullah and Skeleton (2013) convey that gender discrimination is necessary to be resolved in school as it may influence some crucial aspects of children, such as children's life choices, motivation, self-esteem, and children's role in society since they will see how their roles as boys and girls depicted toward the textbook.

The study of gender representation has been conducted massively by scholars or researchers to seek how English language textbooks portray the figure of males and females. In Uganda, Barton and Sakwa (2012) examined the representation of males and females in the textbook for secondary school by using both quantitative and qualitative analysis (using critical discourse analysis). The finding indicated that the roles of females are under-represented. Ullah and Skelton (2013) also did an investigation concerning gender equality in 24 school textbooks in Pakistan by using qualitative content analysis. This investigation pointed out that the textbooks are embedded gender-biased in favor of males. Males' pronouns, pictures, and characters are found significant than females. Then, in terms of gender roles, the textbooks still depicted traditional gender roles in which females are mostly described in the domestic domain, e.g. as mothers, and housewives; nevertheless, males occupy roles in the public domain, e.g. working in the office.

Moreover, in the Indonesian context, Tyarakanita et al. (2021) scrutinized the representation of gender stereotypes in two junior secondary school English textbooks by using Visual Narrative Representation and Language Sexism theory and pinpointed that both textbooks reveal gender stereotypes in which the social role of males is presented more frequently compared to females in both written texts and visualizations. This study also notes that critical awareness of gender stereotyping is important to be considered for language textbook writers when designing language textbooks. Correspondingly, Fatmawati et al. (2022) interrogated gender representation in two English language textbooks for junior high school students and vocational school students by using mix method research approach. This study discovered that the chosen textbooks demonstrate the imbalance of gender representation in which males dominate all the criteria, e.g. characters, occupations, and activities. This study recommends EFL teachers promote gender equality in education by examining and evaluating textbooks.

In connection with the findings of the previous studies regarding gender representation in English language textbooks, it can be concluded that all the findings indicate the unequal representation between males and females in the textbooks. Males are depicted as more visible compared to females for gender roles. For this reason, further investigation concerning the representation of males and females in the textbooks is still significant to be conducted to verify the results from the previous studies. In addition, exploring gender representation by using critical discourse analysis is still rare to be used based on the previous findings. To fill these gaps, this present study designs to discover the representation of males and females in the textbook for vocational school students by using critical discourse analysis as a research approach. Moreover, the investigation of gender representation is conducted by applying the framework or category proposed by Amerian and Esmaili (2014), i.e. the intensity of males and females involved in the textbook, the

societal role of males and females, the semantic role of males and females, the title of males and females, order of appearance, activities of males and females, masculine generic construction, as well as the pictorial representation of males and females in the textbook.

METHODS

This study employs critical discourse analysis (CDA). The main purpose of CDA is “to describe and explain how power abuse is enacted, reproduced or legitimized by the text and talk of dominant groups or institutions”(Van Dijk, 1996, p. 84). CDA is constantly utilized by scholars in the study of gender to unveil the relationship between text and society. CDA not only focuses on the linguistic aspect of the discourse but also focuses on the hidden agenda that may shape the discourse. For this reason, CDA is worthwhile to be conducted to uncover how the chosen textbook (i.e. forward an English course for vocational school students grade XI) displays females and males. The textbook is chosen for some substantial reasons: the former since it is used as the learning materials in English language teaching for vocational school students in Indonesian EFL settings; then, the investigation concerning gender representation in the textbook for vocational school students is infrequently to be explored in the previous studies, hence, investigating gender representation in this textbook is beneficial to be conducted for determining how males and females are demonstrated. Further, for getting the unequivocal finding related to how males and females are portrayed in a textbook, the data derives from one textbook only. Furthermore, this study also embeds content analysis perspectives. Content analysis is a research technique in the social sciences that assumes that the data (e.g. texts, images, and expressions) require to be seen, read, and interpreted (Krippendorff, 2004). It is done to reveal the meaning of the data. Many scholars have utilized content analysis in the study of gender representation in the textbook.

The data of this present study derives from the content (i.e. consisting of ten chapters) of the textbook published by *Erlangga* company since it contains gender representation issues. It is written based on elements of the 2013 curriculum and scientific approach. It should be noted that the textbook is still employed nowadays as the resource or teaching material for English language teaching for vocational school students in the Indonesian educational system. The data analysis relies on Fairclough (2015) which consists of three stages, i.e. description, interpretation, and explanation. In the description stage, the analysis is based on linguistic aspects of the discourse and from the perspectives of content analysis. It is done by using the framework proposed by Amerian and Esmaili (2014), i.e. the intensity of both genders involved in the discourse, male and female societal roles, male and female semantic roles, male and female titles, order of appearance, activities both genders involved in, masculine generic construction, and pictorial representation of both sexes. Then, each category of the framework is calculated to unfold the results of the framework. Then, based on the result of the previous stage, in the second stage, the analysis goes to the interpretation related to the result of the previous stage. Lastly, in the third stage, the analysis goes to uncover socio-cultural or ideology that may contain in the chosen textbooks and shape the authors’ perspectives in determining the roles or representation of males and females in the chosen textbook.

FINDINGS AND DISCUSSION

Discrimination toward the intensity of both genders involved in the discourse

The intensity of the gender involved in the discourse can be one of the parameters to uncover whether the textbook is gender-biased or not. In this study, the number of males involved in the discourse is 46 times. Whereas, the number of females involved in the discourse is 55 times. It indicates that males are underrepresented in the textbook in terms of their occurrence. Then, in the textbook, they are labeled with nouns as well as their title or titular representation. The following table is the representation of males and females in terms of the intensity involved in the textbook.

Table 1. The intensity of males and females in the textbook

Males	Females
Dodi, Roni, Riko, Deni, Teddy, Angga, Mario, Tito, Denis, Mr. Made Wijaya, Mr. J. Sitanggang, Lukas, John Robert, Mr. Wibowo, Sir, Sean Alexander, Mr. Adam, Akbar, John, Ron, Tim Patrick Filler, Mr.,	Lia, Diana, Sarah, Ellen, Gita, Maya, Chika, Chika Sarah, Lia, Tania, Tiara Ayu, Mrs. Diah Sumitro, Santi, Patricia Pepper, Anna Yapri, Claire Turner, Lady White, Ann Brookers, Mrs. William, Halley,

Tom, Ronny Simanjuntak, Bambang, Mr. Rusdi Handoyo, Mr., Tri Handoyo, Mr. Bobby Febrianto, Mr., Lukas Sinatraya, Doni, Oka, Noorhadi Hermansyah M.A, Prof. Gordon Marshall, Rian Pratama, Bimo Satrio, Doddy, Rudy, Ketut Yudistira, John, Doni, Thomas, Sir, Jim Stuart, Bagus	Sally, Diana Hill, Melati Tobing, Farah, Tiara, Frida Aryani, Mrs. Ramadhan, Nadya Citra Rahmani, Tiara Shandy, Mrs. Lande, Sheila Lande, Anis, Wulan, Nurhayati, Widyawati, Lia, Nina, Ms. Ernani, Ms. Marita Rawung, Lala, Nia, Andrea, Rosana, Rita, Amy, Elsa, Hamidah, Andhita, Vita, Marita, Sophie, Mom, Ashley, Christine Margaret
Total: 46	Total: 55



Figure 1. The example of the intensity female and male occurs in the textbook

Discrimination toward stereotypical representation

In this present study, in terms of male and female societal roles, both males and females are represented equally. The male is shown as a parent, office worker, marketing, director, president of chambers of commerce, music conductor, bank director, school principal, chief scientist, professor, deputy manager, chief manager, photographer, and principal of the college. In the same way, female also plays a key role in societal role. They are presented as a radio announcer, parent, marketing, office worker, vice-principal, and office or school secretary as well

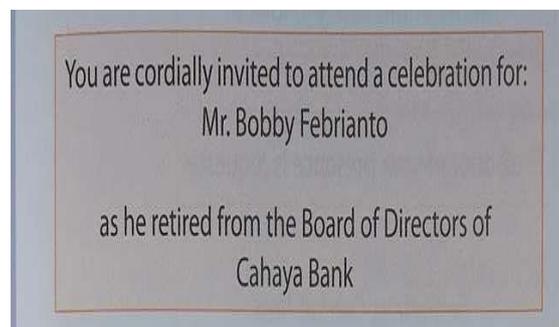


Figure 2. The example of societal role

Discrimination toward semantic roles

In terms of semantic roles, males might play a dominant role or inferior positions; whereas, females are presented to be dependent on males (Ahmad & Shah, 2019).

Correspondingly, in this textbook, males play the dominant role or inferior positions. They are shown as a leader of a particular position, such as office director, bank director, school principal, chief scientist, deputy manager, chief manager, and the principal of a college. On the other hand, females are shown dependently to males, e.g. as vice-principal, school principal, and office secretary.



Figure 3. The example of semantic role

Discrimination toward titular representation

A different title for both genders is used in the English language. Males are usually labeled with Mr or Sir. Whereas, females are labeled with the title Ms., Miss, and Mrs.

In this textbook, males are labeled frequently with their titles, e.g. Mr. and Sir. In addition, Mr. is used as long as nine times, then Sir is used 3 times. So, the number of male titles used in this textbook is twelve. They are represented as Mr. Made Wijaya, Mr. J. Sitanggang, Mr. Wibowo, Mr. Adam, Mr., Mr. Rusdi Handoyo, Mr., Mr. Bobby Febrianto, Mr, Sir, Sir, Sir John Beddington. Later, females are labeled as Mrs. & Miss. The title Mrs. used in this textbook is four times. Then, the title of Ms. used in this textbook is two times. Hence, the number of female titles used in the said textbook is six. They are represented as Mrs. Diah Sumitro, Mrs. William, Mrs. Ramadhan, Mrs. Lande, Ms. Ernani, and Ms. Marita Rawung.

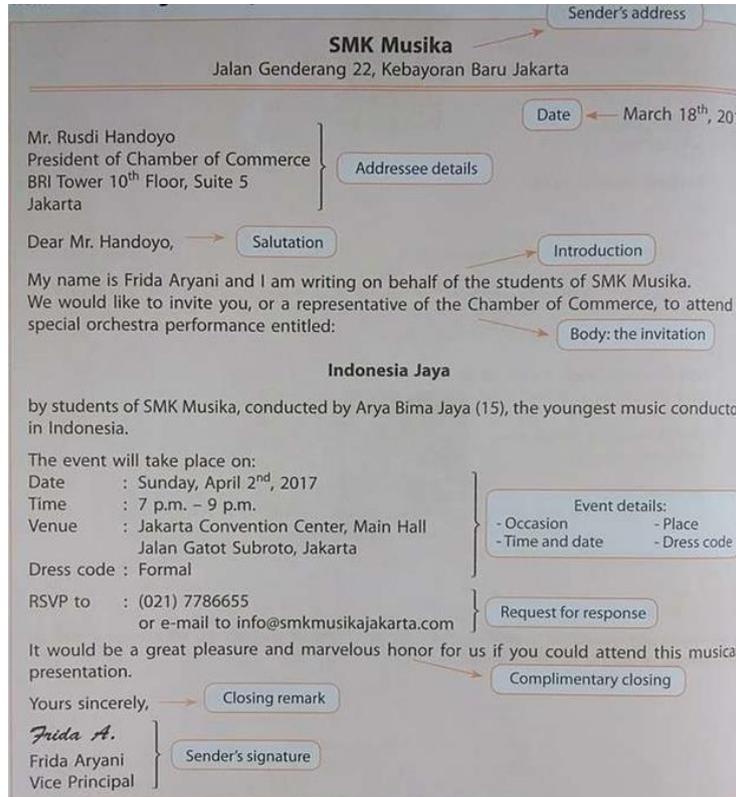


Figure 4. The example of titular representation

Discrimination toward order of appearance

Order of appearance refers to the emergence of gender (i.e. male or female) to be first mentioned in the discourse. In this present study, the number of males to be first mentioned in the discourse is twelve. While the frequency of females to be first mentioned within the discourse are eleven. For this reason, it can be inferred that the inequality of gender representation in terms of order of appearance in the discourse is not extremely biased although the number of males to be first mentioned in the discourse is more than females.

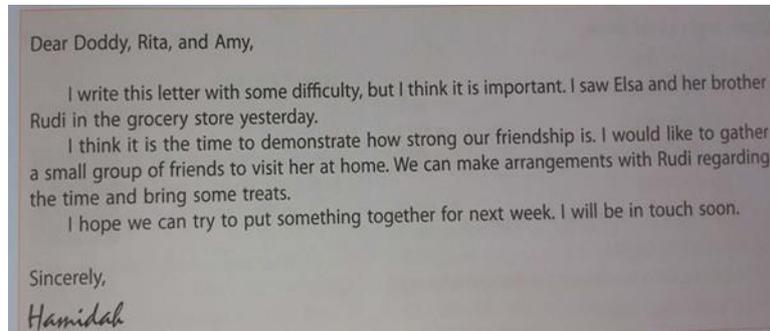


Figure 5. The order of appearance example

Discrimination toward representation in activities

In this study, the number of males involved in the various activities is fourteen, as follows: throwing garbage, playing football, doing homework, as president of the chambers of commerce, as a music conductor, celebrating of director bank, as a principal, as a chief scientist, as a professor, as a deputy manager, as a chief manager, as a photographer, as a principal of a college, and as a job seeker. Conversely, the number of females involved in activities is only seven, such as a radio announcer, engaging in bridal shower, birthday party, as a vice principal, dinner, secretary of high school, and secretary of a company. Then, it is essential to affirm here that there is also an unfair representation of females in the activities in which females are portrayed in doing insignificant activities, e.g. birthday party and bridal shower. Thus, there is inequality in terms of gender representation in activities in the textbook since the social and outside activities are dominated and powered by males.



Figure 6. The example of activity



Figure 7. The example of activity

Discrimination toward male generic construction

Male generic construction is also mentioned with 'androcentrism'. In this study, males are mentioned with titles, proper nouns, or names, such as Noorhadi Hermansyah, Bimo Satrio, Doddy, Mr. Made Wijaya, Mr. J. Sitanggang. Then, females are also labeled with titles, proper

nouns, or even names. Yet, it is surprising to figure out here that they are also mentioned by using common nouns, such as mom. The use of the common noun (e.g. mom) in the textbook for representing females indicates that there is unequal representation in terms of building their generic construction.

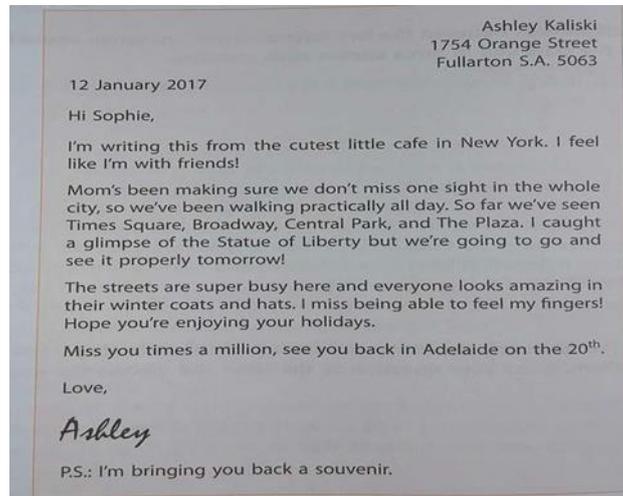


Figure 8. The example of generic construction

Discrimination toward pictorial representation

Pictorial representation in the textbook is investigated by observing the intensity of males and females involved in pictures for each chapter of the said textbook. The pictures of each chapter will be displayed below:



Figure 9. Pictorial representation of males and females in the textbook

Based on the pictures, males are involved in terms of pictorial representation in chapters 1, 3, 7, and 10. While females are involved in chapters 1, 2, 3, 9 and 10. Whereas, there is no representation of both genders to be involved in chapters 4, 5, 6, and 8. Further, males and females are represented equally in terms of pictorial representation on the cover of the textbook in which the cover displays the pictures of four students that are comprised of two males and two females. Interestingly, females also play a dominant role in terms of the quantity to be involved in all chapters. The number of females to be involved in all chapters are ten. On the contrary, the number of males to be involved is six times. By referring to the previous points, it can be affirmed that the said textbook tends to explore females to be represented in the book chapters more than males. So, it can be inferred that there is inequality in terms of pictorial representation in the said textbook in which females have the dominance to be involved in the book chapters. Moreover, it is significant to note here, that females also lead the criteria in terms of the intensity to be involved in the discourse. This pinpoints that among eight criteria used in this study, females just dominate the criteria in terms of 'quantity' (i.e. the quantity of visibility and pictorial representation as well). Meanwhile, the

representation of both genders in terms of semantic roles, titular representation, order of appearance, representation in activities, and generic construction is as if legitimized for males. This shows the stereotype in which females are depicted as an insignificant or passive group in the textbook.

The result of this present study unveils if males play a dominant role in terms of gender representation. From the framework used, it can be implied that males dominate the representation in the categories, i.e. discrimination toward semantic roles, discrimination toward titular representation, discrimination toward an order of appearance, discrimination toward representation in activities, and discrimination toward male generic construction. Whereas, females just dominate two among eight categories, i.e. discrimination toward the intensity of both genders involved in the discourse and discrimination toward pictorial representation. Furthermore, in terms of discrimination toward stereotypical presentation, both of them are presented equally. Here are some reflections and notes derive from the finding:

First, in terms of the intensity of both genders involved in the discourse, the result reveals that the intensity of the females to be involved in the discourse is not too different compared to males but the facts reveal if females' intensity to be involved in the discourse is more than males. The intensity of the representation between males and females obviously will bring an impact through their participation in the English language subject, since one gender gets more exposure compared to another gender. Yet in this case, the intensity of females and males is not too significant. As a result, it will not cause a gigantic impact on the participation of both genders in the classroom since the number of males and females in the visibility is not too significant. However, this may create a hidden curriculum that justifies and transfers values to students (i.e. males and females) regarding the insignificant roles of females in society (since in this present study females are displayed as the passive or insignificant social group, i.e. they just ascribed in terms of the quantity in the visibility and pictorial representation); in addition, a hidden curriculum can promote privileges in favor of certain social groups (Ahmad & Shah, 2019); in this case, males are favored as the social group.

Second, this study indicates that there is no unsymmetrical representation of males and females in stereotypical representation. Stereotypical representation has something to do with the societal roles of both genders (i.e. males and females) in society. The finding pinpoints that there is no gender-biased in the textbook in terms of societal roles since females also play a position in social life, such as: working in the office, as a school secretary, and as a vice-principal. This finding is congruent with the societal roles in the real life in which females also participate in the various kind of roles in Indonesia. For this reason, it may affect the textbook authors' perspective direct or indirectly related to the representation of males and females in terms of societal roles in this textbook.

Third, in terms of semantic role, it indicates that this textbook is gender-biased in which males are shown in inferior positions. However, females are presented to be dependent on males or in inferior positions. Meanwhile, in the twenty-first century, the campaign for gender equality in Indonesia has attained full support from the government and women could also have the same chance the same as men for working in various kinds of jobs and important positions (Setyono, 2018). Referring to the previous point, it can be inferred that the campaign for equal representation between males and females in terms of the opportunity for having a symmetrical position in occupation, is still not depicted in the chosen textbook and this kind of finding implicitly or explicitly may shape students' minds and perspectives related to what kind of jobs that they may or will gain in the future.

Fourth, in terms of titular representation, it sheds light that there is an unequal or biased representation in terms of male and female titles in which males play a dominant role in the use of titles in the textbook. The emergence of using males' titles frequently can give the portrayal implicitly or explicitly that males or men get more recognition compared to females or women by using their titles many times in the textbook.

Fifth, in terms of order of appearance, this study discovers although the frequency of males being mentioned first than females is not too different, it does not mean that the chosen textbook is free from gender-biased in terms of this category. Further, in the reality of social life and Indonesian culture, it could not be neglected that the fact that commonly males are still perceived as a leader, superior, and dominant in the various aspects of social life. Therefore, the biased representation in this category can be the reflection of textbook authors' beliefs that they discover in real society. Later, in the perspectives of gender unsymmetrical, the first mentioned in the discourse is more

worthwhile than the second since it reflects the beliefs that the one who mentioned first is superior. Conversely, the one mentioned in the second defines that they are dependent and inferior.

Sixth, this study points out that males and females are depicted unequally in terms of the activities of both genders involved in the textbook. The imbalance of representation of men and women in terms of activities will bring the message to students related to the what is the common things in society regarding their roles. Hence, the students will internalize and absorb the message as natural and true (Asriyama & Sari, 2022).

Seventh, the portrayal of male generic construction in this study figures out that the depiction of both genders in terms of male generic construction is precisely not free from androcentrism. 'Androcentrism' is a term used for the evaluation of individuals and cultures based on the standards, values, and perspectives of males; it does not explicitly present negative descriptions of girls and women, yet the concept of androcentrism is openly a favor to boys or men (Hibbs, 2014). The use of common nouns (e.g. mother) in depicted women in the textbooks, shows if the textbook contains androcentrism and it directly or indirectly can be perceived by the students (especially girls or women) concerning the common roles of women in social life.

Last, in terms of pictorial representation of males and females, the finding is an imbalance in favor of females. It is also surprising to affirm here that women also lead the intensity in terms of inclusion to occur in textbooks as already stated before. To emphasize, if we see the phenomena of education regarding the number of males and females in the schools for any education level (e.g. elementary school, junior secondary school, and senior secondary school), female students constantly lead the quantity. For this reason, it might indirectly influence textbook authors in including the representation of both genders in this category.

Additionally, the issue of gender representation in the English textbook has also become a notable concern in other EFL countries. In the Saudi Arabia context, Aljuaythin (2018) investigated a study concerning gender representation within two EFL textbooks and pinpointed that there is a gender imbalance in favor of males. Thus, this imbalance has led to the representation of women as stereotypical figures and marginalized. Additionally, this study argues that the underrepresentation of women as stated before could establish a false reality surrounding perceptions toward women and could hinder the process of ensuring equality for all humans. Equally, Sulaimani (2017) also explored gender representation in Saudi Arabia and revealed that the textbook is gender-biased due to the underrepresentation of women in the textbook. Then, it should be noted that the previous studies regarding gender representation issues in EFL textbooks are in line with this present study in which females are represented less than males.

Further, in the Pakistan context, Ahmad and Shah (2019) conducted the same study in public and private schools in Punjab and unveiled the textbook is highly gender-biased in which represented males more than females. Similarly, Norova (2020) also investigated the representation of males and females in EFL textbooks for an elementary school in Uzbekistan and found that there is an imbalance in gender representation within EFL textbooks in which men are depicted considerably more than women. Then, she also notes that the underrepresentation of females in the textbooks displays those English EFL textbooks contain a stereotypical agenda and sexist ideology. Hence, the previous studies from (Ahmad & Shah, 2019; Norova, 2020) as already discussed also match compared to this present study. As stated before, the result of this study also illustrates that males and females are represented unequally.

Moreover, the same result concerning gender representation in EFL textbooks is also revealed in other studies in the Indonesian context. Nashriyah et al. (2020) explored gender representation in EFL textbooks for elementary school and pointed out every single textbook is gender-biased. Males dominated three categories, namely: priority, activity, and occupation. Whereas, females dominated in one category only. In the same way, Agni et al. (2020) also did research related to the same issue and pointed out that female is hidden, underrepresented, and framed in traditional gender stereotyping. Further, Emilia et al. (2017) also explored gender representation in an Indonesian EFL textbook and revealed males were presented as adventurous, active, risk-takers, and independent. Specifically, the previous finding is also in line with this present study in terms of male & female representation in activities and male & female representation in the semantic roles. According to those points, this present study notes that social roles and outside activities are dominated by males. Males are shown in superior positions as well as independent people. Then, the other investigation of gender representation conducted by Nunun et al. (2020) also proves the same thing.

Considering the above-mentioned findings, In Indonesia, the importance of gender equality has been promoted by the government and authorities in social life and education practices as well. In the context of Indonesia, gender equality means a social movement to raise and voice that women can also occupy the roles of men in social roles, e.g. having the symmetrical opportunity the same as men in terms of occupation (Lestariyana et al., 2020). Furthermore, in the context of Indonesian EFL textbooks, the equality of the representation between men and women should also be implemented in the Indonesian textbooks since as already affirmed by Setyono and Widodo (2019) that one of the pillars of Indonesian ideology is the social justice for society (i.e. women and men). On the contrary, the reality of the movement and implementation of gender equality in Indonesia is otherwise. The result of this present study and the previous findings from (Agni et al., 2020; Emilia et al., 2017; Nashriyah et al., 2020; Nunun et al., 2020) indicate that the disparity between men and women still exists in social life in which women are still considered to be dependent to men and still unsymmetrical compared to men in Indonesian EFL textbooks.

All in all, it is very substantial to discuss here that “every human being is born with a sex and into a gender, which is a formation of roles molded by society and culture” (Söylemez, 2010, p. 751); and historically, obtaining the equal rights for Indonesian women is not the facile thing since they had to struggle to gain it long before this country achieved its independence from Dutch colonialism (Setyono, 2018); moreover, Widodo (2018, p. 133) argues that as one of the curriculum materials, “textbooks are not neutral but value-laden and socio-historically constructed”. Accordingly, in connection with the previous points it can be inferred that gender-biased is frequently contained in this current study as well as the previous findings (as already stated and discussed before), may be affected by the Indonesian culture and history in which the patriarchy culture which considered the image of a man as a superior and dominant person still exists and legitimized by the society; then, this kind of phenomena is implicitly or explicitly absorbed by the textbook designers and writers in representing men and women in Indonesian EFL textbooks

CONCLUSION

This study is conducted to figure out how females and males are described in the English language textbook for vocational students. Based on the framework proposed by Amerian and Esmaili (2014), it can be inferred that this present study portrays that males dominate the categories more than females. The result of this study pinpoints if males have dominated five among eight categories, i.e. representation toward semantic roles, representation toward the title, representation toward the order of appearance, representation toward activities, and the representation of males toward generic construction. While, females only dominate two of the eight aspects, i.e. representation of the intensity of both genders involved in the discourse and representation of pictures in the textbook. For this reason, there is inequality in terms of gender representation in the chosen English textbook for vocational school students in which females are underrepresented in the said textbook.

Then, to add a positive note, here are some recommendations based on this present study. The former, teachers’ commitment or teaching philosophy is needed to face this problem since the issue of gender representation in the Indonesian EFL textbook is tend to be neglected. Later, by referring to the previous note, all of the stakeholders in the Indonesian educational system, for example, government, policymakers, textbook authors, school stakeholders, and teachers should be aware of gender representation issues in the Indonesian EFL textbooks since it can also impose the value in character education which becomes the major concern in Indonesian national curriculum. Lastly, as affirmed by Aljuaythin (2018) that the investigation of gender misrepresentation in EFL textbooks is a never-ending process. For this reason, it is highly suggested for future studies for exploring the study of gender representation by using other books or other levels of education to observe and verify whether most Indonesian EFL textbooks tend to contain gender-biased or not.

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