GENDER REPRESENTATION IN INDONESIAN EFL HIGH SCHOOL TEXTBOOK THROUGH CONVERSATION TEXTS

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ABSTRACT

Gender representation in schools is one such field of ELT study. Since students spend most of their time at school, gender representation could affect students' language use and social life. Half of the influence comes from the material they learn; it is a textbook. A textbook is a crucial device to deliver language and social behavior. Asking male to start the discussion, and the female has less portion in two ways communication are the acts of gender stereotyping in language. The concern about it is an up-bringing judgment through social behavior. Otherwise, the textbook is not a single-handed influence because students' attitude in social life matters. The need for students' awareness of avoiding gender bias sets this article. Another objective is to reveal how gender role represented in conversation tasks of high school English textbook. This investigation also examines gender-neutral and gender-marked constructions used in conversation texts. The researcher undertakes a content analysis in a textbook with a qualitative research method. The researcher decides it is a content analysis research design. Afterward, the researcher concludes that gender role in conversation texts of English textbook is fairly represented and the English textbook has progressive content. As the example is the appearance number between men and women is equal. Through this research, the researcher expects that education practitioners (students; teacher) understand non-gendered/gendered-words and practice conversation without stereotyping gender role textually and socially.

Keywords: gender in textbook, gender-neutral and marked vocabularies, the order of gender appearance

INTRODUCTION

Language and gender have been carried out broadly as a part of the educational system (Jannati, 2015), whereas Holmes (2003) was confident with this theme as well, which her statement was "language and gender is a particularly vibrant area of research and theory development within the more extensive study of language and society."

Many collections of readings on language and gender are compilations of papers already written and published. In the education field, gender issue becomes common since colonialism era. Men got higher education, but women got only elementary graduated. It contrasts to the current situation that Indonesian government supports children from seven years old to gain basic education program and provides scholarship program for their higher education (Barakat and Bengtsson, Brewis, 2018). Generally, to reach gender unbiased issue is when women and men get the equal status and opportunity to contribute in politic,

or economic, social, and cultural development, even to benefit from the results (UNESCO, 2015).

Gender bias awareness at school is essential since people learn and reproduce behavior through observation (Lee, 2016). Gender bias shows in the education field by fluke through its materials. Stromquist, Lee, and Brock-Utne (1998) argue that textbooks and school materials have continuing influences on learners' beliefs about gender roles, as the texts and pictures heard and learned regarding women and men set their minds. The researcher believes that analyzing gender roles in English textbooks would be worth to develop more.

There are numerous studies of gender roles in textbooks. They have drawn bias representation of jobs and verbs which are applied textually to females or males (Macleod and Norrby, 2014), activities and occupations which are shown in the pictures in the textbooks (Law and Chan, 2016). Also, Emilia, et al. (2017) marked about transitivity analysis in English textbooks and found that gender roles were presented in an asymmetrical manner. This present study gathers conversation texts in English textbooks as its analysis interest, and then notices the use of gendered-words in conversation texts.

This present study proposes to know gender representation in conversation texts of an English textbook. Furthermore, the researcher apprehends about gender in conversation texts of English textbook, then uncovers two research questions: 1) how is the order of appearance of women and men in conversation texts of English textbook? 2) what are gender-neutral and gender-marked constructions used in conversation texts of English textbook?

The issue of gender was up since 1970s. The study of gender develops to the broader field through the years. Gender has female/feminine and male/masculine term that are belonging to social. A social influence is an element of gender roles and a strong impact to how ones build their gender (Sirén, 2018). It means that the terms are built by social and it impacts people on gender tagging.

Lorber (1994) cited that individuals are born "sexed" but not "gendered." In the social construction of gender under the influence of parents, schools, peers, and the mass media, children learn to walk, talk, and behave in the way that their community expects boys and girls should. Sex refers to more biologically notion, and gender refers to the socially form of individuals. The school takes control of this gender construction to children since school is the second home to the children.

This gender classification is created to build awareness that both male and female have the same portion in society. Practically, this gender differentiation creates different gender roles. Gender roles, according to Blackstone (2003) and Lorber (2003), are closely intertwined with cultural and the different levels of power that males and females hold in society from which a set of ideas about appropriate gender behaviors that govern the lives of males and females are constructed accordingly. It means that culture, behaviors, and activities of people shape their gender. It is not otherwise meaning; people's gender determines their behaviors, power, and activities. Bandura (1977, 2001, 2003) notes that people learn behavior through observation, so if there is any gender stereotyping in textbooks, school children will imitate it.

The next term is gender bias as Stitt and Erekson (1988) defined that it is a set of beliefs and attitudes that indicate a primary view or a set of expectations of people's abilities and interests according to their sex. For example, judging the color pink as for female only or doing skin care is not masculine thing. Other examples in language use are men should apologize first and disagreement if women do the conversation first. Those examples trigger people in surroundings which makes gender unbiased is struggling in Indonesia. The 1945 Constitution explicitly states that women and men deserve equal rights, but the concept of equal rights is shaped by different cultural traditions and legal systems that operate in Indonesia (Leavitt, 1971; Reeves, 1987).

Bringing back the context in school, boys and girls develop their ways of using language. Insofar as language is gendered in educational settings, this will affect their

experiences of education and what they get out of it (Swann in Holmes, 2003). Therefore, a school should handle the understanding of creating gender roles somewhat is crucial. With this understanding, there are no female students who feel superior to male students and vice versa.

Taking Halliday and Hasan (1989) idea on the word "text" of textbooks, a text can also be seen as ``an instance of social meaning in a particular context of a situation,'' and thus a process as well as product. Textbook texts are in the written mode, but importantly, are written to be read and thus interpreted through the reader interacting with the text.

The importance of textbook analysis in gender topic is also stated by Lee (2016), who analyzed five indicators for nine textbooks in total, yet in this present study attends two research questions only. The first is the order of men and women in conversation texts of high school English textbooks; the second one is the using of gender-neutral and gender-marked construction. Finding the order of men and women in texts will spill the beans of the ratio of women/men appearance. Moreover, recognizing gender-neutral and gender-marked construction used in textbooks will find out whether the textbooks are progressively organized or conservatively.

METHOD

The researcher uses content analysis due to time efficiency as Bryman (2012) said that the researcher allows for tracking changes in quite a short time. Moreover, the content analysis serves many items as the research data.

It engaged one textbook from senior high school level; English for Senior High School Grade X. This textbook is currently used at school in the majority because it is a national supplier with latest time publishing. Moreover, English for Senior High School Grade X has an average amount of conversation text and more complex situation that is appeared. The use of note and table were required to collect and analyze the data.

The researcher selected three respondents, these respondents have been selected because they have knowledge and experience in language and literature study. Two of them are graduated from English education department, the other one is graduated from English literature department. Thus, the researcher assumed the respondents will share understanding about the research theme but bring varied views to realize masculine and feminine people's names.

The researcher collects the data in along June 2019. To conduct the whole research, the researcher began in April 2019 and finished in August 2019.

Deciding the textbook is the first step of this inquiry. Then, listing the conversation texts includes its characters. The researcher took gender mix conversation only. The researcher typed the conversation texts to count the words by using automatic words counter in Microsoft words. The researcher recorded how many conversation texts are started by male and how many conversation texts are initiated by female. These steps helped the researcher to answer first research question.

Furthermore, the researcher separated gender-marked and gender-neutral vocabularies and calculated its frequency in conversation texts. In addition, the researcher opted member checking to make sure the data credibility. The researcher set a questionnaire for three selected respondents. The questionnaire consisted of fifteen questions related to research question (RQ) number one; about the order of appearance of women and men in conversation texts of English textbook.

The data analyzed with four steps: data collection, data reduction, data display, and verifying the conclusion. This process of data analysis is adopted by Miles and Huberman (1994). After all, the data collected, the researcher reduced the data. Among the numbers of conversation text collected, the researcher might not register some of them into the table. It decided when conversation texts have all men or all women characters. Then, the data were analyzed and complete. The researcher displayed the data through a table in order to look at the findings easier. On the last step, the researcher concluded by adding a percentage in the findings and possible factors behind the findings.

The instrument of the research notes. It is used to list and organize the data. Meanwhile, the instrument of the analysis is adapted from Lee's (2016) research questions; the order of appearance and the extent of use of gender-marked and gender-neutral vocabulary. It will present in the form of the table below.

Table 1.

Categories	Criteria	Codes
The order of appearance	• Order of mention of women and men in a conversation text • Order of mention of men and women in a phrase coordinated by and/or	• Male first • Female first
Gender-marked/gender-neutral constructions used/vocabulary	• Frequency of occurrence of man/men, the compound words ending with a masculine morpheme (i.e. -man/men, -boy(s), -master(s)) or a feminine morpheme (i.e. -woman/ women, -girl(s), -mistress(es)) and their corresponding gender-neutral counterparts. • Frequency of occurrence of gender-inclusive paired pronouns (he or she, her/him, etc.)	• Gender-neutral • Gender-marked

The order of appearance analysis is done by noticing how the conversation texts start – who starts the conversation and who will be mentioned first in the context of phrase – whether it is female or male. The order of appearance shows the amount of male and female firstness in sentences or conversation texts.

The next analysis is the use of gender-neutral or gender-marked words. The examples of gender-neutral words are *people* and *the*m. While, the examples of gender-marked words are an *actor* for male, *actress* for female, *she*, and *he*. This part also uses a table to show the number of words. Gender-neutral terminology is in line with Mustedanagic's (2010) notion: the linguistics evidence that things done by man is masculine, done by woman is called as feminine, and language with gender free is called neuter.

FINDINGS AND DISCUSSION
A. Findings
1. The Order of Appearance

There are nine conversation texts and 1331 words. Later, the researcher shows the frequency or how often the words appeared. For example, the word "you" occurred in three different texts, so the word counts as three as well. Conversation texts in English for X grade shows complicated situation; the conversations happened between two people (male only, female only, or mix gender) and more than two people (mix gender). The other findings are the name of the characters – Deni and Riza – it could belong to female or male. The researcher could not identify the gender because there was no picture as the supporting data collection.

Picture is needed for the paper to get gender judgment. Through picture, the researcher can physically see whether the character is male or female. Like (Mujiyanto, 2016) cited that verbal passages have high dependence on visual representation, thus adding the image part is important.

The following table studied the findings of the order of appearance.

Table 2. The order of appearance

	Total
Male first	Two texts out of 5
Female first	Three texts out of 5

The conversation I had two characters; Edo and Slamet who were both males. Conversation IV and IX happened between two people who were both females. The researcher decided not to count the texts in the table findings. Conversation VII started by the named host, that is classified as gender-neutral word and not to count in the table.

In instances, conversation II and III had mix gender characters in the texts. Both the conversation text II and III started by male character; Samuel and Ditto. Somehow, conversation V, VI, and VIII started by female character; Riri, Santi, and Ami. Putting female terms after male terms is reflecting the secondary status of women, according to (Amare 2007; Eckert and McConnell-Ginet 2013; Lee 2014; Lee and Collins 2010) that is another form of gender bias or asymmetry in language. However, these findings show its contrast where female firstness was done more than male firstness.

Studies of gender representation in both the text and illustrations were assessed by (Litosseliti 2006; Spender 1982; Zittleman and Sadker 2002). Yang (2016) cleared the definition of gender representation in illustrations by selected pictures which have terms of genders' hair length and clothing. In "English for Senior High School Grade X" textbook, the conversation I is the only text which had illustration among nine dialogue passages.

Conversation I has done by Edo and Slamet, the illustration was two persons who had short hair, wore shirts and pants in dark tone colors. By researcher's knowledge and behavior, Edo and Slamet names were for men. By authors' illustration, Edo and Slamet were visualized as men too.

Conversation VII has occurred between host, Orville, and Wilbur. Orville and Wilbur are historical figures, they are well-known as brothers who invented airplane. So, this is a fact that Orville and Wilbur in dialogue passage are men.

2. Gender-neutral and gender-marked vocabulary

In these findings, the number recorded about how often the word appeared in the conversation texts of the textbook. The pronouns *I* and *you* appeared the most because the data is conversation text, so the texts or sentences lived in two-way communication and the conversation involved around *I* (speaker) and *you* (hearer) only. Pronouns *I* and *you* listed as gender-neutral vocabulary. While pronouns *he* and *she* appeared when people in the dialogues described others. Lee (2016) did the same way, he included frequency counts of feminine and masculine pronouns.

Table 3. Gender-neutral and gender-marked vocabulary

Gender-neutral (N)/Gender-marked (M)	Vocabulary	Number of appearances
N	I/my/me/mine (pronouns)	77
N	You/your/yours (pronouns)	72
N	We/our/ours/us (pronouns)	34

N	They/their/theirs/them (pronouns)	4
N	It/its (pronouns)	18
M	She/her/hers/herself (pronouns)	1
M	He/his/him/himself (pronouns)	19
M	Man	1
M	Sir	1
M	Sister	1
M	Dad	5
M	Father	1
M	Mother	2
M	Mom	1
M	Uncle	2
N	Inventors	1
N	Human	1
N	Heroes	1
N	Schoolmates	1
N	Teachers	1
N	Parents	1

Gender-marked pronouns occurred 20 times, and it counted as a minor number. However, the other gender-marked vocabularies like man, sir, sister, dad, mom, etc. were found 14 instances. The gender-neutral pronouns were found 205 in total, and the other gender-neutral vocabularies were found 6.

The researcher noted that *she/he* as the gender-marked vocabulary and *I/you/we/they* as the gender-neutral vocabulary. This consideration is cited from (Lee, 1999; Lee and Collins, 2009; Pauwels, 2001; Pauwels and Winter, 2006) that in order to redress gender inequality, many English users have increasingly replaced the masculine generic pronoun *he* with the paired pronouns *he* or *she* or generic *they*.

B. Discussion

For the order of appearance analysis, the researcher used member checking or respondent validation to get other point-of-views and to get data trustworthiness. An often noted purpose for using member checking is the correction of bias of misinterpretations made by researcher, ensure accuracy, and authenticity in representing participants' experiences (Fossey et al, 2002; Kornbluh, 2015).

There is no debating for Conversation I which had Edo and Slamet as the characters. Both of them were male. Conversation II had Samuel, Alif, Sinta, Deni, Santi, Bejo, Ivan, Bintari. The conversation was started by Samuel, it was male first kinds of appearance order. It was a mix gender conversation yet the researcher could not decide either the conversation is dominated by male or female characters.

Taken from the researcher's knowledge and experience, Deni's name is for female. On the other hand, the respondents told that female characters in the Conversation II were Sinta, Santi, Bintari. Respondents' recognized Deni as male, it means that Conversation II were dominated by male characters.

Moreover, the narration in Conversation II was like "After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him." It illustrated that male character was the highlight character in that conversation.

Conversation III had Ditto and Cita, the dialogue was started by Ditto so it is male first appearance order in mix gender conversation. This conversation text opposite with the previous one. Conversation III narrated that female character was stand out by

winning a competition, "Cita has won the first winner of the story telling competition in her school. Her best friend congratulated her."

Conversation IV was female only dialogue, they were Rahmi and Sinta. Conversation V and VI was mix gender dialogue and had same characters; Riri, Santi, Bayu. Both of Conversation V and VI were initiated and dominated by female.

Conversation VII had done by Host, Orville, and Wilbur. It is clear that Orville and Wilbur are male characters as explained. All respondents agreed that host is masculine term, so the dialogue was categorized in male first appearance order.

Conversation VIII had occurred between Ami and Riza, while Ami as the first speaker. All respondents voiced that it is female first conversation, but one respondent did not agree that it is a gender mix conversation. Last text had no different perceptions, Nadia and Rima were doing Conversation IX.

Nevertheless, Conversation I, IV, VII, and IX did not count into the finding. Former account, Conversation I, IV, and IX was one gender conversation while Conversation VII initiated by host which was a gender-neutral word registered. Recent description is Conversation VII listed to one gender conversation, according to respondent validation this conversation was all male characters. So, two passages initiated by male and the other three passages initiated by female are final finding.

Next discussion will be about the second research question (RQ); gender-marked and gender-neutral construction used in conversation texts of English textbook. Its finding recorded that gender-neutral pronouns usage is more than gender-marked pronouns. It will connect to the upcoming additional finding whereas (Argamon, Kopple, Fine, Shimoni, 2003) concluded that female writers use more pronouns (I, you, she, their, myself).

Another finding is the writers of English for Senior High School Grade X (Bahasa Inggris Kelas X) are female; Utami Widiati, Zuliati Rohmah, and Furaidah. The writers wrote male characters dominantly, but showed female-first appearance order on three texts out of five. Female writers' features which are noticed by the researcher: the using of intensifier "very". Poynton (1989) found that female uses more words of approximation or intensifiers, such as "about", "around", "so", and "very".

Table 4. Women writers feature: the using of intensifiers

Conversation Text Number	Sentences
I	-
II	• Thank you **very** much. This is because you always help me. • I am **very** happy for you, Alif. • Thank you **very** much. • That was great. You must be **very** proud of your achievement. • It's **very** kind of you to say so. Thank you. • I must congratulate you on your success. • Thank you **very** much for saying so.
III	• …Excellent. You **really** did it well. • Don't worry, you're a **very** good story teller. Good luck.
IV	• … This book is excellent. You **really** did a great job.
V	• That sounds like a **very** good plan!
VI	-
VII	• Today we have **very** special guests…
VIII	• That's a **very** good program.
IX	• BJ Habibie. I like him **very** much.
Total	13

Among 1331 words, there were 13 intensifiers usage in total. There were 11 intensifier "very"and two intensifier "really'. Female used more superlative terms, had references to far more people, and used the intensifier "really" (Olsson, 2000).

The second feature is the using tag questions as Lakoff (1975) theory which said "tag questions are symbols of lack of confidence". Hamdan (2011) emphasized that tag questions are used when speakers seek confirmation. Many researches revealed that tag questions are frequently used by women.

Table 5. Women writers feature: the using of tag questions

Conversation Text Number	Sentences
I	-
II	-
III	• I heard that you will be the representative of our school in the story telling competition of our regency. **Is it true?**
IV	• **Really?** Hey, what a beautiful skirt you are wearing.
V	• **Stay at home?** Well, you could do something more interesting! • **Fishing?** Are you going to go fishing in the river near your house? • **Fishing?** That sounds great… • …Your mom is a real baker, **isn't she?**
VI	-
VII	• **Airplane?** What is the tool for? • Oohh, **is it like a flying car?**
VIII	• **Really?** What was it?
IX	• He worked and stayed in germany, **right?**
Total	**20**

As shown in table 5, its total was frequency of words though its total for the expression was 10 expressions. From two main findings and this additional finding, all of it intertwines the discussion, facts, and judgment. Overly, there are probable factors behind the findings; the authors want to present different situations in real conversation.

The authors drew twelve male characters and nine female characters. Even as (United Nations Department of Economic and Social Affairs: Population Division, 2019) reported that female population is 50.1% over male population, which is 49.9%. It is not baseless that the authors tend to have lively works. A further probable factor is the textbook writers are progressively fine with whoever begins the conversation.

Characteristics which are prescript for students: agentic, communal, dominant, weak, emotional, intelligent, independent, shy, active, likeable, helpful, wholesome, rebellious, noisy, sexually active, masculine interests, masculine appearance, masculine toys, feminine interests, feminine appearance, feminine toys (Koenig, 2018). This prescriptive stereotype will not be in textbook, students should learn it through their society. In every students' phase in knowing their gender roles and behaviors, students are helped by their surroundings; friends, teachers, and parents. They must be wise enough to know which are applicable and which are not.

People should be distinguished by basic duality (seeing the world in terms of right and wrong), students move through multiplicity and belief through the stage of developing commitments in belief. In the final phase of developing commitments, the students come to understand that there are multiple basis, that commitment to identity is ongoing, and that context is influential to understanding multiple perspectives (Perry, 1970; Pascarella and Terenzini, 2005).

Therefore, the right students' attitudes in social life for being aware about gender are: knowing their gender roles and join appropriate behaviors, having model or surroundings to

figure out their identities, minimizing discriminate people by ones' sexes, and judging people by ones' self-quality (ones' right and wrong acts, kind and rude acts, etc.).

CONCLUSION

This article presented two points of conclusion: the first, the order of appearance. From five conversation texts, there were two conversation texts which the male character opened the conversation first. The term is named male firstness. While the other three texts initiated the female character to open the conversation, or so named female firstness. The percentage is simply marked with 40 %: 60%. Through this point, the possible factor is that the authors are progressively fine with whoever starts the dialogue. Another possible factor is the authors want to present different situations in real conversation, which is drawn by textbook. So, the authors hope that the textbook is not monotonous. The second point is there were found 205 gender-neutral pronouns and six gender-neutral other vocabularies. Otherwise, there were 20 gender-marked pronouns and 14 gender-marked other vocabularies.

This present study expects that education practitioners (students; teacher) understand non-gendered/gendered-words and practice conversation without stereotyping gender role textually and socially as well as expecting this research is useful and applicable in the field of language and gender in English Learning Teaching (ELT) or EFL. For those other researchers, whether they should conduct the same research questions with an elaborative explanation or should manage innovative research questions. Innovative research questions aim to get more extend findings and discussion.

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