

The Analysis of Gender Position in English Language Teaching Coursebooks: Pathway to English for The Senior High School

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Abstract

The gender status in ELT (English Language Teaching) textbooks for Eleventh Grade Students is examined in this study. The study goals are as follows: to determine what gender position is equal in the textbook Pathway to English and to identify what male and female roles are appropriate for their gender position in the textbook. Content analysis was employed as the study approach. The data from this study were studied in six areas of gender, and they are: Female or male graphical depiction or illustration, female and male characters who play professional/occupational roles, proper nouns, pronouns, common nouns, and titles are all stated as female or male. Female and male role models: The number of role models, female/male activities are any actions performed by a female or a man. The pattern of mentioning female/male names refers to female and male characters in the same sentence. The data shows that the numerical representation of females in this book is less than males in all aspects.

Keywords: *English Language Teaching, Gender, Representation, Textbook,*

Introduction

Throughout these decades, the problem of gender bias in English language acquisition has been widely discussed. The issue of gender bias focuses on how men and women are depicted in learning, particularly in English learning. Gender bias may be found in the language in the classroom and instructional materials utilized during the learning process. The disparity in roles and portrayals of men and women presented in educational materials may not reflect reality. As a result, studying English is supposed to raise awareness of gender equality between men and women in depicting instructional materials.

The United Nations, through UNESCO, emphasized the significance of gender equality in catering education for both boys and girls in 2005, 2006, and 2007. According to Sylvie (2009), the framework to determine gender equality in the textbook was subsequently synthesized. The framework also identified the textbook's critical role in promoting gender equality—however, new research studies on gender bias in textbooks are still limited.

Zhao et al. (2019) detected the gender discrepancy in the text embedding. Furthermore, Johansson and Bachelder (2009) defined gender bias as a scenario in which one gender is treated unjustly in comparison to the other. In addition, Mustapha (2013) noted that gender bias might damage the quality of education because it can

affect the development of children since gender bias is a systemic unfairness of representation that marginalizes one gender, particularly women.

The materials used in the classroom by teachers and students are referred to as textbooks. Teachers must assess the textbooks used in the school before selecting items. Teachers should choose a textbook before using it in the teaching-learning process since not all textbooks are appropriate for use in the classroom.

Textbooks play a vital role for both teachers and students because, in addition to serving as a reference for understanding and helping students study, they also help students grasp the content they will learn by reading and comprehending it. A good textbook acts as a practical learning tool to assist pupils in learning. A good textbook must be an intriguing learning resource and pique students' interest in learning it. As a result, textbooks must be engaging, particularly in language and content, and influence students' abilities to think, act, and behave.

There are various critical difficulties with learning materials/textbooks. One of them concerns the representation of gender in the English Teaching Textbook (ELT). Gender difficulties are part of Indonesia's socio-economic challenges, the most serious of which is the significant gender disparity. Gender awareness and teaching have been influential in the school curriculum, implying that gender study in textbooks is required. Textbook contents must be examined to maintain high-quality books.

Language determines how students perceive and interpret the world around them, and students learn language through textbooks. Furthermore, the content of ELT textbooks expresses cultural and societal norms such as gender. According to Davies et al. (2008), Because students are impacted by attitudes and values around them, including the importance of the textbook that they acquire in school, it is vital that the textbook reflects balanced pictures and facts about males and females, as well as encourage broad choices and diverse roles for both sexes.

According to Davies et al. (2008), the notion presented in a guide to evaluating and choosing learning resources has an inherent gender bias due to their historical or cultural context. Students should be made aware of the context when such resources are used. Moreover, it is critical to analyze gender in textbooks since textbook contents include an intrinsic gender bias.

The textbook has a vital role in the teaching and learning process. According to Weninger (2018), textbooks are one of the most common learning materials in language instruction. Given the importance of instructional materials in ELT, numerous recent studies have reviewed the content of English textbooks, which typically indicate a limited application of WE/ELF guidelines Chan (2020). In examining textbooks, researchers frequently employ criteria unrelated to the current teaching situation but are linked to broader social or cultural concerns involved in language learning. The gender role presented in the textbook is one of the essential aspects textbook's vital function in channeling specific gender beliefs or ideals Ariyanto (2018). Many studies have examined the gender roles in the textbook, such as Barton and Sakwa (2012), indicating that positive female role models are under-represented and that the text's language excludes females. Even though uneven and stereotyped depictions of women can still be found, analysis has increasingly focused on characterizing sexual minorities, revealing significant heteronormativity in several commercial textbooks.

According to the Analytical and Capacity Development Partnership (ACDP) Indonesia, various gender bias materials were discovered in Indonesian textbooks. They found that the illustrations featured in many kindergarten books were primarily male. The kindergarten textbook and several levels of education such as elementary, junior

high school, and senior high school. In line with (Dewiki, 2008), It was discovered that 95 percent of the drawings used in Bahasa Indonesia textbooks and math textbooks in elementary, junior, and even high school were males.

Gender stereotypes that arise in society impact people's ideas and conduct. These preconceptions would almost certainly result in gender prejudice. One of the institutions of gender socialization is the school. The internal perception of gender of an individual may or may not be the same as the gender assigned at birth. There are many more gender identities than "woman," "transman," and "a gender." Because gender identity is internal, it is not always evident to others. Furthermore, gender identity is frequently confused with sex, even though gender and sex are distinct concepts. Cultural identity is the feeling of identity with a group, culture, or individual as they long to influence a group or culture.

Numerous texts and theories have been written about the role of gender in schools and how it affects students' goal achievement. According to studies, early experiences with gender equality are essential for children's future. According to one research published in 2004 by the National Agency for Education, the Agency's yearly compilation of final grades in compulsory education showed a clear gap in outcomes between boys and girls. In comparison to males, girls do better in subject examinations and are more interested in human rights, the environment, the future, and ethical attitudes.

Gender representation begins in the classroom. Gender prejudice socialization is one of the themes. Analyzing is the best approach to learning about gender prejudice. It is necessary to analyze textbooks to identify the signs of gender bias. Furthermore, there are several sites from which to obtain a variation textbook. As a result, examining is a crucial step in learning about gender representation equity. According to the explanation, gender equality must be included in textbooks to maintain textbook quality. Swedish International Development Cooperation Agency (SIDA) (2015) states that men and women should be treated equally. Gender equality is realized when women and men, girls and boys, have equal rights, life chances and opportunities, and the capacity to design their own lives and contribute to society.

The first prior research is *The Representation of Gender in English Textbooks in Indonesia*, conducted by Yonata and Mujiyanto (2017). The study examines the similarities and disparities in gender representation in Indonesian English textbooks. For this study, they utilized two textbooks. The non-native speakers' textbook is called *Bahasa Inggris*, and Widiati, Rohmah, and Furaidah wrote it. The native speakers' textbook is called *Aim High*, and Falla and Davies created it. It was discovered that *Bahasa Inggris* and *Aim High* are both similar in terms of male dominance over female dominance in the workout and visuals sections.

Furthermore, both textbooks show male characters involved in social and outdoor-related activities in higher education. Furthermore, the distinction between *Bahasa Indonesia* and *Aim High* is that *Bahasa Indonesia* has no one female or equal shared dominance in all portions. However, *Aim High* has female dominance in all parts. The difference between this research and the research conducted by the researchers is located in the instrument used. Yonatan and Mujiyanto used two kinds of textbooks to describe the similarities in gender representation between both textbooks. While the researchers only used one textbook to see the gender representation. In contrast, both the researchers and their research have the same purpose, to see the gender representation in the Indonesia textbook.

The second research was conducted by Al-Qatawneh and Al Rawashdeh (2019). The research examined gender representation in the ninth-grade Arabic language textbook in the UAE. The data shows that This textbook has a problem with female underrepresentation. The study results show many fewer female roles than male roles, indicating substantial inequalities in the depiction of gender roles and imbalance in this textbook. In particular, 99 positions were assigned to women, compared to 292 jobs assigned to males. This research has a different instrument that is used in the research. Al-Qatawneh and Al Rawashdeh's research used the Arabic language textbook for the ninth grade. Moreover, they see the gender representation from religious and historical, educational professional, social and family, the traditional, the language used.

The third research was conducted by Lee and Gahrouei (2020). The research purposed to investigate how gender is represented in the Iranian Ministry of Education's new "English for School Series, Prospect." The result found that there is still a lack of visibility for women. The writers appear to endorse Islamic culture's male domination, confining females to household and school situations and identifying women with traditional occupations. This research has the same result as this research. Male-dominated the textbook while the visibility of females is still lacking. The differences show in the aspect that the researchers analyze. Lee and Gahrouei (2020) see this from Islamic gender ideology, while the researchers just see it from the social aspect.

Method

The study employed the qualitative method and used content analysis. The study looks at gender representation in an electronic EFL textbook for senior high school students. Gender representation in the electronic EFL textbook was investigated using content analysis.

The primary source of the current research data is taken from textbooks for MA/Senior High School that are used by students and teachers in Indonesia, and supplementary data were obtained from the authors/writers of the textbooks that were related to the information that supports the completeness of the data required.

The researchers decided to collect the data using document analysis. According to Ary et al. (2010), this method described written or text-based items such as textbooks, periodicals, and journals. Document analysis is a sort of qualitative research in which documentary material is studied to answer specific research questions using a systematic manner. Like other qualitative research approaches, document analysis requires regular examination, study, and interpretation of the data to get meaning and empirical knowledge of the construct under consideration. Document analysis can be performed as a stand-alone study or as part of a more extensive qualitative or mixed methods study. It is typically used to triangulate findings from another data source. Document analysis is a rigorous procedure for researching or evaluating printed and electronic information (Bowen, 2009). Moreover, Prior (2008) stated that documents typically represent facts, ideas, arguments, narratives, or information in multi-modal forms. Therefore, they usually include pictures, diagrams, symbols, and the like and words.

Before obtaining the research outcomes, it was necessary to outline the procedures or stages of the current research analysis. The following were procedures used by Fahriany et al. (2019) throughout 1) Identifying, at this point, was a very preliminary activity to find any potential sources and information required for the research's data analysis technique. 2) Determining. A significant action will be carried

out in this second stage. This task required deciding on all things that were to be explored. 3) Coding, some exercises were completed in the third stage that involved making marks on various data types. This phase was a vital aspect of the current study's analytic approach. 4) Constructing checklist. In this step of the analytical technique, the categorization was carried out based on the data's features and traits. 5) Tabulating, this step aims to enter data depending on the group or typology of the data. 6) Analyzing, this stage was completed to have a significant action related to the data processed in the previous stages. The fifth and last stage was to aggregate patterns so that the researchers could offer a full explanation of the study topic. To improve the correctness of the findings, member checking was employed. The student teachers all agreed that the findings were correct. (Creswell, 2010). 7) Interpretation is the most significant task, which involves making sense of any findings or results. Those findings and outcomes were compared to previous research findings that were most closely connected to the current study findings. Furthermore, the research findings or findings must be confirmed to those associated ideas that are consistent with or contradict the findings or study findings. 8) Concluding, at this step, the researchers have completed an essential task, namely making inferences from each discovery. This action was deemed significant since it demonstrated the clarity and completeness of the research results while also demonstrating the answers to the research questions.

Furthermore, there are six aspects of gender representation suggested by Logsdon (1965, cited in Azhari, 2021) used to analyze the data. The six aspects are First, female and male pictures. There is a female or male graphical depiction or illustration in the textbook. The researchers calculated the number of female/male images or illustrations in Pathway to English. Second, female and male roles. The researchers counted female and male characters who play professional/occupational roles in Pathway to English. Third, Females and males are mentioned. Proper nouns, pronouns, common nouns, and titles are all stated as Female or Male. The researchers counted the number of females and males who stated in Pathway to English. Forth, female and male role models are shown in literature, drawings, or activities. The number of role models provided in Pathway to English was tallied. Fifth, female/male activities in Pathway to English are any acts taken by a woman or a guy, such as shopping, driving, studying, working, etc. Sixth is the pattern of mentioning. The naming of female/male names pattern refers to using both female and male names in the exact phrase.

Results

The book from Erlangga entitled Pathway to English was analyzed in six aspects of gender: Female or male graphical depiction or illustration, female and male characters who play professional/occupational roles, proper nouns, pronouns, common nouns, and titles are all stated as female or male. Female and male role models: The number of role models, female/male activities are any actions performed by a female or a man, the pattern of mentioning female/male names refers to the use of both female and male names in the same sentence.

Table 1. The Number of Female or Male Pictures or Illustrations

Unit	Male	Female
1	4	7
2	8	6
3	-	-
4	6	5

5	2	3
6	-	-
7	2	2
8	-	-
9	12	6
Total	34	29

Table 1 shows the data from The Number of Female or Male pictures or Illustrations. In total, the male picture in this book contains 34 pictures, and for women, there are 29 pictures. It can be concluded that the male picture is more dominant in the book.

Table 2. The Number of females or Male Mentioned

Unit	Male	Female
1	17	8
2	13	14
3	13	28
4	17	5
5	7	4
6	28	22
7	7	8
8	4	1
9	22	3
Total	128	93

Table 2 shows the data from the number of males and females mentioned. It was discovered that there was a pattern of referencing female/male names. Male firstness is more dominant than females.

Table 3 The Number of Female or Male Role

Male	Female
Scientist	scientist
Student	Student
Teacher	Teacher
Conductor	radio announcer
Volunteer	Novelist
Government	Director
Executive	Actress
Police	Tea – leave – pickers
Head protocol	Engineer
Detective	Salesperson
Marketing	Singer
Chairman	
Councilor	
Football players	
Professor	
Singer	
Guitarist	
Saxophonist	
Composer	
Songwriter	
20	11

Table 1.3 shows the role of females and males in this textbook. There are several for males and females. The data in the table indicate 20 roles done by males and 11 roles

done by females. The data also found several roles are done by both males and females, such as teacher, singer, scientist, and student.

Table 4 The Number of Female or Male Role Models

Unit	Male	Female
1	Joko Widodo Ali Sadikin Fauzi Bowo	-
2	Gianni Versace	Agatha Christie
3	-	-
4	Christiano Ronaldo	-
5	-	-
6	-	N. H Dini
7	Skeeter Davis	-
8	-	-
9	Bruno Mars Chrisye Tomp Adam Levine Ed Sheeran Rayi Wolfgang Amadeus Mozart Kenny G. John Lenon Pat Boone Ludwig Van Beethoven R. Kelly Afgan J. M. Barrie Ismail Marzuki Ernest Gold	Taylor swift Celline dion Adele Raisa Andriani Anggun C Sasmita
	22	8

Table 1.4 shows that males have 22 role models while females have only eight. It can be concluded that men dominate the roles model in this book.

Table 5 The Number of Female or Male Activities

Male	Female
Teaching	Teaching
Observing	Broadcast
Building	Throwing
Playing	Arguing
Talking	Talking
Singing	Paying
Watching TV	Arrange
Listening to music	Listening to music
Driving	Singing
Working	Sweeping
Riding	Cleaning
Presenting	Working
Interviewing	Reading
Reading	
Catching	
Cooking	

The data in table 1.5 shows several activities done by females and males. The number of activities done by males is more than the activities done by women. There are 16 activities carried out by males and 13 by females, as for some of the work done by both males and females, such as teaching, talking, and singing.

Table 6 The Number of Female or Male patterns mentioning

Male	Female
Bayu and Rahayu	Mom and dad
His or her	Wendy and Brad
He or she	Vicky and James
Mr. and Mrs. Norris	Ladies and gentlemen
Mr. and Mrs. Thilman	Mother and father
Him or her	
Boys and girls	
Mr. and Mrs. Timothy Robson	
Mr. and Mrs. Demon Anderson	
9	5

Table 1.6 present the data about the pattern of the firstness between males and females in the textbook. The data shows that nine patterns show the male first and five patterns that show the female first.

Discussion

Some of the findings were discussed based on six aspects of gender representation. Table 1.1 shows the data from The Number of Female or Male pictures or Illustrations. In this aspect, the book shows that in unit 1, there are four male images and seven female images. In unit 2, there is only a difference between of 2 images. Male figures number 8 and female images number 6. For unit 3, no image indicates gender. There are only pictures of nature in the unit. In the fourth unit, there is only one different number. Male figures number 6 and female number 5.

Similarly, there is also a slight difference in the following unit, but the female picture is more than the male picture. The male picture numbered two and the female number 3. In unit 6, no image indicates gender. In the unit 7 picture, males and females are equal. Both have two pictures. Unit 8 does not have images that indicate gender. Then in the last unit, unit 9 is quite visible significant differences. The Male has picture 12, and the Female has picture 6. The male picture in this book contains 34 pictures, and for women, there are 29 pictures. It can be concluded that the male picture is more dominant in the book.

The first is in the textbook. There is a female or male graphical depiction or illustration. The researchers calculated the number of female/male images or illustrations in Pathway to English. Identifying the gender can be done by analyzing the attribute in the picture. Sylvie and Brugeilles (2009) stated analyzing attributes such as their clothes, hairstyles, and appearance. Items strongly stereotyped based on cultural context may occasionally give a foundation for categorization. Females, for example,

have long, knotted hair, while males have terse hair. Furthermore, females often wear skirts or dresses, while males typically wear trousers.

As shown in table 1.2, the number of males and females is mentioned. From unit 1, there are 17 pronoun males mentioned and 18 females mentioned. In this unit, Female is more dominant than Male. In unit 2, there are 13 pronouns mentioned for males and 14 for females. This unit has the same dominance as the previous, showing that females dominate. The female dominance mentioned in the last two units is followed by the third. Unit 3 shows that there are 13 male pronouns mentioned and 28 female pronouns mentioned. Unlike units 1-3, units 4 have males as the dominating. The data shows that there are 17 male pronouns and only five female pronouns. Unit 5 advanced seven male pronouns and four pronouns, females. In the next unit 6, there are 28 male pronouns and 22 female pronouns. Unit 7 is only different. One gap between males has seven pronouns and eight pronouns for females. In unit 8, the Male again dominates by having four pronouns and only one female pronoun. In the last unit, unit 8 showed a significant difference. Namely, the Male has 22 pronouns, and the female-only has three pronouns. From the data, it is shown that there are 128 male characters and 93 female characters.

Males dominate the character mentioned in this book. Finally, it was discovered that there was a pattern of referencing female/male names. Male firstness is more dominant than females. These findings also align with Yang (2011) research that shows males tend to be mentioned first than females. So, it can be concluded that males dominate the gendered character in this book. Gender imbalance may also be found in the nouns and pronouns used to describe men and women (Stockdale, 2006). The writer tallied the number of males and girls who expressed their intentions in Pathway to English. This book shows nouns, subject pronouns, possessive adjectives, sure names, titles, and common nouns.

Female or male characters whose analysis involves professional roles or occupations. Table 1.3 shows the data on the number of female or male characters. The table can be seen in the entire book. Twenty occupations are male, and females own 11 types of occupations. From the table, it can be concluded that males dominate the character's roles in this book. The researchers counted female and male roles who work in a professional or vocational capacity in Pathway to English. The occupation in the book is quite varied such as teacher, conductor, radio announcer, volunteer, novelist, government, director, actress, police, tea-leave – pickers, and so on.

Furthermore, the occupations are suitable for the gender. For example, the textbook shows that the occupation of the Male is chairman, Football player, and councilor. In comparison, females have salesperson, singers, and teachers.

Table 1.4 shows that males have 22 roles models while females have only eight models. It can be concluded that men dominate the roles model in this book. Public individuals depicted in textbooks serve as role models in the literature, drawings, or activities. The number of role models provided in Pathway to English was tallied. There is quite a high gap between male and female quantity. The Male has 22 role models in this book, while the Female has only eight, in line with the research conducted by Anjarwati (2020). She analysis the gender representation in the tenth-grade textbook. The results suggest that male role models outnumber female role models. There are 37 data points for males and 14 data points for females. There are 23 distinctions in favor of men in this case.

Table 1.5 demonstrates that there are certain activities. This book depicts 24 activities performed by both men and women. Reading, writing, and studying are

examples of such activities. This textbook depicts masculine activities that outnumber feminine ones. Female/male activities in *Pathway to English* are any acts taken by females or males, such as shopping, driving, studying, working, etc. Demonstrate that masculine activities outnumber female activities. Some activities, such as studying, working, reading, writing, and singing, are shared by both sexes. Female and male hobbies are often gender-appropriate. Sweeping, cleaning, cooking food, and shopping is feminine tasks listed in textbooks. Male pastimes include fishing, driving, riding, and video games. Male action, which women generally do, was discovered in this book. It is cooking. In Indonesia, cooking or preparing the food is usually done by females, especially moms. As stated in Lewis and Lupyan (2020), Cultural prejudices such as the belief that males are better suited for paid labor and women are better suited for home and family care. In this book, a sentence states that "father cooked delicious food" indicates an unsuitable role for gender. Although females usually do cooking, some men did that role, such as chef.

Table 1.6 was analyzed the firstness of gender of mentioning in this book. From the table above, nine patterns of firstness mention Male first, and five patterns mention female first. So, it can be concluded that this book's first pattern is male-dominated. The pattern of mentioning female/male names, on the other hand, refers to the usage of both Female and male names in the exact phrase. When two gender-specific nouns or pronouns appear in a text as a pair, such as a mother and father or he/she, the first one might be perceived as having a greater rank (Stockdale, 2006). This book demonstrates how males dominate firstness. Based on the data analysis, there are various vital results to remark. To begin with, masculine imagery predominates in the textbook.

There are several significant conclusions to mention based on the data analysis. For starters, male images predominate in the textbook. Muthali'in (2001) believes that male visual dominance and prejudice against women exist. The findings point to a gender stereotype. Gender stereotypes are beliefs about numerous characteristics of men and women, such as the belief that men are more dominant than women.

Male-related vocations outnumber female-related ones in both textbooks. Furthermore, males outnumber females whether male or female characters participate in a job or occupation. In contrast, Yonata and Mujiyanto (2017) result demonstrates the dominance of feminine characters.

The findings of this study also show that the writers' background does not affect the gender position in the ELT (English Language Teaching) textbook that was studied. Even though two female authors wrote the *Pathway to English* book, the male authorship dominates the whole material. The findings of this study are connected to gender stereotypes. According to the study's findings, gender bias does present in textbooks. It has an impact on students' subconscious formation of gender ideology. It then activates gender preconceptions, influencing their cognition and behavior. According to Holmes et al. (2003), Naturalized gender inequalities are reproduced through gender stereotypes connected to gender ideology. They serve to maintain hegemonic male supremacy and female subjugation in this way.

The statistics above show the prevalence of male and female appearances. It demonstrated that Male characters are featured in literature more frequently than female characters. These findings aligned with Hamdan and Jalabneh (2009), who discovered that males are represented as more dominating and influential workers than women in many English language literature. Males were referenced in numerous chapters and presented as father figures, workers, etc., but females were mainly portrayed as students. Hall (2014) discovered an imbalance in gender representation

due to cultural and religious ideas in his study. Even though gender parity is growing in Indonesia, society still views men as more dominant than women due to religion and culture.

Conclusion

Based on the study's findings, the results showed that gender representation is uneven in the pathway to English. Males have more occurrences than females in all facets of gender representation analysis. The male character's dominance communicated no gender equality in the textbook. Overall, males predominated in gender representation in the Senior High School EFL textbook. To conclude, there are some suggestions for several sides. The textbook authors should thoroughly understand gender and gender representation when building sentences, employing pictures, illustrations, proper names, pronouns, and other issues connected to maintaining equality and gender balance. Through this investigation, the research results suggest that English teachers should be aware of the gender representation in the English textbooks because teachers play an essential part in explaining the textbook's content, which leads to the erroneous route in teaching the pupils as the young generation.

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