

**ANALYSIS OF GENDER REPRESENTATIONS IN
ROBINSON'S *ENGLISH CHEST STUDENT BOOK FOR
SECOND AND THIRD GRADE***

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ABSTRACT

Kesetaraan gender adalah sesuatu yang harus diprioritaskan. Dari penelitian sebelumnya, saya menemukan masih banyak ketidaksetaraan gender antara laki-laki dan perempuan didalam buku paket yang dianalisis. Hanya beberapa peneliti yang telah menganalisis kesetaraan gender dalam buku paket sekolah dasar. Oleh karena itu, tujuan dari penelitian ini adalah untuk menganalisis kesetaraan gender melalui representasi dalam buku sekolah dasar untuk kelas dua dan tiga yang berjudul “English Chest Book Second and Third Grade”. Penelitian ini menggunakan metode analisis kata dan visual. Temuan penelitian menunjukkan bahwa ketidaksetaraan gender masih ada dalam buku bahasa Inggris dalam hal kegiatan domestik, olahraga dan pekerjaan. Temuan penelitian ini diharapkan dapat membuat sekolah, guru dan peneliti selanjutnya menyadari ketidaksetaraan gender dalam buku paket.

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CHAPTER ONE

INTRODUCTION

This chapter discusses the introduction of this study. It contains Background of the Study, Statement of the Problems, Purpose of the Study, Significance of the Study, Limitation of the Study and Organization of the Study.

1.1 Background of the Study

Textbook is one of the most useful materials for students and teachers in teaching-learning process. A student needs textbooks to help him/her understand the material and makes him/her feel that they have accomplished something. “Many students like textbooks because they feel that they have achieved something when they finish chapter after chapter, and then finally the whole book, because progress encourages them in a positive way” (Nillson, 2006, p. 3). Moreover, teachers depend on textbooks because they are effective and help them to teach more easily. As Nillson said that, “Teachers can use time for teaching instead of producing material themselves” (2006, p. 3), besides, teachers can use their time more to create interesting activities based on the textbooks they use. As Harmer (2007, p. 304) stated that “Many good textbooks are attractively presented and they are prepared with a good structure that offer a coherent syllabus,

satisfactory language control and motivating texts and tapes.”

Textbook is one important media that can support any of English Language Teaching course. Therefore, before choosing a suitable book, conducting a textbook analysis is needed (Fatima et al., 2015, p. 79). According to Cunningsworth (1995, as cited in Anjaneyulu, 2014, p. 183), “Evaluating textbook would involve the careful selection of materials examining whether they reflect the needs of the learners, the aims, methods and values of a specific teaching program.” A textbook should consist of good and appropriate materials which do not contain gender inequality, gender bias, porn and intolerance issue. Thus, before teachers use a textbook, it is advisable that they analyse it first. The reason for this is many teachers in Indonesia are not aware of the textbooks they are using, and sometimes they contain unwanted content. According to Salamah’s (2014, p.2) experiences during PPKT (*Praktik Profesi Keguruan Terpadu*), most Indonesian English teachers use textbooks without doing a content analysis first. Teachers think that textbook analysis is time consuming and they do not know how to do it. “Since textbooks are such influential to students, it is worth to investigate the gender representation in textbooks, analyzing if there are underlying gender messages or values embedded which contribute to the formation of gender stereotype.” (Ching, 2014, p. 3).

There are only few researches whose studies are related to the topic of gender representation, for example, Wu and Liu (2015), Haque and Ullah (2016), Kinasih (2016) and Salamah’s (2014) studies. Wu and Liu (2015) stated that the social status of males’ occupations was higher than female while, in the context of sports, males increasingly played a role while females were decreasing in taking

the role in sports. Kinasih's study found a gender bias in a book entitled "*Gender Representations in an English Textbook for The Seventh Graders Entitled BRIGHT: An English Course for Junior Highschool Students*". The study was conducted in Indonesia. She used quantitative analysis as her method (2016, p. 23). The study reveals that males tend to be portrayed as successful characters with highly-paid occupations such as a businessman and a pilot, or occupations with high-level risks such as a policeman, a firefighter, a fisherman and a soldier. Moreover, Ullah and Haque's (2016) proved in their research that male's activities such as doing sports, tended to be more masculine than females' activities such as serving foods or planting. In addition, Ummu Salamah's (2014) stated that males tend to do the works related to the use of tools or machine and females tend to do washing and cooking. Hence, the researcher will do a research on *English Chest Student Book for Second Grade* and *English Chest Student Book for Third Grade's* gender representation that affects the students as readers. Besides, the researcher will find out the messages and values that are shown in the textbook through pictures of activity, occupations and sports in relation to gender representations.

From the previous studies above, the researcher concludes that there is no researchers who have done a research using *English Chest Grade 2* and *English Chest Grade 3*. Some researchers have gained data from *English Chest Grade 1* (Novelia, 2018) and *English Chest Grade 6* (Theresia, 2017). However, both researchers only analysed gender appearance and stereotypes. To fill the gap, the researcher will do a research on visual and linguistics analysis on gender representations in *English Chest Grade 2* and *English Chest Grade 3* textbooks.

1.2 Statement of the Problems

Based on the topic of the study, the problems are:

1. How are the male and female characters represented in *English Chest Grade 2* textbook in terms of activities, occupations and sports ?
2. How are the male and female characters represented in *English Chest Grade 3* textbook in terms of activities, occupations and sports ?

1.3 Purpose of the Study

The purpose of this research is to find:

1. How the female and male characters are represented in *English Chest Grade 2* textbook in terms of activities, occupations and sports.
2. How the female and male characters are represented in *English Chest Grade 3* textbook in terms of activities, occupations and sports.

1.4 Significance of the Study

1. Readers

For the readers, the study is expected to help them gain more information about gender representation in *English Chest Grade 2* and *English Chest 3* textbooks used in a primary school in Bandung so that they can avoid to have wrong perception about gender representation.

2. Teachers

For the teachers, the study is expected to help them improve their knowledge in textbook analysis and be aware of gender representation in *English Chest Grade 2* and *English Chest Grade 3* textbooks.

3. Researchers

For the researchers, the study is expected to be one of the references which can motivate them to conduct a deeper study about gender representation in textbooks.

1.5 Limitation of the Study

The limitation in this research on gender representation is the researcher only focus on English textbooks entitled *English Chest Grade 2* and *English Chest Grade 3* published by Asta which are being used in a primary school in Bandung. The researcher only analyse the representations of male and female activities, occupations and sports in the textbooks.

1.6 Organization of the Study

For the organization of the study, this research has five chapters. Chapter One is Introduction, which consists of Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Study, Limitation of the Study and Organization of the Study. Chapter Two is Theoretical Foundation which provides theories that are related to this research. Chapter Three is Research Methodology, which presents Research Design, Subject, Data Collection Techniques and Data Analysis. Chapter four is Findings and Discussion and it divided into two sections, the Findings and Discussion of Visual and Word analysis. Chapter Five is Conclusion and Recommendation that includes Summary of the Finding and Recommendation, it is divided into two sections which are Recommendation for School, Teachers and

Textbooks' Publishers. This chapters is followed by Bibliography that contains all the sources that have been used as the references. The last part is appendices that contain an example of some samples of analysis.



CHAPTER TWO

THEORETICAL FOUNDATION

This chapter presents theories used in this research. It discusses Understanding Textbooks, Understanding Gender and Gender Equality, Gender in Textbook and Previous Studies.

2.1 Understanding Textbooks

As stated before, textbook has an important role in teaching-learning process. “A textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process” (Yulianti, 2011, as cited in Rynanta, 2013, p. 1). Some core materials in English Language Teaching textbooks are related to grammar, vocabulary, reading, writing, listening and speaking exercises. Textbooks are also usually provided with pictures and illustrations (Salamah, 2014, p. 6). Sumalatha in Wu and Liu (2015, p. 116) added that “Textbooks are the most powerful instruments in shaping students’ belief, attitudes and values.” It can be said that textbooks are powerful in changing people’s mind. Therefore, textbooks has to be analysed first

before they are used in the classroom to avoid gender inequality that can lead to gender bias.

Analysing textbook is important, but not many teachers have done it. According to Salamah (2014, p. 2), in her experience during *PPKT*, most of Indonesian teachers use textbooks without analysing them first. The reason behind it is because the teachers do not know how to do it. They also think that textbook analysis takes too much time.

2.2 Understanding Gender and Gender Equality

Most people believe that sex and gender are the same but actually they are different. “Sex is usually categorized as female or male. Gender refers to the socially constructed roles, behaviours and identities of female, male and gender-diverse people” (Heidari et al., 2016, p. 1). In other words, sex is biological and given while gender is social and constructed. Generally, gender is associated with males or females roles. It usually influences people’s behaviour when they meet or interact with other people, their power in society and also their feelings. Moreover, after understanding gender, it is also important to understand gender equality. Gender equality means both women and men have the same role in society (Yonata & Mujiyanto, 2017, p. 92). For example they can be a police or a doctor.

There are striking differences between woman or females’ and man or males’ activities and occupations. ”...women’s work is associated with domestic works such as shopping for food, cooking meals, washing, ironing and child’s rearing. Although

men sometimes do the housework, they tend to do the works related to the use of tools or machine” (Salamah, 2014, p. 17).

What is more according to Bursuc (2013, p. 68) “...primary school textbooks show women as “school teachers, villagers, fruit or flower sellers, while men are viewed as astronauts, policemen, physicians, actors, conductors, and masons...”. In other words, women are still represented to do family-oriented responsibilities and men are portrayed to do technical and profitable careers (Bursuc, 2013, p. 69). “For example women are often get a low-paid, less-prestige, or low-risk jobs such as school teachers, models and singers. On the other hand, men are often get higher income and risk such as policemen, doctors and athletes” (Kinasih, 2016, p. 22). Here it can be said that the practice of gender bias still exists in textbook without teacher realizing it. If students keep using textbooks that contains gender bias, students will keep thinking that men are better than women (Salamah, 2014, p. 3). Hence, teachers should be aware about gender bias and always do analysis before using new textbooks for teaching. It is important because textbook analysis can avoid gender inequality and gender bias.

Therefore, textbook analysis is important to find out this kind of issues. Teacher should be aware with gender equality in textbooks, because it will lead to discrimination or gender bias.

2.4 Previous Studies

Some studies have shown gender representation in textbook such as the study of Wu, H., and Liu, W. L.’s (2015), Agni Kusni Kinasih’s (2016), Hazir Ullah and

Huma Haque's (2016) and Ummu Salamah (2014). The first study is Wu, H., and Liu, W. L. (2015) entitled "*Gender Representation in Primary English Textbooks in Mainland China 1978 to 2003*". Wu and Liu's study was conducted in China. They used quantitative analysis as their method (p. 120). They found that the social status of males' occupations was higher than females (Wu & Liu, 2015, p. 117). In occupation role, Wu and Liu (2015, p. 122) found that males were presented as a driver, a chef or a soldier, while females were presented as a nurse, a waitress or a cleaner. In the context of sports, some girls' sports are ping pong, basketball, and rope skipping in textbook 1 become only badminton and basketball in textbook 2, and also just rope skipping and running in textbooks 3 (Wu & Liu, 2015, p. 125). Some boys' sports such as football, high jumping and basketball in textbook 1 become football, running and basketball in textbook 2, and in textbook 3 become football, skateboard, basketball, ping pong, weight lifting, and running (Wu & Liu, 2015, p. 125). The analysis shows that in occupation and sports context, both males and females are presented unequally.

Kinasih's (2016) study entitled "*Gender Representations in an English Textbook for The Seventh Graders Entitled BRIGHT: An English Course for Junior Highschool Students*". The study was conducted in Indonesia. She used quantitative analysis as her method (2016, p. 23). The study reveals that males tend to be portrayed as successful characters with highly-paid occupations such as a businessman and a pilot, or occupations with high-level risks such as a policeman, a firefighter, a fisherman and a soldier. Occupations which are related to sport and music such as a footballer, a sprinter, a racer, a keyboardist, and a violinist are solely

attached to males; while females seem to be excluded from such jobs (2016, p. 26). Kinasih (2016, p. 22) conducted the study from an English textbook for seventh graders entitled *Bright*. To analyze how gender are represented, she uses seven categories. They are: occurrence of female and male characters in texts & illustration, occupational roles, domestic roles, hobbies/leisure-time activities, firstness in conversation, adjectives used for males and females and number of utterances in conversation. Kinasih also found out that gender bias and stereotypes have been portrayed in the representation of males and females in occupational roles, hobbies/leisure-time activities and adjectives used to qualify both genders.

The next study is from Ullah and Haque (2016) entitled “*The Representations of Boys’ and Girls’ Activities in School Textbooks*”. The study was conducted in Pakistan. According to Ullah and Haque, males activities tend to be more masculine such as doing sports, while females activities were less masculine such as serving foods or planting. Ullah and Haque conducted the study by using 24 English textbooks (2016, p.1) in Pakistan. The researchers analysed them using a qualitative content analysis.

The last study is from Ummu Salamah (2014) entitled “*Gender Representation in The English Textbook (A Content Analysis Bright for Seventh Grade Students Published by Erlangga)*”. The study was conducted in Indonesia. Salamah (2014, p. 17) found that males tend to do the works related to the use of tools or machine and females tend to do washing, cooking, shopping and do the housework.

From the previous studies above, the researcher can conclude that there is no researchers that have done a research using *English Chest* Grade 2 and *English Chest* Grade 3 textbooks. Some researchers have gained data from *English Chest Grade 1* (Novelia, 2018) and *English Chest Grade 6* (Theresia, 2017). However, the researchers only analyse gender appearance and stereotypes. To fill the gap, the researcher will do a research on visual and word analysis on gender representations and gender equality in *English Chest* Grade 2 and *English Chest* Grade 3 textbooks



CHAPTER THREE

RESEARCH METHODOLOGY

This chapter will present research methodology uses in this study. It contains the explanation of Research Design, Subject, Data Collection, and Data Analysis.

3.1 Research Design

The purpose of this research is to answer the research questions as stated before. The researcher uses quantitative method. “In quantitative data collection, you use an instrument to measure the variables in the study. An instrument is a tool for measuring, observing, or documenting quantitative data. It contains questions and response possibilities that you establish or develop in advance of study.” (Creswell, 2012, p. 14). Besides, the researcher chooses to analyse the data using visual and word analysis, because there are many pictures in the textbook. Hanrahan et al., stated that “Visual analysis means exploring data visually.” (2007, p. 5).

3.2 Subject

The subject of this study is *English Chest* Grade 2 and *English Chest* Grade 3 textbooks, written by Liana Robinson, which were published by Asta in 2012. The

textbooks are used in a primary school at Bandung. The textbooks consist of three units and 88 pages. The researcher will analyse pictures and sentences in the three units in the textbooks.

3.3 Data Collection Technique and Data Analysis

To collect the data, the researcher used *English Chest Grade 2* and *English Chest Grade 3* textbooks as the source of documents. As Creswell (2012, p. 223) stated, the steps to collect the documents as data are:

1. Identify the types of documents. The researcher uses the textbook as the source of documents, then identify line drawings or illustrations of male and female characters in every page.
2. Consider both public and private documents. The textbook is used in a primary school at Bandung for the teacher and students.
3. Record information from the documents. This process can be in several forms, for example scanning line drawing or illustrations of male and female characters in every page.

To analyse the data, the researcher used visual analysis. The steps to do visual data analysis are:

1. Sorting out the pictures of male and female characters' pictures in *English Chest Grade 2* and *English Chest Grade 3*.
2. Identifying and counting the number of male and female characters in terms of their activities. The researcher counts the male and female characters who do the activities according to their gender.

3. The percentage of male and female characters doing the activities is calculated based on the following formula:

$$\frac{X^1}{Y^1} \times 100\%$$

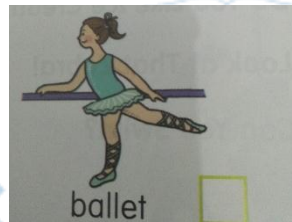
Formula 1: Calculation of characters' activities percentage

X1: the frequency of male or female characters doing activities.

Y1: the total number of male or female characters portrayed doing activities.

4. Drawing a table to present the calculation. The number of token is counted when the characters' sports, occupations and domestic activities are portrayed, for example:

- A female character does an activity such as ballet:



- A male character does an activity such as watching TV:



CHAPTER FOUR

FINDINGS AND DISCUSSIONS

This chapter presents and discusses the findings of the visual and word analysis of gender representation in *English Chest Grade 2* and *English Chest 3* textbooks to answer two research questions. The first research question is “How are the male and female characters represented in English Chest Grade 2 textbook in terms of activities, occupations and sports?”. The second research question is “How are the male and female characters represented in English Chest Grade 3 textbook in terms of activities, occupations and sports?”. The findings will be discussed respectively.

4.1. Visual Analysis

In this study, the researcher analyzes visual representations of males and females in sports, occupations and domestic activities in *English Chest Grade 2* and *English Chest Grade 3* textbooks. The findings will be discussed respectively.

4.1.1 Visual Representations of Sports in *English Chest Grade 2*

Table 4.1.1 shows visual representations of sports in *English Chest Grade 2*. The representations of males are dominant in playing sports, it can be seen in the total. To sum up, there are thirteen males and eight females are mentioned in *English Chest Book Grade 2*. In the textbook, there are eight sports mentioned, namely: basketball, football, horse riding, ballet, swimming, baseball and running.

Table 4.1.1 Visual Representations of Sports in *English Chest Grade 2*

Sports	Male	Female	Unknown	Frequency
1. Basketball	4	0	0	4
2. Football	2	2	0	4
3. Horse riding	0	4	0	4
4. Ballet	0	2	0	2
5. Swimming	2	0	0	2
6. Baseball	3	0	0	3
7. Running	1	1	0	2
8. Cycling	1	0	0	0
Total	13	7	0	21

The finding shows that some sports are played by males. Basketball, baseball, swimming and cycling are considered as male sports. There are four males who play basketball and three males who play baseball, two males swimming and one male cycling. The finding is in line with the study of Wu and Liu (2015) that states males often play basketball as their sport.

The finding also shows that there is two sports which are played by male and female. The sport are football and running. There are two females and two males who play football. The finding is not similar to the study of Wu and Liu (2015) which shows that football is played only by males. While running is done

by one female and one male. This is in line with the study of Wu and Liu (2015) that shows the number of females and males who are usually represented running is equal.

While males are dominant in basketball, baseball and swimming, the finding shows that some sports are only played by female. The kinds of sport are horse riding and ballet. There are four females that do horse riding, but there is no males that is mentioned do horse riding. Horse riding is also the only sport that is shown as the most depicted in the table. The second sport that is only done by female is ballet. In the *English Chest Book Grade 2* textbook, it is represented by only one female. Besides, ballet is not done by males. In conclusion, horse riding and ballet are new findings in this study that seem to indicate that they are female sports.

4.1.2 Visual Representations of Occupations in *English Chest Grade 2*

Table 4.1.2 shows visual representations of occupations in *English Chest Grade 2*. There are five males, four females and two unknown or unidentified characters in total. There are six occupations which are mentioned. They are a pizza seller, a zookeeper, a musician, a circus player, a teacher and a clown. The most stated occupations are represented by male characters. There are one pizza seller, one zookeeper, one circus player, one teacher and one clown. While females are mentioned as a zookeeper, a musician, a circus player and a teacher. For the unknown or unidentified characters, there are a circus player and a clown.

Table 4.1.2 Visual Representations of Occupations in *English Chest* Grade 2

Occupations	Male	Female	Unknown	Frequency
1. Pizza Seller	1	0	0	1
2. Zookeeper	1	1	0	2
3. Musician	0	1	0	1
4. Circus Player	2	1	0	3
5. Teacher	1	1	0	2
6. Clown	1	0	1	2
Total	6	4	1	11

The finding shows that some occupations done by females or males. The occupation done by female is a musician. One female is portrayed as a musician in the *English Chest Textbook* Grade 2. While for males, they are mentioned as a pizza seller and a clown. There are one male as a pizza seller and one male as a clown which are portrayed equally in the table. The finding is not similar to the study of Kinasih (2016) that shows females usually portrayed as school teachers, models and singers while males as policemen, doctors and athletes.

The finding also shows that some occupations are done by females and males. The occupations are a zookeeper, a circus player and a teacher. They are represented equally in the textbook and each occupation is done by one male and one female. This is different from the study of Kinasih's (2016) that shows only female that is usually portrayed as a teacher.

4.1.3 Visual Representation of Domestic Activities in *English Chest*

Grade 2

Table 4.1.3 shows visual representations of domestic activities in *English Chest* Grade 2. In total, there are more females do domestic activities than males. There are three domestic activities mentioned in the textbook namely: tidying up the suitcase, folding the trousers and cooking.

Table 4.1.3 Visual Representations of Domestic Activities in *English Chest* Grade 2

Domestic Activities	Male	Female	Unknown	Frequency
1. Tidying up the suitcase	1	2	0	3
2. Folding the trousers	1	2	0	3
3. Cooking	1	0	0	1
Total	3	4	0	7

The finding shows that domestic activities are done by females and males. The activities are tidying up the suitcase, folding the trousers and cooking. Females are mentioned more in both domestic activities than males. They are mentioned twice in tidying up the suitcase and in folding the trousers while male is only mentioned once in each activity. The finding is not similar to the study of Salamah (2014), which shows that males tend to do the works related to the use of tools or machine, while tidying up the suitcase and folding the trousers did not use any tools or machine.

4.1.4 Visual Representations of Sports in *English Chest* Grade 3

Table 4.1.4 shows visual representations of sports in *English Chest* Grade 3. The representations of male are dominant in *English Chest* Grade 3 textbook. This can be seen in the total percentage. There are 21 males and only seven

females. In the textbook, seven sports are mentioned, namely: football, running, cycling, basketball, baseball, swimming and tennis.

Table 4.1.4 Visual Representations of Sports in *English Chest* Grade 3

Sports	Male	Female	Unknown	Frequency
1. Football	10	1	0	11
2. Running	4	2	0	6
3. Cycling	0	1	0	1
4. Basketball	3	0	0	3
5. Baseball	2	0	0	2
6. Swimming	1	0	0	1
7. Tennis	1	3	0	4
Total	21	7	0	28

The finding shows that some sports are played by males. They are basketball, baseball and swimming. The table shows two males play basketball, one plays baseball and one swimming. The finding is not similar to the study of Wu and Liu (2015) study which shows that only basketball is played by males.

The finding also shows that one female does cycling. Thus, cycling can be categorized as a female sport in the textbook because it is only done by females.

The finding also shows that some sports are played by females and males. The sports are football, running and tennis. It is mentioned that ten males and one female played football, four males and two females do running and one male and three females played tennis. The finding is in line with the study of Wu and Liu (2015) that shows running and football are done by females and males.

4.1.5 Visual Representations of Occupations in *English Chest* Grade 3

Table 4.1.5 shows visual representations of occupations in *English Chest* Grade 3. The table shows that males have more occupations than females. There

are 14 occupations mentioned in the textbook, namely: a police officer, a firefighter, a mail carrier, a football player, a student, a cook, a waitress, a teacher, a doctor, a dentist, a matador, a painter, a racer and a librarian. There are six police officers, three firefighters, three mail carriers, one football player, two students, four cooks, two waitress, five teachers, three doctors, two matadors, two painters, five racers and one librarian. Moreover, females are shown to be a police officer, a firefighter, a mail carrier, a football player, a student, a waitress, a teacher, a doctor, a dentist and a painter. To sum up, there are 24 males and 16 females portrayed in the textbook.

Table 4.1.5 Visual Representations of Occupations in *English Chest* Grade 3

Occupations	Male	Female	Unknown	Frequency
1. Police officer	3	3	0	6
2. Firefighter	2	1	0	3
3. Mail Carrier	2	1	0	3
4. Football Player	0	1	0	1
5. Student	0	2	0	2
6. Cook	3	1	0	4
7. Waitress	1	1	0	2
8. Teacher	3	2	1	6
9. Doctor	1	2	0	3
10. Dentist	0	1	0	1
11. Matador	2	0	0	2
12. Painter	1	1	0	2
13. Racer	5	0	0	5
14. Librarian	1	0	0	1
Total	24	16	1	41

The finding shows that some occupations are only done by males or females. The occupations that are mentioned are a matador, a librarian and a

racers. There are two matadors, one librarian and five racers represented by male in *English Chest* Grade 3 textbook. Some of occupations that are done by female are a football player, a student, and a dentist. The finding is not similar to the study of Wu and Liu (2015) which shows that cooks or chefs are portrayed as male' occupations.

The finding also shows that there is only one occupation that mostly done by male characters. The occupation is a racer. Five male characters are presented as racers in the textbook. It is similar to the study of Kinasih (2016) which shows that racer is included in male's occupation.

The finding also shows that there are eight occupations done by females and males. The occupations are a police officer, a firefighter, a cook, a teacher, a mail carrier, a waitress, a doctor, and a painter. There are mentioned three males and two males mentioned as police officers, two males and one female as firefighters, one female and two males as mail carriers, three males and one female as cooks, one female and one male as waitresses, three males and two females as teachers, one male and two females as doctors and one male and one female as painters in the textbook. This is different from the study of Kinasih (2016) that shows only females that are usually portrayed as a teacher. One interesting thing that I found is the textbook uses the word "police officer" without any reference to a females and males rather than using the word policemen. By using this, gender bias can be avoided.

4.1.6 Visual Representations of Domestic Activities in English Chest

Grade 3

Table 4.1.6 shows visual representations of domestic activities in *English Chest* Grade 3. There are 11 males and 13 females that do domestic activities. There are ten domestic activities mentioned in the textbook, namely: tidying up the house, serving food, taking care of a baby, shopping, cooking, washing the dishes, cleaning a bedroom, vacuuming a room, mopping the floor and cleaning the house.

Table 4.1.6 Visual Representations of Domestic Activities in *English Chest* Grade 3

Domestic Activities	Male	Female	Unknown	Frequency
1. Tidying up the house	3	0	0	3
2. Serving food	6	4	0	10
3. Taking care of a baby	1	2	0	3
4. Shopping	0	1	0	1
5. Cooking	0	2	0	2
6. Washing the dishes	0	1	0	1
7. Cleaning a bedroom	0	1	0	1
8. Vacuuming a room	0	1	0	1
9. Mopping the floor	1	0	0	1
10. Cleaning a house	0	1	0	1
Total	11	13	0	24

The finding shows that some activities are only done by males. The activities are tidying up the house and mopping the floor. There are three males presented in tidying up the house and one of male presented in mopping the floor. The finding is similar to the study of Salamah (2014), which shows that males tend to do the works related to the use of tools or machines.

The finding also shows that some domestic activities are only done by females. There are one female doing shopping, two cooking, one washing the dishes, one cleaning a bedroom, one vacuuming a room and one cleaning a house. The finding is similar to the study of Salamah (2014) which shows that females tend to do washing and cooking.

The finding also shows that there are some activities which are done by males and females. The activities are serving foods and taking care of a baby. There are six males and four females that do activities such as serving food. While for taking care of a baby, it is presented only once by a male and twice by females. The finding is different from the study of Ullah and Haque (2016), which shows that only females usually serve foods.

4.2 Word Analysis

In this study, the researcher analyzes word representations of sports, occupations and domestic activities in *English Chest Grade 2* and *English Chest Grade 3* textbooks. They will be discussed respectively.

4.2.1 Word Representations of Sports in *English Chest Grade 2*

Table 4.2.1 shows word representations of sports in *English Chest Grade 2*. In the textbook, there are eight sports mentioned in the textbook, namely: baseball, jumping, soccer, swimming, tennis, jogging, basketball and hiking. Soccer and swimming appear most often. There are six sentences which are related to soccer and five sentences which are related to swimming. Sports like baseball, jumping, jogging and basketball appear three times. The last two sports

are hiking and tennis. Hiking appears two times while tennis just appears once in the sentence.

Table 4.2.1 Word Representation of Sports in *English Chest Book Grade 2*

Sports	Male			Female			Unknown			Frequency
	-	+	?	-	+	?	-	+	?	
1. Baseball	0	0	1	0	0	0	0	2	0	3
2. Jumping	0	0	0	0	0	0	0	2	1	3
3. Soccer	1	0	0	0	1	1	0	1	2	6
4. Swimming	0	0	0	0	0	0	0	2	3	5
5. Tennis	0	1	0	0	0	0	0	0	0	1
6. Running	0	0	0	0	1	0	0	2	0	3
7. Basketball	0	0	0	0	0	0	0	3	0	3
8. Hiking	0	0	0	0	0	0	0	2	0	2
Total	1	1	1	0	2	1	0	14	6	26

The finding shows that there are two sports that appear most often. They are soccer and swimming. There are six sentences which are related to soccer and five sentences which are related to swimming. For soccer, there is one negative sentence shows males do not play soccer, one positive sentence and one interrogative sentence shows females play soccer. Moreover, for swimming, there are two positive sentences and three interrogative sentences shows a non-related gender or unknown characters do swimming. It is different from the study of Wu and Liu (2015) which shows that soccer or football is a male's sport.

The finding also shows that there are two sports played only by males. The sports are baseball and tennis. Baseball appears in one sentence and one interrogative sentence. Tennis appears once in a positive sentence. The finding is

different from the study of Wu and Liu (2015) which shows that football, high jumping, running and basketball are male's dominated sports.

The finding also shows that there is one sport done only by a female. The sport is running. Running appears once in a positive sentence. It indicates that the author of the textbook portrayed running as female's sport. It is different from the study of Wu and Liu (2015) which shows that running is done by females and males equally.

4.2.2 Word Representations of Occupations in *English Chest Grade 2*

Table 4.2.2 shows word representations of occupations in *English Chest Grade 2*. There is only one occupation that appears in the sentence. The occupation is a clown. It is represented by a male once in a positive sentence and once in a non-related gender sentence.

Table 5.3 Word Representation of Occupations in *English Chest Book Grade 2*

Occupations	Male			Female			Unknown			Frequency
	-	+	?	-	+	?	-	+	?	
1. Clown	0	1	0	0	0	0	0	1	0	2
Total	0	1	0	0	0	0	0	1	0	2

4.2.3 Word Representations of Domestic Activities in *English Chest Grade 2*

Table 4.2.3 shows word representations of occupations in *English Chest Grade 2*. There is only one domestic activity that appears in the sentence. The domestic activity is cooking.

Table 4.2.3 Word Representation of Domestic Activities in *English Chest Book Grade 2*

Domestic Activities	Male			Female			Unknown			Frequency
	-	+	?	-	+	?	-	+	?	
1. Cooking	0	8	0	0	0	0	0	0	0	8
Total	0	8	0	0	0	0	0	0	0	8

The finding shows that there is only one domestic activity done by a male. The domestic activity is cooking. Cooking appears in eight positive sentences. Thus, in this study, cooking seems to be categorized as a male's job. It is not in line with the study of Salamah (2014) which shows that cooking is associated with women's work.

4.2.4 Word Representations of Sports in *English Chest Grade 3*

Table 4.2.4 shows word representations of sports in *English Chest Grade 3*. In the textbook, there are nine sports mentioned in the textbook namely: jogging, soccer, baseball, running, golfing, riding a bike, riding a horse, swimming and hiking. Playing golf and jogging appear more often than the other sports. There are seven sentences which is related to playing golf and four sentences which are related to jogging. The next two sports that appear most are soccer and riding a bike. Soccer appears in two sentences and riding a bike appears in three sentences. The last sports that only appear once in the sentences are baseball, running, riding a horse, swimming and hiking.

Table 4.2.4 Word Representation of Sports in *English Chest Book Grade 3*

Sports	Male			Female			Unknown			Frequency
	-	+	?	-	+	?	-	+	?	
1. Jogging	0	1	0	0	1	0	0	2	0	4
2. Soccer	0	0	0	0	1	0	0	1	0	2
3. Baseball	0	1	0	0	0	0	0	0	0	1
4. Running	0	1	0	0	0	0	0	0	0	1
5. Golf	0	0	3	0	0	0	0	2	2	7
6. Riding a bike	0	0	0	0	3	0	0	0	0	3
7. Riding a horse	0	0	0	0	0	0	0	1	0	1
8. Swimming	0	0	0	0	0	0	0	1	0	1
9. Hiking	0	0	0	0	0	0	0	1	0	1
Total	0	3	3	0	5	0	0	8	2	21

The finding shows that there are two sports that are only played by males or females. The sports are baseball and running. Baseball appears in one positive sentence. Running also appears in one positive sentence. They are presented as male dominated sports. There are two sports that are played by females. The sports are soccer and riding a bike. Soccer appears once in a positive sentence while riding a bike appears three times in positive sentences. They are presented as female dominated sports. It is in line with the study of Wu and Liu (2015) which shows that running is indicated as a male's sports.

4.2.5 Word Representations of Occupations in *English Chest Grade 3*

Table 4.2.5 shows word representations of occupations in *English Chest Grade 3*. In the textbook, there are nine occupations that are mentioned in the textbook namely: a teacher, a police officer, a mail carrier, a librarian, a firefighter, a doctor, a cook, a dentist and a shopkeeper.

Table 4.2.5 Word Representation of Occupations in *English Chest Book Grade 3*

Occupations	Male			Female			Unknown			Frequency
	-	+	?	-	+	?	-	+	?	
1. Teacher	0	1	0	0	1	0	0	1	1	4
2. Police Officer	0	2	0	0	1	0	0	0	1	4
3. Mail Carrier	0	1	0	0	0	0	0	1	1	3
4. Librarian	0	1	0	0	0	0	0	0	0	1
5. Firefighter	0	0	0	0	1	1	0	0	1	3
6. Doctor	0	0	0	0	1	0	0	1	0	2
7. Cook	0	0	0	0	0	0	0	1	0	1
8. Dentist	0	1	0	0	0	0	0	1	0	2
9. Shopkeeper	0	1	0	0	0	0	0	0	0	1
Total	0	7	0	0	4	1	0	5	4	21

The most often mentioned occupations, a teacher and a police officer are used in four sentences. Teacher is used in two positive sentences. One is represented by male and the other one is represented by a female. While for police officer, there are two positive sentences which is represented by males and one positive sentence by a female. The result is different from the study of Kinasih (2016) which shows that teacher is included in women's occupation and police officer is included in men's occupation.

The finding shows that there are four occupations done by male. The occupations are a mail carrier, a librarian, a dentist and a shopkeeper. A mail

carrier, a librarian, a dentist and a shopkeeper appear once in a positive sentence. The finding is different from the study of Wu and Liu (2015) which shows that driver, chef or soldier are represented by male.

The finding also shows that there are two occupations done by female. The occupations are a firefighter and a doctor. A firefighter appears in two sentences, one in positive sentence and one in interrogative sentence. Whereas a doctor, only appears once in a positive sentence. The finding is different from the study of Wu and Liu (2015) which shows that a nurse, a waitress and a cleaner are represented by female. Thus, there are no gender stereotypes in the textbook that shows only males that can be firefighter and doctor.

4.2.6 Word Representations of Domestic Activities in *English Chest Grade 3*

Table 4.2.6 shows word representations of domestic activities in *English Chest Grade 3*. In the textbook, there are two domestic activities that appear in the sentences. They are cleaning the bedroom and cooking. Cleaning the bedroom appears once in a positive sentence and cooking appears once in a positive sentence. The finding is not in line with the study of Salamah (2014) which shows that cooking is associated with women's work.

Table 4.2.6 Word Representation of Domestic Activities in *English Chest Book Grade 3*

Domestic Activities	Male			Female			Unknown			Frequency
	-	+	?	-	+	?	-	+	?	
1. Cleaning the bedroom	0	0	0	0	0	0	0	1	0	1
2. Cooking	0	1	0	0	0	0	0	0	0	1
Total	0	1	0	0	0	0	0	1	0	2



CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion of this study. Besides, this chapter includes Summary of the Finding and Recommendation. They will be discussed respectively.

5.1 Summary of the Finding

In this study, the researcher analyzes visual and word representations of sports, occupations and domestic activities in *English Chest Grade 2* and *English Chest Grade 3* textbooks. In visual representations of sports in *English Chest Grade 2*, males are more dominant than females. It is similar to the finding in *English Chest Grade 3*. While for visual representations of occupations in *English Chest Grade 2*, males are more dominant than females. It is similar to the finding in *English Chest Grade 3*. Moreover, for visual representations of domestic activities in *English Chest Grade 2*, females are more dominant than males. It is different from the finding in *English Chest Grade 3* which shows that females and males are represented to do domestic activities equally. In word representations of sport in *English Chest Grade 2*, males and females are presented equally. The findings is different from *English Chest Grade 3*, that is males are more dominant

than females. While for word representations of occupations in *English Chest Grade 2*, males are more dominant than females. It is similar to the finding in *English Chest Grade 3*. Moreover, for word representations of domestic activities in *English Chest Grade 2*, males are still more dominant than females. It is similar to the finding in *English Chest Grade 3* in *English Chest Grade 3*, which is males are more dominant than females. Therefore, males are more dominant than females in *English Chest Grade 2* and *English Chest Grade 3* textbooks.

5.2 Recommendation

For recommendation, it is divided into two sections. The first one is for school, teachers and textbooks' publisher. The second one is for further research.

5.2.1 Recommendation for School, Teachers and Textbooks' Publisher

As mentioned earlier, males are more dominant than females in *English Chest Grade 2* and *3*, it indicates that gender inequality and stereotypes are still exist. Thus, for teacher, it would be better if they do textbook analysis first before using the textbooks in the classroom. The schools and teachers should check visual and word representations of males and females in textbooks that they will use. Therefore, if there are any gender inequality, stereotypes or other problems, teachers and schools can be aware of that and balance the representation in the teaching process. It also can avoid the students to think that one gender is better than the other one. For example, if the males characters are represented more than female in the textbooks, the teacher can make an example using females characters in their teaching, vice versa. Another example, if males characters are portrayed as a person with well-paid and requires more strengths occupations such

as a police, a doctor or a pilot while females characters are just portrayed as a housewife, a nurse or a cashier, the teacher can give other examples to balance the representations of males and females gender representations in the textbooks. For textbooks publishers, book editor or illustrators, it would be better if they re-check before publishing the material. Thus, it will reduce gender inequality in textbooks.

5.2.2 Recommendation for Further Research

This study analyzed gender representations of males and females related to sports, occupations and domestic activities in *English Chest Book Grade 2* and *English Chest Book Grade 3* both in visual and word. In order to fill the gap of the study, further researchers can investigate other aspect such as hair length, colour or firstness. Besides, they also can investigate to find more about the existence of gender equality in other English textbooks used in Bandung.

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