

A CRITICAL DISCOURSE ANALYSIS OF GENDER REPRESENTATIONS IN EFL TEXTBOOK OF SENIOR HIGH SCHOOL

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ABSTRACT

This present study investigates gender representation in an EFL textbook in Senior High Schools by using multimodal critical discourse analysis. The data is collected from the unit contents of the English Textbook by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017*, which is used for senior high school and vocational high school. The study uses qualitative with Fairclough's three-dimensional framework to analyze the data collected. The focus variables include the frequency of gender representation and women's and men's social and domestic roles. The finding revealed that the EFL textbook was biased, imbalanced, and unequal for the position of male and female; for the frequency of gender representation in pictorial, males dominated around 25.6%, and females were only 11.6%. Then for gender representation in the passage text, the male was dominated by 46.3% and female was 34.3%. Next, for gender representation in conversation text, the male-dominated was 51.8%, and the female was 38.8%. The last one is gender representation in exercise text, the male-dominated by 31.33%, and the female was 40.97%. For the category of gender's social and domestic role, it revealed that males tend to do a social role associated with higher education and knowledge. At the same time, female is related to the traditional view in society that is associated with social status and hype only. Therefore, the result showed that the gender representation in this textbook was not represented equally.

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INTRODUCTION

Gender study is fascinating; moreover, stereotypes about gender influence many people, including kids, to view themselves (Gooden & Gooden, 2001). The actions society teaches are "proper" for boys and "right" for girls are known as gender roles. Gender roles frequently have as their foundation gender stereotypes. Furthermore, "these are presumptions made about the traits exclusive to each gender, such as physical attributes, attitudes, interests, or jobs (Gooden & Gooden, 2001)." Stereotypes are frequently used in society, but not everyone in that society understands the meaning of them. However,

females have been portrayed in a limited and discriminatory way. Some prejudiced examples towards women, such as not being treated equally to males, starting from the social position, education, and occupation, did not get the exact representation in the textbook. Therefore females are portrayed in that way. It can become a severe problem because it is not relevant to gender equality nowadays, where females should have equal rights in many aspects as males.

This prejudice and unequal treatment against females become part of an exciting study for gender representation issues because of some imbalance and biased findings. Several kinds of research have been done regarding imbalance and bias in gender issues, for example, what happens in Pakistan. According to Ullah and Skelton (2013), for at least 50 years, Pakistani policy has emphasized gender equality for both boys and girls in schools, and the government of Pakistan has established methods and measures to achieve gender equality in schooling by the year 2015 (Ministry of Education 2003b). Political support for gender equity in education does not, however, bring with it ways to deal with the challenges that stand in the way of such objectives. These challenges include Pakistan's complex educational systems, where government and private schools compete for students and where the gap between urban and rural areas exacerbates inequities. Iran also struggles with a similar problem of inequality of gender representation (Foroutan, 2012). The literature review reveals that there are several researchers showed how gender identity and the educational system are related, with a focus on how gender issues are portrayed in educational materials. The gender representative problem is not only limited to Asia area, but also Europe. A case study revealed that Russia also struggled with the imbalance and biased issues in gender representation. For example, a study by Rifkin (1998) showed that female representation in foreign language textbooks did not represent in equal way and tend to get sexism. Therefore, the existence of imbalance and unequal representation of gender can give impact to education.

The balance of gender representation is crucial to be taught to children in the context of education because it can determine how children view gender and how to treat them well. Research on the impact of racial, ethnic, and gender diversity on organizational performance in the public sector has produced slightly conflicting findings (Park, 2013). Children will especially participate in different female and male subcultures from an early age and be socialized into different gender roles if they are exposed to the gender stereotyping in school textbooks that shows women and men in various subcultures (Lee, 2014). Another research from Japan ever revealed that the fact that men

and women are treated unequally in Japan's social, economic, and political spheres is well known (Lee, 2018). The main reason why the study of gender representation is critical is that it will affect many factors, specifically woman's right to get as equal as male, starting from education, occupation, position, etc. Due to the lack of gender representation, a female student may have fewer opportunities than a male student to practice the target language (TL) and may have limited awareness of the social role that females perform (Amerian & Esmaili, 2015). The availability of books as a learning source through which students might learn about gender norms is essential. These gender stereotypes between men and women are evident in various fields, including politics and business. Many things have been taken to overcome the bridge gap between males and females. It makes sense that while creating a textbook, especially one for English as a Second Language, a variety of criteria, including race, age, class, mental ability, gender, and purpose, must be taken into considerations.

Gender bias in education has been a sensitive issue. However, the textbook acknowledges and includes its existence (Islam & Asadullah, 2018). Bias in education also affects gender representation in some EFL textbooks, such as English textbooks for senior high school. It causes the representation of male-female in the textbook to become unequal, including the role of every gender in the English textbook, such as Jannati (2015) and Samadikhah and Shahrokhi (2014). That revealed imbalance and unequal representation of females in an English textbook. Therefore, the role of textbooks for children is crucial, so the children will not have a bad stereotype of the opposite gender. Thus, this study revealed gender representation using Critical Discourse Analysis (CDA).

Critical Discourse Analysis (CDA) is needed. Critical discourse analysis (CDA) is one of the approaches in the discourse analysis study, and the emergence of CDA has been dated back to the early 1990s (Wodak & Mayer, 2009). It focused on linguistic aspects of discourse and discourse structures and how they relate to social systems and cognition to address social issues such as social inequality, injustice, racism, ideology, hegemony, and power abuse (Al Kayed et al., 2020). CDA concerns on social issues include the problem, then analyze it by using social and political roles to develop the construction of certain social ideologies, equality in gender terms, and power. Pioneering linguists like Wodak, Fairclough, and Van Dijk, whose work established the fundamental principles of CDA, shared various models. One of the founders in the CDA field is Fairclough. His contributions add to and advance the CDA theoretical foundation and have several applications in the field of education. Fairclough focuses on discourse analysis concerning

sociocultural and discursive change. He views discourse as a social activity created by social actors during social interaction. As a result, discourse is more than just a collection or type of phrases; it also conveys ideological connotations and dominance. (Fairclough, 1989) approaches discourse in three ways: 1. Text (spoken or written), 2—discourse practices, including the Production, Consumption, and Distribution of Discourse, 3. Sociocultural Practices, Fairclough also establishes three discourse analysis levels—description, interpretation, and explanation—for these dimensions.

The previous studies related to gender representations have been discussed in a large number of studies. One of the studies is from Jannati (2015) that focused on the content and semiotic analysis to identify gender roles in Iranian textbooks. According to the result, the researchers found out that there is an imbalance role of gender in the textbook. It represented female as having less power and a stereotypical social role, and also, female is indicted as having role related to domestic activity. Another study Samadikhah and Shahrokhi (2014) adopted the Fairclough's (1989) model of three dimensions of CDA that focuses on gender representation in the EFL textbook. The study's findings identified many examples of sexism towards females, even discrimination against females and putting females as the gender of advertisement. The current previous studies related to gender representations in a textbook are from (Aljuaythin, 2018), which also investigated the representations of either females or males in two EFL textbooks in Saudi schools. This study also was conducted to identify the role of each gender and the stereotype inside the textbooks. This study used the models of Fairclough (1989) with three-dimension, such as description, interpretation, and explanation. The analysis showed that those textbooks represented gender biased that only have power tendency toward males.

The existence of females in this textbook was even marginalized and under-presented. Our current education seems to encourage the equality of gender among men and women. However, there is a reality gap because the gender representation in the book is not similar to what equality means. Moreover, the context of gender in the textbook is not equal because men and women are treated differently for social occupations. Novelty in this research is the usage of a textbook for senior high school that is being used for data collection. Therefore, the study brings these questions into research questions such as (1) How often the gender frequency represent in the textbook? (2) How does gender represent according to the social and domestic roles in the textbook? Therefore, the objective of this study is to see how often the gender frequency among

males and females is in the textbook and also to see how gender represent according to social and domestic roles like occupation, education, etc. Then, the researchers conducted a study entitled "*A Critical Discourse Analysis of Gender Representations in EFL Textbook of Senior High School.*"

The most common explanation for the apparent differences between men and women in their feelings, thoughts, and behaviors is that "females are from Venus, males are from Mars." (Ahmad & Shah, 2019). By indicating that females and males are descended from planets that are opposites of one another, it alludes to the inevitable nature of difference. According to that phrase, it can imply that either males or females are different from each other. Females and males are indicated as different species with many differences, either physically or mentally (Barreto & Ellemers, 2005). However, the existence of stereotype among female and male cause false mindset about gender inequality which also generates gender bias (Beatrice Alba, 2018).

Language is essential for the functioning of human civilizations, and gender-based linguistic differences illustrate the part it plays in interpersonal interactions (Hall, 2014). In sociolinguistic studies, the connection between language and gender and how it is expressed has been hotly debated. According to studies, gender stereotype exposure harms boys and girls, constricting the range of acceptable actions and roles and normalizing gender inequality. Children's choices of activities, job aspirations, and academic results are all impacted by gender stereotyping. The invisibility of women could give girls the impression that they are less significant, and gender stereotypes in roles and activities are likely to perpetuate this idea, limiting the aspirations of both girls and boys. For instance, research indicates that boys and girls prefer male characters, maintaining the notion that girls are less intriguing than boys (Filipović, 2018). The educational resources utilized play a part in putting gender discrimination policies into practice when a society does so (Yang, 2011). Therefore, the existence of gender representation in every aspect is crucial; moreover, Gender stereotype that has been spreading in society will influence how children view themselves. Children to students are not limited to young learners but need to understand the role of gender representation. It usually appears in the textbook as the material for learning and teaching activity.

Since students typically become familiar with the culture and values of the target language through textbooks, textbooks play a significant role in EFL education. Although the relationship between gender and language is crucial to students' language acquisition and attitudes, not much has changed since the first sexism research in the 1970s (Ansary &

Babaii, 2003, cited by Bahman & Rahimi, 2010). Textbooks cover gender roles in great detail and it is identified sexist representations of jobs. These verbs are applied to males or females in texts, activities, and occupations that are depicted in textbook pictures, and they marked the transitivity analysis in English textbooks (Pontiaka, 2018). They discovered that gender roles were presented in an unbalanced way. This study collects conversational passages from English textbooks for its analysis and then looks at the use of gendered terminology in those passages.

Gender issues in language teaching have been raised and researched recently. Textbooks are essential in the canalization of specific gender ideologies or beliefs. The design of an ELT textbook as a curriculum document or "a product of the curriculum" must take gender bias into serious consideration, particularly in an Indonesian English as a foreign language (EFL) context because the nation socio-culturally recognizes gender differences (Ariyanto, 2018). The textbook is crucial for teaching and learning, and it significantly influences students' attitudes regarding social roles and identities as well as cultural values and conventions. English textbooks, in particular, are crucial to the education of gender equality and must not include any material related to gender inequity and stereotypes, such as images that suggest gender bias or preconceptions (Li et al., 2017).

Related to the context of CDA, gender representations among females and males are also an interesting issue to be discussed at the senior high school level. In a particular field of study, textbooks legitimize ontological and epistemological constructs of the text by communicating attitudes, values, and beliefs (Shume, 2020). In addition, it is seen as an overview of the theoretical foundations, practical strategies, and standard principles of CDA (Sengul, 2019). The use of textbooks in education aims to give more knowledge and teach students about important things that they should consider moral values. In the past, textbooks have played a significant role in implementing new curricula (Setyono & Widodo, 2019). Combining with textbook contents can make subjects simple to understand (Purwaningtyas, 2020). Examining the textbook material is crucial for teaching and learning (Padilla & Vana, 2019).

Furthermore, the book will also give insight to students about gender stereotypes, and it can help them to acquire them easily. The international community has known for a long time that education is a necessary tool for promoting and achieving gender equality (Curaming & Curaming, 2020). Therefore, it is really important to make sure that the

representation of gender in role, activity, and stereotype will be balance to avoid any biased and discrimination to particular gender.

METHODS

A. RESEARCH DESIGN

This research is conducted using a qualitative approach using Fairclough's three-dimensional framework. The data will be gathered from the unit contents of the ELT Textbook series, Bahasa Inggris (English), for Senior High School and Vocational Schools. This book is taught to students in grade 10th of Bina Putra Mandiri Vocational School of Information and Technology in the context of the 2013 curriculum.

B. DATA COLLECTION AND PROCEDURE

In this study, the researchers managed to get the qualitative data by using EFL Textbook for Senior High School published by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017*. The data were collected by taking and counting some categories in the textbook, such as pictorial, passage text, conversation text, and exercise text. After collecting the data, the researchers estimated the amount of gender representation to see the frequency and the social and domestic roles.

C. DATA ANALYSIS

The data analysis used in this study is from Fairclough (1989) with a three-dimensional framework. Fairclough has proposed three steps of CDA: "description of the text, interpretation of the relationship between text and interaction, and explanation of the relationship between interaction and social context." In the first step of "description," this study will adopt criteria from Amerian and Esmaili (2015) established from Fairclough's three-dimensional model. These criteria will include a pictorial representation of male and female, a passage representation of male and female, a conversation representation of male and female, and an exercise representation of males and females. Furthermore, in the second and third steps, the data will be interpreted and discussed in association with the social context.

FINDINGS

A. FREQUENCY OF GENDER REPRESENTATION IN TEXTBOOK

a. Pictorial Representation

The first thing discussed in the finding is pictorial representation among males and females. Table 1 shows that 32.6% of the textbook's pictures display both genders equally. However, the male-only picture in textbooks is around 25.6%, and the female only is around 11.6%. For other categories that show more males, around 20.9% and 9.3% are related to the existence of more females in textbook pictures. Furthermore, Table 1 shows the frequency and percentage of Pictorial representation of either females or males.

Table-1. Pictorial representation of female and male

Pictorial Representation	Number of Gender Representation	%
Male only	11	25.6%
More males	9	20.9%
Female only	5	11.6%
More female	4	9.3%
Equal	14	32.6%
Total	43	100%

b. Passage Text Representation

Next is about passage representation among males and females. Table 2 shows that 13.4% of those passage texts in the textbook similarly showed both genders. However, male-only passage text in the textbook displays around 46.3%, and it dominates in this textbook. Meanwhile, female-only shows around 34.3% for the second place. For other categories that show more males, only 4.5% and 1.5% are related to the existence of more females in textbook pictures. Furthermore, Table 2 shows the frequency and percentage of the passage text representation of either females or males.

Table-2. The passage text representation of female and male

Passage Representation	Page	Number of Representation	%
Male Only	P.4, P. 5, P.35, P.58, P.83, P.110, P.123, P.135, P.145, P.157, P.172	31	46,3%
Male More	P.4, P.5, P.83	3	4.5%
Female Only	P.4, P.5, P.35, P.58, P.110, P.135, P.145, P.157, P.172	23	34.3%
Female More	P.4	1	1,5%
Equal	P.83, P.84, P.110, P.123, P.157	9	13,4%

Passage Representation	Page	Number of Representation	%
Total	12 Passages	67	100%

c. Conversation Text Representation

Next is about passage representation among males and females. Table 3 shows that 7.55% of those conversation texts in the textbook similarly showed both genders. However, male-only conversation text in the textbook displays around 51.8%, and it dominates in this textbook. Meanwhile, female-only shows around 38.8% for the second place. Other categories that show more males are 0% and 1.85% related to the existence of more females in textbook pictures. Furthermore, Table 3 shows the frequency and percentage of the conversation text representation of either females or males.

Table-3. The conversation text representation of female and male

Conversation Representation	Page	Number of Representation	%
Male Only	P.23, P.27, P.28, P.34, P.41, P.97, P.112, P.129, P.140	28	51.8%
Male More	-	0	0%
Female Only	P.23, P.27, P.28, P.32, P.34, P.41, P.112, P.129, P.140	21	38.8%
Female More	P.41	1	1.85%
Equal	P.32, P.97, P.140	4	7.55%
Total	10 Conversation Texts	54	100%

d. Exercise Text Representation

Next is about exercise representation among males and females. Table 4 shows that 24.09% of the exercise text in the textbook showed both genders in equal ways. However, the female-only exercise text in the textbook displays around 40.97%, which dominates in this textbook. Meanwhile, male-only shows around 31.33% for the second place. For other categories that show more males, only 3.01% and 0.6% are related to the existence of more females in textbook pictures. Furthermore, Table 4 shows the frequency and percentage of the Exercise text representation of either females or males.

Table-4. The exercise text representation of female and male

Exercise Representation	Page	Number of Representation	%
Male Only	P.9, P.14, P.15, P.24, P.28, P.30, P.42, P.106, P.111, P.112, P.113, P.127, P.128, P.136, P.147, P.152, P.162, P.166, P.173, P.189	52	31.33%
Males More	P.15, P.101, P.106, P.152	5	3.01%
Female Only	P.8, P.9, P.11, P.14, P.15, P.24, P.28, P.30, P.42, P.45, P.111, P.112, P.128, P.147, P.152, P.162, P.166, P.173, P.180	68	40.97%
Females More	P.9	1	0.6%
Equal	P.9, P.14, P.15, P.24, P.42, P.87, P.101, P.111, P.113, P.127, P.128, P.152, P.162, P.189	40	24.09%
Total	24 Exercise Texts	166	100%

B. DOMESTIC AND SOCIAL ROLES OF FEMALE AND MALE

a. Domestic and Social Roles in Pictorial Representation

The next aspect that will be represented is about domestic and social roles of females and males. According to the textbook, there are several occupation that relates to female and male existence in this textbook.

Table-5. Domestic and social roles of females and males from pictorial representation

Domestic / Social Role	Male Frequency	Female Frequency
Teacher	1	1
Student	13	13
Entrepreneurship	7	0
Fisher	6	0
Driver	2	0
Employee	1	0
Singer	2	1
Model	0	2
Painter	1	0
Pilot	4	0
Athlete	2	0
Activist	3	2
Housewife	0	3
Warrior	2	0

Domestic / Social Role	Male Frequency	Female Frequency
Prince / Princess	0	1
Sailor	1	0
Pantomime Artist	3	4
Total	48	27

The data showed that those roles in this textbook include teacher, student, entrepreneur, fisher, driver, employee, singer, model, painter, pilot, athlete, activist, housewife, warrior, prince/princess, sailor, and pantomime artist. The occupation roles of entrepreneur, fisher, employee, singer, painter, pilot, athlete, activist, warrior, and sailor are dominated by men. Meanwhile, other occupation roles like model, housewife, princess, and pantomime artist are dominated by a female. However, teacher and student roles are equal for males and females.

b. Domestic and Social Role in Passage Text Representation

The next aspect that will be represented is about domestic and social roles of females and males. According to the textbook, several occupations are related to female and male existence in this textbook.

Table-6 Domestic and social roles of females and males from a passage text representation

Domestic and Social Roles	Male Frequency	Female Frequency
Student	1	4
Barista	1	0
Entrepreneurship	0	1
Medical Doctor	0	1
Singer	3	1
Writer	2	0
Emperor	1	0
Queen	0	3
Soldier	7	0
Activist	3	1
President	2	0
Agriculturist	1	0
Noblewoman	0	1
Housewife	0	1
Sailor	1	0
Warrior	1	0
Total	23	13

The data showed that those roles in this textbook include student, barista, entrepreneur, medical doctor, singer, writer, emperor, queen, soldier, activist,

president, agriculturist, noblewoman, housewife, sailor, and warrior. The data revealed that the occupy role of singer, writer, emperor, soldier, activist, president, agriculturist, sailor, and warrior are dominated by men. Meanwhile, other occupation roles like student, entrepreneur, medical doctor, queen, noblewoman, and housewife are dominated by a female.

c. Domestic and Social Role in Conversation Text Representation

The next aspect that will be represented is about domestic and social roles of females and male. According to the textbook, several occupations are related to female and male existence in this textbook.

Table-7 Domestic and social roles of Females and Males from a conversation text representation

Domestic and Social Roles	Male Frequency	Female Frequency
Director	1	0
Driver	1	0
Seller	0	1
Student	0	1
Teacher	1	4
Writer	2	0
Singer	0	1
Painter	0	1
Fisherman	2	0
Inventor	2	0
Host	1	0
President	1	0
Total	11	8

The data showed that those roles in this textbook include director, driver, seller, student, teacher, writer, singer, painter, fisherman, inventor, host, and president. The data revealed that the occupation role of director, driver, writer, fisherman, inventor, host and president are dominated by men. Meanwhile, other sellers, students, teachers, singers, and painters are dominated by a female.

d. Domestic and Social Role in Exercise Text Representation

The next aspect that will be represented is about domestic and social roles of females and males. According to the textbook, several occupations are related to female and male existence in this textbook.

Table-8 Domestic and social roles of females and males from an exercise text representation

Domestic and Social Roles	Male Frequency	Female Frequency
Student	3	12
Writer	0	1
Storyteller	1	0
Teacher	1	1
Inventor	3	0
Singer	2	1
Football player	1	0
Activist	4	1
President	1	0
Total	11	16

The data showed that those roles in this textbook include student, writer, storyteller, teacher, inventor, singer, football player, activist, and president. The data revealed that the occupation role of storyteller, inventor, singer, football player, activist, and president is dominated by men. Meanwhile, other occupation roles like student and writer are dominated by a female. However, occupying a teacher role is equal for males and females.

DISCUSSION

The analysis of findings showed a significant imbalance of gender representation in the current EFL Textbook for Senior High School published by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017*. These findings are similar to previous studies on imbalanced gender representation in EFL/ESL. For example, previous studies from Jannati (2015), Samadikhah and Shahrokhi (2014), and Aljuaythin (2018).

The finding analysis according to the Fairclough (1989) model reveals some discussions. First, a close examination of the frequency of gender representation in the textbook. It is divided again into four categories: pictorial representation, passage text representation, conversation text representation, and exercise text representation. Second, a close examination of the domestic and social roles of females and males in 4 similar categories: pictorial representation, passage text representation, conversation text representation, and exercise text representation. For the brief discussion about it, it can be explained in below:

The first aspect examined in this textbook is about the social and domestic role of female and males in pictorial representation, passage text representation, conversation text representation, and exercise text representation. The first category discussed is the

domestic and social role in pictorial representation. In this category, the role that male dominates is an entrepreneur. An entrepreneur tends to a role that is well-educated and knowledgeable. An entrepreneur also portrays the male in a position with good passion at work and an excellent future for fulfilling their needs.

Meanwhile, in the pictorial category, the female's most dominant role is housewife, which tends to take care of the family and has a traditional view in society. Women have been stereotyped as socially inferior to males and assigned traditional social and professional duties (Orfan, 2021). Due to the unequal representation of men and women in textbooks, pupils, particularly girls, develop the belief that people in one gender group are superior to and more powerful than people in the other. These results are in line with previous studies from (Jannati, 2015) and (Samadikhah & Shahrokhi, 2014). It results in prejudice in favor of men, and men are thought to know more and be better leaders than women (Fan et al., 2019).

The second category is the social and domestic role of passage text representation. Based on this category, males are dominated as a soldier that tends to be a good role with physical solid, related to outdoor activity, well-education and having good passion at work. Meanwhile, females are dominated in the role of students who tend to be a person with no experience and are still in the learning process. It is unfortunate because textbooks offer a look into the prejudices held by specialists in the field, whether they are aware of them or not, as well as the indoctrination experienced by aspiring practitioners (Becker & Nilsson, 2021). The importance of textbooks in students' formation of gender roles in society is generally accepted. To improve students' learning experiences, it is crucial to carefully scrutinize textbooks for hidden biases and remove any harmful effects from biased content (Lee & Mahmoudi-Gahrouei, 2020). In addition, it is also essential to highlight the importance of tradition and modeling in human development, with the argument that how gender roles are portrayed in educational materials has a significant impact on how students feel, act, and think about the two genders (Al-Qatawneh & Al Rawashdeh, 2019). Therefore, due to the disparity in gender representation, females may have limited awareness of females' social roles (Amerian & Esmaili, 2015).

The third category is the social and domestic role of conversation text representation. According to this category, male is dominated in inventor roles that tend to have well-education, knowledge, and incredible experiences in their field. Meanwhile, female is dominated in the teacher's role because female is represented as the person with excellent ability to care for and teach others. Visualizations of females and males show

male supremacy (male domination), sport and leisure (females never participate in sports), employment and social activities, female passivity (females seek male help), and females as domestic technicians (males are seen cooking but in significant roles) (Tyarakanita et al., 2021).

The last category is the social and domestic role of exercise text representation. According to this category, the male is dominated in an activist position that tends to be a role with good passion, excellent ability in critical thinking, and good at networking with others. Meanwhile, female is dominated in students' position that tends to a role that is still learning and has no experience. Although education is necessary for promoting and achieving gender equality (Curaming & Curaming, 2020), the fact revealed a different result. It is in line with the statement that the existence of stereotype among female and male cause false mindset about gender inequality which also causes gender bias (Beatrice Alba, 2018). The equal representation of the two genders is seen as a noteworthy trend toward achieving gender equality against gender bias and discrimination, which serve as a stereotype permeating cultures. The educational resources utilized play a part in putting gender discrimination policies into practice when a society does so (Yang, 2011). Male is portrayed as the dominant gender commonly found in the textbook, which relates to the powerful gender (Wang et al., 2019).

CONCLUSION AND SUGGESTION

The present study has revealed that there is a significant imbalance of gender representation in EFL textbooks for Senior High School Schools (*Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017*). Either in the frequency of gender representation or social and domestic role of gender representation, it indicates inequality for female existence. It reveals that most female positions are associated with the traditional view in society, like only performing more in household duties. Still, there is no anyway serves as a house-husband in this textbook. There is also an inconsistent portrayal of female roles that shows if a male is superior in sports, manual labor, or outdoor activity. In addition, the frequency also shows high domination of males rather than females. Therefore, it is in line with the finding result that is revealed by Samadikhah and Shahrokhi (2014). Based on the result that has been revealed, the author suggests this research as an evaluation for the stakeholders responsible for arranging the textbook so that unequal gender representation can be avoided well.

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