Gender Representation in English Textbook Cambridge Primary Path Student's Book 6

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ABSTRACT : *This study is entitled "Gender Representation in the Cambridge Primary Path Student's Book 6 English Textbook" and discusses gender representations in a sixth-grade English textbook. The objectives of this study are to analyze the gender representation in the Cambridge Primary Path Student's Book 6 English textbook, to analyze gender bias with a focus on gender stereotypes found in the textbook, and to analyze the implication of gender representation on the schools and students who use the textbook. This study employs a mixed-method approach, including quantitative, qualitative and content analysis techniques. The data used is qualitative, in the form of text sourced from the Cambridge Primary Path Student's Book 6 English textbook. Data collection methods include documentation and observation, supported by a checklist instrument and note-taking techniques. The collected and categorized data is analyzed using gender theory by Coates (2013), aspects of gender representation by Hamdan (2008), semiotics by Barthes (1964), and English grammar by Kroeger (2005). The analysis results are presented using both formal and informal methods. The analysis results indicate that, based on the nine categorizations of gender representation proposed by Hamdan (2008), seven categories are dominated by males: visibility in photos and illustrations, visibility in the text, topic domination, occupation, firstness, leisure activities type, and generic conception. Meanwhile, only one category attributed to personal traits assigned to gender is dominated by females. Additionally, one category shows a quantitative balance (50:50), namely grammatical function..*

KEYWORDS – *Gender, Gender Representation, English textbook*

I. INTRODUCTION

Gender issues in Indonesia reflect complexities relating to the roles, rights and obligations of men and women. Despite progress in terms of women's participation and rights, gender inequality remains entrenched, evidenced by gender stereotypes and the gender pay gap. Research shows that women in Indonesia are paid 1.7% less than men for the same position, with the overall wage gap reaching 5.5%. In a cultural context, certain traditions in Indonesia, such as in Bali, limit women's participation in public discussions, exposing male dominance in many aspects of life. The global fight for gender equality is the focus of attention, reflected in the sustainable development goals (SDGs). Several developed countries have successfully implemented policies that support gender equality in various sectors, including education and employment. Although Indonesia is making progress in this regard, there are still challenges to be faced, especially regarding the dominating patriarchal system. Quality education is expected to reduce gender bias and strengthen gender equality, which is one of the main pillars in efforts to achieve the SDGs. In the education sector, textbooks often reflect traditional gender stereotypes, which can influence students' mindsets. Research shows that textbooks in Indonesia still reinforce unequal gender roles, with women often depicted performing domestic duties. On the other hand, textbooks from developed countries, although more progressive, still show gender bias in some aspects.

Therefore, conducting an in-depth analysis of teaching materials is essential to ensure that education can create a foundation that supports gender equality and eliminates existing stereotypes.

II.   METHOD AND THEORY

2.1 Research Method

The method used in this research is a mixed quantitative and qualitative approach. According to Creswell and Clark (2017), combining quantitative and qualitative approaches can provide a more comprehensive understanding of the research results than a single approach. On the other hand, a qualitative approach using content analysis was used to explain the numerical data that had been analyzed quantitatively. Creswell (2014) also notes that each type of data collection has its strengths and weaknesses, and combining quantitative and qualitative data can overcome these weaknesses. *Content analysis* is a research technique that generates valid inferences from analyzed text or material (Krippendorff, 2003). This technique helps uncover the meaning and potential effects of the analyzed content by classifying, tabulating, and evaluating its main symbols and themes. Content analysis is a systematic and objective way to describe and measure data. In this study, content analysis was used to obtain quantitative data on gender representation, adopting the criteria and categories described in the previous chapter based on the work of Hamdan (2008). Through content analysis, gender representation is evaluated through statistical data, which illustrates how often gender appears in textbooks. This way, the number of male and female representations can be calculated accurately.

2.2 Theoretical Framework

2.2.1 Gender

The distinction between sex and gender is a crucial concept in gender studies and social sciences, as articulated by Coats (2013). This differentiation is essential for understanding the complexities of human identity and social roles. Sex refers to the biological differences between males and females, such as reproductive organs, chromosomes, and hormonal profiles. This classification is typically binary, with individuals categorized as male or female based on these biological factors. In contrast, gender encompasses the roles, behaviours, activities, expectations, and societal norms that cultures associate with being male or female. Gender is not inherently tied to biological sex; it is a social construct that varies across different cultures and historical periods. For instance, what is considered "masculine" or "feminine" can differ significantly from one society to another, and these traits can evolve. Coats emphasizes that gender is not a static attribute but a dynamic process—something we "do" rather than "are." This perspective aligns with the concept of performative gender, which suggests that gender identity is expressed through repeated behaviours and social interactions. This view challenges the traditional binary understanding of gender, highlighting that individuals may embody a range of traits and identities that do not conform strictly to societal expectations of masculinity or femininity. Coats (2013) also advocates for recognizing **plural masculinities and femininities**, suggesting that there is no single way to be a man or a woman. Instead, multiple masculinities and femininities exist, each shaped by factors such as race, class, sexuality, and culture. This recognition of diversity allows for a more nuanced understanding of gender that acknowledges the complexities of individual experiences and identities.

2.2.2 Gender Representation

Discussions on gender identity and gender stereotypes are crucial to understanding the roles played by women and men and how gender representations are formed. According to Hamdan (2008), gender linguistics covers two main aspects: the way men and women speak and write, and how they are represented in language. This gender representation is not only seen in verbal communication, but also in written texts, symbols and other media.In the context of education, gender representation has a significant impact on students and the learning process. Textbooks, as an important tool in education, often reflect gender representations that can influence students' views. If gender representations in textbooks are fair and equal, this can promote gender equality.

Conversely, unwise representations can lead to gender bias.Hamdan (2008) identified several categories that need to be considered to evaluate gender representations in textbooks, to determine whether there is gender equality or gender bias. Research shows that equal representation in textbooks can help reduce gender injustice and promote equality in society.

2.2.2.1 Visibility in Photos and Illustration

Lavender and Vanstone (1991: 56) emphasize that images have a more significant impact than what they depict. In an educational context, images are essential as they can introduce text and provide a basis for classroom discussion. To analyze the frequency and percentage of photos and illustrations depicting female and male characters in textbooks, Hamdan (2008) provides a counting technique that follows specific guidelines. Each character in one illustration will be investigated, and illustrations can be drawings, cartoons, or photographs. If the same character appears repeatedly in the book, each occurrence will be counted separately. Counting is done concerning the number of male and female characters, where clothing and hairstyles are used as clues to determine the character's gender. However, if a character's gender is unclear or ambiguous, the character will be ignored in the count.

2.2.2.2 Visibility in Text

This study analyzes and counts the frequency of physical appearance of male and female characters in texts, both at the word and sentence level, as an essential indicator to assess gender balance in textbooks. Gender reflected in texts can be identified by counting gender-related nouns, specific names or titles (such as Mr., Miss, Mrs., Dad, Mum, Ali, doctor, Marry), as well as pronouns (such as she, her, he, her, him, I). This is also influenced by specific attributes in English that grammatically and linguistically refer to male or female gender. If there are neutral nouns or pronouns (without gender specification) in some sentences, the data will not be counted for further analysis. Calculations and comparisons need to be made to determine the frequencies and percentages of the results.

2.2.2.3 Topic Dominance

Topical dominance in a text can be analyzed by examining the content of dialogues and readings to determine the male and female-dominating characters based on specific criteria. First, the analysis can be done by looking at the character who initiates the conversation in the dialogue, which includes different genders and pair work practices. Furthermore, the number of conversations or speaking turns is also essential. The main character in the dialogue or reading, who serves as the guide of the conversation and the problem solver in the storyline, must also be considered. In addition, Sleeter and Grant (1991) emphasize that the title of the text, the caption of the illustration, and the content of the story or dialogue accompanied by the illustration can serve as clues to identify who the main character in the text is.

2.2.2.4 Profession

An occupation is a profession that a man or woman engages in as a source of livelihood. The study will focus on the occupational roles that each gender represents. Occupations will be counted and analyzed to determine the balance or imbalance of gender role distribution. In addition, the diverse representation of work in each gender shows gender equality, so no one gender is only focused on domestic or public work. This research will focus more on the diversity of the types of jobs shown rather than the types of jobs shown repeatedly.

2.2.2.5 Firstness

Firstness, as one of the categories for viewing gender, is represented equally because this section includes a limited set of asymmetrical words in the language. From this point of view, unequal treatment of a gender's representation will be seen in the pair of words that appear first. There is no justification for the frequency with

which men's greetings or titles are mentioned first more often than women's, such as father/mother, uncle/aunt, or brother/sister. However, firstness can also be seen from the placement of gender-specific names, such as John and Kate or Kate and John.

2.2.2.6 Grammatical Function

This category aims to give an idea of the position given to both genders and the way they act in sentences. Grammatical function refers to the functional relationship between the elements in a sentence (subject and object). This study focuses on the actors' role as subjects (proper nouns, nouns and subject pronouns) in each sentence.

2.2.2.7 Attributed Personal Traits

This category includes adjectives that describe both male and female nouns. Studies show that writers of English as a Foreign Language (EFL) books usually use frequently occurring adjectives such as beautiful, diligent, and weak to describe women. On the other hand, they describe men as strong, loyal and handsome. This study intends to analyze the texts based on the traits or qualities assigned to each gender and see whether the traits or qualities tend to be positive or negative.

2.2.2.8 Lesure Activity

Both men and women usually undertake leisure activities as a hobby or recreational act to relax. These activities include reading, playing soccer, swimming, skiing, picnicking, chess, music and talking. This category aims to examine the distribution of these activities to see if they are associated with one gender in a different way than the other or if some of these activities are performed more by one gender than the other.

2.2.2.9 Generic Conception

Generic words are used to refer to both genders. However, not all generic words refer to both, but only to one party. Generally, they reflect men and exclude women from the picture. Through this category, we will analyze the availability of masculine nouns such as postman, businessman, and policeman, feminine nouns such as businesswoman and policewoman, generic pronouns (he, his, she, her) that refer to both men and women and neutral or inclusive nouns when the gender of the speaker is not mentioned (children, doctors).

III.   RESULT AND DISCUSSION

Hamdan (2008) outlined nine categories of gender representation that can also be used as clues to see the presence of gender bias in English textbooks Cambridge Primary Path Student's Book 6. The nine categories of representation are visibility in photos and illustrations, visibility in text, topic dominance, occupation, primary interests, grammatical functions, properties and qualities given, types of recreational activities, and generic conceptions. In the English textbook Cambridge Primary Path Student's Book 6, all nine categories of gender representation were found. Based on the types of gender representation presented by Hamdan (2008), the analysis of each category will be described in tabular and descriptive form as follows.

3.1 Visibility in Photos and Illustration

Table 3.1 The Total and Percentage of Visibility in Photos and Illustration

	Women	Men
Subtotal	188	207
Total	395	
Percentage	48%	52%
Total Percentage	100%	

Gender representation in textbooks can be seen from the text displayed and the images or illustrations listed in the book. Hamdan (2008) stated that finding gender representation in textbooks can be done by using several guidelines, such as observing each character in one illustration, either in pictures, cartoons, or photos. Then, if the same character continues appearing, it is counted as a separate event. Each number of male and female characters is counted using clothing and hairstyles as clues. However, if the gender in the image is unclear and not depicted through appearance, the character is ignored. In order to obtain accurate analysis results, research on images and illustrations was conducted by investigating and counting each occurrence of the female and male gender of each image. From the table, it can be seen that male gender images or illustrations appear 207 times with a percentage of 52%.

Meanwhile, the occurrence of female images or illustrations is only 188 times, with a percentage of 48%. Therefore, the total number of gender representations calculated based on visibility in photos and illustrations is 395 characters. These calculations show that gender represented through photos and illustrations in the Cambridge Primary Path Student's Book 6 English textbook is dominated by the male gender and still shows a tendency of gender inequality.

3.2 Visibility in Text

Table 3.2 The Total and Percentage Visibility in Text

	Women	**Men**
Subtotal	858	952
Total	1810	
Percentage	47%	53%
Total Percentage	100%	

The analysis of gender representation in this second aspect, namely visibility in the text, is carried out by counting the occurrence of each gender in the text, such as in sentences, dialogue, and stories. The analysis of female and male gender in the text can be seen from the use of gender-referring nouns such as common nouns (man, woman), names, and titles, and can also be seen from the use of appropriate pronouns (she, he, her, his, her, him). The repetition of any gender reference in a text is counted to measure the frequency of its occurrence. Therefore, the aspects that should be considered are having an apparent reference to either female or male. In Table 3.2, the statistical results of the total number and percentage of each gender found in the text have been shown. It can be seen that the female gender appears in the text 858 times, with a 47% percentage. Compared to the female gender, the male gender appears much more, namely 952 times with a percentage of 53%. The total occurrence of both genders in the text is 1,810 times, with various word categories ranging from general noun names to titles and pronouns. The data shows that in this second category, the male gender dominates the occurrence of gender representation in the text.

3.3 Topic Domination

Table 3.3 The Total and Percentage Topic

	Women	Men
Subtotal	33	44
Total	77	
Percentage	43%	57%
Total Percentage	100%	

The analysis of topic dominance is done to see which gender dominates in a text. This can be seen in the main character in a text or story, the number of turns speaking in dialogue, and the character who often starts the

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conversation. Analyzing the topic domination aspect will show the authority of each gender represented in the textbook. The analysis results on the topic dominance aspect are shown with statistical calculations and more detailed descriptive analysis. Statistical calculations from Table 4.3 show that male authority in the textbook, which consists of nine chapters, is far more dominant in each topic than in the female gender. There are 44 topics dominated by men, with a percentage of 57%. Meanwhile, women only dominate the topic 33 times with a percentage of 43%.

3.4 Profession

Table 3.4 The Total and Percentage of Profession

	Women	Men
Subtotal	14	24
Total	38	
Percentage	33%	67%
Total Percentage	100%	

Equal gender representation can also be seen from the aspect of the work that each gender does. It will also show the expertise that each gender has in doing their profession or job. In this study, the analysis was carried out by counting the occurrence of each job performed by the female or male gender. In addition, the distribution of the diversity of types of work performed by men and women is also analyzed to see the dominance of the work given to each gender, whether it only focuses on domestic or public work or has a balanced proportion. The occurrence of jobs performed by both women and men is shown in Table 3.4. There are 24 jobs performed by men, with a percentage of 63%. Next, in the female gender, work only appears 14 times with a percentage of 37%. The counted job data is the occurrence of various or repeated types of work done by women and men. So, based on these statistical data, men again dominate the aspects of gender representation in this fourth section.

3.5 Firstness

Table 3.5 The Total and Percentage of Firstness

	Women	Men
Subtotal	16	35
Total	51	
Percentage	31%	69%
Total Percentage	100%	

Firstness gives an idea of gender equality or inequality by describing word pairs or names placed first. This will show the tendency for certain genders to be prioritized when mentioning a text. Based on this, the English book Cambridge Primary Path Student's Book 6 shows that the female gender is only placed first than the male 16 times out of 51 data. So the percentage obtained is 31%. This is quite inversely proportional to the placement of male-gendered words, displayed 35 times with a percentage of 69%. Thus, the aspect of firstness or primary importance as part of gender representation is dominated by men.

3.6 Grammatical Function

Table 3.6 The Total and Percentage Grammatical

	Women	Men
Subtotal	16	35
Total	51	

Percentage	31%	69%
Total Percentage	100%	

Gender representation can be traced further through the grammatical functions shown in the text. The grammatical function in this study includes the position and way each gender acts in sentences. This is related to the elements of the sentence, namely the subject and object. The emphasis on this grammatical aspect is to see that nouns with certain genders are more often displayed as subjects or actors in each sentence. That way, it will show the control that each gender has in a sentence.

Regarding the grammatical function aspect, statistically, the calculation results on this aspect have been shown in Table 4.6. The table shows that both genders, male and female, have an equal percentage of 50%. The total results between women and men are only 5 points apart. Women occupy the position of subject 453 times, while men occupy the subject 458 times. Therefore, with these calculations, gender has been represented equally in the category of grammatical functions.

3.7 Attributed Personal Traits

Table 3.7 The Total of Attributed Personal Traits

	Women	**Men**
Subtotal	16	35
Total	51	
Percentage	31%	69%
Total Percentage	100%	

Gender in textbooks is not solely seen in the presence of male and female characters. Apart from the previous categories of gender representation, gender equality can also be seen from the traits and qualities given to the characters in appearance and nature. The existence of a balance between the two genders can also be reflected in the tendency of the traits and qualities given, whether positive or negative. In this analysis, statistical calculations will give a total result on each trait and quality given to men and women with varying or repetitive traits.

Overall, each gender shows a variety of traits and qualities. As shown in the table, these results are obtained from the data types of traits and qualities in each gender while still counting the occurrence of repeated adjectives. Thus, it appears in Table 4.7 that women occupy a dominant position compared to men. The female gender is shown to have traits or qualities in the text 40 times with a percentage of 57%. In contrast, the male gender only appears with the traits and qualities given in the text 30 times, with a percentage of 43%.

3.8 Lesure Activity

Table 3.8 The Total and Percentage of Lesure Activity

	Women	**Men**
Subtotal	43	53
Total	96	
Percentage	45%	55%
Total Percentage	100%	

In the categories, the analysis looks at the types of recreational activities men and women do in their leisure time. This aspect can also show the same distribution of activities or even show an imbalance in the activities carried out by both genders. Before discussing the specific data, table 4.8 shows the results and percentage of the types of activities carried out by both genders. The results were obtained by counting recreational activities in different variations and displayed repeatedly. Men are shown doing recreational activities 53 times, with a

percentage of 55%. At the same time, women have a total of 43 times with a percentage of 45%. Therefore, the results in the table illustrate that the male gender has a more varied type of recreational activity and is displayed more often than women.

3.9 Generic Conceptual

Table 3.9 The Total and Percentage of Generic Conceptual

	Women	Men
Subtotal	200	252
Total	452	
Percentage	44%	56%
Total Percentage	100%	

Generic conceptions relate to generic things that can denote both male and female genders. However, some words are specific but are used for both genders, causing a disadvantage to one of the genders. This study analyses both of these to gain a deeper understanding. First, the statistical data results have been displayed in Table 4.9, which shows that in this aspect, the male gender again dominates with a percentage of 56%, and the occurrence of data is 252 times. On the other hand, women have a percentage of 44% with 200 occurrences of generic words.

IV. CONCLUSION

Based on the previous discussion, three points are presented briefly to summarize all the discussions in this study by the research objectives. First, the analysis of gender representation in the Cambridge Primary Path Student's Book 6 English textbook shows the results of the nine gender representations based on the categories proposed by Hamdan (2008). The results showed that of the nine categories of gender representation, there were seven categories dominated by men, namely aspects of visibility in photos and illustrations, visibility in text, topic dominance, occupation, primary interests, types of activities, and generic conceptions. Meanwhile, women are depicted as dominating only in 1 category, namely the traits and qualities given to gender. On the other hand, there is also one category that shows a balance in quantity (50:50), namely in the category of grammatical functions.

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