



The Representation of Sexism in A Textbook Entitled “English in Mind”

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Abstract

The result of this research explains the representation of sexism based on three English textbooks “English in Mind”. The focus of this research is to investigate the frequency of males and females, the representation of males and females in occupational roles, and the representation of males and females as inspiring persons based on pictures and reading texts. Thus, the study implements Fairclough's three-dimensional discourse approach: description, interpretation, and explanation for textbook analysis. The study revealed that the frequency of males and females was based on text and pictures. The male is more dominant than the female. Furthermore, males and females in this textbook were portrayed as having the power to do outdoor activities. As well, the female is not only portrayed as the housewife or taking care of the baby. Otherwise, the representation of males and females as inspiring persons variation sometimes comes to an unfamiliar person. Males were superior to females according to the frequency in three English textbooks “English in Mind”. However, the study educates to students be aware of sexism issues in real life, and also students have a perception that being stronger or more capable in some activity does not only refer to gender.

Keywords: Representation; Gender and Sexism; Critical Discourse Analysis.

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1. Introduction

. Sexism includes language that is indicated to discriminate against one of the genders, with the presentation of one of the genders being superior or unequal. Both International law and Indonesian has the same point connected to equality between males and females in real life. According to the Universal Declaration of Human Rights, all human beings are equal. As well as the issue of sexism is an interesting topic for the educational system due to the representation of males and females. Females were described as possessing "more passive personality characteristics" (Asadullah *et al* 2018). Females will never be in the same political, professional, social, or cultural positions as men because they are weaker, less rational, and



more emotional (Blangsinga *et al.*, 2021). Females are portrayed as being passive or performing tasks that require less energy (Emilia *et al.* 2017). In contrast, males are typically portrayed as being capable of physical activities or other actions that necessitate thought and consideration. Males in positions were influenced and authority (Ahmad & Shah, 2019). The view of a male being more dominant and braver than a female being more passive and emotional may appear in society even though gender labeling is based on how both males and females are supposedly behaving and showing up. Consequently, the representation of males and females in social activity is different.

In educational system English textbooks is one of point to showing the representation and portraying social roles for males and females. Besides, in English textbooks content was express implicit-explicit moral and cultural values (Setyono & Widodo, 2019). Gender representation is indeed, ideologically charged (Sunderland, 2019). It could be assumed that textbook not only give the material related in learning process. Moreover, English textbook would like to deliver many aspects. So, English textbooks has significant impact to influence students' understanding the perception on sexism. The representation of males and females and social roles in ESL textbook was stereotypes (Sedmak 2022). It possible to the researcher analysis about some issues from textbook.

As (Derin *et al.*, 2020) noted there has been a significant interest in studying gender representation in (EFL) textbooks over the last few decades. Especially in Indonesia, as the study (Agni *et al.*, 2020) and (Rizkiyah *et al.*, 2022) have looked at high school English and junior high textbooks and focused on issues such as gender representation. In another case, the study from (Sulaimani, 2017) showed the importance of gender representation in EFL textbooks in Saudi Arabia. The study has revealed that EFL textbooks still contain biased gender in terms of gender appearance which is highly dominated by males. The representation of males is more dominant than the females in almost all aspects. In Addition, the study comes from Japan which was conducted by (Lee, 2019). The result of this study indicates that the



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representation of gender in Japanese EFL textbooks shows gender equity in certain terms and occasions.

Based on various results above which are elaborated the researchers from Indonesia and abroad, sexism's issue deserves to have more attention, especially in English textbooks also the results varied sometimes dominance from the male, sometimes was balanced and sometimes dominance from the female. Thus, this research is focused on the ratio frequency of males and females, the occupational roles of males and females, and also males and females as an inspiring person.

2. Method

2.1 Research Design

The research design of this study is qualitative research. The data in this research is analyzed in the form of description and identification or analysis of the texts. The goal of qualitative research is to select individuals or places (or texts or images) that will help the researcher understand help the researcher in understanding the problem and the research topic (Creswell, 2014). Furthermore, qualitative researcher was attempted to comprehend a phenomenon by focusing on the big picture. So, the use of qualitative as research design to analyzed the data and explain the result from the data.

Qualitative content analysis as the method of this study to analysis of the representation of males and females, identify the dominance males and females, and connect to social roles in CDA based on texts, reading text, and picture in three English textbooks. Content analysis is a method used to identify and measure the presence of particular ideas, phrases, words, themes, characters, illustrations, and even words in a given text or text collection for the purpose of data analysis (Tahan, 2015). Texts can be broadly defined as books, book chapters, articles, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language. (Butler, 2012) states that content analysis is a technique used to find out what messages are in a text in a deeper, structured and systematic way. The explanation of the results



could help researcher comprehend and identify how a particular the gender is portrayed in three English textbooks.

Critical discourse analysis is "used to detect and expose textbook representations that perpetuate unbalanced social relations in society" (Hidalgo Tenorio, 2011). Also, the goal of CDA is to examine social inequality as it is conveyed, indicated, represented, justified, and so on by the use of language or in discourse (Wodak & Meyer, 2016). (Fairclough, 2003) defined that CDA has aims to explore the relationships of dominance in society, ideology, authority or regulation.

2.2 Research Instruments

In qualitative research, the researcher is an essential instrument. It can be said that the researcher has responsibility in collecting data. In this study human as investigator is selected as research instrument. According to (Creswell, 2014) said that the human investigator was the key instrument for data collection and analysis. The human investigator is an effective tool for this function. He or she talks with those present, listens in on their conversations, watches what they do, looked the text and picture they do and makes notes about it in field notes and journals (Ary *et al.*, 2010).

2.3 Data and Sources of Data

English in Mind Student's textbook was a textbook used by seven junior high schools in Samarinda because the school has an applied curriculum Merdeka and it can be called "sekolah penggerak". Also, another consideration in choosing this textbook to analyze is the majority of tasks require that focus on grammar, listening section, reading section, how to pronounce well, and taking part in the dialogue. Most of the assignments emphasize meaning and ask for students to work independently. It can be concluded that the aim of the author creating this textbook is to promote students' skill able to communicating both verbal and nonverbal in English effectively. Besides, this textbook provided many pictures and conversations with native speakers. It was possible to analyze deeper gender from this textbook.



2.4 Data Collection Procedures

In terms of data collection, clauses from the textbook were gathered to explain how the textbook represents sexism and how degree the textbook maintains gender roles or gender inequality, particularly in the use of process types and attributes. The steps in collecting data involve defining the parameters of the study, gathering data through unstructured or semi-structured observations and interviews, documents, and visual materials, as well as creating a procedure for collecting data (Creswell, 2014). In this research there are two steps in collecting the data. Firstly: (1) determining the English textbooks used (English in mind), (2) reading the textbooks comprehensively, (3) creating data collection, (4) coding, (5) classifying based on the data collection. In addition, the technique for developing the gender portrayal measurement factors was adapted from (Amerian & Esmaili, 2015) in which include: (1) finding the frequency of the frequency evidences of female and male representation, (2) finding the woman contributions, (3) finding the use of adjective between male and female.

2.5. Data Analysis Techniques

The study concentrated on gender presented through texts, pictures and reading texts in three "English in Mind" textbooks, applying Fairclough's three-dimensional CDA framework, i.e., description (text analysis), interpretation (processing analysis), and explanation (social analysis). Data analysis is applying to gained deeper detailed analysis of these categories, provide examples from the textbooks and explain the findings in relation to the setting of her thesis and the highlighted social issue. The first step framework is the description. In this stage of analysis, image and text are identified, labeled, and classified, since this stage is concerned with "formal properties" of the images. Besides, interpretation was given by labeled based on sexism male and female. The interpretation is accomplished in consideration of the interpreter's background cognitive speculations. Last step is an explanation. Explanation is concerned with the relationship between interaction and social context, the social determinations of production and understanding processes, and the social effects of these processes (Fairclough, 2013).



2.6 Trustworthiness

1. Theory Triangulation: this research technique which is intended to examine and interpret the data obtained. So that the result of findings is confirmed and interpreted based on the relevant theoretical studies that have been built previously.

2. Investigator Triangulation: A triangulation technique used to achieve the confirmability by consulting or checking the data to the advisor.

3. Findings and Discussion

3.1 Findings

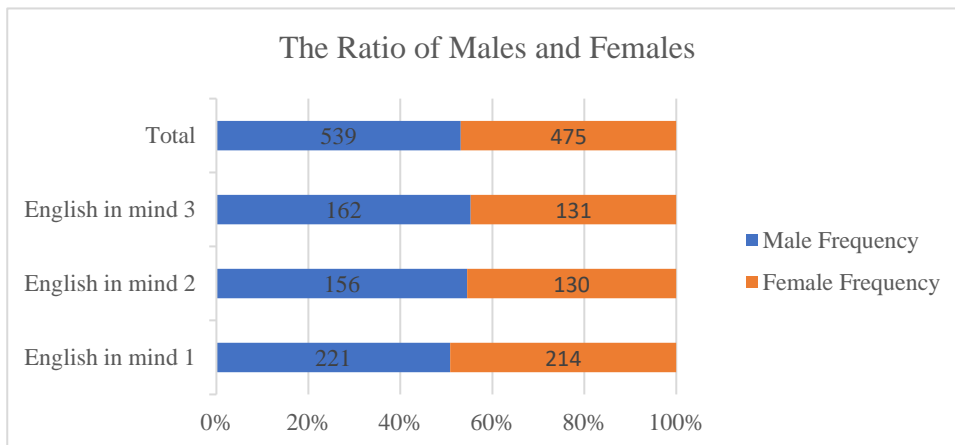


Figure 3.1. Frequency of Female and Male Occurrences

Referring to the result in Figure 4.1 from three English textbooks “English in Mind”, both males and females had different results. The result from three English textbooks showed the frequency of males being more dominant than females the result comes from texts and pictures. It can be seen that the representation of males and females is based on the text and pictorial representation. The first aspect is the aspect of the conversation, this aspect shows that conversation between male and female various kind of activities. For example, at school, by chatting, camping, in outdoor activities, at the cafe, and home. In those conversations, both males and females contribute and have a chance to give their ideas or plans to decide something. The next is the representation based on the picture. This aspect showed the male



and female activities in the picture. This result showed that both males and females can do indoor activities and outdoor activities. For example, females would like to do activities such as swimming, running, shopping, dancing, studying, teaching, riding a bicycle, and other activities. Males can do activities such as reading a book, eating, playing guitar, cooking, washing dishes, teaching, playing some sports, and other activities. So, based on the results from three English textbooks “English in Mind” indicated the dominance of males over females. It can be concluded that males are superior to females.

3.2 Occupational Roles Male and Female in Textbook

Table 1: Occupational Roles Males and Females

Occupation roles categories	Male	Female
1. Sport	41	7
2. Social	4	4
3. Education	3	8
4. Arts	3	0
5. Scientist	3	3
6. Public Health	2	6
7. Officer	0	2
8. Entertainment	5	3
9. Service	3	0
10. Adventure	2	0
11. Designer	0	2
12. Housekeeping	0	2
13. Farming	0	1
14. Cooker	0	1
Total of frequency	66	39



As a result of data collection males were more dominant than females. Males had 66 frequencies and females had 39 frequencies. This result showed males dominate both indoor and outdoor activities and the occupational roles are variative. The highest frequency from three English textbooks is based on sports categories. In book 1 there are 17 frequencies, in book 2 there are 23 frequencies and also in book 3, there are 3 frequencies. One of the reasons males were dominant in the sports category is because the text and pictures showed profiles the famous athletes such as Christiano Ronaldo, Lewis Hamilton, Usain Bolt, and other athletes. The purpose the writer mentioned their name is familiar to students and to make students interested in reading the text. Meanwhile, for females, this textbook showed that based on sport activity females get involved in book 1 football player (p.80) and runner (p.90). Also, for the social category, this category is always mentioned in three English textbooks. Both males and females are always involved in helping each other. Male, as the result in book 1 (pg.18) tells the story of a volunteer from England. He spent his time helping people in Africa, even though he did not get any salary from his job in Africa. Meanwhile, females can contribute to helping each other by being firefighters in book 1 (pg.42) and volunteering in book 2 (pg.86). So, according to the frequency of males and females, males are more dominant than females. But this category is balanced both males and females have contributed to helping each other.

3.3 Male and Female as Inspiring Person

According to the result from three English textbooks “English in Mind” the researcher obtained a variety the activities from males and females. Also, the frequency of males and females had different points as the resulting frequency of males and females. Males had 64 frequencies while the frequency of females had 49 frequencies. Thus, it is noticeable that male frequency from the text and picture is more dominant than female in the three English textbooks.

Table 2.1 Distribution of Male and Female Inspiring Person

Representations	Males	Females
Book 1	Mike Coleman (Volunteer)	Claire William (Beekeeping)



Zhuang Zedong (Tennis Player)	Erin Brockovich (American
Jeef Bezos (Chairman)	paralegal)
Lewis Hemilton (Racing driver)	Dorothu Stanga (Environmentalist)
Guiseppe Mezofanti (Language	Helen Thayer (Climber)
learning legend)	Ana Ivanovic (Tennis player)
David Crystal (Author)	Oprah Winfrey (Host)
Bob Marley (Musician)	Marta Viera da Silva (Football
Autrey (Subway hero	player)
Piquiucho (Football player)	
Saimir Strati (Mosaic artist)	
Ashrita Furman (Breaking	
record)	

As a result in English in Mind 1, the researcher obtained a variety of representations of males and females as an inspiring person. For male categories, mostly the activities for males as inspiring persons were the outdoor activity such as athlete (p.32 and 101), volunteer (p.18), and racer (p.43). The story of Zhuang Zedong and Cowan is important and meaningful, with one of the titles being “The Ping Pong Friendship that Changed the World”. The text tells the story of the relation China player and the American player, although they are from different countries they can communicate and help each other.

Table 2.2 Distribution of Male and Female Inspiring Person

Representations	Males	Females
Book 2	Jason Smyth (Runner)	Olivia (Writer)
	Usain Bolt (Runner)	Marianner Buggenhagen (Track
	Christiano Ronaldo (Football	and field athlete)
	player)	Stefanie Brown Trafton
	Carlinhos Brown (Musician)	(Paralympian athlete)
David Bowie (Singer)	Abigail (Genius woman)	



Alexander Fleming (Professor of medicine) Marie Skolodowska-Curie (Physics teacher)

Pierre Chevalier (The lucky man)

The next was the result of English in Mind 2, the researcher getting the data variety of the representation of males and female as inspiring persons. For male categories, the activity could be indoor or outdoor activities. In the story “The Man with Seven Lives” (p.102), the text narrates how lucky the man always survived some accident like in a plane, train, and bus. From the text, students would like to get moral value that there is no impossible in the world and keep strong to struggle the problems in real life.

Table 2.3 Distribution of Male and Female Inspiring Person

Representations	Males	Females
Book 3	Jay-Z (Singer)	Owen (Sign language)
	Ray Kurzweil (Computer scientist)	Forty (Writer)
	The member of Oasis (English rock band)	
	Dan Wilson (Vocalist)	
	Munson (Bass guitar)	
	Michael Jackson (Singer)	
	Neil Armstrong (Astronaut)	
	Johnny Deep (Actor)	
	Pierre Chevalier (The lucky man)	

Lastly, in the result of English in Mind 3, the researcher gained the data unbalance of the representation of males and females as inspiring persons. In contrast, based on the result from book 2 and book 3 the researcher gained the data from reading texts and pictures. In book 3, the researcher gained only based on pictures. For male representation eight frequencies. Meanwhile, for females only got two frequencies in the third edition of the English in mind



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textbook. For representation males as singers (p.13), a member of music (p.70), and actors (p.102). The text informed students about the short profile of a public figure. Moreover, the representation female writer (p.88) the text informs students how to manage their time and also how much time they spend on unimportant things.

3.2 Discussions

Males are superior to females based on the frequency from three English textbooks. The result is based on texts and pictures. Male and female representation was important because they supported a dominant (hegemonic) ideology that depicted men as superior and women as inferior. Males are typically portrayed as strong, smart, acceptable, and slightly emotional (Hamidah, 2017). (Palmer & Bosch, 2017) believed that males are more competent in all aspects. In contrast, Women are stereotypically portrayed to be powerless, sentimental, crying, and prone to attack. So, females are described as housewives and male have authority in many aspects (Gauntlett, 2008)

The frequency of males and females in occupational roles only differed by a few points. So, it can be said that the ratio of male and female was balanced. As a result of this research, both males and females had the same chance in outdoor activities. It was supported by (Anjarwati, 2020) stated that Males and females are shown playing the same game or participating in the same sport. Baseball, diving, and playing the piano are examples of masculine games or sports. Football, volleyball, and traditional instrument playing are similar activities for girls. These can be construed to mean that females are equally competent in performing the same activities as males.

The result of the ratio of males was more dominant than females. However, males were more dominant than females in this textbook. The frequency of males and females only differed by a few points and the occupational roles are varied. (Unger, 2007) noted that most of the females work as secretaries, nurses, and school teachers. Whereas, males' jobs are mostly as mechanics, engineers, and computer scientists So, based on the result of this research showed that both males and females had the same chances in outdoor activities such as athletes,



volunteering, climbing, or other activities. In contrast, previous studies stated that females are more likely to shop for groceries, prepare meals, wash dishes, clean the house, and care for the kids. Males, on the other hand, are stereotyped as strong, competent, dominant, active, and expected to work in public (Zahri 2018).

The representation of males and females was varied and the inspiring person sometimes comes from unfamiliar person. Males were superior to females according to the frequency in three English textbooks “English in Mind”. Males were represented more positively than women Anjarwati (2020). On the other hand, males stand out for having qualities that are the exact opposite of those of women, for example, independence and strength Vidari (2021). On the contrary, some perceptions said that females were weak and passive than males. Chafetz (2006) believed that women and men act differently because they use different reproductive strategies has many challenges among both social and physical scientists.

4. Conclusion

In this present study, the researcher concluded that male was more dominant than female from frequency or the representation in the English textbook “English in Mind 1,2 and 3”. Both males and females were portrayed with a variety of professions. Therefore, the female was not only portrayed as housewife or take care of a baby. In this textbook female representation for outdoor activities. Such as firefighter, athlete, and climber. While the male was portrayed as dominant from indoor or outdoor activity and the frequency had showed mostly positive impact. Moreover, for example from the result in “English in mind 1” showed that male represents doing house work at home like cooking, ironing, washing, and washing the dish. Because there are some perceptions from some people that those activities are only for females. It was contrast based on the concept theory of sexism was judging someone based on their gender. Additionally, referring to the findings of this study showed there were female figures as inspiring persons or role models in some aspects. For example, the female was represented as a strong woman, getting great achievement or the winner of a tournament. It was



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a good impact for female students to know as the inspiration to achieve her dreams in the future.

Also, female students felt confident and had ambitions to achieve her dream.

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