

**Gender Representation in an Indonesian Government-Endorsed
English Textbook**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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YOGYAKARTA

2022

APPROVAL SHEET

**GENDER REPRESENTATION IN AN INDONESIAN
GOVERNMENT-ENDORSED ENGLISH TEXTBOOK**

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RATIFICATION SHEET

**GENDER REPRESENTATION IN AN INDONESIAN GOVERNMENT
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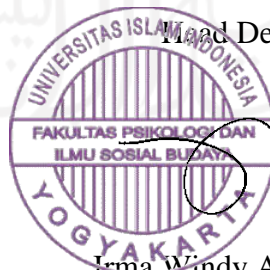
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, June 30, 2022

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MOTTO

I have the capability, people around encourage me, and Allah SWT shows his pride. Thus, do as I can and realize I am a blessed person.



DEDICATION

Bismillahirrahmanirrahim. I dedicate the thesis to:

1. My parents who I love the most in this world, Mr. Syafiudin and Mrs. Rahwiya who has a heart like gold and always give love, care, support, always gives warm hugs and prayers, to all my family members;
2. My supervisor Mrs. Anandayu Suri Ardini, S.S., M.A guides and directs me to complete this thesis;
3. My *kontrakan* friends who support me with some tools to complete this thesis;
4. My girlfriend accompanies me to several meetings with my supervisor.



ACKNOWLEDGMENT

Assalamu'alaikum Wr. Wb.

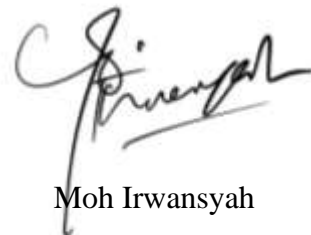
Praise be to the one and only god during the researchers' life, Allah SWT. His gracious mercy allows the researcher to get through the struggle during the process of the research and the writing process.

Best love to the dearest parents, brothers, and extended family who encourage the researcher to accomplish all the stuff of this thesis proposal in the English Education Department. Sincere gratitude to lovely supervisor Mrs. Dayu who patiently directed and genuinely dedicated her valuable time to support me. It would be unpredictable if the researcher was not guided by her, the researcher cannot be able to accomplish this thesis without her. Moreover, special innumerable appreciation for all the lecturers and academic staff at English Language Education Department for the valuable knowledge and the precious experience.

The researcher realized this research is not perfect. Hence, it is required to attain any recommendations from the readers. The researcher expects this research is able to be advantageous for the readers.

Yogyakarta, June 30, 2022

The researcher,



Moh Irwansyah

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GENDER REPRESENTATION IN AN INDONESIAN GOVERNMENT-ENDORSED ENGLISH TEXTBOOK

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ABSTRACT

The discussion of gender bias in the educational domain has been an issue for years. Specifically, the representation of gender in the textbook was more essential because it depicted how society treats gender in a certain region. This study reports how the Indonesian government English textbook depicts the whole portrayal of men and women because it represents how Indonesian society saw gender in real life. Therefore, this study aims to identify the representation of gender in Indonesian government-endorsed English textbooks. This study is based on a content-analysis investigation of gender representation in *When English Rings the Bell SMP/MTs Kelas VII* that was endorsed by the Indonesian government under the ministry of education. The whole data was collected through the instrument and was specified based on the need for gender representation that was made by Porrecca and was analyzed using Krippendorff's framework. This study reveals that man representation was depicted as a strong character by depicting man as an outdoor worker with more choices of type of work. The woman's representation is depicted as a domestic worker such as a chore. In addition, male gender is represented as a masculine character, which is associated with types of nouns that were frequently associated with strength, wildness, and activeness while female gender was presented with typical nouns that were associated with beauty and passivity. The study still needs more exploration with other theory approaches to discover how gender is represented in the textbook.

Keywords: Indonesia; textbook; gender representation; content analysis

CHAPTER I

INTRODUCTION

1.1. Background of the Study

The discussion of gender bias in the educational domain has been an issue for years, which is constructed on the political battle through individuals or groups in order to gain more access in the field (Davies, 1989). In several contexts, gender is not represented equally in school textbooks. For example, Baghdadi and Rezaei (2015) reported that the tendency of gender's position in the English textbook specifically were unbalanced. Additionally, the representation of gender in the textbook was more essential in shaping gender roles in society (Tyarakanita, Drajadi, Rochsantiningasih, & Nurkamto, 2021). Hence, dozens of research studies have been carried out to expose the impact of how gender bias in textbooks culturally impacted their social life and stereotyping, which tended to emphasize the dominance of male roles over female roles in the educational workplace (Sunderland, 2019). Barton and Sakwa (2012) revealed that the textbook reinforced gender stereotyping in several developing countries, in how society commonly treated males and females. This gender imbalance has been constructed in children's early education through the curriculum. This portrayal showed how stereotypically men were placed in woodwork and women were at home maintaining small enterprises. The curriculum even categorized the textbook design that girls love math and sciences lessons and boys love social lessons. Meyer (2010) stated that the textbook embodying gender bias gave influence on children's cognitive and affective development in accordance with the level of education. The aspect of gender (gender's occupation, character's behavior, gender's position,

gender's moral, etc.) that leads to an imbalance treatment in the textbook crystallized in children's development behavior. As a consequence, policymakers and material developers were proposed a new approach designing the textbook for the educational domain (Tyarakanita, et. al 2021).

In addition, in English Language Teaching (ELT) context, gender stereotyping still occurred in English as Foreign Language (EFL) countries as Lee (2018) revealed that the Japanese were exposed to gender bias in endorsed-English textbooks. Although the government has programmed gender equality through language education, the bias could be found in written text and captured in the visual description. In Hongkong, Lee and Collins (2010) revealed that public awareness of gender bias was raised in written materials as one of the gender bias discussions was an English textbook in the primary school and secondary school. Furthermore, the participation of women in the textbook was more essential than men. The women were put in an essential position in the workplace. The women have been described in various occupations in Hongkong. In addition, in the English as Second Language (ESL) context, in Singapore especially, Gupta and Yin (2009) highlighted that the design of the whole textbook, as English has been medium of instruction that adopted source language culture like English speaking world, has concentrated on gender awareness that appeared to balance position between male and female character. It was influenced by the government's policy that Singapore has non-sexist rules in many sectors. While Indonesia is an EFL country, this has been a topic of interest in gender representation as the research carried out by Tyarakanita, Drajadi, and Rochsantiningsih (2021). The study revealed that gender was served mostly through images on the government-

endorsed English textbook. The textbooks were dominantly biased in presenting gender in written text as Indonesian still deal with gender stereotyping, which was considered the men were more suited in the strong work field while the women were in a homey place. Besides, the discourse of gender in the textbook still requires more research to understand the whole portrayal of men and women. Therefore, this study aims to identify the representation of gender in Indonesian government-endorsed English textbooks.

1.2. Formulation of the Problem

What are gender representations in the Indonesian government-endorsed English textbook *When English Rings the Bells*?

1.3. Limitation of the Problem

The research is to identify and analyze gender representations in the Indonesian government-endorsed English textbook titled *When English Rings the Bells Kelas VII* (secondary level).

1.4. Objective of the study

The purpose of this study is to identify and analyze gender representations in the Indonesian government-endorsed English textbooks.

1.5. Significance of the study

Although Indonesia has still dealt with gender problems culturally, this research helps to add references to gender discourse, especially in the educational context. The findings of this research directly benefit material developers in Indonesia, specifically the ministry of education which endorses English textbooks

for secondary schools. This research can also function as a consideration in writing English textbooks generally.



CHAPTER II

LITERATURE REVIEW

2.1. Gender in Indonesian Context

Gender in Indonesian has been a field of activists' discussion. An amount of research has been carried out to map such factors that influence gender construction in Indonesian society. A study by Brenner (2011) stated that the major factor of gender construction in Indonesia has been influenced by Islamic values that adopted Islamic law (shari'a) since Indonesia has been the most populated Muslim in the world, and its value has crystallized among the society. This study categorized the values including behavioral codes and women's dress in public. Although the freedom of wearing a certain cloth was not ruled officially, when women enter a certain local territory, women's clothing should be adjusted according to Islamic morality in that territory. Besides, the women should behave like a servicer in a communal event. This portrayal has been retained for a long time. It shows that Indonesian society still sticks to sociocultural norms that were adopted from Islamic values.

Those norms affected gender roles in society. A study by Widodo (2020) stated Indonesia still living in the patriarchal norm, especially in rural areas, where women were demanded to master cooking skills at least basic knife skills just to assert their girly identity. The basic norm in this societal context for women was to serve food to their family members and to prepare foods for the guest, such as snacks and drinks. However, this local practice has switched in contemporary Indonesian society, such as in urban areas, men were able to cook and helped to serve the food. As a result, this switched condition influenced the Indonesian labor

market and opened more chances for men to work as a chore and for women to strive their careers as outdoor workers.

In the educational context, gender influenced male and female access to education in Indonesia. Gardiner (1991) reported that during the 1980s and 1990s, Indonesians' children had been restricted by their family's income resources to access education, which prioritized sons if the resources were limited and offered daughters in other fields. Furthermore, during this period female enrolment in public school was problematic with the family's rule that allowed sons to access a long-distance school than daughters, which caused the imbalance of the female portion in public school. These research have shown how gender bias in Indonesian education environments during those periods was culturally and politically partial.

Those issues affect educational discourse at school, both separate placement and public facilities. Srimulyani (2007) highlighted that several schools have separated female classrooms and school's facilities. Male dormitories were exposed to higher facilities for sports and were more accessed by the public rather than female dormitories. This separation was related to an Islamic traditional institution called madrasah; an Islamic traditional school system that adopted a co-educational system (privately operated), which possibly placed male and female students in different placements based on Islamic traditional values. Additionally, Maliki (2018) stated that there was a gap in learning facilities between male students and female students in rural areas. Female students were mostly enrolled in low facilities schools. Schools highly-cost influenced parents' choice to enroll

sons in highly-facilitated schools, instead, girls were enrolled in low access of learning facilities.

As Indonesians still live dominantly in patriarchal norms (Setyono 2018), the issues of gender in the educational context have been exposed widely by the researcher. As Widodo and Elyas (2020) argued that the most common particular fields that were discussed are locations, discourses, and classroom setting. As a result, the implied aim of gender issues in education was to spread the output of human resources in the workplace equally, especially in rural Indonesia. Furthermore, the discourse on gender in the educational field aimed to raise the equality of gender stereotyping through an educational system that was designed by the government. As it influenced practically the classroom setting, the research of gender equity has been planned to pursue the same portion of men and women in the teaching and learning system, which specifically means, there was no specification of gender in certain documents at the schools. Besides, Setyono (2018) asserted that it was important for language teachers, as well as other teachers, to normalize the equality of gender in the classroom during the teaching process that concerned teachers' teaching delivery. It is because language teachers also have an important role to spread the misconception of gender stereotyping through English that most English-speaking countries have grown the concept of gender. In addition, language material developers were required to design the documents that exposed gender representation equally.

2.2. Gender Representation in EFL Textbook

Gender representation in textbooks has been discussed by many language researchers that focused on how the textbook positioned gender. Since the research on the most used 15 English textbooks was conducted by Porecca (1984), many linguists have attempted to map the factors of gender bias in English textbooks. Blumberg (2009) argued that the most biased gender in the textbook were the poor countries that were categorized as having the weakest school system. Most of those schools were in developing countries that civilized girls in isolated placement, which was reflected in the textbook. In contrast, the study was carried out by Gooden and Gooden (2001) stated that in developed countries the female portion in the textbook was increasing year by year. In American high schools, based on the 16 books published in the 1960s, 1980s, and 1990s, most of the female representations have scoped the same portion. These researches focused on the countries that published a textbook as the main discourse of gender representation.

In English as Foreign Language (EFL) countries, the representation of gender in the textbook has the same proportion, as in Japan. Lee (2018) highlighted some evidence that the use of an expression in the conversation texts in several Japanese endorsed English textbooks has not tended to gender imbalance in verbal communication. The use of a title that commonly was more dominant for man has mentioned neutral addresses. The portion of gender roles have spread out for men and women that there was no specific role or occupation for man or woman, for example, a nurse was not for women anymore. However, some evidence showed that the depiction of female achievement in the textbook was lower than male representation. In line with the research that was conducted by Lee

(2014) in Hongkong underlined that the depiction of gender role in a household in the textbooks has changed in past decades, for example, the role of household duties were no longer for women instead of being shared between father and mother. The research also indicated that gender equity has arisen in Hongkong as it was seen in the textbook that the ratio of woman appearance was more dominant although the population of men in the whole country was higher. In addition, in recent textbook decades, male appearance was lower than female in the form of coordinated phrases, which overlapped male bias phenomenon over the English speaking countries. Both research resulted in the positive representation of women which implied that the society is not dominated by the patriarchal system. In other words, the discussion of gender in the EFL textbooks investigates the portion of word identity or how the words portray gender representation.

As explained earlier, the expression, title-address words, and phrases indicated gender representation in English textbooks. Barton and Sakwa (2012) stated that the stories in the textbooks were still male-oriented as it was conducted in Uganda and that there were 9 to 12 stories in English textbooks that were gender biased. The omission of girl characters in the local stories was a sign of how the country still provoked male dominance while the population of females were higher in the country. This orientation depicted how wives still depended on their husbands in several matters of the household. Once male-oriented story was depicted in the form of employment in how the woman needed the affirmation from a man to make a decision. Another significant aspect of gender representation in the textbooks especially in the stories is a profession. Based on the study that was carried out by Ghajarieh (2016) for Iranian textbooks, it highlighted three

professions that were frequently occupied by male roles. It was explained in the medical field the role of doctors and nurses were still imbalanced. Most of the doctors were men in the stories that adopted the local values of Iran. In the teaching profession, it was implied from several stories that men and women were separated in the educational profession. In other professions, women were depicted as administrators for police officers instead of working outdoors. Furthermore, the main focus of the research was the role of gender that commonly occurs over the world, which was male oriented phenomenon.

In the context of Indonesia, English textbooks were published by non government and nationally endorsed governments in various versions depending on the function. The content was closely adapted from local values in Indonesia that showed relatively based on Indonesian gender construction in the society (Setyono, 2018). Existing research recognizes the critical role of gender in recent English textbooks. Suwarno, Triyono, Ashadi, and Sahayu (2021) through critical semiotic analysis investigated the textbook that was published by the government and was used for junior high schools and represented the whole portrayal of gender construction in the textbooks in Indonesia. The research likewise resulted in the domination of male depiction in several parts. As male students were more interested in the non-academic activity, some evidence showed through Critical Discourse Analysis (CDA) that males were depicted in the form of images as active in outdoor sports. The men were especially members of football sports. Female students were not expected to participate in outdoor sports and hobbies. Inevitably, gender stereotyping in the textbook still occurs in a specific way the author exposed the dominance of males through dialogue, speech boxes, and

pictures. In other methods of analysis through language sexism that relates some words or sentences analyzed to gender relation and picture narrative representative model, Trayakanita, Drahati, Rochsantiningasih, and Nurkamto (2021) found the same male phenomenon in the textbooks that were used in junior high school. The study asserted that gender stereotyping even occurs in the recent publication of English textbooks, in which men were more dominant in social roles. In contrast with that, another investigation carried out by Setyono (2018) through CDA analysis showed different results. The male phenomenon did not occur in this textbook that was commonly used in senior high school. There was no gender stereotyping that led to gender misconception. The images of women in the government leaders showed that women could participate in political discourse and were depicted from several images in the textbook. Both studies used CDA analysis to investigate the picture side and text side of the textbook which distinctly resulted in both glorifying men in the society and positive portrayals of female positions in social discourse.

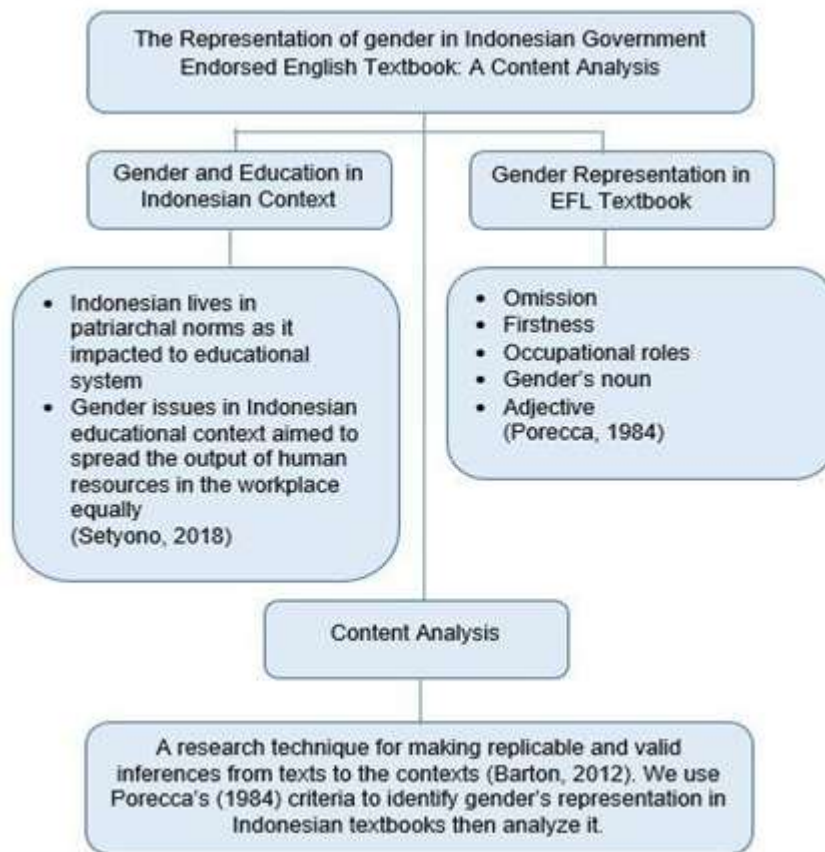
The current study tries to investigate the representation of gender of men and women in the textbook. As Porreca's (1984) model possibly identified the whole representation of a textbook through the presence of a single item of gender in the texts and pictures, the number of the occurrences of male and female representation were counted. It was called "omission". The number of sexism between male and female occurrences was counted and then analyzed through the average ratio. The presence of men and women in the textbook were also counted through what is called "firstness", which identified the representation in how the author of the textbook prioritized "firstness" between men and women

in the texts, tasks, and sentences. Representations of gender are also counted in “occupational roles”. This model tried to represent society’s view on how men and women were represented in the texts or pictures in the form of occupational roles, which commonly appeared in the textbooks. “Gender’s noun” that designated men and women are also counted to know how those words represented gender construction in the textbook (for example, son/daughter). In addition, the “adjective” that represents gender construction is counted, in which the adjectives that modify male or female character.

2.3 Theoretical Framework

The framework of this study is that gender in education could not stand with the educational system only, but it included other problematic issues that are commonly involved in both economic arguments and cultural problems. In economics, low rate income was the common reason why gender bias occurred because men were supported to get higher education as active income in the workplace after finishing the educational stage (Gardiner, 1991). In culture, the patriarchal norm was the most exposed case in developing countries as it impacted how the society presumed gender in education (Setyono, 2018). In the EFL context, the issue of gender that was discussed in this study was the representation of gender in an Indonesian English textbook. As Porreca (1984) categorized the representation of gender in the form of a number of gender existence in English textbook (omission), how the author put the gender in the text (firstness), how genders were employed (occupational role), how the author used nouns that were paired to gender (gender’s noun), and how the author used adjectives that implied gender’s meaning (adjective).

Figure 1. Theoretical Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study used a qualitative research method that uses content analysis. Krippendorff (2019) characterized content analysis as a research technique to infer the texts and pictures of contents and interpret them.

3.2. Data Preparation

The main source of this study was the book titled *When English Rings a Bell (WERB) SMP/MTs Kelas VII* written by Wachidah, Gunawan, Diyantari, and Khatimah (2017), which was published by Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan. The first publication was in 2016 then was revised in 2017. Therefore, the researcher decides to use the latest version of the book. The book dominantly contained texts, pictures, dialogues, exercises, and symbols. It enriched the type of data that will be analyzed in this research. This book mostly has been used for the seventh grade of junior high school in most of the schools in Indonesia (Tyarakanita, et. al 2021). Besides, it was endorsed by the official government of the ministry of education and culture which was responsible for the containment of the book. Therefore, the content of the book may represent most Indonesian students' character including gender bias and culture.

3.3. Data Making

The data were collected through the book WERB as the main resource of this research. The researcher did a close reading throughout the book,

highlighted, categorized, and captured several potential data in the textbook using the instrument that was developed by the researcher which relied on Porecca's component in identifying the representation in the textbook. The components were required to be applied in coding the visual and non-visual artifacts.

Table 1. Reading Checklist

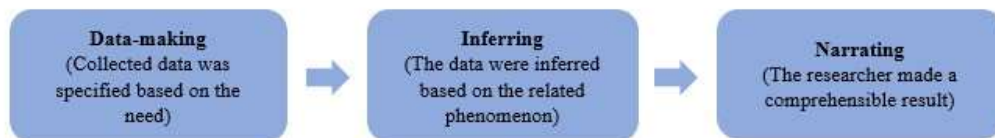
Porrecca's Item	Description	Location/Page	Tally	Representation
Omission	The number of occurrences of males and females in the books, in both text and illustration			
Firstness	The number of times that males or females were presented first in exercises, examples, or sentence			
Occupational Roles	The total number of occasions in which women and men were portrayed in occupational roles in both the text and illustrations was tabulated as was the total number of different occupations for women and men			
Gender's Noun	The total number of occurrences of every noun			

	designating a male or a female
Adjectives	<p>Adjectives used with females and males in the books. These adjectives were then categorized under the following 11 headings: Physical Appearance (e.g., tall, beautiful); Intellect/Education (e.g., bright, stupid); Emotionality/State of Mind (e.g., sad, calm); Physical State/Condition (e.g., strong, tired); Personality Traits (e.g., friendly, disagreeable); Age (e.g., old, young); Environmentally Descriptive (e.g., rich, poor); Rapport/Reputation (e.g., great, unpopular); Normality/Deviance (e.g., normal, strange); Ability (e.g., capable, incapable); and Environmentally Induced (e.g., lucky, restricted).</p>

3.4. Data Analysis

The analysis of this research was conducted using content analysis. It consisted of data-making, inferring, and narrating (Krippendorff, 2018). The whole data was collected through the instrument and was specified based on the need for gender representation that was made by Porrecca (data-making). The representative data were inferred based on the related phenomenon in the context of the researcher's interest (inferring). The researcher made a comprehensible result and related it with the available literature (narrating).

Figure 2. The Steps of Analyzing Data



3.5. Trustworthiness

The trustworthiness of this research relied on three criteria of the validity of a content analysis. Closeness of categories: the definition of each category has relied on Porrecca's framework to ensure each category represents male and female existence in the textbook. Conclusion: the result of the research has correctly followed the data of the research. The result also can be explained by other related phenomena in different contexts in the same local value. Generalizability of the result to a theory: the categories has used a clear definition using Porrecca's criteria in determining gender representation, specifically male and female in the textbook

CHAPTER IV

FINDING AND DISCUSSION

4.1. Findings

The number of findings in the selected textbook was found through various forms of words, pictures, and symbols. The representation of gender that existed in each chapter of the whole book, which included each criterion of Porecca's item, such as omission, firstness, occupational role, noun, and adjective, was different in the total number of occurrences between man and woman. "Omission" obtained 1063 occurrences, both male 550 representation and female 513 representation. The representations were found in the form of text, such as the name of a character, third-person pronoun, and title address. Besides, gender representation existed mostly in the form of a picture, including the four main characters of the book, the parents of the student, and the educational administrator staff. In addition, the representations were also a symbol that consisted of male and female accessories. "Firstness" obtained 16 occurrences, which consisted of 9 men's representations and 7 women's representations. This criterion can be treated under three headings: text, dialog, and exercise, which occurred mostly in the short dialog, in the short descriptive text, and in students' exercise. Occupational roles in the textbook occurred in both man's occupation 8 representations and woman's occupation 10 representation. Most of man's occupations were teachers with the portion 7 of 8, and 1 profession was a farmer. Women's occupations were also dominated by the teacher profession with a total of 5 representations, 3 housewives, 1 nurse, and 1 surgeon. A number of nouns that were designated to gender totaled 19 occurrences in every chapter, including man with a total of 9 words and woman with 10 nouns.

Those men's nouns consist of sport, farmer, kite, cow, goat, badminton, dog, snake, football, and the woman's nouns consist of cupcake, cooking, nurse, housewife, park, market, flower, kitchen, rabbit, butterfly. The adjectives that were associated with gender compiled 29 occurrences in both men 11 words and women 18 words. The female adjectives consisted of yellow, blue, pretty, colorful, clean, tidy, pink, cute, neat, well organized, kind, polite, impressive, beautiful, chubby, slim, smart, friendly. The male adjectives consist of large, big, dark, brown, red, sporty, black, messy, smelly, sweaty, bad.

Table 2. Data Findings

Item	Tally		Representation
	Male	Female	
Omission	550	513	<i>Text, picture, symbol</i>
Firstness	9	7	<i>Text, dialog, exercise</i>
Occupation	8	10	<i>Male: teacher, farmer., female: housewife, teacher, nurse, surgeon.</i>
Noun	9	10	<i>Male: sport shirt, farmer, kites, cows, goat, badminton, dog, snake, football., female: cupcake, cooking, nurse, housewife, park, market, flower, kitchen, rabbit, butterfly.</i>
Adjective	11	18	<i>Male: large, big, dark, brown, red, sporty, black, messy, smelly, sweaty, bad., female: yellow, blue, pretty, colourful, clean, tidy, pink, cute, neat, well-organized, kind, polite, impressive, beautiful, chubby, slim, smart, friendly</i>

4.2. Discussion

As a result of the study, the analysis encompassed the five criteria of representation of gender in the English textbook that consist of the number of occurrences, written text, and pictures. The discussion included the quantity of each criteria of gender representation as Porrecca's study accommodated the number

of the representation to be a basis of analysis (Porreca, 1984). The gender that appeared more frequently representing each criterion indicates its domination of it over the other.

1. Unequal Number Representation of Man and Woman

Simply, the brief rationale of “omission” was ‘the occurrences of female representation did not occur frequently rather than male representation in the textbook’ (Porreca, 1984). Gender visibility was conducted by counting the representation of gender in each chapter to determine the portion of men and women in the whole textbook. The result can be seen in Table 4. The whole chapter showed that the representation of man was more dominant in each chapter of the book. Although the quantity of gender representation could not represent the way gender was represented as other previous findings concluded the same argumentation (Porreca, 1984), it could be an early consideration for gender representation that will be discussed later in other criteria. However, the gap between man and woman appearance was 37. The number was quite high and it indicated unequal representation, yet other criteria (firstness, occupation, noun, and adjective) did not have that much of a gap. The gap showed that a woman's accomplishment was not too important as part of the book, which also can be inferred that a woman's existence in real life was not counted in several settings of society (Borton & Sakwa, 2012). In line with this, Indonesian society still did not consider women's participation in the social setting unless pointed as their leader or higher position in Indonesian socio-cultural (Setyono, 2018). This indicates that the given portion of women is still problematic in Indonesian English textbooks. Although not every author will consider the detail of the counted number of gender

in every chapter, the portion will appear imbalanced. Since textbooks have become the main source of learning in every school, the author should pay attention to the portion on gender in every chapter of the book.

2. Gender Placement

The number of representations of male character and female characters that appeared first in chat, dialog, and exercise indicated a certain tendency. As Porreca (1984) stated the importance of gender's placement in a conversation, it can be interpreted that the author tried to address or infer certain meanings by putting them firstly in a dialog. As the occurrences in the whole chapter do not have that much of a gap between male and female's placement firstly, interestingly, it was to interpret the position of title placement as Fig 3 that is located in Chapter 1 (Page 8).

Figure 3.



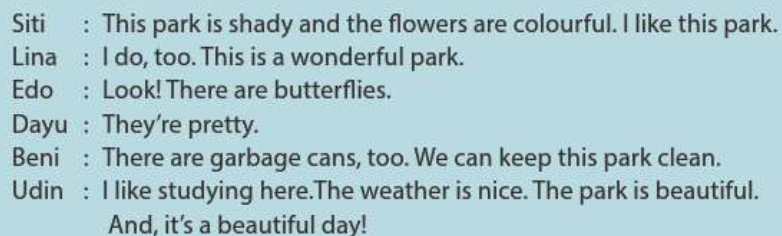
The picture showed how a local couple tried to greet the foreigners using the source language titles "Mr " and "Mrs" in the bubble chat. The foreigners also

greeted the local couple using English "Mr " and "Mrs' ". In the source language country, it was common that the wife's name followed the husband's name, such as in the picture, the bubble chat showed "Mr and Mrs. Smith ". It means that "Smith " was the husband's surname. It happened also with the foreigner couple in the picture that addressed the locals using the same title Mr and Mrs, which omitted the wife's name and followed the husband's name. Both bubble charts showed the same placement of man firstly rather than woman. In the Indonesian socio-cultural setting, the woman will be called by her husband's name after marriage. It is common to call the husband's name first rather than the wife's name. It only occurs in Indonesian daily interaction not as it was legalized as in foreign cultures. Indeed, the author of the book tried to follow the foreigner's values that merged the wife's name with the husband's name. Instead, the author should mention the wife's name in the conversation and not follow the foreign rule that omitted the wife's name. The author should present the portrayal based on the Indonesian value as Lee (2018) stated that the EFL textbook should be presented based on local practices and culture in the society rather than following the source language culture. Therefore, it is important for the author to depict man and woman based on the referred culture in the society.

In Fig 4 Chapter V (Page 101), the placement of women firstly in the dialog was questioned. As in the picture, the girl started the conversation, Siti and Lina tried to start the conversation with the other three boys. The setting of the conversation was in the park as the girls were placed first in the dialog. Besides, the number of female and male characters was balanced yet the number could not be considered a balanced representation (Trayakanita, et. al 2021). The author of

the book realized the placement of the female character was suitable to depict the setting of the dialog (in the park).

Figure 4.



Siti : This park is shady and the flowers are colourful. I like this park.
Lina : I do, too. This is a wonderful park.
Edo : Look! There are butterflies.
Dayu : They're pretty.
Beni : There are garbage cans, too. We can keep this park clean.
Udin : I like studying here. The weather is nice. The park is beautiful.
And, it's a beautiful day!

However, it can be seen from the book that the author tried to show the reader that women were presented with their beauty. In this case, the author realized to put women firstly to address something beautiful that was constructed in the society that girls were included with. It can be interpreted that this small construction if continually exposed, the girls were identical with something beautiful. It can continue the social practices that women are identical with their beauty to create an image and stereotype that they are indeed delicate and need to be taken care of, which means, it can lead to a negative portrayal of women. (Slachmujlder, 2000).

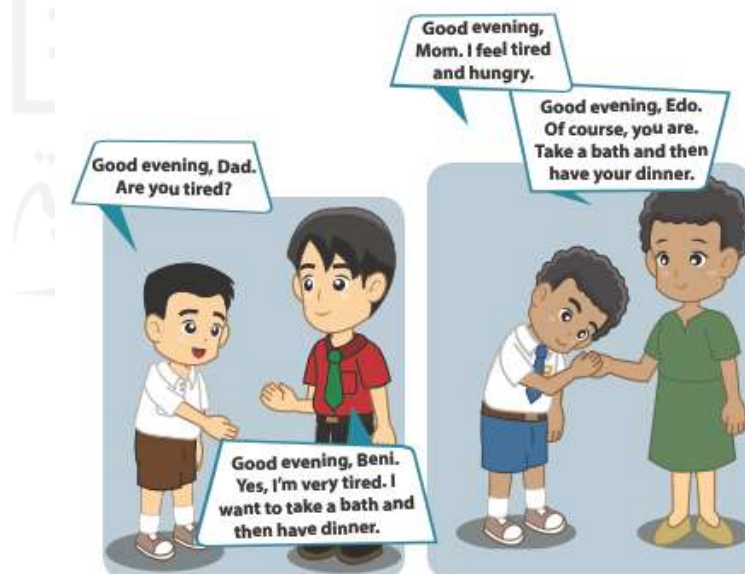
As previously stated, this construction occurred in another part in the form of a short dialog as in Chapter VI (Page 136). The conversation showed the same setting (in the park), where the female character, Siti, was put first in the dialog. It indicated that the author realized that the portrayal of women is identical to something beautiful. As explained earlier, it can continue the same stereotyping by reducing a woman's value as a result of glorifying their beauty. While the author of language material should present the fair position of gender, which

considers gender's placement in certain contexts of text or dialog, it can help rebuild the Indonesian students' view on women.

3. Stereotyped Portrayal of Men's and Women's Occupation

The portrayal of gender occupational roles has frequently been discussed in many gender textbook research as some findings stated that women's occupations were still in domestic services (Porreca, 1984; Barton, 2012; Setyono, 2018; Trayakanita, 2021). Although in this book women's occupations outnumbered man' occupations with the gap of two representations, there were several notable conditions that women consistently were significantly depicted as a chore. It almost happened in most gender textbook research (Suwarno, Triyono, Ashadi, & Sahayu, 2021). In this textbook, most of the occupations were teachers for both men and women. The women were still placed in domestic roles as in Fig 5 located in Chapter 1 (Page 7)

Figure 5.



It can be seen that the male character was depicted as a teacher and the female character was depicted as a housewife. The picture showed the same condition where the child tried to shake hands with the parents. Interestingly, the dialog showed a different perspective of gender construction in society. In the first dialog on the left, the child asked the father “Dad, Are you tired?” That means the father was working all day. It can be seen from his clothes that he worked outdoors. On the contrary, in the right picture, the child was complaining to the mother by saying “Mom, I feel tired and hungry.” instead of asking how she was doing at home. It can be inferred from that dialog and from the clothes of the characters that the mother was at home and was a housewife. The complaint said to the mother indicated that the woman was a comfort zone for the children instead of the man. Furthermore, the man was considered to feel tired because he worked all day and was away from home. However, the woman was not asked whether she was tired or not because she was a stay-at-home mother and therefore, as some of the society believe, she did not do as much work as those who have a regular job. This illustration described how women were still stereotyped based on their role and choice of occupation. Barton and Sakwa (2012) stated that women's representation at work was limited to domestic roles and certain occasions in the textbook. As a result, the author set up the dialog as if the woman did not feel exhausted as long as she worked at home. It means that if the women were not working at a professional job, the women were still not categorized as workers (Suwarno, et. al 2021).

4. Stereotyped Association of Gender with Animals

In the context of English textbooks, the use of nouns represented a different gender interpretation (Porreca, 1984). Indeed, there were several types of nouns that were used in certain contexts in English textbooks that referred to a certain gender and were constructed as gender stereotypes for both boys and girls (Suwarno, et. al 2021). Thus, the present study found certain nouns that were associated with the male character and female character in the textbook. Most of those nouns were in the bubble chat that pop up on the character. As in fig 4 located in Chapter 6 (page 141), the noun in the bubble chat showed a gender stereotype that depicted a boy with masculinity and strength, and a girl with visual beauty.

Figure 6.



On the upper left side, the girl showed a butterfly as an animal of her choice to be described, while the boy on her right showed a snake. In addition, the other boy showed a cat. Those animals can incline a gender-bias construction in society, in which girls are commonly associated with beauty and boys are associated with wildness or something more neutral as shown in the middle of the picture.

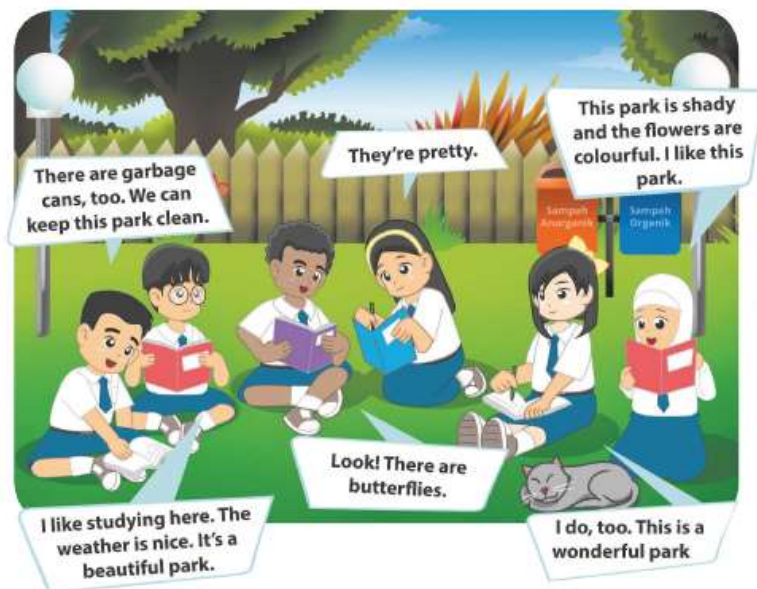
Moreover, the author consistently presented a similar illustration that depicted the characters with their animal pet as in chapter 5 (Page 111). The boy was implied to pet a dog and the girl was implied to pet a rabbit. It can be seen from the character of those animals that rabbits and butterflies are tame and more passive compared to the other animals mentioned. Although cats and dogs are also pets, they are genuinely predators and more active than rabbits and butterflies. Even the snake was considered a wild animal, which means it is not only active but also dangerous. It indicated that the author asserted that women are identical with something visually beautiful, tame, and passive. The author has been involved in girly things ever since they were in their childhood. As a result, it could lead to unfair comprehension between boys and girls for Indonesian young learners. It is important to build gender awareness for Indonesian young learners as the Indonesian government supports gender equity in the educational system (Trayakanita, et. al 2021). In addition, men were stereotyped with wildness. It is in line with the previous research finding that male characters possessed outdoor tools and female characters possessed knives, spoons, and vases that were used in the domestic activity (Gebregeorgis, 2016).

5. Constructive Portrayal of Gender with Adjective

The occurrences of adjectives were used repeatedly to describe male or female characters in the textbook. It can be an emotional expression, physical appearance, state of mind, physical condition, and environmental description (Porreca, 1984). The placement of stating adjectives that tended to fall into woman or man could lead to stereotypical reactions as Barton and Sakwa (2012) asserted that sometimes the author of English textbooks put a negative adjective just to

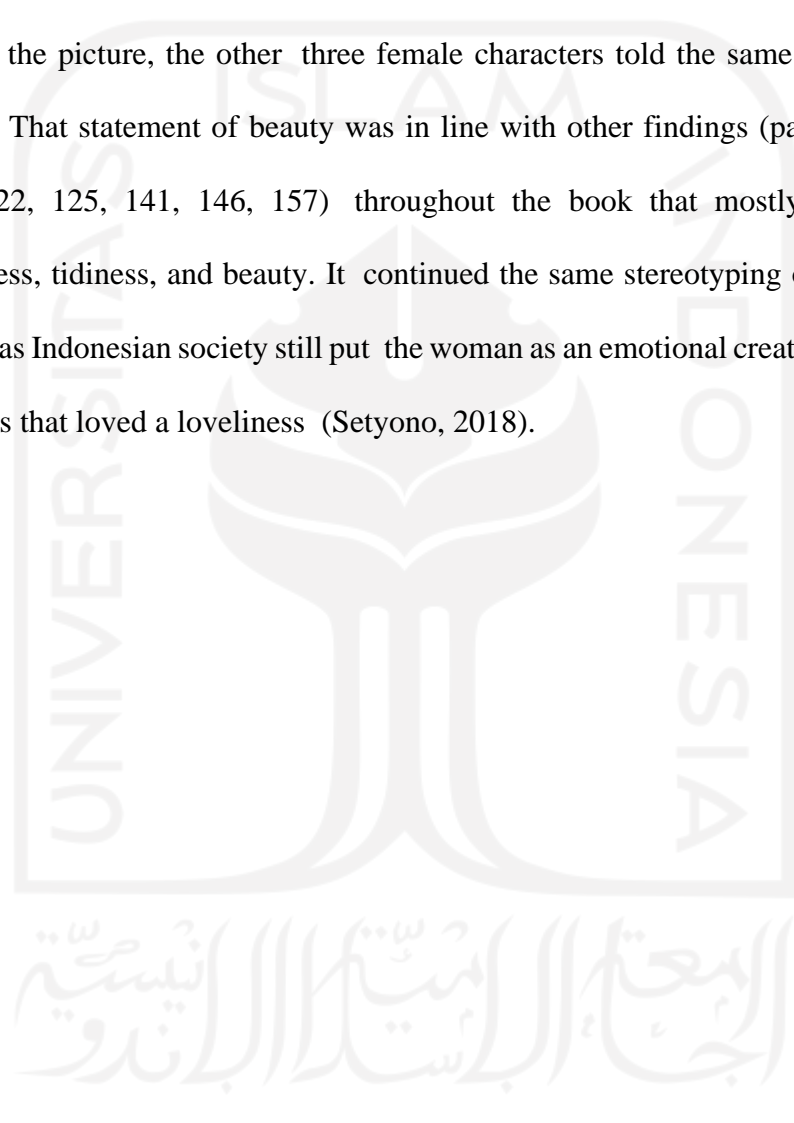
describe a woman's physical appearance. Interestingly, in the present study, the findings showed how the adjectives that were sometimes designated to women stated a positive statement. Besides, the adjectives that stated cleanliness sometimes designated men. As in figure 7 Chapter 5 (page 100), the picture showed the difference in portrayal adjectives that popped up in the dialog.

Figure 7.



The boys on the left told their friends using the adjective “clean” to assert that they have to pay attention to cleanliness. The second boy also told other friends using the adjective “beautiful” to state that the park was beautiful. Interestingly, it can be seen that the author tried to avoid a stereotypical characteristic of males, which was considered not to pay attention to cleanliness and beauty. It was supported by the fact that the conversation was started by the boys and the topic was about the park. As the previous finding showed that the girls were associated with the “park”, in this picture, the author avoided it instead of

putting boys to start the conversation and addressing something beautiful. It indicated an against of gender stereotyping as Porreca (1984) highlighted in former English textbooks that the textbook mostly reflected traditional stereotypes, such as for male expression in the dialog was constructed based on local value and was integrated into a textbook. Although the author showed a different portrayal of the man in the picture, the other three female characters told the same statement of beauty. That statement of beauty was in line with other findings (page 103, 107, 120, 122, 125, 141, 146, 157) throughout the book that mostly highlighted politeness, tidiness, and beauty. It continued the same stereotyping of the female gender as Indonesian society still put the woman as an emotional creature in several contexts that loved a loveliness (Setyono, 2018).



CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This study was carried out by analyzing the representation of male and female in the textbook WERB for 7th grade. This study found that male representation was depicted as a strong character by depicting man as an outdoor worker with more choices of type of work. The female representation is depicted as a domestic worker such as a chore. In addition, male gender is represented as a masculine character, which is associated with types of nouns that were frequently associated with strength, wildness, and activeness while female gender were presented with typical nouns that were associated with beauty and passivity.

5.2. Suggestion

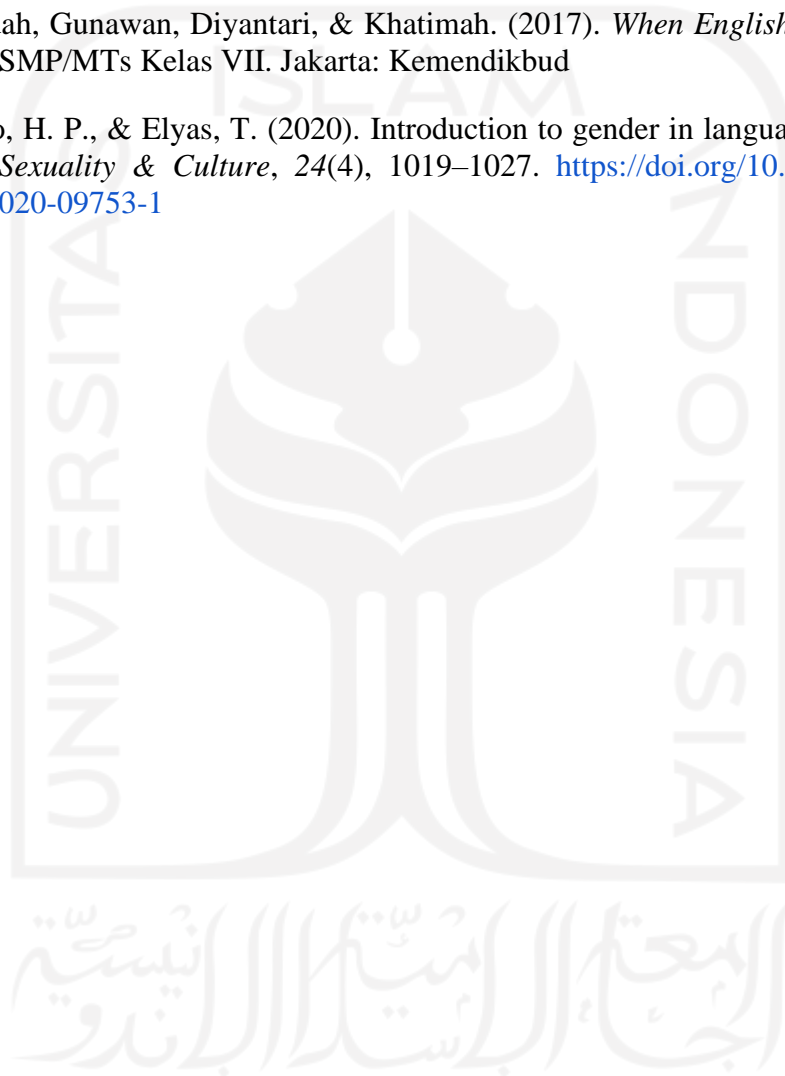
As Indonesian society lives in patriarchal norms, there will always be a need for critical study related to textbook material. It is necessary to conduct a textbook analysis related to gender representation using other theories that cover wider and deeper criteria of gender representation. This study only covers five criteria of gender representation in English textbooks that relied on text analysis and picture analysis. The study analyzed the representation based on socio-cultural theories not language sexism theory. Further research may analyze gender representation through the picture and written material that relies on language sexism theories.

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APPENDIX

Content Analysis


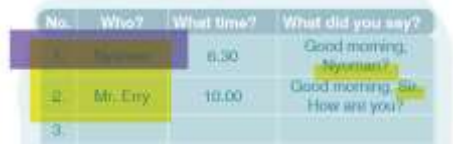
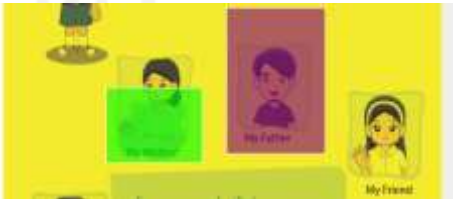

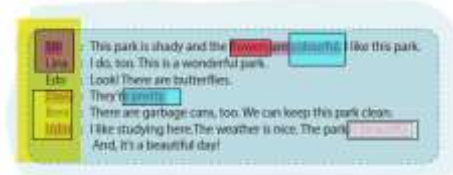
Title of Book: Buku Bahasa Inggris When English Rings the Bell untuk SMP/MTS Kelas VII
 Length of Pages: Chapter 1-8
 Retrieval Source: <https://bukusekolah.id/buku/buku-bahasa-inggris-kelas-7-smp/>
 Publisher: Pusat Kurikulum dan Perbukuan, Balitbag

Data Collection of Textbook Analysis

No	Porecca's Item	Code/Color	Sub-Code/Highlight
1	Omission	Yellow	
2	Firstness	Purple	
3	Occupational Role	Green	
4	Noun	Red	
5	Adjective	Sky Blue	





Porecca's Item	Description	Location/Chapter	Tally		Representation
			Male	Female	
Omission	The number of occurrences of males and females in the books, in both text and illustration	1	104	87	
		2	44	39	
		3	67	37	
		4	65	33	
		5	93	125	





		6	82	97	
		7	91	93	
		8	4	2	



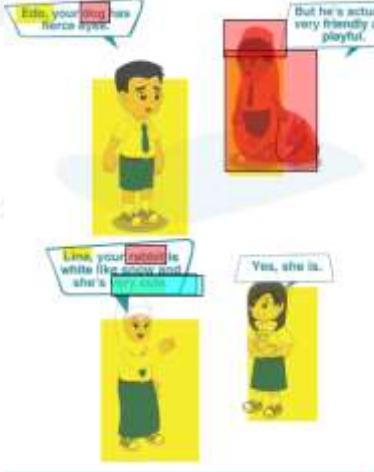
Porecca's Item	Description	Location/ Page	Tally		Representation
			Male	Female	
Firstness	The number of times that males or females were presented first in exercises, examples, or sentence	8	9	7	
		10			
		19			
		33			
		101			


		115		<p>At the zoo</p> <p>Siti: Look at the giraffes. They have long eyelashes.</p> <p>Beni: Yes, they do. Their eyelashes are adorable.</p> <p>Ulin: And look at the zebras. They have black and white stripes on their bodies.</p> <p>Ulin: Guys, do you know that each zebra has different pattern?</p> <p>Eko: They do? That's very interesting!</p> <p>Danu: Look at the elephants. They are huge!</p> <p>Ulin: Yes, they are. And look at the tigers. They have sharp teeth.</p> <p>Siti: And they have powerful legs.</p>												
		120		<p>Situation 2</p> <p>Beni: Siti, your house is very clean and tidy.</p> <p>Siti: It's nice to have a clean and tidy house. It can also keep cockroaches and mice away. They don't like clean and tidy places, you know.</p> <p>Beni: You're right. I will keep my house clean and tidy, too. I don't want to have cockroaches and mice in my house.</p>												
		122		<p>Situation 8</p> <p>Beni: Do you know Rani Maharani?</p> <p>Siti: Yes, I do.</p> <p>Beni: What is she like?</p> <p>Siti: She's very kind and polite. She's clever. Oh, she's very impressive.</p>												
		129		<table border="1"> <thead> <tr> <th>No.</th> <th>Friend's name</th> <th>Question</th> <th>Answer</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Beni</td> <td>Beni, what does your father do?</td> <td>My father is a doctor and gives out medicine.</td> </tr> <tr> <td>2.</td> <td>Siti</td> <td>How about you, Siti, what does your father do?</td> <td>My father is a teacher. He teaches mathematics in junior high school.</td> </tr> </tbody> </table>	No.	Friend's name	Question	Answer	1.	Beni	Beni, what does your father do?	My father is a doctor and gives out medicine.	2.	Siti	How about you, Siti, what does your father do?	My father is a teacher. He teaches mathematics in junior high school.
No.	Friend's name	Question	Answer													
1.	Beni	Beni, what does your father do?	My father is a doctor and gives out medicine.													
2.	Siti	How about you, Siti, what does your father do?	My father is a teacher. He teaches mathematics in junior high school.													
		134		<p>In the classroom</p> <p>Siti: Good morning, Beni.</p> <p>Beni: Good morning, Siti. How are you today?</p> <p>Siti: I'm doing very well.</p> <p>Beni: You arrive very early. Do you arrive early every day?</p> <p>Siti: Yes, I do. I always come to school early. I always leave home at 6. I don't want to be late. Beni, why do you come to the classroom by yourself?</p> <p>Beni: I don't have a car.</p> <p>Siti: Don't worry. My father will take me to the classroom.</p> <p>Beni: Thank you, Siti. You always help other people.</p> <p>Siti: You are welcome, Beni.</p>												
		135														

		135			<p>At Dayu's home</p> <p>Dayu: Let's study together again tomorrow. Ulin: Do you study every day? Dayu: Yes, I do. I always study every day. Ulin: That's why you always get good grades. You always study every day. Dayu: I do and I enjoy it.</p>
		136			<p>At school</p> <p>Eda: Lisa, let's go tomorrow morning. Lisa: What time? Eda: At 8 a.m. Lisa: Okay. Do you always go every weekend? Eda: Not only on weekend. I usually go every day. Lisa: That's why you always get good grades. Eda: Thank you. Okay, I'll be at your house at 8 a.m. tomorrow. See you. Lisa: See you, Eda.</p> <p>In the classroom</p> <p>Ben: Guys, let's go to the park this weekend. Lisa: That sounds a good idea. Dayu: Yes, let's go there on Saturday. Ulin: I love the park. I always go there every afternoon. Eda: I'll go with you, guys. Eda, will you join us? Eda: Of course I will.</p>

Portec a's Item	Description	Page	Tally	Male	Female
Occupational Roles	The total number of occasions in which women and men were portrayed in	7 12	Male's role (8): teacher, farmer, And female's role (10): housewife, teacher, nurse, surgeon,	 	 

		41	<p>There are five people in my family: my father, my mother or my mom, my younger sister, my little brother and myself. My father is Mr. Henry. He's a teacher. My mother is Mrs. Yulia. She's a housewife. My big brother is Edo. She is a student of SD Bunga Mener. My little brother, Erick, does not go to kindy yet. He's in playgroup.</p> 	<p>There are five people in my family: my father, my mother or my mom, my younger sister, my little brother and myself. My father is Mr. Henry. He's a teacher. My mother is Mrs. Yulia. She's a housewife. My big brother is Edo. She is a student of SD Bunga Mener. My little brother, Erick, does not go to kindy yet. He's in playgroup.</p> <p>There are five people in my family: my father, my mother or my mom, my older brother, my little sister, and myself. My father is Mr. Haini. He's a teacher. My mother is Mrs. Nuria. She's a housewife. My big brother is Haini. He is a student of SMA Perjuangan. My little sister is Rikka. She's still in kindergarten or kindy.</p> 
	44	90	 <p>It is eight o'clock in the morning. Beni, Udin, and Edo fly kites. They have lots of fun.</p>	
	100			

		103	 <p>Wow! Your classroom is messy and dirty. Nothing is clean and tidy.</p> <p>Thank you.</p> <p>Our schoolyard is very large. We can play badminton and do many other activities here.</p> <p>Yes, it's big enough for the activities.</p>	<p>There are many animals near our school and our houses.</p> <ol style="list-style-type: none"> 1. There are some cats. Badu has one cat in his house. 2. Yani has two fish and some snails. 3. There are some caterpillars in the flower plants in front of the library. 4. _____ 5. _____ 6. Etc.  <p>There are garbage cans, too. We can keep this park clean.</p> <p>They're happy.</p> <p>This park is big and beautiful. I like this park.</p> <p>Look! There are butterflies.</p> <p>I like studying here. The weather is nice. It's a beautiful park.</p> <p>I do, too. This is a wonderful park.</p>
		107	 <p>Edo, your eyes are big like eyes.</p> <p>But he's actually very friendly and playful.</p> <p>Look, your eyes are big like eyes and she's big like eyes.</p> <p>Yes, she is.</p>	
		111		<p>In Siti's kitchen</p> <p>Edo: Sorry guys, the chair is small. It's not comfortable for all of us.</p> <p>Lisa: It's okay. I think it's a very nice chair.</p> <p>Look at the table. It's very big.</p> <p>Edo: Yes, and everything is very big.</p>
		125		

		107	<p>In Sam's living room</p> <p>Mina: Sam, your couch is very comfortable. Sam: Thank you! I like the couch, too. Mina: And I like the colour. Sam: Yeah, I like the blue one. Mina: And you have a very big TV. It's awesome.</p> <p>In Sam's kitchen</p> <p>Lina: Sorry guys, the pizza is great. It's not comfortable for me or us. Lisa: It's okay. I think it's a great one. Edu: Look at the tomatoes. It's very red. Lina: Yes, and potatoes is very yellow. Edu: It's a very delicious.</p>	 <p>Lina, your rabbit is white like snow and she's very cute.</p> <p>Yes, she is.</p> <p>Situation 1</p> <p>Lisa: Daya, do you have any babies? Daya: Yes, I do. I have two girls. Lina: How and what do they look like? Daya: They're very little. They're babies, very cute ones. They have gray fur, big eyes, and each of them has a pink nose. Lisa: What! I can imagine how cute they are.</p> <p>Situation 2</p> <p>Sam: How your house is very clean and tidy. Edu: It's nice to have a clean and tidy house. It can also keep cockroaches and mice away. They don't like clean and tidy places, you know. Sam: You're right. I will keep my house clean and tidy, too. I don't want to have cockroaches and mice in my house.</p> <p>Situation 3</p> <p>Edu: Do you look so happy? Lisa: Yes, I am very happy. My father just bought me my favourite. Sam: That's great! What does it look like? Edu: It's red, my favourite colour, and it's big.</p> <p>Situation 4</p> <p>Lisa: What you did your homework? Why did you do that? You did it. Mina: Because it's my project. I don't have to spend much time for it. Lisa: That's good. Will you do it with that pen? Mina: Thank you, Lisa.</p> <p>Situation 5</p> <p>Edu: Do you know Rashid Mahamad? Lisa: Yes, I do. Sam: What is he like? Edu: He is very kind.</p>
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156

Hi! I've got the hair extensions, but I will not try them. What do you think?

Many people are tall and have a full set of hair. I like wearing them!

I see three people wearing the same uniform.

Oh yes. I saw them when I was walking through the park. They were wearing a uniform, weren't they?


Yes, that's right. I got a full set.

No, I'm wearing a uniform, but I'm not wearing a full set.

I see three people wearing the same uniform.

Oh yes. I saw them when I was walking through the park. They were wearing a uniform, weren't they?

I think so. Okay, see you later.



157

Hi! I've received the family photo. Thank you very much. Which one is better?

I see three girls here, and they are all tall and thin. Is her hair straight and long, in a pony tail?

Two girls are wearing their hair in plaits. They both have a fringe too.

But I like the one with the long hair.

Yes, that's fine. My niece. Sofia's hair is usually in plaits. She has a fringe too.

Right. She's standing, not sitting. She's wearing a blue dress with a picture of a horse on it.

Yes, that's the one.

Is our friend here? I've never met her.

Yes, she's here. But I don't know where she is now. She's in the back and back parts.


But, all the ladies here are wearing black and white uniforms.

You are right. Ah, there she is. She's the one sitting on the bench in front of the principal's office.

Which one? Both ladies are tall and wearing glasses. Is she wearing a blue dress?


No, she is not. She's carrying a black bag.

Alright. Come on, let's meet her.




158

I like my classmates. We are close to each other. We tease each other, but we do not get angry easily. We play together. We study together. But I do not like a number of things about them. Some are not serious. They do not do their work seriously. They like to talk. Our classroom is often messy and dirty. They also write words on the desks. During the class, they move around and they make a lot of noise.



Associating

I'm proud of my English teacher. She is smart and very friendly. Her English is very good and very clear. She speaks English to us, and we speak English to her too. She often reads us good stories from different parts of Indonesia. She knows many stories from other countries too.

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