

**THE PORTRAYAL OF LEADERSHIP MODEL BY MALE AND FEMALE
CHARACTER IN INDONESIAN EFL TEXTBOOK**

A Thesis

**Presented to Department of English Language Education as Partial
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Conveyed by

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YOGYAKARTA**

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APPROVAL SHEET

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INDONESIAN EFL TEXTBOOK**

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CHARACTER IN INDONESIAN EFL TEXTBOOK

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STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that I originally wrote this thesis. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 26 July 2022



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MOTTO

“As human beings, we can’t stand alone, Dua is a blessing power for us”



DEDICATION

This thesis is proudly dedicated to Allah SWT, my mom and my family, my supervisor, my friends, my lecturers, and people who always support and help me during writing this thesis.



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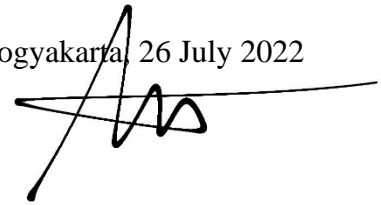
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirabbil'alamin, all praise belongs to Allah SWT, the lord of the worlds, most gracious, most merciful. There is nothing I could do without Him and may peace be upon to our Prophet Muhammad SAW, who has guided us to the brightness. There are no words to describe how grateful I am for these opportunities, to finish this thesis, to learn and explore more experiences and knowledge in English Language Department UII. Special regard to my family who always supports me as far as I stand right now. Thank you so much for trusting and believing in me. Also, I would like to give my best appreciation to these following people:

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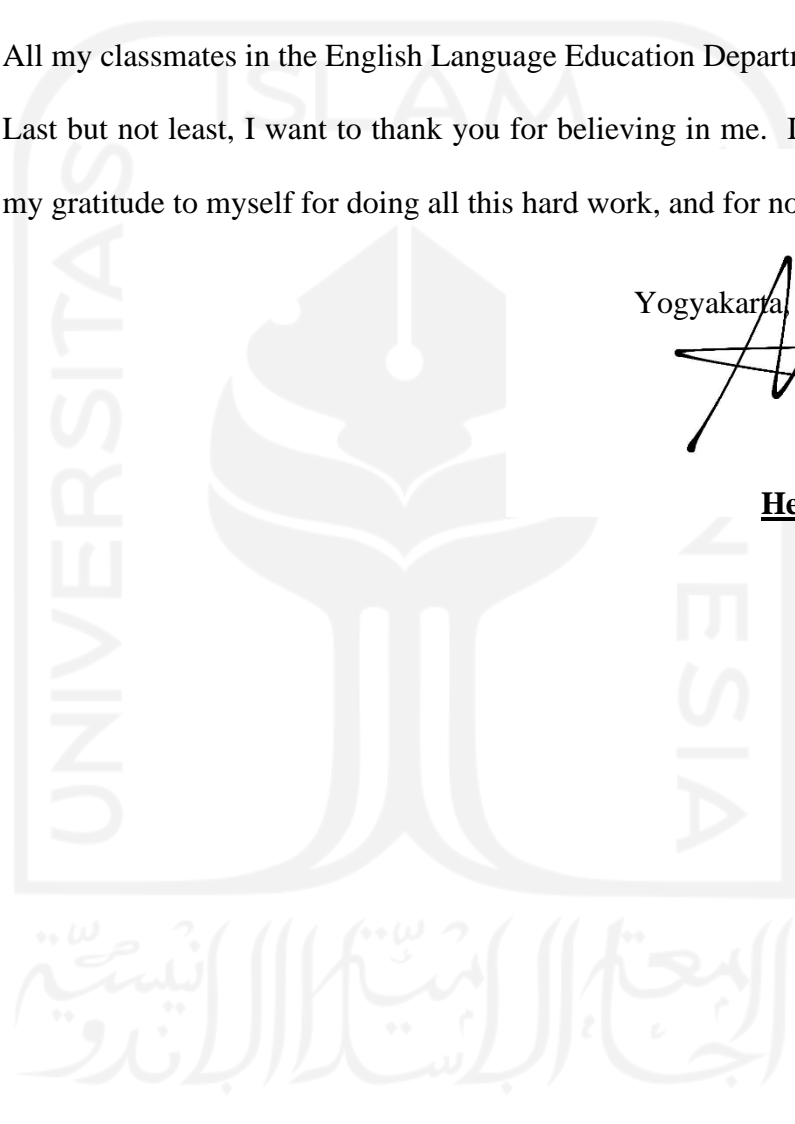
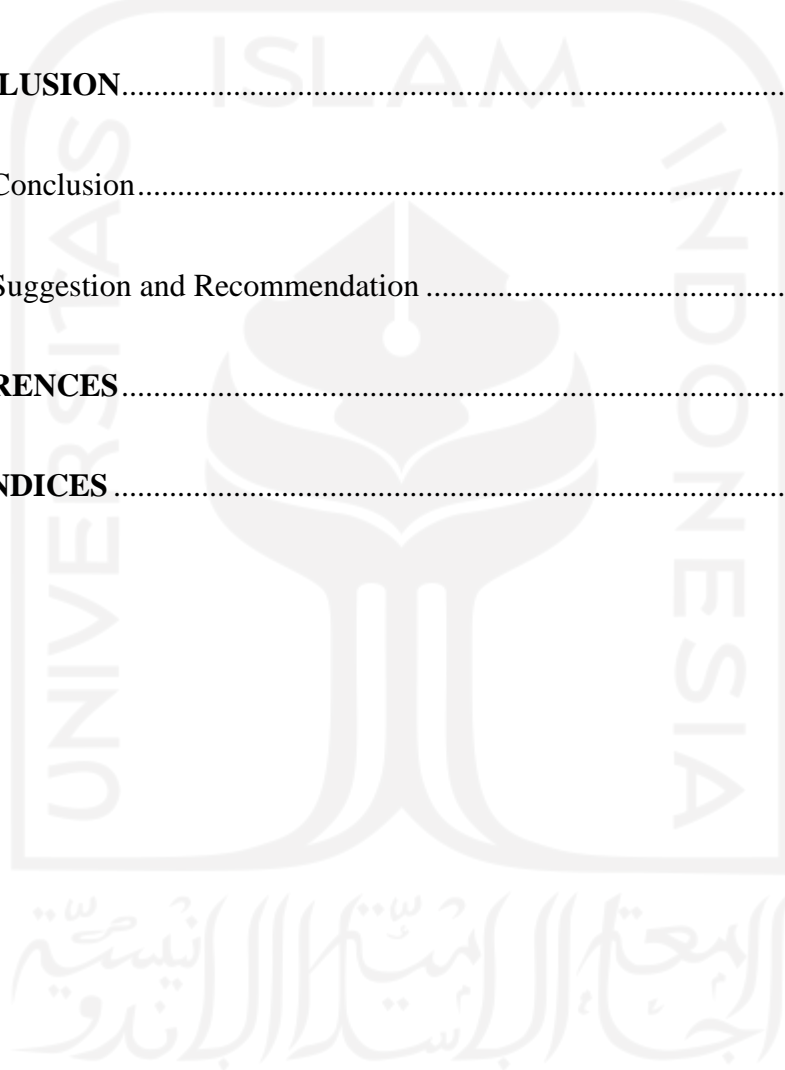


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**THE PORTRAYAL OF LEADERSHIP MODEL BY MALE AND FEMALE
CHARACTERS IN INDONESIAN EFL TEXTBOOK**

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ABSTRACT

This present study examines the portrayal of leadership models between male and female characters in Indonesian EFL textbook. The leadership model style used the four layered system from Campbell et al. (2019) microsystem, mesosystem, exosystem, and macrosystem. The data were collected from an EFL commercial textbook entitled “*Pathway to English For SMA/MA Grade XI*”. This study focused solely on visual data. To read visual data, this study used the concept of reading images by Kress and Leeuwen (2006). This concept facilitated the researcher to describe the interaction and composition of the leadership model. From the data analysis, it was found that the male characters were represented as the leader more than the female characters in the domain of macrosystem. Moreover, the male characters were represented to have more chances in the large scope of leadership model. It was that they were represented to have more followers, audiences, and power in public. As for the female characters, they were represented as the leader in the small scope area such as in small classroom image, with the colleagues, and one or two close friends. However, this study found that the male and female characters represented as an equal character in the domain of microsystem. For this reason, despite the representation of female characters that was not significantly underrepresented than male characters, the issue about power is what matters. Female characters were not represented in a powerful scope of leadership model in comparison to the male characters. Thus, notion that females should lead in narrower scope than males highly existed in the textbook.

Keyword: leadership model portrayal, EFL textbook, male and female characters

CHAPTER I

INTRODUCTION

1.1. Background of the Study

As a language learning resource, English textbooks served as a support for both teachers and students in comprehending materials. Current study found that English textbooks provide not only cognitive support, but also humanism values that came within (Widodo, 2018). One of the values that are currently researched is about gender representations of male and female characters. The findings tend to highlight gender issues such as gender biases, gender stereotypes, and gender equality. In gender representation, Yonata and Mujiyanto (2017) found that English textbooks in senior high school grades in Indonesia portray male characters over female characters. The findings of the apparent values were also brought by Nashriyah and Khairul (2018), who found that female characters are underrepresented in the English textbooks. With the gender equality issue, the portrayal of other issues, such as domesticity and leadership model in English textbooks should appear. The study in leadership model capacity from Eade (1997) indicated that there is gender imbalance of leadership model capacity in English textbooks. This issue indicates that with the lack of equal leadership model capacity in English textbooks, it tends to make students have a deficit impression on how both female and male leaders should be professionally skilful, motivated, self-reliant, and aware about human rights and responsibilities.

The result of humanism value and leadership model has been conducted in EFL studies. For instance, Setyono (2018), in analyzing English textbooks for classes X, XI, and XII published by the Ministry of Education and Culture (MONEC) in Indonesia, raised that female characters textually and visually are competent to be like male characters and actors, both for leadership model values and social values. Female characters might represent broader aspects, especially to occupation, and leadership models. However, from a previous study, Elmiana (2019) found that English textbooks used in senior high school for classes X, XI, and XII in Indonesia continue to portray male characters over female characters (66% and 34% respectively). In terms of leadership model, Arafat (2020) carried out the existence of leadership model values in the English textbook used for classes XI-XII and found that the textbook contains leadership model values that contribute to students in learning essential points of leadership model. These issues indicate that, despite female characters having the competence to play their role in broader aspects, including female leadership model values, they are under representation over male characters in the textbook used for senior high school in Indonesia.

In the international study on leadership model, reported by Pawlicki (2020), Beaman et al. (2008) found that to achieve higher aspiration for women, female characters need to be portrayed as leaders in educational high positions such as school principal. Some earlier studies found that male characters dominated representation in the English textbook used in Indonesia (Elmiana, 2019; Nashriyah & Khairul, 2018; Yonata & Mujiyanto, 2017). Those issues seemed to be framed that female characters do not have many voices in the leadership model in the

English textbook used in Indonesia. Moreover, the English textbooks that have been researched are mostly from the Ministry of Education and Culture (henceforth MONEC), regardless there are a lot of English textbooks made for senior high school in Indonesia. Therefore, to give awareness about leadership models to students, it is quite important to cover not only man, but also women's leadership models that manifests in English textbooks. However, regardless of numerous studies of gender representation, the massive portrayal of male characters in the English textbook used in Indonesia became the best findings. This affects the underrepresentation of female characters as leaders in the English textbook can have an impact on the student, especially female students related to leadership model. Whereas, Pawlicki (2020) found that women leadership model values should portray such as how, where, when, and in what ways. In other words, the leadership model values that consist of empowerment, participation, and inspirational or professional leadership model should be covered in the textbook. Therefore, the gap indicates that there is a need for more women leadership model representation, and it implies that the required research is materials development with how many women leadership model representation is being portrayed in other ELT textbooks.

1.2 Formulation of the Problem

This research was conducted to answer the research questions:

1. How is the representation of leadership models by female characters?
2. How is the representation of leadership models by male characters?

1.3 Objective of the Study

This research intended to describe the representation of leadership models by female and male characters in an Indonesian Senior High School EFL textbook.

1.4 Significances of the Study

This research is expected to give empirical contributions for the state of male and female leadership models being portrayed in the English textbooks. Moreover, this research is also expected to have practical contributions that male and female students be aware of their similar potentials and chances to be a leader.

CHAPTER II

LITERATURE REVIEW

2.1 Leadership Model in the English Textbook

In terms of the leadership model, there had been lots of research that defined the leadership model itself. This case supported works on leadership models from 1900 until 1989 with 221 definitions (Rost, 1993). Previous studies tended to empower leadership models only for business and professional purposes. In the same time, Rost (1993) proposed to use postindustrial assumptions in defining the leadership model. By using postindustrial assumptions, he explained that the formulation of leadership model would be more accurate. Moreover, with that kind of formulation, we could reach out the definitions and models of leadership models based on individual needs. Even though using postindustrial assumptions was going to produce several definitions of leadership model, there was an exact definition for each. Thus, as the leadership model definition, it would be accurate with the context where the leadership model was applied. Along with the leadership model, Northouse (2018) classified that common leadership model forms to assigned and emergent leadership model. As the forms of leadership model he made, it defined that the assigned leadership model came from a given position in an organization to the person while the emergent leadership model came from supporting a group member to the person. As we tried to define the leadership model based on various post-industrial assumptions, it would not always be fit at the same time. For this

result, the Northouse's concept, it could be a more appropriate one than the Rost's concept in defining a leadership model.

In terms of leadership model values, Astin and Astin (2000) identified that the result of leadership model is to enhance equity, social justice, and the quality of life. In this aspect, to empower students to create an emerging leadership model, the student needed a society or leadership model program. For this result, the leadership model values that obtained from society or leadership model programs would be correlated with what was identified by them. Later on, Weiner (2003), carried out Freire's work, Weiner identified that the leadership model could be transformative and it was an exercise. As Weiner identifies, by drawing the leadership model characteristics regularly meant that the assigned leadership model could become part of leadership model values for students. Thus, when the students tried to pass their experience of others respecting him/her as a leader, it would be more meaningful. Moreover, Northouse (2018) emphasized a transformational leadership model that indicated leaders' changes and transformation while concerning emotions to earn together to achieve great things.

Campbell et al. (2019) in the capacious model of leader identity explained that to build and rebuild leadership model identity, the individual, the practice, and the context had to obtain the four layered systems; there were microsystem, mesosystem, exosystem, and macrosystem. They explained that the microsystem referred to the individual's environment where the correlation of the individuals was person-to-person such as peer group and neighborhood (self-identity) while the

macrosystem referred to a set of cultural contexts such as relative importance of their lives, characters, and assumption (self-identity). Thus, the mesosystem was the individual leadership model roles at work and home while the exo-system was when the leader was not directly mentioning the others to do such as command and request from a leader. Hence, to integrate the leadership model in the English textbook, the writer could attach things that are related to the four layered system (micro-, meso-, exo-, and macro-system). Furthermore, Kress and Leeuwen (2006) proposed the pattern to identify objects in the contents that related to the actions and events, process of change, and transitory arrangement. In the narrative representation, it processed into one vector that was remarkable with arrows, tools or limbs.

2.2 The Portrayal of Leadership Model by Male and Female in English Textbook: Empirical Review in Indonesia

In Indonesia, many researchers had researched the contents of English textbooks for senior high school that were not related to leadership model. Yet, the leadership model values in the English textbook showed similarity, that female characters were under-represented. Sutarna and Abidah (2019) found that an English textbook entitled *Bahasa Inggris* for senior high school published by MONEC used male illustration by 60.95% and female illustration by 39.05%, and used text representation for men by 55.05% and women by 44.95%. In the leadership model values such as occupation that was attached to the characters was only 7 for female characters and it was more than 10 occupations for male

characters. The smaller opportunity for a woman's job, the smaller opportunity to represent her in the leadership model. For example, in their study, it was identified that the company director and village head were given to male characters and there was no chance for female characters for this area. However, this study also found that men and women represented equally especially in the contexts of dialog and in the chance of having a voice.

Santosa (2020) found that the portrayal of the male was more than the other categories with 40%. Even though the English textbook was different from previous research, it was used by the students. In this research, he submitted data and the leadership model data was quite small. From most of the data submitted, they related to strength and masculinity that was dominated by men while the women's leadership model was only represented by the story of Cut Nya Dien. Thus, this finding showed that women were still under-represented in leadership models when there was a text that still used male characters as managers and female characters as staff. Another example such as quotes that can be represented in an individual's environment where it was the process to influence others was still held by the names of men.

In the same time, Habib et al. (2020) found a little leadership model content in the English textbook published by MONEC that featured female characters, that was the material about Cut Nyak Dien. This meant that the textbook valued women as a leader in the macrosystem. However, regardless of the representation of the

women leadership model in the macrosystem, the textbook represented male characters extensively:-

Asriyama et al. (2020) found that two English textbooks entitled *Talk Active* and *Pathway to English* in senior high school used male characters over the female characters to represent leadership models in social and spheres. For example, the portrayal of several countries' leaders, they were men, and the conversation entitled *Branch Office Opening*, they were men and they designate as Mr, proving that they had a high position at the jobs, the suits that looked so good indicating a high-profit job and leader. Typically, men's occupation was plumber, computer analyst, military commander, and policeman, while women' occupation was homemaker and housewife. From the recent studies, it seemed that English textbooks for senior high schools in Indonesia already had leadership model materials and yet so few characters equity.

The concept of ICM itself served two models of leadership. As the macro parameter, this ICM leadership model refers to leaders that lead in a high area, audiences, and followers, further, for the micro parameter, this ICM leadership model referred to leaders that lead in small scope areas such as in peer, and neighborhood (Campbell et al., 2019).

2.3 Theoretical Framework

Within the framework of the leadership model in the textbook, this study occupied the construct from Campbell et al. (2019). This study adopted the conceptual theory from Campbell et al. (2019) because the integrated capacious model (ICM) of leadership model identities construction was grounded in the microsystem, macrosystem, mesosystem, and exosystem. This way, ICM facilitates this study to analyze not only the types of leader identity, but also the factors that contribute to construct leader identity. In the context of textbooks, the microsystem could be identified by the presence of intrapersonal or interpersonal roles of each individual while the macrosystem could be identified by the presence of social values, and attitudes. Furthermore, to identify the mesosystem, it could be by identifying the roles of the leaders while the exosystem could be by identifying the command and request of the leader.

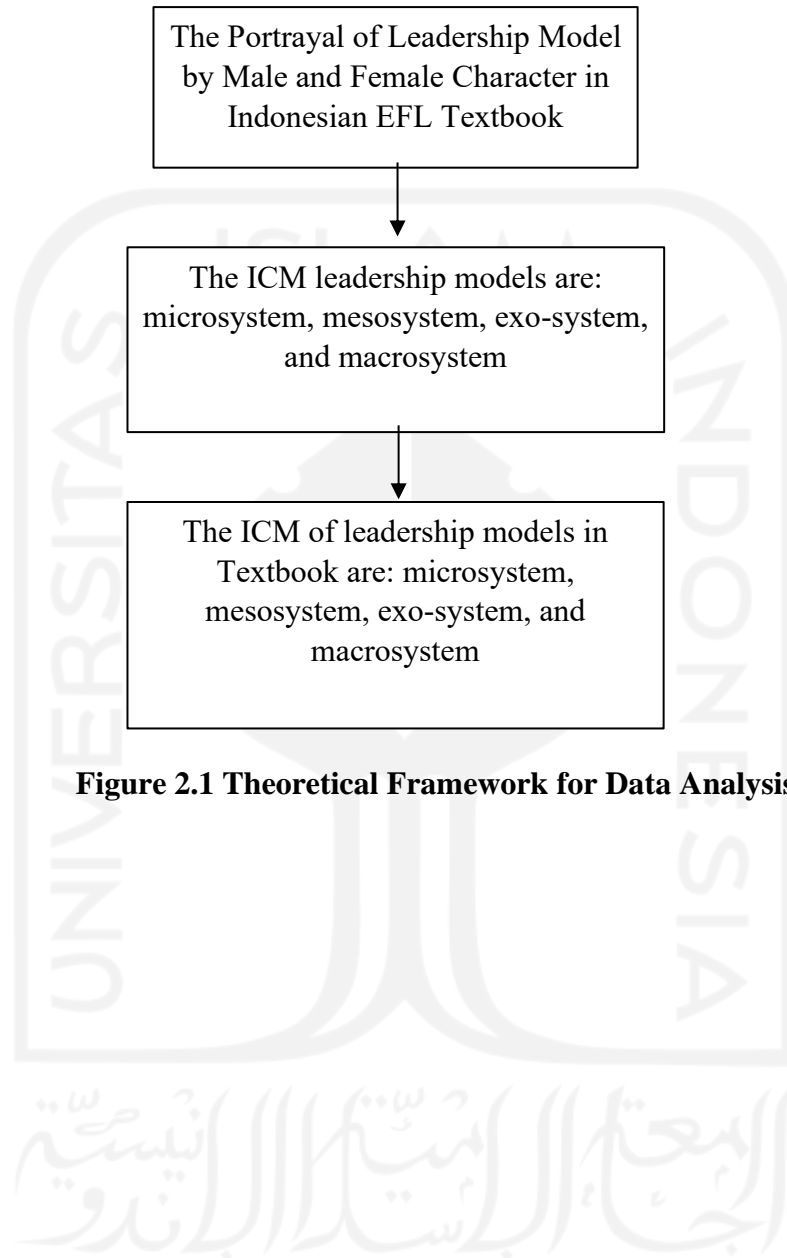


Figure 2.1 Theoretical Framework for Data Analysis

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The purpose of the study is to describe the leadership model representation in Indonesian EFL textbook. The qualitative study with a numerous quantity of leadership model representation was utilized to investigate gender representation in Indonesian EFL textbook. In the other words, this study focused more on data explanation and simple statistical results. According to Gunantar (2017) the study that focused more on the quality of aspects than quantity of a case is a qualitative study. The visual image data was collected and coded into the social semiotic theory from Kress and Leeuwen (2006). In this social semiotic coding process, the data is discussed with a researcher who has the same content analysis study and an adviser as “critical reviewer”. The data are decided through the level of representation meaning. The representation meanings were processed by deciding two patterns of the images called narrative and conceptual pattern. In the narrative pattern, the data is analyzed and decided about the action, and reaction of each character. Furthermore, in the conceptual pattern, the data was divided into the classifications of the leadership model in microsystem, mesosystem, exosystem, and macrosystem from Campbell et al. (2019).

3.2 Source of the Data


An EFL textbook senior high school entitled “Pathway to English for SMA/MA Grade XI” (General Programme) by M. Sudarwati and Eudia Grace was

analyzed to describe the leadership model gender representation. This book was published by Penerbit Erlangga in 2017. Furthermore, this book has 9 chapters consisting of 117 pages. In addition, this book selected because the prominent justification from the research by Widodo (2018) with four criteria. Firstly, this textbook is adopted and distributed to senior high schools in Indonesia and it is endorsed by MONEC for the 2013 curriculum. Secondly, this textbook promotes various values that also contain leadership model values for students. Thirdly, the leadership model values appear through visual and textual where microsystem and macrosystem portray to male and female character. Lastly, Penerbit Erlangga is one of publishers that is nationally accredited and the writer of this book comes from Indonesia that knows the context of ELT in Indonesia.

3.3 Research Instrument

The instrument of this study was in the form of a table. The table consisted of some columns that referred to the study by Campbell et al. (2019). The four elements of the ICM leadership model were used to analyze the representation of leadership models by male and female characters in an Indonesian Senior High School EFL textbook. The components were required to be applied in coding to the male and female values being represented. The coding version was then interpreted by using Kress & Leeuwen' s social semiotic theory (2006).

Table 3.1. The Parameter of Textbook Analysis


No	Visual	Narrative Pattern	Conceptual Pattern	Four layers of System-Based Theme
1		<p>Physical image: They wear white coats and name tags. The man has brown hair and the woman has blonde hair. They have serious expressions on the job.</p> <p>Physical action: During their job, a man pays attention to a woman. A woman looks and focuses on the microscope.</p>	<p>A woman initiates to look at the microscope and a man waits for the result or next acts/steps.</p>	<p>Mesosystem.</p>

3.4 Data Collection and Data Analysis

The instrument of data collection consists of leadership model representations in the textbook. Furthermore, to collect the data the researcher used tables that were adapted from Widodo (2018). The visual data in an English textbook are scanned with the total 38 visual images and they are coded into a narrative pattern that consist of physical image and physical action using social semiotic from Kress and Leeuwen (2006), and conceptual pattern that defines the representation of leadership models from Campbell et al. (2019). During these narrative and conceptual patterns, I discussed with an expert judgement and a

researcher who has similar content analysis research to be critical reviewers. For the result, there are only 20 visual images that qualify as the coding data used. After the visual data are settled in narrative and conceptual pattern, the result is used to emerge the themes of leadership models in this English textbook.

Table 3.4.1 Data Analysis Process

Visual	Narrative Pattern	Conceptual Pattern	Emergent Theme
	<p>Physical image: There are four men and a woman sitting together and they are having serious expression. They wear formal suits. Thus, three men wear glasses. In front of them, there are two little tables which on the table, there are bottles of beverages. All of these people hold notebook in their hand except the man from the second left.</p> <p>Physical action: The man on the right corner raises his left hand while his mouth appearance looks like speaking a topic. This man portrayed to start and control the voice. The others</p>	<p>(Macrosystem) A man leads a public discussion, and the interlocutors respond to him.</p>	<p>Male characters as leader in various context</p>

	pay attention to the man who sits in the right corner, three men have serious expressions, and one woman has a smile on her face.		
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For instance, the researcher conducts the coding process as the Table 3.4.1 above. In the narrative pattern, the visual describe a group of people. In this visual data, the male and female characters are portrayed on a stage while discussing a topic. However, it is discussed in the conceptual process that a male character is portrayed to start the topic and stimulate his interlocutors. In this process, the researcher and a critical reviewer opine that this visual refers to the mesosystem leadership model because the physical image is noticed to the leadership model at work as a designer. However, the expert judgment argues that this visual has larger context especially to show a relative importance of life from the leader. Thus, this visual is portrayed in a public stage where a male character has a chance to lead more followers and to have more audiences. From this critical discussion, it supplements the visual description that refers to the macrosystem leadership model. From this leadership model, it emerges a male character as a leader in various contexts.

3.5 Data Trustworthiness

To make sure the data can be trusted, the data were checked by expert's judgment, peer debriefing, rich and thick description (Erlina et al., 2019; Mukminin et al., 2019; Qoriah, 2020). The expert's judgment was used to make sure the quality

of the data has been checked by the expert in its research field. The expert's judgment was a linguistic lecturer in Universitas Islam Indonesia, Yogyakarta. Thus, the peer briefing was to evaluate and discuss data with the other researcher who has the capability of coding data of visual images, she is my classmate who is researching content analysis. Lastly, the rich and thick description to code the data into which represented, interacted, and composed of leadership models by male or female characters.



CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

From the data analysis process, it was found that the portrayal of male and female characters in Indonesian senior high school EFL textbooks, especially about leadership models, the number of portrayals of male as the leaders in micro, meso, exo, and macro systems still dominate the textbook. However, the quantity of numerous female characters being portrayed as leaders has emerged. As the previous studies that showed that male characters represented more than female characters (Elmiana, 2019; Nashriyah & Khairul, 2018; Yonata & Mujiyanto, 2017), this study found that in leadership model context, male characters represented more than female through 12 men visuals and 11 women visual of leadership model content. However, this finding shows the novelty, it is when male and female characters have the same position in a leadership model called exosystem. However, female characters are underrepresented in macrosystems. In two other leadership models, microsystem and mesosystem, male and female characters have representation with various numbers. Moreover, to analyze the data, the coding used the theory of Kress and Leeuwen (2006) where it describes how leadership models are represented, how do male and female characters interact, and how much compositional of male or female characters have. Below is the summarized findings:

Table 4.1.1 Types of Male and Female leadership model in ELT Textbook

Leadership models from Campbell et al. (2019)	Male Leaders Representation	Data Sample	Female Leaders Representation	Data Sample
Microsystem (Leadership in individual's environment such as peer group and neighborhood)	3	<p>A man opens the discussion with his two friends. (p118)</p> <p>A man has the same opportunity as a leader one on one with a woman in a discussion. (p150)</p> <p>A young man leads his friends to sing a song and have fun. (p157)</p>	4	<p>A woman is giving advice one on one with her friend. (p7)</p> <p>An old woman takes a role as a leader in a marriage event.</p> <p>A woman opens the discussion with her friends in the classroom.</p> <p>A woman has the same opportunity as a leader one on one with a man in a discussion. (p150)</p>

<p>Mesosystem (The individual leadership roles at work and home)</p>	<p>3</p>	<p>A male character leads a large number of students in a choir. (p5)</p> <p>A male teacher is instructing the students. (p5)</p> <p>An old man is arguing with a young man while the old man confidently dominates the discussion. (p54)</p>	<p>6</p>	<p>A woman is looking at a microscope beside her colleague. (p5)</p> <p>A woman takes a role in front of the class as an initiator. (p5)</p> <p>A female teacher in the classroom. (p5)</p> <p>A woman who is an invigilator in the classroom. (p5)</p> <p>An older woman listens to her partner while calming her. (p21)</p> <p>A woman initiates to start a critical discussion with a group of people. (p23)</p>
<p>Exosystem (When the leader is not directly mentioning the others)</p>	<p>1</p>	<p>A man gives advice to a boy. (p21)</p>	<p>1</p>	<p>A woman opens the discussion with her classmate. (p21)</p>

Macrosystem (Cultural context such as the relative importance of lives, characters, and assumptions)	5	<p>A male character leads a large number of students in a choir. (p5)</p> <p>A man as initiator in a public area of flood evacuation. (p14)</p> <p>A man leads a public discussion. (p26)</p> <p>A man leads an auction event. (p88)</p> <p>In a garden school a young man leads his friends to sing a song and have fun. (p157)</p>	-	
Total	12 representations		(11) representations	

In the number of male and female characters being portrayed, female characters themselves remained to be the leaders in small scope. Rarely female characters represented as having a powerful leadership model role. However, in the studies of Habib et al. (2020) and Santosa (2020) Cut Nyak Dien was portrayed as a strong leader. These two studies found that a female character appeared in the context of a macrosystem. Even though it was portrayed in a slight quantity of numbers, the female character had potential to be portrayed as male character in the use of macrosystem or large leadership model contexts.

In the matter of portraying female characters as the leader, this study found a new insight for the readers where female characters were not only portrayed as a leader at their home as how Indonesian culture tends to perceive. For example, by referring to the theory from Campbell et al. (2019) that the leadership model has four layered systems (micro, meso, exo, and macro system), it was found that the portrayal of female characters is also diverse, especially in the office and to their peers. To this extent, the value of female characters as the leader at home gradually disappears. In this textbook female characters were portrayed to have more opportunities as the leader when they are out of their home, when they are with different gender. For example, they lead a meeting and in the meeting there were female and male characters. Also, when they were having a discussion, I supposed the discussion was about the portrayal of male and female students and they have equal positions. For example, there was a picture showing the female characters holding a laptop and the male character sharing an idea, as for the woman she was not only holding the laptop but also she was paying attention to relate about something or material in the laptop. Thus, in this way male and female characters are represented to have shared opportunities as a leader.

To summarize the findings, there are three themes that are found. Table 4.1.2 presents the emergent themes:

Table 4.1.2 Emergent Themes of Leadership Model in an ELT Textbook

Themes	Data Sample
Male characters as leader in various contexts	<p>Microsystem: The man who wears a bright shirt opens the discussion and two men follow the discussion. Their appearance looks like they are the same age. (P. 118, C. 7)</p> <p>Mesosystem: A man is a swimming teacher/coach and he assigns the students to follow his instructions. (P. 5, C. 1)</p> <p>Exosystem: A man leads the private conversation. (P. 21, C 2)</p> <p>Macrosystem: A man leads a public discussion, and the others respond to him (page 26, Chapter 2)</p>
Female characters as leader in various contexts	<p>Microsystem: A woman is listening to her friend and giving advice to her sad friend. (P. 7, C. 1)</p> <p>Mesosystem: A woman initiates to look at the microscope and a man waits for the result or next acts. (P. 5, C. 1)</p> <p>Exosystem: A woman opens the discussion and handles the book without instructing the others. (P. 21, C. 2)</p>
Shared opportunities between male and female characters as leader	<p>Microsystem: The woman listens and evaluates her partner with the material/subject on her laptop. The man speaks to a woman while the woman listens and pays attention to him. (P. 150, C. 8)</p>

Another finding was that both male and female characters lead by age category, there are from the old as the leader to the younger as the followers. For example, in a picture of marriage event there is an old woman who has important role play where she gives her hand to the bride indicate that giving a permission of a marriage procedure, and there is a picture where the male gives advice to a young child, in that picture as if it can be easily known who has the power to lead. However, in this age finding, male and female characters have the same opportunities to lead their coeval. For example, there are some pictures where male and female characters open and lead the discussion and event.

In the distribution of leadership model representation, there were several images that refer to one layered leadership model concept and some that refer to two layered leadership model concepts. From the results of leadership model coding analysis, male characters represented more than female characters. This data showed in the Table 4.1.1 Types of Male and Female leadership model in ELT Textbook, where male characters have multiple layered leadership model contexts such as in micro and meso, micro and macro systems. Moreover, in a broader leadership model context such as the macrosystem, female characters were not represented at all. Although some images had given the capability of women being a strong leader such as when a woman joins the public discussion, leads in the office and peers, they still were not portrayed in a macrosystem. Thus, most female characters are represented in the microsystem and mesosystem where it is a small scope of leadership model context, while the male characters represent 5 times in the macrosystem which is the largest scope of leadership model.

4.2 Discussion

4.2.1 Male Characters as Leader in Various Contexts

According to Campbell et al. (2019), there are four types of leadership models as represented by both male and female in their daily life. As manifested in this textbook, male characters dominate the area of the macrosystem. Likewise, the previous studies that found where male characters are represented more than female characters. Not only in the area of leadership model (Asriyama et al., 2019), but also in the area of gender stereotyping (Santosa, 2020).

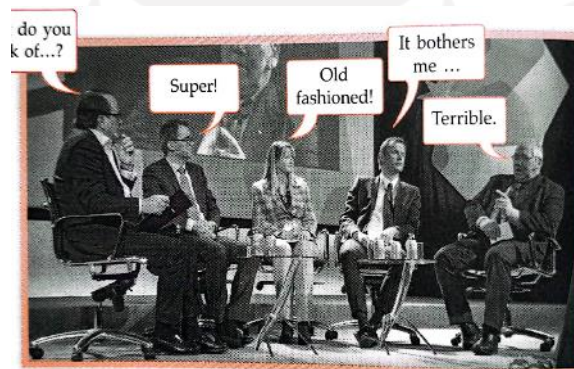


Figure 4.2.1.1 A man leads a group of people in public

The first dominant leadership model representation for male characters is the macrosystem. It is when they became the leaders in public and had many audiences or followers. Thus, in this research, the coding also observes the value of important roles and background of the visual around the character representation. Figure 4.2.1.1. shows a circumstance where five people are sitting together. The male characters are considered to have more voices in leading the discussion since they are more than female characters. In comparison to previous studies from Habib et

al. (2020) and Santosa (2020) female characters also had the power to lead in situations that are in a broad public, many followers and even large audiences.

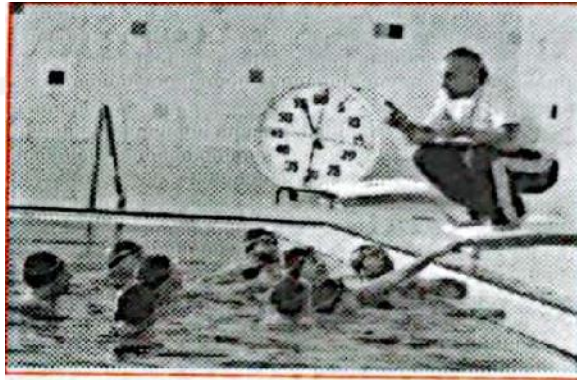


Figure 4.2.1.2 A man as a swimming coach assigns the student



Figure 4.2.1.3 A man opens discussion with a boy

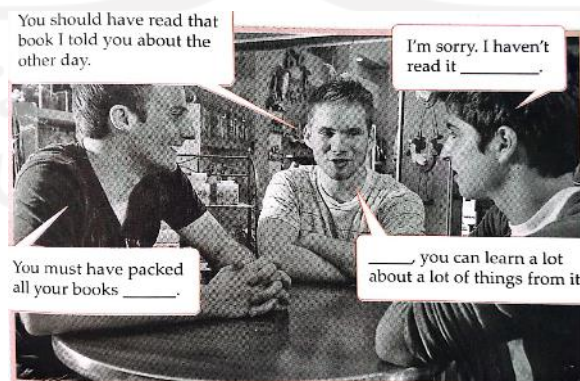


Figure 4.2.1.4 A young man opens the discussion with his friends

The figure 4.2.1.2 shows when a man is portrayed in a mesosystem which is in the area of a job position. He led a group of students and gave the instructions. In this visual, the male character that referred to the coach was above the swimming pool where he is in a higher position with the students. Moreover, his gesture was also referred to lead people, he pointed his index finger to strengthen his explanation or instruction to the students. On the other hand, the student looked up to the coach where it describes the situation that they are seriously paying attention and following him. The Figure 4.2.1.3 shows a man and a little boy sitting together. The man with a confident gesture looked at the little boy while the little boy blushed, looked and tapped his fingers on the table, as I analyzed they involved a conversation where a man led and dominated the situation. For this reason, this visual is an exosystem leadership model. In the Figure 4.2.1.4 shows three people in a room being involved in a discussion where one of them was identified as one of the initiators who is a leader in the discussion. Moreover, the initiator who wears white shirt was seen bending his arms which indicated that he was dominating among his peers. The other male characters were focusing on this leader and responding to him. This indicates that the leadership model context refers to a microsystem where they are discussing together with one leader in a group. These all figures are represented by male characters which means the female characters have no chance to accompany and to participate in the focus of the leadership model. In contrast to the previous study from Setyono (2018), he found that women are also competent to be portrayed in social and leadership model values.

4.2.2 Female Characters as Leader in Various Contexts

In this EFL textbook female characters were less represented than the male characters, with male characters represented one more than female characters. Thus, the representation of male and female characters was rarely found in the exosystem with one representation for both. As Campbell et al. (2019) the macrosystem refers to the relative importance of leadership model characteristics which is higher aspiration of a leader in public. To this extent, it implies that female characters in ELT Textbook were not represented as the leader of a huge number of people. Female characters' leadership models were represented highly in the mesosystem, such as they became the leaders in their office while they were working. The other stage that represented female characters as a leader was in microsystems. It was a situation that consisted of close inner circles, such as family, neighborhood, and friends. Since this ELT Textbook was published and made in Indonesia, there could be an affecting culture that made the textbook authors maintain the values of women as a leader for the small circles. This leadership model value is impartial. Moreover, in the EFL textbook content representation was also conducted and found that men have almost 60% representation, and men have a broader context of representation such as in social and spheres of life (Santosa, 2020; Asriyama et al., 2020).



Figure 4.2.2.1 A woman gives advice to her friend



Figure 4.2.2.2 A woman initiates on occupation with her partner



Figure 4.2.2.3 A woman leads discussion without instructing the others

In Figure 4.2.2.1 there are two women having a heart-to-heart conversation. One female character touches this female interlocutor's shoulder and gives advice or a help talks to her. The interlocutor has a down expression on her face and looks having a fight with her problem while listening to her advice. This visual shows a

microsystem leadership model context where two characters have a strong relationship to support each other in a small social scope. In this Figure 4.2.2.2 shows a man and a woman who are working together. In this visual the female character looks at the microscope and the male character is watching her. This position is when the female character is first to do a job while the male character is following and waiting for his colleague. In this visual, the female character is trying to lead a job and situation, where it indicates a mesosystem. The Figure 4.2.2.3 shows a group of students. There are two men and two women looking at and paying attention to one woman who is portrayed in the middle position between them. In this visual there is an opened book which is related to the topic and one woman who has full attention from others where she is talking. This case indicates an exosystem, where in this visual the female character is handling a situation without the gesture of leading someone such as touching others, asking or pointing gesture. Moreover, she just talks and gets attention from her friends. Different with the Figure 4.2.2.1 that has hand gestures that touched her interlocutor when they were talking. In this study, female leadership model representations have a limited number of followers and background, either in a house, classroom, or in an indoor room. Since this book is intended for students in senior high school, female characters should be more portrayed as male characters where they lead more people, high position, or the background of visuals such as in public or in a larger social activity. However, this limited representation is the same as a previous study that found female characters have few representations in leadership models (Sutama and Abidah, 2019).

4.2.3 Shared Opportunities between Male and Female Characters as Leader

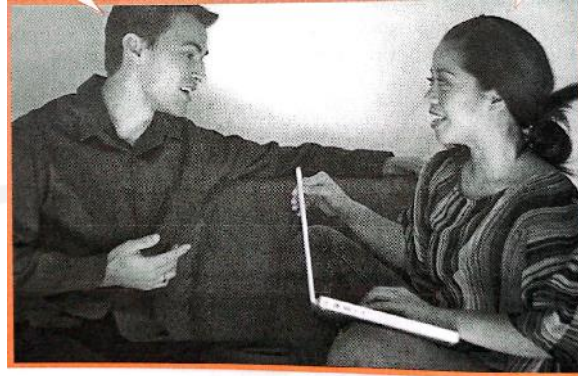


Figure 4.2.3.1 A man and a woman in a shared opportunity

In this EFL textbook, a new insight appears where male and female characters are portrayed as equal characters in the domain of microsystem. In this Figure 4.2.3.1 there is a woman who holds a laptop, and a man who speaks to her. Moreover, the male and female characters have a devoid gesture that someone has full control over the situation. Also, they have pleasant expressions and they have the same seat that indicates the same position. Although the woman seems to be holding a laptop and paying attention to the man, they are involved in a discussion so they would take turns to speak. For this instance, it involves a new view for students where they usually are provided with leadership model material on one dominance of gender. Owing to previous studies Elmiana (2019), Nashriyah and Khairul (2018), Yonata and Mujiyanto (2017) where male dominates the representation in the EFL textbook used, this present study found an image data that represents both male and female in one frame.

CHAPTER V

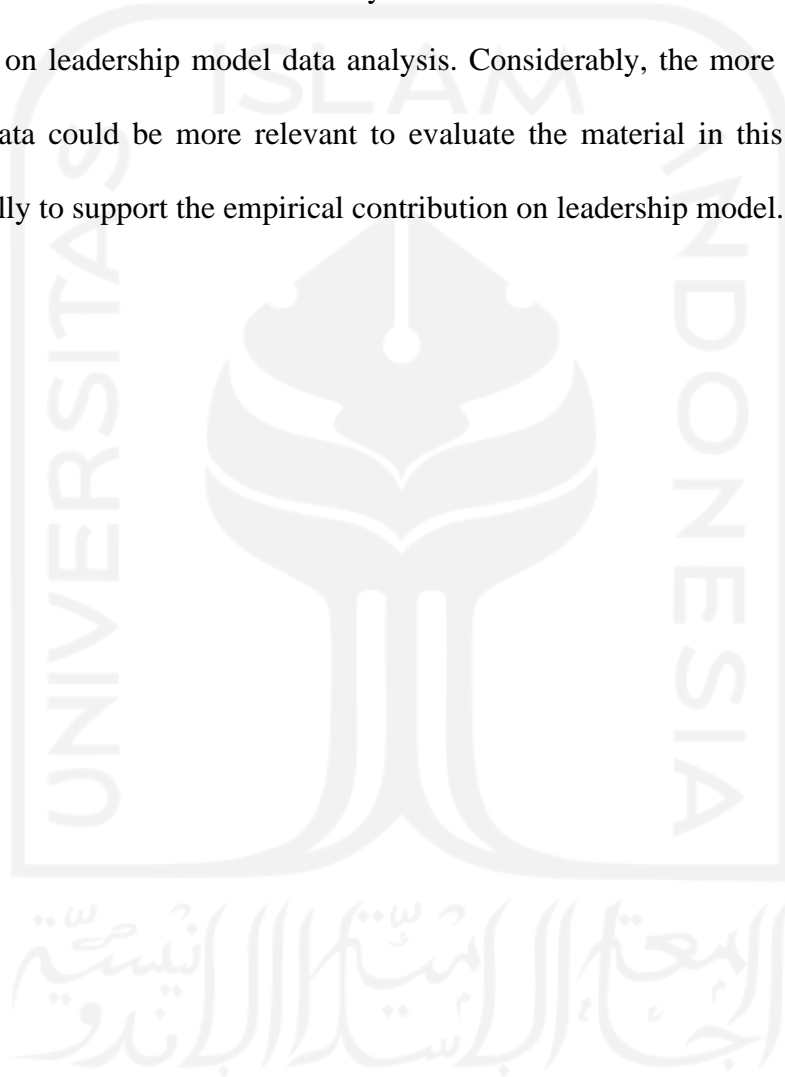
CONCLUSION

5.1 Conclusion

This research investigated an Indonesian EFL textbook on how male and female characters are portrayed in leadership models for senior high school students. As the previous studies Yonata and Mujiyanto (2017) Nashriyah and Khairul (2018) found that male characters were represented more than female characters. In this study, it found that the leadership model between male character and female character, visually is unequal. As the data was coded, the male characters represented 12 times in four leadership model systems, while the female characters represented 11 times in three leadership model systems. Thus, male characters were portrayed in double layered systems such as in micro and mesosystem, micro and macro systems. Moreover, male characters had more opportunities to be portrayed in macrosystems where the leaders lead in public, and have many followers and audiences. However, female characters are not only portrayed in home but also, they are portrayed in works. Moreover, this study that aimed to describe the portrayal of leadership model between male and female characters also found a renewal finding where male and female characters were portrayed equally in one frame, especially to take apart and to have a voice.

5.2 Suggestion and Recommendation

Since this study was conducted to analyze the visual data, further research could be followed by analyzing the textual data. Also, the data was only one of the EFL textbooks where there are many other EFL textbooks used in school without relying on leadership model data analysis. Considerably, the more textbooks the more data could be more relevant to evaluate the material in this subject area, especially to support the empirical contribution on leadership model.




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APPENDICES

Number	Visual	Narrative Pattern	Conceptual Pattern	Emergent Themes
1		<p>Physical image: They wear white coats and name tags. The man has brown hair and the woman has blonde hair. They have serious expressions on the job.</p> <p>Physical action: During their job, a man pays attention to a woman. A woman looks and focuses on the microscope.</p>	<p>(Mesosystem) A woman initiates to look at the microscope and a man waits for the result or next acts.</p>	<p>Female characters as leader in various contexts</p>


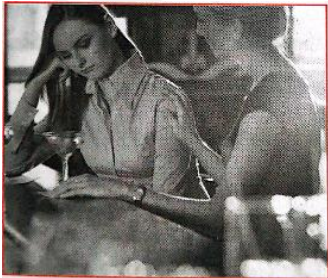



2		<p>Physical image: it is a musical ensemble. They consist of boys and girls who wear white for their tops and black for their bottoms. There is one man who holds a baton and the others hold musical instruments.</p> <p>Physical action: a man holds a baton and instructs the others to play musical instruments with it.</p>	<p>(Mesosystem and Macrosystem) A man instructs the others to play musical instruments on a stage.</p>	<p>Male character as leader in various contexts</p>
3		<p>Physical image: a swimming coach (teacher) with 10 children in the swimming pool. The coach wears a sports uniform and the children wear swimming suits.</p> <p>Physical action: The coach instructs the children over the swimming pool. The children listen to the instructions in the swimming pool.</p>	<p>(Mesosystem) A man is a swimming teacher/coach and he assigns the students to follow his instructions.</p>	<p>Male character as leader in various contexts</p>

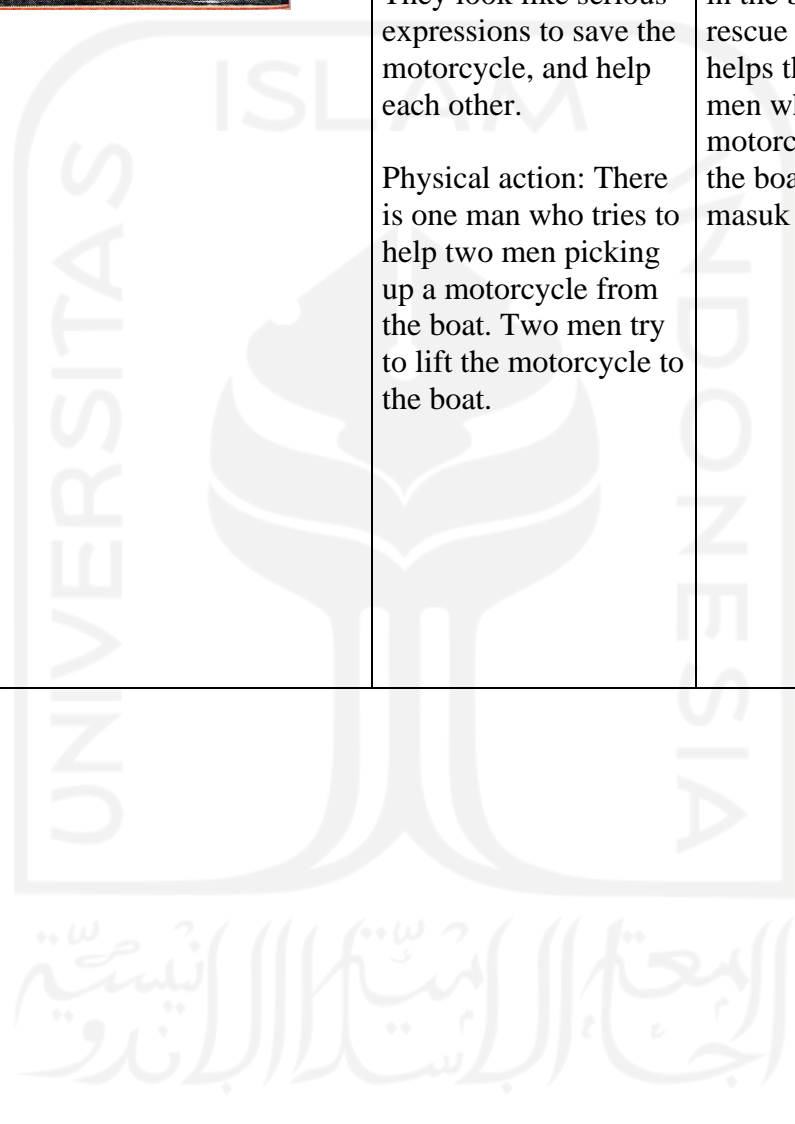
4		<p>Physical image: In the classroom there are young men and women. They sit at their desks and there is a woman who stands up in front of them. They wear casual uniforms and have school stuff on their table such as notebooks and pens while the woman who stands in front of them has a book in her hand.</p> <p>Physical action: a young woman looks present/ or explains a material from the book to her friends. During this time, the other young men and women pay attention to her.</p>	<p>(Mesosystem) The woman takes a role as a speaker in front of her friends and she gets attention from her friends. meso</p>	<p>Female character as leader in various contexts</p>
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5		<p>Physical image: In the classroom frame there are women, there are two students and a teacher. They wear formal uniforms. The students have school stuff on their table, and the teacher has a stick in her right hand. Students' books are opened and their expression are enjoyed</p> <p>Physical action: The students raise their hands and the teacher pointed to the students with her index finger and pointed to the blackboard with her stick in her right hand.</p>	<p>(Mesosystem) A female teacher educates her students in the classroom. a good interaction with the baby and smiles at the female students.</p>	<p>Female character as leader in various contexts</p>
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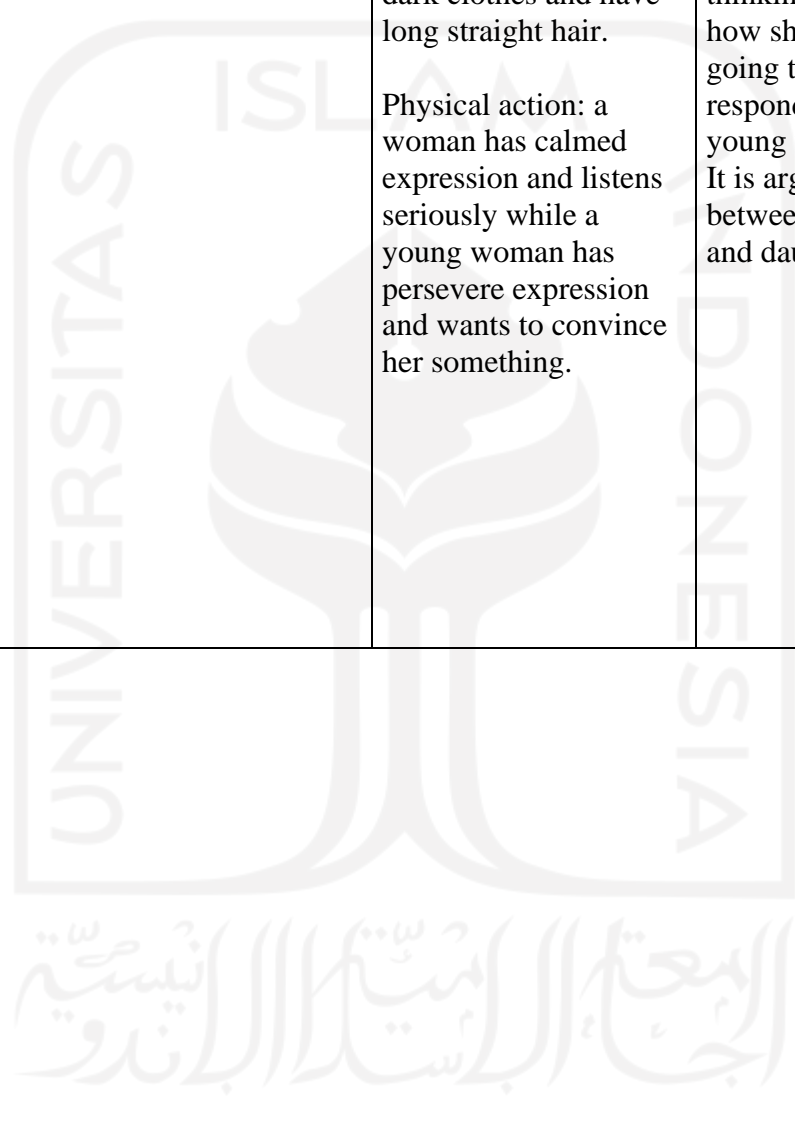
6		<p>Physical image: In the classroom there are three women, there are two students and there is a teacher or an invigilator. The teacher has a book on her hand and the students have a paper test on their table.</p> <p>Physical action: The teacher focuses on the book that she reads. The right student focuses on the test while the left student is trying to cheat on her.</p>	(Mesosystem) The teacher takes a role as an invigilator.	Female character as leader in various contexts
7		<p>Physical image: In the frame there are two women, the left woman has a sad expression and the right woman has compassion for her friend. They have beverages on the table.</p> <p>Physical action: The right woman touches her friend's shoulder and they look like they are having a sharing session.</p>	(Microsystem) A woman is listening to her friend and giving advice to her sad friend.	Female character as leader in various contexts


8		<p>Physical image: There is flood and there are three men, a bot rescue craft, and two motorcycles. They wear informal clothes. They look like serious expressions to save the motorcycle, and help each other.</p> <p>Physical action: There is one man who tries to help two men picking up a motorcycle from the boat. Two men try to lift the motorcycle to the boat.</p>	<p>(Macrosystem) In a flood area three men are helping each other. There is a man who stands in the boat rescue craft and helps the two men who lift the motorcycle to the boat. masuk macro</p>	<p>Male character as leader in various contexts</p>
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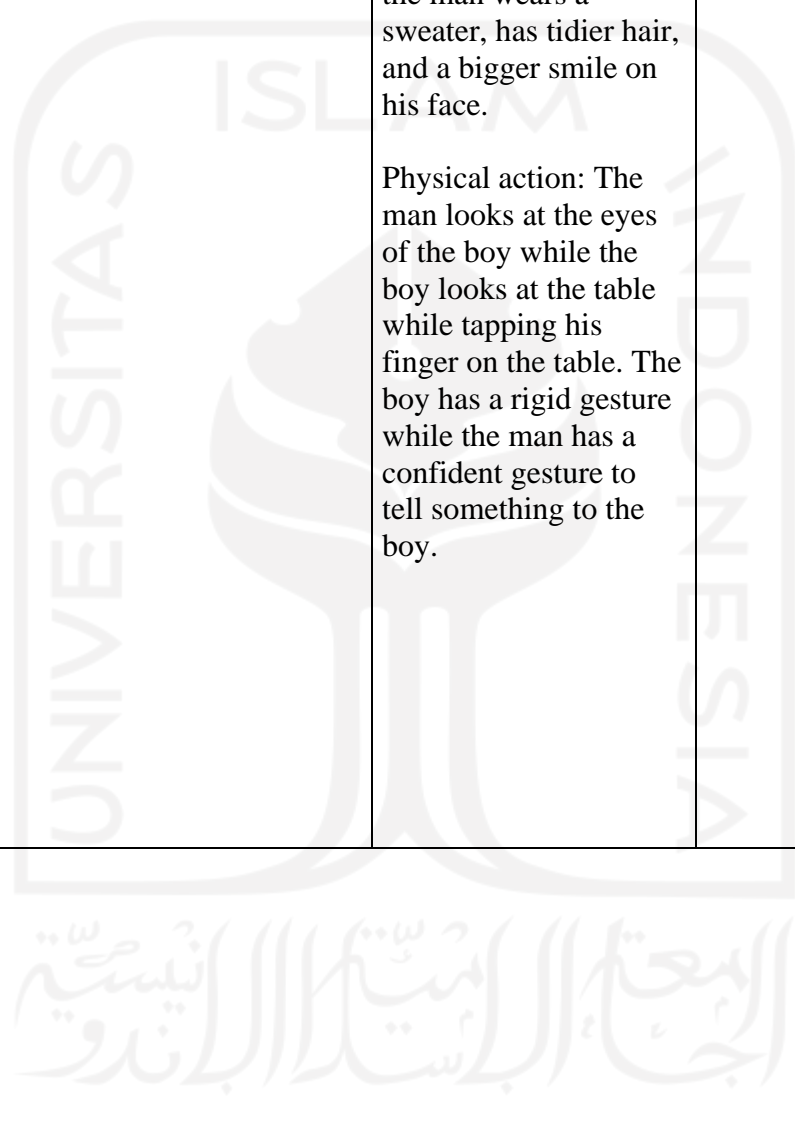



9		<p>Physical image: There is a group that consists of two young men and three young women. The women have long hair and men have short hair. They wear various casual clothes such as shirts and jackets, and collared shirts. There is a woman who has a pen in her hand. Also, they have a book on the table and they look happy and smile while discussing something near the blackboard.</p> <p>Physical action: A woman is touching and opening the book while the others are focusing on her. Their smiles are big and it means that they enjoy a woman's initiation and the discussion.</p>	<p>(Exosystem) A woman initiates the discussion and handles the book without instructing the others.</p>	<p>Female character as leader in various contexts</p>
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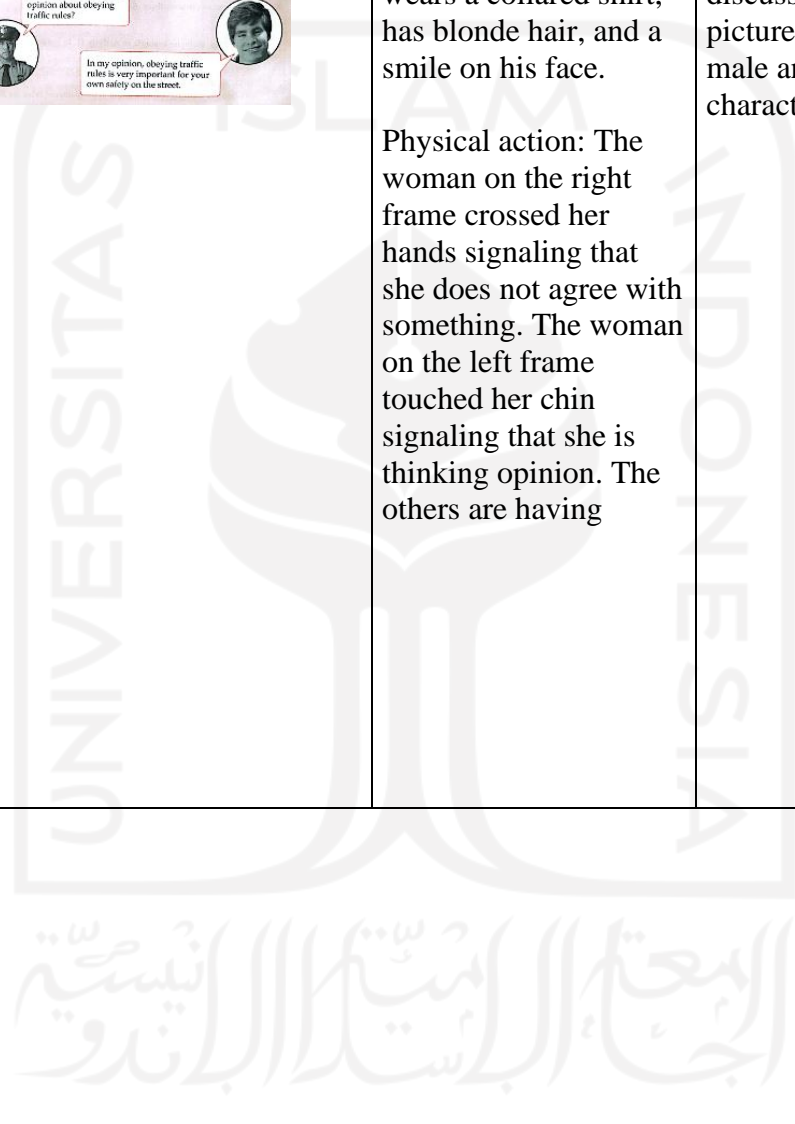
10		<p>Physical image: there is a woman and a young woman. They stand in the kitchen while having a serious expression. They wear dark clothes and have long straight hair.</p> <p>Physical action: a woman has calmed expression and listens seriously while a young woman has persevere expression and wants to convince her something.</p>	<p>(Mesosystem) The woman can handle and control the situation while listening, and thinking about how she is going to respond to the young woman. It is arguing between mother and daughter.</p>	<p>Female character as leader in various contexts</p>
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11		<p>Physical image: there is a boy and a man sitting together. The young boy wears a crewneck, has tidy hair and he is smiling while the man wears a sweater, has tidier hair, and a bigger smile on his face.</p> <p>Physical action: The man looks at the eyes of the boy while the boy looks at the table while tapping his finger on the table. The boy has a rigid gesture while the man has a confident gesture to tell something to the boy.</p>	<p>(Exo-system) By giving the confidence gesture, the man leads the conversation.</p>	<p>Male character as leader in various contexts</p>
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<p>12</p>	 <p>The collage consists of six small circular images of people, each with a speech bubble containing their opinion. The opinions are: 1. 'What do you think of school bullying?' (A woman with a black shirt and tied hair). 2. 'In my opinion, school bullying is actually disgusting and so disrespectful. People who practice it are sick!' (A woman with her hands crossed). 3. 'I personally think that cheating during the test is not a good idea because you have not learned anything.' (A woman with her chin touched). 4. 'What is your opinion about cheating during the test?' (A young boy with a collared shirt and blonde hair). 5. 'Would you give me your opinion about obeying traffic rules?' (A woman with a black shirt and tied hair). 6. 'In my opinion, obeying traffic rules is very important for your own safety on the street.' (A young boy with a collared shirt and blonde hair).</p>	<p>Physical image: a woman in the top left wears black shirt, has tied hair, and a happy expression. A young boy in the middle left wears a collared shirt, has blonde hair, and a smile on his face.</p> <p>Physical action: The woman on the right frame crossed her hands signaling that she does not agree with something. The woman on the left frame touched her chin signaling that she is thinking opinion. The others are having</p>	<p>(Mesosystem) The woman takes a big role to start and criticize the topic in discussing pictures with male and female characters.</p>	<p>Female character as leader in various contexts</p>
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13

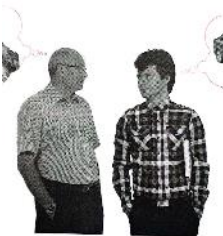



Physical image: There are four men and a woman sitting together and they are having serious expression. They wear formal suits. Thus, three men wear glasses. In front of them, there are two little tables which on the table, there are bottles of beverages. All of these people hold notebook in their hand except the man from the second left.

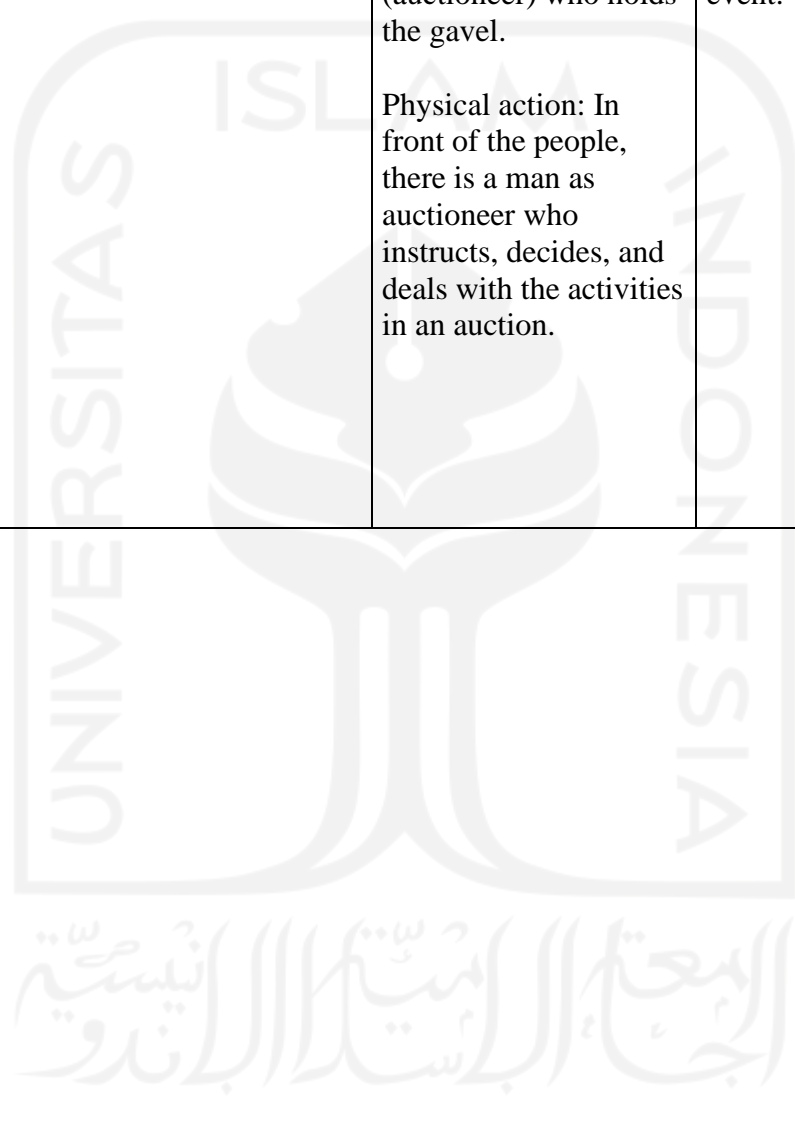
Physical action: The man on the right corner raises his left hand while his mouth appearance looks like speaking a topic. This man portrayed to start and control the voice. The others pay attention to the man who sits in the right corner, three men have serious expressions, and one woman has a smile on her face.

(Macrosystem)
A man leads a public discussion, and the interlocutors respond to him.


Male character as leader in various contexts


14		<p>Physical image: There is an old man and a man. They have white skin and wear shirts that are put inside the trousers and it is a tidy style. Also, they put their arms to the trouser's pocket. The old man wears glasses and white hairless head while the man has normal back long hair.</p> <p>Physical action: They are standing and looking at each other. The old man has a calmer expression and the man has an excited expression for the old man. They look like they are arguing their thoughts.</p>	<p>(Mesosystem) The old man has a calmer expression while he is arguing with a man.</p>	<p>Male characters as leader in various contexts</p>
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15		<p>Physical image: In the auction place, there are some people with casual - formal suits. In front of the people, there is a hand man (auctioneer) who holds the gavel.</p> <p>Physical action: In front of the people, there is a man as auctioneer who instructs, decides, and deals with the activities in an auction.</p>	<p>(Macrosystem) A man leads an auction event. He instructs, decides, and deals with the event.</p>	<p>Male character as leader in various contexts</p>
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<p>16</p>		<p>Physical image: In a room there are three men sitting together while having a discussion. Their appearance looks the same age. They wear shirts, two men wear dark color shirts and one man wears a bright shirt. They have white skin, normal-tidy semi blonde hair and have calming expressions or enjoying the discussion.</p> <p>Physical action: The three men were active in the discussion and they had the same chance to speak up. However, a man who wears the bright shirt opens up the discussion.</p>	<p>(Microsystem) The man who wears a bright shirt opens the discussion and two men follow the discussion. Their appearance looks like they are the same age.</p>	<p>Male character as leader in various contexts</p>
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17		<p>Physical image: There are four old women, a woman and a man sitting together. Their skin color is brown. From the left to the right, these four old women's hair was black, and black-whitish, while their clothes were Indian trousers. The woman has black tidy hair and the man has black short tidy hair with the traditional marriage cap. The second woman from the left has a cup on her left hand. Thus, they wear colorful Indian trousers while an old woman wears a white Indian trouser. Also, the background was decorated with flowers. Their expressions were happy.</p> <p>Physical action: The old woman with the white indian trouser crossed her hands while giving something unknown on her right hand to the woman. The others followed the woman with the white indian trouser's instruction.</p>	<p>(Microsystem) The importance of life as a giver of blessing. An old woman takes an important role in a marriage event.</p>	<p>Female character as leader in various contexts</p>
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18		<p>Physical image: In class there are four women and on the table there are school stuff such as printed paper, books, pens, and a little bag. From the left to the right, the first woman has long blonde hair, white skin color, wears a shirt, and holds a pen in her right hand. The second woman has long black hair and wears a sweater. The third woman had long blonde hair, and wore a black and white formal shirt. The last woman has short black hair, and wears a long black sleeve shirt.</p> <p>Physical action: The third woman was speaking to other women while the others were paying attention to her.</p>	<p>(Microsystem) In a group of four women, there is a woman who induces a discussion.</p>	<p>Female character as leader in various contexts</p>
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19		<p>Physical image: There is a man and a woman sitting on a sofa. Their skin color was brown. Their hair was black while the man had short tidy hair and the woman had long braid hair. He wears black shirt and she wears a colorful blouse. Also the woman holds a laptop on her thigh.</p> <p>Physical action: They have eye contact with each other while the man raises his right hand such as to support his explanation on something. Moreover, the woman holds her laptop and listens to the man as the man intended to tell the woman about a re.</p>	<p>(Microsystem) The woman listens and evaluates her partner with the material/subject on her laptop. (Equal position)</p> <p>The man speaks to a woman while the woman listens and pays attention to him. (Equal position)</p>	<p>Shared opportunities between male and female characters as leader</p>
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Physical image: In the frame, there are 8 men and 5 women in garden school. Their skin appearance was the same, they have white skin. The men have tidy short hair, the women have long wavy hair, and 6 of them are blonde while the others have black color. Their clothes are semi formal, casual clothes, and having a different bright color. The man who sits in the middle has a guitar, some of them have watches and bracelets on their hands, and they wear shoes. They have different mimics. However, most of them have happy mimics.

Physical action: The man who sits in the middle is singing while playing the guitar and has confidence on his face, while the others are following him to sing.

(Microsystem and Macrosystem)
A man directs the singing together, and comforts his friends.

Male characters as leader in various contexts