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Conveyed by:
Nisrina Aziza
19322069

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

UNIVERSITAS ISLAM INDONESIA

YOGYAKARTA

## APPROVAL SHEET

GENDER REPRESENTATION IN AN INDONESIA EFL TEXTBOOK FOR VOCATIONAL HIGH SCHOOL: A CORPUS ASSISTED CONTENT ANALYSIS

## By

Nisrina Aziza

19322069


Approved on
By
Supervisor:


## RATIFICATION SHEET

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## By

## Nisrina Aziza

19322069
Defended before the Board of Examiners on 11 August 2023, and Declared


Faculty of Psychology and Socio-Cultural Sciences

## Universitas Islam Indonesia



## NIP 053310402

## STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, 18 July 2023


Nisrina Aziza
19322069

## MOTTO

My life motto is 'Do my best so that I can't blame myself for anything.'
Magdalena Neuner

## DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved parents: Edi Romdhoni and Surati who have loved me in every time and condition with all of their care and affection.
2. My beloved younger sister and brother: Faustina Khairunnisa and Faiz Ikhsan Fadhoil have motivated me to do my best to fulfill my flaws.
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Finally, I believe that this thesis is far from being perfect; however, it is hoped that this thesis will be useful and contribute to the English teaching process, especially in gender representation in special cases for Vocational High School.

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# GENDER REPRESENTATION IN AN INDONESIA EFL TEXTBOOK FOR VOCATIONAL HIGH SCHOOL: A CORPUS ASSISTED CONTENT ANALYSIS 


#### Abstract

This study aims to investigate and analyse gender representation in English Textbook a foreign language. The source of data is from an English as a Foreign Language (EFL) textbooks, Forward an English, for vocational high school students in grade X in Indonesia 2020. Content analysis was implemented as the design, and corpus linguistic tools were utilized to investigate the ratio of female-to-male appearance, the use of gender-neutral and gendermarked, the adjectives associated with women and men, the title of address for reference to women, and the order of mention of women and men. The findings showed an attempt of the author to represent gender equality, including the equality of the appearance of both women and men, the strategy to neutralize gender-marked to be gender-neutral, and using the title address "Ms." instead of "Mrs." or "Miss" for the liberation of women. However, there are still some imbalanced representations of gender that are attached to gender-marked nouns, and the male-firstness is still dominant with a ratio of 1:3. Furthermore, there is an emergent finding in terms of occupation. It is shown that men tend to be portrayed as having settled, established, highly paid, and prestigious jobs compared to women. In conclusion, gender has been represented equally in this EFL textbook, even though there are still some imbalanced representations of gender.


Keywords: Corpus analysis, gender representation, EFL textbook

## CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

The discussion about gender is an issue that takes attention in society today. People worldwide have discussed it as a crucial thing, including in Indonesia. It is undeniable since Indonesia is one of the most populous countries in the world. Discussion about gender usually leads to discussions about human rights, focusing on providing equal opportunities, choices, capabilities, power, and knowledge to both women and men. The matter that people attempt to align the justice between women and men is called equity. However, promoting gender equity is never an easy job. In the media, gender is often represented with stereotypes, depicting men and women according to perceived innate characteristics. For instance, women are frequently portrayed as more emotional and irrational than men (Blackstone, 2003).

Discussions about gender representation have begun since the 1950s related to media issues that quote the power hierarchies between men and women (Bagdikian, 2007). The patriarchal system rooted in society created a gap between men and women, in which men are considered more powerful than women. Various studies about gender roles as an issue are socially influential. They can affect different aspects of life, such as social and verbal behavior, self-image, ideologies, and interpersonal attitudes (Azad, 2020). One of the most important diffusions of gender representation is in education. The students start to form their impressions at school, where most of their instruction and reference come from textbooks appropriate for their level of development.

Textbooks in language education are seen as an important way or transition of both input and ideology for language learners, which affects students' success or failure (Dabbagh, 2016). The selection of textbooks for the learning process is adjusted to the school level and students' needs. This selected textbook will be used as a reference during the learning process.

In other words, textbooks build initial thoughts about temporary knowledge and act as a guideline to that knowledge. Therefore, choosing a textbook that accurately represents social reality is important. Understanding how teachers and students respond to the EFL textbook as a guide in the beginner classroom is also important (Canale \& Furtado, 2021). As long as the textbook represents students' social reality, it affects their lives. It leads to students' characteristics, behaviour, and social presence. Students who socialize directly at least will be guided by the content of books that have been studied. The textbook's content brings the opinion about gender roles in everyday life or the workplace. Textbooks play important roles in representing gender while determining explicit and implicit values for social interaction, values about gender identities, and these to be socially performed (Dabbagh, 2016). This gap leads to detailed consideration of various aspects, including education.

There have been several previous studies on gender representation in EFL textbooks. The first one is Azad (2020), who showed that images can represent and link gender roles, social behaviour, cultural ideology, and interpersonal attitudes toward each individual to another. English as a Second Language (ESL)/ELT textbook images, without exception, consider all facts. The second is Hall (2014), who discovered that the textbook exposed students to various aspects related to gender. These include references to gender clarity in both text and illustrations, the presentation of topics in a female/male-oriented manner in dialogues and reading passages, the use of male-centered language such as (a) firstness and (b) masculine generic construction, gender-linked occupation possibilities, distribution of household responsibilities, distribution of spare time, as well as gender-related occupation possibilities, distribution of household responsibilities, and distribution of spare time.

Although there have been several previous related studies about gender representation in EFL Textbooks as in Suwarno, Triyono, S., Ashadi, \& Sahayu, W. (2021), Emaliana, I., \& Tusita, A. (2019), Dewi, P., Rizki Yuliatin, R., \& Eka Sari, D. (2022), Tusita, A. (2019),

Ariyanto, S. (2018) who discuss gender representation using corpus linguistic and Yanti, M. S., \& Wirza, Y. (2022), who discuss Gender representation in Vocational High School only, but there are only a few that discuss gender representation in Vocational High School EFL textbooks by corpus linguistic in Indonesian context. Vocational High School or vocational education provides practical knowledge and skills related to a particular job and will be focused on the target career (Ayaz, 2021). Therefore, it is important to analyse the gender representation in vocational high school ELT textbooks, too, as the students have an orientation to pursue careers after graduation. Thus, analysing Vocational High School (VHS) textbooks focusing on various special professions or purposes depending on job readiness, which often have gender reference, is an important undertaking. To analyse the data, the researcher implemented a Corpus Assisted Content Analysis (CACA) design to find the ratio of female-to-male appearance, the use of gender-neutral and gender-marked, the adjectives associated with women and men, the title of address for reference to women, and the order of mention of women and men.

### 1.2 Identification of the Problem

The various problems with this gender representation affect the students' societal perceptions. The issue that people attempt to resolve between women and men is about equality and equity. In linguistics, words that are considered innocent are sexist, so to analyse them generally through the corpus is essential to find out the ratio of occurrences of words, addressing and correlation words that are associated with women and men, gender-marked and gender-marked constructions, the order of mention, and linguistic sexism (Lee, 2016). Gender equality represents stereotypical views, types of work, gender position, or each distinguished gender privilege.

### 1.3 Limitation of the Problem

The limitation of this study is the availability of VHS textbooks in Indonesia, which cover various occupational areas, and are not uniformly established by the government.

### 1.4 Formulation of the problem

The present study investigates and analyses gender representation in English Textbooks in Indonesia as a foreign language. In particular, one research question that guides this study is:

How is gender represented in EFL textbook for Vocational High School using Corpus Assisted Content Analysis (CACA)?

### 1.5 Objectives of the study

This study attempts to investigate and analyse gender representation by CACA in VHS level in Indonesia with various areas of occupancy.

### 1.6 Significance of the study

This study will investigate the representation between women and men in VHS level by corpus analysis. Furthermore, this study can help the other researchers for their reference in the next investigation through gender representation in textbooks, especially in the EFL textbook for Vocational High School using the Corpus Linguistic Tool.

## CHAPTER II

## LITERATURE REVIEW

### 2.1 Gender Representation in EFL textbooks

The depiction of gender in education can be represented through textbooks. Lee (2016) found that the construction of gender in his research was based on the assumption that the depiction of gender roles in education influenced how students think, feel, and behave. This gender construction is described in the textbook based on the author's view of gender itself. The author portrays this view of gender in a piece of writing where learners unconsciously attend to the instructions and indirectly understand the contents of the reading in the textbook. According to Lee (2016), people start learning and producing behaviour through observation, and subsequently, they imitate any gender stereotyping in the textbook when there are differences portrayed between women and men. Due to the characteristic of the textbook being authoritative, the content in the textbooks is absorbed and assimilated like valid content, so the learners accept the content without criticizing it.

One of the characteristics of a textbook is authority. Students tend to follow the instructions and accept information without any further questioning. Since textbooks portray indirect habits, behaviour, pictures, or common activities, it is possible to shape the learners' perspective about various things, including their gender perspective. Lee (2016) asserted that gender bias perspective can have a long-term impact on learner perspective, including their recall and comprehension of the material, career choice, understanding of social equality, development of social values, behaviour, and self-esteem or confidence. If the gender is represented as a positive or neutral representation, then most likely, the learner's perspective will be neutral and fair. On the other hand, if the representation of gender is unbalanced or unfair, most possibly, the learners' perspectives about gender will be influenced as biased.

Numerous studies show that gender is still unfairly represented in English textbooks. The inequality is shown in male character-centeredness, stereotypical representation, unequal visibility of characters, and limited portrayals of women (Azad, 2019; Hall, 2014; Lee, 2014; Ullah \& Skelton, 2012).

Furthermore, gender inequality can be shown through the structure and lexicon of a language. Linguistic sexism refers to the use of words (Atkinson, 1993). Moreover, Lee (2016) proposed linguistic sexism, which means phrases or expressions in such a way that they present an unbalanced relationship between women and men. One form of linguistic sexism is the 'male-as-norm' ideology, where common words are inherently male-gendered, and there are no specific words for women. There are various kinds of linguistic sexism, generic use of masculine pronouns he, morpheme-man (e.g., foreman), affixal marking (-ess, -etc) referring to women exclusively (e.g., actress, waitress). Linguistic sexism is an interesting topic to discuss because it focuses on the word, not the images. One of the ways that can be used to analyse this case is corpus study.

Corpus is a methodology or an approach used to investigate linguistic phenomena as a large bank of data text electronically (Ngula, 2018). Corpus can help discover the phenomena of linguistics, such as semantics, syntax, sociolinguistics, and forensic linguistics. Some of the gender representations that can be analysed by corpus are the ratio of female-to-female appearances, the extent of use of gender-neutral and gender-marked constructions, the common adjectives associated with women and men, the common address titles for reference to women, and the order of appearance of women and men (Lee, 2016).

## Table 1

Components of Gender Representation
Components of Gender Description

Representation (Lee, 2016)

| Female and male appearance | Frequency of selected gendered words (e.g., wife/wives/wife's/wives', husband, girl, boy, man, woman). Frequency of occurrence of feminine pronouns (she, her, hers, herself) and masculine pronouns (he, him, his, himself) Frequency of selected gendered words (e.g., wife/wives/wife's/wives', husband girl, boy man, woman). |
| :---: | :---: |
| Gender-neutral and gender-marked constructions | Frequency of occurrence of pseudo-generic man/men, the compound words ending with a masculine morpheme 9i.e. man/men, -boy(s), - master) or a feminine morpheme (i.e., woman/women, -girls(s), -mistress (es) and their corresponding gender-neutral counterparts. <br> Frequency of gender-inclusive paired pronouns (he/she, her/him, etc.) |
| Attributes | Adjectives collocating with selected gendered nouns and their plural forms (woman, man, boy, girl), and the pronouns he and she. |
| Address title for women | Frequency of occurrence of female address titles. |
| Order of appearances | Order of mention of men and women in a phrase coordinated by and/or. |

### 2.2 Previous Studies

The previous study has investigated gender inequality in various ways. It can be from the images, vocabulary, pronoun, sentence, or dialogue. Ullah and Skelton (2013) studied the
school textbooks in Pakistan that still stuck with gender-based messages and stereotypical representations of women and men. This study found that besides the achievement of the material, a new textbook is ideologically invested and contributes to the perpetuation of gender inequality. The gender blindness of the curriculum design and textbook authors is still a matter.

One way the previous study is from the images, Lee (2014) investigated the improvement of the status of women over the decades was through the analysis of primary school textbooks in Hong Kong. In his study, he found that there is a limited representation of women in various social roles compared to men, and the 'male-first' phenomenon is still common. Another study through images has a similar result. Azad (2019) found that males have more active roles than females. The gaze direction of the men is closer to the viewer, opposite to the women as they look away, and the frames of men are portrayed in close-up frames and the women in long-shot frames. Besides the imbalance finding, the author of this textbook portrayed both males and females as fully clothed. Even though there is an effort to portray the balance of females and males, the imbalance of the gender in this textbook for EFL Iranian is still concerning.

Vocabulary-wise, Ali and Hussain (2019) found that most vocabularies lead to gender stereotypes in primary-level English and Urdu textbooks in Pakistan. Hall (2014) found that in his study of imbalances in gender representation in EFL textbooks in Iranian secondary schools, such as gender visibility, gender-oriented topic presentation, and gender-role modelling. Moreover, several studies conducted in Indonesia have addressed gender representation in textbooks. Mihira et al. (2021) conducted a review of thirty articles published between 2010 and 2021, which explored how women's equality is portrayed in textbooks. The findings indicated that women are often portrayed as less dominant, inferior to men, physically
weak, powerless, lacking freedom of opinion, and passive. This imbalance in gender representation has been a serious concern for decades.

### 2.3 Conceptual Framework

The purpose of this study is to investigate gender representation in an Indonesia EFL Textbook for Vocational High School. This study refers to Lee (2016) investigation with corpus linguistic tools (e.g., concordance, keyword in context) to investigate the ratio of female-to-male appearance, the use of gender-neutral and gender-marked, the adjectives associated with women and men, the title of address for reference to women, and the order of mention of women and men. To investigate the gender representation, the researcher used content analysis instructed data in view of meaning, symbol, or indirect subjective by using Corpus Linguistic Tool (AntConc).


Figure 2. 1 Conceptual Framework of Lee's 2016

## CHAPTER III

## RESEARCH METHODOLOGY

### 3.1 Research Design

Considering how to investigate the appearance of gender representation, content analysis allows researchers to analyze relatively unstructured data given the meanings, symbols, qualities, and expressive contents and to have subjective interpretations of what is sexist (Swann 1992). Corpus linguistics and computer tools are used to conduct content analysis, analyze the textbook, and identify the occurrence of words, adjectives, verbs, and nouns. In the previous study, Lee (2016) suggested using corpus linguistic items that used computer concordance to have accurate data, resulting in higher reliability in showing the frequency of node words or phrases in a given textbook. Lee suggested using computer concordance to analyze the data by corpus linguistics because the data can be more accurate, and the result can be more reliable. The framework includes, a ratio of female-to-male appearances, the extent of use of gender-neutral and gender-marked constructions, the common adjectives associated with women and men, the common address titles refer to women, and the order of appearance of women and men.

### 3.2 Setting and Participants

The setting of this study is in Indonesia. The present study is based on an EFL textbook, Forward an English, for VHS Students Grade X in Indonesia 2020 by Shyla K. Lande and Eka Mulya. It was published based on Curriculum 2013 (KI-KD 2018).

The selection of this book is based on a well-known publication in Indonesia by Erlangga that is widely used as guidelines or instructions in lessons. Furthermore, it is also to analyze gender representation in VHS books, where schools with this major level have different
learning objectives, focus on the world of work, and the level of work in the real world that is still often associated with certain genders.

### 3.3 Instrument

Lee (2016) explained that all English textbooks include content, dialogue, reading passages, exercises, and footnotes. These components contained in the book will be examined for their reliability to prove their interpretation. Techniques such as frequency counts, collocational analysis, and concordance analysis are used to identify the appearance. This instrument used in this research was adopted from Lee's and consisted of some components mentioned in Table 1. However, to help simplify the data-collection process, the researcher also provides some tables for the reading checklist. The tables are made based on each component, so there are five.

Table 2
Reading checklist (female and male appearance)

| Feminine | Tally | Masculine |
| :--- | :--- | :--- |
| Woman/women/women's | Man/men |  |
| Daughter/daughters | Son/s |  |
| Mother/s/mommy/s | Father/s |  |
| Wife/wives | Husband/s |  |
| Sister/s | Brother/s |  |
| She | he |  |
| Her | him |  |
| Hers | his |  |
| Herself | Himself |  |

Table 3
Reading checklist (gender-neutral and gender-marked)

| Gender-marked | Tally | Gender-neutral | Tally |
| :--- | :--- | :--- | :--- |
| Businessman/men/woman | Business person |  |  |
| Chairman/chairwoman | Chairperson/head |  |  |
| Crewman | Crewperson |  |  |
| Foreman | Foreperson |  |  |
| Policeman | Police officer/the cop |  |  |

## Table 4

Reading checklist (Adjective)

| Feminine | Adj. | Masculine | Adj. |
| :--- | :--- | :--- | :--- |
| Woman/women |  | Man/men |  |
| Daughter/s | Son/s |  |  |
| Mother/s/mommy/s | Father/s |  |  |
| Wife/wives | Husband/s |  |  |
| Sister/s | Brother/s |  |  |

## Table 5

Reading checklist (Address title for women)

|  | Title of Women | Tally |
| :--- | :--- | :--- |
| Ms |  |  |
| Miss |  |  |
| Mrs |  |  |

## Table 6

## Reading checklist (Order of mention)

## Order of Mention <br> Sentences

Female-firstness
(Keyword: ladies, she, woman, madam, her, herself and, or, slash (/), coma (,))

Male-firstness
(Keywords: brother, man, sir, he, his, him, himself, and, or, slash (/), coma (,))

### 3.4 Data Collection

The data was collected from the textbook for VHS by Erlangga. The researcher did a close reading to identify the content of the textbook. The textbook was scanned to soft copy to check the phrases or words that were easier to categorize. The researcher did a close reading again, and the phrases/words that entered the category were listed in a table. The data that has been collected will continue to be analysed.

### 3.5 Data Analysis

The data that were collected from the table instruments were analysed with Corpus using AntConc application. (Lee, 2016) stated that the Concordance Tool was used to find the frequency counts of selected words and to organize data in a Keyword in Context (KWIC) format so that the collocates associated with the node words could be identified. The data will be implemented through elaboration considering the previous study.

### 3.6 Trustworthiness

The trustworthiness of this research will be ensured by four criteria of validity and reliability in qualitative studies: credible, transferable, confirmable, and dependable. The result
of this research will establish credibility, where the data will be checked and rechecked through data collection, data analysis, and data finding. Dependability, the data analysis will depend on previous studies through the method, and the framework used is appropriate so that the steps used are correct. Transferability ensures that the validity of the result of this study applies to other contexts or other conditions as external validity. Confirmability, the result of the thought or statement in this study is not biased; it means checking the neutrality of the opinions.

## CHAPTER IV

## FINDINGS AND DISCUSSION

This chapter will present the findings and discussion according to the data using computer corpora. The result of the data is shown in tables with the gender of the words and the tally of each word. The table is presented to analyse the implementation of each instrument analysed by corpus and closed reading.

### 4.1 Female and male appearance

To fulfil the data collection in attendance performance, using several categories of gender word selection according to the gender word list from the previous study. This study has several word selections based on common gender words. The categories embedded in the corpus analysis are singular, plural, and apostrophe of possession, (e.g., woman/women/woman's/women's).

In Table 3, this study shows the results of comparing female and male gender appearance without having a far or significant comparison, with a 1: 1.026 ratio.

## Table 7

Frequencies of selected gender words.

| Female | Nominal | Male | Nominal |
| :--- | :---: | :--- | :---: |
| Woman | 9 | Man | 24 |
| Daughter | 1 | Son | 1 |
| Mother | 13 | Father | 3 |
| Wife | 0 | Husband | 1 |
| Sister | 10 | Brother | 9 |
| Girl | 5 | Boy | 1 |
| Lady | 6 | Gentleman | 5 |
| Queen | 2 | King | 3 |
| Princess | 0 | Prince | 0 |
| Madam | 3 | Sir | 9 |


| Aunt | 0 | Uncle | 1 |
| :--- | :---: | :--- | :---: |
| Niece | 0 | Nephew | 0 |
| Mistress | 0 | Master | 1 |
| Ms/Mrs/Miss | 14 | Mr | 12 |
| Grandmother | 1 | Grandfather | 0 |
| Maid | 2 | Bachelor | 2 |
| Female | 7 | Male | 4 |
| Granddaughter | 1 | Grandson | 0 |
| Girlfriend | 1 | Boyfriend | 1 |
| Total | 75 |  | 77 |

Despite a more balanced count of female and male occurrences, some implied word usage patterns show the imbalance of women's roles in a family. In this book, words like "mother/mom/mommy" are more frequent than words referring to men's roles in a family like "father/dad". It indicates the role of women is superior in the family context.

In a previous study on gender representation conducted by Baghdadi and Rezaei (2015), it was demonstrated that one of the contributing factors to this imbalance is the perceived superiority of women in family life, family structure, and family roles. Furthermore, the term "Ms." is widely used for female characters, like "Ms. Amanda" as a lecturer and "Ms. Atmaja" as a teacher. It suggests a leaning towards depicting teachers as female characters. Regarding formal and informal addresses, using "sir" and "Mr." is more prominent, especially in official letters, written requests, or representing authoritative figures.

## Table 8

Masculine and feminine pronouns.

|  | Female | Tally | Male | Tally |
| :--- | :---: | :---: | :---: | :---: |
| Nominative | She | 80 | He | 100 |
| Accusative | Her | 65 | His | 30 |


| Genitive | Her/hers | 1 | Him | 54 |
| :--- | :---: | :---: | :---: | :---: |
| Reflexive | herself | 3 | Himself | 7 |
| Total |  | 149 |  | 191 |

### 4.2 Gender-neutral and Gender-marked.

The table shows the use of gender-neutral is more dominant than gender-marked with a ratio of 2.07: 1 with an outline. In this table, some word choices are added, such as gendermarked singular words like mother and father, which are compared to gender-neutral like parents.

## Table 9

Gender-neutral and Gender-marked.

| Gender-marked | Tally | Gender-neutral | Tally |
| :--- | :---: | :--- | :---: |
| Boyfriend/husband/girlfriend/wife | 2 | Partner | 3 |
| Dude or buddy | 0 | Friend | 40 |
| Granddaughter/grandson | 1 | Grandchild | 0 |
| Grandma or grandpa | 1 | Grandparent | 0 |
| Husband or wife | 1 | Spouse | 0 |
| Mother or father | 16 | Parent/parents | 15 |
| Sister or brother | 19 | Sibling | 0 |
| Son or daughter | 2 | child or progeny | 22 |
| Businessman/men/woman | 1 | Business person | 0 |
| Chairman/chairwoman | 1 | Chairperson/head | 3 |
| Crewman | 0 | Crewperson | 0 |
| Foreman | 0 | Foreperson | 0 |
| Layman | 0 | Layperson | 0 |
| Mailman | 0 | Mail carrier/postal worker | 0 |
| Manned | 0 | Crewed | 2 |


| Policeman | 0 | Police officer/the cop | 6 |
| :--- | :---: | :--- | :---: |
| Waiter/waitress | 6 | Server/table attendant | 0 |
| Freshman | 1 | First-year student | 0 |
| Girl or boy | 6 | Kid, kids, teen/teenagers | 17 |
| Handsome or beautiful | 13 | Attractive/good-looking | 1 |
| Human | 12 | Person/being/individual/pupil | 25 |
| Mankind | 1 | Humankind/people/everybody/one | 98 |
| Woman/man | 33 | Adult | 3 |
| Spaceman | 0 | Astronaut | 0 |
| Sportsman | 0 | Athlete | 2 |
| Fireman | 0 | Firefighter/fire worker | 3 |
| Headmaster/headmistress | 0 | Principle | 0 |
| Goddess | 0 | God | 1 |
| Fisherman | 0 | Fisherperson | 0 |
| Salesgirl/salesman | 1 | Salesclerk/salesperson/sales | 2 |
| Guard man | 0 | Guard | 1 |
| Host/hostess | 1 | Cabin attendant | 0 |
|  | $\mathbf{1 1 8}$ |  | $\mathbf{2 4 4}$ |

The author uses common words to refer to pronouns or nouns, such as "friend/friends," "people," "human," and "person." Although the author tends to use general words, some words or nouns are more dominant than gender-neutral. The terms "sister" and "brother" are used for certain calls compared to "sibling", such as, "My mother was worried about my brother." or "Your sister looks gloomy. She is in a bad mood." In the book, it is found that the use of the words woman and man is more dominant than the use of the word adult. Although some words are more dominant, there are words where gender-marked and gender-neutral usage is almost equal, such as "parents" and "mother/father".

According to the conclusion, the author predominantly uses gender-neutral words over gender-marked words. The author employs certain strategies to neutralize the gender-marked language to achieve this. The author prefers to substitute commonly gender-marked nouns with more neutral terms. Some of the examples use police officers instead of policemen. The author adds the final word of the noun phrase by using words like "-officer," "-worker," and "fighter." For instance, police officers, firefighters, and fire workers. In addition, the author also uses synonyms of gender-marked to be gender-neutral, such as head, people, sales, guard, cop, kid, teenager, and children.

The mention of gender marking is partly due to common words leaning towards one gender, even though no specific gender is explicitly mentioned. Linguistic sexism or gender bias in language can result in the selection of word forms that refer to one gender or to a word whose gender is unknown or irrelevant. It can lead to unequal use of words, phrases, or expressions between women and men, making the chosen words feel more exclusive. The examples include the general use of masculine pronouns with the morpheme "man" in certain words (e.g., postman, policeman, chairman, salesman), the marking of affixes "-ess" and "ette" referring to women (e.g., actress, author, waitress), the general masculine, which involves using "he" or "man" to refer to everyone and male firstness. It can be concluded that the author has been using gender-neutral more than gender-marked by neutralizing gender-marked in some ways. One of these results can prove that gender equality is being pursued.

### 4.3 Adjectives

Table 10
Adjective.

| Male | young (2), old, good looking, handsome, bad |
| :--- | :--- |
| temper, good, fast and accurate, |  |
| Female | conscientious, flexible, grateful, |
|  | kind, friendly, old, gloomy, bad mood, busy, |
|  | beautiful, twin, little, unfaithful, late (2) |

The table shows that the book's author used various kinds of adjectives to give labels or information about some gender-marked pronouns and nouns. In this textbook, both female and male nouns have various adjective characteristics. There is a tendency to portray women as having more negative adjectives than men, with women mentioning four negative adjectives, where this adjective negatively affects a person's life and surroundings, although men mention one negative adjective. An example of the difference between negative and positive is moody and cheerful. In contrast, moodiness has a bad effect on changing someone's mood, which can make others uncomfortable, while being cheerful can give others good feelings. Women have bad emotions (gloomy, bad mood, unfaithful) and bad behaviour (late), while men show bad emotions (bad temper).

On the other hand, men are portrayed as having more positive adjectives than women, with men mentioning seven positive adjectives and women mentioning three positive adjectives. Men have a lot of positive adjectives for a good person (good, fast, accurate, detailed, conscientious, flexible, grateful), while women have fewer (kind, friendly, beautiful). In addition to the positive and negative traits, both men and women are described in terms of appearance, women (old, little, beautiful), and men (good-looking, young, old).

### 4.4 Title of Address

## Table 11

Female address titles.

|  | Title of Women |  | Tally |
| :--- | :--- | :--- | :--- |
| Miss | 1 |  |  |
| Mrs | 7 |  |  |
| Ms | 6 |  |  |

The title of the address for women will be the main emphasis of this instrument's findings. It is due to the concept of addressing women itself. There are already gaps or inequalities that are interesting to discuss. "Miss," "Ms.," and "Mrs." are three common generic terms used to designate titles for women. Meanwhile, there is only one title for males, regardless of status or circumstance: "Mr." Table 7 compares titles for women. In this book, the author uses the title for women by the ratio 1: 7: 6 for Miss, Mrs, and Ms. The title "Ms." is usually used as a title before the family or full name of a single woman whose name is not the title. The author of this book very rarely uses this title. While the use of the word "Mrs." is more dominant, which is used before a family name or full name for a married woman who usually follows her husband's name.

Although "Mrs." is commonly used, "Ms." serves as an alternative title for women without carrying a male gender designation. The title "Ms." is intended to liberate women from any status predictions (Atkins-Sayre, 2005). Unlike the title for men, which makes no distinction between married and unmarried, or old and young, for women, there exists a dichotomy in the division of titles.

### 4.5 Order of Mention

In the previous study (Lee, 2014; Lee, 2016; Gabriel et al., 2018), some discussions about linguistic sexism discussed male-firstness. Male-firstness is one form of linguistic sexism, replacing the term of males’ words with females’ words (Malachi \& Kristen, 2017). In this book, as shown in Table 7, the tendency toward male-firstness is still more dominant than
female-firstness. The mention of male-first is 18 mentions, and female-first is five mentions with a ratio of 3.6: 1 . The data mentions are included in the form of gender-marked nouns (ladies, gentlemen, boy, girl), pronouns (she, he, her, him), and title (sir, madam).

## Table 12

Order of Mention.

## Tally

Male first

Female first

1. Twenty-two of the students surveyed were female and 19 were male.
2. Ladies and gentlemen, today I'm going to present...
3. Good morning, ladies and gentlemen...
4. Good afternoon, ladies and gentlemen ..
5. So, ladies and gentlemen, that completes my short introduction.

The previous study (Lee, 2014; Lee, 2016; Malachi \& Kristen, 2017) showed that this textbook's tendency between male-firstness and female-firstness is still unbalanced. In this
textbook, the author uses the pronouns (he, him/himself) and gender-marked nouns (boy, sir, brother) when referring to male-firstness. However, whenever the author refers to femalefirstness, they utilize gender-marked nouns (ladies, females). The most common form of malefirstness is phrases that express the conjunction between pronouns (he/she, he or she) or (brother/sister, brother or sister) or (sir or madam). This phrase of male-firstness has become a common form involving choice words to connect different possibilities. The male pronouns often refer to someone whose gender is not explicitly stated. For instance, in a text about a salesman, the pronoun automatically defaults to "he/him." This is intriguing because, as elaborated in the previous sub-chapter, the author has avoided using gender-marked words like "policeman" and has opted for gender-neutral alternatives like "police officer." Nevertheless, the nouns/pronouns mentioned above are still strongly associated with men.

[^0]Figure 4. 1 Pronoun 'He'

In some phrases where females appear first, these female-firstness phrases involve binomials or habitual phrases consisting of two words. An example of this is "ladies and gentlemen." In the phrase "ladies and gentlemen," the ladies are mentioned first due to historical convention. From this, it can be inferred that male-firstness is more biased compared to attempts to pair females and males together. The term male-firstness is considered a generic form that exists in society, placing women in a secondary position. It reflects the attitudes of
each gender in society, devalues women, and excludes those with no gender (Malachi \& Kristen, 2017).

### 4.6 Emergent Finding

In this study, an important discovery that should not be overlooked is the association of gender with occupation, which is related to social life. In addition to the five components measured in this investigation, gender occupation receives interesting attention. This textbook portrays women in a wider variety of occupations compared to men.

## Table 13

Gender's occupations.
Gender Occupations

| Male | Reporter, expert, photographer, manager, customer manager, HR |
| :--- | :--- |
| manager, programmer, technical, advertising, engineering, |  |
| Female | restaurant owner, supervisor, librarian, developer, and President. |
|  | Fashion reporter, headmaster, freshman, servant, babysitting, |
|  | nanny, account service, executive advertising, client service, sales, |
|  | customer relationship management, hospitality marketing, legal |
|  | assistant, cashier (2), nurse, assistant manager, shop manager, sales |
|  | assistant, shift supervisor of the engineering, kitchen worker, co- |
|  | author, journalist, housewife. |

The concern for this discussion is how the occupation of each gender is portrayed in this textbook. While women are depicted in a wide range of occupations, some jobs are equally described as being suitable for both women and men. Examples of such equality in jobs found in this textbook are manager and reporter, indicating that these roles are not biased towards one gender. There are differences in the type of occupation, where men are described as having settled, established, and highly paid jobs (e.g., expert, human resources manager, restaurant owner, developer, and President) compared to women's types of jobs (e.g., account service,
client service, sales, servant, nanny, babysitting, and cashier). Generally, the types of jobs mentioned above for women tend to be less prestigious than those for men. However, other types of jobs are associated with women with a good reputation (e.g., headmaster, customer relationship management, hospitality marketing, assistant manager, shop manager, and supervisor.) Some jobs are still biased by gender (e.g., babysitter, nanny, nurse, kitchen worker, servant, housewife, and cashier) are shown to women.

Compared to other studies on gender-related occupations, several gaps exist between women and men. In Indonesia, Irwansyah and Ardini (2023) asserted that men have more formal occupations than women working outside the house. Furthermore, women are portrayed as more inherent in domestic service. This study concluded that being occupied with domestic services still needs to be categorized as a formal occupation. Moreover, in Hong Kong, Lee (2014) showed the tendency between women's and men's occupations through job suitability. For instance, nurses are always women, and all the job factors related to law or order are men. All these portrayals are not suitable for reality. Considering those two previous studies, the tendency between women's and men's occupations is still imbalanced in terms of the settledness of the job, payment, job suitability, and category of jobs as either formal or informal. Therefore, this finding deserves a highlight as textbooks are widely used as a guideline for VHS with learning objectives focusing on careers or occupations. Indirectly, it portrays the types of occupations that women and men might pursue in their lives.

## CHAPTER V

## CONCLUSION AND SUGGESTION

### 5.1 Conclusion

This study analysed and investigated the gender representation of women and men in the twelfth-grade textbook VHS, using a corpus intended to focus on linguistics. Corpus analysis is used to determine gender presentation based on the number of letters the author uses. This study aims to determine the representation of gender in textbooks specialized for vocational schools that focus on careers and the workplace. The conceptual framework used is Lee's (2016) through five parameters. The first parameter is the appearance of both women and men. The comparison results are close compared with the ratio of 1: 1.066. Although the comparison is not biased, the implied word usage is still imbalanced, such as the role of women is superior to men in the family, the role of a teacher is more inclined as a female teacher, and the title sir is widely used as a representative of official letters. The second is about gendermarked and gender-neutral. The author has tried to replace the gender-neutral more dominant than gender-marked with a ratio of 2.05: 1. The author uses some strategies to neutralize the gender-marked words, first by adding the final word of the noun phrase by using words like "officer", "-worker", "-fighter" (e.g., policemen to a police officer, fireman to a firefighter/fire worker), and the second way is by using synonyms of gender-marked words to be genderneutral, (e.g., head, people, cop, sales, guard, kid, teenager, and children). The next parameter is the adjectives of gender-marked pronouns and nouns. There is a tendency to portray women as having more negative adjectives than men, with women mentioning four negative adjectives (gloomy, bad mood, unfaithful, late) and men mentioning two negative adjectives (bad temper and naughty). On the contrary, men are portrayed as having more positive adjectives than women. In contrast, men mention seven positive adjectives (good, fast, accurate, detailed, conscientious, flexible, grateful), and women mention four positive adjectives (kind, friendly,
successful, beautiful). The next parameter is the title of the address for women. Three generic words are usually used to give women titles (e.g., Miss, Ms., and Mrs.). In this textbook, the author uses the titles "Miss", "Ms.", and "Mrs." with a ratio of 1:7:6. It explains a dichotomy in the division of the titles among women. In contrast, the title "Mrs." and "Miss" are not for independent women who still carry family or men's names. The last parameter is the order of mention, with male-firstness still dominating female-firstness with a ratio of 3.6: 1. The order of mention of male-firstness is still imbalanced. Even there, female fitness was mentioned for "ladies and gentlemen," which is commonly a habitual term. While analysing the data, the emergent finding showed that men have more settled and highly paid occupations than women.

Gender representation in textbooks has an impact on the student's interpretation. Therefore, if there is a bias in the author's perspective through gender representation, it might influence the student's perspective. This might be a consideration for students to choose a job that is associated with one specific gender, the ability to do a job through a common job that supports the gender, or the confidence to explore unfamiliar jobs. In this context, students in VHS are used to thinking about an outlook that focuses on jobs and careers.

### 5.2 Suggestion

In textbook-based research, further research is needed so that the application and development of gender representation selection in textbooks are not too biased. This research uses only five parameters from a previous study by a corpus that needed more parameters for further investigation related to gender. Corpus analysis cannot investigate the picture or implicit dialogue because it focuses on the word. On the topic of the investigated textbook, a few still examined the textbook through a special case for Vocational High School (VHS) textbooks. This matter has become a habit where Vocational High School uses the Senior High School textbook as a learning guide, which is supposed to be for special purposes for VHS.

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## APPENDICES

## Instrument 1. Appearance of Females and Males Nouns

1.1 Woman Nouns


| Search Query $\backsim$ Words $\square$ Case $\square$ Regex Results Set All hits |
| :--- |
| Woman |
| Sort Options Sort to right |



| Search Query $\backsim$ Words $\square$ Case $\square$ Regex Results Set All hits |
| :--- |
| Women |
| Sort Options Sort to right |







Search Query Words $\square$ Case $\square$ Regex Results Set All hits $\sim$ Context Size 10 token $(s)$ :
Mistress $\checkmark \quad$ Start $\square$ Adv Search
Sort Options Sort to right $\vee$ Sort 1 $1 R \vee$ Sort 2 $2 R \quad \vee$ Sort 3 3R $\vee$ Order by freq $\vee$






### 1.2 Men Nouns














### 1.2 Men and women Pronouns

## Females' pronouns














## Instrument 2. Gender-neutral and gender-marked vocabulary.

2.1 Gender-neutral
















2.2 Gender-marked






























Instrument 3. Adjective.
3.1 Females' adjectives





3.2 Males' adjective








Instrument 4. Title address.
4.1 Mrs

4.2 Miss

4.3 Ms


Instrument 5. Order of mention.
5.1 Male-firstness

### 5.2 Female-firstness







## Instrument 6. Gender's occupations.

6.1 Females' occupation











6.2 Males's Occupation











[^0]:    C. Short stories

    You can engage people by telling a short story and connecting it to your topic. Stories are powerful and they add an emotional dimension to your topic if you do it well. For example.
    " once met a young salesman. I won't mention his name. He spent several weeks building a relationship with a potential client. He worked overtime and he was working so hard that he was under severe stress, which started to affect his personal life. In the end, he didn't close the deal. The clients signed with another firm. Today, I'm going to talk about confidence as a sales tool and how you can avoid the traps this young man fell into."

