

**AN ANALYSIS OF CULTURAL STEREOTYPES IN AN INDONESIAN
GOVERNMENT-ENDORSED EFL TEXTBOOK**

A Thesis

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



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APPROVAL SHEET

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RATIFICATION SHEET

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DECLARATION

STATEMENT OF WORK'S ORIGINALITY

I hereby declare that this thesis represents my own original work. Any theories or references drawn from previous research by other scholars have been appropriately acknowledged.

Yogyakarta, 8th May 2024



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MOTTO

“The only way to achieve the impossible is to believe it is possible.”

- Charles Kingsleigh

DEDICATION

I dedicate this thesis to:

1. My parents, Mr. Anton and Mrs. Nurjanah, who have consistently supported me and prayed for me every night. They have been my unwavering pillars of strength.
2. My supervisor, Mr. Willy Prasetya, whose guidance has been invaluable in steering me towards the completion of this thesis.
3. My best friend, Aurel, who has always encouraged me during moments of low self-esteem and low motivation. She has been my insightful discussion partner, offering enlightenment whenever I faced confusion throughout this research.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First and foremost, the researcher expresses heartfelt gratitude and praise to the presence of Allah SWT, whose blessings have facilitated the completion of this research journey.

The researcher acknowledges the support and encouragement received from best friend, both emotionally and practically. Despite the inherent challenges, her unwavering motivation has been instrumental in navigating through the thesis-writing process. Special thanks is also extended to supervisor Mr. Willy Prasetya for his invaluable guidance and insights throughout this endeavor.

The researcher recognizes that this study is not perfect. Therefore, suggestions and recommendations are highly crucial for further improvement.

Yogyakarta, 8th May 2024



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ABSTRACT

Cultural stereotypes in English Language Teaching (ELT) may influence how students shape their perspectives towards the culture being stereotyped, yet little research discusses how cultural stereotypes emerge in ELT textbooks. This study aimed to investigate the inclusion of cultural stereotyping in English as a foreign language (EFL) textbook published by the Indonesian government. The book being analyzed was entitled English for Nusantara SMP/MTs KELAS VII for the seventh grade of junior high school. The data were collected and analyzed through content analysis to point out the valid inference. The findings showed that cultural stereotypes were depicted in the textbook in several ways: appearance, gender, behavior, and lifestyle. This study will provide an insight on how cultural stereotypes are depicted in the textbook, and it may contribute practically for textbook designers or material developers to take into account how cultural values will be included into textbook in order to avoid creating stereotypes in a particular culture. Furthermore, this study could also help the teachers to consider in choosing and teaching the materials that are contained in the textbook.

Keywords: Cultural Stereotypes; English Language Teaching; EFL Textbook

CHAPTER 1

INTRODUCTION

1.1 Background of the study

The instructional materials are crucial to ELT since it can affect how students behave toward themselves and even other students. As stated by Ndura (2004), instructional materials have a substantial impact on students' attitudes and beliefs toward society, other people, and themselves. Among these instructional materials, textbooks emerge as the primary teaching resource utilized by many English teachers around the world, despite technological advancements and the prominence of the internet (Richard, 2014). The textbook can be a teacher, a resource, an ideology and an authority (Cortazzi and Jin, 1999). As a teaching resource, the existence of the textbook has a very important role, despite the fact that the textbook may not be able to fulfill all the requirements needed during the language teaching process (Gunantar, 2017). Students' goals for learning English and gaining cultural information are greatly impacted by the textbooks they use, and the effectiveness of accomplishing these goals depends significantly on the quality of the textbooks. Since they may help teachers organize and teach students' learning materials in class, textbooks have frequently been regarded as necessary. In order for students to educate and practice cultural values in line with appropriate standards and manners, it is necessary that teachers are able to have sufficient textbooks (Setyono & Widodo, 2017).

Many textbooks currently include cultural content that can assist students in a variety of ways. Based on Cortazzi and Jin (1999), the most significant aspect of language instruction is the enhancement of intercultural communication skills as part of the learning process. Cultural values in textbooks can enhance students' sensitivity to learning about various cultures and their awareness of them. Moreover, the cultivation of intercultural skills through cultural values can provide a knowledge for students' understanding, enabling them to directly assimilate local cultural values and enhance the relevance of their learning (Baider, 2013). The

intercultural component produces various positive impacts when applied and included in teaching materials, such as fostering cultural awareness, cultural knowledge, and effective communication across cultures. Furthermore, intercultural learning promotes utilizing a variety of information sources to understand the perspectives of different groups in their own words and to achieve a more nuanced comprehension of reality and a broader range of viewpoints (Sandu & Lyamouri-Bajja, 2018). Sandu & Lyamouri-Bajja (2018), also mentioned intercultural learning seeks to furnish young individuals with the means to recognize stereotypes and prejudices in both their own conduct and that of others, comprehend their mechanisms, and purposefully undertake measures to dismantle them.

As stated by Ponte & Alonso (2021), to promote intercultural competency, EFL textbooks should to be inclusive and respectful of diversity. Tyarakanita et al. (2021) stated, students' social roles are significantly shaped by the aspects depicted in textbooks (i.e., situations, tasks, and values). Therefore, teachers have a vital role to establish the learning materials that contain cultural values in it. To involve students in language-learning activities that involve cultural complexity, English teachers should innovatively impart multicultural elements and incorporate multimodal resources (Setyono & Widodo, 2019). Bahrami (2015) also mentioned that when choosing and selecting textbooks in order to conduct a multicultural awareness in the minds of EFL learners, cultural content turns into an essential aspect. On the other hand, due to the diversity of cultural values represented in textbooks, prejudices or stereotypes that have a negative impact are often created. The influence of outside culture can be potentially detrimental for students. Especially the culture produced from the country's inner circle, specifically western culture. This is evidenced by the many studies which found that the inclusion of western culture in learning materials made students dissatisfied with their own culture. As stated by Kim (2012), teaching materials containing values from western cultures have been found in several studies to have a negative impact on students, namely in the form of students' dissatisfaction with their own

culture. Based on Lu (2011), when presenting knowledge about the target culture, textbooks run the risk of being inconsistent and inaccurate. Therefore, this may lead to the perpetuation of stereotypes and the tendency to oversimplify or overgeneralize existing stereotypical perceptions of the culture.

In addition, based on Ndura (2004), students need to be informed about the biases present in textbooks and how these biases can influence their learning, self-perception, and society as a whole. Therefore, it is essential to carefully select textbooks for teaching students to create an inclusive learning environment. In this context, teachers play a crucial role in selecting and adapting classroom materials. As stated by Ndura (2004), there are strategies to help teachers address and deconstruct biases in textbooks, including:

1. **Increase the Sense of Awareness:** Teachers should adopt a multicultural perspective to effectively address biases or negative stereotypes in textbooks.
2. **Examine Instructional Materials Critically:** Teachers need to critically analyze the content of educational materials to anticipate any negative effects. For example, they should question how the material empowers students to become responsible citizens and consider the messages conveyed by the content.
3. **Prepare Additional Teaching Resources:** This strategy allows teachers to provide diverse learning experiences by supplementing the textbook with additional resources.
4. **Avoid the Avoidance Game:** Teachers should not shy away from difficult or controversial topics. Instead, they should help students understand and discuss important issues they encounter in daily life. This strategy encourages critical discussions that explore various perspectives.

5. Listen to the Students: Teachers should listen to students' stories about their cultural backgrounds. This approach can help eliminate biases and misunderstandings related to cultural differences among students.

Research on stereotypes in previous studies has been predominantly dominated by discussions on gender stereotypes. Rohmawati and Putra (2022), who investigated occupational gender stereotypes in the Indonesian EFL textbook titled “When English Rings a Bell” published by the Ministry of Education and Culture (MONEC), revealed that female characters appear much less frequently in the textbook compared to male characters. Rohmawati and Putra (2022) found that female characters are often depicted performing household chores, nurturing, mothering, nursing, and teaching, while male characters are depicted with a greater variety of occupations due to their higher status in the hierarchy. Several studies on textbooks around the world have consistently shown gender inequality (Rohmawati and Putra, 2022). Similar to the study by Tyarakanita et al. (2021), which examined gender representation in Indonesian English textbooks, it was stated that both textbooks show gender stereotypes portraying the role of males in social life as more dominant than females.

However, in the context of ELT, particularly in Indonesia, there has been limited research regarding cultural stereotypes in Indonesian EFL textbooks. To address this gap, the proposed study titled “An Analysis of Cultural Stereotypes in an Indonesian Government-Endorsed EFL Textbook” aims to analyze the depiction of cultural stereotypes in this textbook. This research may provide an explanation and insight on how cultural stereotypes are presents in textbook. Furthermore, the findings of this research may contribute to the enhancement of cultural sensitivity among educators by highlighting stereotypical aspects, thereby help them in considering the selection of teaching materials before delivering them to students. Additionally, it may assist material developers in creating culturally inclusive textbooks.

1.2 Limitation of the Problem

In order to prevent giving the students a conventionalized perspective of the target society that is likely to contribute to the development of cultural stereotypes, the content should be carefully chosen (Ponte & Alonso, 2021). However, in the context of ELT, there has been very few research in deep-diving the cultural stereotypes existence in multiple aspects of living. Therefore, this research is to analyze the emergence of cultural stereotypes in the Indonesian EFL textbook.

1.3 Formulation of the Problem

How does the textbook “English for Nusantara SMP/MTs KELAS VII for the Seventh Grade of Junior High School” portray cultural stereotypes?

1.4 Objective of the study

The aim of this study is to investigate cultural stereotypes in connection to stereotypes in other areas of textbooks in the context of EFL based on the classification developed by Bao (2016), and further will directly offers suggestions or directions to see the correlation of research findings with an appropriate approach used by teachers in an effort to follow up on research findings so that they can be implemented in students to raise awareness of cultural values, especially in the context of multicultural students in Indonesian classroom.

1.5 Significance of the study

This study will provide an insight on how cultural stereotypes are depicted in the textbook, and it may contribute practically for textbook designers or material developers to take into account how cultural values will be included into textbook in order to avoid creating negative stereotypes in a particular culture.

CHAPTER II

LITERATURE REVIEWS

2.1 Defining stereotype

According to Lippman (1922), stereotype is an altered thought process that is generated from culture rather than from an individual's personal experiences. The teachers must have awareness and monitor himself for possible stereotypes that will appear in the textbook so that they can respond well to students (Jane & Clarke, 1990). In minority communities, stereotypes are common. Society frequently engages in unintentionally or intentional stereotype use. Based on one of several socio-psychological theories known as "aversive racism," discussing the racist system and principles that are one of the demands of society that fluctuates in social dynamics as time passes, part of contemporary cultural aspects, giving rise to the view that stereotypes basically cannot be eliminated and naturally ingrained in humans (Gaertner & Dovidio, 1986 as cited in Kumaravadivelu, 2003). Additionally, a theory known as "social identity" states that when a person perceives an imminent risk to his or her self-esteem, they are more likely to practice stereotyping (Kumararavadivelu, 2003). Sadker and Zittleman (2010) mentioned that bias has the seven forms that appear in the textbooks, namely; invisibility, stereotyping, imbalance and selectivity, unreality, fragmentation, linguistic bias: words count, cosmetic bias: pretty wrapping.

In addition, according to Bartminski (2017), stereotypes have neutral and dynamic properties, both of which can have positive or negative effects depending on the objectives attained. Czopp et al., (2015) argued positive stereotypes are prejudices or subjective views about members of social groups that are favorable by highlighting benefits, features, and attributes both directly and indirectly. Despite the fact that people are preoccupied with embracing diversity, they still lack insight into how to put it into practice effectively (Czopp et al., 2015). Integrating cultural diversity, especially in language teaching, remains challenging despite efforts to promote positive stereotypes. While positive stereotypes may not always

be fully realized, the primary goal of fostering multicultural values often falls short, with such stereotypes often serving merely as superficial judgments. However, promoting positive stereotypes within communities can help create valuable and distinct identities (Czopp et al., 2015). Moreover, selectively self-stereotyping oneself and one's group can mitigate the risk of negative stereotypes and contribute to the formation of a positive self-concept (Biernat et al., 1996).

The researcher will thoroughly analyze all the images found within the textbook. In the analysis, the researcher will carefully note and report all types of stereotypes that emerge in these images, whether they are positive stereotypes promoting inclusive values and tolerance, or negative stereotypes that may reinforce or perpetuate prejudice and discrimination. The importance of reporting both types of stereotypes is to provide a comprehensive understanding of the representations within the textbook. By identifying positive stereotypes, the researcher can appreciate efforts to promote equality, diversity, and inclusion in image representations. On the other hand, by identifying negative stereotypes, the researcher can highlight areas that require improvement and further attention to avoid the spread of prejudice and discrimination. Through this approach, the researcher will present findings that are thorough and balanced, offering an accurate portrayal of stereotype representations within the textbook. Consequently, the analysis will make a valuable contribution to understanding the impact and implications of image representations on students' perceptions and attitudes.

2.2 Cultural stereotypes in textbook

According to Bao (2016), the four cultural elements; nationality, gender, behavior, and lifestyles—that lead to the emergence of stereotypes are frequently depicted in illustrations and texts on ELT materials. In more detail, Bao (2016) identifies these four components. The notion that a person's appearance in a visual illustration might reflect their character and where they came from is known as stereotyping appearance that denotes nationality. For instance, Asian people usually have slanted eyes. In addition, there are further prejudices about Asians such as the idea that Asians define beauty as having slim bodies and white skin tone. Bao (2016) argues that it not only reduces the portrayal of different cultures, leading to

preconceptions of one's appearance, but also creates misconceptions of what will actually occur in real life. The second element is gender stereotypes. In earlier research studies, gender concerns in textbooks have been discussed in great detail. The way gender is portrayed in textbooks has a significant impact because it can lead to many different interpretations of an individual. People's perceptions of gender roles are influenced by sociocultural gender representation, and textbooks may have a direct influence on these perceptions (Tyarakanita et al 2021). Gender refers to the socially constructed roles, attitudes, traits, and other things that a particular society considers appropriate for its men and women (Hossain, 2018). The examples of gender stereotypes that frequently occur in textbooks include the idea that women only do lighter work, such as cooking, cleaning, mopping, etc. While men handle heavier tasks such as fixing broken faucets. Some men even choose to rest while their wives and daughters are preparing meals in the kitchen. In accordance with Rohmawati and Putra (2022), women are mainly associated with domestic roles, meanwhile men are less participating in domestic roles and associated with working outside.

Gender stereotypes are one of the categories of cultural stereotypes that receive the most attention. Due to gender research is often visually portrayed, as in the research of Tyarakanita et al., (2021) who examine how gender is represented in textbooks, gender research dominates much of the research on textbooks in the context of stereotypes. Gender bias has often been a discussion among researchers in studies to date. This is because cultural bias is a problem that is often found in textbooks which can create some negative impacts that affect students' perspectives on gender roles. In accordance with Cameron (1990), as cited in Gharbavi & Mousavi (2012), as gender-biased language in textbooks is frequently erroneous and unequal, it can have a negative influence on students' learning and create a discriminatory setting for them. In addition, men and women, as social beings with equally valuable qualities, should be portrayed in a balanced manner to avoid fostering feelings of injustice between them. Students' perceptions of what is common for men and women in our culture may be influenced by distorted

representations of women and men (Gharbavi & Mousavi, 2012). Since the 1970s, gender-marked representations of men and women in instructional materials have been an important issue of concern for academics (Qasim, 2018). Thirdly, stereotyping behavior. Dat Bao explained that when behavior is stereotyped, it is regarded superficially and divorced from the underlying cultural values. He also explained that the stereotypes of human behavior frequently have the detrimental effect of misleading students about cultural substance, which confuses them in unintended ways. This is a result of the selection of images and text that are incompatible in textbooks, leading to inaccurate learning content. Fourthly, stereotyping lifestyles. Several non-western cultures with daily lifestyles and traditional practices are occasionally portrayed negatively. For instance, Indonesian people are often viewed as less disciplined. Textbooks have only been examined so far in order to convey particular values in educational materials for students. As demonstrated by Bao (2016), cultural stereotypes can be classified into four categories; gender, nationality, behavior, and lifestyles.

Furthermore, the representations of many cultures seen in current English textbooks have frequently been found to be overly stereotypical and unrepresentative of reality, which hinders cross-cultural understanding and respect (Bao, 2016). Grant & Wong (2018) also stated that geopolitical ideologies are frequently conveyed through textbooks and educational resources, and textbooks that oversimplify, stereotype, problematize, or neglect groups along dimensions of difference do not help language learners develop their intercultural competence. This is indeed unavoidable, but the teacher can minimize the negative impact that is generated. To avoid negative preconceptions from being spread to students, teachers must be able to select appropriate instructional materials. In order to prevent giving the students a conventionalized perspective of the target society that is likely to contribute to the development of cultural stereotypes, the content should be carefully chosen (Ponte & Alonso, 2021).

Educators and English Language Teaching developers hold full responsibility in dealing with any biases or stereotypes that appear in textbooks.

Based on Grant & Wong (2018), there is a high demand on ELT material developers and instructors to establish the particular components (cultural bias and authenticity as recommended by Sheldon, 1988) to consider, as a guide for the selection process of text and materials being used in learning. As those two criterias are very significant to examine if the text chosen promotes intercultural competency and equity in society (Grant & Wong, 2018).

2.3 Theoretical Framework

In this study, the researcher employs Bao's components on Cultural Stereotypes as a guiding framework. Cultural stereotypes are divided into four components: nationality, gender, behavior, and lifestyles. The theoretical framework is illustrated in the following figure.

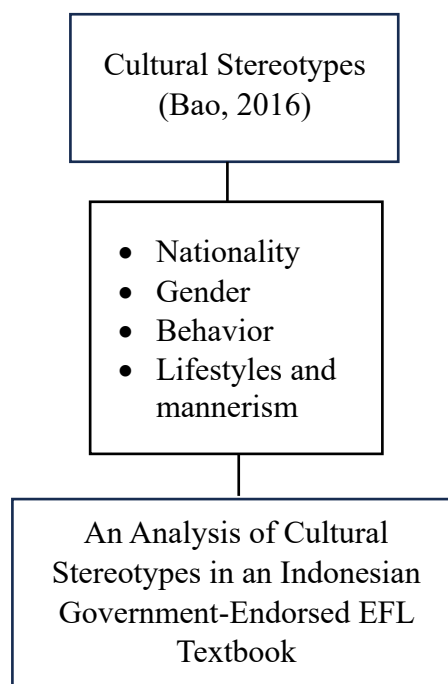


Figure 1.1 Theoretical framework

CHAPTER III

METHODOLOGY

3.1 Research Design

To reveal how the cultural stereotypes are portrayed in an English textbook, a qualitative content analysis was employed as a research method for the subjective interpretation of the textual data content through the systematic coding and theme or pattern identification process (Hsieh & Shannon, 2005). Content analysis is a research method for establishing replicable and valid inferences from texts to the context of their use (Krippendorff, 2004). This book is analyzed through the overall representation of the pictures.

3.2 Investigated textbook

The main source of this research was the textbook titled “English for Nusantara SMP/MTs KELAS VII” for the Seventh Grade of Junior High School published in 2022 by the Agency of Education Standards, Curriculum, and Assessments; Ministry of Education, Culture, Research and Technology of Republic Indonesia. This textbook written by Ika Lestari Damayanti, Yusnita Febrianti, Iyen Nurlaelawati, Pipit Prihartanti Suharto, Aji Jehan Fellani, and Raymon Rahmadhani was used as the research object. This textbook was developed based on the approach of Merdeka Curriculum, which is a Genre-Based approach which has various activities that are customized to students’ characteristics to teach students how to utilize English in a variety of contexts in their daily life. Furthermore, this textbook was adopted from Pancasila Student Profile and Sustainable Development Goals (SDG) from the United Nations (UN). The four language skills such as listening, speaking, reading and writing were represented in the 5 chapters that discussed environmental awareness, digital safety, nutrition and wellness and financial literacy in 296 pages. This textbook was selected based on the following criteria:

- 1) The textbook is extensively utilized throughout the country, readily accessible, and can be freely downloaded on online platforms.
- 2) As part of the Merdeka curriculum (the current curriculum), analyzing this textbook enhances content validity because it is a current textbook used by both English teachers and students.
- 3) The textbook incorporates values of intercultural competence, aligning with the objectives and context of my research.

3.3 Data Collecting Technique

In order to gather data, the researcher systematically identified all visual elements presented as images within EFL (English as a Foreign Language) textbooks. Subsequently, the researcher compiled all captured image data into a tabular format for systematic categorization, aligning with the framework proposed by Dat Bao to identify the presence of cultural stereotypes in the examined textbooks. The theoretical framework utilized in this study is based on Bao's (2016) conceptualization of cultural stereotypes, serving as a guiding framework for the analysis.

Table 1. Bao's theory of cultural stereotype

Cultural Stereotype components	Definition
Nationality	The concept that an individual's portrayal in a visual depiction could convey aspects of their personality and background based on stereotypical attributes associated with nationality
Gender	Expectations or beliefs that generalize particular roles, actions, and traits for men and women that arise in society.
Behavior	When behavior is stereotyped, it is often seen in a superficial manner, separated from its contextual underlying within cultural norms and values.
Lifestyles	Stereotypical representations of lifestyles may portray routine activities and traditional customs in a negative manner, lacking relevance to present contexts.

3.4 Data Analysis Technique

In this study, the researcher adapted Krippendorff's (2004) content analysis method for both data collection and data analysis. The steps are divided into several systematic steps. The researcher begins with (1) Unitizing, the researcher had decided what would be observed and considered as data or chose the type of data to be examined and analyzed in-dept. (2) Sampling, at this stage, the researcher selected the images in the English textbook sample. (3) Recording/Coding, the researcher implemented the coding scheme on the content, marking relevant sections of text with corresponding codes. In addition, the analysis begins by developing themes aligned with the content of images in the textbook. The researcher creates categories or concepts to be used for data analysis and implementing the coding scheme on all images. (6) Reducing the data, at this stage, the researcher reviews the data obtained during the coding process, allowing for modifications or additions to categories, this stage was used to assist the researcher in creating efficient representations. This was also undertaken to prevent redundancy of the same findings or tendencies. (7) Inferring and Narrating Results, the stage where the researcher reports the research results, presenting analyzed data in the form of interpretation and representation.

CHAPTER IV
FINDINGS & DISCUSSION

4.1 Findings

Components	Visual representations	Visual Cultural Stereotypes (Negative)
Nationality	13	-
Gender	23	3
Behavior	30	-
Lifestyles	96	-

In this study, the framework originally proposed by Dat Bao for analyzing cultural stereotypes was adopted to better suit the content of the textbook under examination. The modification involved modifying the framework into three components: gender stereotypes, ethnicity and culture stereotype, and disability stereotype. The detailed findings of each component are explained as follows:

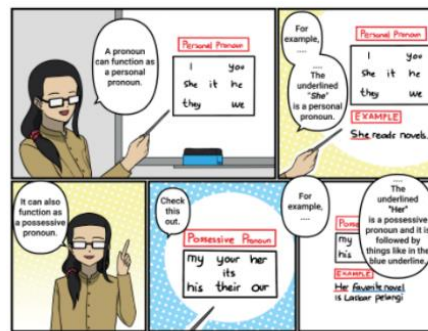
1. Gender Stereotypes

Gender stereotypes refers to expectations or beliefs that generalize particular roles, actions, and traits for men and women that arise in society. Gender stereotypes are often found in textbooks, reflecting preconceived notions and cultural standards. After undergoing the data analysis process, the researcher has successfully identified the most prevalent aspects in the examined textbook. The division of gender stereotypes is categorized into two aspects: gender roles and appearances. Several images below have been chosen by the researcher as representations of the occurrence of gender stereotypes for an in-depth analysis due to space limitations:

a) Gender Role Stereotypes



Pak Rahmansyah



Comic strip 1.9 Part 2 Pronouns



Comic strip 1.6 Greetings around the school

Figure 4.1 Occupational gender roles

Figure 4.1 portrays a character named Mr. Rahmansyah who is a farmer wearing traditional sarong attire. The portrayal of a farmer is stereotypically associated with the male gender. Based on the picture above, it can be seen that the stereotype of a farmer is more appropriate for men than women. In reality, the occupation of farming is not exclusive to males, as females actively participate in agriculture, playing crucial roles worldwide, such as tending to crops, managing finances, marketing agricultural produce, and more. The depiction of gender role stereotype or more specifically, it can be termed as occupation gender role, influenced by societal stereotypes of masculinity and femininity. Women are often assigned fewer tasks in agriculture due to the perception that working in the fields requires more physical strength, perpetuating gender-based divisions of labor. According to Nurhafizah et al. (2021), in rural areas, agricultural responsibilities are segregated by gender, where men and women have distinct roles. This aims to achieve effective and efficient agricultural outcomes, contributing to gender-based wage disparities between male and female farmers, resulting in gender inequality (Setiawan, 2017). Furthermore, the representation of occupations for each gender

in the textbook does not vary significantly. The representation of professions in the textbook is limited to farmers and teachers, the farmer profession appears only once, whereas the profession of teaching is depicted extensively in the textbook, with the rest focusing on visual depictions of junior high school students in Indonesia. A common stereotype in society is the belief that the teaching profession is more suitable for women due to the assumption that women possess natural characteristic of patience and empathy. As stated by Drudy (2008), the social construction of masculinity and femininity includes the view that women are naturally or inherently more suited to caregiving roles than men. Drudy (2008) also noted that this perspective is linked to the ideological association between women's domestic roles and their commitment to teaching. This means that many societies believe that because women traditionally serve as homemakers, they are also more appropriate for professions involving caregiving and education, such as teaching. The profession of a teacher is portrayed fairly for both genders, not exclusively depicting only one gender in the role of a teacher. In conclusion, the textbook shows a significant bias in the portrayal of the farming profession, as it is represented only once and exclusively by a male figure. In contrast, the teaching profession is portrayed more frequently and with gender equality, indicating a more balanced approach in representing educators. This suggests a need for more diverse and balanced depictions of various professions to avoid reinforcing gender stereotypes.



Comic strip 1.4 Three students are introducing themselves

Figure 4.2 Boys and Girl talk about their interest in mobile games

Predominantly, the hobby of playing online games is often associated with males. This habit or hobby is deeply ingrained in boys and teenage boys as a favorite pastime. Not only as a means of leisure, but males often spend an extended amount of time exclusively engaged in gaming. Playing online games is considered a habit or behavior that reflects the masculine side of an individual due to playing online games is an activity that is mostly done by males. Women share an interest in playing online games to the extent of generating income through such platforms. For instance, a large number of female esports players have gained popularity, altering the stereotype that only men are skilled at playing mobile games. The conversation between a male and female student planning to play games together illustrates that the habit of playing games is equally represented for both genders in this book. Every human has the right to pursue their interests regardless of gender. According to Paaßen (2017), stereotypically associating women with male gamers can be detrimental as it may hinder them from benefiting from positive aspects of playing video games, such as fostering opportunities in STEM fields (science, technology, engineering, and mathematics).



Unit 3. A Secret Recipe

Section 1 – Say What You Know



Picture 2.7 Cooking

Figure 4.3 Female and male doing domestic chores

The researcher chose this theme based on the adaptation of the construct integrated in this research as well as based on the data findings in the textbook. Gender equality is demonstrated as men and women are depicted in equal roles, particularly while performing domestic tasks; both genders are characterized as performing the task of cleaning the house. Hence, it can be said that the author classifies several images that are considered to have a tendency towards representing the roles of women and men in social life. The roles of women and men are proven to be equal in many ways, for example as represented in several pictures above, housework, which has long been considered the task of most women, actually shows that housework is the task of both men and women. For example, mopping, washing clothes, cleaning the room, cooking, etc which are often considered the work of housewives as women, but in this textbook, there are

no significant negative perceptions because it is depicted that housework is actually the task of all individuals, and is not based on gender. The above also includes an image of a father cooking on a special day because his wife got a promotion at her workplace. These images break the stereotype that only women should do household chores, while men's duty is only to work outside. To sum up, the textbook consistently shows various characters engaging in housework regardless of their gender. This depiction reinforces the idea that household chores are a shared responsibility among all family members, not confined to one gender. In addition, these images promote a positive and inclusive representation of gender roles. By depicting various scenarios where both genders contribute to household tasks, it fosters a balanced and fair perspective that can influence students' understanding of gender equality.

b) Physical Appearance Stereotype



Figure 4.4 The characters with various skin tones

The Physical appearance stereotype is the perception, belief, and judgment regarding how the physical appearance of an individual should look based on a specific gender. According to the data presented, the images of women have been largely dominated by the representation of brighter or white skin with straight hair. In contrast, the representation of men in the textbooks are way more diverse. This speaks to the social construction that white skin is the ideal of beauty for women in Indonesia, whereby many women are obsessed with using skincare products to make their skin look white or bright. Numerous individuals have come to accept

this standard of beauty, which is widely disseminated through Indonesian media, including cosmetic advertising, which consistently features white skin models. Wulan (2017) states that the idea of “white” has been showing up in a number of beauty advertisements lately. This problem arises when educational materials spread among students promote the idea that women essentially require to be white, particularly for those women who must have a light skin color in order to be viewed as attractive.

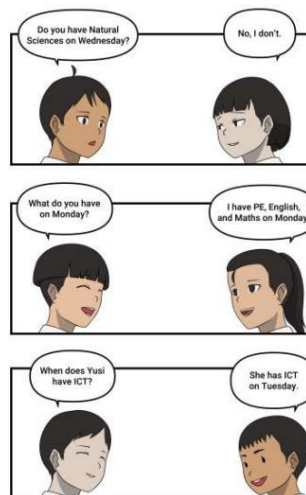
2. Ethnicity and Culture Stereotype



Picture 1.3 Galang and Friends.



Comic strip 4.2 School subject and time.



Comic strip 4.1 School subjects and days.

Figure 4.5 The representation of various race and skin colors

Ethnicity and culture stereotype is beliefs or assumptions that can influence the mindset on how to perceive the characteristics, traits, or behavior of a particular

ethnic or cultural group. The images in the textbook under consideration depict the identities of numerous communities found in various regions of Indonesia. These images showcase a diversity of physical appearances that illustrate ethnic distinctions in Indonesia. This is evident in the depiction of people with different skin tones, including tans, browns, and whites in the textbook. Indonesia has many ethnic groups, each with its own uniqueness, including Javanese, Sundanese, Malay, Batak, Dayak, Buginese, Papuans, and many others. The Javanese ethnicity is one of the largest populations among others. The Javanese people are characterized by a tan skin tone and are primarily distributed in East Java, Central Java, and West Java. On the other hand, the Sundanese ethnic group tends to have white skin and mostly resides in West Java. The Batak ethnic group is located in North Sumatra and is characterized by a tan skin tone. Then, Bugis ethnic group, the majority of them inhabit the South Sulawesi province. Next, there is the Dayak ethnic group, the majority of whom reside on the island of Borneo. They have a skin tone that tends to be a dusky yellow. Lastly, there is the Papua ethnic group, originating from Papua. The characteristic skin color of the Papua ethnic group is dark brown, accompanied by curly hair.

The illustrations in the books under study accomplish an excellent responsibility of describing the physical characteristics of various races that demonstrate disparities in skin tone. This book aims to teach students how to respect one another's cultural diversity, particularly from a racial perspective connected to the element of nationality-associated cultural stereotypes. This shows how the book utilized positive stereotypes properly. This textbook seeks to portray the beauty of life accompanied by the diversity of ethnic groups, as seen in the picture above where they are all friends without the negative perceptions toward others ethnic. The characters in the textbook make a deliberate effort to showcase a variety of skin tones, eliminating concerns of either underrepresentation or overrepresentation of specific ethnic. The depiction of ethnicity does not mention certain traits or comments that can generalize a judgment of a tribe or ethnicity.



Figure 4.6 The representation of Indonesian Culture

Numerous local cultural values are shown in the textbook. This textbook highlight Indonesian cultural products through traditional clothes from various parts of Indonesia. There doesn't exist a dominant region—rather, all regional representations are given fairly in order to fully contradict any unfavourable presumptions. The image above shows characters wearing traditional attire from Sulawesi, Sumatra, Java, and Papua. In this case, the image above does not indicate the presence of negative stereotypes towards a particular ethnic group or ethnicity. Furthermore, providing information about the number of islands in Indonesia is an added positive point for this book. The imparting of cultural knowledge can offer insights to students while engaging in language learning. This image counters negative stereotypes by presenting a more equitable portrayal that empowers all ethnicities and cultures in Indonesia, without any being underrepresented or overrepresented. By showcasing individuals from different backgrounds as active participants in social and educational settings, the book encourages students to embrace diversity and celebrate the richness of Indonesia's cultural heritage.

3. Disability Stereotype

a. Read a text about Made, the Basketball Player.



Picture 1.4 Made



Picture 1.3 Galang and Friends.

Figure 4.7 The portrayal of disability

Disability stereotype is common assumptions that form within society regarding the abilities and value of an individual with disabilities. People with disabilities often seem to have their roles separated and discriminated against in society, especially in the context of employment (Rohmer et al. 2016). In addition, they generally encounter negative treatment and attitudes from society. As mentioned by Rohmer et al. (2016), although ideas and attitudes about people with disabilities may not always be aversion-based, implicit attitudes which are frequently internalized or unconscious tend to be negative. This is due to the limitations they have so that their existence is often considered different from most other people. This theme refers to the representation in the textbook which depicts the condition of a disabled student but is still able to play one type of sport. Despite being relatively few in number compared to other items, which are represented twice as much, the author of the book has taken into account various aspects to include these images, is proof that there is sensitivity towards a certain group of groups whose existence is often ostracized by the surrounding society. Gaps in the rights that people with disabilities should receive are still frequently encountered in everyday life. This habit may have emerged because of the stereotype that people with disabilities do not have the same abilities as normal people in general.

Textbooks can have significant impacts on how students without disabilities perceive their classmates with disabilities. Hence, the representation of basketball athletes with a disability image in student textbooks is a positive first step in shaping student character and directing students to idealistic ideas which show that all humans have the same opportunities regardless of whatever differences or shortcomings they may have.

Rather of concentrating only on the limitations of people with disabilities, this portrayal encourages inclusion and emphasizes their strengths and abilities. The textbook supports the idea that people with disabilities should have equal opportunities to engage in leisure activities and sports as well as other facets of life, thereby fostering a more inclusive and equitable society, by highlighting the disabled student's participation in sports. They reflect the diversity of the real world. These images also contribute to normalizing the presence of disabilities in social contexts, presenting individuals with disabilities as actively engaged in social interactions. Such depictions have the potential to counteract misconceptions that individuals with disabilities are dependent, passive, or incapable. Instead, they illustrate individuals with disabilities as proactive, competent, and empowered.

4.2 Discussion

Based on the data result, in the Figure 4.4, several negative stereotypes persist, particularly in the form of a lack of diversity in the portrayal of skin tones in women. Elbalqis et al. (2020) conducted a similar study titled "Gender and Visual Images: Looking back at how stereotypes are presented in textbooks." The research aimed to explore gender stereotypes within the Indonesian English textbook titled "When English Rings a Bell," published in 2017. The authors noted that the physical appearance component in the images was divided into five parts, one of which was skin color. However, in contrast with the findings of the researcher's study, Elbalqis et al. (2020) discovered that the textbook contained numerous images of women with darker skin tones and many images of men with lighter skin tones. In summary, the research indicated that dark skin was not exclusively associated with males, and bright skin was not exclusively linked to females

(Elbalqis et al., 2020). The results of this analysis, in fact, stand in contrast to the findings of the author's research. In the book analyzed by the researcher, it is evident in point b, namely physical appearance stereotypes, that female characters are consistently depicted as having fair or light skin, while male characters are portrayed with more diverse skin tones. While the type of book subjected to analysis shares a common context, specifically the Indonesian English Textbook, it is crucial to acknowledge the substantial differences in the curricula employed.

Furthermore, the previous study conducted by Rohmawati and Putra (2022), who analyzed occupational gender stereotypes in an Indonesian English textbook titled "When English Rings a Bell." In that study, the results indicated that men are significantly less involved in domestic roles compared to women. Instead, men's jobs and responsibilities are mainly associated with activities outside the home. The comparison in terms of percentages shows that men engaging in household tasks only accounted for 26.3%, while women accounted for 73.7%. This indicates gender inequality in domestic tasks. This demonstrates that the results of the author's research are contrasting with the findings of Rohmawati and Putra's study, despite both studies utilizing English textbooks within the Indonesian context. The discrepancy lies in the curriculum employed. "When English Rings a Bell" aligns with the 2013 curriculum, whereas the book "English for Nusantara," investigated by the writer, adheres to the "Merdeka" curriculum. These two curricula markedly differ in various aspects, encompassing their focus, approaches, objectives, and implementations. The independent curriculum places emphasis on character and moral development, while the 2013 curriculum concentrates on students' academic proficiency in a broader sense. Hence, a noteworthy distinction exists between the research result of the previous study and the author's study concerning gender roles stereotypes.

Rong et al. (2021) conducted a similar study titled "Gender Bias in the Curriculum: A Reflection from the English Textbook." The textbook used in the study was from Malaysia, which is a country in Southeast Asia. The research findings on the Family Relation component revealed that women dominated in

household cleaning activities, while men were depicted performing challenging tasks, reflecting masculinity. Women were portrayed engaging in household activities that tended to be perceived as easier. These differences may also be influenced by variations in the curriculum embedded in the textbook itself. From the data gathered by researchers, even though there are still several gender stereotypes found in this textbook in the form of physical appearance, the overall portrayal in this book makes a concerted effort to reduce and avoid stereotypical values in gender. The book incorporates principles of equality to minimize negative perceptions that may influence students during the language learning process. Several images above signify that English textbooks in Indonesia have experienced improvements, particularly in terms of domestic roles, which are always associated with women, have been depicted fairly in this book. The expected output is to incorporate positive values that provide equal opportunities to all individuals regardless of gender, thus avoiding discrimination and other negative impacts.

The data analysis on ethnic and cultural components in this book reveals positive stereotype values rather than highlighting negative aspects that could lead to misleading stereotypes for students. This is evident in Figure 4.5, which illustrates various representations of skin colors as a reflection of the diversity of ethnicities in Indonesia. There is no predisposition towards specific skin tones as a characteristic of a particular ethnicity. The book strives to present a variety of skin colors in each depicted image. In contrast to previous research findings, Bowen and Hopper (2022) discovered an evident imbalance in racial representation, resulting in a bias favouring certain skin colors in English textbooks. Specifically, their quantitative and qualitative study revealed that, overall, the presence of different races in the five widely studied ELT textbooks was predominantly skewed toward the white race, constituting 67.90%. Other racial categories included Black at 12.38%, Asian at 9.71%, and others at 10.01%. Bowen and Hopper's research outcomes differ from the author's findings, and this variance could be attributed to disparities in the racial demographics of the countries where the materials are produced. The substantial prevalence of white individuals in the US, accounting for

61.6%, and in the UK, reaching 86%, as reported by Bowen and Hopper (2022), may contribute to this contrast.

Additionally, Bowen and Hopper noted that the local community tends to associate the term “native English speakers” exclusively with white individuals, thereby overlooking the diverse range of races that also use English as their primary language. This perspective persists despite the fact that several other races use English as an official language in their respective countries, such as India and the Philippines. In contrast, Indonesian textbooks have adopted the recent curriculum known as the Curriculum of Merdeka, incorporating global diversity values across all subjects. This strategic inclusion aims to cultivate mutual respect and encourage open-mindedness among students.

The representation of individuals with disabilities in this book is significantly limited compared to the other components, occurring 2 images. This indicates that the issue of disabilities remains underrepresented in Indonesian EFL textbooks. Despite being limited in quantity, the book is noteworthy for its effort to address disability issues, a subject rarely explored in student textbooks, particularly within the Indonesian context. This reflects the government’s initiative to enhance student awareness of disability-related concerns and reduce negative stigmas associated with people with disabilities. Therefore, it is crucial to enhance students’ awareness regarding the presence of disability-related issues. This awareness enables students to recognize the abilities and uniqueness of each individual, fostering tolerance for diverse differences rather than solely focusing on shortcomings. Moreover, awareness of disability issues can prompt students to develop empathy towards those around them who may have special needs, thereby contributing to the creation of a positive social environment.

Compared to previous similar research’ findings, Cheng and Beigi (2011) found that textbooks for English as a foreign language (EFL) in Iran frequently ignore the needs of students with disabilities, a common issue in almost all educational systems. Specifically, only 15 representations of individuals with disabilities were identified in the four high school-level EFL textbooks examined.

Cheng and Beigi also noted that images depicting disabilities were not explicitly presented as examples in the textbooks. The findings of Cheng and Beigi align with the results of the researcher's study. This may be attributed to the enduring negative societal stigma towards disabilities. Such perspectives or stigmas may arise from a lack of understanding and awareness of disability issues, stemming from the insufficient representation of individuals with disabilities in everyday life. Therefore, the significance of incorporating representations of disability issues in media, the workplace, and particularly in education must be included, as it enables students to develop sensitivity and awareness towards individuals with disabilities.

CHAPTER V

CONCLUSION

In conclusion, the emergence of cultural stereotypes in the examined book does not significantly indicate negative stereotypes that can influence students' attitudes and perception patterns. The selected book adopts the Curriculum of Merdeka, aiming to achieve an advanced Indonesian education that is sovereign, independent, and instills personality through the development of Pancasila Students. Based on the findings after various data analysis processes, it was discovered that gender, ethnicity, and culture, as well as disability, are three components of cultural stereotypes. The analysis of each image's results can indicate the inclusion of various cultural values, providing students with a more diverse and contextual understanding. Each image already portrays widespread diversity without the hegemony of any particular communities or groups. The researcher found that this book has succeeded in implementing the values of cultural diversity in Indonesia, expanding students' thoughts, insights, perceptions, and mindsets more broadly.

There are still certain issues that illustrate unfavorable stereotypes. In reality, when compared to previous books, this book has indeed demonstrated many positive stereotypes. These positive stereotypes play an important role in challenging and dispel negative stereotypes associated with various issues addressed in the textbook. For instance, the portrayal of diverse cultural backgrounds, genders, and abilities in a positive light fosters inclusivity and acceptance among students. Therefore, while acknowledging the existence of certain unfavorable stereotypes, it is essential to recognize the book's overall success in promoting positive stereotypes that contribute to a more inclusive and tolerant society.

However, there are still negative stereotypes related to the representation of skin color in women that lack variety. The government's efforts in developing and improving the content of learning materials in textbooks have been deemed

successful. Still, it is recommended that negative representations, such as the dominance of women with lighter skin tones, were eliminated.

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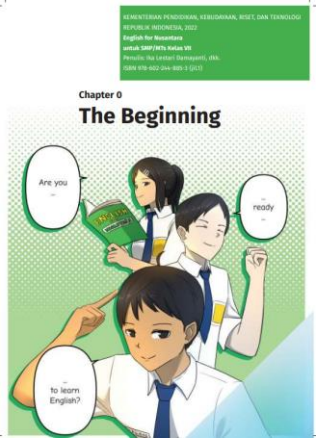
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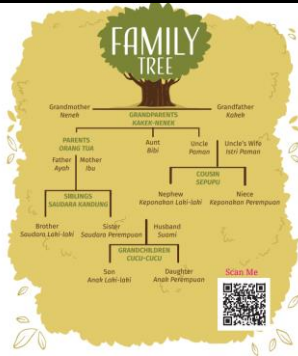
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APPENDIX

Unit	Theme	Sample of Visual Artefact	Description	New theme	Page	Coding
-	Tokoh dalam Buku English for Nusantara		<p>There is a character named Pak Rahmansyah who is a farmer. This picture shows the stereotypical side where the work of farmers is only represented by men. This is influenced by masculine and feminine stereotypes socialized by society itself.</p>	Gender	xxxii	Gender, Lifestyle
Chapter 0	The Beginning		<p>There are two boys who have a white and brown skin color and the girl has a bright skin. Since Indonesia has a lot of ethnic and race differences, this picture has already shown the variety of culture and nationality from Indonesia in terms of skin</p>	1. Appearances	1	Nationality

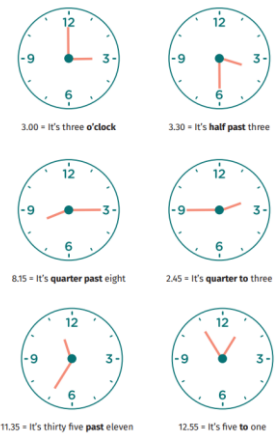
			color.			
			This image shows alphabets used in everyday life to form words and sentences.	-	2	Lifestyle
			The activity in this picture shows the name of the days with an Indonesia equivalence. Since this is the name of the day that is mentioned in everyday life in Indonesia, this image is included in the lifestyle component.	-	5	Lifestyle
			Same with the previous image that shows the name of the days with an Indonesia equivalence. Since the name of the month is mentioned in everyday life in Indonesia, this image is included in the lifestyle component.	-	6	Lifestyle

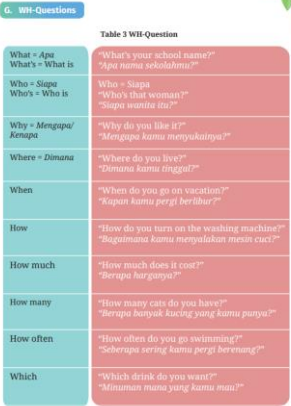
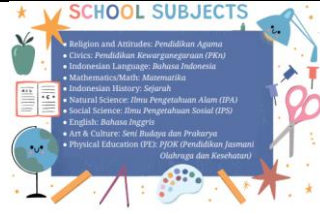



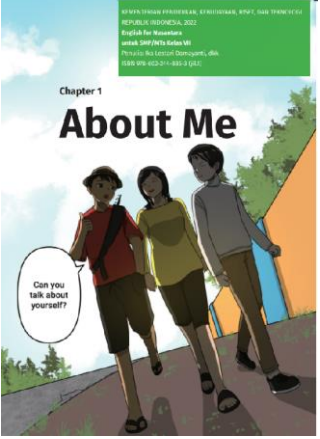
The activity in this picture shows the name of the family tree with an Indonesia equivalence. Since the term family tree with Indonesian equivalence is used in everyday life in Indonesia, this image is included in the lifestyle component.

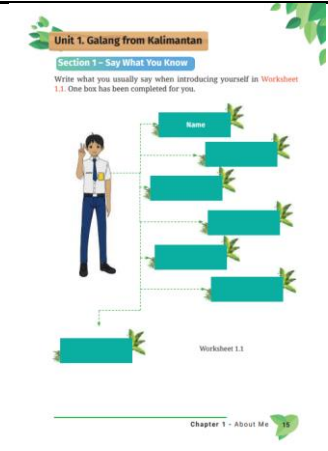

The image depicts a family tree where individuals are paired, like the father and mother, uncle and uncle's wife, etc. Yet, the aunt stands out as the only person without a partner. This can be interpreted as an indication that there isn't an absolute obligation for every individual to

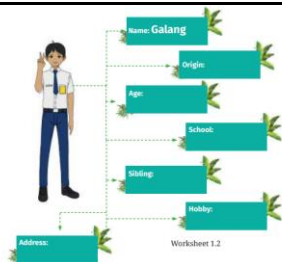
- 7 -

			<p>be in a relationship. The image symbolizes an acceptance of diverse life choices. Everyone possesses the freedom to select a path that resonates with their desires and personal circumstances, encompassing social and economic factors, and more.</p>			
		 <p>3.00 = It's three o'clock 3.30 = It's half past three</p> <p>8.15 = It's quarter past eight 2.45 = It's quarter to three</p> <p>11.35 = It's thirty five past eleven 12.55 = It's five to one</p>	<p>This image actually does not show any cultural elements at all, but if we try to incorporate these four components (gender, nationality, behavior, lifestyle), then</p>	-	8	-

			a clock is include in lifestyle component because it is related to everyday life, where a clock is used as a timepiece so that someone can carry out activities effectively and efficiently.			
				-	9	-
			The picture shows the name of the school subjects with an Indonesia equivalence. Since Indonesians use this term as a school subject in their daily life, therefore the picture is a type of	-	10	-

			lifestyle.			
		<p>🔊 Listen to this audio on how to pronounce colors.</p> <ul style="list-style-type: none"> Merah Biru Hijau Kuning Jingga Ungu Putih Hitam Cokelat Merah muda Abu-abu <p style="text-align: right; margin-right: 50px;">Scan Me</p> 	<p>The picture shows the name of the colors with an Indonesia equivalence. Since the terms of colors with Indonesian equivalence use it in everyday lives, this picture is a type of lifestyle component.</p>	-	10	Lifestyle
			<p>This picture shows a habit that teenagers have, that is walking together to play with their friends.</p> <p>With the rural background evident in the picture, the atmosphere appears serene and natural. Amidst this setting, teenagers dressed modestly wearing simple t-shirts and short depictions of a lifestyle</p>	-	13	Lifestyle

			<p>closely tied to rural living, highlighting simplicity and authenticity in their way of life.</p>			
			<p>This activity is to encourage the students to introduce themselves with the visual of the boy, since the students are instructed to write their personal information to introduce themselves, so this picture is a type of nationality component.</p>	-	15	Nationality
			<p>The picture shows the name of the region in Indonesia and there is an Indonesian flag.</p>	<p>Ethnicity and Cultural identity</p>	16 & 17	Lifestyle



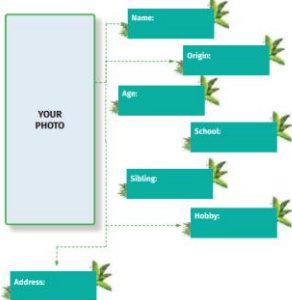


Did You Know?


Mr., Mrs., or Miss are addresses that people can use in formal situations in English. These addresses are followed by complete names or last names, for example Mr. Puji Darmawan or Mr. Darmawan, Mrs. Paula Alexander or Mrs. Alexander, and Miss Soraya Nasution or Miss Nasution. What addresses are there in your language? How are they used?



There are provisions for calling someone based on several conditions, namely when in formal situations. Apart from that, this nickname is also differentiated based on a person's marital status. The differences in how to address someone are important to teach to students which can direct them in social




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17

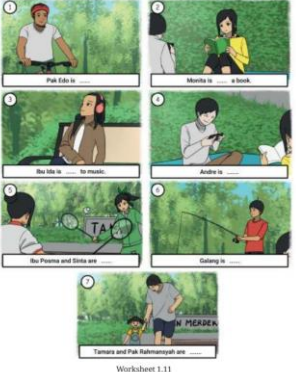
			interactions.			
			<p>This activity instructs students to fill their identity on the box given and their photo. Therefore, this picture indicates nationality since it will show the personal information or identity of students.</p>	-	18	-
		<p>c. Practice introducing yourself.</p>  <p>d. Introduce yourself to the class.</p> 	<p>Since Indonesia has various races and ethnic, this picture represents the nationality component. The picture shows the girl and the boy</p>	Gender Stereotypes (physical appearance)	19	Gender and nationality




			<p>with different skin colors. The bright skin color commonly owned by people from Sumatra and the brown skin commonly owned by people from Java.</p>			
		 <p>Comic strip 1.2 Part 1 Galang and Andre are introducing themselves to each other.</p> <p>Comic strip 1.2 Part 2 Galang and Andre are introducing themselves to each other.</p>	<p>This picture shows two boys talking in order to greet each other in front of the class. The way they greet each other by asking some questions about personal information such as name, residence age and hobby is typically an Indonesian style when they don't know each other. Therefore, the picture represents the lifestyle component.</p>	-	20 & 21	Lifestyle




		<p>b. Complete a mind map about Andre.</p>  <p>Worksheet 1.7</p>	<p>This activity in the picture requires students to complete the personal information of Andre based on comic strip 1.2. Not different from the previous activity that encouraged students to be able fill in the personal information about the boy named Andre. This picture represents the nationality component.</p>	-	22	Nationality
			<p>There are two boys who are talking in order to greet each other. If we see their appearance, they have obvious different skin colors; white skin and brown skin, which represent the diversity of race and ethnic in Indonesia.</p>	Gender Stereotypes (physical appearance)	23	Nationality

		<p>b. Practice the expressions in Table 1.2 with two of your friends.</p>  <p>Comic strip 1.5 Greeting and introducing someone</p> <p>c. Introduce a classmate to another classmate in your class.</p>  <p>Worksheet 1.10</p>	<p>This activity is not different from the previous activities. They are greeting each other and encouraging students to introduce themselves by giving some personal information to other students. There are girls who are wearing a hijab and not wearing a hijab. Hijab is a symbol of identity for moslem people.</p>	<p>Gender Stereotypes (physical appearance)</p>	<p>26</p>	<p>Lifestyle</p>
		 <p>Comic strip 1.6 Greetings around the school</p>	<p>There are two students that greet their teacher. However the expression of teacher and students (the boy) is mismatched with the context of use. The students only want to greet but their expressions seem to panic. Therefore, this picture</p>	<p>-</p>	<p>27</p>	<p>Behavior</p>

			<p>includes a behavior element. However, regardless of the mismatch thing, If we focus on the context, the students greet the teacher because a greeting is a sign of and recognition of school authority.</p>			
		<p>Section 1 – Say What You Know</p> <p>a. Look at Picture 1.1. Say what you know about the people's activities in the park.</p>  <p>Picture 1.1 People's activities in the park</p>	<p>The picture shows the daily life that is usually done by Indonesians in the park. There is a field that can be used by anyone for sports, such as badminton and jogging. There are also children who cycle and play online games and women who listen to music and fishing.</p>	-	28	Lifestyle

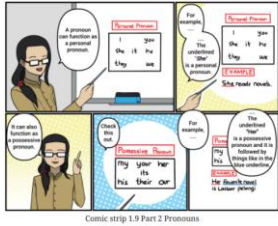

		 <p>Worksheet 1.11</p>	<p>In the picture there are several people doing their respective activities. From the appearance of each character in the picture, they are depicted with different skin tones, from light to dark. As I have written in previous descriptions, skin color can indicate a person's race or ethnicity. For example, people with tan skin are usually from Java or have descendants from Java. Then there are boys who are playing games, while girls are reading novels. Even though many girls also like to play online games.</p>	-	29	<p>Nationality Lifestyle Gender</p>
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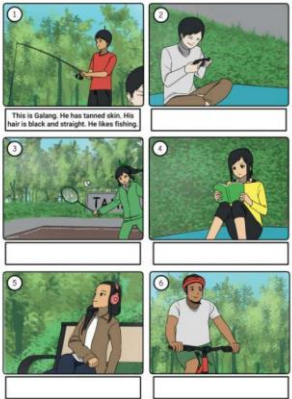

		<p>Section 2 – Listening</p> <p>a. Listen to Audio 1.4 Part 1. Andre and Monita are talking about their hobbies.</p>  <p>Comic strip 1.7 Talking about hobbies</p> <p>b. Listen to Audio 1.4 Part 2. People are talking about their hobbies. Write their hobbies on Worksheet 1.12.</p>  <p>Worksheet 1.12</p>	<p>Still the same as the previous picture, in point 1, the picture shows a teenage boy named Andre playing games and a teenage girl reading a novel. Even though in this era there are also many girls who like to play online games. At point 2, we can see a boy who is cycling and also 2 teenage girls who are playing badminton. Habits like that are often found in Indonesia in everyday life.</p>	<p>Gender Stereotypes (gender role)</p>	<p>30</p>	<p>Gender and Lifestyle</p>
		 <p>Comic strip 1.8 Galang and Andre hobbies</p>	<p>Not much different from the previous pictures, the people in this picture are talking about hobbies with each other. Usually most people whose hobby is fishing means they live in</p>	<p>-</p>	<p>31</p>	<p>Lifestyle</p>


			villages with rivers and seas in there.			
		<p>c. Write the letter (a, b, c, d, or e) for the relevant picture on Worksheet 1.14.</p>  <p>Worksheet 1.14</p>	This picture shows vocabulary on objects around which are still related to the previous activity, namely talking about hobbies.	-	32	-
		 <p>Text 1.1 People's Hobbies</p>	This image still contains the same component, namely lifestyle. Each character in the picture is doing a different activity. These activities are very common among Indonesians.	Gender Stereotypes (gender role)	33	Lifestyle
		 <p>Text 1.2 Galang's hobby</p>	This image shows a man with a fishing tackle. When seen from his clothes, wearing a short-sleeved shirt, shorts and a hat, very much describes the characteristics of Indonesians from the	-	35	Lifestyle

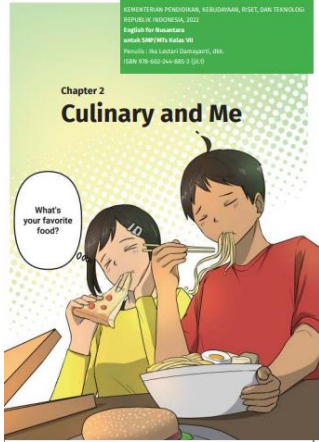





			lower middle class.			
		<p>Comic strip 1.9 Part 1 Pronouns</p>	<p>This picture shows a teacher teaching his students about English grammar. Because in this picture, the teacher shown is a woman and in previous activities there have been many pictures that have presented men as teachers too. So there is no issue of gender inequality in this picture.</p>	Gender Stereotypes (gender role)	35	Gender
		<p>Text 1.3 Hobbies</p>	<p>This image is no different from the previous images. The picture shows a teenage boy named Andre playing games and a teenage girl reading a novel. Even though in this era there are also many girls who like to play online games. The image</p>	Gender Stereotypes (gender role)	36	Gender and Lifestyle



			contains each individual doing the activity or hobby they like.			
		<p>d. Read the Ida's explanation about pronouns (Part 2).</p>  <p>Comic strip 1.9 Part 2 Pronouns</p>	This image shows a female teacher teaching English grammar.	Gender Stereotypes (gender role)	37	Gender
		<p>Unit 3. My Friends and I</p> <p>Section 1 – Say What You Know</p>  <p>Picture 1.2 Galang and his friends</p>	The difference in skin color on each figure can represent that Indonesia has various races and ethnicities, indirectly this image will give students a sense of awareness, they will see that all skin colors are beautiful. As social beings, it has become an obligation to have a sense of respect for one another.	Gender Stereotypes (physical appearance)	40	Nationality

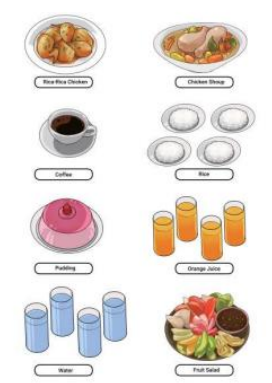
		 <p>This is Galang. He has tanned skin. His hair is black and straight. He likes fishing.</p> <p>Worksheet 1.1.1</p>	<p>Still the same from the previous images. The picture shows a teenage boy named Andre playing games and a teenage girl reading a novel. Even though in this era there are also many girls who like to play online games. The image contains each individual doing the activity or hobby they like.</p>	<p>Gender Stereotypes (gender role)</p>	<p>42</p>	<p>Lifestyle</p>
		 <p>Picture 1.3 Galang and Friends.</p>	<p>This image has many meanings that we can take. Each character has a different appearance, namely from skin color, how to dress, and even physique. It can be seen from the persons with disabilities is also included. This picture represents a lot of social</p>	<p>Gender Stereotypes (physical appearance)</p>	<p>43</p>	<p>Gender and nationality</p>


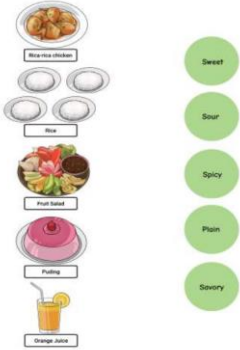

			values that can increase students' social awareness.			
		<p>a. Read a text about Made, the Basketball Player.</p>  <p>Picture 1.4 Made</p>	<p>This picture shows a boy who has physical disability, but has an extraordinary spirit for life. The physical disability that he has is not used as an excuse to give up. He continued his life by being involved in the world of sports; basketball. This image represents the lifestyle component, because even though the character in the image has physical disability, he is still continuing his life.</p>	Disability Stereotypes	45	Lifestyle





<p>Chapter 2</p>	<p>Culinary and Me</p>	 <p>The image is the cover of a chapter titled 'Chapter 2 Culinary and Me'. It features an illustration of a young girl with black hair in a yellow shirt asking, 'What's your favorite food?' to a young boy with black hair in a red shirt. The boy is eating a bowl of white noodles and has a sad expression. The girl is eating a slice of pizza. The background is a light green with a pattern of small white dots. At the top, there is a green header with white text: 'KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA, 2022', 'Epublikasi dan Penerbitan', 'Jurnal dan Media Online', 'Penyedia: RIA LAKSMI DAMAYANTI, S.Pd.', and 'DOI: 10.30605/2.0221'.</p>	<p>This image is the cover of the chapter that will be discussed. There is a boy and a girl who are eating two different foods; local and international food (Noodles and pizza). If we observe carefully, the boy in the picture looks sad and doesn't enjoy his food. In accordance with Dat Bao's theory (2016), the behavior component can be identified by the discontinuity between text and images. The image on the side should have a happy expression from enjoying the food. But on the contrary, the illustrator depicts that the teenager does not enjoy</p>	<p>-</p>	<p>57</p>	<p>Behavior</p>
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			the food.			
		 <p>Unit 1. My Favorite Food</p> <p>Picture 2.1 Monita's favorite food</p>	This image shows a teenage girl showing her favorite food. The foods are rica-rica chicken and pudding.	-	59	Lifestyle
		 <p>Section 1 - Say What You Know</p> <p>a. Are you familiar with these kinds of food and drinks? Tick the kinds of food and drinks that you have ever eaten and drunk. See the Wordbox.</p> <p>Chapter 2 - Culinary and Me</p> <p>Worksheet 2.1</p>	Food pictures from local (Indonesia). These foods are often eaten by most Indonesians in everyday life.	-	59	Lifestyle
		 <p>Section 2 - Reading</p> <p>a. Read and Listen to Monita and Galang are talking about their favorite food and drinks. See the Wordbox.</p> <p>Part 1 ... Galang says: <i>Bismillah!</i> before eating!</p> <p>Galang: <i>What are you having, Monita?</i></p> <p>Monita: <i>Banana fritters!</i></p> <p>Galang: <i>It's my favorite food for a snack. I'll get some for me.</i></p> <p>Monita: <i>It's healthy!</i></p> <p>Galang: <i>Yes, it is!</i></p> <p>Monita: <i>Do you like it?</i></p> <p>Galang: <i>Yes!</i></p> <p>Monita: <i>Would you like to have some?</i></p> <p>Galang: <i>Yes!</i></p> <p>Comic strip 2.1 Part 1 Monita and Galang's favorite snacks</p>	Not much different from the previous pictures, this picture shows a conversation between two people who are talking about one of the local foods from Indonesia, namely banana fritters. Banana fritters is a snack that is commonly	-	61	Lifestyle

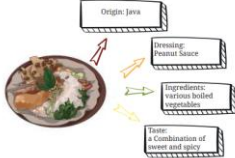
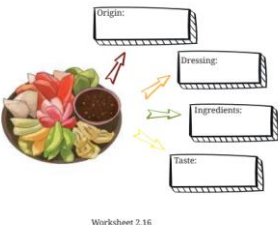
			found in Indonesia.			
		 <p>Comic strip 2.1 Part 2 Mochi and Gede's breakfast</p>	Continuing from the previous image, this image shows a conversation between two people who are talking about one of the local foods from Indonesia, namely fried rice. Fried rice is a heavy meal which is one of the most favorite foods in Indonesia.	-	62	Lifestyle
		<p>Section 3 – Your Turn: Listening</p> <p>a. Monita is having lunch with her family. Listen to their conversation in <i>Illustration 2.2</i>. See the <i>Wordbox</i>.</p>  <p>Comic strip 2.2 Part 1 Monita's family lunch</p>	This image can actually still be included in the lifestyle category. However, the writer wants to highlight the stereotypes that are commonly found in Indonesia. In general, the person who cooks for the family is a woman, whether it's a wife or	Gender Stereotypes (gender role)	64	Gender


			daughter. But this image is able to be the counter of the gender stereotypes that often appear in Indonesia, the patriarchal stereotypes that are still found in real life, where a father cooks for his family, not his wife or daughter.			
		<p>b. Listen again to Audio 2.2. Identify food and drinks that are not on Monica's dining table. Circle the words on Worksheet 2.5.</p>  <p>Worksheet 2.5</p>	<p>Food pictures from local (Indonesia). Some of the food in the picture cannot be found in other countries, such as fruit salad (rujak) and rica-rica chicken. These foods are often eaten by most Indonesians in everyday life.</p>	-	65	Lifestyle


		<p>c. Listen to the rest of the conversation in Audio 2.3. See the Wordbox.</p>  <p>Comic strip 2.2 Part 2 Monica's family lunch</p>	<p>This image contains a family conversation talking about the flavors of local food from Indonesia at lunch. There is also a character of a girl sitting in a wheelchair.</p>	-	66	Lifestyle
		<p>d. Draw a line from each taste to the food.</p>  <p>Worksheet 2.6</p>	<p>Food pictures from local (Indonesia). These foods are often eaten by most Indonesians in everyday life.</p>	-	67	Lifestyle
		<p>Section 4 – Speaking</p> <p>a. Here are some kinds of food with their textures and tastes. Listen to Audio 2.4 and repeat the sentences. See the Wordbox.</p>  <p>Picture 2.2 Kinds of Food</p>	<p>Images of local food and drink from Indonesia. These foods are often eaten by most Indonesians in everyday life.</p>	-	68	Lifestyle




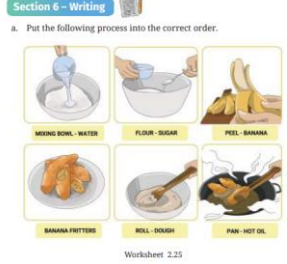
		<p>Section 6 – Your Turn: Speaking</p> <p>a. Listen to Audio 2.6 to the conversation between Andre and Galang. See the Wordbox.</p>  <p>Comic strip 2.3 Andre and Galang favorite food.</p>	<p>The two characters in this picture are talking about preferences about their favorite food and drink.</p>	-	71	Lifestyle
		<p>d. Talk about some food and drinks you like and don't like with your friend. You can use the expressions in Section 3 and Section 4.</p>  <p>Picture 2.3.1 like it vs I don't like it.</p>	<p>Just like the previous picture, this picture shows the food preferences of each character in the picture.</p>	-	72	Lifestyle
		<p>Enrichment: Show and Tell</p> <p>Choose your favorite food or drink. Take a picture of the food or drink. Show and tell about it to your friends in the class.</p>  <p>Picture 2.4 Nasi goreng</p>	<p>Just like the previous picture, this picture shows someone's food preferences of fried rice.</p>	-	74	Lifestyle
		<p>Section 2 – Reading</p> <p>a. Look at the picture of banana fritters. What do you think of their texture, taste, color, and decoration?</p>  <p>Worksheet 2.22</p>	<p>This picture instructs students to be able to provide a description of a local Indonesian food, namely banana fritters.</p>	-	74	Lifestyle

		<p>Section 3 - Reading</p> <p>a. Discuss with a friend. Read the shopping list. Guess what kind of cake Monika is making.</p>  <p>Picture 2.5 Monika's shopping list.</p>	<p>A teenage girl reads a list of ingredients to be used to cook something. In the previous picture, the person cooking is a man. But this picture shows a girl who cooks. There is no something wrong because both genders are represented fairly in the terms of cooking.</p>	<p>Gender Stereotypes (gender role)</p>	<p>76</p>	<p>Gender</p>
		<p>b. Read the text about Monika's cake. See the Wordbox.</p>  <p>Picture 2.6 Monika's post about her cake</p> <p>Chapter 2 - Culinary and Me 77</p>	<p>The caption in the picture says "I usually have it with tea" It shows a young girl who is sharing stories about her habits when eating food made by her through social media.</p>	<p>-</p>	<p>77</p>	<p>Lifestyle</p>
		<p>c. Fill in the blanks in the mind map based on the text in Picture 2.6.</p>  <p>Worksheet 2.14</p>	<p>This picture instructs students to describe the food from black forest cake. In this case students will provide</p>	<p>-</p>	<p>78</p>	<p>Lifestyle</p>








			information based on the picture.			
			<p>The food on the side is a typical food from East Java, Indonesia. This food is often found in Indonesian food stalls. Pecel served with peanut sauce as the main ingredient and mixed with various types of vegetables.</p>	-	79	Lifestyle
			<p>Rujak is a typical Javanese food, Indonesia, which contains various kinds of fruits with spicy peanut sauce as a seasoning. According to the history of the 10th century Mataram kingdom in Central Java, this food was considered the food of the nobility because its composition</p>	-	80	Lifestyle

			<p>was identical to the salad eaten by Europeans. However, rujak has a difference in the sauce. The use of chili in spices with a spicy taste and a rich blend of sour, sweet and salty flavors.</p>			
		 <p>Did You Know? Tea Time Every country has a tea culture. It's more than just a beverage. It's all about culture and the people. In Great Britain, for example, tea time is a light meal in the afternoon. British tea is usually served with milk, sweet and saucy breads. Tea is the drink for any emotional situation. People drink it in hot and cold weather. In Turkey, people start their day with a cup of tea and drink it throughout the day. Tea is the drink of choice for families, couples, and meetings with friends. If you visit a Turkish household, your host will first offer you a cup of tea to welcome you.</p> <p>Enrichment: Guessing Game</p> <p>What is it? It is an Indonesian traditional dessert. It is made of banana, brown sugar, coconut milk, and pandan leaf. It is very popular in the holy month of Ramadan.</p> <p>What is it? It is an Indonesian traditional snack. It is deep fried in hot oil. Some people add chocolate sprinkles on top of it.</p> <p>What is it? It is one of the very popular chocolate cakes. It is made of layered sponge cakes. Usually, it is covered with whipped cream and topped with some cherries.</p> <p>What is it? It is an Indonesian traditional sweet dessert. It contains rice flour jelly, coconut milk, and palm sugar syrup. It tastes creamy and sweet.</p> <p>82 English for Nusantara untuk SMP/MTs Kelas VII</p>	<p>This image provides information regarding cultural differences in how tea is drunk in different countries. In practice, drinking tea does not only mean as a beverage. Each country interprets the activity of drinking tea in a different way. Likewise, how to serve it varies in other countries.</p>	-	82	Lifestyle

		<p>Unit 3. A Secret Recipe</p> <p>Section 1 – Say What You Know</p>  <p>Picture 2.7 Cooking</p>	<p>Because there is still a lot of patriarchal culture in Indonesia, there are even many books that unconsciously include patriarchal culture in it, in which a woman's job is cooking, while a man's job is to work to achieve the highest possible career. Even though cooking is a basic skill in living a life that is not based on gender roles. This image can be a counter of existing stereotypes and patriarchy. (a man who is cooking)</p>	<p>Gender Stereotypes (gender role)</p>	<p>83</p>	<p>Gender</p>
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		 <p>utensils ingredients cooking steps</p> <p>Worksheet 2.20</p>	<p>Similar to the previous image, a man is cooking, not always a woman is represented for cooking.</p>	<p>Gender Stereotypes (gender role)</p>	<p>85</p>	<p>Gender</p>
		 <p>Recipe for Traditional Fried Rice</p> <p>Cooking utensils: 1. a wok 2. a spatula 3. a knife 4. a chopping board</p> <p>Ingredients: 1. Cooked rice 2. Cooking oil 3. Eggs 4. Garlic 5. A pinch of salt</p> <p>Steps: 1. Beat the egg. 2. Cook the garlic and cut it into smaller pieces. 3. Heat some cooking oil in the pan. 4. Put the egg into the pan. 5. Stir the egg and scramble it. 6. Put in the garlic. 7. When the garlic smells nice, put the cooked rice into the pan. 8. Put a pinch of salt for seasoning. 9. Mix the rice and the salt evenly.</p> <p>Now, the special fried rice is ready to eat.</p> <p>Chapter 2 - Culinary and Me 27</p>	<p>This picture shows a recipe of typical fried rice in Indonesia. This recipe is widely used to cook fried rice according to Indonesian tastes.</p>	<p>-</p>	<p>87</p>	<p>Lifestyle</p>
		 <p>b. Number the order of the cooking steps based on the text.</p> <p>Worksheet 2.23</p>	<p>Still related to the previous picture, in this activity visualize the steps for cooking fried rice according to the recipe above.</p>	<p>-</p>	<p>88</p>	<p>Lifestyle</p>
		 <p>Section 6 - Writing</p> <p>a. Put the following process into the correct order.</p> <p>MIXING BOWL - WATER FLOUR - SUGAR PEEL - BANANA BANANA FRITTERS ROLL - DOUGH PAN - HOT OIL</p> <p>Worksheet 2.25</p>	<p>This image illustrates the steps for cooking banana fritters from start to finish. In general, this procedure is often used to make banana fritters by Indonesian.</p>	<p>-</p>	<p>91</p>	<p>Lifestyle</p>

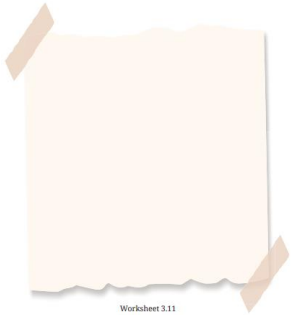

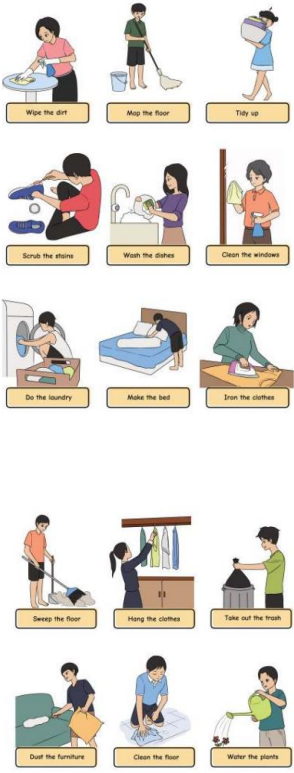

		<p>Worksheet 2.27</p>	The picture on the side shows the ingredients and tools used for cooking.	-	93	Lifestyle
			This image is an outline for making procedure text.	-	94	Lifestyle
Chapter 3	Home Sweet Home		The cover of chapter 3 depicts 3 teenagers, 2 boys and 1 girl who have different appearances. The women have olive skin tones, the men wear red have brown skin and the men wear white clothes have white skin.	Gender Stereotypes (physical appearance)	101	Nationality

		<p>Unit 1. My House</p>  <p>Picture 3.1 Galang's house</p> <p>Section 1 - Say What You Know</p> <p>a. Look at Picture 3.2. Say the names of the rooms.</p>  <p>Picture 3.2 The rooms in Galang's house.</p> <p>Chapter 3 - Home Sweet Home</p>	<p>This picture shows a typical traditional house in Indonesia which is often called a “rumah gadang”. This house is made of wood which is built on the ground level.</p>	-	103	Lifestyle
		 <p>Picture 3.3 In front of Galang's house</p>	<p>This picture shows a traditional Indonesian house which is often called a “Rumah Gadang”. This house is made of wood which is built on the ground level.</p>	-	104	Lifestyle
		 <p>Galang's mother plants flowers in the _____.</p>  <p>There's no _____ in front of Galang's house.</p>  <p>The _____ protects Galang and his friends from the hot weather.</p>  <p>Galang and his friends take the _____ to get to the _____.</p> <p>The _____ are not firm.</p> <p>Worksheet 3.2</p>	<p>The pictures show the rooms of a traditional Indonesian house, “Rumah Gadang”</p>	-	105	Lifestyle


		<p>Comic strip 3.1 Galang shows his house to Andre and Monita</p>	<p>The picture shows a homeowner explaining some of the items in his house.</p>	-	106	Behavior
		<p>Worksheet 3.3</p>	<p>The picture shows the items around the house</p>	-	107	Lifestyle
			<p>The picture shows common items found in the house.</p>	-	110	Lifestyle

		<p>Worksheet 3.6</p>				
		<p>Worksheet 3.7</p>	<p>The picture shows common items found in the house. Judging from the visualization of the facilities in this picture, they are usually owned by people with affluent economies.</p>	-	111	Lifestyle
		<p>Worksheet 3.8</p>	<p>The picture shows the indoor condition of the house.</p>	-	112	Lifestyle



		 <p>Worksheet 3.9</p>	<p>Same with the previous picture, the picture shows common items found in the house. Judging from the visualization of the facilities in this picture, they are usually owned by people with affluent economies.</p>	-	113	Lifestyle
		 <p>Worksheet 3.10</p>	<p>Students are instructed to write down their favorite room in the house. This is related to the preferences of each student.</p>	-	114	Lifestyle
		 <p>Picture 3.5 A house tour</p>	<p>The picture shows the rooms and equipment in the house.</p>	-	115	Lifestyle

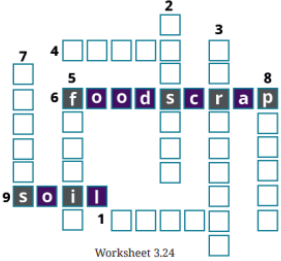


		 <p>Worksheet 3.11</p>	A piece of paper to record the results that have been done by the students.	-	116	Lifestyle
		 <p>Picture 3.6 Living room</p>	The image shows a clean room with neatly arranged items.	-	117	Lifestyle
		 <p>Worksheet 3.12</p>	This image is able to be a counter to stereotypes and patriarchal culture where men's job is to work while women's job is to clean the house. The men and women in this picture are not distinguished, both are doing house cleaning activities.	Gender stereotypes (gender role)	118 & 119	Gender
		 <p>Picture 3.7 The Rahmansyah's family cleaning up</p>	Just like the previous image, this image shows a family cleaning the	Gender stereotypes (gender role)	120	Gender



			house. There is no stereotype where men just relax because they are already working. Gender equality is included in this book.			
			Each family member has a duty to clean the house. Between men and women no one dominates to clean the house, but the job desks are done evenly.	Gender stereotypes (gender role)	121	Gender
			Each character holds a sticker sign to keep the house clean. Pasting this sticker sign is a great idea to implement so you can consistently maintain cleanliness at home. Habits like these are what everyone should have about how important it is to keep the environment	-	124	Behavior

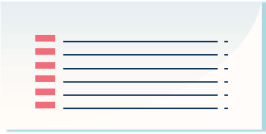

			clean.			
		<p>Did You Know?</p> <p>"No Shoes in the House"</p> <p>Culture In most Asian countries, people remove their shoes as a sign of respect and for cleanliness. On the other hand, people in Britain, the United States, or in Mexico do wear shoes inside the house. If we ask a British person to take off their shoes at our front door, it may be a bit strange and a bit rude for him or her. In countries especially with cold temperatures, it is a good idea for people to wear slippers or house shoes indoors.</p> 	<p>This image provides information about the "no shoes in the house" culture in most Asian countries because it is a sign of respect and for cleanliness. While the culture in Britain and the United States, the culture of taking off shoes in the house is something strange and tends to be rude to them. The picture tries to include the value of cultural awareness to students based on term of daily lifestyle.</p>	-	125	Behavior

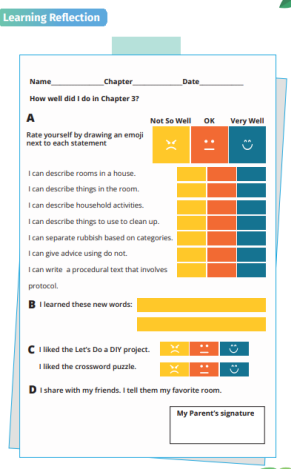
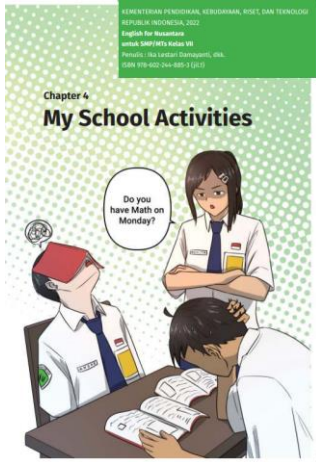
		<p style="text-align: center;">Worksheet 3.18</p>	<p>This image shows a variety of signs that can be found in everyday life. These signs are very useful for students to understand the meaning of cleanliness signs so students can learn to have a clean lifestyle, because often these hygiene signs are found in many public places written in English.</p>	-	126	Lifestyle
			<p>The rooms that are generally found in the house.</p>	-	127	Lifestyle
		<p style="text-align: center;">Picture 3.9 Trash bin full of rubbish</p>	<p>Rubbish bins that are distinguished by the type of waste, namely non-organic and organic. This aims to facilitate waste management for reuse. In</p>	-	130	Behavior



			<p>addition, separating waste according to its type can avoid excessive accumulation of waste so that it can create a healthier lifestyle.</p>			
		 <p>Worksheet 3.22</p>	<p>This picture instructs students to categorize the two types of waste. This indirectly educates students to differentiate the types of organic and non-organic waste in order to create a clean environment.</p>	-	131	Behavior
			<p>Based on the context, students are asked to write down the name of each piece of waste that is often found around us.</p>	-	132	Behavior

		 <p>Worksheet 3.24</p>	<p>This picture is a crossword puzzle where students are asked to complete it.</p>	-	133	Lifestyle
		 <p>Comic strip 3.2 Conversation between Pak Rahmansyah and Galang</p>	<p>The stereotype of cleaning things is usually done by women, but this is the opposite for these two men; father and son cleaning the field in front of his house.</p>	Gender stereotypes (gender role)	133	Gender
		 <p>Worksheet 3.26</p>	<p>This image shows activities related to cleanliness around. Students are asked to match the instruction sentences with the appropriate pictures. In this case, students will learn to create and maintain a healthy environment.</p>	-	136	Behavior

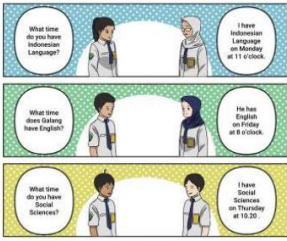

		 <p>Picture 2.10 School canteen</p>	<p>Judging from the shape of the tables and chairs, this place is identical to the canteens in public schools. There is trash scattered on the table, something that is already familiar. Students are asked to provide writing imperative sentences that match the picture, in which students will learn to maintain cleanliness at school indirectly.</p>	-	137	Lifestyle
		 <p>Worksheet 3.28</p>	<p>This image is a process of recycling paper waste or scraps of paper that may not be used anymore to become an object that can be reused. This image shows how scrap paper can be reused</p>	-	138	Behavior

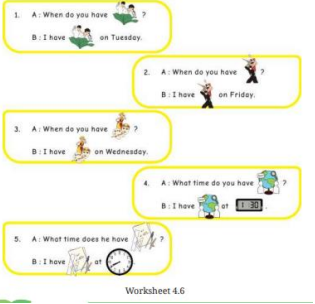
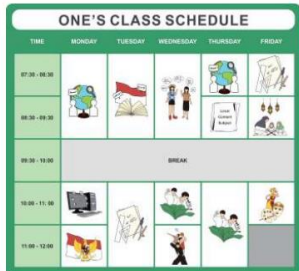
			to reduce paper waste and create a cleaner environment.			
		 <p>Worksheet 3.29</p>	A worksheet that is generally used to record something or list something to make it more organized.	-	138	Lifestyle
		 <p>Picture 3.11 Pencil case</p>	This image is of used bottles that are recycled into pencil cases. Students will see various potentials in used goods to be reused so that they will reduce plastic waste. Because plastic waste is very hard to decompose, this kind of awareness or lifestyle is very important for each individual to jointly create a healthy environment.	-	140	Behavior



			waste.			
			<p>Reflection activity is used to determine the extent to which students' ability to understand the material that has been studied by using images that have been categorized into 3; not so well, ok, very well. From this, teacher students can evaluate students' abilities after studying the material in that chapter.</p>	-	145	Lifestyle
Chapter 4	My School Activities		<p>In this picture there are 3 students; 1 female and 2 male. This image seems to show a mismatch between dialogue and facial expressions. The girl in this picture is showing angry and emotional facial</p>	Gender stereotypes (gender role)	153	Behavior, lifestyle

			<p>expressions even though she only intends to ask if math is on Monday. Then in terms of clothing it really shows that they are Indonesian students at the junior high school level, because they wear white and blue school uniforms which are the uniforms of public schools in Indonesia.</p>			
		 <p>Picture 4.1 My desk</p>	<p>This image is a desk image of a girl who looks neat.</p>	-	155	Lifestyle
		 <p>Worksheet 4.1</p>	<p>This image is an image that shows the names of the days, names of subjects, and time settings. Students are asked to match according to the components.</p>	-	155	Lifestyle


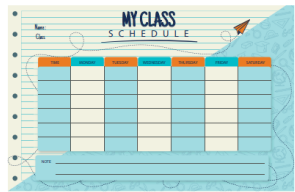

		<p>Worksheet 4.2</p>	<p>This image shows a visualization of the characteristics of subjects in Indonesian schools. Students are asked to write the name of the subject according to the characteristics of the picture.</p>	-	156	Lifestyle
		<p>Comic strip 4.1 School subjects and days.</p>	<p>The characters of this picture show a different appearance. If we look at the color of his skin; (white, brown, tan, and olive), usually someone can easily guess where a person comes from.</p>	Gender stereotypes (physical appearance)	157	Nationality
		<p>Worksheet 4.3</p>	<p>This image shows a visualization of the characteristics of subjects in Indonesia. Students are asked to match subjects with the day according to</p>	-	158	Lifestyle


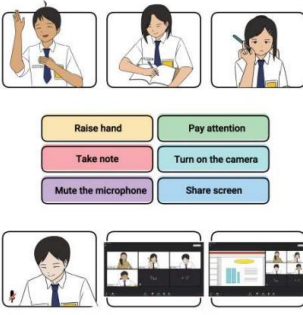
			the dialogue on it.			
		 <p>Comic strip 4.2 School subject and time.</p>	<p>Dialogue that contains conversations about subjects that are owned by the two characters in the picture. In general, this activity is often carried out by students who have friends in different classes. In addition, it shows girls who wear hijab. The use of the hijab as a representation of Islamic identity in educational institutions in global, local and national settings.</p>	Gender stereotypes (physical appearance)	159	Lifestyle
			<p>The picture shows a wall clock and a digital clock. These two types of clocks are often found in everyday life as a timepiece so that they can carry out their activities</p>	-	160	Lifestyle



			effectively.			
		 <p>Worksheet 4.6</p>	This image shows each subject that is implemented at a certain time. Each subject is described with appropriate visuals. As an example of mathematics there is a ruler and compass.	-	160	Lifestyle
			This image shows the schedule of subjects each day. It has become a specific characteristic of Indonesian schools with a wide variety of subjects that all students must follow. Students cannot choose classes according to their interests as in the US or other countries.	-	162	Lifestyle

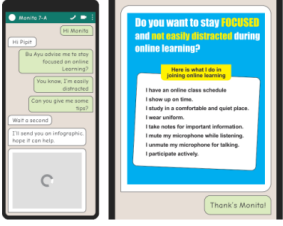
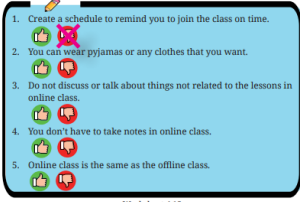

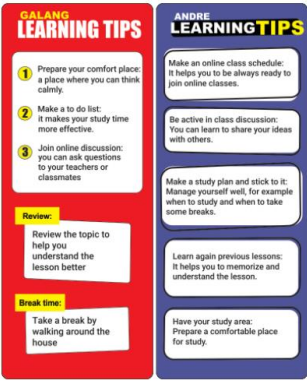
		 <p>Picture 4.2 Monita's class schedule</p>	<p>Just like the previous picture, this picture shows the schedule of subjects each day. Schools in Indonesia have a characteristic that requires students to study all subjects. Students cannot choose classes according to their interests as in other countries.</p>	-	163	Lifestyle
		 <p>Text 4.1 Monita describing her class schedule.</p>	<p>A teenage girl wearing junior high school clothes is describing the schedule of subjects in her class.</p>	-	164	Lifestyle
			<p>The picture on the side shows people wearing traditional clothes from various regions. Among them are Sumatra, Java, and Papua. Someone can easily find out the identity of</p>	Ethnicity and Culture Stereotype	166	Nationality










			<p>a region or a person. In addition, traditional clothing can also act as a symbol representing the region. Then the text beside provides information to students that Indonesia has many local languages and each student learns according to where he comes from.</p>			
		<p>Picture 4.3 Bingo Game</p>	<p>The picture shows a wall clock with different times. The clock has a function as a timepiece so that someone will be able to carry out their daily lives regularly.</p>	-	167	Lifestyle


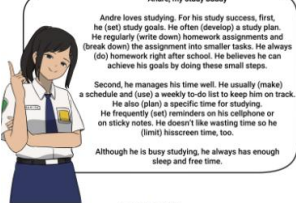
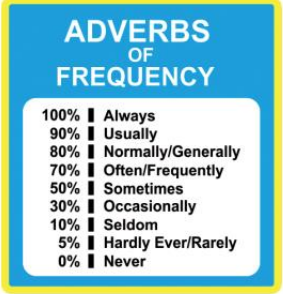
		<p>Table 4.3 Class Schedule A</p> <table border="1"> <thead> <tr> <th>Time</th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>07:30 - 08:30</td> <td></td> <td></td> <td></td> <td>Natural Sciences</td> <td>Maths</td> </tr> <tr> <td>08:30 - 09:30</td> <td>Maths</td> <td>Indonesian Language</td> <td>English</td> <td>ICT</td> <td>Civic Education</td> </tr> <tr> <td>09:30 - 10:00</td> <td>Break</td> <td>Break</td> <td>Break</td> <td>Break</td> <td>Break</td> </tr> <tr> <td>10:00 - 11:00</td> <td>Local content subject</td> <td>Natural Sciences</td> <td>Social Sciences</td> <td>Social Sciences</td> <td>PE</td> </tr> <tr> <td>11:00 - 12:00</td> <td>Religious Education</td> <td></td> <td>Art and Culture</td> <td></td> <td></td> </tr> </tbody> </table> <p>Table 4.4 Class Schedule B</p> <table border="1"> <thead> <tr> <th>Time</th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>07:30 - 08:30</td> <td></td> <td>Religious Education</td> <td></td> <td></td> <td>Maths</td> </tr> <tr> <td>08:30 - 09:30</td> <td>English</td> <td>Local content subject</td> <td>Natural Sciences</td> <td>Indonesian Language</td> <td>Social Sciences</td> </tr> <tr> <td>09:30 - 10:00</td> <td>Break</td> <td>Break</td> <td>Break</td> <td>Break</td> <td>Break</td> </tr> <tr> <td>10:00 - 11:00</td> <td>ICT</td> <td>Social Sciences</td> <td>Natural Sciences</td> <td></td> <td>PE</td> </tr> <tr> <td>11:00 - 12:00</td> <td>PE</td> <td></td> <td>Art and Culture</td> <td>Maths</td> <td></td> </tr> </tbody> </table>	Time	Monday	Tuesday	Wednesday	Thursday	Friday	07:30 - 08:30				Natural Sciences	Maths	08:30 - 09:30	Maths	Indonesian Language	English	ICT	Civic Education	09:30 - 10:00	Break	Break	Break	Break	Break	10:00 - 11:00	Local content subject	Natural Sciences	Social Sciences	Social Sciences	PE	11:00 - 12:00	Religious Education		Art and Culture			Time	Monday	Tuesday	Wednesday	Thursday	Friday	07:30 - 08:30		Religious Education			Maths	08:30 - 09:30	English	Local content subject	Natural Sciences	Indonesian Language	Social Sciences	09:30 - 10:00	Break	Break	Break	Break	Break	10:00 - 11:00	ICT	Social Sciences	Natural Sciences		PE	11:00 - 12:00	PE		Art and Culture	Maths		<p>The picture shows the different schedules that class A and B have.</p>	-	168	Lifestyle
Time	Monday	Tuesday	Wednesday	Thursday	Friday																																																																									
07:30 - 08:30				Natural Sciences	Maths																																																																									
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11:00 - 12:00	PE		Art and Culture	Maths																																																																										
		 <p>Worksheet 4.11</p>	<p>This image is used for the dialogue results that have been made by students with topics related to the schedule that has been given above.</p>	-	169	Lifestyle																																																																								
		 <p>Worksheet 4.12</p>	<p>This image is a timetable template owned by students. Students are asked to write down the subjects according to the time schedule.</p>	-	169	Lifestyle																																																																								
		 <p>Worksheet 4.13</p>	<p>This image is used to write scripts from dialogues written by students regarding their schedule.</p>	-	170	Lifestyle																																																																								

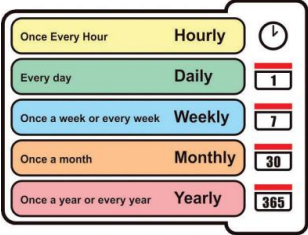
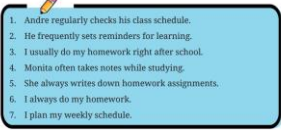

		 <p>Picture 4.4 Online class</p>	<p>The image shows a girl doing an online class. This condition occurred when a pandemic hit Indonesia in 2020 which caused all schools to be held online. From collecting assignments, presentations, learning materials, all activities at school are carried out from home to avoid transmission of the COVID-19 virus.</p>	-	171	Lifestyle
		 <p>Worksheet 4.14</p>	<p>Still related to the previous picture, all students are doing online learning. There are terms that students need to understand on technology platforms such as Zoom Meeting so that learning can run well.</p>	-	172	Lifestyle


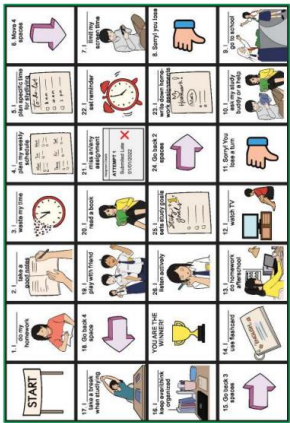
		 <p>Comic strip 4.3 Online Class Rule</p>	<p>This image shows classroom learning carried out online via zoom. The phenomenon of ineffectiveness of online learning occurred during the pandemic last year. Some students looked lazy by not turning on their cameras. Then some students showed disruptive behavior, such as singing and mumbling when learning began.</p>	-	174	Behavior
			<p>An explanation is given regarding the term netiquette concerned with the picture above it. Students are expected to be able to apply netiquette, namely having good</p>	-	176	Behavior


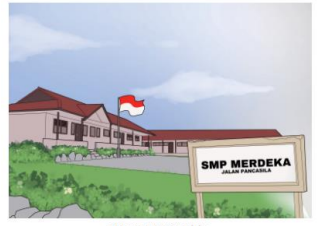
			ethics or behavior in interacting via the internet.			
		 <p>Picture 4.5 Pigi and Monita chat</p>	The image shows what a student should do to stay focused during online learning	-	176	Behavior
		 <p>Worksheet 4.18</p>	An image showing a list of tips to stay focused on teaching in class according to the tips given above.	-	177	Behavior
			This image shows some of the actions that need to be done during online learning.	-	180	Behavior
		 <p>Picture 4.6 Galang and Andre's infographics</p>	Basically, each person has their own study tips according to their learning style. This image shows tips that are used by two different people in carrying out learning activities in	-	181	Behavior




			online classes.			
		 <p>Picture 4.7 Monita's study room</p>  <p>Desk</p>  <p>Worksheet 4.24</p>	The picture shows a girl doing an online class in a neat and clean room. Women are often represented as neater when compared to men.	-	184	Lifestyle
		 <p>1 Have a place to study</p>  <p>2 English</p>  <p>3</p>  <p>4</p>  <p>5</p>	The picture shows two people who are studying together by reading a book along with a neat study room. This describes good study habits indirectly so as to create an effective learning atmosphere.	-	185	Behavior
		 <p>My Study Habit</p> <p>I am a very organized person. I always do these 5 Magical Study Tips. First, I have a place to study. It doesn't have to be big. I use a corner of my bedroom for my study area. I have a desk, a chair, a bookshelf, and a desk lamp there. Second, I always keep everything in order. My desk is neat. I put the books away when I don't read them.</p> <p>Third, when I study, I review my lesson. I usually (3) _____ write all important points. Sometimes I make a mind map for my notes. Fourth, I also make (4) _____ to memorize new vocabulary. I use colorful papers and a ring to make it.</p> <p>Finally, I also have a (5) _____ to help each other. He is my classmate and he is good at studying, too.</p> <p>I am happy with my study. I sometimes give myself some rewards.</p> <p>Worksheet 4.26</p>	The picture shows a girl who has good study habits so she can study with focus and not be distracted.	-	186	Behavior

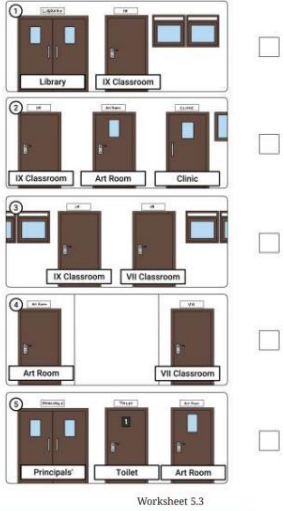

		 <p>Picture 4.8 Andre's study habits</p>	<p>The picture shows a disciplined boy who has a plan to manage his time well so that he can remain productive and produce success in his studies.</p>	-	188	Behavior
		 <p>Worksheet 4.29</p>	<p>A girl who is describing the behavior of his friend named Andre. Andre is an exemplary student who has high discipline in managing his time. Students are expected to be able to imitate the behaviors possessed by Andre.</p>	-	189	Behavior
		 <p>Picture 4.9 Adverbs of frequency</p>	<p>This adverb of frequency is a word used to express how often a thing or event happens or is done by someone.</p>	-	191	Lifestyle

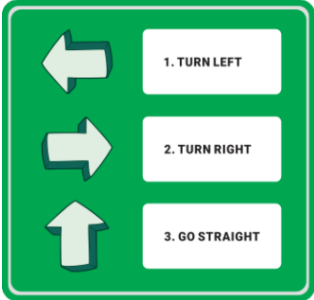
		 <p>Picture 4.10 Adverbs of frequency</p>	<p>This adverb of frequency is a word used to express how often a thing or event happens or is done by someone. This adverb is more specific in terms of time when compared to the adverb of frequency above.</p>	-	192	Lifestyle
			<p>Some of the activities that a student has in carrying out his activities as a student. These behaviors need to be applied in everyday life by every student in order to have the ability to manage time well.</p>	-	192	Behavior
			<p>This image provides information to readers regarding idioms that are often used by native speakers (western). The word "time</p>	-	193	Behavior


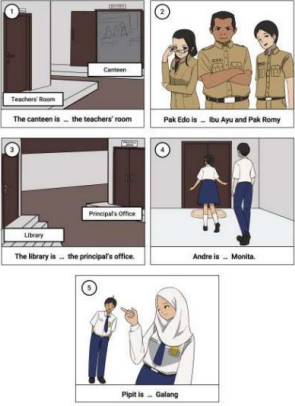
			flies" cannot be interpreted literally, because it has a meaning that is not the same as the word construction. This idiom is very useful for students to increase their knowledge of languages owned by other countries.			
			These board games are popular all over the world. In this era, board games are often played online through applications on smartphones.	-	194	Lifestyle
			This picture is a series of games from board games, where students will be asked to complete sentences according to their learning habits by using adverbs of frequency that have been	-	195	Behavior


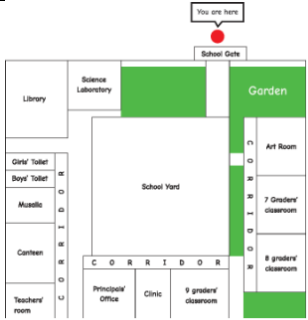
			studied previously.			
Chapter 5	This is My School	 <p>Chapter 5 This is My School</p> <p>What's your school festival like?</p>	The picture shows a boy wearing a junior high school uniform in Indonesia, namely navy and white, playing the guitar at a festival at his school. Basically, festivals in various countries have their own characteristics in terms of art and culture.	-	203	Lifestyle
		 <p>Picture 5.1 SMP Merdeka</p>	The picture beside shows a school building with the characteristics of Indonesian schools where there are red and white flags on the field	-	205	Lifestyle


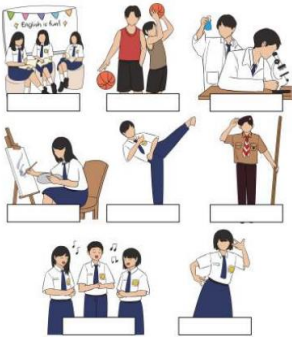
			<p>There is a canteen with a distinctive shape in Indonesia. Then there are students who wear the hijab</p>	-	206	Lifestyle
		 <p>Worksheet 5.2</p>	<p>In the picture there are typical foods and drinks from Indonesia, namely fried rice, rica-rica chicken, fried fish, iced tea and iced boba.</p>	-	207	Lifestyle
		 <p>Comic strip 5.2 School facilities</p>	<p>In the picture there is a laboratory atmosphere in a junior high school. There are students who wear hijab with white and blue uniforms. The way he dresses is typical of students in Indonesia.</p>	-	208	Lifestyle


		 <p>Worksheet 5.3</p>	<p>Classrooms with Roman numeral categories from VII to IX are typical of classrooms in schools in Indonesia. These classes are required to be attended by all students according to the order.</p>	-	209	Lifestyle
		 <p>Comic strip 5.3 Where is the teachers' room?</p>	<p>This image shows a conversation where someone is asking directions to somewhere. Then the student who is the other person explains the direction to where she wants to go. This is a common occurrence when someone does not know the location of a certain room, so he/she will ask for help from other people to reach the room he/she</p>	-	210	Lifestyle and behavior


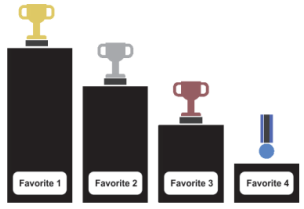
			<p>wants to go to. In Indonesia, when someone doesn't know direction, they usually ask other people with a friendly smile. However many Japanese people smile to disguise embarrassment and other negative emotions as displaying such feelings in public is considered impolite in the culture.</p>			
			<p>This image is a directional arrow indicating a sign to turn right, turn left, and go straight. These signs are usually found when on the road or as traffic signs.</p>	-	211	Lifestyle


		 <p>Text 5.1 Describing location</p>	<p>This picture shows three students wearing blue and white junior high school uniforms. One girl is wearing the hijab and one girl is not wearing the hijab. It can be seen that girl who wear the hijab when they are side by side with boy do not physically touch each other because of the Islamic religious principle that it is forbidden to touch each other against the opposite sex who do not have a family lineage.</p>	-	212	Behavior and lifestyle
		 <p>Worksheet 5.6</p>	<p>Figure showing teachers and students represented by each gender. There are female teachers as well as male teachers. Likewise with</p>	Gender Role Stereotypes	213	Gender

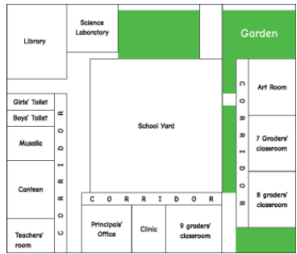

			students.			
		 <p>Picture 5.2</p> <p>Picture 5.3</p> <p>Picture 5.4</p> <p>Picture 5.5</p>	<p>The bottom picture shows that someone uses the right hand in receiving something. The culture considered that using the right hand when shaking hands or receiving something is mandatory in Islam religion. However, in most other countries they do not differentiate between the use of the right hand and the left hand, they consider that both hands can be used at any situation or to anyone.</p>	-	215	Behavior
		 <p>Picture 5.6 SMP Merdeka's map</p>	<p>The picture is a sketch of a junior high school. This arrangement is typical of most public schools in Indonesia with a prayer room, classrooms</p>	-	216	Lifestyle


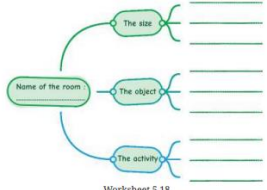

			with the names 7, 8 and 9 at the junior high school level.			
		 <p>Picture 5.7 Andre and friends dancing</p>	Indonesia is a country with various cultures. Each region has custom or traditional clothing. Traditional clothing in each region has its own characteristics or uniqueness. From this picture, it can be seen that people are wearing traditional West Kalimantan clothes.	Physical Appearance Stereotype	219	Nationality
			These pictures show some extracurricular activities that aim to develop students' potential, talents and interests. However, it seems that extracurricular sports are represented by only male, even though	Gender Role Stereotypes	220	Gender

			<p>many female athletes also have an interest in sports. Then extracurriculars in the "English club" are also represented by women only. In addition, extracurricular science olympiads only have men. Likewise with dance extracurriculars which are only represented by women.</p>			
		 <p>Comic strip 5.4 Talking about Pencak Silat</p>	<p>This picture shows two girls talking about their interest in participating in an extracurricular sport, namely <i>pencak silat</i>. <i>Pencak silat</i> is a traditional martial art from Indonesia. Unlike in the previous picture, this martial sport is represented by a girl, not by a boy.</p>	<p>Gender Role Stereotypes</p>	<p>222</p>	<p>Gender</p>

		 <p>Picture 5.8 Andre and friends talking about Basketball</p>	<p>The students in this picture are talking about basketball. Unlike the previous figure, the representation of gender in extracurriculars tends towards a certain gender. However, in this picture both boy and girl have been included even in an extracurricular sport which is mostly attended by men.</p>	<p>Gender Role Stereotypes</p>	<p>229</p>	<p>Gender</p>
		 <p>Picture 5.9 Chart</p>	<p>This image is an image of the level of victory that is usually used to categorize winners in a competition.</p>	<p>-</p>	<p>230</p>	<p>Lifestyle</p>

		 <p>Picture 5.10 School festival</p>	<p>This image shows some of the activities performed during the school festival. Unlike the initial picture, certain extracurriculars are described as only being followed by a certain gender, such as basketball. This stereotype is still widely found where some extracurriculars that do show masculinity such as sports are only for men. Likewise with extracurriculars that show femininity, such as dancing, it is meant for women. However, this picture shows that a group of boys are dancing, in contrast to the picture on page 220</p>	<p>Gender Role Stereotypes</p>	<p>231</p>	<p>Gender</p>
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			which has a gender bias in each extracurricular .			
		 <p>Worksheet 5.15</p>	This image is the same as the previous image, namely the sketch of the junior high school. This arrangement is typical of most public schools in Indonesia with a prayer room, classrooms with the names 7, 8 and 9 at the junior high school level.	-	233	Lifestyle
		 <p>Picture 5.11 my school garden</p>	The girls in this picture are watering flowers and reading books, while the boys in this picture are just chilling and talking to each other. This shows the existence of gender inequality.	Gender Role Stereotypes	235	Gender

		 <p>Picture 5.12 School exhibition</p>	<p>This image shows an exhibition room featuring art in the form of paintings, knick-knacks and sculptures.</p>	-	237	Lifestyle
		 <p>Worksheet 5.18</p>	<p>This image is a chart that is used as a brainstorm to collect ideas for something that is being done. In this activity, students are asked to fill in the components according to the picture above.</p>	-	237	Lifestyle
		 <p>Worksheet 5.24</p>	<p>This image is a poster image used at events. People generally use it to promote events or things and it can also be used to promote services.</p>	-	242	Lifestyle