

Gender Representation in An Indonesia EFL Textbook for Vocational High School: A Corpus-Assisted Contents Analysis

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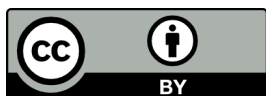
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Abstract: This paper seeks to investigate gender representation in English Textbooks as a foreign language, *Forward an English* for Vocational High School students in grade X in Indonesia. This study is an investigation of an English Textbook published in 2020 with corpus linguistic tools utilized to investigate the ratio of appearance of both women to men, the use of pattern gender-marked and gender-neutral, the adjectives associated with women and men, the title of address for reference to women, and the order of mention of women and men. The findings showed an attempt of the author to represent gender equality, including the equality of the appearance of both women and men, the strategy to neutralize gender-marked to be gender-neutral, and using the title address “Ms.” instead of “Mrs.” or “Miss” for the liberation of women. However, there are still some imbalanced representations of gender that are attached to gender-marked nouns, and male-firstness is still dominant with a ratio of 1:3. Furthermore, there is an emergent finding in terms of occupation. It is shown that men tend to be portrayed as having settled, established, highly paid, and prestigious jobs compared to women. In conclusion, gender has been represented equally in this EFL textbook, even though there are still some imbalanced representations of gender.

Keywords: Corpus analysis, gender representation, EFL textbook

1. Introduction

The discussion about representation of gender has begun related to media issues that have raised concern about the power hierarchies between women and men since the 1950s (Bagdikian, 2007). Gender stereotypes are frequently used to characterize men and women based on assumed



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innate features. Women, for example, are usually depicted as more emotional and illogical than men (Blackstone, 2003). The issue of gender equality impacts gender representation in society in behavior, ideologies, and interpersonal attitudes (Azad, 2020). One of the most diffusions about gender in education is through the textbook. Students form their first impressions at school, where they receive the majority of their instruction and references from textbooks. The selection of the textbook is seen as a transition of both input and ideology, which affects students' success or failure during the learning process (Dabbagh, 2016). The substance of the books that have been studied will at least be able to influence students directly. The material in the textbook expresses a perspective on how gender roles are portrayed in society or the workplace. Textbooks significantly impact how gender is represented while establishing explicit and implicit values for social interaction, and ideals about gender identities, and these to be socially performed (Dabbagh, 2016).

In the previous study, there have been several investigations about gender representation through the textbook. The example from Azad (2020), showed the representation of gender roles, social behavior, cultural ideology, and interpersonal attitudes can be represented through the images. The other is Hall (2014), who discovered that text and illustrations can represent women/men's manners, male/female firstness, gender-linked occupation possibilities, roles of household in family, and spare time. Even though several previous studies discuss gender representation in textbooks, in the Indonesian context there are a few that discuss gender representation in Vocational High School by corpus linguistics Vocational High School provides practical knowledge and skills that will be focused on target careers (Ayaz, 2021). Therefore, the discussion about gender representation in Vocational High School (VHS) textbooks focuses on various special professions or purposes depending on job readiness, which often refer to gender. To investigate the representation of gender in an EFL textbook for Vocational High Schools, the present study investigates and analyzes gender representation in English Textbooks in Indonesia as a foreign language. In particular, this study aims to answer the following question: How is gender represented in the EFL textbook for Vocational High School using CorpusAssisted Content Analysis (CACA)?

2. Literature Review

The construction of gender representation is formed through the author's portrayal of the book. Gender representation in the textbook is based on the construction of gender roles that influence students how to feel, think, and behave. The development of this behavior is based on observations and unconsciously students imitate any gender stereotypes portrayed between women and men (Lee, 2016). Because the characteristic of the textbook is autocratic, the content of the textbook is taken as valid content, and then the students imitate and follow the instructions and content of the textbook without criticism.

The indirect habits, behavior, images, or common activities are depicted in textbooks, it is possible to influence students' perspectives on a variety of issues, including their gender perspective. According to Lee (2016), gender bias perspective can have a long-term effect on learner perspective, which can affect things like how well they remember and comprehend the

material, what careers they choose, how they understand social equality, how they form social values, how they behave, and how confident or self-assured they feel in themselves. Now, there are several studies that the representation of gender is still inequality such as the male firstness, gender roles in the family, gender occupation possibilities, and limited portrayals of women (Azad, 2019; Hall, 2014; Lee, 2014; Ullah & Skelton, 2012).

The study of gender representation in textbooks can be measured in terms of linguistics. One of the famous terms is linguistic sexism which refers to the structure or lexicon of the use of words, not images. There is a form of linguistic sexism that widely discusses ‘male-as-norm’ ideology, the selection of words for unknown genders by male-gendered and no specific words for women. The common term widely used such as the use of ‘he’ as a general pronoun, morpheme -man (e.g., policeman, chairman), and affixal marking (-ess) referring to women (e.g., waitress, hostess). Therefore, in order to investigate linguistic concepts that focus on the whole bank of data, researchers may use corpus linguistics. Corpus is an approach tool to investigate the occurrence of words, adjectives, verbs, or nouns.

The purpose of this study is to investigate gender representation in an EFL English Textbook for Vocational High Schools in Indonesia. The instrument uses Lee’s 2016 corpus linguistic tool that will be focused on concordance or keyword context. The instruments are the ratio of female-to-male appearance, the use of gender-neutral and gender-marked, the adjectives associated with women and men, the title of address for reference to women, and the order of mention of women and men. To investigate gender representation, the researchers used content analysis instructed data in view of meaning, symbol, or indirect subjective by using Corpus Linguistic Tool (AntConc).

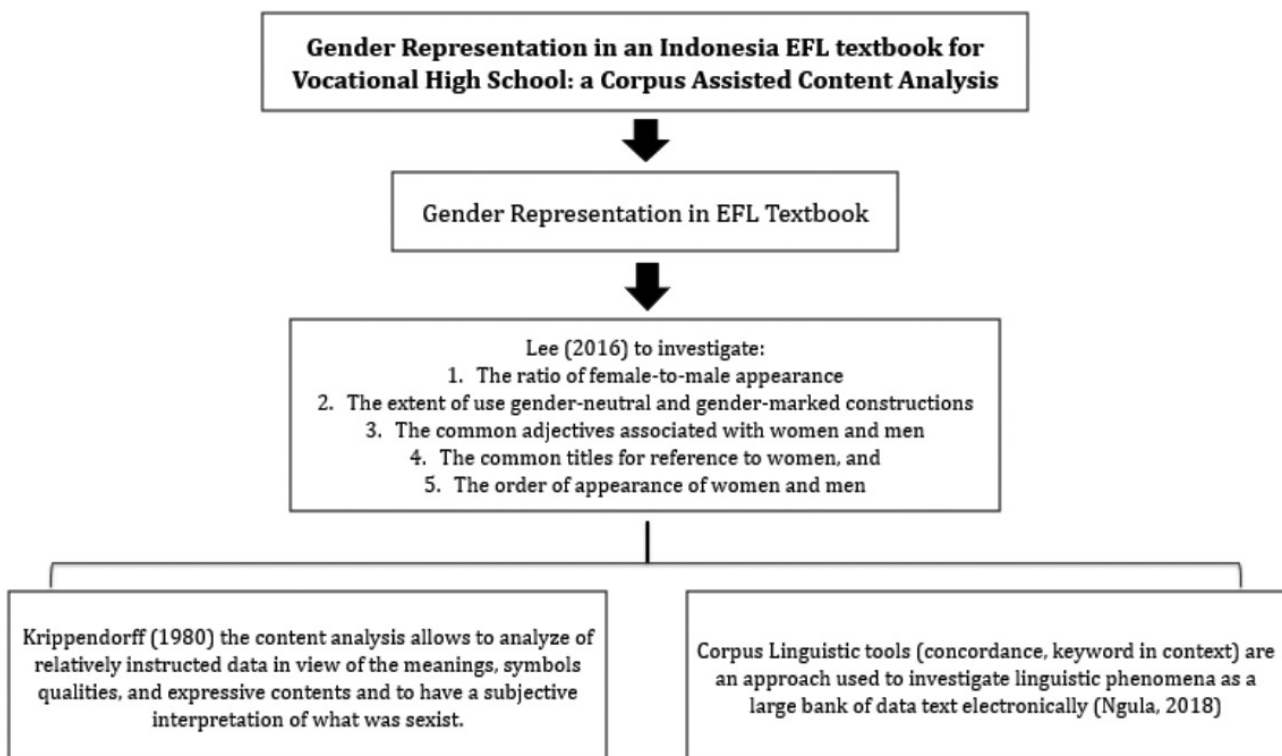


Figure 1. Conceptual Framework

3. Method

3.1. Research Method

This study uses a qualitative research method, content analysis allows us to analyze meanings, symbols, qualities, and expressive contents. The data will be analyzed using Corpus Linguistic Tools which are used to conduct content analysis, analyze the textbook, and identify the occurrence of words, adjectives, verbs, and nouns.

The source of data for this analysis is an EFL Textbook for Vocational High School with the title Forward an English Grade X 2020 by Shyla K/Kande and Eka Mulya. It was published based on Curriculum 2013 (KI-KD 2018) by Erlangga publisher. The textbook consists of reading passages, dialogues, pictures, exercises, symbols, footnotes, and explanations with 9 units and 180 pages. The selection of this textbook is based on the majority of Vocational High Schools that focus on learning objectives and will be focused on target careers.

3.2. Data Collection

This study was analyzed for reliability to prove the interpretation of gender representation in the textbook. Some techniques are used such as frequency counts, collocational, and concordance. The instrument used in this research was adopted from Lee's five instruments in 2016. The framework includes a ratio of female-to-male appearances, the extent of use of gender-neutral and gender-marked constructions, the common adjectives associated with women and men, the common address titles that refer to women, and the order of appearance of women and men.

The data that was collected was analyzed using the Corpus Linguistic Tool, AntConc application. According to Lee (2016), the Concordance Tool was used to determine the frequency counts of selected words and to organize data in a Keyword in Context (KWIC) format so that collocates linked with node words could be found. Taking into account the prior study, the data were implemented through elaboration.

4. Results and Discussion

4.1 Female and Male Appearance

To fulfill the data collection of the frequency of female and male, there are several categories selected from the gender words in the form of singular, plural, and apostrophe of possession, (e.g., woman/women/woman's/women's).

Table 1. Frequencies of selected gender words.

Female	Nominal	Male	Nominal
Woman	9	Man	24
Daughter	1	Son	1
Mother	13	Father	3

Wife	0	Husband	1
Sister	10	Brother	9
Girl	5	Boy	1
Lady	6	Gentleman	5
Queen	2	King	3
Princess	0	Prince	0
Madam	3	Sir	9
Aunt	0	Uncle	1
Niece	0	Nephew	0
Mistress	0	Master	1
Ms./Mrs./Miss	14	Mr.	12
Grandmother	1	Grandfather	0
Maid	2	Bachelor	2
Female	7	Male	4
Granddaughter	1	Grandson	0
Girlfriend	1	Boyfriend	1
Total	75		77

The table shows the comparison of women’s and men’s appearance with a ratio of 1: 1.026 ratio which means there is no significant comparison. Even though the ratio is not biased, the word usage pattern shows the imbalance of gender roles. The findings showed the imbalance of women’s roles in a family, showing teachers as female characters, and using titles ‘sir’ and ‘Mr’ for formal addresses. The words “mother/mom/mommy” are more dominant than “father/dad”. It indicates the gender roles of the household are superior. The term “Ms” is widely used associated with a lecture or a teacher, for example, Ms. Amanda and Ms. Atmaja. It indicates that the teacher is a female character. The use of Sir and Mr is more prominent in formal addresses, especially in official letters, written requests, or representing authoritative figures.

Table 2. Masculine and feminine pronouns.

	Female	Tally	Male	Tally
Nominative	She	80	He	100
Accusative	Her	65	His	30
Genitive	Her/hers	1	Him	54
Reflexive	herself	3	Himself	7
Total		149		191

4.2 Gender-neutral and Gender-marked

The comparison of gender-neutral and gender-marked shows the attempt to use general words for an unknown word. Table 9 shows that gender-neutral is more dominant than gender-marked with a ratio of 2.07: 1.

Table 3. Gender-neutral and Gender-marked.

Gender-marked	Tally	Gender-neutral	Tally
Boyfriend/husband/girlfriend/wife	2	Partner	3
Dude or buddy	0	Friend	40
Granddaughter/grandson	1	Grandchild	0
Grandma or grandpa	1	Grandparent	0
Husband or wife	1	Spouse	0
Mother or father	16	Parent/parents	15
Sister or brother	19	Sibling	0
Son or daughter	2	child or progeny	22
Businessman/men/woman	1	Business person	0
Chairman/chairwoman	1	Chairperson/head	3
Crewman	0	Crewperson	0
Foreman	0	Foreperson	0
Layman	0	Layperson	0
Mailman	0	Mail carrier/postal worker	0
Manned	0	Crewed	2
Policeman	0	Police officer/the cop	6
Waiter/waitress	6	Server/table attendant	0
Freshman	1	First-year student	0
Girl or boy	6	Kid, kids, teen/teenagers	17
Handsome or beautiful	13	Attractive/good-looking	1
Human	12	Person/being/individual/pupil	25
Mankind	1	Humankind/people/everybody/one	98
Woman/man	33	Adult	3
Spaceman	0	Astronaut	0
Sportsman	0	Athlete	2
Fireman	0	Firefighter/fire worker	3
Headmaster/headmistress	0	Principle	0
Goddess	0	God	1
Fisherman	0	Fisherperson	0
Salesgirl/salesman	1	Salesclerk/salesperson/sales	2
Guard man	0	Guard	1
Host/hostess	1	Cabin attendant	0
Total	118		244

In this textbook, the author uses common words, such as people, human, and person to refer to pronouns or nouns. Although the author uses general words, there are some gender-neutral terms that are more dominant than gender-marked use. The term “sister” and “brother” are used for certain calls compared to “sibling”. The use of “woman” and “man” are more dominant

than the use of the word “adult”. Even though there are some words that are more dominant, there are words that are almost equal such as the word “parents” and the word “mother/father”.

To attempt the neutralizing word, the author tends to use some strategies to neutralize gender-marked to be a gender-neutral term. The author adds the final word of the noun phrase by using words like “-officer,” “-worker,” and “-fighter.” For instance, police officers, firefighters, and fire workers. In addition, the author also uses synonyms of gender-marked to be gender-neutral, such as head, people, sales, guard, cop, kid, teenager, and children. The use of gender-marked is commonly due to the missing specific gender and leaning toward one gender. The term commonly used refers to one gender’s word whose gender is unknown or irrelevant, while it can lead to making the chosen words feel more exclusive. Therefore, according to the strategies to use gender-neutral more than gender-marked by neutralizing it, it can be proven that gender equality is being pursued in this textbook.

4.3 Adjective

Table 4. Adjectives

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

The table shows the various adjectives between women and man pronouns and nouns. There is a tendency to portray adjectives associated with women and men. Women are portrayed as having more negative adjectives with four mentions than men with one mention negative adjective. Women have bad emotions (gloomy, bad mood, unfaithful) and bad behavior (late), while men show bad emotions (bad temper).

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

4.4 Title of Address

Table 5. Female address titles.

Title of Women	Tally
Miss	1
Mrs	7
Ms	6

In the address of title for women, there are inequalities among three common generic titles. There are “Miss,” “Ms.,” and “Mrs.,” which terms are widely used to designate women. Meanwhile, there is only the title address for men. Table 7 compares titles for women. In this book, the author uses the title for women by the ratio 1: 7: 6 for Miss, Mrs, and Ms. The title “Ms.” is usually used as a title before the family or full name of a single woman whose name is not the title. The author of this book very rarely uses this title. While the use of the word “Mrs.” is more dominant, which is used before a family name or full name for a married woman who usually follows her husband’s name.

Although “Mrs.” is more generally used, “Ms.” is an alternate title for women who do not have a male gender identity. The term “Ms.” is designed to free women from social expectations (Atkins-Sayre, 2005). In contrast to the title for men, which makes no distinction between married and unmarried, or elderly and young, there is a duality in the division of titles for women.

4.5 Order of Mention

Male-firstness is one form of linguistic sexism, replacing the term of males’ words with females’ words (Malachi & Kristen, 2017). In this book, as shown in Table 7, the tendency toward male-firstness is still more dominant than female-firstness. The mention of male-first is 18 mentions, and female-first is five mentions with a ratio of 3.6: 1.

Table 6. Order of Mention.

		Tally
Male first	1.	Why something happened, <i>he or she</i> is explaining what caused...
	2.	<i>He or she</i> is explaining the effects of a cause.
	3.	Would you still use “ <i>Sir</i> ” or “ <i>Madam</i> ”?
	4.	, <i>he/she</i> is trying to “sell”
	5.	<i>him/herself</i> to the employer?
	6.	Do you think <i>he/she</i> has to put their best effort....
	7.	...my restaurant so <i>her or she</i> must speak fluent English and Indonesia.
	8.	<i>He or she</i> must also have recognized
	9. qualities because <i>he or she</i> should build good relationships with co-workers.
	10.	<i>He or she</i> is also organized,
	11.	Had to look after your younger <i>brother or sister</i> ?
	12.	Do you think it is safe for a <i>boy/girl</i> to go alone on their own to an unknown place?
	13.	Do you think you (as an older <i>brother/sister</i>)
	14.	should have to look after your younger <i>brother/sister</i> ?
	15.	Conclusion about taking care of a younger <i>brother/sister</i> ?
	16.	Each student must write the questions on <i>his/her</i> own paper.
	17.	If you begin with “ <i>Dear Sir</i> ” or “ <i>Dear Madam</i> ”; end with “Yours faithfully”. If you begin with a name, end with “Yours sincerely”.
	18.	What would you suggest to your friend if <i>he/she</i> wants to study in Boston.

- | | |
|--------------|--|
| Female first | <ol style="list-style-type: none"> 1. Twenty-two of the students surveyed were <i>female and 19 were male</i>. 2. <i>Ladies and gentlemen</i>, today I'm going to present... 3. Good morning, <i>ladies and gentlemen</i>... 4. Good afternoon, <i>ladies and gentlemen</i> ... 5. So, <i>ladies and gentlemen</i>, that completes my short introduction. |
|--------------|--|

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

C. Short stories
 You can engage people by telling a short story and connecting it to your topic. Stories are powerful and they add an emotional dimension to your topic if you do it well. For example.

*"I once met a young salesman. I won't mention **his** name. **He** spent several weeks building a relationship with a potential client. He worked overtime and he was working so hard that he was under severe stress, which started to affect his personal life. In the end, he didn't close the deal. The clients signed with another firm. Today, I'm going to talk about confidence as a sales tool and how you can avoid the traps this young man fell into."*

Figure 2. Pronoun 'He'

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

4.6 Emergent Finding

Table 7. Gender's occupations.

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

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

Compared to other studies on gender-related occupations, several gaps exist between women and men. In Indonesia, Irwansyah and Ardini (2023) asserted that men have more formal occupations than women working outside the house. Furthermore, women are portrayed as more inherent in domestic service. This study concluded that being occupied with domestic services still needs to be categorized as a formal occupation. Moreover, in Hong Kong, Lee (2014) showed the tendency between women's and men's occupations through job suitability. For instance, nurses are always women, and all the job factors related to law or order are men. Considering those two previous studies, the tendency between women's and men's occupations is still imbalanced in terms of the settledness of the job, payment, job suitability, and category of jobs as either formal or informal.

5. Conclusions

This study analyzed and investigated the gender representation of women and men in the twelfth-grade textbook VHS, using a corpus intended to focus on linguistics. Corpus analysis is used to determine gender presentation based on the number of letters the author uses. This study aims to determine the representation of gender in textbooks specialized for

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

Gender representation in textbooks has an impact on the student's interpretation. Therefore, if there is a bias in the author's perspective through gender representation, it might influence the student's perspective. This might be a consideration for students to choose a job that is associated with one specific gender, the ability to do a job through a common job that supports the gender, or the confidence to explore unfamiliar jobs. In this context, students in VHS are used to thinking about an outlook that focuses on jobs and careers. This finding deserves a highlight as textbooks are widely used as a guideline for VHS with learning objectives focusing on careers or occupations. Indirectly, it portrays the types of occupations that women and men might pursue in their lives.

Acknowledgments

In textbook-based research, further research is needed so that the application and development of gender representation selection in textbooks are not too biased. This research uses only five parameters from a previous study by a corpus that needed more parameters for

further investigation related to gender. Corpus analysis cannot investigate the picture or implicit dialogue because it focuses on the word. On the topic of the investigated textbook, a few still examined the textbook through a special case for Vocational High School (VHS) textbooks. This matter has become a habit where Vocational High School uses the Senior High School textbook as a learning guide, which is supposed to be for special purposes for VHS.

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