

AN ANALYSIS OF GENDER REPRESENTATION IN I LOVE JAKARTA, AN ELEMENTARY TEXTBOOK

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ABSTRACT

Klein (1985) believes that appropriate gender-unbiased material mostly gives students the chance to accommodate more compliant mindsets towards gender roles. This study was conducted to observe the way genders are represented in local elementary textbooks in Indonesia, especially the textbook entitled "I Love Jakarta." The method applied in this study was qualitative research that used content analysis. The approach was used to describe the content of the textbook, by using the checklist adapted from Shallaita, et al. (2021), which includes all the texts, illustrations, vocabularies, and exercises, in every chapter of the book. The writers assessed the gender representation in the first grade of an elementary school textbook according to five categories adopted from Amini and Birjandi (2012); Visibility, Firstness, Feminine/Masculine Generic Construction, Activity, Occupation on every text and pictures in the book from unit one until sixteen. The results showed that (1) in terms of visibility, male (54%) was represented more than female (46%), (2) in terms of firstness, male (around nine mentions) in the majority of the cases was mentioned first than female (around five mentions), (3) in the category of feminine/masculine generic construction, there was no case found, (4) regarding the activities portrayed in the book, both male and female characters shared their parts of doing some of the general activities; however, there were cases where some activities were portrayed of being intended mainly for males, such as doing pencak silat and lifting heavy objects. On the other hand, there were portrayals of some of the activities which were mostly intended for females because of their less-aggressive nature, such as dancing and reading a book, (5) in terms of occupations depicted in the book, some of them were represented equally by both male and female characters; however, there were occupations which were considered more manly, such as fisherman and pedicab driver, therefore portrayed by male characters. To sum up, both genders were not represented equally in terms of the five categories.

Keywords: ELT materials; textbook; gender representation; gender bias

ABSTRAK

Klein (1985) percaya bahwa materi yang tidak bias gender sebagian besar memberi siswa kesempatan untuk mengakomodasi pola pikir yang lebih patuh terhadap peran gender. Penelitian ini bertujuan untuk mengamati bagaimana gender direpresentasikan dalam buku-buku teks lokal dasar di Indonesia, khususnya buku teks "I Love Jakarta". Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif yang menggunakan analisis konten. Pendekatan yang digunakan untuk mendeskripsikan isi buku teks, dengan menggunakan checklist yang diadaptasi dari Shallaita, dkk. (2021), yang mencakup semua teks, ilustrasi, kosa kata, dan latihan, di setiap bab buku ini. Penulis menilai representasi gender di kelas satu buku teks sekolah dasar menurut lima kategori yang diadopsi dari Amini dan Birjandi (2012); Visibility, Firstness, Konstruksi Generik Feminin/Maskulin, Aktivitas, Pekerjaan pada setiap teks dan gambar dalam buku dari unit satu sampai enam belas. Hasil penelitian menunjukkan bahwa (1) dalam hal visibilitas, laki-laki (54%) terwakili lebih banyak daripada perempuan (46%), (2) dalam hal firstness, laki-laki (sekitar sembilan penyebutan) pada sebagian besar kasus disebutkan pertama. daripada perempuan (sekitar lima penyebutan), (3) dalam kategori konstruksi generik feminin/maskulin, tidak ditemukan kasus, (4) mengenai kegiatan yang digambarkan dalam buku, baik tokoh laki-laki maupun perempuan berbagi bagiannya dalam melakukan beberapa hal. kegiatan

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umum; Namun, ada kasus di mana beberapa kegiatan digambarkan ditujukan terutama untuk laki-laki, seperti melakukan pencak silat dan mengangkat benda berat. Di sisi lain, ada penggambaran beberapa kegiatan yang sebagian besar ditujukan untuk perempuan karena sifatnya yang kurang agresif, seperti menari dan membaca buku, (5) dalam hal pekerjaan yang digambarkan dalam buku, beberapa di antaranya diwakili secara setara oleh karakter laki-laki dan perempuan; Namun, ada pekerjaan yang dianggap lebih jantan, seperti nelayan dan tukang becak, sehingga diperankan oleh tokoh laki-laki. Singkatnya, kedua jenis kelamin tidak terwakili secara setara dalam lima kategori.

Kata Kunci: *bahan ELT; buku teks; representasi gender; bias gender*

INTRODUCTION

Background of the Study

In the process of teaching and learning done by teachers and students, one of the primary sources usually used is textbooks, especially in Indonesia (Suhartono & Kristina, 2018). In the learning process, textbooks can provide various kinds of directions or instructions (Liputo, 2013, as cited in Fitriansyah, 2019). In the school context, textbooks are considered the main instrument for students to gather as much information as possible and practice the skills they expect to learn and develop (Mohamed, 2015, as cited in Trisha, 2016). In addition to providing directions or instructions, textbooks can also provide language models and useful input for students (Richards, 2001). Therefore, it is important to choose the right textbook to maximize the learning process of the students (Novianti, 2014).

Apart from improving the skills of students, one thing to remember is that some textbooks still contain stereotypical images of boys and girls (Gharbavi & Mousavi, 2012; Lee & Collin, 2008; Mukundan & Nimehchisal, 2008). Gender biases derive in many forms, such as using lexical items that display actions and attributes. Males are usually represented as those who can do physical activities; or other actions that need thought and consideration. Simultaneously, females are depicted as passive or do actions that demand less energy (Emilia et al., 2017, p. 212). Previous research projects show that females are weaker and more emotional than men (Barton & Sakwa, 2012; Lee, 2014). In the case of Indonesia, this situation is also apparent. Research by Emilia et al. (2017, p. 212) found that the existence of female

characters is described as "thoughtful", "anxious", and "expressive", while male characters are described as "rational", "capable" and "individual". Gender bias can also be seen in showing the characteristics of occupations. Most textbooks used outside Indonesia still follow traditional society, linking professions such as judges, doctors, and military officers to men, while professions such as nurses or teachers are linked to women (Hall, 2014; Ullah & Skelton, 2013). The same trend is also seen in Indonesia because some studies have shown that women are underrepresented in certain occupations, such as doctors and military personnel (Ena, 2013; Salamah, 2014). The results of past research projects on gender representation indicate that it is essential to evaluate gender representation in textbooks continuously so that English teachers can always understand gender bias in textbooks. It is hoped that when the teachers are aware of the bias, they can reduce this discrepancy.

There are a number of studies that analyze gender representation using data sources in the form of printed books intended for junior and senior high schools (Amini & Birjandi, 2012; Barton & Sakwa, 2012; Emilia et al., 2017; Ena, 2013; Fitriansyah, 2019; Gharbavi & Mousavi, 2012; Hall, 2014; Mukundan & Nimehchisal, 2008; Nashriyah & Dini Khairul, 2018; Salamah, 2014; Shallaita et al., 2021; Suhartono & Kristina, 2018). In addition, there are still a few studies that analyze gender representation using textbooks for elementary schools and only use one textbook as the only source of data. The reason the researchers used textbooks for elementary schools is that students, especially children between the ages of 2 and 7 years, begin to learn and develop an understanding of norms,

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identities, and stereotypes related to gender through several media, such as toys and activities they do both at home and school (Rooms & Muhwezi, 2019; Wallace, 2017). Moreover, Mizra (2004, as cited in Syela, 2018) states that textbooks can be an essential tool in contributing to education and social change and since children develop gender-stereotyped awareness at an early age, textbooks can be an essential tool in contributing to education and social change (Mizra, 2004, as cited in Syela, 2018).

Furthermore, because textbooks are the only source of teaching in schools, and as long as gender bias still included in the textbooks, the mindset of teachers who use these textbooks will be affected with gender bias, and thus, teachers must be careful in teaching the material contained in the book to students so that the concept of gender bias does not spread to students (Zahri, 2018). Moreover, there is no study that examines gender representation in textbooks intended for primary schools using the framework developed by Amini and Birjandi (2012) which investigates gender in textbooks based on five categories of gender bias, namely visibility, firstness, feminine/masculine generic construction, activity, and occupations. Therefore, this study examines how genders are represented in an English textbook entitled *I Love Jakarta* by applying Amini and Birjandi's framework (2012) to reveal whether gender representation is presented equally. This textbook was chosen because public schools in Jakarta commonly use it; therefore, it is very important to look at the gender representation of this textbook. Klein (1985) believes that appropriate gender-unbiased material mostly gives students the chances to gain more gender-unbiased knowledge, and it also accommodates more compliant mindsets towards gender roles, and moreover, it gives insight on how the students should imitate role behaviors portrayed. Moreover, according to Yang (2014) the type of gender representation may take place in not only oral, but also visual and written texts. One of the examples is in the form of a textbook. In addition, this book is different from other English textbook since

this book is a guide to learning English which elevates Jakarta Culture to the main topic with the hope that the culture of Jakarta can be more prevalent in the community and still be preserved right.

Textbooks have the role of a primary tool provided by schools enabling learners to gather knowledge and practice the skills they hope to learn (Mohamed, 2015, as cited in Trisha, 2016). However, several previous studies have shown that textbooks still contain stereotypical images of men and women (Gharbavi & Mousavi, 2012; Lee & Collin, 2008; Mukundan & Nimehchisal, 2008). Gender biases come in many forms, such as using lexical items that show actions and attributes. The results of past research projects on gender representation display that frequent assessment of gender representation in textbooks is crucial so that English teachers will always be well-versed about gender bias in textbooks. Based on the problems, the research question is proposed in this study, "How are both genders in *I Love Jakarta* English textbook represented?"

As the result, this study examined the gender representation in local elementary textbooks in Indonesia, especially in the textbook entitled "I Love Jakarta.", whether the gender was represented equally.

The researchers hope that this study would be able to provide benefits, such as showing how gender is represented in English textbooks, instilling a positive mindset in textbook users (especially teachers who are one of the sources of knowledge or information for students) towards gender, and for teachers to teach students that men and women are equal, and no one is higher than the other.

LITERATURE REVIEW

Textbook

According to Richards (2001), textbooks provide knowledge of actual language models and applicable input. Teachers and the students put the textbook into use in the classroom as primary sources in

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teaching-learning interactions. Richards (2006) suggests that teaching materials are essential aspects in the majority of language programs, and in general, instructional materials assist in giving the language input to the learners and the classroom language application, whether teachers use their sources, the materials prepared by the institutions, or a textbook. Hinkel (2005) argues that a textbook could function as a valuable tool used in learning practices and it might mirror individuals, as well as nations' values and awareness.

A qualified textbook should contain both inspiring and invigorating materials, which include language items that are written clearly and properly ordered, well-defined clarification about the learning requirement, and a synopsis of the formerly learned and discussed materials (Harmer, 2007). According to Cunningsworth (2002), there are four criteria a good textbook should fulfill. Firstly, Cunningsworth (2002) argues that it should match the learners' needs and agree with the targets and the purposes of the specific language learning agenda. Secondly, Cunningsworth (2002) points out that a good textbook offers ways of applying the subject to real practices for particular learners, and moreover it prepares the learners to effectively use the target language for various contexts in an EFL classroom. Cunningsworth (2002) also states that a good textbook would consider the learners' needs and facilitate their learning process without enforcing any conventional approaches. Lastly, a good textbook should have a distinct role in assisting learning (Cunningsworth, 2002).

The Relationship Between Gender and Textbook

According to Amini and Birjandi (2012, as cited in Nashriyah & Dini Khairul, 2018), five aspects can be used to ascertain whether there are gender biases in a textbook, and they are as the following:

1. Visibility

This aspect is related to the total number of female and male characters presented. Visibility covers different

female and male names, identifies the use of personal pronouns such as she, his, and her, and addresses female and male terms such as *Sir* and *Ma'am*. To identify the visibility in the textbook, all female and male appearances used in the content are counted; thus, the percentage number could be revealed.

2. Firstness

Firstness refers to how many occurrences of males or females are presented first, respectively, in the texts. It is prominent to identify which of the two genders receives the most firstness from pinpointing the dominance.

3. Feminine / masculine generic construction

Textbooks are filled with images and texts, and they frequently display characters or personalities. Both the female and male pronouns in the textbook's contents could build the feminine or masculine generic construction. Therefore, the binary pronouns which are applied and could refer in a flexible way to both sexes are to be counted.

4. Activities

Textbooks contain illustrations and various texts. The activities depicted by the illustrations as mentioned earlier and texts in which females and males participated could also be used to indicate how balanced genders are represented in the textbooks.

5. Occupations

Through images and stories and other texts in their contents, diverse occupations and professions are portrayed by school textbooks to appeal to the learners. The way textbooks promote certain occupations and relate them to male or female characters indicates how gender is represented in the textbooks. Hence, there is a need to count the professions/occupations mentioned in the contents to determine whether gender bias occurs.

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Gender

Sex and gender are often mistaken for each other, yet, they are of different concepts. According to Butler (1999), gender should be categorized differently from sex. This is primarily due to the fact that gender is pro-sex; therefore, when gender is discussed, not only the biological aspects and physiological elements, which indicate maleness and femaleness, but also the anatomic, as well as chromosomic traits and distinctions that characterize men and women are involved (Instituto Nacional de las Mujeres, 2007a; Litosseliti, 2006; Munoz Lopez et al., 2014). In contrast, it is argued that sex is related to biological features and physiological attributes which indicate maleness and femaleness, and sex also refers to the anatomic qualities and chromosomic types and variations that characterize men and women (Instituto Nacional de las Mujeres, 2007a; Litosseliti, 2006; Munoz Lopez et al., 2014, as cited in Aguilar, 2021). It is pointed out that gender is heavily related to the attributes ascribed to both sexes (Litosseliti, 2006). Additionally, gender refers to the collection of ideas, principles, as well as social characteristics which depict femininity and masculinity in every culture (Munoz Lopez et al., 2014). However, these traits may shift through time and could be adapted since they are trained (Instituto Nacional de las Mujeres, 2007b, as cited in Aguilar, 2021). Furthermore, the construct of gender is also multilayered and fluid. However, the construct of sex is fixed and biological (Charteris-Black & Seal, 2010).

There have been studies that aimed at studying the two concepts concerning gender. These two concepts are well-known as femininity and masculinity, which consist of ideas and practices that govern each gender (Holmes, 2009). Former research showed that society has hardly been fair towards femininity and masculinity. For years, portrayals of girls and boys have never been stable. Boys and men are measured as superior to girls and women (Holmes, 2009). Although being viewed as the desired quality expected from girls and women, femininity was considered

weakness and impropriety if it appeared in boys or men.

Conversely, girls or women with tomboyish traits have also been looked down on. It has been suggested that gender representation clarifies, in a given context, not only the qualities, but also the abilities, the roles, and the different responsibilities of males and females (Brugeilles & Cromer, 2009). According to Yang (2014), this type of gender representation may take place in not only oral but also in visual and written texts. It is further argued that in oral and written texts, gender might be signified by particular dictions, for instance, the choices of adjectives, the usage of specific nouns or noun phrases, along with certain verbs (Yang, 2014, p. 43). It is argued that gender representation frequently relies on gender stereotypes (Sunderland, 2004, 2006 as cited in Yang, 2014); thus, they are often influenced by overgeneralizations and society's standards of commonly acceptable personality traits and by the general beliefs about how males and females should distinctively advance their performances and behave (Blaine, 2007; Munoz Lopez et al., 2014, as cited in Aguilar, 2021).

Gender Bias in Education

Several studies have been made to investigate gender representation in education. Despite the importance of fairness towards everyone without exception, research shows that it is not necessarily the case. Some occurrences have depicted how boys and girls often obtain different treatments in the classrooms, and researchers have confirmed this. Mulrine (2001) points out that boys, according to her observation, are considered to frequent themselves more into troubles and mischiefs. Mulrine (2001) also suggests that teachers grant boys 70 percent of the bad scores. This indicates that male students make many academic failure cases compared to their female schoolmates. Thus, as Mulrine (2001) points out, it is not entirely surprising to learn that approximately two-thirds of students who are labeled "learning disabled" are boys. She furthermore adds that 80 percent of school

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dropouts and those who have attention deficit disorder are also boys.

Mulrine (2001) is not the only one who believes that gender has not been represented equally in education. Bailey (1992) has also suggested that girls are treated as if they were not worthy of equal respect as the boys. Bailey (1992), to make out some points, states that weak attributes are connected to girls, and boys at school are taunted if they cry like a girl, walk like or throw like a girl. Accordingly, Bailey (1992) argues that schools tend to misidentify learning problems and often do not equally address girls and boys. Another researcher who shares a similar viewpoint with those two mentioned earlier is Marshall. According to Marshall (1997), teachers have proven to contribute to what seems to be gender discrimination at school. For example, teachers tend to tolerate boy learners more to be more creative with their ideas, as well as to be more animated or comical than they do girls. Marshall (1997) also points out that teachers often encourage boys to respond while ignoring the other girls in the class, especially those who seem idle and less talkative. Concerning how gender should be fairly represented in educational platforms, Klein (1985) has suggested that gender-equitable materials play an essential role. Klein (1985) believes that appropriate gender-unbiased material mostly gives students the chance to gain more gender-unbiased knowledge, and it also accommodates more compliant mindsets towards gender roles, and moreover, it gives insight on how the students should imitate role behaviors portrayed.

Textbooks, which are one of the most important sources used in education, hold a significant role in teaching the students and exposing them to various norms. Gender biases in textbooks may be generated by customs or traditions, making them part of women's self-perception (Zittleman & Sadker, 2020, as cited in Shallaita et al., 2021).

METHODOLOGY

Research Design

The method applied in this study was qualitative research that used content analysis. The method was applied to define the content of the textbook. According to Ary et al. (2018, as cited in Syela, 2018), this method aims to identify bias, prejudice, or propaganda in textbook presentations. Besides, the qualitative data was supported by quantitative data in the form of a percentage of the emergence of gender representation.

The Object of the Study

The object of this study was the English textbook for the first-grade students entitled "*I Love Jakarta*", which Tiga Serangkai published. The writers examined all units of the textbook.

Data Collection Technique

The data was collected by using document analysis. According to Syela (2018) this procedure defines written documents or text-based artifacts like textbooks, novels, journals, and others. Consequently, *I Love Jakarta's* English textbook content was counted by using the checklist adapted from Shallaita, et al (2021), including all the texts, illustrations, vocabularies, and exercises in every chapter of the book.

Data Analysis Technique

The writers calculated the gender representation in the first grade of an elementary school textbook in five categories adopted from Amini and Birjandi (2012).

- a. **Visibility:** Counting at every picture and text (female and male name personal pronouns such as she, he, his, her, and female and male terms such as sir and ma'am).
- b. **Firstness:** It was counted if both sexes were mentioned together in a text. The researchers acknowledged which sex was mentioned first in the exact phrase or/and paragraph.
- c. **Masculine generic construction:** Focusing on the text and counting on

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the female or male pronouns in the textbooks' contents and refers to both sexes. For example, **The crocodile**, had many enemies in the forest; happily, **he** was intelligent,...

- d. **Activity:** Focusing on the pictures what activities that were done by female or male in the textbook represented.
- e. **Occupation:** Focusing on the pictures by examining what females and males represent occupations.

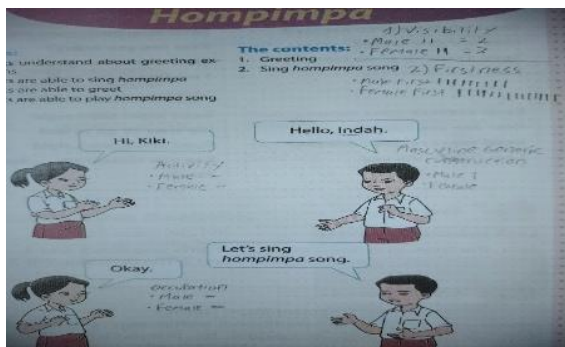
Moreover, the writers determined the findings if both genders are represented equally in *I love Jakarta*, the English textbook of first grade, by looking at the percentage of each category.

FINDINGS AND DISCUSSION

Visibility

For this category, the researchers counted all of the occurrences of the images (visual) and mentions (textual) that reflected male and female. In addition, regarding to textual aspect of visibility (especially names), there was one name in this textbook that considered as unisex name, namely Kiki. However, the researchers decided that the name "Kiki" was more intended for a male name. The following are the examples of visibility in terms of presentation in pictures and in text.

Image 1. Kiki



19	Let's make an ondel-ondel mask. Do it at home and ask your parents or brother /sister to help you.	102	Siti and Mamat go to Monas.
71	His name is Fajri . Her name is Kiki.	112	... is Aminah is Mamad .
76	Tito studies English with Ms. Kiki.		
91	Udin plays cards with Fatimah.		
121	Mamat and Siti		
Total	9		5

Table 1. The example of visibility in terms of pictures and text

Image 2 Example of male picture	Male
	<ul style="list-style-type: none"> • Name: Kiki, Mamat, Luffy, John, Benyamin, Daniel, Johan, Daus, Udin, Matali, Yuan. • Personal pronoun: His, he. • Male terms: Mr. Budi, father, Mark, Jorge, little boy, the men, Mr. Adams.
Image 3 Example of female picture	Female
	<ul style="list-style-type: none"> • Name: Indah, Siti, Nami, Anne, Ida, Tiwi, Amah, Fitri, Minah, Xian, Zenab, Retno, Uci, Watty, Tina, Tini, Mary. • Personal pronoun: Her, she. • Female terms: Mak Ipah/Mrs. Ipah, mother, little sister, Mrs. Dian/Bu Dian, sister, the girl.

The following table was the result of the counting for all occurrences and mentions of male and female.

Table 2. The result of the counting

	Presentation in pictures		Presentation in text	
	Female	Male	Female	Male
Number	109	184	176	150
Percentage	37%	63%	54%	46%
Total	Female		Male	
	46%		54%	

Based on the table, the depiction of both female and male in the book "I Love Jakarta" visually showed that the percentage of

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male was higher than female (male: 63% while female: 37%). One fact for this was that there were several pictures that reflected activities aimed at male, such as *pencak silat* or playing marbles.

Image 4. Men doing *pencak silat*

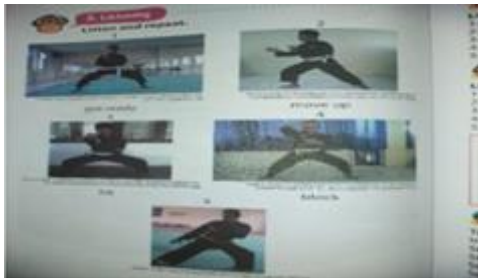


Image 5. Boys playing marbles



Meanwhile, the depiction of female and male in the book "I Love Jakarta" textually showed that female dominated more than male (female: 54% while male: 46%). However, among these mentions, there were several mentions of female related to activities usually carried out by them, such as:

- Arina can dance (pg.121).
- There is a woman sweeping the floor (pg. 126).
- Mia is not cooking soup (pg. 154).

Based on table 2, although male was more dominant in terms of visual mention (pictures) and female was more dominant in textual pronunciation, it could be seen that the number of mentions for men (54%) was higher than women (46%) in terms of visibility both visually and textually (Shallaita et al., 2021; Nashriyah & Dini Khairul, 2018; Amini & Birjandi, 2012). In addition, this finding regarding visibility was in line with one of the terms that Zittleman and Sadker (2002),

namely invisibility, which was type of bias that tended to omit one or the other gender in examples, illustration, or text.

Firstness

According to Amini and Birjandi (2012), firstness is the number of times when males or females are presented first in the text. It was counted if both sexes were mentioned together in an exercise. So, the researchers noted which sex was mentioned first in the exact phrase or/and in the whole paragraph. The result of the firstness is shown below:

Table 3. Firstness

Page	Male First	Page	Female First
2	First, the boys sing lines 1 and 2. The girls sing lines 3 and 4.	2	Then, take turns. The girls sing lines 1 and 2. The boys sing lines 3 and 4.
3	Which color between the palm of the hand and the back of the hand is the least, he /she is the winner.	75	Gebby is my sister, Roy loves playing football.
13	(1) The male puppet has a red face, while the female puppet has white face. (2) Boneka laki-laki memiliki wajah merah, sedangkan boneka perempuan memiliki wajah putih.	83	Kayla has Fajri has

The table above shows nine male firstness, while there are only five of female firstness. As indicated in the table, men in most of the cases were mentioned first. The result is not as much visibility, for the textbook itself contains many pictures and vocabulary rather than the reading texts. According to Zittleman and Sadker (2002), this result shows cosmetic bias, which makes things seem to have been improved in books, but biases persist in different ways. It is supported by the result which shows that both males and females were visible in almost balanced numbers, 9 for male and 5 for female. Still, the number of times when females are presented first in the text described in the book is not pertinent. For example, from the sentences on page two, we can see that the authors tend to put the male pronoun first instead of female in the instruction. In addition, on page nineteen, although in the general context for asking for help, the authors put male pronouns instead of female. The meaning will not change, although the authors

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put female pronouns. However, Eckert (2003) believes that the masculine gender is more worthy than the feminine when most mention men first in texts before women. It proves that there is a gender bias in firstness context.

Feminine/masculine generic construction

Amini and Birjandi (2012) acknowledged that feminine/masculine generic construction is the female or male pronouns in the textbooks' contents and refers to both sexes.

Table 4. Feminine/masculine generic construction

Page	Masculine	Feminine
3	Which color between the palm of the hand and the back of the hand is the least, he/she is the winner.	-

As shown in the table above, there is no feminine/masculine generic construction in this textbook. As the writers mentioned before, the textbook is almost full of pictures, and the authors tend to focus more on the vocabulary part. Therefore, the possibility of feminine/masculine generic construction appearing is low. However, there is one neutral pronoun; the author mentions he/she is the textbook instead of using one of the pronouns which refer to each child. Therefore, it shows no feminine/masculine generic construction, but this neutral pronoun supported inequality in gender representation in terms of firstness. As a result, there is a tendency to bias this textbook because the male pronoun comes first.

Activity

Amini and Birjandi (2012) point out the necessity of finding out the type of illustrated and textual activities in which females and males participated to determine whether both genders are represented fairly throughout the textbook. Thus, the study includes examining the illustrations and textual representations of men and women in the book "I Love Jakarta". The results are shown in the following table.

Table 5. The activities

Unit	Page	Male	Female
2	12	Teaching and learning	Learning
3	22	Singing and dancing	Singing
	23	-	Dancing
	26	Driving a car, playing with toys	Playing tennis
	27	Teaching	Washing a car
	29	Working in a car factory	-
5	44	Learning	Teaching and learning
7	68	Playing pong-pong balong (theme-related)	-
	69	Playing marble, Playing hit and run, Playing war game, Playing finger games	Playing hopscotch, Playing finger games
	70	-	Playing pong-pong balong (theme-related)
	73	Father (pushing the swing)	Daughter (playing on the swing)
	73	Playing basketball, Playing Bentengan, Playing Hole Marble, Playing Ci Ci Putri, Playing Halma game, Playing pong-pong balong, Playing Tok Kadal Lobang, Playing Rock Guessing, Playing soccer, Playing Protokan, Playing Pletokan	Playing hopscotch, Playing pong-pong balong, Playing Serok Kwali, Playing Ci Ci Putri
74	Playing Hole Marble, Playing Bentengan, Playing Pletokan	-	
8	77	-	Playing Tepok Nyamuk (theme-related)
	78	Playing Tepok Nyamuk (theme-related)	-
9	87, 88	Doing Pencak Silat (theme-related)	-
	91	Playing cards	Playing cards
	94	Showing off a new T-shirt, Asking a question	Giving compliments, Answering the question
	96	Doing Pencak Silat (theme-related)	-
12	117	lifting heavy things	only bring small things
	119	jumping	running, singing
	121	playing guitar, piano, volleyball	dancing
	122	swimming, singing	drawing
	124	-	riding bicycle
13	126	cleaning the window	cleaning the window, sweeping the floor
15	146	play chase, playing football, playing swing, playing seesaw	playing jumping robe, reading book, riding bicycle, play chase, playing slides
	148	playing swing, playing slides	playing seesaw
	150	playing slides	-
	151	riding bicycle	reading book, playing slides
	153	riding bicycle	reading book, playing slides
	154	playing football	-
16	156	riding bicycle, driving	-
	161	riding bicycle	-
	162	riding bicycle	-

The table shows that most of the activities might be done by both male and female characters, especially general activities such as teaching, learning and playing most traditional games. Referring to Zittleman and Sadker (2002)'s gender biases commonly found in textbooks, it is obvious that stereotyping occurs in the textbook I Love Jakarta. For example, certain war games namely Bentengan, Protokan and Pletokan, which require some hits and runs, and also involve some toy rifles and swords in playing, are more commonly associated with young men, rather than girls. Martial arts and playing ball sports such as basketball, volleyball and football, are also more regularly connected to men in the whole book, despite the fact that they can be done by both genders in real life. Zittleman and Sadker (2002) call it an

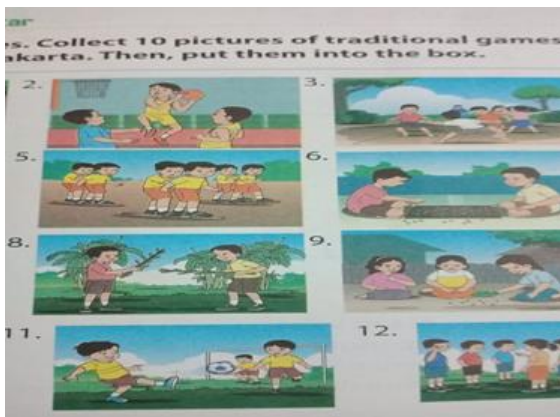
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imbalance. On the other hand, relatively calm activities which require fewer physical movements such as drawing and reading books are associated more with females. Dancing is also seen as a feminine act, and the book depicts it with a female figure. Additionally, when there are two characters, male and female in the same frame, and there are two types of activities, one that needs more strength to do and another which requires less energy, the heavier activities are most likely to be displayed as being done by male characters, and not the female ones. An example of this is the images of father and daughter in page 73, where the father pushes the swing, and the daughter is the one sitting on it.

Image 6. Father and daughter on the swing



Image 7. Boys are more commonly associated with ball games



Occupation

Amini and Birjandi (2012) eventually point out the significance of examining the occupations displayed in the textbook, in relation to gender representation. The study takes the gender roles being shown in the

textbook "I Love Jakarta" to identify whether male and female are being represented equally.

Table 6. Occupations

Unit	Page	Male	Female
1	1	Student	Student
2	12	Teacher and student	Student
3	25	Teacher	-
	30	Teacher	-
5	44	Student	Teacher
	50	Fisherman	-
6	58	-	Student
8	77	-	Students
9	91	Student	Student
14	135	bus driver	-
15	-	-	-
16	156	driver	-
	157	policeman	-
	161	policeman, pedicab driver	-
	162	driver	-

The table portrays how the occupations which might be considered genderless in the society are represented equally in the book. On the other hand, the occupations that require more stamina because of the duress and the long hours are majorly associated with male characters. Zittleman and Sadker (2002) point out this phenomenon as imbalance and selectivity, because the textbook does not represent male and female figures equally throughout the illustrations of characters' professions or occupations.

CONCLUSION

This study examined gender representation in the English textbook for elementary, commonly used in Jakarta. Concerning the research question of this study, how gender in the "I Love Jakarta" English textbook is represented, the findings discovered that the genders were not presented equally either in the pictures or text in the textbook. Males are more noticeable than

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females in the illustration's textbook. Furthermore, the findings discovered that females were marginally more frequent than males in terms of pronouns in the texts. Besides, males often were mentioned first rather than females. In addition, in terms of occupation and activity, the results showed that male characters were demonstrated in a more significant quantity of occupations than female in the textbook. Besides, it appears gender bias in the textbook in terms of invisibility, cosmetics bias, imbalance, and selectivity.

In sum, the researchers believe that gender representation in this English textbook is presented unequally. Mizra (2004, as cited in Syela, 2018) states that “textbook can be an essential tool in contributing to education and social change and since children develop gender-stereotyped awareness at an early age”, textbooks are able to be an essential tool in contributory to education and social change (Mizra, 2004, as cited in Syela, 2018). In addition, Leach (2003, as cited in Syela, 2018) acknowledges that there is still work to diminish gender bias in textbooks. Hence, Syela (2018) mentioned that “ELT teachers need to be aware of gender and language use and gender representations in EFL materials and teaching practices to substitute gender equality in the classroom”. In addition, language teachers can reduce stereotyped messages and images to achieve gender equality. Also, they can promote respect for differences and gender diversity. Because of the quantity of textbooks analyzed, the generalization of gender bias does not consider the public main education area. Nevertheless, this research still contributes to the field. It is recommended that further studies include gender representation in higher-level EFL local textbooks through comparison.

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