International Journal of Humanity Studies
http://e-journal.usd.ac.id/index.php/IJHS
Sanata Dharma University, Yogyakarta, Indonesia

EQUAL GENDER REPRESENTATION IN EFL INSTRUCTIONAL MATERIALS DURING EMERGENCY REMOTE LEARNING

Hilda Triyaswati and Ive Emaliana
Brawijaya University, Indonesia
triyashilda@student.ub.ac.id and ive@ub.ac.id
correspondence: triyashilda@student.ub.ac.id
DOI: 10.24071/ijhs.v5i1.3774
received 28 May 2021; accepted 23 August 2021

Abstract
Gender representations in EFL instructional materials can be given less attention amid covid-19 pandemic because there are abundant resources offered in online learning. The current paper aims to investigate a measurement to determine whether males and females are portrayed equally in EFL instructional materials, as proposed in RUU No. 81 A of 2013 the Republic of Indonesia's Ministry of Education and Culture which stated: “The curriculum should be oriented toward the production of good manners and a fair attitude, with a focus on gender equality". Employing library research method, researchers attempt to achieve this by examining ten experts’ theories which postulate equal representations of gender in EFL textbooks, namely (Dominguez 2003), Cohen, L & Manion (1992), (Porreca 1984), Stockdale (2006), (Sovič and Hus 2015), (Hall 2014), (Gharbavi and Mousavi 2012), Holmqvist and Gjorup (2006), Nofal and Qawar (2015), and Chung (2014). The findings from the analysis indicate that gender representations in learning materials measured through language items and illustrations showed inequal and further complete sub dimensions descriptions are elucidated in the discussions. Pedagogical implications of selecting and developing instructional materials, which represent gender equality, are explored more to foster effective emergency remote learning.

Keywords: gender equality, gender representation, EFL materials, emergency remote learning.

Introduction
The fifth goal of the United Nations' Sustainable Development Goals (SDGs) is gender equality, which are being reported on by around 40 nations in the form of Voluntary National Reviews. Gaining equality in gender and supporting all women to achieve gender equality and justice is carried out through the fulfilment of five targets, which include (1) removing all forms of gender stereotypes, (2) eliminating all forms of abuse, (3) eliminating all negative activities, (4) recognizing and appreciating programs and practice, and (5) the fifth objective of the Sustainable Development Goals is to ensure that all women may fully participate in political, social, and economic life (SDGs).

Generally, gender is known as a symbol or identity of male and female in social environment. Gender is necessary in the educational field to influence social life in

the school especially for students. Thus, the education curriculum is stipulated through the Ministerial Regulation Number 81/2013 stating that the curriculum is oriented to the development of rightful attitudes and behaviours that pay attention to gender equality. As a part of the education system, textbooks as EFL instructional materials can be agents of change in gender equality during online learning activity in the classroom. The textbooks with a significant educational role should have a mission to raise consciousness of gender equality, which is reflected in the Indonesian context by a powerful patriarchal culture and the creation of femininity and masculinity in gender roles, which is conveyed, nurtured, and negotiated by various cultural practices (Tusita and Emaliana 2020). Since there are too many textbooks and too many perspectives, evaluating ELT textbooks for gender representation is a never-ending process (Mahmood, Kaur, and Daghigh 2021). Therefore, evaluation of the EFL textbooks is a need to avoid mistakes in choosing instructional materials that support gender equality in the classroom during emergency remote learning.

English has long been regarded as a foreign language. In international gatherings such as conventions, inter-state negotiations, and academic activities, English is commonly used (Susiati and Mufidati 2020). The study's goal is to see how well an English textbook for secondary school students accommodate the concept of gender equality that is expressed in Indonesian EFL textbooks. The recent study is considered important for three reasons. First, in secondary schools, English has become a necessary foreign language for students to learn. Language and gender interactions are connected in two ways: cultural background gender and language seeks to form gender (Mahmood et al. 2021). Despite the fact that English is considered a non-sexist language, stereotypical thoughts and beliefs will never be reinforced and defended if student study in schools of authoritative textbooks containing gender-equal illustrations and everyday non-sexist language (Emaliana and Tusita 2020). Second, gender equality needs to be achieved through the analysis of textbook. Textbooks are highly beneficial in EFL education as it is the primary source of information about the culture and values of the original language (Bahman and Rahimi 2010). Meanwhile, Emaliana and Tusita (2020) assume that if gender equality is successfully taught properly, it will be better to build a gender-equal society in the future. Third, the various instructional materials, especially textbook, used during the emergency remote learning must be evaluated in order to make the best use of the textbooks. In order to accomplish learning outcomes from a gender context, elevated teaching textbooks that pay attention to the topic of gender mainstreaming are necessary (Tusita and Emaliana 2020). The data was gathered from language items in transactional-interpersonal texts and illustrations “pictures” from an English textbook revised 2018 edition that was licensed by the Indonesia’s Ministry of Education for use published in Indonesia.

The problem of gender inequality is a challenge in several countries since gender equality has not been achieved, especially in Indonesia. The problem of gender inequality starts because society adheres to a traditional ideology with stereotypes. Stereotyping will have harmful impacts in community and certain individuals will concentrate on the item and discriminate against it (Brink and Nel 2015). Additionally, in Indonesia, the government has taken several initiatives targeted at gender development and improvement both male and female groups in social environment utilizing best practices and processes to achieve that the gender balance targets are accomplished (Emaliana and Tusita 2020). Indonesia already

has many policies that support gender equality, such as Presidential Instruction No. 9 of 2000 on Gender Mainstreaming, which incorporates a gender perspective from planning, preparation, implementation, monitoring, and evaluation, as well as the use of the findings in national development.

Meanwhile, the global pandemic COVID-19 has created an entirely unprecedented situation which greatly affects people's lives, especially in the field of education. As a result of the threat posed by COVID-19, educational institutions have hurried to shift courses to virtual classrooms. Virtual classrooms are web-based platforms developed by educational institutions that students can access from their home computer or mobile device (Manegre and Sabiri 2020). Moreover, emergency remote learning is the unscheduled and sudden transition from traditional to remote education following the declaration of a state of emergency in many nations as a result of the COVID-19 pandemic (Khlaif, Salha, and Kouraichi 2021). During emergency remote learning, there are several instructional materials can be used to facilitate teaching and learning especially learning English. Instructional materials refer alternative sources of information that the teachers might employ to concretize an idea throughout the teaching and learning process. Since instructional materials have concrete elements, even students can easily understand and be related to the subject, it give a variety of strategies and approaches to make teaching and learning processes easier and more comfortable (Portana et al. 2021).

Although during emergency remote learning teachers use a lot of teaching and learning materials in the form of text, video and audio sourced from the internet, teachers still need teaching materials in the form of textbooks as a means of supporting the curriculum. An instructional material, textbook, is considered a source since it includes a variety of resources and exercises from which the teacher can select (Radić-Bojanić and Topalov 2016). According to Hutchinson and Torres (2014) textbooks have vital roles in developing teaching and learning in the classroom. It provides a form of texts, explanation, activities, exercise, games and so on. All of them should involve five aspects which are; reading, speaking, listening, writing, and grammar for the students. Textbooks are visible and common source of material support for language instruction (Terrell and Brown 1981). Students' are more trusted if teachers give exercise with materials that are taken from textbooks, so that they think that it is more reliable (Radić-Bojanić and Topalov 2016). Additionally, textbooks can be an alternative to deliver the appropriate content with the visual design which is about cross culture in studying by EFL students (Kasmaienezhadfard, Pourrajab, and Rabbani 2015). Thus, textbooks are widely used to support the learning process, especially for learning English.

In fact, there have been many studies undertaken to analyze Indonesian EFL textbooks; however, it seems that studies dealing with the study of ninth grade English textbooks are limited. In this context, this study has the potential to make a substantial contribution to the field of studies. To put it another way, the information gained in this analysis may be helpful to material developers.

Method

The aim of this recent study was to identify and evaluate the representation of males and females in an English textbook through descriptive quantitative research method. The researcher used descriptive quantitative data analysis by elaborating

both content or document analysis as a research design. Descriptive quantitative research is a type of study that analyzing data by explaining or describing the data collected. According to Djamba and Neuman (2002), the researchers follow a typical format for writing a research report in a quantitative research how they followed accepted procedures in great detail. The researchers define and process of the study, present quantitative data in diagrams, graphs, or tables, and make data files accessible for anyone to evaluate. The researcher evaluated language items and illustrations dimensions; there are five criteria which are examined in order to find gender equality in the textbook. There are: 1) the characters of male and female, 2) occupational "social roles", 3) amount of talk, 4) domestic roles' male and female, and 5) firstness based on Cohen and Manion (1992), (Dominguez 2003), (Porreca 1984), Stockdale (2003), (Sovič and Hus 2015), (Hall 2014), (Gharbavi and Mousavi 2012), Holmqvist and Gjorup (2006), Nofal and Qawar (2015), and Chung (2014).

Sample

Sources of data, data collection, and data collection techniques were conducted by analysing an English textbook, namely an English textbook 9 grade revised 2018 edition for students' secondary school released in Indonesia and licensed for use by the Indonesia's Ministry of Education. The textbook contains eleven chapters and 225 pages are composed including the cover. The researcher evaluates every chapter since transactional-interpersonal texts and illustrations are most found in the textbook. The data was collected in two ways: as language items in transactional-interpersonal texts and illustration in "pictures" from the beginning to the last chapters of the textbook.

Instruments

It is possible to identify the weaknesses and strengths of textbooks by evaluating it using the checklist as a basis for evaluation. Evaluation by using the checklist is valuable evaluation when validated or applied materials (Stufflebeam 2003).

Table 1. Language Items

Dimension	Sub-dimension
Language - Cohen and Manion (1992) - Dominguez (2003) - Porreca (1984) - Stockdale (2006) - Hall (2014)	The names of male and female characters mentioned in transactional-interpersonal text. The pronouns such as he/his/him/Mr will be categorized in the male group, whereas she/her/Ms/Miss/Mrs. will be categorized in the feminine category. - Stockdale (2006) - Cohen and Manion (1992) - Dominguez, 2003) Occupational roles relate to the people who work in a certain profession mentioned in transactional-interpersonal text. (e.g. nurse, police, singer, etc.) - Dominguez (2003) - Cohen and Manion (1992) - Porreca (1984)

	The term "amount of talk" refers to the male or female individuals who engage in discussion in a dominant manner. - Dominguez (2003) - Hall (2014) - Stockdale (2006)
	In transactional-interpersonal text, male and female domestic roles are discussed, as well as the participants in social events, such as who earns money or does household duties. (For example, a father, a mother, a son, and a daughter) - Cohen and Manion (1992) - Hall (2014)
	Firstness refers to who speaks first in a transactional-interpersonal text, such as she and he or he and she, or mother and father. - Stockdale (2006) - Porreca (1984)

Table 2. Illustrations

Dimension	Sub-dimension
	The names of male and female characters appear in the pictures (e.g. he, Mr., she, Ms., Miss, and Mrs.) - Chung (2014) - Sovic and Hus (2014) - Nofal & Qawar (2015)
Illustrations - Nofal & Qawar (2015) - Sovic and Hus (2014) - Gharbavi (2012) - Gjorup (2006) - Chung (2014)	Occupational roles relate to the people who work in a certain profession or occupational in the picture (e.g nurse, police, singer, etc.) - Nofal & Qawar (2015) - Gjorup (2006) - Gharbavi (2012)
	Male and female illustrations “pictures” that do domestic roles (e.g. father, mother, brother and sister) - Gharbavi (2012) - Sovic and Hus (2014) - Nofal & Qawar (2015)

The main instrument of this research is a checklist containing the theories of ten experts that can identify aspects of the gender perspective analyzed from the language items and illustrations of the textbook. The checklist has been validated by a textbook evaluation expert, a gender studies expert, and an English language teaching expert prior to use in order to ensure the instrument's reliability.

Analysis Method

Quantitative analysis is a well-developed numerical technique that draws on a wide domain of research (Djamba and Neuman 2002). According to Longman Business English Dictionary stated the term "quantitative analysis" was used to

describe "a sort of study in which the findings are presented as numbers or percentages" (2000, p. 411, cited in Radić-Bojanić and Topalov 2016). The researcher used percentage to calculate male and female in the English book grade 9 for secondary school students. There were three steps to take data with percentage (%). First, the researcher found the quantity of the one gender in each sub-dimension. Second, the researcher found the quantity of both gender in two dimensions. Third, the researcher made the percentage with multiplied by 100%. As a result, Stockdale (2006) stated that gender bias is defined as a difference of more than 5% in the numbers obtained by counting male and female stereotype texts and pictures (2006, cited in Emaliana and Tusita 2020).

So, instantly to make a formula to find percentage %

$$\text{sub-dimension of appearances} = \frac{\text{Quantity of (m/f)}}{\text{Quantity of both gender}} \text{ X } 100\% =$$

Findings and Discussion

The findings and discussion are presented in the following parts.

Language Items

Five sub-dimensions that defined the language item requirements in transactional-interpersonal texts were the names of the male and female characters, workplace positions refer to who works in a certain profession, amounts of talk refers to the number of male/female partners in a dialogue, male and female in domestic roles, and firstness refers to who emerges first. Based on the fulfillment of any definition in each sub dimension, the gender equity representation in textbook in terms of language items was discovered.

Table 1: Language Items Frequency

Sub dimension	Frequency M	Frequency F
The names of male and female characters mentioned in transactional-interpersonal text. The pronouns such as he, his, him, Mr. will be categorized in the male group, whereas she, her, Ms. Miss, Mrs. will be categorized in the feminine category.	124	210
Occupational roles relate to the people who work in a certain profession or occupation mentioned in transactional-interpersonal text. (e.g. nurse, police, singer, etc.)	5	13
The term "amount of talk" refers to the male/female individuals who engage in discussion in a dominant manner.	95	137
Male and female domestic roles are discussed, as well as who becomes the actor in social events, such as who earns money or does household duties in transactional-interpersonal text. (For example, a father, a mother, a son, and a daughter)	21	18

Firstness refers to who speaks first in a transactional-interpersonal text, such as she and he or he and she, or mother and father mentioned in transactional-interpersonal text.	30	53
Total	275 39%	431 61%

Most of the transactional-interpersonal texts presented in the textbook uses female characters. As portrayed in the Table 1, (1) in transactional-interpersonal texts, there were 124 male and 210 female characters' name identified; (2) there were 5 male and 13 female occupational positions; (3) there were 95 male and 137 female talk amounts; (4) there were 21 males and 18 females in domestic roles; and (5) there were 30 males and 53 females in firstness sub dimension.

Based on findings, there was a 22% difference in the adequacy of the textbooks in terms of appear gender equality in language items, with 275 (39%) male and 431 (61%) female. This percentage shows imbalance portion for male and female and indicates as a gender bias.

Illustration

The three sub dimensions in term of illustrations in pictures were male and female characters' name, occupational roles, and male and female pictures in domestic roles. Based on the result of any definition in each sub dimension, the gender equality representations in textbooks in terms of illustrations were discovered.

Table 2: Illustrations Frequency

Sub dimension	Frequency M	 F
The names of male and female characters appear in the pictures (e.g. he, she, Ms., Miss, Mrs., and Mr.)	19	22
Occupational roles relate to the people who work in a certain profession or occupation in the picture (e.g nurse, police, singer, etc.)	108	133
Male and female illustrations "pictures" that do domestic roles (e.g. father, mother, sister and brother)	6	11
Total (%)	136 49%	143 51%

As portrayed in the Table 2, (1) there were 19 for male and 22 for female of characters appear in the pictures; (2) there were 108 for male and 133 for female number of occupational roles appear in the pictures; (3) there were 6 for male and 11 for female number of male and female pictures that do domestic roles. According to the findings, the textbooks' adequacy in terms of appear gender equality in terms of illustrations was 136 (49%) male and 143 (51%) female with an only 2% difference. This percentage shows the portion for male and female is balance and indicates as a gender equals based on Stockdale's theory.

This study gender representation in the English books grade 9 revised 2018 edition for students' secondary school published in Indonesia licensed by the Indonesia's Ministry of Education, showed that the textbook contains gender imbalance in language items dimension, showing that discrimination based on gender is still a problem. However, three sub dimensions in illustration dimension

is balance. Moreover, the total of gender representation in language items and illustrations dimension were not equally, which means that the textbook contains gender bias in it. When a gender, male or female, is not mentioned in the textbook or when males are mentioned more than females in the textbook and vice versa (e.g., a 70% - 30% ratio), bias might be discovered after reading the entire textbook (Dominguez 2003). From the table 1 and 2 below we can see that:

Table 3 Overall Number of Gender Representation

Sub dimension	Language Items		Illustration	
	Male	Female	Male	Female
The names of male and female characters	124	210	19	22
Occupational roles	5	13	108	133
Amount of talk	95	137	-	-
Male and female domestic roles	21	18	6	11
Firstness	30	53	-	-
	275	431	136	143
	Total M		**Total Female**	
Total number	**411**		**574**	
Percentage	**42%**		**58%**	

An English textbook for the nine grade students has been evaluated by the researcher using checklist evaluation developed from ten experts. They are Gharbavi (2012), Nofal and Qawar (2015), Sovic's and Hus'49 (2014), Holmiqvist and Gjorup (2006) for the language items in transactional-interpersonal texts and for the illustrations in "picture", they are Stockdale (2006), Chung (2014), Dominiguez (1992), Cohen and Manion (1992), Hall (2014), and Porreca (1984). The results were gotten by counting overall of two criteria that consists of 8 sub dimensions in the textbook evaluation checklist. This data showed in table 3 that gender representation in terms of language items in transactional-interpersonal texts were 275 male and 431 female as the difference 22% and illustration in pictures were 136 male and 143 female as the difference only 2%. As a result, Stockdale (2006) stated that gender bias is defined as a difference of more than 5%. Especially language dimension showed that female domination than male. In the overall number of the total with percentage of those two criteria dimensions were 411 or 42% for male and 574 or 58% for female. This gender-based social study of the textbook, in general, indicates gender bias as the difference 16% between two dimensions. As a curriculum document, gender bias in ELT textbooks should be brought to the attention of EFL teachers and students since gender bias depicted in the textbooks will influence perceptions or interpretations of teachers and students on how gendered social behaviors are implemented in real life contexts (Ariyanto 2018). Moreover, gender bias in textbooks may have long-term consequences for students' academic success and social activities (Shallaita, Nawawi, and Amin 2021). Therefore, the yielded that the textbook is still gender bias. This textbook indeed still can be used, as teachers can modify by adding or decreasing materials so that the gender equality for the instructional materials and media can be achieved.

According to the results, females were dominant over males in terms of character names, occupational roles, amount of talk, domestic roles, and firstness in dimension language items and illustrations. Since the findings of this study was

imbalance between male and female in gender equality representation in language items and illustrations dimensions, the researcher assumes that there is a reason influenced the findings. In this book, female characters were far more visible and seemed to have more active roles than male characters. Feminism identity may affect the imbalance in the textbook. According to Burkett, E. and Brunell, feminism can be seen all around the world, where it is reflected by a variety of organizations dedicated to advancing women's rights and desires. The theory namely liberal feminism movement does not advocate for major structural changes. Rather, it integrates women into existing structures based on the equality of male and female principle (Shallaita et al. 2021). For example, providing support to women to fight for equality for women in the fields of politics, economy, culture, private space and public space. Japan, as one of the developed countries, in terms of employment has a high level of gender equality. In Japan, the majority of women want to be female carriers rather than housewives. The result of this current study has similarity case with a research conducted in Japan EFL textbook. Nagatomo found that females had the visual majority in their study, with females appearing in 62% of the drawings with individuals (Nagatomo 2010). Both in dialogues and task listening exercises, the majority of the characters speaking were female, speaking first 65% of the time in dialogues and 40% of the time in task exercises. However, females who dominate roles in English textbooks is still indicate gender bias so that gender equality in textbooks has not been achieved.

Conclusion

The researcher concluded that gender equality representation in an English textbook for grade 9 revised 2018 edition in secondary school certified by the Indonesian Ministry of Education in term of language items in transactional-interpersonal text was 375 for males and 431 for females and illustration in pictures was 136 for female and 143 for females. Based on the finding and discussion of the research and the result the problem of the study, it can be concluded that total number in all dimensions were 411 or 42% for male and 574 or 58% for female and the difference 16%. Every chapter contains gender bias in transactional-interpersonal texts and illustrations. Although an English textbook for grade 9 had revised in 2018, the representation of gender equality is imbalance. This indicates that there is a gender bias in this textbook as materials to promote learning and studying in the classroom need to be improved. By understanding the information provided in the conclusions of this research, English teachers may select whether or not they wish to utilize textbooks for their students. They might be able to tell which parts of the textbook should be improved or updated in order to attain the greatest results usage of textbooks. In order to achieve gender equality representation through dialogues, the teachers may create their own dialogues as additional resources.

References

Ariyanto, S. (2018). A portrait of gender bias in the prescribed Indonesian ELT textbook for junior high school students. *Sexuality & Culture, 22*(4), 1054-1076.

Bahman, M., & Rahimi, A. (2010). Gender representation in EFL materials: An analysis of English textbooks of Iranian high schools. *Procedia-Social and Behavioral Sciences*, *9*, 273-277..

Nel, T., Stander, M. W., & Latif, J. (2015). Investigating positive leadership, psychological empowerment, work engagement and satisfaction with life in a chemical industry. *SA Journal of Industrial Psychology*, *41*(1), 1-13.

Burkett, E., & Brunell, L. (2021, March 24). Feminism. *Encyclopedia Britannica.* Retrieved May on 20, 2021, from https://www.britannica.com/topic/feminism.

Chung, P. C. (2014). *Textbooks and genders: gender representation in teaching materials of liberal studies in Hong Kong*. The UNiversity of Hong Kong (May). Retrieved April on 20, 2021, from https://hub.hku.hk/bitstream/10722/202341/1/FullText.pdf

Cohen, L., & Manion, L. (1992). *Research methods in education*.

Djamba, Yanyi, K., & Neuman, W.L. (2002). *Social Research Methods: Qualitative and Quantitative Approaches*, *30*.

Department of Economic and Social Affairs Sustainable Development. (n.d.). Department of economic and social affairs sustainable development. Retrieved on April 26, 2021, from https://sdgs.un.org/goals

Dominguez, L. M. (2003). Gender textbook evaluation. *TESL Canada Journal*, *8*(1), 32-46. Retrieved on April 20, 2021, from https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/sociolinguistics/Dominguez5.pdf

Emaliana, I., & Tusita, A. (2019). Exploring gender representation: patriarchal perpectives from efl secondary school textbooks in Indonesia. *International Journal of Research-GRANTHAALAYAH*, *7*(11), 146-153.doi:10.29121/granthaalayah.v7.i11.2020.345.

Gharbavi, A., & Mousavi, S. A. (2012). A content analysis of textbooks: Investigating gender bias as a social prominence in Iranian high school English textbooks. *English Linguistics Research*, *1*(1), 42-49. doi: 10.5430/elr.v1n1p42.

Hall, M. (2014). Gender representation in current EFL textbooks in Iranian secondary schools. *Journal of Language Teaching and Research*, *5*(2), 253. doi: 10.4304/jltr.5.2.253-261.

Holmqvist, P., & Gjörup, L. (2006). The representation of gender and gender roles in English textbooks. *Pedagogy, Culture and Society*, *20*(2), 33. Retrieved on April 20, 2021, from https://muep.mau.se/handle/2043/3426

Kasmaienezhadfard, S., Pourrajab, M., & Rabbani, M. (2015). Effects of pictures in textbooks on students' creativity. *Multi Disciplinary Edu Global Quest (Quarterly)*, *4*(2), 83-96. Retrieved on May 26, 2021, from https://www.researchgate.net/publication/280311851_EFFECTS_OF_PICTURES_IN_TEXTBOOKS_ON_STUDENTS'_CREATIVITY

Khlaif, Z. N., Salha, S., & Kouraichi, B. (2021). Emergency remote learning during COVID-19 crisis: Students' engagement. *Education and Information Technologies*, 1-23. doi: 10.1007/s10639-021-10566-4.

Mahmood, S., Kaur, S., & Daghigh, A. J. (2021). Role of gender in Pakistani ELT textbooks: A critical discourse analysis approach. *Journal of Cultura and Lingua*, *2*(1), 9-14. doi: 10.37301/culingua.v2i1.17.

Manegre, M., & Sabiri, K. A. (2020). Online language learning using virtual classrooms: An analysis of teacher perceptions. *Computer Assisted Language Learning*, 1-16. doi: 10.1080/09588221.2020.1770290.

Nagatomo, D. H. (2010). A critical analysis of gender representation in an EFL textbook. *Journal of the Ochanomizu University English Society*, *1*, 53-61.

Retrieved on May 26, 2021, from https://www.researchgate.net/publication/50232348_A_Critical_Analysis_of_Gender_Representation_in_an_EFL_Textbook

Nofal, M. Y., & Qawar, H. A. (2015). Gender representation in English language textbooks: Action pack 10. *American Journal of Educational Science*, *1*(2), 14-18. Retrieved on April 20, 2021, from https://www.researchgate.net/publication/279179438_Gender_Representation_in_English_Language_Textbooks_Action_Pack_10

Porreca, K. L. (1984). Sexism in current ESL textbooks. *TESOL quarterly*, *18*(4), 705-724. doi: 10.2307/3586584.

Portana, H. V., Fronda, J. G., Policarpio, D. G. T., Rome, C. R., & Lllames, G. A. (2021). Effectiveness and Acceptability of Instructional Materials in the Enhancement of Students' Academic Achievement. *International Journal of Advanced Engineering, Management and Science*, *7*(1), 12–15. doi: 10.22161/ijaems.71.2.

Indonesia, P. R. (2000). Instruksi Presiden No. 9 Tahun 2000 Tentang Pengarusutamaan Gender Dalam Pembangunan Nasional. *Jakarta: Sekretariat Negara Republik Indonesia*. Retrieved on April 26, 2021, from https://www.academia.edu/16856730/Complete_Menuju_Masyarakat_Adil_Gender_REd

Bojanić, B. B. R., & Topalov, J. P. (2016). Textbooks in the EFL classroom: Defining, assessing and analyzing. *Zbornik Radova Filozofskog Fakulteta u Pristini*, *46*(3), 137–53. doi: 10.5937/zrffp46-12094.

Shallaita, B. A., Nawawi, N., & Amin, M. (2021). Analysis of English language teaching materials on gender representation. *International Journal of Multicultural and Multireligious Understanding*, *8*(2), 419-434. doi: 10.18415/ijmmu.v8i2.2423.

Sovič, A., & Hus, V. (2015). Gender stereotype analysis of the textbooks for young learners. *Procedia-Social and Behavioral Sciences*, *186*, 495-501. doi: 10.1016/j.sbspro.2015.04.080.

Stockdale, D. A. (2006). Gender representation in an EFL textbook. *Master's thesis, University of Birmingham, UK. Retrieved from http://www. cels. bham. ac. uk/resources/essays/ DAStockdale-Sociolinguistics. pdf*.

Stufflebeam, T. K. D. L. (2003). The CIPP model for evaluation. *International Handbook of Educational Evaluation*, 31–62. doi: 10.1007/978-94-010-0309-4_4.

Susiati, S., & Mufidati, E. (2020). An Indonesian national English textbook for secondary level: Is it qualified enough?. *Jurnal VARIDIKA*, *32*(1), 118-124. doi: 10.23917/varidika.v32i1.11511.

Terrell, T. D., & H. Douglas Brown. (1981). *Principles of language learning and teaching* (Vol.57). New York: Longman.

Tusita, A., & Emaliana, I. (2020). Do Indonesian EFL textbooks represent equality for men and women? doi: 10.4108/eai.23-10-2019.2293073.