SEXIST LANGUAGE SHOWING GENDER STEREOTYPES AS DEPICTED IN EFL TEXTBOOKS

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Abstract
One of the most prominent ways to shape children and adolescents' mindset is through learning formally at school. EFL textbooks have an important role for students to learn English, but they will also unconsciously learn about gender stereotypes. These gender stereotypes include the belief that women's role is limited to being a housewife, a good mother to her children, and an obedient woman for her husband. For men, their role is more to the wider part of society, which includes being a breadwinner and more successful in career. The object of this study is BSE English textbooks from grade X-XII. This paper will analyse sexist languages shown in the EFL textbooks using Mills (1995) theory and gender stereotypes using Arliss' (1991) theory. This research is considered as descriptive qualitative research. The result shows that there are three types of sexist languages: fragmentation, presupposition and inference, and generic nouns. The second research formulation indicates that there are three gender stereotypes, namely stereotypes on traits, roles, and behavior.

Keywords: sexist language, gender stereotype, EFL textbooks

Introduction
Social structure may be influenced or determined by language or behavior (Wardhaugh, 2005). The use of language between both speakers reflects their perceptions to the world. One of the perceptions that is related to the culture of a society is the perception of gender (Wardhaugh, 2005). A society's beliefs and expectations are reflected in its language (Lakoff, 1973). Furthermore, López and Morant (1995) believe that language cannot be essentially exist since it is a tool for expressing ideas. The issue, in their opinion, is that males have more authority than women, and this dominance is represented in language. This perception influences the general idea of how certain gender would behave, look, and present themselves, which then creates sexist language (Wardhaugh, 2005). Hodge and Kress (1988) as cited in Mills (1995) stated that sexist language is the categorization of fact that extends social concepts of men and women into the non-human world, inscribing in the language itself a principle of gender roles and identities. According to Perez (2014), males frequently appear as non-gendered or neutral subjects in linguistic terms, but females do not. Women are specifically described as feminine qualities, never as generalized representations of humanity or all beings. Perez-Sabater (2015) further called this phenomenon as 'linguistic discrimination', in which women suffer discrimination

through the use of language. Spender (1995) and Doyle (1998) in their studies indicate many instances of sexist languages, for example having masculine pronouns for generic terms, jobs ending with 'man' and thus considered generic, the use of first and last names in an unequal manner. Even when they are of same rank, women are more typically referred by their first names, while males are referred by their last names, or how the masculine term 'man' is used to describe humankind.

Sexist language has three effects. In Mills' book entitled *Feminist Stylistics,* she stated that:

1. It may alienate female interlocutors and cause them to feel that they are not being addressed;
2. It may be one of the factors which may cause women to view themselves in a negative or stereotyped way. It may thus have an effect on the expectations women and men have of what women can do;
3. It may confuse listeners, both male and female (for example, as to whether a true generic noun or pronoun is being used or a gender-specific one) (Mills, 1995:72)

In some parts of the world with a strong patriarchal society, the stereotype of men and women is definite. For example, men are seen superior and women are seen inferior to men (Schaefer, 2018). This stereotype would affect the younger generation's perspectives and behaviors toward gender roles. This shaped prejudice among each gender is also used in EFL textbooks. EFL textbook is one of the media to learn English in Indonesia. Unbeknownst to students and teachers, textbooks influence students' views of gender directly by how they represent various people in society and how these individuals are shown to connect with each other (Otlowski, 2003, as cited in Pattalung, 2008). Sexist language may also preserve sexist practices in society, which is shown through how women tend to veer away from male-dominated fields (Bearman, Korobov & Thorne, 2009).

Due to the researchers' concern about the lack of awareness in Indonesian society, we analyze sexist language in EFL textbooks to develop students' critical thinking skills and increase teachers' awareness about gender stereotypes through literacy. To achieve this purpose, it firstly describes kinds of sexist language that are found in EFL textbooks. Secondly, in the light of the theories of sexism and language, this paper brings stereotypes in EFL textbooks to light.

Method

The design of this research is descriptive qualitative. The purpose of descriptive qualitative research is to define the phenomenon and its characteristics. Descriptive research focuses on what rather than how or why the phenomenon has happened (Nassaji, 2015). This research is designed to describe the types of sexist language and how gender stereotypes are revealed through the sexist languages in EFL textbooks. It is a qualitative analysis of three EFL textbooks from the first until the last year of senior high school students. The researchers use the textbooks that are from the government known as *Buku Sekolah Elektronik.*

Figure 1. Presupposition and Inference

To answer the first problem formulation related to which types of sexist language are revealed in the textbooks, the researchers used Sara Mill's theory in her books entitled *Feminist Stylistics.* There are at least four types of sexist language. First, presupposition and inference. It is hypothesized that the text recipient may share some details with the text author. Mills (1995) believes that there are patterns of context information that are presupposed when texts reach a female audience or when topics of gender are addressed. This typically happens in surgery advertisements similar to the picture on the left. The saying *'Get the dream look you deserve'* is a rhetorical statement that draws on a body of ideological knowledge that women are not happy with how they look and always in need for improvement. The presupposition of this advertisement is that she has done surgery and deserves to have her look done because it is the way to be pretty and happy. The inference is: If you want to be happy with your look, you need to do surgery. Second, transitivity choices. Burton (1982) discusses how language can be used to create a feeling of powerlessness in a character: how the linguistic structure of the verbs leads to the protagonist's evident sense of loss of control over her own life. Third is generic nouns, such as: freshman, mailman, fireman, mankind, and chairman. The use of 'man' in a book entitled *Prehistoric Man* is oftenly being used to tell how it was described in detail. Meanwhile, the roles of women only being described as a subordinate (Mills, 1995). The use of 'man' as a prefix or an affix in language also affects people' stereotype about the superiority and inferiority between the genders. Fourth, fragmentation is a technique to recognize women as a sexual object only for fulfilling the male's desire. It has been widely known in pornographic literature as well (Kappeler, 1986). Many advertisements use women's bodies to advertise something. The anatomy of women are unknowingly seen in many literature works for the purpose of visual satisfaction.

In addition to the second problem formulation which discusses the stereotypes revealed through the sexist language, this research uses various stereotypes which vary in four dimensions. These dimensions are taken from Yenni's published thesis entitled *Gender Stereotyping Shown by Sexist Languages in The Iron Lady.* First, stereotypes on traits that refers to male and female attitudes (Arliss, 1991:19 as cited in Yenni, 2013). Second, the role stereotype which corresponds to the role of men and women

in their everyday lives (Arliss, 1991:18 as cited in Yenni, 2013). Third, the interpersonal stereotyping that applies to how men and women behave in their everyday lives (Arliss, 1991:23 as cited in Yenni, 2013). The last stereotype is the stereotype of physical features of men and women (Arliss, 1991:6 as cited in Yenni, 2013).

This compilation of four sexist language forms acted as the institutional concept of sexist language in this research, and as a starting point for data collection and analysis. During the analysis more categories were not considered necessary. Each line of text was independently analyzed, and each instance of sexist language was counted and put in one of the categories listed on the table. For situations where the two researchers' interpretations contradicted, the researchers consulted the text to their research advisor to get a clearer understanding of the text. The result of the data is reported in a table listing the categories of sexist language in columns and the textbooks in rows. After the data is grouped into varieties of sexist languages, the researchers categorized the data into types of gender stereotypes.

Findings and Discussion

Table 1. Frequency of Types of Sexist Languages Found in BSE Grade X-XII

Types of Sexist Language	f	%
Presupposition and inference	11	64.7%
Generic nouns	4	23.5%
Fragmentation	2	11.7%
Total	17	100%

After analyzing three EFL textbooks from the first until the last year of senior high school, the researchers found three out of four categories of sexist language based on Mills (1995). Those categories are classified into presupposition and inference (64.7%), generic nouns (23.5%), and fragmentation (11.7%).

Gender stereotype	f	%
Stereotypes on traits	1	16.6%
Stereotypes on roles	3	50%
Stereotypes on behaviour	2	33.3%
Total	6	100%

The researchers also found three gender stereotype dimensions which categorized into stereotypes on traits (16.6%), stereotypes on roles (50%), and stereotypes on behaviour (33.3%).

Discussions
Types of sexist language
Presupposition and inference
There are eleven data which are categorized as presupposition and inference. The data consist of 9 statements from the first grade, 2 statements from the second grade, and 1 statement from the last grade of senior high school. The data are arranged as follows:

Table 2. Presupposition and Inference

No.	Types of Sexist Language	Data	Statements
1.	Presupposition and Inference	1.A.X.1	Sinta : "I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster". Alif : (replies with a happy tone) "Thank you. I cannot forget your collaboration with me, and I will still need your help". (p.23)
2.		1.A.X.2	Ditto : "Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well". Cita : "Thanks, Ditto". (p.24)
3.		1.A.X.3	"Tomy has just been promoted to be the branch manager of Jepara Ukir Company in London. Santi has got a sugar glider from her parents. Her parents are happy because she has been brave enough to donate her blood to PMI" (the Indonesia Red Cross). (p.30)
4.		1.A.X.4	A: "What a wonderful performance!" B: "Thank you." - A: "I must express my admiration to you". B: "Thanks a lot for your appreciation" (B is a fisher) - A: "What a nice dress!" B: "Thank you." - A: "You look gorgeous!" B: "It's very kind of you to say that." (p.34)
5.		1.A.X.5	Santi : "So, what about you Bayu? Do you have any plans?" Bayu : "Definitely! My dad and I are going to go fishing." Santi : "Fishing? Are you going to go fishing in the river near your house?" Bayu : "No. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?" Santi : "Fishing? That sounds great. But I would rather stay at home than go fishing."

		Bayu : "What about you, Riri? What would you like to do on the long weekend?" Riri : "I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies." Bayu : "Ha ha, ha. Do you still want to stay home alone, Santi?" Riri : "Or, would you like to join me to learn baking cookies? You can come to my house." Bayu : "It's a good idea! Or will you go fishing with me and my dad?" Santi : "I think I would like to bake cookies with Riri. Thanks for inviting me, Riri." (p.41)
6.	1.A.X.6	"Mr. Muslih is a very _____ village head. He seems to be in control of the village matters." (p.162)
7.	1.A.X.7	"Once there was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. Strong Wind was able to make himself _____(1)." "His sister could see him, but no one else could. He had said he would marry the first woman who could see him as he came at the end of the day." (p.183)
8.	1.A.X.8	"A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind, and beautiful." (p.184)
9.	1.A.XI.9	A: "Women should not work" B: "I think so too. Women should stay at home and take care of their children" (p.24)
10.	1.A.XI.10	"As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee" (p.62)
11.	1.A.XII.11	"He manages the local branch of a national shoe retailer Linda is writing an application letter for the position as a secretary" (p.68)

Datum 1 conveys two presuppositions and one inference. The first presupposition is that Alif is a hard worker and humble person, shown from how he treats his colleagues when he is being promoted as a director. The second presupposition is that Alif has a good collaboration with his friends, but he is the one who got promoted as a director. The inference of Datum 1 is that Sinta helps Alif in collaborating with him, so that he can be promoted as the director of the company. This implicitly infers that women tend to be a helper for men to achieve something bigger, while women are

being limited by a mindset that women cannot do something as influential as men do in their career field.

Datum 1 takes place in a working place, meanwhile Datum 2 is at school. Datum 2 conveys one presupposition and one inference. The presupposition is that Dito is a supportive friend, shown from how he congratulates Cita on her winning in the Story Telling Competition sincerely. The inference is that women tend to be seen as the ones who are more outstanding at school, however if we compare it with other data, men tend to be the leaders and achieve greater results in wider parts of society.

There are three statements in Datum 3. The first statement, "*Tomy has just been promoted to be the branch manager of Jepara Ukir Company in London*," has one presupposition and one inference. The presupposition is that Tony is a hard worker, so that he can be promoted as branch manager of Jepara Ukir Company in London. The inference is that men tend to be considered as a leader. The second one, "*Santi has got a sugar glider from her parents*", contains one presupposition and one inference. The presupposition of the second statement is that Santi is an animal lover. The inference is women tend to be seen as loving, gentle, and generous. Those characteristics construct the way society perceives femininity. The last statement in Datum 3, "*Her parents are happy because she has been brave enough to donate her blood to PMI (the Indonesia Red Cross)*", shows one presupposition and one inference. The presupposition is that she is willing to donate her blood. The inference of this sentence is that women are expected to become socially concerned of their surroundings. It also infers that usually women tend to be more afraid.

Datum 4 has four statements. The first and second statements in the book talk about a guy who is being praised for his achievements, meanwhile the third and fourth statements talk about a girl who is being praised for her looks. The presupposition of these four statements is that the speakers compliment the interlocutors. The datum infers that boys are praised for their achievements in life such as singing and fishing, however the girls are more limited to their appearance.

Datum 5 contains 1 presupposition and 2 inferences in the form of conversation between Santi, Bayu, and Riri. The presupposition is that Santi, Bayu, and Riri talk about what they will do on the long weekend according to their hobbies. This datum indirectly infers that fishing is an activity only for boys. This can be seen from what Bayu has said, "*Definitely! My dad and I are going to go fishing*", added with the statement from Santi, "*Fishing? That sounds great. But I would rather stay at home than go fishing*", which conveys that fishing is a hobby only for boys. The second inference can be seen from what Riri has said, "*I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookie"s*", added with the statement from Santi, "*I think I would like to bake cookies with Riri*", which implicitly implies that baking is a very related hobby with girls.

Datum 6, "*Mr. Muslih is a very _____ village head. He seems to be in control of the village matters*", conveys 1 presupposition and 1 inference. The presupposition is that Mr. Muslih is a responsible person, that people choose him as a leader. The inference is that men tend to be seen as a leader and indirectly conveys that women are not able to be a good leader.

Datum 7, "*He had said he would marry the first woman who could see him as he came at the end of the day*", infers 1 presupposition and 2 inferences. The presupposition is that women in general cannot see him in person, it needs a special someone to be able to see him. The inference is that women tend to be considered as

the ones who need to take actions first related with relationships. The second inference is that marrying a man is already a great achievement and gift that should be gained by women in their life.

Datum 8, *She was gentle, kind, and beautiful*, indirectly conveys 1 presupposition and 1 inference. The presupposition is that the author wanted to show the characteristics of the last daughter of the chief. This statement conveys 1 inference where the author implicitly states that women have to be gentle, kind, and beautiful.

Datum 9 is in the form of conversation between A and B. The conversation is about women's roles. This conversation indirectly conveys 1 presupposition and 1 inference. The presupposition of this datum is that women should be focused in taking the roles to take care of their children. The statement which says, *Women should not work*, is very common in society that started to be seen as a must. On the other hand, this datum implicitly infers that women cannot achieve something as much as men can. Due to the patriarchy that obligated women to let go of their dreams in their career field to take care of the households.

Datum 10, *As you know, mum loves shopping, so she goes and will go for hours...,* implicitly infers 1 presupposition and 1 inference. The presupposition of this statement is mum's hobby is shopping. The inference is that women tend to be considered as the ones who are crazy about shopping.

Datum 11 consists of 2 statements. The first statement, *He manages the local branch of a national shoe retailer*, conveys 1 presupposition and 1 inference. The presupposition is that he is able to become a leader to manage the local branch of a national shoe retailer due to his capability and responsibility. The inference of the first statement is that people tend to consider men as the leaders. This indirectly infers that women are less able to do what men can do. The second statement, *Linda is writing an application letter for the position as a secretary*, conveys 1 presupposition and 1 inference. The presupposition is that Linda is applying for a position as a secretary at the workplace. The inference of the second statement is that people tend to normalize women being at a lower level than men, including in their career field.

Generic Nouns

There are four data that are concluded as generic pronouns. The data consist of 2 statements from the first grade and 2 statements from the last grade of senior high school. The data are arranged as follows:

Table 3. Generic Nouns

No.	Types of Sexist Language	Data	Statements
12.	Generic Nouns	1.B.X.12	"Let's play an oddman out!" (p.51)
13.		1.B.X.13	"His mother was a javanese noblewoman" (p.134)
14.		1.B.XII.14	"It seems to me the fisherman is using a bomb to catch a fish." (p.36)

15.	1.B.XII.1 5	"If we're thinking about what to do when we come here, then we need not worry because there are lots on offer, like enjoying from the true relaxing times and the feeling of being isolated from modern technology and man-made things" (p.150)

Odd Man Out in Datum 12 refers to a game where the players eliminate a person or thing that tries to fit in a group by guessing (the odd one out). For example, a game on Youtube titled "6 Actors vs 1 Fake Actor" (jubileeProject, 2020), the player has to guess which one is the fake one. However, now the game is commonly called Odd *One Out* instead of *Odd Man Out*. The term *Odd Man Out* generalizes that all players are males, when it is not limited to only males, but can also be females.

'Man' can also be used as a prefix in phrases like 'man-power' or 'man-hours,' or as an affix in phrases like 'craftsman,' 'seaman,' 'policeman,' 'fireman,' 'postman,' 'dustman,' and 'fisherman,' as well as in the verb 'to man.' (Mills, 1995). In Datum 13, *his mother was a Javanese noblewoman*, refers that she is a woman who belongs to the noble class. When it is called noblewoman, it refers to women as a marked form (Mills, 1995). Datum 14 uses a term *fisherman* which refers to a person who catches fish, and Datum 15 uses *man-made things* to refer to things that are made by human beings. These terms generalize the use of the word man as an affix in phrases that can also mean for women as well.

Fragmentation

There are 2 data which are included as fragmentation. Those data are from the first grade of senior high school. The data are arranged as follows:

Table 4. Fragmentation

No.	Types of Sexist Language	Data	Statements
16.	Fragmentation	1.C.X.16	A: "What a nice dress!" B: "Thank you very much" (p.34)
17.		1.C.X.17	A: "You look gorgeous!" B: "It's a very kind of you to say that." (p.34)

Datum 16 indirectly infers that women tend to be complimented by their physical appearances only. It can be seen from the statement which says *What a nice dress!*, shows stigmatization that physical appearances are very crucial for women. Women are considered as visual creatures that they need to be good-looking and attractive in society's eyes. This stereotype starts to burden and limit women in living their life. From this datum, it implicitly conveys that women are being forced to fulfill society's expectation about how women should look like. Datum 17 shows the same results as Datum 16, where women are being indirectly forced to fulfill society's expectation about their looks. It is clearly seen from how A compliments B about B's appearance. This constructed stereotype defines how female should behave and look.

Stereotypes on Traits

Trait involves evidence which provides stereotypes on women's characteristic features or quality. According to the analysis result, there is one data which is classified as stereotypes on traits.

Table 5. Stereotypes on Traits

No	Gender Stereotype	Datum	Sentence(s)
1.	Stereotypes on Traits	2.A.X.1	"A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind, and beautiful." (p.184)

Datum 1 is categorized as a gender stereotype on traits of women. The datum was taken from a narrative in the book where it described a woman character. The use of sexist language in the book gives off the idea that women are typically gentle, kind, and beautiful. It really highlights femininity. According to Gilbert and Gulbar (2000) and Kite (2011), traits that are associated with women include gentleness, humility, empathy and being kind. These traits are mostly associated with women even though both sexes might actually possess feminine and masculine traits. This could happen because these traits are socially constructed (Shehan, 2018).

Stereotypes on Roles

Stereotypes on roles include when women are associated to be secondary, taking care of the house and children, while men are seen as the breadwinner, superior, and more deserving to achieve well in wider parts of society (Pilcher & Whelehan, 2004). There are 3 sentences which assert stereotypes on roles.

Table 6. Stereotypes on Roles

No.	Gender Stereotype	Data	Statements
2.	Stereotypes on Roles	2.B.XI.2	A: "Women should not work" B: "I think so too. Women should stay at home and take care of their children" (p.24)
3.		2.B.XI.3	"He manages the local branch of a national shoe retailer" "Linda is writing an application letter for the position as a secretary" (p.68)
4.		2.B.X.4	"Mr. Muslih is a very _____ village head. He seems to be in control of the village matters." (p.162)

The utterance in Datum 2 shows that women should just stay in the kitchen and take care of the house. In the conversation, two people are conversing about the role of women. A said that women should not work, and B agreed with A saying that women belong in the kitchen. This utterance truly harms women's autonomy and further strengthens the idea that women do not deserve to participate in wider parts of society, such as working.

In Datum 3, the two statements show stereotypes on roles. The first statement indicates that men are typically the leaders, through being a manager of a local branch of a national shoe retailer. Meanwhile the second statement shows a stereotype role in which the type of job women would have is being a secretary. According to a research led by Badura and Grijalva, it was found that men tend to be more confident and dominant, while women tend to be seen as more communal and nurturing (Biddle, 2018). Thus, men are more likely to participate in voicing their opinions confiently in group discussions, and be consideres as leaderlike. Datum 4 also gives off the idea that men are seen as leaders when Mr. Muslih is described as a village head and in control of the village.

Stereotypes on Behavior

There are two pieces of evidence found on stereotypes of behavior. In stereotypes on behavior, it conveys differences of men's and women's behavior.

Table 7. Stereotypes on Behavior

No.	Gender Stereotype	Data	Statements
5.	Stereotypes on Behaviour	2.C.X.5	Santi : "So, what about you Bayu? Do you have any plans?"
			Bayu : "Definitely! My dad and I are going to go fishing."
			Santi : "Fishing? Are you going to go fishing in the river near your house?"
			Bayu : "No. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?"
			Santi : "Fishing? That sounds great. But I would rather stay at home than go fishing."
			Bayu : "What about you, Riri? What would you like to do on the long weekend?"
			Riri : "I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies."
			Bayu : "Ha ha, ha. Do you still want to stay home alone, Santi?"

		Riri : "Or, would you like to join me to learn baking cookies? You can come to my house."
		Bayu : "It's a good idea! Or will you go fishing with me and my dad?"
		Santi : "I think I would like to bake cookies with Riri. Thanks for inviting me, Riri." (p.41)
6.	2.C.X.6	"As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee" (p.62)

In Datum 5, Bayu, Riri and Santi discuss what they will do on the weekend. Bayu told his friends that he will go fishing with his father, then he invites Santi to join him. However, Santi refuses the invitation and tells that she'd rather stay at home. Riri tells her friends that she will practice baking cookies and invites Santi whether she is interested to bake as well or not, to which Santi replies that she agrees on the invitation.

Through the conversation, it is assumed that women would rather be in the kitchen; baking and cooking rather than fishing which is more associated with men's field. It is because fishing is not seen to be a woman's activity. It stereotypes women's behavior shown by how women prefer to bake instead of fish.

For Datum 6, it can be seen from the description that mum here loves shopping. Shopping is mostly related to women's activity. Shopping activity mostly associated with women. This constructed idea shapes how society perceives shopping in real life. It's one of the oldest stereotype in society, that women like to shop more than men (Markham, 2014).Women's behaviour is interpreted as "shopping gene", where men are seen as "hunters" (conquering stuff) and women are seen as "gatherers" (finding stuff) (Elsendrath, 2011).

Conclusion

Based on the analysis above, the researchers found that there are 11 presuppositions and inferences, 4 generic nouns, and 2 fragmentations in the EFL textbooks. Then, the researcher found three types of stereotypes derived from the sexist language. There are 1 stereotype on traits, 3 stereotypes on roles, and 2 stereotypes on behavior. Although sexist languages are found in all grades, the most prominent use of sexist languages is in the first grade EFL textbook with 13 sexist languages and 4 stereotypes. The second grade EFL textbook encompasses 2 sexist languages and 3 stereotypes. Lastly, the final grade EFL textbook has 3 sexist languages.

After carefully analyzing the data, the researchers also found that the textbooks that are commonly used in Indonesian highschools have very few sexist languages. However, even though very few, the researchers hope that future writers of EFL textbooks can be more aware of the use of language in the book, as it can preserve stereotypes which are harmful for both men and women

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