

## A CRITICAL DISCOURSE ANALYSIS OF GENDER DEPICTION IN EFL TEXTBOOKS AS A TEACHING MATERIAL FOR HIGHSCHOOL

Novandy Adhitya<sup>1</sup>, Emma Malia<sup>2</sup>, Gerry Frizky Rivaldy<sup>3</sup>

<sup>1,2,3</sup>STKIP Pasundan, Indonesia

Email: valkryenov@gmail.com<sup>1</sup>, emmaliarachman@gmail.com<sup>2</sup>, gerryrivaldy@gmail.com<sup>3</sup>

First Received: August 2022

Final Proof Received: September 2022

### ABSTRACT

The increase orientation towards Gender Equality in Language Education, especially the English Language Education, calls for research to find out teachers' perceptions and their media of teaching. Textbook plays an important role as a media used in English Language Teaching. There have been numerous researches of textbooks. However, less attention has been paid to the Gender Depiction within the textbooks. Biased Gender Depiction can contribute to discriminatory practices in English Language Education. This current study concerns with topic of Gender in EFL Classroom, especially in Indonesian Context. In order to find out a more informed view on gender depiction within these materials, it was seen to be crucial to combine the theoretical outcomes of CDA and SFL with English language teachers' potential interpretation of gender depiction within textbooks. Selected textual corpus were, first, analysed using the Fairclough's Three Stages of Theoretical Framework. The three stages were description, interpretation, and explanation. The description stage was analysed using Halliday's Transitivity System of Systemic Functional Linguistics. Second, participants of four were selected to be interviewed. A Likert-type questionnaire was given prior before the interviews were conducted. The comparative analysis of the results shows that while the majority of the clauses, known as types of processes, indicating the continuation of Gender Stereotyping, most teachers see gender in the lens of egalitarian view meaning that all people regardless of their gender are equal and deserve equal rights and opportunities.

**Keywords:** *Critical discourse analysis, EFL teachers' perceptions, EFL textbooks, gender depiction, systemic functional linguistics*

### INTRODUCTION

Language learning materials such as textbooks play a vital role in acquiring language contexts and cultures in Indonesia. As Sunderland (2014) observes, textbooks are important to the study of language, gender and language education as they constitute a textual form of gender representation and as such are an 'epistemological site' for gender and language study. Although the Gender Equality (GE) has been widely promoted, the gender inequality (e.g access to education or certain job positions) still remains the same as reported by the United States Department of State Bureau of International Information Programs (2012).

In English language teaching, especially the gender inequality can be found in textbooks by looking at the underrepresentation of gender or the Gender-imbalance in the participation of attending an utterance. The unequal representation of gender in EFL textbooks potentially affects students' perceptions about gender identity

(re)construction. Concerning the portrayal of language materials that potentially arise misconceptions of the depiction of Gender in acquiring targeted language, this current research takes Teacher as a means of communicating contents within textbooks. Teachers play a critical role in students' lives and in shaping students' identities, especially in the formative years. As Sunderland (2004) have said, solely looking through the textbooks itself might seem like a fruitless behaviour due to the fact that teachers tend to have different kind of treatment in classroom towards what is within the textbook which mostly filtered by their ideology. Although, various research on Gender and Discourse (see Litosseliti, 2013; Ariyanto, 2018) had been conducted, it did not explain how teachers perceive gendered texts in textbooks. Thus, to fill this gap, this current research attempts to understand teachers' perceptions on "gender-critical point" by means of a discourse in addition to the analyses of the textbooks.

### **Concept of Gender, Gender Stereotype, Gender Portrayal, Gender Personality Traits**

The concept of Gender is best understood as the characteristics of women, men, girls, boys, and non-binary people that are socially and as well as culturally constructed and shaped by the society that ones are assigned to. Gender is taught throughout generation and generation based on each individual's social group whether it is parents, teachers, neighbourhoods, religious models, and friends and which it is solidified by tradition. Gender is differed to Sex. As argued by Butler (1990) Gender is not innate, but sex is innate, natural, anatomical, or hormonal. These distinctions are the key to understand Gender as a social issue which results in Inequalities experienced by Men, Women, and Non-binary people.

The concept of Gender has engendered stereotypes assigned to men and women. Stereotypes can be defined as one's assumption towards people within a specific group of race, religion, region, place, language, economy, belief, and gender. Ehrlich et al. (2014) explained that the term "stereotype" is often used to refer to prescriptions or unstated expectation of behaviour. Gender stereotype is how these symbolisations of assumption are embedded to a specific gender, specifically women and men. Men are expected to be dominative, strong, and active while women are taught to be submissive, gentle, and passive. A study conducted by Namatende-Sakwa (2018) reveals that Ugandan women to be weak, emotional, irrational, passive, dependent, and jealous, while Diekmann and Eagly (2000) in their analyses finds that men are expected to be agentic, confident, competitive, independent, and assertive.

The stereotypes of gender are used to understand how gender works in society. As discussed earlier that textbooks are an epistemological site for language and gender studies (Sunderland, 2014). In Indonesian context, Ariyanto (2018) finds that Indonesian EFL Textbooks for secondary school students contain gender biases and stereotypes. Stereotypes of women and men also involve traditional social roles where women, as defined by Aguilar in Lips (2016) in the case of folk linguistics of the Philippines, have traditionally been known as "*Queen of Home*." These women are expected to do all the household and to defer to their husband in cases of disagreement. All these imbalance powers between women and men are influenced by the societal norms dictating women to be responsible for domestic tasks where men are expected to be in charge of labours. Although men's small contribution of housework and child in a traditional heterosexual relationship are grossly unequal, women expressed satisfaction with their level of contribution even though both shares an equal power in terms of job

professionalism which one study found that cultural belief is in line with this phenomenon (Biernat & Wortman in Lips, 2016.)

Stereotypes are typically targeted to marginal or sub-oriented groups which mostly disadvantaged by their system of social construction. Furthermore, most stereotypes also include personal traits, social role, physical characteristics. In the eyes of stereotyping, there lies a belief that adjectives defining women and men tend to be different. Holmes and Meyeroff (2013) made a list of adjectives that have been frequently used to define instrumentality and affective traits. See figure 1.

Instrumentality	Affective
Problem Solving	Sympathy
Report	Rapport
Lecturing	Listening
Public	Private
Status	Connection
Oppositional	Supportive
Independence	Intimacy

Figure 1.  
Stereotypes of Personal Traits assigned to men and women  
(Holmes and Meyeroff, 2013)

### **Gender Issue in EFL**

Gender issue that may be rendered on English as Foreign Language Education, specifically textbooks and the use of textbooks. Researches on EFL Textbooks have recently been conducted by many. Those researches had noted issues; for example, stereotyped men and women, gender inequalities, and gender ideologies (Gumilar and Amalia, 2020).

Taking teacher into account to this current research would generate a better understanding of Gender studies in Education since teachers have the most potential influences. Kızılaslan (2010) states that studying gender in reference only to textbooks alone might evoke biased result and that teachers need to be included as the crucial elements that interpret what the textbooks have to offer. This current research would not attempt to make a generalization of findings but to find a richer understanding towards gender's portrayal within textbooks.

### **Critical Discourse Analysis**

Critical Discourse Analysis can be defined as a study of how social identities, relations, and power constructed embedded to written and spoken texts. Fairclough (in Gee and Handford, 2013) states that

It is normative critique in that does not simply describe existing realities but also evaluates them, assesses the extent to which they match up to various values, which are taken (more or less contentiously) to be fundamental for just or decent societies (e.g. certain standards – material but also political and cultural – of human well-being). It is explanatory critique in that it does not simply describe existing

realities but seeks to explain them, for instance by showing them to be effects of structures or mechanisms or forces that the analyst postulates and whose reality s/he seeks to test out (e.g. inequalities in wealth, income and access to various social goods might be explained as an effect of mechanisms and forces associated with 'capitalism').

Fairclough defines that the exploration of the relationship is a way to understand how such practices, events, and texts are uprising in the society. He also adds that the aims of CDA are also to seek to identify how those are shaped ideologically. In regards of power, he believes that CDA reveals that those are related to power. Fairclough (1989) classifies power and discourse into two categories: *Power in Discourse* and *Power behind Discourse*. Power in Discourse defines that the discourse itself yields power in a conversation. Fairclough gives an example of *Power in Discourse* in the interaction between teacher and students. He found that the discourse gives a remarkable impact in controlling what the students do. While in *Power Behind Discourse*, he defines it as the discourse itself is shaped by society. Therefore, it can be said that CDA seeks to identify the relationship between power and discourse as a product of society.

### **Transitivity System**

Transitivity theory provides an insightful linguistic framework to uncover the main linguistic features of a certain literary discourse. It belongs to the analysis of Systemic Functional Linguistics (SFL). It discusses an experiential meaning, and deals with how language is used to present and represent Ideology and Reality. Systemic Functional Linguistics (SFL) is considered to be the closest one to come into perfection because it contains the study of Morphology, Phonology, Syntax, Pragmatics, and as well as its social aspects and impacts.

There are process types, participant functions, and circumstances. The process is one of the dialectic engagements between clause and nominal group. Our experience of reality is captured in terms of processes (or "goings-on")—happening, doing, sensing, meaning, being, and becoming. These constitute the transitivity system of language, which belongs to the experiential metafunction. In transitivity analysis, then, we explore how language construes our experience of the world around us (Leong, 2013). For further information, see Halliday, M. A., & Matthiessen, C. M. (2004) on "*An Introduction to Functional Grammar*".

### **The Relevancy of Critical Discourse Analysis and Transitivity System in studying Gender in EFL Textbooks**

Transitivity System of Systemic Functional Linguistics has become a popular tool to unveil the stance of readers' or writer's ideology. It provides means of discovering linguistic structures of a text encoded in particular ideological stance. That is, the use of transitivity system in Critical Discourse Analysis allows researcher to look at various of mindsets and world-view whether it is traditional or egalitarian.

Transitivity Analysis in Non-literary and literary discourse provides information to show power of a particular group. Transitivity analysis also allows researcher to see why things are written in certain structures since transitivity system analyses used in critical theories believe that position of gender whether they are a subject or an object within a sentence, or whether the men are in transitive and women are in intransitive

clauses, they yield different power in accordance to the sentence structure seen by its linguistic features.

## **METHOD**

This research employs qualitative descriptive analysis to find out gender depiction in textbooks. Qualitative Approach is used to find out teachers' perceptions towards Gender within the textbook materials that the researcher had analysed. To see the depiction within these materials, some descriptive quantification is used in addition to the qualitative description. Examining the teachers' perceptions towards gender to the interview questions reveals their point of view. The manifestation of this viewpoint in gender representation is investigated using descriptive qualification and quantification.

### **Subject of Research**

In this current research, not only the textbook is analysed through Critical Discourse Analysis and Transitivity System as well as an Interview using Semi-Structured Interview to teachers.

### **Textbooks**

The textbooks used in this research are issued by the Ministry of Education and Culture. The titles of the textbooks are as follow: 1) Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1, and 2) Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Semester 1. Only several passages from the textbooks were taken. A total of 9 texts were gathered to be analysed using Critical Discourse Analysis as well as Transitivity System.

### **Participants**

As mentioned above, this study will also look at the perception of teachers. The teachers were selected based on their year of experience, gender, and place of teaching. As a result, two senior teachers were selected with two distinct gender, and two junior teachers were selected with two distinct genders. These four teachers will be called by their name's initial, and those are Teacher WA (She/Her), Teacher WI (She/Her), Teacher TE (He/Him), and Teacher GI (He/Him).

### **Data Collection**

This study employs different data collection technique to obtain rich data from various sources and to ensure the credibility. Three types of data were collected from the texts obtained from the two EFL textbook materials, a Likert-type answer sheets obtained from teachers' survey and the interview transcripts taken from the interview with the teachers.

### **Data Analysis**

The processes of transitivity analysis were interpreted using Fairclough's Critical Discourse Analysis Framework. The framework has 3 steps of analysis which are generally known as Description, Interpretation, and Explanation stages. The Process types are in the Description stage which will further be analysed in Interpretation and Explanation. After the clauses were analysed and interpreted, teachers' perceptions were analysed to see the tendencies of how these findings are interpreted in accordance

to teachers' perception. Their perceptions were looked at by using Likert-type questionnaire and Semi-structured Interview.

## FINDINGS AND DISCUSSION

### Types of Processes in Textbooks

The findings show that on top of everything the processes embedded to male characters outnumber the processes embedded to female characters. When considering a depiction in a text based on the perception of ideology, it is important to have some general sense of the participants that tend to be construed grammatically powerful and those that construed less powerful or lack in power/powerless. Emilia et al. (2017) states that the domination of male characters becomes the point of departure of the second point that signifies the portrayal of gender roles. Male characters, in their research, were predominantly assigned in actions that are considered demanding higher amount of energy, e.g. *go, travel, walk, and climb*. The findings of this current research found the same pattern of action associated with male characters, e.g. *go, chase, throw, and rush out*. In this way, the textbooks suggest strengthening the message that males are performing masculine traits i.e. adventurous, risk taker, active, independent, and capable and this is relevant to previous research (see Evans & Davies, 2000; Peterson & Lach, 1990, cited in Sari, 2011).

Goatly (2000) says that measuring hierarchy of power relation in a text can be constructed by looking at their roles in various types of clauses. He proposes a scoring system to measure power listed in order of decreasing power.

1. Actor in Transitive Material Process [100]
2. Actor in Intransitive Material Process [90]
3. Sayer in Verbal Process [80]
4. Behavior in Behavioural Process [70]
5. Senser in Mental Process [50]
6. Receiver in Verbal Process [20]
7. Phenomenon in Mental Process [10]
8. Existent in Existential Process [5]

The score shown in the bracket beside the name of each type of processes is assigned to grasp the power dimension of participant roles within the texts. The scores range from 100 to 5. It should be noted that all of those figures do not have any basis in empirical experimentation and should be seen as no more than a heuristic device. The main reason of applying these scoring systems is to reflect the major division between active participants and those participants who are not active in the processes. Furthermore, it is intended to indicate and create a distinction between participants who act and those who are either acted upon or only indirectly related to the processes. The result of the scoring systems can be seen from the following table.

Table 1 Goatly Hierarchy of Power found in the Processes

No	Processes	Male		Female	
		Occurance	Score	Occurance	Score
1	Transitive in Material	68	6800	38	3800
2	Intransitive in Material	27	2430	27	2430
3	Receiver in Verbal	9	180	7	140
4	Sayer in Verbal	39	3120	20	1600



No	Processes	Male		Female	
		Occurance	Score	Occurance	Score
5	Senser in Mental	53	2650	55	2750
6	Phenomenon in Mental	4	40	6	60
7	Existent in Existential	0	0	5	25
8	Behaver in Behavioural	11	770	17	1190
9	Phenomenon in Behavioural	0	0	1	10
Total		15990		12005	

The total score of the male characters is 15990. However, female character gets only as much as 12005. Though the difference is very subtle, it is showing that male characters possess greater power than those of female characters. The highest contribution to the overall scores in male and female characters lies in the section of Transitive Material Processes. However, the score difference between those two are too wide. Male characters obtained 6800, while female characters only obtained 3800.

Seen from the scoring that both has received, the male characters received greater scores in most of the categories, except for behavior and senser.

## Gender Depiction in EFL Textbooks

### Description

#### 1. Material Process

Seen from the data collected, it showed that Material Process of Male (100) outnumbered Material Process of Female (65). This indicates that Male characters are more crucial than the Female Character based on the finding of the research in the material process.

To investigate further in order to get a better understanding about whether males are represented more powerfully to females, it required to analyse Actors in material processes and the distribution of power that they have. There are two actors in material processes; Transitive, describing processes of doing, and Intransitive, describing processes of happening, Material Processes. Both have different purposes. Actor in Transitive Material Processes are considered to be more powerful because they not only become the source of energy in the process but they impacted other participants as well. They posed a stronger power to actors in intransitive material processes. As an example, the actor in the clause "*He rushes out*" appeared to be less in charge of power because the actor does not give any affect to the other participant within the clause. Meanwhile, the actor in the clause "*The astonished fisherman quickly threw him back*" possesses more power.

The domination of male characters in Transitive Material Clauses indicated that they are represented to be more powerful because their action tends to give an effect to the other participant. Even in the Transitive Material Clauses, the female characters were showing a traditional stereotype of female that considers them as having an affective personality.

For example,

"The girl helps him pick up the pieces in his life, from defeat to success." (Data No. 119/VI/S13)

"Nura observes this even from the backdoor." (Data No. 136/VI/S30)

"She married a little clerk in a government office." (Data No. 309/IX/S3)

"She was busy preparing food." (Data No. 434/X/S7)

Seen from the example above, we can see that the female characters (The girl, Nura, and She) are represented as actors who affect other participants which are half of them are male characters (Him, Little Clerk). The female characters' actions are associated by verbs like "Helps", "Observes", "Married", and "Was preparing". Though they are considered as Transitive Material Processes, these verbs that embedded to the female characters are considered as a passive personality trait. However, the male characters have showed a more physically active action.

For example,

"My dad and I are going to go fishing." (Data No. 85/V/S2)

"The astonished fisherman quickly threw him back, exclaiming." (Data No. 175/VII/S16)

"He got onto his boat." (Data No. 298/VIII/S139)

"the Postman gave him the letter." (Data No. 500/X/S73)

From those examples, the male characters tend to use verbs that indicate physical action such as "Are going to go", "Threw Back", "Got onto" and "Gave". The male characters are seen to be more physically capable than the female characters. This is in accordance to the Gender stereo typification, that put men or male into an expectation of a physical action rather than an intimacy action.

## 2. Mental Process

Seen from the findings of the research, it can be said that female characters are represented more in mental clauses. This supports the idea of Gender Stereotypes' expectations. It continues the idea of women caring more for others than men. It also serves the ideas that are stereotypically seeing women as being more expressive and men having less connection with their interpersonally.

To get a better understanding and clearer view in how mental clauses of female characters being represented.

"Pretty girls who love his wealth." (Data No. 114/VI/S8)

"My wife wants not what I want." (Data No. 243/VIII/S84)

"He saw his wife sitting on a very lofty throne made of solid gold, with a great crown on her head full two yards high." (Data No. 252/VIII/S94)

"He gazed upon her." (Data No. 261/VIII/S102)

The first and second examples above show how female characters are represented as sensors (Pretty girls, My wife). The third and fourth examples show how male characters are represented (He). The clauses within the mental processes are showing a more variative way of expressing mental clause. However, though the female is being represented as sensors but they are still portrayed as having Affective Personality Trait. For example, *Pretty girls who love his wealth* is evidence that though they are considered as having more power in mental clause but they are also still represented in accordance to the traditional gender stereotypes.



### 3. Verbal Process

There are 9 occurrences of male characters being a receiver and 7 occurrences of female characters being a receiver. Though receiver does not indicate power of gender's depiction. However, this shows that male characters are dominating as a character within the text.

For example,

"He told her everything." (Data No. 180/VIII/S21)

"Wife, said the fisherman." (Data No. 229/VIII/S68)

"The Minister request the pleasure of the company of Monsieur and Madame Loisel at the Ministry on the evening of Monday, January the eighteen" (Data No. 327/IX/21)

The examples of sayers above (He, The fisherman, The minister) indicated that in verbal clauses male characters have much more power than the female characters. The occupations of the sayers such as "Fisherman" and "Minister" denotes that male characters in the texts are considered as the one who is expected to be someone who work. the female characters are either "Madame" or the "Wife" indicating more submissive role in the texts.

### 4. Behavioural Process

Though female characters occurred more in the behavioural clauses, they are still associated with the traditional views of stereotypes of women.

For example,

"She cries happily for her master who has changed into a mature, stable young man." (Data No. 137/VI/S31)

"Their (women) beauty, grace, and charm serve them for birth or family." (Data No. 316/IX/S10)

From the examples above, female characters (She, Their ....) denotes a stereotype view of women as only female who are 'allowed' to cry. The action of crying is also addressed to male characters that is said to be " who has changed into a mature, stable young man." This strengthens the stereotype of men as the one who possesses position and women as the supporters of men. Not only it denotes that, it also strengthened the fact that male characters still possess power though they are the object of the other participant.

### 5. Existential Process

There is no power exercised or assigned to any participant in the existential process. However, no action is being taken in its direction. This process implies that something exists or occurs. They serve to introduce central characters in the narrative during the placement (Setting, Orientation) stage at the beginning of a story.

For example,

"There once was a fisherman." (Data No. 160/VIII/S1)

"There is not enough room for us in this cottage." (Data No. 225/VIII/S66)

"There are attendants in a row." (Data No. 255/VIII/96)

"There were great black waves." (Data No. 296/VIII/S137)

Based on the examples that were written above, the participants that were gendered (Fisherman, Attendants) are merely existing. These participants do not possess any power nor are they affected by the power of the other participants.

### ***Interpretation***

Rasman (2014) states that media discourse is embedded in the position of the subject of the ideal topic, and the actual viewer or listener or reader needs to negotiate a relationship with the ideal topic. Producers use their power over consumers. One can control what one can include, what one can exclude, and how things are presented.

The interpretation stage is a way to see reconstruction of the interpretative processes of members of the readers. To do so, it is necessary to discuss the following notions.

#### **1. Interpretation of situational context**

When it comes to the terms of 'what is going on', the activity of the situational context is learning process, the topic is English texts, and the purpose is to learn and acquire English Language. In terms of "who is involved" and "in what relation", the subject of the textbooks is for 1) teachers, 2) students, and 3) textbook authors. A teacher's reliance on textbooks makes it inevitable that text creators and teachers' interpretations would be similar. En outre, teachers rely on government-issued texts, which are backed by a powerful actor. Teacher-student relationships also appear to be well-defined and unambiguous. Teachers are more powerful than students, hence they are seen as a source of examples by students. If the teachers were expected to follow the traditional norms of genders in the perceptions of one's surroundings. Therefore, the construction of the depiction of the female and male that are stereotypical can be transferred to the readers or in this case, the students.

#### **2. Intertextual Context**

According to Fairclough (1989), he states that discourses and texts occurring between participants (students, teachers, and text authors), it is in fact, are having a close relation to each other. It is a matter of choosing which series the text belongs to, and hence can be considered as common ground, in order to comprehend intertextual context. In the case of this current research, the study has found that texts within the textbooks are used in various ways. One of them is used to tell a story. *The enchanted fish* and *Vanity and Pride* are examples of texts used to tell a story. Both are showing the same history of patriarchal society which depicts women as the submissive group of society that are seen to be the only group that is expected to show more feelings related value that their counterpart, men. Men, meanwhile, are considered as the task solver or the dominating group. Men are expected to take the burden and the one who are expected to do the work in the society.

### ***Explanation***

Researcher found that within the interaction between male characters and female characters, the female characters tend to be presented in the mental clauses more than the material clauses. It denotes that women are stereotypically seen to be more *submissive*, *attributive* or *care for others* rather than depicted as more *dominative*, *instrumentality*, or *hard worker*. Some utterances even show the domination of men and the support of a women. Utterance such as *She cries happily for her master who has*

*changed into a mature, stable young man* shows that women are portrayed to be the only group that is in the supportive group rather than standing on their own. *Her master* also denotes that women are stereotypically owned by man. Another example of women being more submissive is within the utterance of *She married a little clerk in a government office*. It is seen that women purpose is to marry a man, in this case *a little clerk*. This feature can be seen in situational terms as indicating the 'supportive' position of specific women in specific relationships, but it can also be seen in institutional and societal terms as one of a number of features indicating a tendency for women to be cast as supporting players in interactions, while men get the lead roles.

These texts can be easily interpreted by the reader as an example of a known type of situation – if "what's going on," "who's involved," and "the relations between those involved" are clear and "according to type." Although this may appear to be unproblematic, it contributes to the stereotype that men and women are unequal. This discourse of texts is part of a societal process of conflict between men and women, or between patriarchal society and a society striving for equality.

### **Teachers' perceptions of gender depiction**

Teacher's talk around the texts provides an additional or emic perspective as well as an indication of how, in principle, teacher thought they dealt with gendered texts. To answer this, researcher has collected the data through a likert-type questionnaire and semi-structured interview in order to obtain a grasp understanding of teachers' perception towards the Gender depiction manifested within the textbooks. The teachers' perceptions were important in that these might allow us to add to the range of possible ways teachers talked about gendered texts.

During the interview, the teachers were asked several questions about them being a teacher and as well as their views of why were they choosing to become a teacher. This will help to provide some information of their answers towards the depiction.

### ***Becoming a teacher***

From all four interviews, it can be concluded that two teachers chose to become a teacher out of passion while the other two thought of becoming a teacher as the last option available. As Sunderland (2004, 2014) suggests that teachers yield the power to alter either gendered texts, gendered pictures, or any form of gender depiction themselves.

### ***Control over Materials***

The teachers were asked their control of whether the materials which are going to be used in class are determined by professional teachers, school, or curriculum of the school. The question was asked due to the fact that teachers possess the power within their classroom to the extent of what can be displayed and taught to the students during the lesson.

The findings of the research show that teachers may or may not have the power to choose the materials in the classroom. Since the interviewees taught several classrooms in various settings, public vs private high schools and SMK/vocational school vs SMA/non-vocational school, they mostly have the control when they teach general English in private school. Public schools are often accustomed with the curriculum made by the Ministry of Education. When this happens, they have no other option than

to accept and remodel the materials depending on their teaching styles and students' abilities.

### ***Choosing Materials***

Teachers are usually creative in making their classes fun. They have the ability to engage students with their creativities and innovations. This is a prime example that teachers choose what kind of things that they are going to teach about and how these materials are going to be presented later on. Even though the materials are provided by either the schools or other teachers, these teachers might custom they obtained materials in accordance to their teaching styles and, specifically, students' abilities in the English Language. Teachers need to adapt to the students' needs and as well as students' capabilities in English.

Choosing materials, which in this case choosing a textbook, may take more than one sitting. From the data collected, it shows that teachers choose textbooks in accordance to the students' needs, students' abilities to speak, write, listen, and read English, students' desires, and the objectives of the curricula. If one of these are not in the chosen textbooks, they would consider to change the materials that satisfies series of needs of the students. The relationship between picture and texts are also being considered when choosing the materials. They think that pictures have to compliment and not too far from the texts.

The findings obtained from the questionnaires and the interviews show that teachers perceive gender depiction in different way. The teachers have shown a more egalitarian view of gender depiction in contrast to the results of the textbooks' analysis. The majority of teachers tend to show their egalitarian thinking of gender rather than stereotyped view of gender. Such perceptions can contribute to reduce or correct the biases in the materials as argued by Sunderland (2004).

The lack of Classroom Observational Checklists and Classroom Discourse prevented the researcher to dissect actual teacher treatments of gendered texts and gender depiction in classroom. Another limitation of the study is in relation to size of the sample. The limited number of participants cannot provide a reasonable data to discuss about controversial issues such as gender bias or negative/positive treatment of teachers towards gender depiction in this context. To obtain a much more reliable data, it seems to be more feasible to rely on Focus Group Discussion as well as Interviews which allow researcher to obtain more detailed data.

### **CONCLUSION**

Hence, it appears that it is critical for educators and student teachers to try to deal with these complex challenges and propose new strategies for avoiding gender bias from ELT textbooks that still hold gender preconceived ideas. We expect that university English language teaching departments will equip teachers with the knowledge and experience necessary to identify and criticize gender bias in ELT materials, as well as to promote gender equity in the classroom. This could aid in combating the problem of sexism in textbooks, which may affect girls' and boys' understanding of the world and their roles within it.

## REFERENCES

- Ariyanto, S. (2018). A Portrait of Gender Bias in the Prescribed Indonesian ELT Textbook for Junior High School Students. *Sexuality & Culture*.
- Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2010). *Introduction to research in education (8 ed.)*. New York: Hult Rinchart & Wiston.
- Butler, J. (1990). *Gender Trouble*. London: Routledge.
- Diekman, A. B., & Eagly. (2000). Stereotypes as dynamic constructs: Women and men of the past, present, and future. *Personality and Social Psychology Bulletin*, 1171–1188.
- Ehrlich, S., Meyeroff, M., & Holmes, J. (2014). *The Handbook of Language, Gender, and Sexuality*. Wiley Blackwell.
- Ellemers, N. (2018). *Gender Stereotypes*. Utrecht: Annual Reviews.
- Fairclough, N. (1989). *Language and Power*. New York: Longman.
- Gee, J. P., & Handford, M. (2013). *The Routledge Handbook of Discourse Analysis*. Taylor & Francis.
- Goatly, A. (2000). *Critical Reading and Writing: An Introductory Coursebook*. Hove: Psychology Press.
- Gumilar, S., & Amalia, I R (2020). *The Representation of Gender Neutrality in Indonesian Physics Textbooks: A Critical Discourse Analysis*. Tadris: Journal of Education and Teacher Training.
- Halliday, M. A., & Matthiessen, C. M. (2004). *An Introduction to Functional Grammar*. London: Routledge.
- Holmes, J., & Meyeroff, M. (2013). *Handbook of Language and Gender*. Routledge.
- Kızılaslan, I. (2010). Student teachers' perceptions of gendered texts in English language textbooks. *Elsevier*.
- Leong, P. A. (2013, October 3). *Transitivity System*. Retrieved from Alvin Leong Web Site: <https://www.alvinleong.info/sfg/sfgtrans.html>
- Lips, H. M. (2016). *A new psychology of women: gender, culture, and ethnicity*.
- Litosseliti, L. (2013). *Gender and Language Theory and Practice*. Routledge.
- Namatende-Sakwa, L. (2018). The construction of gender in Ugandan English textbooks: a focus on gendered discourses. *Pedagogy, Culture & Society*, 609-629.
- Rasman. (2014). A Critical Discourse Analysis Of Gender Stereotype In Buku Sekolah Elektronik (BSE) Using Halliday's Transitivity Analysis. *English Language Education: University of Yogyakarta*.
- Sunderland, J. (2004). *Gendered Discourse*. Lancaster: Palgrave Macmillan.
- Sunderland, J. (2014). *Gender representation in language textbooks: moving on*. Retrieved from Young Linguists' Meeting in Poland 2014: [wa.amu.edu.pl](http://wa.amu.edu.pl)
- Tracy, D. M., & Lane, M. B. (1999). Gender-Equitable Teaching Behaviors: Preservice Teachers' Awareness and Implementation. *Equity & Excellence in Education*.
- United States Department of State Bureau of International Information Program. (2012). *Global women's issues: Women in the World today*. Retrieved from <https://en.unesco.org/themes/110855/publications/all>