

# WHERE ARE WOMEN? CRITICAL DISCOURSE ANALYSIS OF WOMEN REPRESENTATION IN EFL TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS

Endah Yunita Setyowati<sup>1</sup>, Elih Sutisna Yanto<sup>2</sup>, Iwan Ridwan<sup>3</sup>

<sup>1,2,3</sup> Universitas Singaperbangsa Karawang

<sup>1</sup> endahysetyowati@gmail.com, <sup>2</sup> elih.sutisna@staff.unsika.ac.id, <sup>3</sup> iwan.ridwan@fkip.unsika.ac.id

## Abstract

Studies on the domain of language education indicate that gender stereotypes still exist in teaching-learning media for instance English as a foreign language (EFL) textbook. Since the study within gender stereotypes in EFL textbook has dominantly compared the representation of female and male or men and women, this present study focused on investigating women representation in terms of domestic roles, hobbies, dressing, and social expectation in EFL textbook for Senior High School students published by Ministry of National Culture and Education (MONEC). This study used critical discourse analysis (CDA) to investigate both visual and textual that represent women in term of domestic roles, hobbies, dressing, and social expectation on the selected chapters in the EFL textbook mandated by MONEC as one of the teaching-learning media. The finding reported women still represented stereotypically in term of domestic roles, hobbies, dressing and social expectation in the selected textbook.

**Keywords:** Women Representation, EFL Textbooks, Critical Discourse Analysis, Corpus Study

## INTRODUCTION

In our daily lives, we are familiar with gender-stereotyped or the role in society that addressed women and men. This gender-stereotyped makes us think, act, and behave according to male-female gender identity in cultural, political, and economic spheres because of social and cultural conditions. The gender stereotype in society belief women should attain the social expectation that addressed to women, such as, domestic roles (e.g cooking, cleaning dishes, sweeping), not good at mathematics and science, and more sensitive (Widodo and Elyas 2020, Yang 2016, Setyono, 2018). As time passes, women tend to get gender equality in society start to make a women's movement, for example, women's march in Western, and women's emancipation in Indonesia. This gender stereotype grows in society because of the male-female identity acknowledge in the family and school education known as children's first place to learn.

As the first place to learn, schools or educational contexts should promote gender equality to make a new movement to see someone as a human being not because of their male-female gender identity that we familiar with boys and girls or men and women. So that the next generation will not think they should act, think, and behave as they should be, not because they are women or men. In the educational context for about three decades, gender issues have been widely discussed in society, such as "socialization agents (e.g., Schools) and socio-cultural processes" (Yang 2016: p.2). In language education, gender-stereotyped widespread in the classroom discourse, for instance, product and project of learning materials, is textbook. The stereotyped gender representation of women and men in ELT material is no exception. Although this study has long been discussed, this issue still received extensive public attention

(Lee 2009). Gender stereotyped in language education, as reported by Ariyanto (2018), acknowledged that humans are unique and distinct in multicultural multi-religious, and multi-society. According to Bandura's social learning theory, Individuals learned and reproduced behavior through observation with environmental determinants.

Teachers choose textbooks as their source for preparing and providing teaching learning materials and exercises in the classroom activities. The textbook is an effective instrument in language education that represents everyday life, values and senses, culture, religion, humanism, pluralism, democracy, and social justice (Yang, 2016, Weninger and Kriss, 2013, Setyono and Widodo, 2019). It support the teaching-learning process (Tahririan and Sardi, 2013) and provide a valuable framework and information (Richard, 2001) for teachers as a teacher's plan, reference, guidance, and authority in the classroom (Cortazzi and Jin, 1999). In the same vein, Ariyanto (2018) addressed textbooks as instructional guides to give students opportunities to mean social activities, social values, social role, socio-cultural value, attitude, and behavior about gender stereotypes in the EFL textbooks.

In line with this, gender stereotypes commonly categorize male and female genders differently in terms of norm, cultural-value, perception, and behavior patterns. However, gender stereotypes may influence students' judgments and negatively imprint on students' perceptions (Ariyanto 2018, Setyono, 2018). In this regard, Widodo (2018) noted that the distinctions of gender inequality fewer since the Indonesian women's emancipation movement, gender equality recognized as fundamental human rights and introduced by Russell (2016) as "gender equality in the education sphere." To some extent, women are illustrated to take a part in domestic roles, for instance, cooking, knitting and babysitting (Setyono 2018) and housewives, mother, and family managers (Lestariyana, Widodo and Sulisty 2020). Namatende-Sakwa (2018) maintains that women are seen as being weak, sentimental, ridiculous, dependent, envious, friendly, sickness and. Similarly, Lee and Collins (2009) addressed women are associated with friendship, illness, and appearance. On the other hand, women also reported plays traditional and limited social roles as passive and home-oriented (Setyono 2018, Lee 2018).

In last five years, some prior studies in Indonesian language textbook have been reported, For instance, Tyarakanita et al. (2021) have been studied on the representation of gender stereotype on two Indonesian EFL textbook published by Indonesian Ministry of National Education and Culture (henceforth, MONEC) based on 2013 Curriculum for seventh and eighth-grade junior high school students. Lestariyana et al. (2020) also studied two Indonesian EFL textbooks mandated by MONEC for junior high school students. VII and VIII Grades found that women are still traditionally stereotypically being a housewife than being a professional worker. Further, Elmiana (2019) reported three Indonesian EFL textbooks mandated for senior high school students were still contain gender imbalance. Another study reported by Setyono (2018) also examined three mandated textbooks for senior high school students that still represented gender stereotypes that portray in textual and visual data support. Lastly, Ariyanto (2018), who study on mandated textbooks for junior high school students, reported the distinctive gender stereotypes on the female and male depiction in the textbooks. In this respect, Indonesian EFL textbooks mandated by MONEC still represented unequal gender roles between males and females.

Since textbook is one of the learning media which widely used in the language educational area. This phenomenon influence Hutchison and Torres (1994) to introduce English language teaching and learning textbooks play an essential instrument in the classroom, and millions of copies are used every year in English language classes. For this reason, the issue of gender is

widely discussed by many scholars across the world. Indonesia, start to investigate the issues of gender in EFL textbooks for the last three decades to reach the aim of gender equality since the women's emancipation movement (Lestariyana et al., 2020). As her review, a prior study has been reported by Indonesian scholars, relatively little empirical evidence reveals only the representation of women in English as foreign language textbooks published by the Ministry of National Education and Culture using critical discourse analysis. To extend this scholarship, the present study will attempt to complete this empirical gap. The study seeks to answer the following research question: How are women represented in term of domestic roles, hobbies, dressing and social expectations addressed to women in the selected chapters of the EFL language textbook?

## METHOD

This study utilized critical discourse analysis (CDA) to examine the representation of women's stereotype in the EFL textbook for tenth grade students' entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*, the English EFL textbook written by Widiati et al. (2017) mandated by MONEC. The representation of women's stereotyped in term of domestic roles, hobbies, dressing, and social expectation analyzed in the selected chapters in the textbook. This research drawing on Fairclough's theory of critical discourse analysis (CDA) in language uses which built-in society and institutionally controlled to ensure power imbalance in text and talk (Fairclough, 2001). Furthermore, the textual data artifact will be identified gender stereotyped of women's representation with the role of socio-culture ideology in the critical discourse analysis technique by Fairclough (2001), and the visual data artifact will be examined using the theory of Social Actor Analysis introduced by van Leeuwen (2008). The researchers interpret the data using corpus/ corpora text analysis which widely uses in discourse analysis studies (Croker, 2009)

## RESULTS AND DISCUSSION

### Results

**Table 1** The description of women representation

Unit	Theme	Description	Page	Women activities in the textbook
1	Talking about self	A picture is accompanied by woman students reading a book in the library.	3	This picture shows discourse of reading as a women's hobby, which is a passive activity.
2	Talking about self	A picture text accompanied with an email from Hannah	4	This picture stereotyped women's hobby in music, loves pets, and a women's favorite subjects in schools are art and geography.
3	Talking about self	A picture text showing a letter from Saidah.	5	This picture shows discourse of women needs more friends to talk to, even pen friends.
4	Congratulating and complimenting others	A picture illustrates two women in different clothes	33	This picture discourse of women dialogue about complementing each other about what they wear and the way they look.
5	Congratulating and complimenting others	A picture showing dialogue text women praise others	34	This picture stereotyping women are like gossiping

6	What are you going to do today?	A dialogue shows two women and one man plans their weekend	40-41	This dialogue constructed gender stereotyping against women on spending their time.
---	---------------------------------	--	-------	---

**Discussion**

Drawing on the data using corpus data in the selected chapters in the EFL textbook for tenth-grade students mandated by MONEC are both visual and textual artifacts analyzed using critical discourse analysis (CDA) Introduced by Fairclough (2001) identify the discursive practices that legitimize structural or social injustices, and role of ideology in securing domination especially in gender relation and in cultural relation. The corpus data will adopt Lestariyana et al.'s (2020) table of the corpus. This textbook analysis will focus on gender stereotyping through women in the Indonesian EFL textbook mandated by MONEC. The stereotypes through women that will be analyzed are in the term of employment women are tend to play domestic roles, for instance, cooking, knitting and babysitting (Setyono, 2018) and home-oriented and do more passive activities (Lee, 2019) in contrast women loves to have a conversation which introduced by Tannen (1991) as "rapport talk" (Lee, 2019, p.3).

In this textbook, some chapters have strong women representation, while others do not show women at all in the whole chapters. The six from fifteen chapters not equally represented women, both textual and visual material in the EFL textbook for tenth-grade students. The stereotypes of women are still portrayed in the nine chapters and make women a central character of the unit, such as women should play domestic roles and passive hobbies and activities associated with the responsibility to the household and family managers (Setyono 2018, Lestariyana 2020, Yang 2016). Table 1 figured the representation of women in the term of domestic roles and passive hobbies and activities.

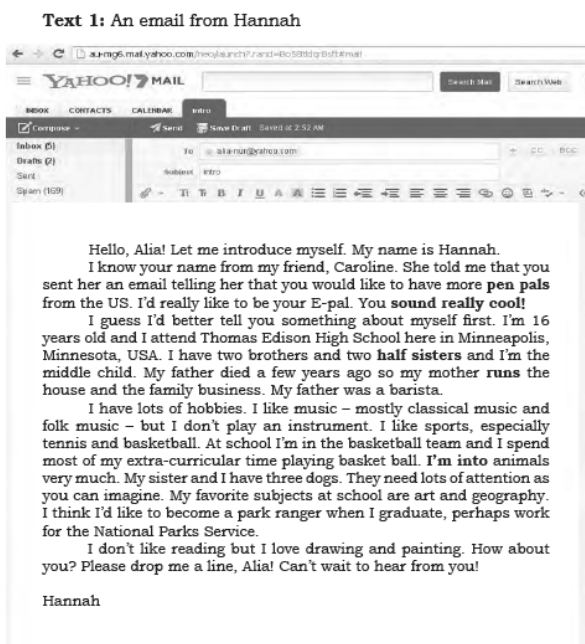
Therefore the following **Table 1** corpus data are selected artifacts of women representation collected according to the selected criteria from *Bahasa Inggris* for the 10<sup>th</sup> grade of the senior high school published by MONEC. Table 1 shows the analysis of women's stereotypes which are issues that writers, students, and teachers should perceive. The visualization, along with the picture and dialogue, is analyzed as a whole in this study to determine to what extent the representation.



Source: [www.images.solopos.com/siswa-sma-perpustakaan.jpg](http://www.images.solopos.com/siswa-sma-perpustakaan.jpg)  
Picture 1.3

**Picture 1**

The picture covertly conveys the stereotyping of women's hobbies is reading, reading one of the silent activities that most women do in their daily activities rather than physical activities. This stereotype of women's hobbies shows that women usually do passive activities (Namatende-Sakwa 2018, Lee 2018, Ariyanto 2018). Nevertheless, the textual artifact shows the stereotyping of women's hobbies as silent and passive.



**Text 1**

**Text 2:**  
A letter from Saidah

Assalamu'alaikum Alia,

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

I'm a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I attend an Islamic boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. My younger brother is an elementary school student.

My favorite subjects are social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our mother tongue.

As for hobbies, I'm really into songs and music. My favorite boy band is One Direction. My favorite Malay singer is, of course, Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise.

I'm really into books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books.

I'd really love to come to Indonesia some day, especially to the magnificent Raja Ampat in Papua. What about you, do you want to visit my country?

Wassalam.

Cheers,  
Saidah

**Text 2**

**Text 1** illustrates the email and letter that send by women to women, they are wanted to befriend Alia, but they are living in a different country. They are called this kind of friendship is "pen pal." The definition of a pen pal in Merriam Webster is a friend made and kept communicates by letter or email. The first picture demonstrates the email from Hannah to Alia. In the first conversation, Hannah introduces herself, how she knows Alia, and asks her for a friendship. She also talks about her education and hobbies. She has lot of hobbies. In terms of hobbies, the textbook writer still shows the stereotyped of women hobbies. She likes music but doesn't play an instrument. In this respect, women's hobbies are usually doing not involved physical activities. The first text of **Text 1** describes that Hannah has hobbies which usually associate with men. Hannah loves to do tennis and basketball as her hobbies. Nevertheless, she loves music and animals. In the term of having dogs as a pets show that Hannah stereotyped as a sensitive human being, she can take care of her pets. Drawing and painting are the best activities Hannah loves to do. It also shows the stereotype of women. Women love to do passive activities (Lee 2019).

The second text from **Text 2**, in this text Saidah replies to a letter from Alia and Introducing herself. She starts with she likes to have pen friends too as the stereotyped of women who loves to make friends with. She likes social science, and this shows Deborah's theory stressed that women are not good at science and math (Deborah, 1990). Furthermore, in this letter illustration, the women stereotypes are song, music, and movies categorized as silent hobbies, which most women did. Saidah's dream job is science fiction books written. As a writer, activity does not bound with physical activities. Henceforth writer also categorized it as an occupation or activities that stereotyped women are do not bound with physical activities.



Source: Dokumen Kemdikbud  
Picture 2.17



Source: Dokumen Kemdikbud  
Picture 2.18

### Picture 2

### Picture 3

This figure in **Picture 2** and **3** shows dialogue with illustration where women are stereotyped in complementing each other, which shown their solidarity (Lee 2019) in the way they are dressing. The first illustration shows that women are usually dressing use shirts and colorful (Yang 2016). In both illustrations, women are stereotyped in using clothes with yellow, red, brown, and white were addressed as un-neutral colors. In the term of the picture with dialogue, I also analyzed what women are talking about.. First dialogue in **Picture 2** (left) woman with yellow dress complementing red dress that wearing by women two, and the girl with red dress says "Thank you very much." The second dialogue in **Picture 3** (right) has the same stereotyped womens' dialogue. The girl in a brown dress said "You look gorgeous!" when she met her friend who was dressing in white because she will be married. The woman with a brown dress is most likely to talk about what she interest in then give the brides congratulation on her wedding.

Riri : It will be a long weekend soon. Do you have any plans?  
Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.  
Bayu : Stay at home? Well, you could do something more interesting!  
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.  
Santi : That sounds like a very good plan!  
Bayu : **Are you going to** bake choco chips cookies like the last time?  
Riri : Well, yes. That is my favorite. But we will also try to make ginger cookies.  
Santi : Lucky you. Your mom is a real baker, isn't she?  
Bayu : Ha ha, ha. Do you still want to stay home alone?  
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.  
Riri : No problem. I will tell you the time on Friday.  
Santi : Thanks a lot. I can't wait to join you.  
Bayu : Have a nice long weekend, everyone.  
Riri, Santi : You too.

### Dialogue 1

The **Dialogue 1** shows the domestic roles stereotyped addressed to women. Women are expected to do domestic roles, for instance, cooking, knitting and babysitting (Setyono, 2018)

and housewives, mother, and family managers (Lestariyana et al, 2020).. In the dialogue women are stereotyped as most like to spend their time in the kitchen and household, for instance, the dialogue between Santi, Riri, and Bayu. The dialog was talking about their plans for a long weekend. Although Bayu has a plan to go fishing and his father, Riri will go to bake choco chips cookies with her mother, and Santi hasn't plan for her weekend yet. From the dialogue, Santi rather spends her weekend baking Choco chip cookies with Riri and her mother than go fishing with Bayu and his father.

## CONCLUSION

The stereotyped of women in society is widely discussed across the world in pursuing gender equality in society. This critical discourse study has examined the representation of women's stereotyped depicted in EFL textbook as teaching-learning media. It is important to investigated and examined that textbook should promoting women characters equally both textual and visual artifact in developing students awareness in gender equality in society. This study attempt to provide acknowledgement of women's stereotyped in term of domestic roles, hobbies, dressing and social expectation that grown in society and represented in the learning media (textbook). The finding reveals the textbook author still depicted women addressed with women's stereotyped in both textual and visual artifact. Women are depicted to do the domestic roles such as baking cookies, dressing with a colorful dress and being nice, love to make friends and sensitive to fulfill the social expectation that growth in society, but the author also depicted women can have masculine hobbies such as playing basketball. However this study has limitation, showing that this issues need to investigate and examine more intensively not only in textbook but on the others learning media, This issue can be examine in the students' knowledge and perception on the women's stereotypes. There also suggestion for the future researchers and textbook writer's to avoid gendered portrayals in learning media and environment in pursuing gender equality in society.

## ACKNOWLEDGMENTS

The writer would like to her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life. To all the lecturers and English teachers who have taken part in this study and who have generously shared their time, experience, and research material, I wish to express my appreciation and thank you.

## REFERENCES

- Ariyanto, S. (2018). A portrait of gender bias in the prescribed Indonesian ELT textbook for junior high school students. *Sexuality and Culture*, 22, 1054–1076. DOI: <https://doi.org/10.1007/s12119-018-9512-8>
- Atchison, A. L. (2017). Where are the women? An analysis of gender mainstreaming in introductory political science textbooks. *Journal of Political Science Education*, 13(2), 185–199. DOI: <https://doi.org/10.1080/15512169.2017.1279549>.
- Elmiana, D. S. (2019). Pedagogical representation of visual images in EFL textbooks: a multimodal perspective. *Pedagogy, Culture & Society*. DOI: <https://doi.org/10.1080/14681366.2019.1569550>
- Fairclough, N. (2001) Critical discourse analysis as a method in social scientific research. In R Wodak & M. Meyer (Eds.), *Methods of critical discourse analysis*, 121-138. London: Sage

- Ghajarieh, A., and Salami, A. (2016) Gendered representation of male and female social actors in Iranian education material. *Gender Issues*, 33, 258-270. DOI: <https://doi.org/10.1007/s12147-016-9157-6>
- Lee J F K (2016) Gender representation in Japanese EFL textbooks – a corpus study. *Gender and Education*. DOI: <https://doi.org/10.1080/09540253.2016.1214690>
- Lee, J. F. K. (2018). In the pursuit of a gender-equal society: Do Japanese EFL textbooks play a role? *Journal of Gender Studies*, 28(2), 204–217. <https://doi.org/10.1080/09589236.2018.1423956>.
- Lee, J. F. K., and Collins, P. (2009) Australian English-language textbooks: The gender issue. *Gender and Education*, 21, 353-370. DOI: <https://doi.org/10.1080/09540250802392257>
- Lestariyana, R. P. D, Widodo, H. P., Sulistiyo, U. (2020). Female representation in Government-Mandated English language textbooks used in Indonesian Junior High Schools. *Sexuality & Culture*. DOI: <http://doi.org/10.1007/s12119-020-09752-2>
- Setyono, B. (2018). The Portrayal of Women in Nationally-Endorsed English as a Foreign Language (EFL) Textbooks for Senior High School Students in Indonesia. *Sexuality & Culture* 22, 1077–1093 DOI: <https://doi.org/10.1007/s12119-018-9526-2>
- Setyono, B., and Widodo, H. P. (2018). The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a critical discourse analysis. *Intercultural Education*. DOI: <https://doi.org/10.1080/14675986.2019.1548102>
- Tyarakanita, A., Drajadi, N. A., Rochsantiningsih, D., Nurkamto, J. (2021). The representation of Gender Stereotypes in Indonesian English Language Textbook. *Sexuality and Culture*. DOI: <http://doi.org/10.1007/s12119-021-09813-0>
- Van Leeuwen, T. (2005). *Introducing social semiotics*. Routledge
- Widodo, H. P. (2018). A Critical Micro-semiotic Analysis of Values Depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook. In H. P. Widodo, L. V. Canh, M.R. G. Perfecto, & A. Buripakdi (Eds.), *Situating moral and cultural values in ELT materials: The Southeast Asian context* (pp. 131–152). New York: Springer. DOI: [https://doi.org/10.1007/978-3-319-63677-1\\_8](https://doi.org/10.1007/978-3-319-63677-1_8)
- Wodak, R. (2001). What CDA is about: A summary of its history, important concept and its development. In R. Wodak & M. Meyer (Eds.), *Methods of critical discourse analysis* (p. 1-13). London: Sage.
- Yang, R. C. C. (2016). Are males and females still portrayed stereotypically? Visual analyses of gender in two Hong Kong primary English Language textbook series. *Gender and Education*. DOI: <http://doi.org/10.1080/09540253.2015.1103839>