

CHAPTER IV

FINDINGS AND DISCUSSION

In this section, the answers about the research questions are provided. Firstly, there are the findings as the result of the analysis based on the research methodology. It contains information about the percentage and the detail number of occurrences found in the textbooks. Later, these numerical data are used to be the source to generate further discussions. To make the readers easier figuring out the answers, the subheadings of the findings are ordered as in the research questions.

A. Findings

This section aims to answer the research questions in this study. To find out the findings, the data were gathered and categorized manually. The results of the analysis are reported in this section in terms of numerical data to show the number occurrences data as the evidence in this research.

The results of this study cover up about (1) gender construction in visual images of the ninth grade ELT textbook of Junior High School published by Indonesian Ministry of Education and Culture (2) the representation of gender biasness and stereotyping in the visual images of the ninth grade ELT textbook of Junior High School published by Indonesian Ministry of Education and Culture. The findings are explained clearly in two sub-headings below.

1. Gender Construction in Visual Images of the Ninth Grade ELT Textbook of Junior High School

The general result of gender construction in visual images of the ninth grade ELT textbook of Junior High School published by Indonesian Ministry of Education and Culture is females relatively were constructed to be slightly more dominant than males. In addition, the general result of this study is explained specifically into two parts which are depiction of participants and representational meaning of the visual images that construct gender representation in this textbook.

a. Depiction of Participants

The depiction of participants was analyzed based on participant type and gender. Participant type was divided into two types which are human and non-human. Especially for non-human type, participants were categorized into two categories which are animals and objects. The second analysis is about gender. Here, participants were observed based on their gender whether they are male or female. Thus, the results about the depiction of participants can be seen as follows.

1) Participant Type

The general results of the depiction of participant type in visual images of the ninth grade ELT textbook of Junior High School can be seen in the table 4.1.

Table 4.1

Depiction of Participant Type

No.	Types of Participants	Number of occurrences	Percentage
1	Human	302	72.42%
2	Non-human	115	27.58%
	Total	417	100%

Based on the table 4.1, it can be seen that the total participants identified in visual images of the ninth grade ELT textbook of Junior High School is 417 participants. The occurrences of human type are 302 times (72.42%) while the occurrences of non-human types are 115 times (27.58%). Here, it can be inferred that the frequency of human type is higher than the frequency of non-human type. The domination of human participant type is really clear since it has more than three times the non-human participant type.

2) Gender

The analysis for gender of participants depicted in visual images of the ninth grade ELT textbook of Junior High School can be seen in the table 4.2.

Table 4.2

Depiction of Gender

Gender of Participants								
Human			Non-human					
			Animals			Objects		
Male	Female	Neutral	Male	Female	Neutral	Male	Female	Neutral
146	149	7	0	0 (0%)	7	0	0 (0%)	108
(35.01%)	(35.73%)	(1.68%)	(0%)		(1.68%)	(0%)		(25.90%)
Grand Total = 417 (100%)								

Based on the table 4.2, it can be concluded that overall the total participants found in visual images of the ninth grade ELT textbook of Junior High School was 417 (100%) participants. They consist of 149 (35.73%) participants identified as female, 146 (35.01%) participants identified as male and 122 (29.26%) identified as neutral. Here, it can be seen that female participants were slightly higher than male participants and neutral participants. Furthermore, there were 7 (1.68%) participants identified as human type but they were identified as neutral group. Then, all participants of non-human type which are

animals with 7 (1.68%) participants and objects with 108 (25.90%) participants were identified as neutral group. Therefore, there were 122 (29.26%) participants identified as neutral group.

b. Representational Meaning

To support the explanation about gender construction as the first research question, identifying representational meaning becomes very important to know gender's action, circumstances and characters depicted in in visual images of the ninth grade ELT textbook of Junior High School. Thus, the results of analysis of representational meaning are depicted as follows.

1) Action

The visual images shows actions that illustrate gender stereotyping found in the social, institutional, relational and political as well as no-action categories. Some visual images were categorized as no-action categories since they did not really show the action related to social, institutional, relational or political activity. The depiction of actions which were showed by the participants in visual images of the ninth grade ELT textbook of Junior High School can be seen in the table 4.3.

Table 4.3

Depiction of Action

Types of Action									
Institutional		Relational		Political		Social		No-action	
Male	Female	Mal	Female	Mal	Female	Mal	Female	Mal	Female
		e		e		e		e	
113	115	2	6	0	0	26	23	5	5
Total = 228		Total = 8		Total = 0		Total = 49		Total = 10	
(77.29%)		(2.71%)		(0%)		(16.61%)		(3.39%)	
Grand Total = 295 (100%)									

Based on the table 4.3, it can be stated that institutional action got the highest frequency among others with 228 (77.29%) times which consisted of 113 actions for male and 115 actions for female. Next, it was continued with social action with 49 (16.61%) times which consisted of 26 actions for male and 23 actions for female. Furthermore, no-action category placed in the third position with 10 (3.39%) times which consisted of 5 no-actions for male and 5 no-actions for female. The last was relational category with 8 (2.71%) times which consisted of 2 actions for male and 6 actions for female. Here, it can be seen that institutional action in visual images of the

Based on the table 4.4, it can be stated that there were 205 (69.49%) participants found no-setting background in visual images of the ninth grade ELT textbook of Junior High School that consist of 110 (37.29%) males and 95 (32.2%) females. Furthermore, there were 81 (27.46%) participants found in indoor setting and there were 9 (3.05%) found in outdoor setting. To make them clearer, it can be seen here that there were 51 (17.29%) females found in indoor setting and there were only 30 (10.17%) males found here. In addition, there were 6 (2.03%) males found in outdoor setting and there were 3 (1.02%) females found in outdoor setting.

Regarding the circumstance of means, most of participants did not bring the means in the visual images. There were only 14 (100%) participants who were identified bringing the means. They consist of 7 (50%) males and 7 (50%) females.

3) Character

The third domain of representational analysis to answer the first research question is analysis of character in visual images of the ninth grade ELT textbook of Junior High School. Here, it is divided into two parts which are character type and ethnicity. Then, the results of analysis of character are showed as follows.

a) Character Type

The visual images showed the characters of the participants that illustrated gender construction analyzed from the

institutional, social, relational, political as well as no-character category. Here, the characters of the participants found in visual images of the ninth grade ELT textbook of Junior High School are showed in the table 4.5.

Table 4.5

Depiction of Character Type

Character Type									
Institutional		Relational		Political		Social		No-character	
Male	Female	Mal	Female	Mal	Female	Mal	Female	Mal	Female
		e		e		e		e	
113	115	2	4	0	0	27	26	4	4
Total = 228		Total = 6		Total = 0		Total = 53		Total = 8	
(77.29%)		(2.03%)		(0%)		(17.97%)		(2.71%)	
Grand Total = 295 (100%)									

Based on the table 4.5, it can be seen that institutional characters were more dominant than others. They were found in 228 (77.29%) times in the visual images of the ninth grade ELT textbook of Junior High School. Then, the second place was occupied by social characters which were found in 53 (17.97%) times. Next, there were 8 (2.71%) visual images which were identified as no-character type. The last place was occupied by relational characters with 6 (2.03%) times.

Related to institutional characters, there were two characters found in this part which are teachers and students. There were 7 teachers identified as male and 7 teachers identified as female. On the other hand, it was different in the comparison of students. There were 108 students identified as female and there were 106 students identified as male.

In addition, related to social characters, there were 6 characters found in this part which are friend, traveller, seller, chef, orphanage caregiver, and orphan. There were 11 males and 18 females identified as 'friend'. Then, there were 8 males identified as 'traveller'. Next, there were 3 females identified as 'seller'. Next, there was 1 male identified as 'chef'. In addition, there were 2 males and 2 females identified as 'orphanage caregiver'. The last, there were 4 males and 4 females identified as 'orphan'.

Next, related to relational characters, there were 4 characters found in this part which are father, son, mother and daughter. There was 1 male identified as father. Then, there was 1 male identified as 'son'. There were 2 females identified as 'mother' and there were 2 females identified as 'daughter'.

Then, related to no-character type, there were 4 males and 4 females. In this case, there was balance found in this part. Therefore, it can be stated that there was equality in the

comparison between male and female related to no-character type.

b) Ethnicity

The analysis of ethnicity in visual images in the ninth grade ELT textbook of Junior High School is based on the clearly identifiable participants that can be seen in each category.

Here, the results of the analysis showed in the table 4.6.

Table 4.6

Depiction of Ethnicity

No.	Characteristics of Ethnicity	Male	Female	Total
1.	A person who wears headwear	0	19 (6.44%)	19 6.44%)
2.	A person who has lighter skin, slanted eyes, and straight hair	1 (0.34%)	1 (0.34%)	2 (0.68%)
3.	A person who has light or brown skin and black hair	117 (39.66%)	72 (24.41%)	189 (64.07%)
4.	A person who has darker skin and curly hair	20 (6.78%)	57 (19.32%)	77 (26.1%)
5.	A person who has lighter skin and blonde hair	8 (2.71%)	0	8 (2.71%)

Total	146	149	295 (100%
	(49.29%)	(50.51%)	

Based on the table 4.6, it can be seen that there were some differences in four categories and only one category that presented equal comparison between male and female. The highest frequency occurred in the third category which is a group of people who have light or brown skin and black hair. It has got 117 (39.66%) males and 72 (24.41%) females. The total of this group is 189 (64.07%) participants. The second group which occupied the second place is the fourth category which is a group of people who have darker skin and curly hair. It has got 20 (6.78%) males and 57 (19.32%) females. The total of this group is 77 (26.1%) participants. The third group which occupied the third place is the first category. It is a group of people who wear headwear. It has only got 19 (6.44%) females and no male. The total of this group is 19 (6.44%) participants. The forth group which occupied the forth place is the fifth category which is a group of people who did not represent Indonesian ethnicity. They represented participants from foreigners who have characteristics such as lighter skin and blonde hair. It has only got 8 (2.71%) males and no female. The total of this group is 8 (2.71%) participants. The last group

which occupied the fifth place is the second category which is a group of people who have lighter skin, slanted eyes, and straight hair. Here, there was equal comparison between male and female which is 1 (0.34%) male and 1 (0.34%) female. The total of this group is 2 (0.68%) participants.

2. The Representation of Gender Biasness and Stereotyping in the Visual Images of the Ninth Grade ELT Textbook of Junior High School

To answer the second research question related to the representation of gender biasness in the visual images of the ninth grade ELT textbook of Junior High School published by Indonesian Ministry of Education and Culture, it can be stated that gender biasness and stereotyping occurred in this textbook. It can be seen from the data collected in the previous research question. Based on the data above, related to types of gender, it can be seen that there was slightly difference between the total of male participants and female participants. The total of female participant is 149 (35.73%) participants and the total of male participants is only 146 (35.01%) participants. Here, it can be seen that female participants were slightly more dominant than male participants in visual images of the textbook.

Furthermore, after analyzing the data in more depth, it revealed a clear gender imbalance in some analyses of representational meaning part. In types of action, there was different comparison between male and female in almost all types of action. Only one type of action had balance number in representing male (5 participants) and female (5 participants) in this textbook which is no-

action category. In institutional action category, there was slightly different comparison between male and female. Male was depicted in 113 actions while female was depicted in 115 actions. In social action, there was a quite big difference where male was depicted in 26 actions and female was depicted in 23 actions. Then, in relational action category, female was showed more dominant than male since there were 6 actions for female and only 2 actions for male.

Related to circumstance analysis, there was a balance number in comparing the depiction of means circumstance. However, there were some differences in the analysis of setting circumstance. In no-setting background in visual images of the ninth grade ELT textbook of Junior High School, there were 109 males found and there were only 96 females found. Furthermore, there was a clear difference in comparing male and female in indoor setting. Here, there were 51 females found in indoor setting and there were only 30 males found here. On the other hand, male was more dominant than female in outdoor setting. Here, there were 6 males found in outdoor setting and there were only 3 females found in outdoor setting.

Related to character types, it can be seen that there was different comparison between male and female in almost all types of characters. There was only one part which was balance whereby there were 4 males and 4 females related to no-character type. However, the gap of the difference in each category was not far. In institutional characters, there was little bit difference in the number of frequency where there were 113 males and 115 females. In

detail, there were two characters found in this part which are teachers and students. There was a balance comparison where there were 7 teachers identified as male and 7 teachers identified as female. However, it has difference in the comparison of students. There were 108 students identified as female and there were 106 students identified as male. Related to social characters, there was also little bit difference in the number of frequency whereby there were 27 males and 26 females. In detail, there were 11 males and 18 females identified as 'friend'. Then, there were 8 males identified as 'travellers'. Next, there were 3 females identified as 'seller'. Next, there was 1 male identified as 'chef'. In addition, there were 2 males and 2 females identified as 'orphanage caregiver'. The last, there was a balance comparison related to orphan since there were 4 males and 4 females identified as 'orphan'. Totally, there were 6 characters found in this part which are friend, traveller, seller, chef, orphanage caregiver, and orphan. Next, related to relational characters, it was found the difference in the number of frequency whereby there were 2 males and 4 females. In detail, there was 1 male identified as father. Then, there was 1 male identified as 'son'. There were 2 females identified as 'mother' and there were 2 females identified as 'daughter'. Totally, there were 4 characters found in this part which are father, son, mother and daughter.

The last, related to ethnicity, there were differences in four categories and only one category that presented equal comparison between male and female. The equal result was found in the second category which is a group of

people who have lighter skin, slanted eyes, and straight hair. Both male and female were found once in the textbook. The clear difference occurred in the third category which was fulfilled by a group of people who have light or brown skin and black hair. Here, the difference between male and female had far gap whereby there were 117 males found in this part and only 72 females found in this part. The total of this group is 189 participants. The second difference was found in the fourth category which is a group of people who have darker skin and curly hair. There were 57 females and only 20 males. The total of this group is 77 participants. The third difference was found in the first category which is a group of people who have darker skin and curly hair. There were 19 females and no male. The forth difference was found in the fifth category which is a group of people who did not represent Indonesian ethnicity. They represented participants from foreigners who have characteristics such as lighter skin and blonde hair. There were 8 (2.71%) males and no female.

B. Discussion

To provide clear answers of the research questions, discussion is needed to elaborate the data analysis in the previous section. These findings are interpreted by considering the data found in the ninth grade ELT textbook of Junior High School and several related theories as well as the findings of the previous studies. Further, the discussion can reveal whether the findings of the research confirm or contradict the theories or the findings of the previous studies. The discussion is divided into two subsections accordingly. The first subsection discusses the findings of gender construction in visual images of the ninth grade ELT textbook

of Junior High School. Next, the second subsection discusses about the findings of the representation of gender biasness and stereotyping in the visual images of the ninth grade ELT textbook of Junior High School.

1. Gender Construction in Visual Images of the Ninth Grade ELT Textbook of Junior High School

To see gender construction in visual images, it can be seen based on the analysis of participants and representational meaning which includes actions, circumstances and characters by extending the level of delicacy: institutional, relational, political and social elements (Krees & Van Leeuwen, 2006; Painter & Martin, 2010; Yasin et al., 2012). Here, the data were only focused on the visual images found in the ninth grade ELT textbook of Junior High school. Based on the analysis of the data, it can be seen that there was different depiction in presenting the frequency of male and female in visual images of the textbook. Here, the result showed that the depiction of female was constructed to be slightly more dominant than male. Nevertheless, the difference of the occurrences between male and female was not too significant. It indicated that the authors tried hard to represent gender equality in their textbook and it became one step forward to socialize gender equalization at school since school is one of agents of gender socialization (Taylor, Whittier and Rupp, 2007).

However, this textbook is not perfect yet since there was the different frequency in depicting male and female in this textbook. In general, the analysis revealed a total of 417 participants of both human and non-human categories.

There were 302 (72.42%) human participants as opposed to 115 (27.38%) non-human participants. Here, it can be inferred that human participants play big role in this textbook. Furthermore, the non-human category revealed participant depictions where they are animal, specifically elephant, buffalo, bat, dragonfly, damselfly, grasshopper and fish or objects, for instance, food, sponge, fabric, umbrella, and so on.

Related to the type of gender, among 302 human participants, there were only 295 participants who could be identified the type of their gender. 7 participants could not be identified since they were only depicted in black color. Therefore, it can be stated that 7 human participants were classified as neutral group. Further, among 115 non-human participants, there was no picture which represented gender. Thus, these participants were classified as neutral group too. Here, it was clear that the type of gender was only found in human participants. Regarding the comparison between the frequency of male and the frequency of female in this textbook, it has been stated in the previous section that the frequency of female was more dominant than the frequency of male. The depiction of female appeared 149 times while the depiction of male appeared 146 times. Here, it can be stated that female was depicted more dominantly than male in visual images found in the ninth grade ELT textbook.

Related to representational meaning, there are three main discussions here which are actions, circumstances and characteristics. Actions showed what participants were doing in visual images of the textbook. Circumstances showed where participants' actions took place in the visual images and what

the participants brought in the visual images. Characters showed what participants' characters which were showed in the visual images.

In action type, the data had been collected and analyzed based on five action categories which are institutional, relational, political, social and no-action categories. Here, no depiction of participants was found in political action category. It was good finding since this is a textbook used at schools that is why the textbook focuses on the representation of institutional actions which means more actions take place at schools. It is in line with Yasin et al. (2012) that it was not found in the Malaysian ELT textbook related to the depictions of participants in political category.

From the institutional perspective, images were illustrated most commonly by wearing school uniform that indicated those activities taking place in school environments. It can be seen in the figure 4.1, 4.2 and 4.3 which show that participants did institutional actions such as teaching and learning at schools.



Figure 4.1 Males and Females Learning in the classroom



Figure 4.2 Males and Females Talking in the classroom



Figure 4.3 Males and Females Talking in school canteen

Based on the frequency number between male and female in institutional activities, the data showed that the images evidently illustrate more females than males. Totally, the frequency number of female is a little bit more dominant than male. Female actions were showed in teaching activity with 7 actions and learning activity with 108 actions. Meanwhile, male actions were showed in teaching activity with 7 actions and learning activity with 106 actions. Here, it can be seen that figure 4.1 and 4.2 can be the representation whereby the authors wanted to show the dominance of female was higher than

male in institutional actions. Further, in the visual representation in figure 4.1 and 4.2, the illustrators represent the participants with unequal number. In figure 4.1, there were 6 participants consisted of 4 females and 2 males. There, it can be seen that the vector made by the eyes lines emanating from the participants in figure 4.1, it is clear that females in front of the class becomes the center of the gaze as evinced by the fact that there were 2 females talking each other in front of class and the other students which consisted of two males and two females were looking at them. The process happening is unidirectional action since two participants in front of the class saw each other. Furthermore, 4 students who were sitting showed non-transactional action since the participants did not do anything. Here, it can be seen that the female as a teacher is a controller who controls the conversation. It indicates that female is illustrated to be more powerful than male. Furthermore, in figure 4, the illustrators represent the participants with an equal number, 1 male and 1 female. However, it can be seen that female still controlled the conversation since she started by asking a question to male. The process happening in this image is unidirectional action since the participants are only two and they were looking at each other. Even though, the participants were illustrated in an equal number, it still indicated that female were illustrated to be more powerful than male since she controlled the conversation with the male. Thus, the result shows the different result from the previous studies (Yasin et al., 2012; Damayanti, 2014).

Related to relational action, the participants were illustrated as doing activities at home. Here, the frequency number of female is still more dominant than male. Female actions were showed in cleaning room activity with 4 participants and making cake activity with 2 participants. Meanwhile, male actions were showed in celebrating birthday party activity with 2 participants. Here, it indicates that females tend to do household chores more than male. Female were illustrated to do many actions at house rather than male. Here, it can be seen figure 4.4, 4.5 and 4.6 where females show more dominant than males related to relational actions.



Figure 4.4 Males Celebrating Birthday Party



Figure 4.5 Females Cleaning house



Figure 4.6 Females making a cake

Based on the figures above, it can be concluded that females are better at performing household chores. This is in line with the previous studies (Shaw and Lee, 2007; Lips, 2003) that state that females are illustrated to do housework more than males.

Related to social action, the frequency number of male is slightly more dominant than female. The frequency number of male is 26 participants while the frequency number of female is 23 participants. The social activities done by male were having exercise (2 participants), setting up a tent (2 participants), working as a chef (1 participant), playing ball (3 Participants), going to friend's house (2 participants), celebrating party with orphan (6 participants), being sick person (1 participant), peeling mango (1 participant) and travelling (8 participants). Meanwhile, The social activities done by female were caring a sick person (4 participants), being a sick person (1 participant), making compliment in camp activity (1 participant), selling something (3 participants), going to bank (3 participants), going to friend's house (2 participants), cooking fried noodle (1 participant), celebrating party with orphan (6 participants) and

studying together (2 participants). Here, it can be seen that some activities done by males showed masculine activities such as having exercise, setting up a tent, working as a chef, travelling and playing ball. Meanwhile, some activities done by females showed feminine activities such as caring sick person, making compliment in camp activity and cooking fried noodle. This is in line with the previous study (Yasin et al., 2012) that state that males show masculine activities and females show feminine activities.

Related to circumstances, the analysis of the data was divided into two parts. The first is the circumstance of setting. Here, no-setting type showed the highest frequency among the others. It showed 205 (60.49%) participants that consisted of 110 (37.29%) male participants and 95 (32.2%) female participants. It indicates that this textbook tried to show the neutral situation by providing many participants in no-setting type. However, it still provided different frequency number between male and female. Here, male participants were depicted in 110 (37.29%) participants while female participants were depicted in 95 (32.2%) participants.

Furthermore, in indoor setting and outdoor setting, there were different frequency numbers of male and female. In indoor setting perspective, the frequency number of female is more dominant than male. The frequency number of female is 51 (17.29%) participants while the frequency number of male is 30 (10.17%) participants. On the other hand, based on outdoor setting perspective, the frequency number of male is slightly more dominant than female. The frequency number of male is 6 (2.03%) participants while the

frequency number of female is 3 (1.02%) participants. Here, it can be stated that female is more dominant in indoor setting type while male is more dominant in outdoor setting type. It indicates that these results are slightly different with the previous study (Yasin et al., 2012). Yasin et al. (2012) found that male were dominant in both indoor and outdoor setting. Here, this study shows that female was more dominant than male in indoor setting while male was more dominant than female in outdoor setting. The depictions of the setting type can be shown in the figure 4.7, 4.8, 4.9 and 4.10.



Figure 4.7 Female in no-setting type



Figure 4.8 Male in no-setting type



Figure 4.9 Male and Females in indoor setting type



Figure 4.10 Males and Female in outdoor setting type

Related to the circumstance of means, there were 14 participants identifies holding something on their hand. 7 participants were identified as male and 7 participants identified as female. Here, there was equality in terms of providing the depictions of means. In detail, males were depicted holding ball (1 participant), shopping stuff (2 participants), angklung (1 participant), cloth (1 participant), bag (1 participant) and umbrella (1 participant) while

females were depicted holding championship cup (1 participant), shopping stuff (2 participants), mop (1 participant), bottle (1 participant) and mobile phone (2 participants). Here, there was a thing that was held by both male and female which was shopping stuff. Here, it indicates that the author tried to provide the equality between male and female. It can be seen in the figure 4.11 that both male and female were holding shopping stuff.



Figure 4.11 Males and Females holding shopping stuff

Next, in terms of character, the main analyses were divided into two parts which were character type and ethnicity. In character type, the data had been collected and analyzed based on five character categories which are institutional, relational, political, social and no-character categories. Here, no depiction of participants was found in political character category.

Related to no-character type, there was equality in presenting the frequency number between male and female since the results showed that there were 4 males and 4 females in this category. Therefore, it can be stated that

there was equality in the comparison between male and female related to no-character type.

From the institutional perspective, two characters were found which are teachers and students. It can be seen in the figure 4.12 and 4.13 which show participants' characters in terms of institutional character.



Figure 4.12 Male and Females in institutional character i



Figure 4.13 Males and Females in institutional character ii

In teacher category, the frequency number of male is as same as the frequency number of female. Both of them were depicted in 7 participants.

Here, it indicates that “teacher” can be the occupation of both male and female. Furthermore, the second character is in student category. Here, female was depicted to be more dominant than male. Female students were depicted in 108 females while male students were only depicted in 106 males. It indicates that the institutional setting tends to imply that there is female dominance in education. This statement is clearly proved in the figure 4.3 which shows that there were 3 females and 2 males. Therefore, this result can be inferred that it has different with the previous study conducted by Yasin et al. (2012).

Related to social category, there were 5 characters found in this part which are friend, seller, chef, orphanage caregiver and orphan. Overall, males were depicted to be slightly more dominant than females. It was proved by seeing the findings whereby there were 27 males identified in social character category while there were just 26 females identified in social character category. In detail, there were 11 males and 18 females identified as ‘friend’. Then, there were 8 males identified as ‘traveller’. Next, there were 3 females identified as ‘seller’. Next, there was 1 male identified as ‘chef’ that indicates the stereotype of males as proposed by Crawford and Unger (2004). In addition, there were 2 males and 2 females identified as ‘orphanage caregiver’. The last, there were 4 males and 4 females identified as ‘orphan’. Thus, it can be stated that male characters in social life were depicted as friend, traveller, seller, chef, orphanage caregiver, and orphan. Meanwhile, female characters in social life were depicted as friends, seller, orphanage caregiver, and orphan. It can be seen in the figure 4.14, 4.15, 4.16 and 4.17.



Figure 4.14 Males and Females as “friend”



Figure 4.15 Female as “seller”



Figure 4.16 Male as “chef”



Figure 4.17 Males and Females as “orphanage caregiver and orphan”

Related to relational character category, the characters were shown within family members namely father, mother, son and daughter. Overall, females were depicted to be more dominant rather than males. Females were found four times while males were only found twice. Totally, mothers were depicted as more significant than father (2 mothers and 1 father). Then, daughters were depicted as more significant than son (2 daughters and 1 son). It indicates that the relational category tends to imply that there is female dominance in household matters. Therefore, this result can be inferred that it is in line with the previous studies (Yasin et al., 2012; Shaw and Lee, 2007). It can be seen in the figure 4.18, 4.19 and 4.20.



Figure 4.18 Father and Son as relational character



Figure 4.19 Mother and Daughter as relational character i



Figure 4.20 Mother and Daughter as relational character ii

Related to ethnicity, actually this textbook did not mention Indonesian people into specific ethnicity since Indonesia sets the content of the textbooks that should be in line with and not contradictory to *Pancasila* (The state Philosophy), *UUD 1945* (The 1945 Constitution), Government policies, national unity and security, laws, regulations, ethics, and that the content does not exploit the sensitive issue of *SARA* (ethnicities, religions, races, and intergroup relations). However, the visual images still represent Indonesian people by seeing the characteristics of their appearance to see the types of

Indonesia people in the textbook. Therefore, the analysis of the data related to ethnicities was categorized into five categories.

The highest frequency occurred in the third category which is a group of people who have light or brown skin and black hair. It has got 117 (39.66%) males and 72 (24.41%) females. The total of this group is 189 (64.07%) participants. Based on the characteristics above, these represent people in west Indonesia, central Indonesia and a part of east Indonesia such as from Bali, Borneo, Java, Sumatra and Sulawesi. It also indicates that most Indonesian people live in central and west areas in Indonesia. Here, it can be seen than there was different frequency number between male and female. Here, it can be said that male is more dominant than female (117 males and 72 females).

The second group which occupied the second place is the fourth category which is a group of people who have darker skin and curly hair. It has got 20 (6.78%) males and 57 (19.32%) females. The total of this group is 77 (26.1%) participants. Based on the characteristics above, these represent people in east Indonesia such as from Nusa Tenggara, Moluccas and Papua. Here, it can be seen than there was also different frequency number between male and female. Here, female is more dominant than male (117 males and 72 females) in this category.

The third group which occupied the third place is the first category. It is a group of people who wear headwear. It has only got 19 (6.44%) females and no male. The total of this group is 19 (6.44%) participants. Based on the characteristics above, these represent moslem people in Indonesia. As we know

that Indonesia is known as a country that has one of the biggest moslems in the world. However, not all Indonesian moslems wear headwear in their daily life. That is why these people represent obedient people in Islamic religion. Here, it can be seen that in this category, female is more dominant than male since there is no male found wearing headwear or moslem clothes in this textbook. Therefore, it can be stated that this textbook tells that female is more religious than male.

The forth group which occupied the forth place is the fifth category which is a group of people who did not represent Indonesian ethnicity. They represented participants from foreigners who have characteristics such as lighter skin and blonde hair. It has only got 8 (2.71%) males and no female. The total of this group is 8 (2.71%) participants. Here, it indicates that male is more mobile, active and independent as proposed by Shaw and Lee (2007) since they are depicted as people who can go abroad. Therefore, it can be stated that in this category, male is more dominant than female.

The last group which occupied the fifth place is the second category which is a group of people who have lighter skin, slanted eyes, and straight hair. Here, there was equal comparison between male and female which is 1 (0.34%) male and 1 (0.34%) female. The total of this group is 2 (0.68%) participants. These participants represent Dayak people and Chinese-Indonesian people. Here, it can be seen that the frequency number between male and female is equal. The visual images related to ethnicity can be seen in the figure 4.21, 4.22, 4.23, 4.24 and 4.25 below.



Figure 4.21 Ethnicity for the first category



Figure 4.22 Ethnicity for the second category



Figure 4.23 Ethnicity for the third category



Figure 4.24 Ethnicity for the fourth category



Figure 4.25 Ethnicity for the fifth category

2. The Representation of Gender Biasness and Stereotyping in the Visual Images of the Ninth Grade ELT Textbook of Junior High School

Based on the analysis of the data, it can be stated that there is inequality in representing gender matters in the ninth grade ELT textbook of Junior High School. It strengthens the previous studies (Hellinger, 1980; Gaff, 1982; Porreca, 1984; Lie, 2001; McGrath, 2004; Richardson, et al., 2008; Yasin, et al., 2012) that also found the imbalance of the gender representation. Gender biasness occurred in many aspects of the data analysis.

The first thing that shows gender biasness can be seen in the representation of participants' gender. Here, the data shows that female is more

dominant than male. The frequency number of female in this textbook is slightly higher than male. It indicates that this textbook provides higher visibility for female. Therefore, it can be stated that it become one step forward to promote female gender in textbook since the previous study conducted by Sunderland as cited in Tao (2008) indicated that there was female low visibility that could make them feel marginalized and subsequently demotivated. However, this study cannot decline the previous studies who state that male represented as more dominant in textbook since this textbook has different focus with others. This study only focuses on the visual images and does not focus on the texts provided in the textbook.

Related to representational meaning, gender biasness occurred in almost all parts of the analyses. Nevertheless, it can be seen that the difference of gender representation of this textbook is not too significant. Related to types of actions, it can be inferred that female is slightly more dominant than male related to institutional and relational actions. On the contrary, male is slightly more dominant than female in social actions. Females were portrayed to be more dominant in institutional actions to indicate that females can get better achievement in the class rather than males. In addition, females were portrayed to be more dominant in relational actions since they were depicted to be responsible for domestic chores such as cleaning house, mopping the floor and so on (Lips, 2003; Shaw and Lee, 2007; Yasin, et al., 2012). On the other hand, males were portrayed to be more dominant in social actions since they have

responsibility to work in public (to be chef, go abroad) and other activities that occur in the social life (Lips, 2003; Crawford and Unger, 2004).

Related to types of circumstances, gender biasness occurred in all types of setting circumstances. Female is more dominant than male in indoor setting category. On the other hand, male is more dominant than female in outdoor setting category and no-setting category. Females were depicted to be more dominant in indoor setting since females have feminine characteristics so they were depicted to work at schools and house (Crawford and Unger, 2004). Meanwhile, males were depicted to be more dominant in outdoor and no-setting categories since males have masculine characteristics so they work in public sphere such as to be chef and travelers (Crawford and Unger, 2004; Yasin et al., 2012).

Related to character type, it can be concluded that female is slightly more dominant than male related to institutional and relational actions. On the contrary, male is slightly more dominant than female in social actions. These results show the similarity with the representation of gender in types of action. Therefore, it can be stated that females were portrayed to be more dominant in institutional character to indicate that females can also work in school institutions rather than males. In addition, females were also portrayed to be more dominant in relational actions since they were depicted to be mother and daughter who have many activities at home (Yasin, et al., 2012). On the other hand, males were portrayed to be more dominant in social characters since they

have responsibility to work in public (to be chef, go abroad) and other activities that occur in the social life (Lips, 2003; Crawford and Unger, 2004).

Related to ethnicity, females were more dominant than males in two categories which are the first category (a person who wear headwear) and the fourth category (a person who has darker skin and curly hair). Based on these data, it can be stated that this textbook depicted female as a religious person. In addition, this textbook depicted female from east Indonesia to be high visibility in order to avoid them to feel marginalized and demotivated in learning. On the other hand, males were also more dominant than females in two categories which are the third category (a person who has light and or brown skin and black hair) and the fifth category (a person has lighter skin and blonde hair). Based on the data, it can be stated that this textbook depicted males from west Indonesia, central Indonesia and a part of east Indonesia such as from Bali, Borneo, Java, Sumatra and Sulawesi as active people in the society. It can be seen that most of important men in Indonesia from these areas. Furthermore, males were also more dominant than females in the fifth category (a person who has lighter skin and blonde hair). This category did not represent Indonesian ethnicity. They represented participants from foreigners who travelled to Indonesia. Here, it can be inferred that males were depicted more active and mobile than females since they were depicted as travellers who could go abroad.

Furthermore, the visual images which were depicted in this textbook also provided the gender stereotypes. Based on the data above, it can be seen

that the stereotypes of female were depicted to be more dominant in learning at school. Furthermore, females were also depicted as someone who is caring a sick person, getting sick, making compliment in camp activity, selling something, going to bank, going to friend's house, cooking fried noodle, celebrating party with orphan and studying together. It can be seen that some activities done by females showed feminine activities (Yasin et al., 2012). Furthermore, females were also depicted as more religious than males. Here, it can be inferred that females' traits refer to affective traits such as warm, sensitive, concern about others and concern more for people than things as similar as the results of previous study conducted by Lips (2003). In addition, females were depicted to do household chores more than males. Females were portrayed to do housework such as cooking and housecleaning which were suitable with the results of previous studies (Shaw and Lee, 2007; Lips, 2003). They were also depicted to be more dominant in indoor setting since most of activities done by females occurred in indoor setting such as school, house, shop and bank. Related to occupation and roles, females were depicted as teacher, student, mother, daughter, friend, seller, orphanage caregiver, and orphan. Further, females were depicted holding championship cup and drink bottle to support the statements that females were more dominant and diligent in learning at school. They were also depicted holding mop and shopping stuff that indicated they do the household chores. In addition, they were also depicted holding mobile phone that indicated that they kept contact to distant people (Shaw and Lee, 2007).

On the other hand, the stereotypes of male were depicted as less dominant in learning at school. Furthermore, males were also portrayed as someone who is having exercise, setting up a tent, working as a chef, playing ball, going to friend's house, celebrating party with orphan, getting sick, peeling mango and travelling. It can be seen that some activities done by females showed masculine activities such as having exercise, setting up a tent, working as a chef, playing ball, and travelling (Yasin et al., 2012). Here, males were also depicted as less religious people since they were not portrayed wearing religious clothes in the textbook. It can be inferred that males' traits refer to active, endurance, tough/coarse, strong and nonconformist (Baron, Nyla and Byrne, 2008; Matsumoto and Juang, 2008). In addition, males were depicted to be less dominant than females in doing household chores. It is proved from the depiction of males' activity at home that only celebrated birthday. Further, they were also depicted to be more dominant in outdoor setting since most of activities done by males occurred in outdoor setting such as street and campground. Related to occupation and roles, males were depicted as teacher, student, father, son, friend, traveller, seller, chef, orphanage caregiver, and orphan. Further, males were depicted holding ball to support the statement that males did masculine activity by playing ball. They were also depicted shopping stuff that indicated they also could help to do the household chores. In addition, they were also depicted holding angklung, cloth, bag and umbrella that indicated that they got souvenirs when they went abroad.