

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, it presents findings and discussions of the analysis of gender representation and gender stereotypes in the textbook to answer the first and second research questions. This research was conducted through document analysis and a qualitative approach. The first research question, which is about gender representation is answered by employing the six aspects of Logsdon's (1985), the second, which is about gender stereotypes, is answered by basic gender stereotypes by applying Lips's (2003). Those aspects for first research question is provided a descriptive explanation in the six aspects of gender representation by Logsdon; the number of male and female illustrations/pictures, the number of male and female occupation, the number of male and female games or sport, the number of male and female mentioned, the number of male and female pattern and the number of male and female role models. And second research question are also present with descriptive explanation in what gender stereotypes by Lips contained in your English partner for elementary 2nd revised edition publish by UIN Antasari Press.

A. Finding

The findings are presented as follows.

1. Gender Represented in “Your English Partner For Elementary” 2nd Revised Edition Textbook.

It is known from the results of the research that the representation of gender in “your English partner for elementary” 2nd revised edition textbook, is as follows:

a. The Number of Male and Female Illustrations/Pictures

In the first aspect was found in the textbook that male and female illustrations were imbalanced. The total amount of data presented in illustrations was calculated by counting the number of occurrences in each unit's textbook pictures that represented only males or females, data counted by male only occurred in illustrations or female only occurred in illustration, because we're only focus on individual gender (male and female) that's is why both gender appeared in illustrations were not counted in this aspects.

All unit contained male and female illustrations except for unit 8 that was found with no male illustrations in it. Based on the data that researchers have found, in this first aspect, the number of male illustrations is found 35 times and the number of female illustrations is 32 times (see appendix 2).

The chapter with the most number in the aspect of the number of male and female illustrations is Unit 5 while the least is unit 7 & 8. Unit 5 is found as the most representation with 8 male illustrations and 11 female illustrations due to the topic discussed in unit 5 with the title "I Love My Family" where this unit contains material about family trees, therefore in this unit there are a lot of male and female illustrations with roles as fathers, mothers, children and so on. So this unit contributes the highest number in this first aspect with a total of 19 illustrations for both male and female.

Meanwhile, Unit 7 and Unit 8 have the least number of illustrations/pictures compared to other units. This is also related to the topic discussed in the unit. As the author found in unit 7 entitled "Is There a Food Stall Around Here?" discusses about public facilities, expressing asking and giving for a place, and grammar preposition of place, it makes this unit dominated by illustrations about public places, tourist attractions, map illustration, etc. Therefore, the author only found 1 male illustration and 2 female illustrations in this unit. Not much different from unit 7 entitled "It Was a Wonderful Vacation" also discusses public places related to vacation. This unit contains various illustrations of famous places such as the Eiffel tower and Loksado waterfall. Therefore, this unit has very few illustrations that focus on individual genders, so there is only one female illustration in this unit. So Almost whole of units are consisted of pictures and illustrations of male and female in it, only last unit without male illustrations in it.

Therefore, in this first aspect, we can conclude that the gender representation in illustrations is dominated by male, with the total of male illustrations is found 35 times and the number of female illustrations is found 32 times.

b. The Number Male and Female Occupation

The second aspect was occupation. This aspect was counted to find out what the occupation was associated with female and male. The number of male and female occupations in the textbook was

found imbalanced. This aspect analyzes what variety occupations are refer to male and female in the book. In this aspect, data is collected from illustrations, texts, verses, conversations, and examples that refer to gender in the textbook. The author accumulates variety of occupations are showed by male and female, not the number of how many times the occupations is mentioned, for example, student is found 7 times in the book, then it is only counted 1 occupations, because the writer counts the variety of occupations only, not the frequency of occupations that appear in the textbook.

The writer found that your English Partner for Elementary refers to a wide variety of occupations. The findings showed that male appear in occupations more frequently than female, and that the number of women in the workforce is also considerably lower than that of men. 12 variety of occupations were referred to males, and 7 variety of occupations were referred to females (see appendix 3).

Based on data found, occupation in the textbook are divided into 2 group namely, only females and only males. For only females, the data occupation types are 7 such as students, lecturer, teacher, housewife, announcer, cashier, and doctor. The second, the data for only males are 12 such as students, computer technician, businessman, teacher, customer service, shop assistant, chef, computer operator, banker, computer teacher, taxi driver, company director and farmer.

In female's occupation, students are mentioned 7 times, on page 3 mentioned 6 times and on page 32 mentioned 1 time, the total

mention of occupation as a student throughout the book is 7 times. The announcer occupation is mentioned twice in the book, on pages 30 and 32. And the rest of the occupations refer to female mentioned only appear once each in the entire book. Therefore, the total mentions in the aspect of women's occupation are 15 mentions with 7 variety of occupations.

In males occupations, student is mentioned 5 times, on page 5 mentioned twice, on page 6 mentioned once, on page 7 mentioned once and finally on page 53 is also mentioned once, the total mention of students refer to male is 5 times. Then teacher occupation refers to male mentioned in the book 3 times, on page 7 mentioned 2 times and on page 53 mentioned 1 time, the total mention of teacher refers to male 3 times. And the rest of the occupations refer to male mentioned only appear once each in the entire book. Therefore, the total number of mentions in the aspect of male occupation is 19 times with 12 variety of occupations.

From these results, it can be concluded that the gender representation based on the type of occupations in the narrative text and visual of the book your English Partner for Elementary is dominated by male, with a total of 12 variety of occupations while female with a total 7 variety of occupations.

c. The Number of Male and Female Game/Sports

The third aspect was games and sports play by male and female. This aspect was counted to examine what games and sports referred

to male or female. This aspect analyzes what variety of game and sports are refer to male and female in the book. In this aspect, data is collected from illustrations, texts, passages, conversations, and examples that refer to gender in the textbook. The writer accumulates what game and sports are play by male and female, not the number of how many times the games or sports is mentioned, for example, playing football is found 12 times in the book, then it is only counted 1 sport, because the writer counts the variety of games and sports only, not the frequency of how many times game or sports that appear in the book.

Based on data found the number of male and female games/sports in the textbook was found imbalanced. The number of male and female is found 21 times in the book, the number of male games/sports is found 15 variety of game and sports, such as playing football, playing futsal, playing games, swimming, basketball, playing chess, playing online games, jogging, bicycling, gym, play soccer, play video games, playing tennis, workout and lift weights. While the number of female games and sports is only found 6 times in the book, such as jogging, basketball, swimming, taekwondo, playing badminton and bicycling (see appendix 4).

The textbook present number variety of male games or sports are higher than female games or sports. The data are 15 for males and 6 for females. The type of games or sports are also depicted that males have more variety of games and sports than females. It can be seen

that the data are 15 for males and 6 for females. Based on occurrences and types of game and sports, males portion are higher than females portion, therefore we can conclude that in this aspect male is dominated in the number of female and male games/sports aspect.

d. The Number of Male And Female Mentioned

The number of male and female mentioned in the textbook was found imbalanced. The findings showed that there are more female mentioned than male mentioned. In this aspect, the writer counts male and female mentioned in your English partner for elementary, the data identified for this aspect is from male and female proper nouns/names (e.g. Icha, Rahmat), male and female noun's (e.g. mother, father), male and female common nouns (e.g. boy, girl), male and female subject pronoun (e.g. she, he), male and female object pronoun (e.g. him, her), male and female possessive pronoun (e.g. his, her), male and female surnames with title (e.g. Mrs. Raida, Mr. Anang) and last male and female title (e.g. Mrs, Mr, Sir, Ma'am, Madam).

Identifications of nouns, common nouns, subject pronouns, object pronouns, possessive pronouns and titles were found with the total 315 times in the book. 144 for male identification and 171 for female identification, in this case female are dominance to male. While in the surnames with title section, it is found 6 times, male found 3 times and female found 3 times. In the proper nouns (name) section, with the total 143 times were found, male found 70 times and female found 73 times.

After calculating all of the proper nouns, common nouns, subject pronouns, object pronouns, possessive pronouns, surnames with title and title, we can see that male and female mentioned in Your English Partner for Elementary found 464 times in the textbook, 217 for male mentioned and 247 for female mentioned. Therefore, we can conclude that in the aspect of male and female mentioned is dominated by female, with the total 247 times for female and 217 times for male (see appendix 5), so the writer found there is imbalanced in the number of male and female mentioned with female dominated.

e. The Number of Male and Female Patterns

The next aspect is pattern of mentioning male and female in conversation, texts, passages, examples and etc. The Patterning of female and male also called firstness. Firstness is two pronouns or nouns with certain genders appear together in a text or conversation, like mother and father, husni and husna, he/she, boy and girl, sarah and I (if "I" refer to male/female) etc. the one appearing in the first position can interpreted having a higher status/main characters. So in this aspect researcher counted the number of male/female firstness in texts, passages, examples, dialogue.

Based on the data found, pattern of male and female (firstness) in this textbook was found perfectly balanced. Almost every unit found male and female pattern in it.

In this textbook found 48 patterns of mentioning males and females, surprisingly found male and female patterns balanced with

24 per each gender. In some units there are dialogs that only use dialogs with letter initials such as on pages 12, 15, 17, 24, 61, and 68 where the dialogs use the initials A & B. On pages 22 & 23 there are dialogs that use common nouns such as "shop assistant & customer", on page 60 there are also dialogs using common nouns such as "tourist & passerby". The author of this book tried to avoid unequal/imbalanced gender representation for firstness aspect. So, author of this book has tries to avoid unequal gender representation by making the main character's appearance for each gender equal and balance. The main characters—male and female—are portrayed in a balanced way. There are 24 main characters in total, representing all genders.

Therefore, the pattern of mentioning male and female names was found 48 times, 24 patterns of mentioning male and 24 patterns of mentioning female (see appendix 6), no gender dominates in this aspect. We can conclude that in this aspect there is a perfectly balanced between male and female, there is no imbalanced in the male pattern and female pattern (firstness).

f. The Number of Male and Female Role Models

The last aspect is male and female role models, this aspect analyzes the role models found in the book. In this aspect data were collected from illustrations, texts, passages, conversation and examples which contained role models in textbook. Unfortunately there is no illustrations refer to role models in this book, so the data in

this aspect only found in text and passages. In this aspect role models refer to male and female were found imbalanced.

Based on the data found, the number of role models in the book is found 4 times in the textbook, 3 role models figure are male role models which found in unit 1, namely Prophet Muhammad, Yasser Arafat and Saddam Hussein and in unit 7 also mentioned again Prophet Muhammad as a role model, so male role model is mentioned 4 times in the book with 3 role model figures. While 1 figure of role model is female role models, namely Sandra Bullock, which writer found in chapter 1 (see appendix 7).

We can conclude that only one female role model was found in the textbook. So there is imbalanced gender in this last aspect of gender representation with male dominated in role model aspect. Though the author may provide more role models who may motivate students, the presence of role models may also motivate students to realize that men and women have the same possibilities and powers to success.

2. Gender stereotypes in “Your English Partner for Elementary” 2nd Revised Edition Textbook.

After found how gender is represented in your English partner for elementary book researcher would like to answer the second research question which is about gender stereotypes in the textbook.

This finding focused in gender stereotypes both illustrations or written text. Male and female stereotypes analyzed based on Lips (2003) are

including personal traits, social roles (occupations), behaviors and physical appearance).

a. Personal Traits

Personal Traits found in conversation in page 13 unit 5, the following conversation:

- Man* : hey, Helen. I'm thinking about going to the movie this weekend, and I want to know what kind of movies you like, so we can go together.
- Woman* : okay. What kind movie do you have in mind?
- Man* : well, what about action movies?
- Woman* : ah, I don't really like action movies. Too much violence.
- Man* : okay, do you like comedies?
- Woman* : now, I do enjoy comedies
- Man* : Fine. Well, what do you think of horror movies or love stories?
- Woman* : Uh, I'm not really crazy about horror movies, but love stories are often fun to watch. Oh, and I really like animation films, too.
- Man* : Okay. I'll check the Cinema 21 website and see what I can find. I'll let you know this afternoon.

Based on the conversation above telling movie preferences between women and men, it is written directly that women don't like action because there is too much violence, women also say that they don't like horror movies, and she prefer love stories, comedy, and animation movies. As previously listed male traits as tough and female traits as soft, gentle, and emotional, the sentences "too much violence" said by woman implied that woman is women don't like anything rough. The woman also said "but love stories are fun to watch" This explains female traits are emotional and warm.

And personal traits also found in exercise page 16 unit 5, the following conversation:

- Girl* : Do you like _____ (play) football Max?
Boy : Yes, I love it. What about you?
Girl : Well, I don't like _____ (play) football but I love
 _____ (watch) it on TV?
Boy : That's interesting. So, what else do you like _____
 (do) in your free time?
Girl : Well, I'm fond of _____ (watch) Korean drama. I
 also enjoy _____ (garden) and _____ (cook)
Boy : Cooking? I can't stand it!

As we can see there are 2 conversations that almost have the same pattern. The first dialogue says that woman don't like action and horror movies, she prefer romantic and comedy movies. The second dialog says that women don't like playing football and prefer to watch it on TV and women say that they like watching Korean dramas, gardening and cooking. These 2 conversations shows personal traits that have been discussed in lip theory: woman's personal traits such as being warm, emotional, sensitive, kind and polite, weak, friendly, elegant and soft. Personal traits related to men include being strong, accomplished, independent, aggressive, confident, tough/coarse, and competent. So this finding relates to the personal traits stereotypes mentioned previously which is about movies preferences which implies that men are more tough and strong while women are sensitive, emotional and warm. The idea that men are always into horror and action movies while women prefer romantic movies is another example of a stereotype. Stereotypes about gender and preferences in entertainment can be limiting and do not accurately reflect the diverse interests of individuals. People's movie preferences are subjective and can vary widely, regardless of their gender.

Individuals, regardless of gender, have a wide range of interests when it comes to movies and other forms of entertainment. Some men enjoy romantic movies, and some women are also enjoy of horror and action movies. Assuming that all individuals within a gender category share the same preferences oversimplifies the complexity of individual tastes and perpetuates stereotypes.

It's important to recognize and challenge these stereotypes to promote a more inclusive and nuanced understanding of individuals and their diverse interests. Encouraging an open-minded perspective allows people the freedom to explore and enjoy a variety of genres without feeling confined by societal expectations based on gender.

Personal traits found in conversation Unit 6 Page 60, the following conversation:

- Maia : You're really fit, Surya. Do you play sports?*
Surya : Well, I really love tennis. I usually play it with friends. I also work out at the gym to keep my body healthy.
Maia : Wow! How often do you exercise like that?
Surya : About five times a week.
Maia : Seriously?
Surya : Sure. And I always get up early and lift weights for an hour.
Maia : Hmm... You do lots of exercise. I hardly ever exercise. I usually just watch TV in my free time.
Surya : I think you should exercise. It makes you healthy. If you are healthy, you are happy!

As we also discussed in gender representation in the aspect of the number of male and female sports, males are dominated over females in the activity of playing sports, from the frequency of mention to the variety of sports played by males much more than by

females. This explains that portraying women as lazy or uninterested in sports while consistently depicting men as active participants in sports can reinforce gender stereotypes. Such representations contribute to the perpetuation of traditional gender roles and expectations, which can have several negative effects such as stereotypes that women are uninterested or incapable of participating in sports can contribute to a lack of motivation and opportunities for girls and women to be involved in physical activity. This limitation can impact their physical health and overall well-being. These stereotypes also reinforce traditional gender norms that regulate certain behaviors and interests based on sex. Such expectations can be limiting and lead to a lack of diversity in experiences and activities.

Media and educational materials play a significant role in shaping individuals' perceptions of themselves and others. When women are consistently portrayed as uninterested in sports, it may impact how girls perceive their own abilities and interests, potentially discouraging them from participating in physical activities. Stereotypes contribute to societal expectations regarding the roles and behaviors of women and men.

To address these issues, it's important to promote diverse and inclusive representations of gender in educational materials, media, and other forms of communication. Encouraging girls and women to participate in sports and physical activities and challenging stereotypes that limit their involvement can contribute to a more

equitable and empowered society. Emphasizing that interests and abilities are not determined by gender is crucial for breaking down these stereotypes and promoting a more inclusive understanding of individual potential.

b. Behavior

Domestic behavior stereotypes in written text, the following sentences:

“Not really, I just like staying home and doing some chores. My hobby is feeding the cat” (page 12)

“Bilqis / like / clean / the house” (page 15)

“My mom is very keen on doing n chores, and my sister too” (page 17)

Domestic Behavior Stereotypes in Illustrations or Pictures

1) Gardening

The data found regarding female stereotypes in unit 2 page

11. The following illustration:



Figure 4.1. Gardening

The perception that gardening is more associated with women's behaviors comes from traditional gender roles where some activities are stereotypically assigned across generations. Gardening has historically been associated with caregiving

responsibilities, as well as domestic tasks, in line with traditional expectations of women as nurturers and homemakers.

2) Serve the Family

The data found regarding female stereotypes in unit 5 page 44. The following illustration:



Figure 4.2. Serve the Family

As we see in the illustration above, the woman is preparing the children while she is on the phone, while the man is sitting casually in a different spot. The illustration depicts traditional gender roles, with a woman multitasking by caring for children and talking on the phone, while a man sits casually in the back. This supports stereotypes about women's caregiving abilities and represents an unequal division of household responsibilities.

3) Doing Laundry

The data found regarding female stereotypes in unit 4 page 27. The following illustration:



Figure 4.3. Woman doing Laundry

4) Making the Bed

The data found regarding female stereotypes in unit 4 page 27. The following illustration:



Figure 4.4. Woman making the bed

Portraying women as typically making the bed strengthened gender role stereotypes that suggest that women's main responsibilities are in domestic roles.

5) Washing the Dishes

The data found regarding female stereotypes in unit 5 page 44. The following illustration:



Figure 4.5. Females washing the dishes

Portraying women as typically doing household responsibilities such as washing dishes reinforces gender stereotypes in society and limits perceptions of women's abilities and potential due to portrayals that are always related to domestic responsibilities.

6) Taking care of a child

The data found regarding female stereotypes in unit 6 page 47. The following illustration:



Figure 4.6. Woman taking care of a child

The illustration shows that behavior of a woman who is taking care of a child. Due to the bias against women, this behavior is referred to as a female stereotype where women are always responsible for taking care of children, which is also why women are always portrayed as lovable individuals, similar to the person in the illustration above.

Based on some data that has been found in the stereotypes behaviors, as we can see women and girls are portrayed doing things related to variety of domestic roles, such as cleaning, doing the laundry, washing the dishes and taking care of children and family. This relates to the theory that women always being symbolized to be responsible for domestic responsibilities. The

idea that domestic responsibilities is primarily associated with women is a cultural stereotype that has long existed in many societies. These stereotypes stem from traditional gender roles and expectations, where women are often assigned as housewives responsible for managing the household and taking care of all domestic responsibilities, while men are usually associated with breadwinners and external responsibilities.

c. Occupations

Occupations stereotypes found in written text as followings

1) Housewife

“That is my mother. She is a housewife” (page 43)

The role of a housewife has been traditionally associated with women taking care of domestic responsibilities, such as managing the household, cooking, cleaning, and caring for children. Over time, societal expectations and gender roles have evolved, and the idea of women primarily being homemakers has been challenged. The term "housewife" can carry certain stereotypes, as it may be associated with a traditional gender role that limits women to domestic responsibilities. Some people argue that this stereotype can be restrictive and doesn't reflect the diverse talents, skills, and ambitions of women. It's important to note that individuals have different preferences, and choosing to be a homemaker is a valid personal choice if it aligns with one's values and desires. In recent years, there has been a growing emphasis on

breaking down gender stereotypes and promoting equality in all aspects of life, including the division of labor within households. Many women today pursue careers outside the home and share domestic responsibilities with their partners. The goal is to recognize and respect individual choices and to create a society where everyone has the opportunity to pursue the life they want without being constrained by traditional gender roles.

d. Physical Appearance

Physical appearance stereotypes found in in illustrations or pictures as followings

1) Muscular Body

The man portrayed as having a muscular body is found in unit 6 on page 50. The following illustration:



Figure 4.7. Man with Muscular Body

The portrayal of men with muscular bodies in textbooks can contribute to stereotypes about masculinity. This representation often reinforces traditional ideals of strength and toughness associated with being a man. Such stereotypes can have several implications, men may feel pressure to conform to a certain body image, leading to issues such as body dissatisfaction and the

development of unhealthy behaviors like excessive exercise or the use of performance-enhancing substances. The emphasis on muscularity in textbook images may perpetuate a narrow and limited definition of masculinity, excluding men who do not naturally conform to these physical ideals. It can create a sense of inadequacy among individuals who don't fit this mold. Stereotypes about masculinity often discourage the open expression of emotions, promoting a stoic and unemotional image. This can contribute to mental health challenges as men may feel compelled to suppress their feelings. These stereotypes can contribute to societal expectations about the roles and responsibilities of men, reinforcing the idea that they should be dominant, physically strong, and emotionally stoic.

It's important for educational materials, including textbooks, to reflect a diverse range of body types and to challenge traditional stereotypes. This can help create a more inclusive and accepting environment that acknowledges and celebrates the diversity of human experiences and identities. Encouraging discussions about body positivity, gender norms, and the importance of embracing individual differences can contribute to a more nuanced and realistic understanding of masculinity.

B. Discussions

As mentioned in the previous explanation, the aims of the study are to analyze how is gender represented on your English partner textbook and to identify any stereotypes contained in its content. Considering the gender that has been presented in the previous explanation, the researcher would analyze and interpret the findings. There are two problem statements proposed in this study and the discussion only focused on those two research questions.

The findings are discussed further bellow.

1. Gender Representation in “Your English Partner for Elementary 2nd Revised Edition”

Based on the result of the analysis, researcher found that the representation of male in the your English for elementary 2nd revised edition is more than the representation of the female, so there is an imbalance of gender representation in your English partner for elementary, with men dominated.

Based on analyzed the six aspects of gender representation which suggested by Logsdon (1985) such as female/male illustrations/pictures, female/male occupations, female/male game and sports male and female mentioned, female/male roles models, and the pattern of mentioning female/male, it is found an imbalance of gender representation in the book. The results showed that male dominated 4 out of 6 aspects, while female dominated 1 aspect out of 6 aspects, and 1 aspect was found balanced.

Based on the results that have been shown previously, in Your English partner for elementary second revised edition male dominate 4 out

of 6 aspects of gender representation, in illustrations/pictures, occupations, games/sports and role models/famous people. While women only dominate 1 out of 6 aspects, in the aspect of male and female mentioned. 1 other aspect, in the aspect of firstness or patterning of male and female, is found to be balanced with the same representation of main characters for each gender throughout the contents of the book.

Based on the analysis results on the first aspect which is about the number of male and female illustrations, it is known that male have more appeared in illustrations with the total 35, meanwhile female appeared in illustrations with the total 32. According to Muthali'in (2001), it indicates bias against women since there is male picture dominance. Nimehchisalem & Mukundan (2013) discovered a similar frequency of male picture dominance in four English textbooks designed for secondary students in Malaysia. The typical perception of male visibility in society could be the reason for the slightly larger ratio of male illustrations in the textbook. Males are more frequently seen in public places. This makes the assumption a significant role in explaining the phenomenon. From these results, it can be concluded that gender representation based on frequency of how many times male and female illustrations in the textbook your English partner for elementary second revised edition is dominated by male.

The second is the number of male and female occupations, based on variety of occupations, it is known that male have more variety of occupations with total 12 occupations, which include students, computer

technician, businessman, teacher, customer service, shop assistant, chef, computer operator, banker, computer teacher, taxi driver, company director and farmer. Meanwhile variety of occupations refer to female is found 7 occupations, which also include students, lecturer, teacher, housewife, announcer, cashier, and doctor. While the occupation that is mentioned the most times is teacher and student, this is because the audience for this book is students. This finding also similar with Bagaskara (2022) based on the variety of occupations in the narrative text of the book English for Junior High School is also dominated by males. From these results, it can be concluded that gender representation based on variety of occupations in the textbook your English partner for elementary second revised edition is dominated by male.

The third aspect was analyzed what kind of game and sports were played by male and female through the book. The data were collected from illustrations and written text in each unit in the textbook. number of male game/sports found 14 times, such as playing football, playing futsal, playing games, swimming, basketball, playing chess, playing online games, bicycling, gym, play soccer, play video games, playing tennis, workout and lift weights. While the number of female games/sports is only found 6 times in the book, including jogging, basketball, swimming, taekwondo, playing badminton and bicycling. The textbook present number occurrences of male games or sports are higher than female games or sports. This finding also similar with Azhari (2020) that the number of males in this aspect also more dominated than female. It likely shows that

men are considered active and more interested in game and sports than female. It also show frequency how many times male doing sports and game things is higher number than female, such as playing football in the book is mentioned 6 times on page 7, 15 is mentioned 2 times, 16, 35 and 40. While playing games is mentioned 5 times on pages 11, 15, 17, 35, and 45. From the variety of games and sports or from the frequency of mentioning games and sports males are found more than females. From these results, it can be concluded that gender representation based on variety of game and sports in the textbook your English partner for elementary second revised edition is dominated by male.

The fourth aspect was analyzed how many times male and female were mentioned in this book, the data were identified for this aspect is from proper nouns/names (e.g. *Icha, Rahmat*), male and female noun's (e.g. *mother, father*), common nouns (e.g. *boy, girl*), subject pronoun (e.g. *she, he*), object pronoun (e.g. *him, her*), possessive pronoun (e.g. *his, her*), surnames with title (e.g. *Mrs. Raida, Mr. Anang*) and last title (e.g. *Mrs, Mr, Sir, Ma'am, Madam*). By counting the number of male and female mentioned in each unit of the textbook writer found 464 times, 217 for male mentioned and 247 for female mentioned. Therefore, we can conclude that in the aspect of male and female mentioned, the mention of female in the book is more dominant at 247 times than male at 217 times. Contrast to the presentation of pictures, females are mentioned more than males. Females are more visible in mentioned. Similar to (Yang, 2014) females are presented more than males within texts in Hong Kong English

Language textbook series. This is probably because the author tries to minimize gender bias. From these results, it can be concluded that gender representation based on how many times each gender mentioned in the textbook your English partner for elementary second revised edition is dominated by female.

The fifth aspect was analyzed from patterning male and female which also called firstness. It was identified from two pronouns or nouns with certain genders appear together in a text or conversation, the one appearing in the first position can interpreted having a higher status/main characters. Based on data found there is 48 main characters in this textbook, surprisingly the pattern for each gender found balance with 24 main characters in each gender, that's why main characters both male and female are portrayed balanced in this book. From these results we can conclude that in this aspect there is no imbalanced in the pattern of male and female pattern (firstness), so there is no gender dominated in this aspect.

The last aspect of gender representation is the aspect of role models. The data is obtained through the content of the book. In general, not every unit has role models, this is also because the content per topic is adjusted to the needs of the topic. There are 2 units out of 8 units that contain role models and famous people, in unit 1 and unit 8, the data found also comes from text, no role models are found in illustrations in all units. The results from the previous explanation show that the representation of male role models and famous people is higher than female. The data is 3 for males

and 1 for females. For male role models found in unit 1 and unit 7, in unit 1, 2 male role models were found, they were prophet Muhammad and Yasser Arafat and Saddam Husein, then prophet Muhammad was mentioned again in unit 7. While the female role model is only found once, namely in unit 1 page 4, the female role model found is Sandra Bullock.

Role models are shown with a variety of backgrounds. First, Prophet Muhammad, also known as Muhammad ibn Abd Allah, was the last prophet and messenger of Islam. His life and teachings provide guidance on how to lead a virtuous and fulfilling life become role models for muslim people. Next is Yasser Arafat, he was a Palestinian political leader and the founder of the Palestine Liberation Organization (PLO). He played a significant role in the Palestinian nationalist movement, advocating for the establishment of an independent Palestinian state. Lastly, Saddam Husein, he was the President of Iraq from 1979 until his overthrow in 2003 during the Iraq War. Individuals like students in institutions seeking positive role models typically look for leaders who promote peace, human rights, democracy, and ethical governance. For female role model found is Sandra bullock. Sandra Bullock is an American actress and film producer, she has become one of Hollywood's leading actresses, known for her talent and versatility, many people see Sandra Bullock as a positive role model, not only for her success in the entertainment industry but also for her personal qualities and contributions. Acknowledging famous people as role models is a personal choice that comes with the responsibility of critical evaluation. It's valuable to appreciate positive qualities in individuals

while recognizing their humanity and complexities. In conclusion, people need to choose role models who share their values and improve their own growth and happiness.

2. Gender Stereotypes in “Your English Partner for Elementary 2nd Revised Edition”

Based on the result of the analysis, researcher found that your English for elementary 2nd revised edition English textbook is contains many female stereotypes such as in behaviors, occupational roles, and personal traits. Personal traits refer to a male also contain in this textbook.

In the personal traits section as stated by (Lips, 2003) that males personality traits usually portrayed as active, realistic, independent, aggressive, direct, emotionless, controlling, and competent. On the other hand, women portray traits that are expressive, warm, sensitive, and nurturing. This shows how men and women have opposite personalities. In the findings of the gender stereotypes section, the researcher found that there are several conversations in this book that contain stereotypes of men and women. As explained in the previous explanation, women are described as soft, gentle, warm and emotional. On the opposite, men are portrayed as tough and strong in conversations about movie preferences. Another stereotypes related to personal traits was also found that portraying women as lazy or uninterested in sports while consistently depicting men as active participants in sports with the portrayal of women who are not interested in physical activity can contribute to a lack of

motivation and opportunities for girls and women to be involved in physical activity.

Gender stereotypes found in written text in this book, for example behavior stereotypes refer to girl or woman such as “I just like staying home and doing some chores” (page 12), “*Bilqis like cleaning the house*” (page 15), “*I also enjoy gardening and cooking*” (page 16), “*my mom is very keen on doing household chores and my sister too*” (page 17). The researcher also found stereotypes in visual in this book such as gardening (see figure 4.1), doing laundry (figure 4.2), making the bed (figure 4.3), serve the family (figure 4.5), wash the dishes (figure 4.5), and take care of a child (figure 4.6). These previous examples shows how society still views women doing any typical housework as a social rule and common thing for woman, society also considers all household chores as "women's duty", as stated by (M. Shaw & Janet, 2007) that women are typically assigned household chores including cleaning, cooking, and food preparation. It is an example of gender norms that support the belief that women's work is limited to taking care of their households and raising children. And this finding also similar with Gupta & Yin (1990) where women's roles are limited to caring responsibilities including teaching, cooking, and preparations. The description of household chores here includes describing all activities that involve the role of the father or mother in terms of care and various work performed in the home environment.

The last component of gender stereotypes which discussed is about physical appearance. As state by Crawford & Unger (2004) commonly woman are portrayed to be attractive, feminine, and smart, when men are portrayed to be strong, macho, and muscular. So researcher found male stereotypes with muscular body (see figure 4.7). Portrayals of muscular males in textbooks can have negative effects, including unrealistic body image expectations, psychological problems, the strengthening of gender stereotypes, potential harm to physical health from unhealthy practices, social expectations, and a lack of representation of diverse men.

From all the previously mentioned aspects, it is clear that gender stereotyping is still prevalent, especially in behavior. In addition, Your English Partner for Elementary textbooks present male and female differently. This is consistent with previous research by (Salamah, 2014) that gender is presented unequally, her findings showed that male dominated in four aspects while female were more visible in two aspects. This finding show similarity with this research.

As conclusions, in the textbook that had been analyzed, the researcher could reveal that male and female that Your English Partner for Elementary textbook presents unequally, where female were only dominant in 1 aspect while male dominated in 4 aspects, while the other 1 aspect was found to be balanced. Therefore, it can be concluded that Your English Partner has an imbalance in representing gender and contains stereotypes in its content.