

An Analysis on Gender Representation in Cambridge Checkpoint English Coursebook

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Abstract

The main focus of this study is to explore the representation of gender in Cambridge Checkpoint English Coursebook. The negative connotation of women stereotype in English Foreign Language (EFL) textbook potentially affects students' negative perceptions and misconceptions about gender identity. The findings of previous studies on gender issues in language textbooks mostly indicate that they presented gender biases and stereotypes, but some studies reported positive images of women. To continue a critical discourse analysis (CDA) of EFL textbooks from a feminist perspective, the present study looks at visual and textual discourses representing images of women in EFL textbooks in Cambridge Checkpoint used by one private school in Makassar named Bina Citra Indonesia School. The findings reveal that the textbook represent gender stereotype in many Gender Analysis Pathway (GAP) area such as; gender GAP in culture area especially a stereotype of emotionally expressive woman and the stereotype of woman must be married at certain age, gender GAP in politic area, economic, health area and gender GAP in education area. Some gender discourses expressed by female characters and social actors. The result of research found that the textbooks support the continuation of gender biases and stereotypes. This textual study suggests that as English plays an increasingly important role in a transcultural and post-feminist world, the writers of English textbooks must pay attention to the issue of gender in language education.

Keywords: *Critical Discourse Analysis (CDA), Gender Representation, (EFL) Textbook, Female Images, writers.*

INTRODUCTION

The representation of gender in textbook need a special attention. Textbooks not only act as learning resources but are also factors that influence people in other ways implicitly (Esmaeili, 2005). The material of the textbooks helps to enhance gender as a social distinction and reinforce inequality between men and women. Genders are one of the most critical aspects of the quality of the textbooks concerned by educators. The design of an ELT textbook as a curriculum document must take gender bias into serious consideration because the country sociocultural

recognizes gender differences, (Ariyanto, 2018). Since the sexes are female and male, this gender distinction has long been recognized as special or distinct in multicultural and multi-religious Asian societies such as Indonesia.

Gender differences in the communication process have become an important topic for discussion recently since the idea of women's language was elaborated by Lakoff (1976), Tannen (1990, 1994) and followed by Mahmud (2018). Women are not equally reflected from critical feminist perspective textbooks in English as a Foreign Language (EFL). In equal representation of women in EFL textbooks are potentially impacting students' negative attitudes and stereotypes, (Setyono, 2018). It is culturally assumed that females and males make two extremes of traits. Studies of gender and language have found that gender bias and gender stereotypes in written text and pictures have destroy effects for female students (Gharbavi and Mousavi, 2012). These consequences include feelings of exclusion, devaluation, alienation and low expectations. We agree that there are many textbooks that describe women not only as housewives or show less women than men in their texts and illustrations. Materials of the ESL/ EFL represent opinions and attitudes of their authenticity.

As a document analysis the instrument of this research is the researcher himself because the researchers do the coding and categorization, (Sorensen, 2012). There are three instruments of this research; documentation, observation and interview. This study is under applied of linguistic named critical discourse analysis based on Rolland Barthes theory. The data are from texts and pictures contain gender stereotype and gender bias. Both of the data will discuss as connotative and denotative meaning (Barthes, 2003). The researcher selects this book because many people all around the world trusted about the quality of Cambridge published press. Many education institutions use this source book to provide the learning process in their school.

In line with previous research, gender representation on the textbook give more challenge to the book writer including Namatende- Sakwa (2018), Ariyanto (2018), Dewi (2015), Fleishchacker (2019) and Aydinoglu (2014). However, the previous researches mentioned allows the researcher to provide certain points that distinguish them from the current research. First, this research demonstrates women are created, highlighting the functioning of power through discourse to re- inscribe the hierarchical file. Textbooks play a critical role for particular gender ideologies or values. The other suggests gendered texts and discourses in the textbook show gender equality inadequately. Stereotyped gender differences are also seen in textbooks. For this purpose, when developing and using any ELT textbooks, language textbook writers and language teachers need to take into consideration the interplay between gender and language use.

LITERATURE REVIEW

1. Gender as Social Construction

Gender refers to social and cultural beliefs, behaviors and roles that separate males from females; thus, gender roles are not natural but are acquired to fulfill society's standards of gender identities. From this statement, the position of each gender depends on the social and cultural values to which they belong Dai (2015). In addition, Chandler (2007a) claims that "gender roles are socially constructed as gender behaviors that are learned rather than innate." The various roles of gender tend to be successful within the boundaries of a given culture and community C. Cassese et al. (1990) which indicates that the performance of gendered activities based on the biological sex of performers is required of each society. Hussein et al. (2015) argued that these social and cultural perceptions of gender contribute to the creation of gender stereotypes. In

addition, Suter (2006) strongly argues that stereotypes of gender are profoundly ingrained understandings of gender.

Differences between male and female gender are also described as the basis for unequal treatment. Gender disparities between men and women are known as a reflection of the social practice in which genders take place. The treatment that males and females receive differs from one another, because gender distinctions are socially constructed norms for the division of labor and the distribution of power; responsibilities and rights between women and men. It is clear that the treatment of some genders is based on the ideology(s) of the debate. The philosophy of each gender construction is based mainly on the fundamental cultures and social values of the relationship between men and women, as well as on the strength of history that underlies its evolution. Construction of the gender meaning may be socially formed, but at the same time it may shift as a cultural variations plays an important role as well.

2. Gender Stereotype and Gender Bias

The key concern in this study is gender stereotyping and gender bias, as it can be defined in the textbook. Ellemers (2018) points out that "gender stereotypes reflect the primary importance that we attach to the performance of tasks when assessing men and social relations when considering women." Gender stereotyping is a general view of a term that deals with qualities and/or traits exhibited by males and females that are usually performed by males and females. Gender bias, on the other hand, is characterized as the act of differentiating male and female gender-based roles and treating them unequally.

The representation and construction of gender may be imbalanced and may also have an effect on a particular gender. The gender gap is often referred to as gender inequality and is generally referred to as patriarchy viewpoint (Yonata & Mujianto, 2017). They further say that gender disparity or discrimination in the language sense generally arises when a single gender is portrayed unequally and unfairly in terms of linguistic resources. Promotes or triggers or results in the abuse of women Vetterling- Braggin in Mills. Generally speaking, sexism arises when man-related terminology, such as "He is selected as the default and standard of language use.

3. Gender Equality Materials in ELT Textbooks

According to Hamdan (2006), school textbooks play an important role in deciding the worldview of female and male students in society. In addition, Cunningsworth (1995) argues that the role of textbooks as a material presented, as a source of classroom activities, as a source of grammar, vocabulary, intonation for students, as a syllabus." Westbury (cited in Hopmann et al, 2004) claims that textbooks are the most important resources teachers and schools have in their work" Stromquit et al. (1998) observed that learning materials are a collection of information that is conveyed via the roles played by men and women in school workers, the manner in which teachers handle male and female pupils, and the way in which adults communicate with others in texts. A further dimension has been added to the learning material, which is the perceptions of the teachers of boys and girls about the responsibilities of work and family, the differential professional advice provided to boys and girls and the actions of girls.

Language teaching and learning textbooks are one of the primary components of the education system in general and English education in particular, which may practice gender bias. Textbooks play a very important role in ELT education, since they usually educate students with the culture and values of the target language through textbooks. Textbooks in the field of

language education are seen as a significant channel of feedback and ideology for language learners (Cortazzi & Jin, 1999) which affects students in the field of language education.

4. Critical Discourse Analysis

Critical Discourse Analysis focuses not just on texts, spoken or written, as an object investigation. A completely critical account of discourse would thus involve a theorization and explanation of both the social processes and mechanisms which give rise to the production of a text, and of the social structures and processes within individuals or groups as social historical objects, establish meanings in their interaction with text Fairclough and Kress (1993:3).

According to Van Dijk (2004), "Critical Discourse Analysis is a type of discourse analysis research that focuses on how social power abuse, domination, and inequality are practiced, reproduced, and resisted by text and talk in social and political contexts." The four conventional modes of discourse are narrative, explanation, exposition and argument.

The word 'discourse' is to create a connection between the texts and their social purposes. In linguistics, 'discourse' is often used to refer to extended examples of spoken dialogue, as opposed to written 'texts.' Discourse Analysis is a research tool used to analyze written or spoken language in relation to its social meaning, Fairclough (1992). It tries to explain how vocabulary is used in real life situations. When analyzing discourse, you might want to concentrate on the purposes and consequences of various forms of expression.

5. Semiotic Analysis

Semiotics or semiotic studies is a study of sign processes (semiotics), which is any type of action, conduct or process involving signs, including the development of meaning. The sign is something that expresses the meaning, not the sign itself to the interpreter of the sign. A symbol is never independent of the context and use of any other sign. Peirce's Sign Theory (2015), or Semiotic is an account of sense, representation, relation and meaning. While sign theories have a long history, Peirce's accounts are distinctive and groundbreaking in terms of their depth and sophistication, and in terms of capturing the meaning of perception.

Semiotics is a crucial tool to ensure that the intended context (for example, a piece of communication or a new product) is clearly interpreted by the person on the receiving end. Semiotics is typically divided into three divisions, including:

- Semantics: the relationship between the signs and the objects they refer to; their denotations or meanings.
- Syntax: Relations between signs in formal structures.
- Pragmatics: the relationship between the signals and the impact they have on the people who use them.

a. Denotative Meaning

Denotation is used when an author wants the reader to understand a word, phrase, or sentence in its literal form, without other implied, associated, or suggested meanings. According to Brinton (2000:132) words have literal or referential meanings (denotation) but also evoke feelings, attitudes, or opinions (connotations). Denotative meaning is true meaning based on dictionary. Its mean interprets directly a word, phrase, or sentence based on dictionary.

The purpose of denotation is for a word to have understood by a reader. If the word is not understood, the reader may look this word up in order to obtain the correct meaning. If words did

not have denotation, we would not have a clear concept to refer to and readers would be confused on meaning.

b. Connotative Meaning

Connotation reflects a number of social clues, cultural implication or emotional meanings associated with the symbol. Connotation refers to a wide variety of positive and negative associations that are emotionally or socially linked to the term Leech (1976). It is something more than the dictionary meaning. Several forms of connotation can affect the way you think of a word, which is as follows:

- Positive (favorable) connotation—words that make people feel good.
- Negative (unfavorable) connotation—Words that provoke negative emotional reactions.
- Neutral connotation—Words that don't cause any negative responses at all.

How we avoid negative connotations by using positive associations. For example —when offering direction to a boy, avoid negatives; e.g. _don't drive very fast, say, —drive slowly. _if we choose negative direction, the boy will hear _drive very fast! 'and will do precisely that.

METHOD

This study was based on the data taken from the famous book publisher named Cambridge publication pressed. The book was chosen since the publisher is a favorite named and become the top publisher in the world.

This study was known as an analysis of material or a document analysis. It was one of the types of qualitative descriptive analytic research (Nassaji, 2015). It focuses on verbal and visual depiction. Semiotic analysis was the best option to choose, in order to analyze textual and visual texts which consisted gender representation in textbook (Fairclough 1992). The reason of choosing semiotic analysis for analyzing gender representation was that semiotic analysis concerns with a study of signs and as what Chandler (2007) states that —semiotics involve not only the study of sign but also anything in the form of words, images, sounds, gestures and objects". Therefore, semiotics was concerned with meanings in the broad sense (i.e. language, images, and objects) that generate meanings or the processes which we try to comprehend or attribute the meanings (Berger, 1972). Furthermore, Barthes (1977) claimed that in finding the meaning hidden in both images and texts in the textbook, semiotics can be used as the key of the research.

In this study, the visual were analyzed by Barthe's (1997) theory based on semantic theory; connotative and denotative while textual data were analyzed based on Fairclough's (1992) theory called three dimension of discourse Fairclough's theory known three-dimensional frameworks for critical discourse analysis; first, a text or a description; (speech, writing, visual images or a combination of these). Second, a discursive practice or interpretation involving the production and consumption of texts. Thirdly, the social practice or explanation of the discourse.

FINDINGS

1. Gender GAP in Culture Area

a. A Stereotype of Talk Active Women

The stereotyped representation of gender in the textbook observed from the story commonly accompanied with pictures (see Fig. 1). These story and pictures are situated in Chapter 2 (p.20) of Cambridge Checkpoint English textbook. The Cambridge Checkpoint English Course Book's depiction of stereotypes of women is never free from cultural bias.

They are also a source of cultural bias that teachers and students may overlook. Examples of biased culture that often appear in textbooks are gender.

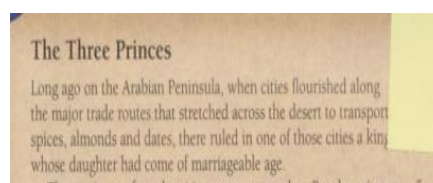


Picture 1.
Stereotype image of woman

In this case, female characters / actors (girls and women) are domestic social illustrations. They are seen arguing show a negative connotation. The mother actor is described as a person who gets angry easily when educating his daughter. Her way of thinking that child education is her responsibility makes her emotionally. The mother who remained home with her child and who was satisfied with staying home was rated higher than the dissatisfied stay-at-home, Gorman (2006). Having their hands on their hips and mouth wide open is a sign that they are scolding and emphasizing what their daughter should do. The stereotype that mothers are talkative in educating their children is inherent. Domestic matters and taking care of children are the full responsibility of a mother. Whereas the illustration of the female actor is seen crossing his arms with his head looking up indicating a recalcitrant nature, disagreeing with his mother's opinion.

b. The Stereotype of Women must be Married at a Certain Age

While it is natural for stereotypes negative connotation of social groups to change over time and across different social contexts, there has been a lack of research into how marriage affects gender-based stereotypes in particular. In Turkish culture, social status, roles, and stereotypes are heavily influenced by marital status, particularly for women, who are labeled as "girls" until they marry, Finley JS (2017). The stereotype that women at a certain age must be married is indicated in the sentence, (the ruled in one of those cities a king whose daughter had come of marriageable age). From the time of the kingdom to the modern era like today, there are still many practices of forced marriage or matchmaking because women are considered by their nature to be giving birth, taking care of children and the household. Meanwhile, men make a living. Even though society must be able to distinguish between the nature of men who have sperm cells and women with ovum cells.



Picture 2.
Stereotype of woman weaknesses

At the time when the kingdom was still dominating, women did not have the right to determine their fate, especially when their marriages were always arranged by their parents. In

the story, a princess must undergo an arranged marriage on the grounds that the nobility must marry an equal because marriage is usually related to politics, such as to unite the powers of two kingdoms with a marriage bond and to maintain her royal lineage. Women are often pressured by society or even their families to marry and start a family. Generally this means that she will take on a domestic role as a housewife and look after children at home. There is always the question "When will you get married?" or "How many children do you plan to have?" or "Don't wait too long, you know, it's dusty!" In fact, many women are able to be successful both personally and professionally at the same time.

2. Gender GAP in Economic Area (stereotype of woman weaknesses)



Picture 3.
Stereotyped images of woman

The picture above shows a young girl. He appeared to be a refugee due to war. The stereotype negative connotation that women and children suffer the most as a result of war because they are weak creatures. Women and children need to feel sorry for the situations they face. They suffer physically, such as lack of food or mental illness and suffering, such as loneliness or fear. The younger, the children and the older the adults, the more vulnerable they are and the more they feel sorry for them. The context of war and being a refugee is a situation that always demands a sympathetic response, because refugees are innocent victims and we would all be very unhappy to lose that much and find ourselves in such a sad situation. When eating the fight to lose, education for school is not possible. Children and women are prone to gender base violence, which is sometimes perpetrated by the authorities or people who are stronger than them. In addition, the process for employing women workers has certain material objects, such as false administration that completes job applications, combined with case workers' assessments of employability, and ethnic and gender stereotypes of employers, to create a socio-material image of displaced women, Koyama (2014, p. 258).

3. Gender in GAP in Economic Area (Gender Bias in Job Activity)



Picture 4.
A stereotype of men in job opportunity

Materials used in basic education settings also contribute to the socialization experience. For example, textbooks often describe men and women in stereotyped occupations (e.g., men as doctors and women as nurses) and social roles (e.g., working fathers and stay-at-home mothers). In the picture above shows that man is suitable working as an engineering while women is not. Men He is like supervisor holding the hardboard with a paper and a pen in his hand to make a note about the labor working. His position higher levels a man beside him. Although such socialization influences both genders, it is assumed that it has a greater negative impact on girls because it limits and restricts their options and achievements more than it does on boys. For example, healthy adult men are expected to work, but girls are given the option of joining the labor force.

4. Gender in Social Domestic



Picture 5.
Stereotype of woman weaknesses

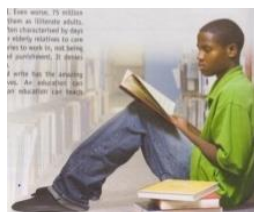
Apart from the above story above, the stereotyped representation of woman in the textbook can be observed from women's and man dialogue commonly accompanied with pictures (see Fig.). These dialogues and pictures are situated in Chapter 10 (p.141-142) of Cambridge Checkpoint English Course book.

Text I: A dialogue representing a stereotyped portrayal of a woman

Lila came running out of the house to speak to the medicine man. "My mother is ill. She has been ill for a long time. Now she has fever too. Have you any medicine for fever? Have you any medicine for making her strong?" She is so weak, "Lila explained. "Slowly slowly daughter. What is the hurry? First, I must have water for my cow- fresh well water. Next I must have grass for her. Fresh, tender grass, then I will come to see your mother.

Gender stereotype against female actors. Besides a girl who begged for help, there was also weak and helpless mother. She is having sickness for along time. On the other hand, a male actor who fought to be a shaman came riding his cow. Hearing the female activist ask for help, instead of immediately helping, but asking for fresh grass and water straight from the well for his cows. The kid female actors do not have choice except follow the request. Finally, in the story, the male actor turned out to be a con artist. The proof is that he does not want to help the mother actor because he asks for a fee even though the wage in the form of a ring given by a daughter actor has been received but he arrogantly does not want to help the mother actor.

5. Gender GAP in Education Area



Picture 6.
A stereotype of men in education

Evidence suggests that educators must be gender aware in order to be open to girls' and boys' learning and development choices, assist children in exploring who they are and making connections to people around them, and help children gain self-confidence, well-being, peer acceptance, and social support. In figure 5 illustrating about a boy who spends his time by reading. One of the disadvantages of gender bias is the different opportunities in education, women are not important to be smart because of the stereotype that they will only take care of their children, husband and the house. Women do not need going to school to be able to have the skill of these three things.

The assumption that a woman is the second person in family the same as the patriarchal culture believe where men are family leaders who earn a living so they must be strong, smart and in high school. This assumption is inaccurate according to the gender equality theory because the rights of men and women are the same, especially in the field of education. To get a better life opportunity and broad knowledge, it is necessary to go to school and reading books from various sources.

DISCUSSIONS

After analyzing the data completely; documentation from the Cambridge Checkpoint Textbook, questionnaire from the respondents and followed up by observations, it is necessary to discuss the result of this study. The first discussion focuses on the gender representation on the textbook and the second is gender equality implication to the students speaking performance in teaching learning process. The result of the content analysis from the textbook showed some gender GAP (Gender Analysis Pathway); in a culture area that include two types (a stereotype of talk active woman and a women must be married at a certain age), gender in economic area, gender in job activity, gender in health area and the last is gender GAP in education. While the implication of gender equality to the student speaking performance found that females and males students were the same active in discussion, giving opinion and personal presentation in teaching learning process. The detail will be explained below.

1. Gender GAP in culture area

a. A stereotype of talk active woman

In this domestic social illustration the woman show negative connotation. Too much worrying can caused uncontrolled emotion for women. A stereotype if a woman is harder to control their emotion found by Simon, R. (2014) said that women are more emotional and emotionally expressive than men and women differ in their experience and expression of specific emotions. Fischer A. (2014) had also found that women cry and smile more as well as show

more facial expressiveness in general, but that the size of this gender difference varies with the social and emotional context. A wise mother should control their emotion.

b. The stereotype of women must be married at a certain age

From the time of the kingdom to the modern era like today, there are still many practices of forced marriage or matchmaking. These stereotypes of women are considered by their nature to be giving birth, taking care of children and the household. In the story, a princess must undergo an arranged marriage on the grounds that the nobility must marry an equal. Marriage is usually related to politics, such as to unite the powers of two kingdoms with a marriage bond. A study by Ugurlu, N., et al (2018) found that many women are able to be successful both personally and professionally at the same time. Single women were mainly stereotyped by their personality trait (e.g., fragile/pure) while married women were mainly described with their gender roles (e.g., self-sacrificing, mothering/nurturing) and positive personality traits (e.g., mature).

2. Gender GAP in social context economic area

Women and children need to feel sorry for the situations they face due to war. The stereotype that woman and children suffer the most as a result of war because they are weak. The younger, the children and the older the adults, the more vulnerable. War and being a refugee is a situation that always demands a sympathetic response. Children and women are prone to gender base violence, which is sometimes perpetrated by the authorities or people who are stronger than them. A study by SB Ortner (1972) concludes that the female “is more enslaved to the species than the male, further, in physiological structure, the woman is weaker than the man, “her grasp on the world is thus more restricted; she has less firmness and less steadiness”.

3. Gender in economic area stereotype in job activity

Textbooks often depict men and women in stereotypical occupations and social roles. It is assumed that it has a greater negative impact on girls because it limits and restricts their options and achievements more than it does on boys. For example, healthy adult men are expected to work, but girls are given the option of joining the labor force. Gender influences the initial decision to pursue paid work outside of the home. Adolescent boys and adult men both express a greater interest in scientific, technical, and mechanical pursuits. A study by Lyness, K.S (2006) found that there is a greater perceived lack of fit between stereotypical attributes of women and requirements of line jobs than staff jobs, women in line jobs received lower performance ratings than women in staff jobs or men in either line or staff jobs.

4. Gender GAP in health area

Apart from the story above, the stereotyped representation of woman in the textbook can be observed from women's and man dialogue commonly accompanied with pictures. Besides a girl who begged for help, there was also weak and helpless mother. On the other hand, a male actor who fought to be a shaman came riding his cow. Hearing the female actor ask for help. Instead of immediately helping, but asking for fresh grass and water straight from the well for his cows. The kid female actors do not have choice except follow the request. A study by Alexanderson, K et al. (1996) found that women in general have a higher sickness absence than men, and sickness absence is particularly high among pregnant women.

5. Gender GAP in education

Evidence suggests that educators must be gender aware in order to be open to girls' and boys' learning and development choices. One of the disadvantages of gender bias is the different opportunities in education. Women are not important to be smart because of the stereotype that they will only take care of their children, husband and the house. To get a better life opportunity and broad knowledge, it is necessary to go to school. A study by Saha, A. (2013) found that households across different states in rural and urban India prefer to incur more expenditure on education for male members than for females.

The study also support by some researchers such as; a study by Almghams (2020) presented that women were underrepresented in terms of appearance, males were dominant of the reading passages and dialogues topics and males were presented in a wider range and overall a higher level of employment and enjoyed a wider range of spare time and leisure activities than females. Setyono (2018) found that some gendered discourses expressed by female characters and social actors in the analyzed textbooks support the continuation of gender biases and stereotypes, but some emerging discourses represent constructive images of women. Esmaeeli (2015) also found that the book indicated a —sexist attitude in favor of male social actors in which males were portrayed more than females and also had high activity. Gharbavi and Mousavi (2012) had also found that the writers' ideology can be attributed to the females' low visibility. Women may be considered unequal to men by the writers. They may believe that because of their physical or psychological characteristics, women cannot play determining roles in their society.

CONCLUSION

The representation of gender on textbook entitled Cambridge Checkpoint English Course book show about gender stereotype. It is proved by many pictures and text in the textbook such as: gender GAP in culture area includes a stereotype of emotionally expressive woman and the stereotype of women must be married at a certain age. While the other is gender GAP in economic and education area. The book also content gender bias in economic area, proved by the picture of job opportunity in engineering only suitable for men not women. Finding from this study prove that the textbook still contain gender bias and gender stereotype. Moreover textbooks play a very important role in ELT education, since they usually educate students with the culture and values of the target language through textbooks, Cortazzi & Jin, (1999).

Therefore, it is important for language learners to choose an appropriate English textbook. If the gender factor is considered as one of the factors in choosing an appropriate English textbook, this can result in a good English textbook in learning. It is also important to feel confident especially female students to be free to speak and express your ideas regarding gender equality. The results of this study are expected to bring a significant contribution to the literature on gender differences in communication in different communication settings namely in the classroom and teaching English. It also provides useful input for the process of teaching English in junior high schools in Makassar and other cities in Indonesia. The findings of this study are also important information for language teachers to create a good atmosphere in the learning process. The phenomena experienced by students revealed in this study indicate that in different communication settings will give different choices in teaching materials and learning strategies. In addition, the factor of gender equality in the selection of English learning textbooks and women's speaking performance need to be considered as a determining factor for success in teaching English.

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