ABSTRACT

Mustajab, Arjuna (2024). Gender Representation in The English Textbook Entitled "Interactive English 1" By Yudhistira: A Multimodal Analysis

Textbook is a primary learning resources in a classroom. However, it might contain imbalanced gender representations that could potentially impacting students understanding and perceptions toward gender outside the classroom context. Thus, this study aims to reveal the gender representation in the English textbook "Interactive English 1" by Yudhistira, used in Indonesian junior high schools, and to find out whether the gender represented equally or not.

The study used a qualitative approach with content analysis design, examining four key aspects: visibility of gender in illustrations/photos; visibility of gender in text; gender firstness; and occupations. It analyses both quantitative frequency counts and qualitative assessments of gender portrayal in all 14 units of the textbook.

The are two main findings in this research. First, gender representation manifests through various forms including visual elements, textual content, order of mention, and occupational roles, with males portrayed in a broader range of roles connected with STEM fields, leadership positions and physically demanding roles, while females are largely limited to stereotypical and supportive roles. However, in some units, the textbook writer tried to tackled gender stereotypes by depicted women in male-dominated sports. Second, there is a clear gender imbalance across all examined aspects, with males dominating in visual representations (52.58%), textual mentions (55.86%), firstness (59.52%), and occupations (56.18%).

This research concludes that "Interactive English 1" does not achieve gender equality in its representation, potentially reinforcing gender biases and limiting learners' perceptions of gender roles and opportunities. The study recommends more conscious efforts in textbook development to provide equitable and diverse gender representations that reflect contemporary societal progress and encourage students to consider a wide range of possibilities regardless of their gender.

Keywords: Gender Representation, EFL Textbooks, Content Analysis