

ABSTRACT

Mailidya, Dea (2024). Language and Gender Representation in ELT English Textbook (Analysis of Dialogues in *Talk Active* Senior High School Book)

There are still numerous misconceptions about gender issues in these educational materials. Gender-based constraints can limit students' understanding of behavior, thus perpetuating inequality. This study examines the language and gender representation in English Language Teaching (E.L.T.), focusing on the dialogue in the textbook *Talk Active*, published by Yudistira Emancipated Curriculum. This analysis aims to describe the distribution and visibility of male and female language and gender representation in the dialogue of the *Talk Active* English textbooks.

This study used a qualitative approach with content analysis as the data source. There are 14 units in the book *Talk Active*, and 14 categories of language style used by both female and male characters. 26.48% of female characters focus on relationships, while 26.19% of male characters focus on information.

The findings show that female characters are mentioned 91 times, compared to 84 mentions of male characters. Female-related nouns and pronouns are used 49 times, while male-related nouns and pronouns are used 75 times. Stereotypes about male and female language styles are still 100% male-biased, while female-biased language styles appear only 81.82%.

In conclusion, the language styles of male characters in textbooks are depicted as assertive and goal-oriented, while female characters are depicted as focused on relationships and empathy. Pronouns used for male roles that emphasize achievements can imply that the contributions of the other gender are of lesser significance. The data presented indicate that the *Talk Active* textbook is biased toward males.

Keywords: gender representation, dialogue, language style