

**ENGLISH ELEMENTARY SCHOOL TEXTBOOKS ANALYSIS:  
ADDRESSING GENDER BIAS ISSUES**

Submitted by:

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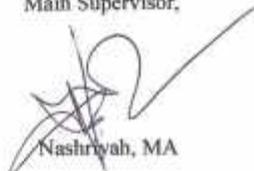
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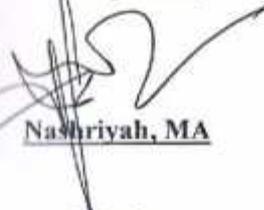
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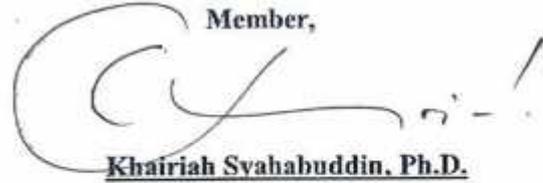
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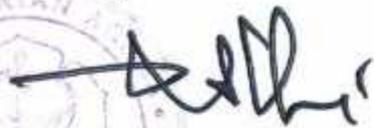
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Menyatakan dengan sesungguhnya bahwa sebuah skripsi yang berjudul “English Elementary School Textbooks Analysis: Addressing Gender Bias Issues” adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

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## ABSTRACT

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Textbook is one of the materials in teaching learning process which is regularly used by both teachers and students at school. Textbook should be free of negative contents or issues in it such as gender bias. Thus, this research was conducted to measure to what extend gender bias appeared in the textbooks used by most of Islamic state elementary school in Banda Aceh. This research aims to answer two questions, they are: 1.To what extend does gender bias exist in elementary EFL textbooks of Indonesia? 2. What types of gender bias are found in the Indonesian elementary EFL textbooks? There are three textbooks becoming the research object, they are *Grow with English 4, 5, and 6*. The researcher chose the textbooks after doing a mini survey in all of the Islamic state elementary schools in Banda Aceh. To answer the research questions, content analysis method was applied to this research. Every pages of the textbooks was analyzed to discover five aspects. They are visibility, firstness, feminine/masculine generic construction, activity, and occupation. After doing the analysis, it can be concluded that every textbook contains different level of gender bias. Male were dominant in three categories which were firstness, activity, and occupation. While female only have a dominant number in the visibility category. Over all, the author of the textbook have tried to promote gender equity in the textbook. Unfortunately, male were still dominant in the textbooks. All of the textbooks in this research still contain gender bias issues in it. Thus, it is expected to be revised in order to remove all of the gender bias issues.

## CHAPTER I

### INTRODUCTION

#### **A. Background of Study**

The issue of gender inequality in English language has been debated over years, considering that English does not possess a third person singular pronoun which is gender-neutral. According to Xiaolan Lei (2006, p.2) in English language, there are many words, which are clearly male-orientated that contain the element “—man” while in fact they could be applied to both sexes. Allowing this issue unsolved actually will bring some problems for people in their social life related to male and female role in society.

Gender gap in English language is equal to racism happened in America which is related to skin colour. The white people were termed as men who were always more prominence than the black people who were termed as women. The condition of being dominant usually causes someone to do repression of the minority and it becomes a mind-set that the minority has weak power (Elkhol, 2017).

People who learn English as a second language should be aware of gender bias issue, before it sticks a wrong perception of sexism and impacts social balance. One of the ways to avoid this problem is to take focus on the English learning material which is used by English language teachers and learners. As a country that uses English as a Foreign Language (EFL), Indonesia tends to has textbook as the main sources for teaching English in the schools. Therefore,

Education Ministry of Indonesia should put more attention on the content of  
English textbooks.

Textbook is an essential aspect in language learning process. It is useful for both teachers and students. Hutchinson and Torres (1994) argue that during periods of change, a course book can serve as a tool for supporting teachers and as an instrument of modifications and alterations. For students, textbook has a role as a guidance for the material in a school subject. Moreover Sheldon (as cited in Lawrence, 2011) also reveals many people feel that textbook is a route map of any EFL program. It can ease student to learn something.

Students in Indonesia use textbooks almost in every class meeting. According to Sadker & Zittleman (as cited in Education for All Global Monitoring Report, 2015) textbooks are used in 70-95% of classroom time. A teacher usually asks students to read the material from textbooks and do the exercises. Because of the regularly used of a textbook by students, the content of it should be very clear and avoid negativity, like gender bias. In fact, the researcher had found gender inequality in some textbooks especially in the field of occupation. For example, male is commonly illustrated as police, doctor, pilot, engineer, lawyer, astronauts, and other occupations. On the other hand, female is mostly describes only as nurse, teacher, or housewife. This kind of limitation of occupation for female in school textbook will abandon female to have a big dream for her future.

Some studies from other country have proved that gender bias existed on their region textbooks. One of them was a research done in Iran by Gharbavi and Mousavi who have examined male and female visibility in illustrations, text and the male/female occupation roles. The result of this study found there were

apparently considerable differences between the number of males and females in the reading passage of the textbook in both categories.

Another study focuses on the visibility of female and male in the text and illustration or picture in the second and third High School Iranian EFL textbooks. The result revealed that male dominated both in text and illustration which were measured in five categories of visibility, firstness, feminine/masculine generic construction, occupation and activities (Amini and Birjandi, 2012).

Inspired by the research above, the researcher is interested to conduct the same study in order to measure the existence of gender bias in Indonesian EFL elementary textbooks. The title of the research is "English Elementary School Textbooks Analysis: Addressing Gender Bias Issues". The researcher hopes that the result of this study will be useful for national textbook designer when producing a textbook for Indonesian students.

## **B. Previous Study**

A number of researchers in developing country have conducted research in the field of gender bias in textbook. One of the research was by Amini & Birjandi (2012) focusing on gender bias in the Iranian High School EFL textbook. In that research, there were 5 categories being the main subject. The categories are occupation, firstness, feminine/masculine generic constructions, activity and visibility. Two books had been analysed and gave the result that male were dominant in every single category and showed an unfair role between both sexes. For example in the scope of activity women were overall stereotyped as stay-at-home mothers and mainly engaged in household chores including room cleaning,

making the tea, and baking the cake and only sometimes had a chance for studying or watching TV. Whereas men were mostly busy playing football or Ping-Pong, reading newspapers, fixing the car, swimming, finding a new job, buying different things, etc. The various kinds of activities were portrayed that women were the only person who responsible with household chores. In fact, women and men should help one another at home.

Another research also has been conducted by Lee and Collins (2006) concerning gender representation of English textbook in Hong Kong. It was about 20 books studied, ten early used textbooks and ten recent used textbooks, however, only 6 textbooks were reported in their study. They examined sexism in seven categories including omission (visibility), roles, feminine/masculine generic constructions, titles, order of appearance, pictorial representation of both genders and their roles and activities. This research is quite different with other studies because they also investigated gender bias across five semantic processes (material, verbal, relational, mental and existential) and five categories of participants. The result of the study shows subtle gender stereotyping and semantic role shifts in recent versus earlier textbooks.

### **C. Research Question**

This study is aimed at answering the following questions:

1. To what extent does gender bias exist in elementary EFL textbooks of Indonesia?
2. What types of gender bias are found in the Indonesian elementary EFL textbook?

#### **D. Aims of Study**

The purposes of this study are as follows:

1. To investigate the extent to which gender bias exists in elementary EFL textbooks of Indonesia.
2. To discover the types of gender bias in the Indonesian elementary EFL textbook.

#### **E. Terminology**

In this research, the reader will find several terms which related to the purpose of the research. To make those terms can be understood easily, the writer presents them vividly.

##### **a. English Elementary School Textbook**

Textbook can be defined as a published book distinctively created to help language learner to advance their linguistic and communicative capabilities (Sheldon, as cited in Lawrence, 2011). In a country in which English is used as a foreign language, the schools usually use EFL textbooks in the learning process. The word EFL stands for English as Foreign Language. EFL textbook means a book for English language teaching-learning program and it is especially used by people who learn English as a Foreign Language. Furthermore, textbook can be defined as a comprehensive learning resource that is in print or electronic form, or that consists of any combination of print, electronic, and non-print materials collectively designed to support a substantial portion of the national curriculum (*Guidelines for Approval Textbook*, 2006, p.6).

In this research, EFL textbook is an object of the research. There were three elementary textbooks analysed by the researcher. The textbook had been chosen by a small survey of the most commonly textbook used at some of Aceh elementary schools.

#### **b. Analysis**

Analysis is a process of breaking a complex topic into some smaller elements to make it clear and easy to understand (Beaney, 2003). This research has two main topics which are English textbook and gender bias. Therefore, both of them will be specified into some elements. The smaller element of textbook only focuses on text, illustration and picture. While the gender bias topic will be simplified into five issues such as occupation, firstness, generic feminine/masculine constructions, activity and visibility. Thus, it can be concluded that in this research, analysis will be used to collect data for the final conclusion.

#### **c. Gender bias**

Gender defines as the characteristic of human being constructed by social perspective not biologically like sex (Ifegbesan, 2010). In addition, (World Health Organization, 2002, p. 4) also declares that gender is used to describe those characteristics of women and men, which are socially constructed, while sex refers to those which are biologically determined. People are born female or male but learn to be girls and boys who grow into women and men. This learned behaviour makes up gender identity and determines gender roles.

Gender bias is an unfair difference in the way women and men are treated (Cambridge Online Dictionary). In this study gender bias is described as a condition when the position of male and female is not in the same place or the same condition where a gap between male and female appears.

## CHAPTER II

### LITERATURE REVIEW

#### A. Textbook

##### 1. Definition of Textbook

Textbook is one of the most important tools in teaching process. It is useful both for teacher and students as a guidance for one subject. From teacher side, textbook usually helpful in making daily lesson plan. While for students it helps them in preparing themselves for the class recitation, doing their daily assignments, and reviewing for an examination (Garcia, 2006).

The word 'textbook' definitely has many interpretation which are outlined by experts. Khine (2013) said that textbook is a part of curriculum that teacher use as device and guidebook to direct their instruction. Textbook is also defined as a teaching tool or combination of teaching tools which contains systematisation of knowledge and information in a particular subject matter and which is didactically designed for a specific educational level and student age group in order to fulfil a developmental and formative role in students' construction of knowledge (Ivic et all, 2013). In addition, Richard and Schmidt stated in their book Longman Dictionary of Language Teaching and Applied Linguistic (2010), textbook is a book on a specific subject used as a teaching/learning guide, particularly in a school or college. Textbooks for foreign language learning are often part of graded series

covering several skills (listening, reading, writing, speaking, grammar) or deal with a single skill (e.g. reading).

In conclusion, textbook is a useful tool for teacher and students which consists of materials on specific subject. It is especially used in school or college as the guidance in learning process.

## 2. Textbook Role

Textbook plays an important role in education world. It is used by teacher and students almost in every class meeting. According to Sadker & Zittleman (as cited in Education for All Global Monitoring Report, 2015), textbooks are used in 70-95% of classroom time.

Cunningsworth (1995) mentioned some of textbook roles in ELT (English Language Teaching) class, as follow:

- a. a resource for presentation materials (spoken and written)
- b. a source of activities for learner practice and communicative interaction
- c. a reference source for learner on grammar, vocabulary, pronunciation, etc
- d. a source of stimulation and ideas for classroom language activities
- e. a syllabus (where they reflect learning objectives which have already been determined)
- f. a resource for self-directed learning or self-access work
- g. a support for less experience teachers who have yet to gain confidence

Read (2015) argued that textbook and other instructional material can make the teaching become effective and improve the quality of education. In addition, teaching and learning materials like textbook or teachers' guide are ingredients in learning which ease the implementation of curriculum. An Education Conference held in Manchester in 1991 summed up the role of textbook for developing country. The summary of the conference concluded that textbook provides the main vehicle for the curriculum, one of the source of information for teacher and student, and textbook provides examination and students assessment heavily. Thus, textbook has important role in education especially to make an improvement on students' learning and to achieve the intent of curriculum.

### 3. Criteria of A Good Textbook

Teacher as one of the users of textbook should choose the suitable textbook for teaching the students. Teacher can be the evaluator of the textbook. Therefore, it is necessary to distinguish the criteria of a good textbook. Here are some criteria of a good textbook according to Tiwari (2008):

- a. Achieving the purpose of teaching
- b. Child-centre
- c. Fluent narration
- d. Clear and self-explanatory arrangement
- e. Opening up various avenues of thought and study
- f. Language suitable for the "reading age" of the pupils
- g. Well-illustrated

- h. Simple, interesting and attractive
- i. Free of indoctrination
- j. Containing lesson units framed by teacher
- k. Up-to-date
- l. Developing international understanding
- m. Promoting group effort
- n. Containing a subject index at the end.

In addition, Wen-Cheng et al. (2011) also suggested that textbook should present relevant content, consider linguistic and cultural diversity, include a clear and appropriate visual and graphic, contain a clear, authentic, and appropriate audio visual materials, be suitable for a variety of learning style, be effective for a variety of grouping strategies, and have exercises for students.

#### 4. Textbook Evaluation

In order to measure the textbook quality, it is needed to do an evaluation. Evaluation is a dynamic process that examines the different aspects of the textbook to improve its quality (Antic, Ivic, &Pešikan, 2013, p. 200). In addition, evaluation is a matter of judging the fitness of something for a certain intention (Hutchinson and Waters as cited in Sheldon, 1987). Textbook evaluation might be done before, during, or after using it, depends on the circumstance. According to Cunningsworth (1995), there are three possible period of time to evaluate the textbook, they are: (1) pre-use evaluation; (2) in-use evaluation; and (3) post-use evaluation.

Pre-use evaluation is done before a teacher uses a textbook. This evaluation period is harder than the two others because there is no experiences about the textbook and the evaluator should think about the future of the potential performance the textbook will give. While the in-use evaluation refers to the evaluation during the use of a textbook. This evaluation aims to measure whether the textbook can continuously use or replace with other suitable books. Finally, the post-use evaluation is an assessment on a used textbook base on some previous specific note about the strength and weakness of the textbook. This kind of evaluation can be useful in helping to decide to use the same textbook in the next occasion or not.

This research evaluated the textbook used by the teacher in the present time. In other words the period of textbook evaluation was in-use evaluation. The focus of this evaluation was only on the content of the textbook in purpose to analyse the existence of gender bias issues. Read (2015) mentioned, the textbook evaluation methodology ideally should include rigorous content, presentational, durability, and price criteria to produce the best conclusion. Thus, content analysis methodology was used as the vehicle to go to the final report.

## 5. Content Analysis

Document analysis or content analysis is a research method which is aimed to identify specific characteristic of a written or visual material. The materials analysed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of

documents. This method is commonly used in education research (Ary et al., 2010).

Ary et al. also added the purpose of content analysis, as follows:

- a. To identify bias, prejudice, or propaganda in textbooks
- b. To analyse types of errors in students' writings.
- c. To describe prevailing practices.
- d. To discover the level of difficulty of material in textbooks or other publications.
- e. To discover the relative importance of, or interest in, certain topics.

To conduct a research using content analysis methodology there are some steps to be followed which are mentioned by B Devi Prasad. The steps are:

- a. Formulation of the research question or objectives
- b. Selection of research content and sample
- c. Developing content categories
- d. Finalizing units of analysis
- e. Preparing a coding schedule, pilot testing and checking inter coder reliabilities
- f. Analysing the collected data.

Additionally, Cook and Farmer (2011) have asserted that content analysis has been widely used to analyse human communication and document. The way to conduct a content analysis research, a document is coded into categories and then the codes should be analysed using an appropriate methodology.

Furthermore, content analysis can be divided into two different types which are conceptual analysis and relational analysis.

a. Conceptual Analysis

According to Carley (1990), a single idea represented by a single word or a phrase is called a concept. In conceptual analysis there are two kinds of analysis, first is the extraction of explicit concepts and the second is extraction of implicit concepts. Explicit concept analysis counts the frequency of word or concept that occur in text. While the implicit concept analysis tries to analyse what is the implicit information of the explicit word or concept in text. Cook and Harmer (2011) agreed that conceptual analysis is aimed to establish the rate of words or concepts in a document. This type of analysis commonly links to quantitative research.

b. Relational Analysis

Relational analysis focuses on what concept appears on text and the relation among all of the concepts. Also it is connected with other concept Carley (1990). Additionally, this types of content analysis are correspond to qualitative research.

As the conclusion, conceptual analysis is the type of content analysis applied in this research. Every page of textbook was assessed by the researcher to discover gender bias issues through the explicit and implicit words or concept.

## **B. Gender Bias**

### **1. Gender and Sex**

There is a difference between gender and sex. Some experts have explained the difference between the gender and sex. According to Melbhaum (2010), sex nowadays refers to the biological, anatomical distinction between men and women. Gender, on the other hand, can be defined as the cultural prescription that each society attaches to one's biological sex at a particular time. Furthermore, Spence (as cited in Melbhaum, 2010) said that gender can be assumed as attributes and behaviours acquired as a consequence of being male and female in a specific culture. In addition, Holmes (2007) defines sex as biological differences between male and female. While gender is differences between being feminine and being feminine/masculine constructed by society. Another definition of gender and sex is also outlined in World Health Organization (2002, p. 4). Gender is used to describe those characteristics of women and men, which are socially constructed, while sex refers to those which are biologically determined. People are born female or male but learn to be girls and boys who grow into women and men. This learned behaviour makes up gender identity and determines gender roles. To sum up, sex is what makes man and woman different biologically. While gender is some perspectives about men and women role that built by society.

## 2. Gender Bias

Gender bias is a behaviour which shows favouritism toward one gender over another. Most often, gender bias is the act of favouring men and/or boys over women and/or girls. Gender bias includes prejudice (attitudes) and discrimination (behaviour) in its definition. Studies of gender bias also focus on gender, rather than on sex. The most common area of gender bias are found in the social

institution, families, education, the economy, and health. Gender bias is also embedded in the media, sports, the state/ government, and other social institution (Ritzer& Ryan, 2011). Bahera (2015) illustrated gender bias as a preference of prejudice toward one gender over the other. Bias can be conscious or unconscious, and may manifest in many ways, both subtle and obvious.

The appearance of gender bias issues occurred because of gender stereotype has embedded in society. According to Johnson (2012), gender stereotypes provide a description that is broadly familiar as defining what it means to be masculine or feminine in the society.

Additionally, Browne (2011) said that gender stereotype is a generalized view of the typical or ideal characteristic of men and women. There is a construction of gender role in society. Men and women have different opportunity and responsibility. The concept about gender role was built since someone was a child. A very close example is in the scope of family, in the childhood phase children usually see their parent have different obligation in daily life. Children will see that their father go out to work while their mother spend more time at home and responsible to the housework like cooking, cleaning, and childcaring. As they grow up, children will begin to view that these roles as the normal ways for men and women to behave.

One of the research done by Puerto Rico in 1979 (Davies, 1995) found stereotypical treatment of gender in basic reading and social studies texts with reference to role at family, community and national level. It also notes the omission of women in the research report. Furthermore, a Commonwealth project

has examined fifty-four textbooks from five countries (Barbados, Guyana, Jamaica, St Kitts, and Nevis). The data revealed unequivocally that gender bias obtained, in different ways and to different degrees, in textbook used in all of the countries. This studies found that in illustration, the number of male and female appear in the textbook was fair, but more females were portrayed in domestic situation and more males in recreational situation. In the scope of the roles given to male and female was shown the bias against female not only in their under-representation in occupational and leisure roles, but also in comparative over-representation of male in domestic roles. Thus, both studies have shown that gender bias still occurred in textbooks in many other countries.

### 3. The Five Categories to Measure Gender Bias in Textbook

In content analysis research, the variable should be very clear and could be replicated by other researchers (Singh, 2007). The variables in this study are a replication from a research entitled Gender Bias in the Iranian High School EFL Textbook conducted by Amin & Birjandi in 2012. The variables are:

#### a. Visibility

In this study, the researcher tries to count how many time female and male mentioned in picture, text, or vocabulary of the textbook included female and male names, personal pronoun (e.g. he, she, her, his), and female or male term (e.g. Sir, Ma'am).

#### b. Firstness

The researcher counts the number of female/male that mention first in the text.

c. Feminine/Masculine Generic Construction

The researcher counts the number of masculine generic pronoun (he) used in text whereas the text is aim to explain about both sexes.

d. Occupation

The researcher lists which occupation refers to female and male in the textbook that shown in the picture, text, and illustration.

e. Activities

The researcher lists which activity refers to female and male in the textbook which is shown in the picture, text, and illustration.

By using these five categories, the researcher makes a conclusion about to what extend gender bias appears in textbooks and what type of gender bias exists in the textbooks.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This is a non-experimental quantitative research which is done by using descriptive research design. Springer (2010) said that descriptive design aims to portray a phenomena in quantitative terms. The intent of some descriptive researchs is to produce statistical information about aspects of education that interests policy makers and educators (AECT, 2001). The phenomena studied in this research are related to gender bias issues in elementary school textbook focused on five variables. A descriptive research at least must have the variables and procedures that are described as accurately and completely as possible so that the study can be replicated by other researchers (Singh, 2007). The variables of this research are visibility, firstness, feminine/masculine generic construction, activity, and occupation.

Type of descriptive research design applied in this study is content analysis design. According to Springer (2010, p. 251), content analysis refers to the collection of information from materials rather than people. The materials may be written or recorded in visual or auditory format. They may consist of legal documents, observational and survey studies, textbooks, diaries, informal narrative, and so on. In addition, Weber (as cited in Neuendorf, 2002) revealed that the content analysis is a research method that uses a set of procedures to make valid inferences from text. Three books have been chosen by the researcher as the research material

using a small survey of most commonly textbook used in Banda Aceh. Every page of the textbook is examined to measure the gender bias issues in five categories which are visibility, firstness, feminine/masculine generic construction, activity, and occupations. Dalen (1972, p. 203) said that when analyzing textbooks, researcher may measure the length of sentences; count the frequency of specific concepts or symbols, of difficult words or abstract words; check the diversity of words; and count the number of pictures or tables. This research only focused on assessment in each text, illustration or picture of the textbooks and the researcher counted every single gender bias issues appeared. Final data of this study discovered to what extent gender bias issues appeared in those textbooks and what type of gender bias existed in it.

## **B. Population and Sample**

Population in social science research refers to all of the potential participants, therefore the researcher may think about the whole group of the object which is allied to the study that will be conducted (Schreiber & Anser-Self, 2011). The object of this study are Indonesia elementary textbooks, therefore the whole textbooks used by teacher for teaching English at elementary school in Banda Aceh become the population of this research. The researcher listed all of elementary school in Banda Aceh, then did a small survey to discover what books were used by teacher at school. After doing the survey, the researcher found that all of the state elementary schools (SDN) did not teach English at school agreeing with the national curriculum. Nevertheless, all of the Islamic state elementary

schools (MIN) still taught English at school as extracurricular subject. Finally, the researcher decided to survey all of the schools (MIN) and gather the information about what books the teacher uses to teach English in every Islamic state elementary school. There were six different textbooks found, they were *Grow with English*, *Let's Make Friend*, *Speed Up English*, *Get Ready for Beginners*, *Stairway*, and *Basic English*. All of the books become the population of this research.

Sample is a subgroup of the population and the process of choosing a sample called sampling. According to Vockell (1983), sampling refers to strategies which allow us to pick a subgroup from a larger group and then use this subgroup as a basis for making judgments about the larger group. After gathering the data by doing a survey, the researcher picked the sample for this study of the most frequently appeared book on the survey list. Thus, the sample of this study is the book entitled *Grow with English* which appeared 17 times (the table are mentioned in the appendices).

### **C. Technique of Data Collection**

The data were collected by using checklist method of document analysis research. Document analysis or content analysis is a research method which is aimed to identify specific characteristic of a written or visual material. In educational research this method has some purposes; one of them is to identify bias, prejudice, or propaganda in textbook (Ary et al., 2010). In this study, the contents of English textbook were analysed including pictures, vocabularies, text,

and exercise by using a static checklist method. According to Jackson (2008, p. 111), a static checklist is a means of collecting data on characteristic that do not change while the observations are being made. Furthermore, Cunningsworth (as cited in Lawrence, 2011) said that following a quick impressionistic evaluation, detailed checklist can be constructed to perform in-depth evaluation on a textbook, to enable examination of the appropriateness of the textbook in serving demands of the syllabus and educational needs of the students.

To collect all the data needed in this research, some tables were made including the variables of the research in it (the table is mentioned in the appendices). Then, the researcher observed each page of the textbook and put a sign in the research instrument table in order to count the number of female and male appeared in the pictures, vocabularies, texts, and exercises.

#### **D. Technique of Data Analysis**

To get the data the researcher counted gender representation in English elementary textbook in five categories. These five categories taken from previous research conducted by Amin & Birjandi (2012). The categories are as follow:

1. **Visibility:** the writer counted the number of female and male in every pages of the textbook including female and male name, personal pronoun (e.g. she, he, his, her), and female and male term (e.g. sir, ma'am). All of female or male appearance in the textbook were counted in order to see which gender was more dominant.

2. Firstness: the writer counted the number of female or male which were mentioned first in the text, illustration or picture in the textbook for example, Ladies and Gentleman. It means female is mentioned first and male is mentioned next. The calculation of firstness just in case where female and male were mentioned together whether in text, illustration or picture.
3. Feminine/masculine generic construction: the writer analysed the general pronoun used in the textbook to describe something that actually refers to both sexes. In the textbook, author usually included a text which has general meaning, but the author use he or she as the pronoun. Thus, the writer figured out which sex was dominant.
4. Activity: the writer counted all of the activities which are illustrated in the text, illustration, or picture refers to female and male.
5. Occupation: the writer counted the occupations which are mentioned in the text, illustration, or picture refers to female and male.

After counting all of the categories, the researcher concluded the findings of to what extend gender bias appeared in the elementary school textbook and what types of gender bias were shown in the textbook based on what sex was more dominant.

### E. Research Subject

There will be 3 books which became the object of this research. They are *Grow with English 4, 5, and 6*. These textbooks are used in most of Islamic state elementary schools in Banda Aceh. Here are the description of the textbooks:

#### 1. Grow with English 4

Publisher : Erlangga

Writer : Dr. Mukarto, M.Sc  
Sujatmiko B.S., S.Pd  
Josephine Sri Murwani, S.Pd  
Widya Kiswara, S.Pd

Year of publish : 2007

Page : 112 pages

This textbook is used by students of grade four in elementary schools. It has six units, each unit discusses different theme.

Table 4.1 Units of Book 4

Unit	Theme
Unit 1	Hello, Friends!
Unit 2	Let's Go to School
Unit 3	I Love My Family
Unit 4	Body and Face
Unit 5	Put on Your Cap, Please
Unit 6	Home Sweet Home

## 2. Grow with English 5

Publisher : Erlangga

Writer : Dr. Mukarto, M.Sc  
 Sujatmiko B.S., S.Pd  
 Josephine Sri Murwani, S.Pd  
 Widya Kiswara, S.Pd

Year of publish : 2007

Page : 127 pages

This textbook is used by students of grade five in elementary school. It has six units, and each unit discusses different theme.

Table 4.6 Units of Book 5

<b>Unit</b>	<b>Theme</b>
Unit 1	My Classmates
Unit 2	Happy Birthday, Seta!
Unit 3	Food and Drink
Unit 4	Healthy Habits
Unit 5	On the Weekend
Unit 6	Pet the Pets

## 3. Grow with English 6

Publisher : Erlangga

Writer : Dr. Mukarto, M.Sc  
 Sujatmiko B.S., S.Pd  
 Josephine Sri Murwani, S.Pd

Widya Kiswara, S.Pd

Year of publish : 2007

Page : 119 pages

This textbook is used by students of grade six in elementary school. It has six units, and each unit discusses different theme.

Table 4.10 Units in Book 6

<b>Number of Unit</b>	<b>Theme</b>
Unit 1	Back to School
Unit 2	Animal Wonders
Unit 3	The Clothes We Wear
Unit 4	The Food We Eat
Unit 5	Let's Take a Trip
Unit 6	Let's Have Fun

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Data Description

This research was done by using conceptual analysis of content analysis method. The method was used to measure the existence of gender bias in three elementary textbooks of Indonesia entitled *Grow with English*. The researcher, in addition, used checklist method. Every pages of the textbook has been examining by the researcher through five categories. The results of the research are described separately from the book 4, book 5, and book 6.

##### 1. Grow with English book 4

###### a. Visibility

The number of female and male in the textbook was obtained by counting all of the female and male appeared in the picture and text. In book 4, the number of female were dominated in four units, while male were dominant in just two units. In the unit 1 and 5 which the theme were *Hello, Friends!* and *Put Your Cap, Please!*, the number of male were higher than female accounted for 53% and 51% respectively. Female had a dominant percentage in four units which were in *Let's Go to School* (64%), *I Love My Family* (64%), *Body and Face* (62%) and *Home Sweet Home* (55%). By the total, female were showed and mentioned

517 times while male were showed and mentioned 387 times in the textbook.

Table 4.2 Visibility of Male and Female in Book 4

<b>Unit</b>	<b>Male</b>	<b>Percentage</b>	<b>Female</b>	<b>Percentage</b>
Unit 1	87	53%	80	47%
Unit 2	44	36%	76	64%
Unit 3	79	36%	143	64%
Unit 4	52	38%	86	62%
Unit 5	71	51%	67	49%
Unit 6	54	45%	65	55%
<b>Total</b>	<b>387</b>	<b>43%</b>	<b>517</b>	<b>57%</b>

a. Firstness

In the textbook there were 2 texts containing this category. Firstness was counted if both sexes were mentioned together in a text. If this case was found the researcher noted which sex was mentioned first. In this category, male were mentioned first 5 times while female just once. Male were mentioned first (one time) in a text which discussed about the introduction of Nurul's friends on page 15 in the textbook. In addition, male were also mentioned first three times in another text which discussed about shopping. In the same text (page 90), female were mentioned first only one time.

Table 4.3 Firstness in Book 4

	<b>Male First</b>	<b>Female First</b>
<b>Number</b>	<b>5</b>	<b>1</b>
<b>Instances</b>	Made, Dona, and friends (once)	Meilin and Tigor
	Tigor and Meilin (three times)	
	Made and Meilin (once)	

b. Feminine/Masculine Generic Construction

In this category, the researcher tried to discover how many times the author of the textbook preferred to use male/female personal pronoun to describe the both sexes in a text. However, the textbook showed neither male nor female referenced.

c. Activity

In this category, this study tried to discover what activities referred to female and male in the schoolbook. There were some differences between female and male activities. The data showed that male were more active than female because male did more activities than female. The table below indicates male did at least 13 different activities, while female did about 8 different activities. Furthermore, the research findings showed that female did sport activities rarely than male with the ratio 4 to 1. On the other hand, the textbook showed the equality of the activity done by female and male in some pages. Male and female were

displayed cleaning the classroom together. Either male or female were doing their own job, for example male were sweeping the floor and female were cleaning the window.

Table 4.4 Activities in Book 4

<b>Male</b>	<b>Female</b>
eating (2)	-
reading (2)	reading (1)
playing volley ball (1)	playing volley ball (1)
playing football (1)	-
playing skateboard (2)	-
playing in the yard (1)	-
clean the window (1)	clean the window (1)
empty the dustbin (2)	-
sweeping the floor (2)	sweeping the floor (2)
clean the board (2)	clean the board (2)
clean the table (1)	-
arranging book (1)	-
standing on the table (1)	-
-	wash the plates (2)
-	change the flower (2)

*Note: the number in the brackets shows how many times the activity is mentioned in the textbook.*

d. Occupation

The researcher tried to see what occupations were referred to male and female in the elementary textbook over this category. It was found that the textbook did not mention many kinds of occupation which referred to male or female. There were just 3 kinds of occupation mentioned in the textbook, they were teacher, king, and shop assistant. Female were portrayed as a teacher more frequently in the textbook than male. The king and shop assistant referred to male.

Table 4.5 Occupation in Book 4

<b>Male</b>	<b>Female</b>
King (1)	-
Shop assistant (1)	
-	Teacher (14)

b. Grow with English book 5

a. Visibility

In book 5, male was more often showed in picture and mentioned in text than female was. Actually, both female and male were dominant in 3 units. Male had a large quantity in the three units, while, female dominated in three units with less number of visibility. Male dominated in the unit entitled *Happy Birthday, Seta!* (68%), *Healthy Habits* (80%), and *On the Weekend* (68%). On the other hand, female was dominant in the unit entitled *My Classmates* (70%), *Food and Drink* (64%), and

*Pet the Pets* (72%). By the total, male were still more dominant than female with 483 times showed and mentioned in the textbook. That number was 103 times higher than the visibility of female.

Table 4.7 Visibility of Female and Male in Book 5

Unit	Male	Percentage	Female	Percentage
Unit 1	46	30%	105	70%
Unit 2	116	68%	54	32%
Unit 3	49	36%	87	64%
Unit 4	131	80%	33	20%
Unit 5	70	68%	33	32%
Unit 6	26	28%	68	72%
<b>Total</b>	<b>483</b>	<b>56%</b>	<b>380</b>	<b>44%</b>

b. Firstness

Firstness was counted if both sexes were mentioned together in a text. So, the researcher had to note which sex was mentioned first. Obviously, this textbook did not mention firstness.

c. Feminine/Masculine Generic Construction

In this category, the researcher tried to discover how many time the author of the textbook preferred to use male/female personal pronoun to describe the both sexes in a text. However, the textbook showed neither male nor female referenced.

## d. Activity

The research found that in the book 5, male were displayed more active than female. The table below shows that male did 19 difference activities while female did 16 difference activities in the textbook. In the research findings female were indicated more frequently did the domestic job like cooking, peeling fruit, cutting cake, chopping garlic and setting table for lunch than male. Male, however, were presented more often did the outdoor activities like riding a bike, exercising, and playing basketball than female did.

Table 4.8 Activities in Book 5

<b>Male</b>	<b>Female</b>
eating (6)	eating (4)
drinking (3)	drinking water (2)
cooking (4)	cooking (4)
peeling fruit (1)	peeling fruit (2)
brushing teeth (4)	brushing teeth (1)
taking care of pet (1)	taking care of a pet (1)
set table (1)	setting table for lunch (1)
comb hair (2)	comb hair (2)
exercise (7)	exercise (4)
visiting TMII (3)	visiting TMII (3)
taking a bath (2)	-
watching movie (1)	-
riding a bike (1)	-

playing basketball (1)	-
playing traditional game (1)	-
see the doctor (1)	-
sleeping (2)	-
reading (1)	-
washing face (4)	-
-	chopping garlic (1)
-	cutting cake (2)
-	washing apple (1)
-	washing hair (1)
-	washing hand (2)
-	clean the board (1)

#### e. Occupation

Male were dominant in this category. The research findings showed that male had more variation of occupations than female. Male had 14 different kinds of occupation, while female just had 7 different kinds of job.

Table 4.9 Occupation in Book 5

<b>Male</b>	<b>Female</b>
dentist (2)	dentist (2)
teacher (1)	teacher (3)
farmer (1)	farmer (1)
police officer (1)	police officer (1)
seller (2)	seller (2)
office boy (1)	-
pilot (2)	-

army officer (2)	-
civil servant (2)	-
athlete (1)	-
ticket seller (2)	-
Pet shop keeper (2)	-
canteen keeper (3)	-
-	librarian (2)
-	doctor (3)

c. Grow with English book 6

a. Visibility

In book 6, female were showed and mentioned more often than male. Both sexes were dominant in three units, but with different quantity. Female appeared frequently in the three units which were *Back to School* (61%), *Animal Wonders* (64%), and *Let's Have Fun* (67%). On the other hand, male were more often showed and mentioned in the units entitled *The Clothes We Wear* (56%), *The Food We Eat* (67%), and *Let's Take a Trip* (62%). By the total, female appeared 33 times above the number of male in the textbook.

Table 4.11 Visibility of Female and Male in Book 6

Unit	Male	Percentage	Female	Percentage
Unit 1	59	39%	91	61%
Unit 2	24	36%	42	64%
Unit 3	52	56%	41	44%
Unit 4	63	67%	31	33%
Unit 5	120	62%	74	38%
Unit 6	69	33%	141	67%
<b>Total</b>	<b>387</b>	<b>48%</b>	<b>420</b>	<b>52%</b>

b. Firstness

Firstness was counted if both sexes were mentioned together in a text. So, the researcher had to note which sex was mentioned first. Obviously, this textbook did not mention firstness.

c. Feminine/Masculine Generic Construction

In this category, the researcher tried to discover how many time the author of the textbook preferred to use male/female personal pronoun to describe the both sexes in a text. However, the textbook showed neither male nor female referenced.

d. Activity

Book 6 mentioned many kinds of activity referred to male and female. Male were portrayed more active than female

because the research findings showed that male had 35 different kinds of activity while female just had 28 different kinds of activity. 15 kinds out of 35 activities done by male were the outdoor activities like sport activities and traveling. Female did the outdoor activities 12 times in the textbook. Furthermore, the table below indicates that female are most often doing the domestic job than male.

Table 4.12 Activities in Book 6

<b>Male</b>	<b>Female</b>
drawing (1)	drawing (1)
cooking (1)	cooking (4)
dancing (1)	dancing (6)
swimming (4)	swimming (2)
climbing tree (2)	climbing a tree (3)
listening to the music (2)	listening to some CDs (1)
traveling (3)	traveling (2)
playing basketball (3)	playing basketball (3)
playing video games (4)	playing video games (4)
playing skateboard (3)	playing skateboard roller skating (2)
playing badminton (2)	playing badminton (1)
serving dinner (1)	serving food (1)
playing hide and seek (1)	playing hide and seek (1)
painting a picture (3)	painting (3)
taking care of animal (4)	-
eating at a restaurant (5)	-
cleaning the yard (1)	-

practicing judo (1)	-
watching movie (2)	-
borrowing books (1)	-
playing music instrument (5)	-
calling a friend (1)	-
playing football (4)	-
playing puzzle (1)	-
playing cards (1)	-
playing baseball (1)	-
playing with kite (1)	-
riding bicycle (1)	-
writing poems (1)	-
gluing a picture (1)	-
watching DVDs (1)	-
brushing teeth (1)	-
reading newspaper (1)	-
watching football match in the stadium (1)	-
fixing a bike (1)	-
-	washing dishes (1)
-	taking a rest (1)
-	reading book (3)
-	browsing with computer (2)
-	cleaning the house (2)
-	buying vegetable (2)
-	singing (1)
-	having dinner at restaurant (1)
-	playing in the yard (3)
-	washing a car (1)
-	helping mom (1)

-	riding a horse (1)
-	jogging (2)
-	shopping (2)

e. Occupation

This study tried to distinguish what kind of occupations referred to female and male in the textbook through this category. Unfortunately, in book 6 there was no picture or text which showed or mentioned about occupation.

## B. Data Analysis

After doing the research, it is found that each elementary textbook contained different level of gender bias. In the following explanation, the researcher is going to analyse which textbook contains gender bias, what are the categories, and to what extend the gender bias appears in the three textbooks.

1. Grow with English Book 4

From five categories, the researcher only found four categories in the book 4 which were visibility, firstness, activity, and occupation. Each categories had different result of the appearance of gender bias. The researcher describes the analysis of the research findings in the following explanation.

On the first category, the number of female were dominant 130 times over male. This was happening because the author used female as the main character in almost all the text in the book. The book contained 6 texts, four texts used female as the main character, one text explained about female and male, and the last text described a house condition. The first text on page 14 told a story about Nurul and her friends, the second text on page 34 described about Nurul's classroom, the third text on page 71 explained about Meilin's activity, the fourth text on page 90 told about Tigor and Meilin activity, the fifth text on page 97 described about a house, and the last text on page 109 explained about Nurul's house. Therefore, it caused the number of female were dominant in book 4.

Opposite to the first category, in the second category male were dominant with five times mentioned first in text and exercise. On page 14 male were mentioned first in the text which explained about Nurul and her friends, on page 16 male were mentioned first in an exercise, and on page 90 male were mentioned first in a text which described about Tigor and Meilin in a clothes shop three times.

Male were also dominated in the next category which was activity with having more kinds of activity than female. In the textbook, male did at least 13 different activities, while female did

about 8 different activities. There were some inequities showed and mentioned in the textbook which was a gender stereotype. In the textbook, male was pictured doing the outdoor activities more often than female was. It was showed on page 5, 50, 73, 82, 85, and 103. The gender stereotype also could be seen on some pages in the textbook. Female were portrayed doing the domestic job like cooking, serving food, peeling fruit, and cleaning the house while male reading newspaper, sleeping, and riding a bike. It could be found on page 103, 105, and 110. Otherwise, the author still tried to decrease the gender stereotype on many pages in the textbook. For example on page 32, male and female were showed cleaning the classroom together.



Figure 4.1 female is cooking and male reading newspaper



Figure 4.2 Male is studying



Figure 4.3 Male is reading newspaper



Figure 4.4 Female is washing the plates

Figure 4.5 Female is drying the plates

The last category was occupation. In the scope of occupation, this book did not mention many variation of jobs referred to female or male. There were only 3 different occupations mentioned in the textbook. Two kinds of occupation referred to male and one referred to female. Male were portrayed as a king on page 28 and as shop assistant on page 90. Female are portrayed as teacher 14 times on page 1, 12, 20, 21, 32, 34, 35, 36, 52, 55, 66, 68, 79, and 85.

## 2. Grow with English Book 5

There were 3 gender bias categories found in the textbook 5, the analysis about those categories is provided in the next explanation.

In the scope of visibility, male were showed and mentioned 103 more often than female in the textbook. Male were dominated in three units in the textbook with a significant number. Some texts in the book used male as the main figure, for example in the text on page 41, 77, 78, and 103. Additionally, male were also

showed by the picture in almost all the pages of the textbook. It caused the number of male were more dominant than female.

This book showed many gender stereotypes in the activity category. The research findings indicated that female were displayed more often doing the domestic job like cooking, peeling fruit, cutting cake, chopping garlic, and setting table for lunch than that of male. In addition, male were presented more often doing the outdoor activities like riding a bike, exercising, and playing basketball than female did. The gender stereotype was briefly showed in unit 4 and 5, where male were portrayed doing the exercise and going on vacation more often than female. Unfortunately, female were portrayed doing the domestic job while male drinking tea in the same page.



Figure 4.7 Female is cooking



Figure 4.8 Male is reading newspaper

**My Last Holiday**  
(Sung to the tune of "Here We Go around the Mulberry Bush")

I traveled around, and I played football.  
Last holiday, last holiday.  
I climbed a tree, and I learned to swim.  
My holiday was fun.

I stayed at home, and I cleaned my house.  
Last holiday, last holiday.  
I washed the car, and I scrubbed the floor.  
My holiday was tiring.




Figure 4.6 A song about male and female's holiday

In the next category which was occupation, male were also dominant. Male were showed having 13 variation of occupations while female just had 7 variation of occupations. Men had wider scope of occupation than women such as athlete, librarian, dentist, teacher, doctor, pilot, and army. Meanwhile, women were presented with common occupation like librarian, dentist, teacher, and doctor.

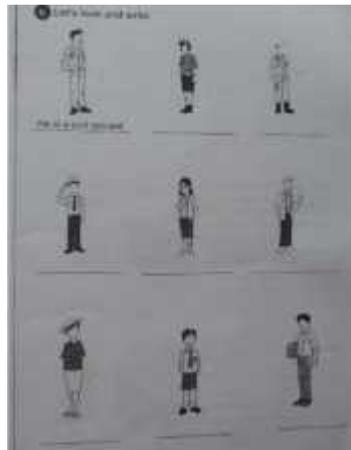


Figure 4.9 Male and Female Job

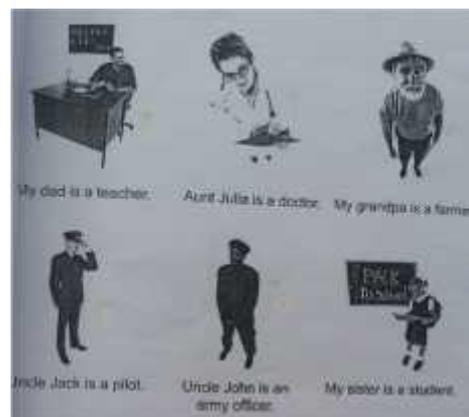


Figure 4.9 Male and Female Job

### 3. Grow with English Book 6

The last book that had been analyzed also resulted in different level of gender bias. In this book, it only covered 2 categories which were visibility and activity. The following explanation describes about the analysis of the two categories.

In the first category, it was found that female more visible than male, but the gap was not too much. The number of female in the textbook only 33 times higher than the number of male. Although female were showed and mentioned frequently in the textbook, male were still dominant in the 3 units of the textbook which discussed about clothes, food, and trip. Female were mentioned very rarely in the unit 5 which was talking about trip, it built a perception that trip is prefer to male not to female. In fact, female and male had the same opportunity to take a trip.

Next category was activity. This book showed many kinds of activities done by female and male. There were 35 activities done by male and 28 activities done by female. These difference created a perception that male were more active than female. In the textbook, male and female were presented together in the same page, but male were portrayed more active than female, like in page 107, 113, and 115.

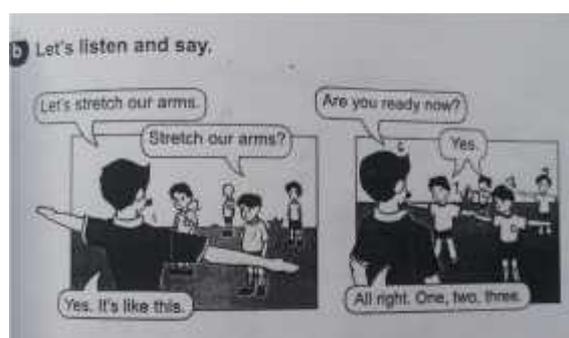


Figure 4.10 Male are playing

Figure 4.11 Male are exercising

### **C. Discussion**

The result findings of this research revealed many interesting facts. From the analysis, it can be concluded that the author of the textbook tried to minimize the gender gap by accentuating number of female in two books, but gender stereotypes still appeared in other aspects of the textbooks. The author also tried to equalize the activity which done by female and male in the textbooks, but it was just qualitatively not quantitatively.

Out of 5 aspects which had been analysed, 4 aspects contained gender bias in the textbooks. They were visibility, firstness, activity, and occupation. The discussion of these four aspects is covered in the following explanation.

In the previous study about gender bias in English textbook, many researchers found that the number of female still underrepresented in the textbook than male. Meanwhile, this research results differently that female had dominant number in two textbooks. A study in Hong Kong analyzed gender bias in 10 currently used textbooks which published after 1997 also showed the same result with this research's findings. That study found that the textbook has less frequency of masculine generic construction because the author of the book avoided using male personal pronoun "he" and replace it using "they" or "she or he". Textbooks in Hong Kong showed a low level of gender bias in it because of the government policy about Sex Discrimination Ordinance and Equal Opportunities Commission (Blumberg, 2014). According to a data from UNICEF, the Indonesian government has made regulations on gender equality by giving the

same opportunity for female and male to go to school. The implementation of the rule is still not properly applied which caused gender bias still appears in educational field.

The significant appearance of gender bias was visible in the activity and occupation categories. In that aspects, there were still many gender stereotypes appeared in the textbook. Singh (2015) defines gender stereotype as a belief of female and male traits. Female were usually portrayed as a dependent and male were portrayed as an independent. In the textbooks, male and female were depicted doing almost the same kind of activities, but quantitatively male were still portrayed as the more active person by doing the same activity like female does but more often. In addition, the textbooks showed the gender stereotype which pictured female as the only one person who was responsible to the household work. Many pictures in the textbook displayed woman was cooking while man was reading a newspaper or drinking tea. The activity which usually refers to male or female that exposed repeatedly in various images in books, TV, and newspaper will be rooted into the social culture as gender stereotype (Brown, as cited in Claudia & Manea 2013). So, the gender stereotype should be eliminated from schoolbooks of Indonesia to avoid the wrong social understanding toward the role of female and male in the society.

Although many women in urban areas now are having an equal job as men, but it is undeniable that in remote areas there are still many women who are not sure of her potential. It is still found cases that woman has less desire to continue their education to higher level caused by many reasons, one of them is

because schoolbooks still show lack of career options for a woman. In fact, woman has a big influence in changing a society to be better. When girls cannot reach their full potential, neither can their families, communities, and nations (Bertini, as cited in Blumberg 2013). From the research findings, the textbooks still show lack of job options for female or at least the number of occupation for female is lower than male.

Based on the research data, it was found that book 5 contained more bias against female than other books. Furthermore, all of the textbooks accentuated more male than female. Male were also described more diverse and creative than female. Thus, the books still need some revisions in order to eliminate all of gender bias issues.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After doing the research, it can be concluded that:

1. Every textbook contains level of gender bias differently. Over all, there are 4 aspects out of 5 were found in the textbooks. The categories were visibility, firstness, activity, and occupation. While the feminine/masculine generic construction category could not be found in all off the textbooks.
2. Male dominated three categories which were firstness, activity and occupation. Female are dominant in one category which is visibility.
3. The authors of the textbook have tried to reduce the gender bias issues from the textbook by showing the same activity done by female and male, but quantitatively male were still more dominant than female. The three textbooks which have been analysed in this study are still needed to be revised in order to erase all of the gender bias issues in it.

#### B. Suggestion

On the basis of the research result, there are some suggestion that might be useful for teacher and further researcher:

1. The teachers are suggested to do an analysis before choosing a textbook to teach English in order to avoid gender bias issues appeared in learning process.

2. The teacher who uses Grow with English 4, 5, or 6 as the textbook in learning process should add some suitable materials to cover up the gender bias issues of the textbook.
3. The students need to be aware of gender bias issues.
4. The further researchers are expected to analyse other aspects of the content in English textbook of Indonesia to make people more aware of creating a better teaching materials in the future.

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## **APPENDICES**

## DATA OF THE TEXTBOOKS

### I. BOOK 4

#### A. Visibility of Male and Female in Grow with English 4

Unit	Female	Page	Male	Page
Unit 1	80	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	87	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Unit 2	76	17, 19, 20, 21, 22, 25, 28, 32, 33, 34, 35, 36	44	17, 18, 20, 21, 22, 25, 28, 32, 33, 34, 35, 36
Unit 3	143	37, 38, 39, 40, 42, 43, 44, 45, 47, 49, 50, 51, 52, 53, 54, 55, 56	79	37, 38, 39, 40, 41, 42, 45, 46, 48, 49, 50, 51, 52, 53, 54, 55, 56
Unit 4	86	57, 58, 61, 62, 64, 65, 66, 67, 68, 69, 70, 71, 72	52	57, 58, 59, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72
Unit 5	67	73, 74, 75, 76, 77, 78, 79, 81, 82, 84, 85, 88, 89, 90, 91	71	73, 74, 75, 76, 77, 78, 79, 80, 82, 83, 84, 85, 87, 88, 90, 91
Unit 6	65	92, 93, 94, 96, 98, 99, 101, 102, 103, 104, 106, 108, 109, 110	54	92, 93, 94, 96, 99, 101, 102, 103, 104, 105, 106, 107, 109, 110
<b>Total</b>	<b>517</b>		<b>387</b>	

B. Firstness of Female and Male in Grow with English 4

No.	Female	Page	Male	Page
1	Meilin and Tigor	90	Made, Dona, and friends	14
2	-	-	Tigor and Meilin	90
3	-	-	Made and Meilin	16

C. Activity of Female and Male in Grow with English 4

No.	Female	Page	Male	Page
1	playing volley ball (1)	5	playing volley ball (1)	5
2	sweeping the floor (3)	32, 50, 103	sweeping the floor (2)	48, 50
3	clean the board (2)	34, 35	clean the board (2)	32, 48
4	reading (1)	50	reading (5)	50, 101, 102, 106, 110
5	clean the window (1)	32	clean the window (1)	32
6	wash the plates (2)	47	playing in the yard (1)	73
7	change the flower (2)	33, 45	empty the dustbin (2)	33, 48
8	drinking water (1)	67	clean the table (1)	48

9	arranging book (1)	33
10	standing on the table (1)	45
11	playing football (1)	50
12	eating (4)	45, 50, 102, 103
13	playing skateboard (2)	82, 85

D. Occupation of female and male in Grow with English 4

No.	Female	Page	Male	Page
1	Teacher (14)	1, 12, 20, 21, 32, 34, 35, 36, 52, 55, 66, 68, 79, 85	King (1)	28
2			Shop assistant (1)	90

## II. BOOK 5

### A. Visibility of female and male in Grow with English 5

Unit	Female	Page	Male	Page
Unit 1	46	1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 15, 16, 18, 19, 20, 21	105	1, 2, 3, 4, 5, 6, 10, 12, 15, 17, 19, 20
Unit 2	116	22, 23, 24, 25, 26, 27, 30, 33, 35, 36, 37, 38, 39, 41, 42, 43	54	22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 40, 41, 42, 43
Unit 3	49	44, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 59, 60, 61	87	44, 45, 47, 48, 49, 51, 53, 54, 56, 57, 58, 59, 60, 61
Unit 4	131	62, 63, 64, 66, 67, 68, 69, 70, 71, 72, 73, 74, 76	33	62, 63, 64, 65, 66, 67, 68, 69, 70, 72, 73, 75, 76, 77, 78, 79, 80, 81
Unit 5	70	82, 86, 93, 98, 99, 100, 102, 103, 104, 105	33	82, 83, 86, 89, 90, 93, 95, 96, 97, 98, 99, 100, 101, 103, 104, 105
Unit 6	26	106, 110, 111, 112, 114, 115, 119, 120, 124, 125, 126	58	106, 107, 108, 110, 111, 112, 114, 115, 119, 126
<b>Total</b>	<b>483</b>		<b>380</b>	

### B. Activity of female and male in Grow with English 5

No.	Female	Page	Male	Page
1	eating (4)	47, 69, 70, 71	eating (6)	15, 47, 69, 70, 73, 77
2	cooking (4)	47, 51	cooking (4)	51

3	Drinking (2)	69, 71	drinking (3)	47, 70, 77
4	comb hair (2)	69, 72	comb hair (2)	64, 77
5	exercise (4)	60, 63, 71, 73,	exercise (7)	62, 63, 64, 65, 72, 77
6	visiting TMII (3)	98, 103, 105	visiting TMII (3)	90, 96, 103
7	peeling fruit (2)	47, 53	peeling mango (1)	51
8	washing apple (1)	51	brushing teeth (4)	64, 69, 73, 77
9	chopping garlic (1)	53	taking a bath (2)	69, 77
10	cutting cake (2)	47, 52	watching movie (1)	95
11	setting table for lunch (1)	50	taking care of pet (1)	107
12	brushing teeth (1)	72	set table (1)	53
13	washing hair (1)	73	washing face (4)	64, 72, 73

14	washing hand (2)	10, 69	riding a bike (1)	62
15	taking care of a pet (1)	125	sleeping (2)	69, 77
16	clean the board (1)	2	playing basketball (1)	10
17			playing traditional game (1)	97
18			see the doctor (1)	75
19			reading (1)	12

### C. Occupation of female and male in Grow with English 5

No.	Female	Page	Male	Page
1	seller (2)	1, 48	canteen keeper (3)	5, 21, 59
2	librarian (2)	12, 15	dentist (2)	39, 73
3	dentist (2)	38, 42	athlete (1)	35
4	teacher (3)	42, 44	office boy (1)	35

5	doctor (3)	38, 39, 41	teacher (1)	38
6	farmer (1)	39	farmer (1)	38
7	police officer (1)	39	pilot (2)	38, 39
8			army officer (2)	39
9			civil servant (2)	39
10			police officer (1)	41
11			seller (2)	56, 57
12			ticket seller (2)	103, 105
13			Pet shop keeper (2)	114, 126

## D. BOOK 6

### A. Visibility of female and male in Grow with English 6

Unit	Female	Page	Male	Page
Unit 1	91	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20	59	1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 14, 16, 17, 18
Unit 2	42	21, 22, 24, 26, 27, 28, 31, 34, 39	24	21, 22, 24, 26, 27, 28, 31, 39
Unit 3	41	41, 46, 49, 50, 52, 53, 54, 56, 57, 59, 60, 61	52	41, 42, 46, 49, 50, 52, 55, 57, 61, 62
Unit 4	31	63, 65, 67, 71, 74, 76, 78, 79, 80	63	63, 64, 65, 68, 69, 71, 75, 78, 79, 80
Unit 5	74	81, 83, 85, 86, 87, 89, 91, 92, 93, 94, 95, 98, 99, 100	120	81, 82, 83, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
Unit 6	141	101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 113, 114, 115, 116, 117, 118, 119	69	101, 103, 104, 105, 106, 107, 109, 110, 111, 113, 114, 115, 116, 117, 118, 119
<b>Total</b>	<b>387</b>		<b>420</b>	

B. Activity of female and male in Grow with English 6

No.	Female	Page	Male	Page
1	drawing (1)	106	painting a picture (3)	12, 113, 115
2	singing (1)	115	gluing a picture (1)	2
3	listening to some CDs (1)	13	drawing (1)	2
4	taking a rest (1)	78	reading newspaper (1)	90
5	reading book (3)	103, 115, 118	borrowing books (1)	107
6	browsing with computer (2)	14, 118	writing poems (1)	106
7	serving food (1)	75	cooking (1)	78
8	cleaning the house (2)	17,	listening to the music (2)	103, 115
9	washing a car (1)	17	watching movie (2)	12, 115
10	cooking (4)	18, 52, 74, 115	calling a friend (1)	14
11	washing dishes (1)	75	serving dinner (1)	79
12	helping mom (1)	118	brushing teeth (1)	16
13	buying vegetable (2)	91, 115	dancing (1)	16

14	dancing (6)	14, 16, 103, 106, 113, 114.	taking care of animal (4)	27
15	having dinner at restaurant (1)	93	eating at a restaurant (5)	93
16	playing in the yard (3)	83, 92, 116	fixing a bike (1)	12
17	painting (3)	104, 113, 115	cleaning the yard (1)	13
18	swimming (2)	94, 115	practicing judo (1)	13
19	playing badminton (1)	101	climbing tree (2)	17, 18
20	riding a horse (1)	27	swimming (4)	17, 94, 95, 113
21	jogging (2)	103, 104	traveling (3)	3, 95, 98
22	shopping (2)	103, 118	watching football match in the stadium (1)	93
23	playing hide and seek (1)	116	playing music instrument (5)	103, 104, 113, 114, 115
24	playing skateboard roller skating (2)	104, 106	playing basketball (3)	0, 101, 103
25	traveling (2)	3, 12	playing video games (4)	11, 18, 107
26	playing video games (4)	11, 18, 105, 118	playing football (4)	16, 17, 103, 113

27	playing basketball (3)	12, 103, 107	playing puzzle (1)	91
28	climbing a tree (3)	13, 104, 114	playing cards (1)	105
29			playing skateboard (3)	107, 109, 115
30			playing baseball (1)	107
31			playing badminton (2)	113, 115
32			playing with kite (1)	115
33			playing hide and seek (1)	116
34			riding bicycle (1)	115
35			Watching DVDs	12



## LIST OF TEXTBOOKS USED IN ELEMENTARY SCHOOL

No.	School Name	Book Title		
		4	5	6
1	MIN Lhong Raya Kec. Banda Raya	Grow with English 4	Grow with English 5	Grow with English 6
2	MIN Mesjid Raya Kec. Baiturrahman	Grow with English 4	Grow with English 5	Grow with English 6
3	MIN Setui Kec. Baiturrahman	Let's Make Friend	Let's Make Friend	Let's Make Friend
4	MIN Sukadamai Kec. Lueng Bata	Speed Up English	Speed Up English	Speed Up English
5	MIN Rukoh Kec. Syiah Kuala	Get Ready for Beginners 4	Get Ready for Beginners 5	Get Ready for Beginners 6
6	MIN Lambhuk Kec. Ulee Kareng	Grow with English 4	Grow with English 5	Grow with English 6
7	MIN Ulee Kareng Kec. Ulee Kareng	Grow with English 4	Grow with English 5	Grow with English 6
8	MIN Banda Aceh Kec. Kuta Alam	Stairway 4	Stairway 5	Stairway 6
9	MIN Merduati Kec. Kuta Alam	Grow with English Basic English	Speed Up English	Basic English 1001 Soal Bahasa Inggris
10	MIN Teladan Kec. Jaya Baru	Grow with English 4	Grow with English 5	Grow with English 6



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**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu menunjuk pembimbing skripsi;  
b. Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
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8. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
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10. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
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- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Februari 2016

**MEMUTUSKAN**

- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:  
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- KEDUA** : Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;  
**KETIGA** : Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016  
**KEEMPAT** : Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2016/2017.  
**KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Banda Aceh, 17 Januari 2016  
Dekan  
  
Dr. Muhiburrahman, M. Ag  
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**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
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