

**GENDER REPRESENTATION
IN INDONESIA EFL TEXTBOOK EXERCISE
(A Critical Analysis of Buku Bahasa Inggris Exercise
Published by Kemendikbud)**

THESIS

Submitted by

ASLIM ZAHRI

Student of Faculty of Education and Teacher Training

Department of English Language Education

Reg. No: 231324277



FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

BANDA ACEH

2018 M / 1439 H

THESIS

Submitted of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University Darussalam Banda Aceh
In partial of the requirements for *Sarjana Degree* (S-1)
On Teacher Education

By:

ASLIM ZAHRI

**Students of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No: 231324277**

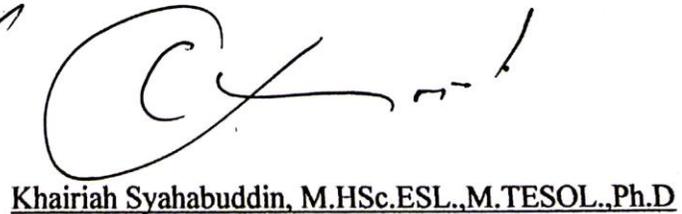
Approved by:

Main Supervisor,

Co-Supervisor,



Nashriyah, MA



Khairiah Syahabuddin, M.HSc.ESL.,M.TESOL.,Ph.D

It has been defended in *Sidang Munaqasyah* in front of the Council of Examiners for Working Paper and has been accepted in partial Fulfillment of the Requirements for *Sarjana* Degree S-1 on Teacher Education

On:
Monday, February 05th, 2018 M
Jumadil Awal 19th, 1439 H

Darussalam-Aceh

Chairperson,



Nashriyah, MA

Secretary,



Fera Busfina Zalha, MA

Member,



Khairiah Syahabuddin
M.HSc. ES., M.TESOL., Ph.D

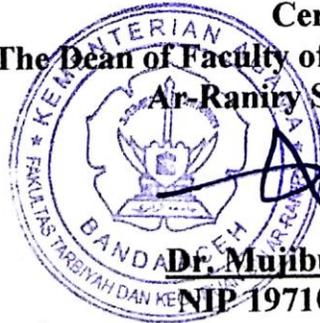
Member,



Yuliar Masha, M.TESOL

Certified by:

↳ The Dean of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University




Dr. Mujiburrahman, M.Ag
NIP 197109082001121001

ACKNOWLEDGEMENT



My gratefulness is delivered to The Almighty, Allah SWT. The greatest Creator and The Best Motivator to His everlasting and mercy, also our prophet Muhammad Shallahi ‘alaihi wassalam keeping me tough during my writng, therefore I have finished the thesis entitled “**Gender Representation in Indonesia EFL Textbook (A Critical Analysis of Buku Bahasa Inggris Exercise Published by Kemdikbud)**” as a compulsory to obtain the honor of S.Pd at Education and Teacher Training Faculty, Ar Raniry State Islamic University.

Lots of thanks must be delivered to my beloved family, my parents Zahri M. Ali, SmHk and Nurma S.E. Thank you very much for supporting me in finishing my thesis. I also would like to thank my brothers Ilham Zahri S.H, Yasir Zahri S.E and my sweet little sister Dara Mulia Zahri.

My deepest gratitude is addressed to my supervisor Ms. Nashriyah, MA as a first supervisor and Ms. Khairiah Syahabuddin, M.HSc.ESL., M. TESOL., Ph.D as a second supervisor who have given a great deal of time and provided me valuable guidance to accomplish this research during the whole process of my work. It is a great opportunity for me having lecturers like them. Also, I would like to acknowledge all lecturers of English Education Department for every support.

Though only my name that appears on the cover of this thesis, many great people have contributed to its production. I have been fortunate to have many friends who cherish me all the time. I would also like to present my deep thanks to all my crazy and outstanding Gengdot group for the support, the amazing favor, and for all the various creativities you made in burning my spirit and we supported each other to complete this degree. Thank you Plek, Aflah, Ecal, Dian, Makdil, Syafur, Matun, Syit, Ilham, and Umay.

Then the gratitude is sent to Seri Ariyani for the amazing favor. Who has helped me check for grammatical errors in my thesis. I don't expected the short time that we know each other and you became my best friend. Thank you so much. After that, thank you to my senior brother in my organization Muharri Aqli for helped me to finish my thesis. Then, thank you to Intan Fadhilah who has made in burning my spirit and support me in any condition to finish my thesis and for the amazing favor.

I also would like to thank to Jamaah Kubra Group who always invite me for having an inspiration in a cup of coffee in every morning before I go to write the thesis. I also be thankful to Ivaqni Maulidya, Muhajir, Mulqi, Desy Ulfa Yana, Putri, Mera, Cut Maisarah, Cut Maysarah for supporting me to finish my thesis.

Then, I do not forget to thank all of my lovely friends of the 2013 students of English Language Education Department, especially PBI unit 5 2013, for their

motivation and encouragement in supporting my last effort. Thanks for all of Turun Tangan Aceh member who always support me to graduate soon.

Finally, the writer realizes that there is still lot of weakness in this thesis. Therefore, the writer requires advices and contributions involved in developing this thesis. I expect that, this thesis will be useful for the readers who want to learn about gender bias.

May Allah always bless us.

Banda Aceh, January 15, 2018

Aslim Zahri

TABLE OF CONTENTS

ACKNOWLEDGMENT	i
CONTENTS	iv
LIST OF TABLES	vi
LIST OF APPENDICES	vii
DECLARATION LETTER	viii
ABSTRACT	ix
CHAPTER 1: INTRODUCTION	
A. Background of Study	1
B. Research Question	4
C. Aim of Study	4
D. Terminology	4
E. Significance of study	6
CHAPTER II: LITERATURE REVIEW	
A. Textbook	7
1. Definition of The Textbook	7
2. Textbook in Indonesia.....	8
3. EFL Textbook.	9
B. Gender.....	10
1. Understanding about Gender	10
2. Gender Stereotyped.....	11
3. Gender Bias.....	15
C. The relationship between Gender and Textbook	17

1. Gender and Textbook in Educational system	17
2. Analyzing Gender in Textbook Exercise	18
3. Gender Representation in The Textbook Exercise	21
D. Overview on Research Related to This Study	
The relationship between Gender and Textbook	24
 CHAPTER III: RESEARCH METHODOLOGY	
A. Research Design.....	25
B. Object of Study.	26
C. Technique of Data collection.	27
D. Technique of Data analysis.	27
E. Research Subject.	28
 CHAPTER IV: RESULT AND DISCUSSION	
A. Data Description.....	30
B. Data Analysis	36
C. Discussion	37
 CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion	40
B. Suggestion.....	40
REFERENCES.....	42
 APPENDICES	
 AUTOBIOGRAPHY	

LIST OF TABLES

Table 4.1 Units of Book 4	25
Table 4.2 Visibility of Male and Female	28
Table 4.3 Occupation	29
Table 4.4 Activities	31

LIST OF APPENDICES

- I. Appointment Letter of Supervisors
- II. Detail data textbook
- III. Instrument of data collection
- IV. Autobiography



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
JlnSyeikhAbdur Rauf Koepelma Darussalam Banda Aceh
Email:pbi.fk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama : Aslim Zahri
NIM : 231324277
Tempat/Tgl. Lahir : Lamhom/ 25 Oktober 1995
Alamat : Jl. Komplek Guru Dsn. Munira Ds. Lam Ara Kec. Banda Raya B. Aceh
Judul Skripsi : Gender Representation in Indonesian EFL Textbook (A Critical Analysis of Buku Bahasa Inggris Exercise Published by Kemendikbud.

Menyatakan bahwa *sesungguhnya* skripsi tersebut adalah *benar karya asli saya, kecuali lampiran* yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

Banda Aceh, 15 Januari 2018

Saya yang membuat surat pernyataan,



Aslim Zahri

ABSTRACT

Textbook is one of the materials in teaching learning process which is regularly used by both teachers and students at school. Textbook should be a representation of gender equality it such as gender bias. Thus, this research was conducted to examine if both gender are represented equally in the English textbook of Senior High School in Banda Aceh. This research aims at answering the question “Does the English Textbook represent gender equally?”. The researcher chose the textbook after doing an experimental teaching in the school and doing a mini survey in one school in Banda Aceh. To answer the research questions, document 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 the textbook contains different level of gender bias in the exercise in every chapter. Male were dominant in two categories which were occupation and activity. While female only have a dominant number in the visibility category. Over all, the author of the textbook has tried to promote gender equity in the textbook. Male were still dominant in the textbooks. The textbook in this research still contain gender bias issues. Thus, it is expected to be revised in order to gender representation in the all of textbook will be represented equally.

Key words: Gender Bias, Textbook Exercise, Gender Representation

CHAPTER I

INTRODUCTION

A. Background of study

Textbook is commonly used as a text for teaching and learning in classroom, understandably so as it provides guidelines and helping notes for teachers and students in learning and understanding the subject they are learning. Textbook provides useful learning points and acts as a guidance for teachers in presenting their information in class. Some textbooks are complemented by CDs, and workbooks that would further value add and enhance learning in classroom. However these resources merely aid in the teaching and learning process and textbook continues to play an important role in teaching and learning.

Teachers would usually use textbooks to assist and support them in their teaching outcomes in class. Textbooks are not used blindly to teach, as teachers would customize classroom lessons to meet the diverse needs of students. Beyond its practical and objective value of imparting knowledge contained in the textbook, teachers may also use the content of the textbooks to impart values and skills that would ultimately motivate students.

Students use the textbook as one of the few resources to aid them in learning a language. According to Richards (2001), a textbook provides an effective language model and input. Textbook also allows students to prepare for upcoming lessons as

well as to review what they have previously learned. Thus, choosing the most appropriate textbook is of utmost important to maximize the learning potential of the students.

In the context of EFL, it is important that teachers pay attention to gendered language as language which is not value-free, lifeless, or free of political bias (Beebe, 1996). It is usually found that English teachers commonly use a textbook without analyzing the contents and usually rely on the textbook provided by the school. Thus teachers have less knowledge on textbook analysis. However, some teachers reasoned that textbook analysis is time consuming and would rely heavily on the instructional materials readily available. There is a high possibility that teachers would gloss over problematic ideas that are inherent in these texts such as the gender slants of these textbooks. These gendered bias may be understood uncritically by students, thereby normalizing preconceived notions of gendered slurs in these texts. Therefore, it is important to analyze the whole materials of the textbook. Based on these considerations and premissis, the researcher's study would focus on five aspects: visibility, firstness, feminine/masculine generic construction, activity, and occupations.

Gender bias is a behavior that shows favoritism towards one gender over another. Most often, gender bias is the act of favoring men and/or boys over women and/or girls. Hence it is important to study gender representation in the textbooks. It would also help teachers avoid possible social issues that may arise due to the gender

bias present in the textbooks. Choosing an appropriate textbook is thus important, and certain considerations should be made prior to making the decision. Textbooks are laden with unequal gender representation would cause students to misconstrue gender normative, that would leave a lasting impact on students beyond their classroom learning. The ramifications are far-reaching, thus the role of textbooks should not be undermined, and textbooks thus need to be reviewed before they are approved for students' use. To examine the extent of gender bias present in textbooks, the researcher would do an analysis on *Buku Bahasa Inggris for XI Grade Students Published By Pusat Kurikulum and Perbukuan, Balitbang, Kemendikbud* because this is a new book which is used by every school in Indonesia for learning process especially in Banda Aceh for eleventh grade students. The researcher would like to analyse if the exercises presented in the ESL/EFL textbook is interesting, offensive, fair or discriminatory.

The research on gender representation in textbooks is also done by some researchers such as Ummu Salamah. The study is about *Gender Representation in The English Textbook (A Content Analysis of 'Bright' for seventh Grade Students Published by Erlangga)*. The purpose of this study is to find out about equal gender representation in *Bright: An English Course for Seventh Grade Junior High School Students* which used qualitative with document analysis. The results showed that gender is represented unequally in the textbook. Male are more visible in four aspects including pictures, gender roles, female/male games, and gender role models.

Females only outnumbered males in two aspects which is the number of female/male mentioned and pattern of mentioning female/male names. Thus, there are imbalance gender representations in the Bright.

This study is thus related to their studies as it uses similar way of analysis but on a different book. This study is about Gender Representation in English Textbook (A Critical Analysis of Buku Bahasa Inggris Exercise published by Kemendikbud.

B. Research Question

From the statement mentioned previously, the following research questions need to be defined in this study:

Does the English Textbook represent gender equally?

C. Aims of study

The aim of the study is:

To examine if both genders are represented equally in the English textbook

D. Terminology

1. Textbook Analysis

Textbook analysis is a systematic analysis of text materials including the structure, the focus, and special learning assistance.

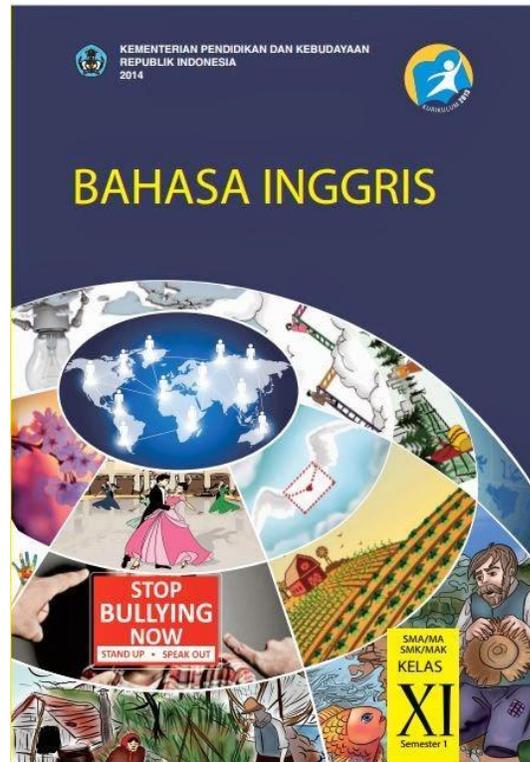
Analyzing textbooks means examining the content such as learning materials, exercises, illustrations, and so on. Textbook analysis aims to describe

a textbook. According to Harmer (2007), a good textbook contains stimulating and interesting materials including language items with appropriate sequences, clear explanation about what to be learned, and a summary of previous materials (p.152).

2. Buku Bahasa Inggris

This is a textbook that was distributed by Kemendiknas and produced by Puskurbuk. This book is used to teach English in the XI grade. However, the researcher would like to focus on Buku Bahasa Inggris for XI grade that was published by Pusat Kurikulum and Perbukuan, Balitbang, Kemendikbud.

The researcher found out that this book was implemented in the XI grade at MAN Model Banda Aceh.



Picture 1.1

3. Gender Representation

According to Logsdon (1985), gender representation in textbooks consists of six aspects: number of female/male pictures, number of female/male mentioned, gender roles, female/male games, female/male roles models, and pattern of mentioning female/male names.

E. Significance of the study

The results of the study are expected to be beneficial for the writer, readers, and further researchers. The significances are as follows:

1. The writer

The study is aimed at providing in-depth knowledge about gender bias linguistically that may exist in the Buku Bahasa Inggris

2. Readers

The study is intended to furnish more information on how gender is being represented in the Buku Bahasa Inggris

3. Further researchers

It is hoped that this study would contribute to a deeper study on gender representation in the Buku Bahasa Inggris.

CHAPTER II

LITERATURE REVIEW

A. Textbook

Teaching materials are key components in most language programs. Instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom whether the teacher uses a textbook, institutionally prepared materials, or her own materials. (Richards, 2006).

1. Definition of The Textbook

Textbook is a book that teaches a particular subject and is used especially in schools and colleges (Hornby, p.1587). It can also be defined as a collection of writing which is made by the author systematically and contains materials of certain subject by following the curriculum implemented at that time (Depdiknas, p.6).

Textbook is an effective instrument for educational practice and it can reflect values and senses for individual and nations (Hinkel, 2005). Textbook and other teaching materials have become such central items in teaching that they have even started to take control lessons, homework and learners' time for studies.

To sum up the definition of the textbook, it can be concluded that textbook is a book which consists of the materials of certain subject, for example used by teacher and students in carrying out a learning teaching process in the classroom and the materials which are provided in a textbook are designed based on a valid curriculum.

2. Textbook in Indonesia

In Indonesia, the implementation of textbook and classroom teaching of English language are controlled with several considerations. Jazadi (2003) states that the presentation of textbook in Indonesia needs to pass several political and evaluation process to ensure that : The content of books are in line with and not contradictory to *Pancasila* (The state Philosophy), UUD 1945 (The 1945 Constitution), Government policies, national unity and security, laws, regulations, ethnics, and that the content does not exploit sensitive issues of SARA (ethnics, religions, race, and intergroup relations). Judgement of this aspect is made by evaluators from Mabes ABRI (Armed Forces Headquarter), *Kejaksaan agung* (Office of Attorney General), Lemhanas (National Defence Institute) and Inspectorate General of MOEC (Ministry of Education and Culture).

Strict rules and evaluation process has been set by the Indonesian government towards the development of education in Indonesia. In the process of development, the government has established BSNP (*Badan Standar*

Nasional Pendidikan) along with *Pusbukur (Pusat Buku dan Kurikulum)* to deal with the development of textbook used in Indonesia. They are also expected to watch over and maintain the rules and evaluations process which are supposed to be implemented properly in any textbooks distributed from either government or commercial companies.

The process of producing, checking, printing and analysing the textbooks prior to distribution in Indonesia are carefully developed and implemented. This can be seen from the government's seriousness in terms of the quality of education in Indonesia and one of them is the quality of a textbook used. Clear rules and evaluation process are maintained in order to develop a qualified textbook in Indonesia.

3. EFL Textbook

Textbook consists of books made and published for educational purposes and to help the learning process in the classroom. Textbook becomes the main medium of teaching while other materials serve as complementing the teaching and learning processes for teachers and students. A textbook has an important role of transmitting information. It can be argued that an EFL textbook forms the image of English language as well as the culture and practice to study English.

Textbook has been the main reference for most EFL teachers to carry out the teaching and learning process. The accessibility of a plethora of commercial textbooks for language teaching should actually enable teachers to compare those books and choose the best one that will fit their students' needs. Teachers should realize that a wrong choice of textbook would have detrimental effects towards students' learning. Therefore, it is important for teachers to know the criteria of a good textbook.

There are some criteria that a textbook should fulfill; Cunningsworth (2002) proposes four criteria. First, a good textbook should correspond to the learners' needs and match the aims and objectives of the language learning program. Secondly, they should reflect the practical use of the subject for the learners. In language learning, good textbooks should equip students to use language effectively for their own purposes. Third, a good textbook should take into account students' needs as learners and facilitate their learning process, without dogmatically imposing a rigid "method". Lastly, they should have a clear role of supporting learning.

Harmer (2007) states that the most important aspect of textbook use is for teachers to try to engage students with the content they are going to be dealing with. In sum, a textbook is the complete package of English skills and components that helps teachers and learners as their source of materials and exercises in EFL learning.

Based on the criteria above, teachers should choose a good textbook for teaching and learning process.

A. Gender

1. Understanding about Gender

It is relatively difficult to distinguish between gender and sex. Both of them are connected each other. Crawford and Unger (1992) define sex as “biological differences in genetic composition and reproductive anatomy and function”, on the contrary, gender is “what culture makes out of the ‘raw materials’ of biological sex”. Therefore, sex is biologically decided, but gender is socially developed.

In conclusion, gender is a social construct and is continuously informed by both male and female. Gender is also socialized and nurtured. Thus, a biological female is said to be feminine if she performs the gender as constructed by the individuals in the society. Gender constructions informs and develops the worldview of people, and therefore playing an important role in influence the way individuals believe, think and socialize in the society. People cannot prefer if they were born as women or men, however they can choose whether they behave as woman or man. Individuals may be born biologically as male and female, but the act of performing a gender is ultimately dependent on the individuals themselves. When a male or a female performs the female gender, he/she is deemed to be feminine. Similarly, when

a male or a female performs the male gender, he/she is deemed to be masculine.

2. Gender Stereotypes

Men and women are believed to differ both in terms of achievement-oriented traits as well as social- and service-oriented traits (Bakan, 1996). The description of women and men can describe their beliefs and attitudes. Men are generally perceived to be of higher position than women. Men's activities are considered more precious than women's even though the activities are similar (Judith, 2007). Such beliefs about women and men reflects stereotyped beliefs.

Stereotypes are general views about the characteristics of a group of people (Crawford & Unger, 2004 p.49). Some people are classified into a specific group with similar characteristics. The stereotypes of the group can be both positive and negative characteristics (Robert, Nyla, and Bryne, 2008 p.191). For example, women are generally reflected as dependent and passive. Furthermore, they are believed to be interested in gossip, fashion, and shopping. In contrary, men are markedly defined by opposite characteristics to women such as being independent and active. These beliefs are then called gender stereotypes.

Gender stereotypes consist of components such as personal traits, social roles (occupation), behavior, and physical characteristic (appearance) (Lips,

2003 p.21). Personal traits of women and men are usually referred in opposite adjectives. The different traits of women and men are divided in two categories, instrumentality and affective traits. Instrumentality is considered as men's traits such as active, objective, independent, aggressive, direct, unemotional, dominant, and competent. Whereas, affective traits refer to women's characteristics such as expressive, warm, sensitive, concern about others, and concern more for people than things. Similarly, Richardson (2007) describes men as mature, complete, and competent. It shows that women and men are stereotyped as having opposite traits. These stereotypes indicate that men seem to be better than women.

Secondly the social roles of women and men are characterized by domestic work assigned to women whereas men are characterized to be doing tasks that are mechanical and technical (Susan, Shaw & Lee, 2006, p.429). In cases when men's tasks are 'domesticated', those tasks are usually related to repair and maintenance, while women usually do the cooking, laundry, housecleaning, and ironing (Lips, 2003, p.255). The difference in the tasks of housework between men and women are evident here, where men continue to be doing masculine housework, whereas women are resigned to doing feminine housework.

In addition, women usually have the responsibility of being the node of communication among family members, friends, and doing something for

others. For instance, they are responsible for visiting others, planning family reunion and holiday, organizing wedding, negotiating conflicts, allocating tasks, and keeping contact to distant family members. However, women's tasks at home is not considered as a job but rather a natural thing to do (Shaw, Susan & Lee 2006). People assume that women do such work because they are women, and thus such beliefs are perpetuated to the extent that it becomes a social norm. Therefore, women still have to do the household chores although they may work outside home.

When women work in public, their occupations tend to be associated with their traits such as gentle, nurturing and other feminine characteristics. Crawford and Unger note, for instance, that most of women work as secretaries, nurses, and school teachers, whereas men's job are mostly as mechanics, engineers, and computer scientists (Crawford and Unger, 2004, pp. 366 – 367). Moreover, in retail sales, men are tasked to sell appliances, computers, cars, and women sell clothing. Women work in fast-food chains and diner, whereas men works as waiters and chefs. This shows that men assume to a higher position than women. It seems that women are stereotyped as less competent than men.

The next component of gender stereotypes is about women and men's behavior. Some personal traits associated with women and men prompt people to assume women and men's behavior. People believe that women tend to behave as those stereotypes that are being ascribed to them. Women tend to

shop for food, prepare meals, do dishes, clean home, and care their child. In contrast, men are stereotyped as strong, competent, dominant, active, and are believed to work in public. Therefore, such components of gender stereotypes are related to each other. Stereotypes of women and men's personal traits allow others to make judgment about their behavior. As Lips stated, one component of gender stereotypes affects people's believe about the others (Lips, 2003, p.21).

The last component of gender stereotypes is physical characteristics. This category refers to women and men's physical appearance. Women are classified into four subtypes: housewives, athletic woman, businesswomen, and sexy woman; whereas men are classified into the subtypes of athletic man, blue-collar working man, businessman, and macho man. The physical characteristics mostly associated with athletic women are muscular, good body, strong, aggressive, masculine; similarly athletic men are muscular, healthy, strong, in shape, good body. Good figure, long hair, good dresser, nail polish, pretty face are mostly associated with sexy women, while macho man are related to muscular, hairy chest, mustache, attractive, and self-centered. On the other hand, the physical characteristics of businesswomen are related to being smart, nice clothes, hard-working, and organized; businessman are associated with wearing suits, smart, and good appearance (Crawford & Unger, 2004, p.53). It seems that women do share similar characteristics with men, yet continued to

be subjugated as men possess more qualities that are defining of their masculinity. Athletic women and athletic men, for example, almost have similar physical appearances. Further, the businesswomen also share similar traits of masculinity like the businessman. Therefore, men have their own characteristics, but women likely have similar appearance with men.

3. Gender Bias

Gender stereotypes that are developed in the society influence people's thoughts and behavior. Those stereotypes would likely lead to gender bias. School is one of institutions of gender socialization (Taylor, Whittier, J. Rupp, 2006, p.96). Schools contribute to the socialization of gender through textbooks or interaction between teachers and students. As such teachers need to be more aware of any form of gender bias in school. One of the ways is to consider textbooks used as a medium for teaching in classroom as they may also consist of gender bias.

Gender bias in textbooks can be presented in some components. Muthali'in A (2001) states that textbooks which are published by Depdiknas (Department of National education) or other publishers presents gender bias in several ways such as pictures, activities, descriptions, professions, roles, games, possession, duties, and responsibilities. Such components in the textbooks that may contain gender bias are likely to influence student's conceptualization of gender. Students of junior high school may not think much of the gender bias

that is present. However, gender bias present in the textbook and are understood uncritically by students would result in them internalizing, normalizing and possibly perpetuating such gender bias.

Based on the explanation above, it is important to analyze the textbooks for any gender slurs before using it to avoid any form of gender biased socialization. This would allow students to learn the language or any other sciences without being imbued with ideas of gender inequality.

C. The Relationship Between Gender and Textbook

1. Gender and Textbooks in Educational System

National education is one of the national development sectors in an effort to educate the life of the nation. It has a vision of realizing an educational system that becomes a powerful and authoritative social institution to empower all Indonesian students to become good human beings and proactively respond to the challenges of the ever-changing era. National education works optimally as the main vehicle in nation building and character. In an effort towards nation building and character, gender bias has to be eradicated and this could be done through education.

Recently, the government has ramped up efforts in developing the character formation of learners from all provinces in Indonesia. Therefore, the

formulation of character building is harmonized with the current government vision which has the purpose of revolting the mental.

Gender relations in textbooks is one of the facets that should be examined on the national level as they are being used as a primary source of teaching material in the learning process of students. Teaching materials are subject that will be presented in the learning process. These materials are usually taken from various sources. One of the important main sources of learning materials is the textbook.

2. Analyzing gender in textbook exercise

It is important that teachers analyze the textbooks for any signs of gender bias present, especially since textbooks are now readily published by various sources. Harmer (2007, p.153) advises that before selecting a textbook, teachers have to analyze, pilot, and ask student's opinion on which textbooks are the best for them.

Analyzing textbook involves examining all of the contents in the textbook such as learning materials, exercises, illustration, and so forth. According to Harmer (1991) a good textbook would include exciting and interesting materials such as language items with appropriate sequences, clear explanation about what they want to access, and a summary of previous materials (p.257).

This means that an appropriate textbook that is used in school should contain content materials that are interesting for both students and teachers.

The analysis of gender in textbook used in schools is very crucial as school is one of the agents of gender socialization. Gender socialization occurs through physical materials such as the textbook as well as interactions between teachers and students. Consequently, teachers need to be more aware of such gender bias in school. Teachers thus have to be more careful during these interactions to avoid making any comments or actions that are suggestive of gender bias. The choice of textbook that are devoid of gender bias is also important as it will be used as a primary source of teaching in classroom.

Gender bias in the textbooks can be presented in some components including material and exercise.

a. Material

According to Cunningsworth (1995) the role of materials in language learning (especially textbooks) are (a) Sources in the presentation of the material, (b) Source of activity for learners in practice and interactive communication, (c) Source of reference for learners in grammar, vocabulary, etc. (d) sources of stimuli and ideas in class activities; (e) Syllabus, where teachers reflect predetermined learning objectives; and (f) Assistance for inexperienced and less confident

teachers. Related to explanation above the materials in the textbook become the way to create an activity in the class (p7).

In general, there are 3 component materials in the textbook: first, male oriented material, second, female oriented material, and the last male and female oriented material.

- Male oriented material

The materials in which the contents are created by using male as the orientation, supposed to produced stories, dialogues, and etc. In this material, male are only paired with male.

- Female oriented material

The materials in which contents are created by using female as the orientation are supposed to produce stories, dialogues, and etc. In this material, female are only paired with female.

- Male and female oriented material

The materials which contents are created by using male and female as the orientation are supposed to produce stories, dialogues, and etc. In this material, male and female were paired in dialogues.

b. Exercise

The exercise in this textbook is divided into many parts:

1. Pre-reading activities
2. Reading activity
3. Post-reading activities
4. Personal journal writing
5. Let's practice
6. Active conversation
7. Writing connection
8. Let's create/contribute
9. Parent connection
10. Formative assessment

3. Gender representation in the textbook exercise

As one of the learning sources, the textbook plays important role in the English teaching and learning process. Ur claims that, "A coursebook provides a clear framework; teachers and learners know where they are going and what is coming next, so that there is a sense of structure and progress" (Ur, 2009). Furthermore, Ur adds that, "The course book provides texts and learning task which are likely to be of an appropriate level for most of the class. This of course save time for the teacher who would otherwise have to prepare his or her own" (Ur 2009). Based on the explanation before, it has no doubt that the textbook greatly helps for both the teachers and students as one of the learning

sources in the English teaching and learning process to provide the frameworks, texts, and tasks.

Nevertheless, many critics appear about the textbook usage in educational matter. Some of those critics claim that the textbook contains too little material and it is not sufficiently challenging for the teachers and the students (Richards, 2001). Therefore, the textbooks need to be analyzed by the teacher before it is given to the students.

Furthermore, Cunningsworth states that “no coursebook designed for general market will be absolutely ideal for your particular group of learners” (Cunningsworth, 1998). Consequently, the teachers have to confirm and evaluate whether or not the content of the textbook is appropriate with the instructional objective, the students’ level and students’ need before the textbook itself is used by the students and the teachers during the English teaching and learning process in the classroom.

There are many aspects in the textbook that need an evaluation such as the layouts of the textbook, the exercises, the instructions in the textbook, the teaching materials, and many else. The quality of those aspects could influence the students’ outcomes and the students’ motivation in the learning process. Exercise in the textbook takes prominent role in the English learning process

because it helps the students to practice their ability and get good outcome in the teaching and learning process.

However, so long as teachers use textbooks which may contain gender bias, the concept of gender bias they get from the textbooks incorporation into their mind. The concept of gender bias from the textbook may be incorporated into their mind. Gender stereotypes developed in the society may influence people's thought and behavior. Those stereotypes likely lead to gender bias.

Textbooks may also present gender bias implicitly. According to Logsdon (1985), gender representation in the textbooks consists of six aspect; number of female/male picture, number of female/male mentioned, gender roles, female/male games, female/male roles models, and pattern of mentioning female/male names. It supported with another research of Amin & Birjandi in 2012 about gender bias, there are five aspect of gender bias:

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 or male that mention first in the text.

c. Feminine or 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 that refers to female and male in the textbook which is shown in the picture, text, and illustration.

This study is thus about the representation of gender in English textbook for second grade in senior high schools. Part of the exercises developed in the textbook are analyzed in order to find out whether both genders are represented equally in this textbook.

D. Overview on Research Related to This Study

A number of researchers have conducted by some research in the field of gender bias in textbook. Research has been conducted by Rizka Maulida (2017) concerning “English Elementary School Textbooks Analysis: Addressing Gender

Bias Issues” it was about three books analyzed that used in elementary school at Banda Aceh. She examined sexism in five categories including visibility, firstness, feminine/masculine generic constructions, activity, and occupation. The results showed the textbook contain different level of gender bias. Male were dominant in the textbook.

Another research also has conducted by Dina Khairul (2017) concerning “English Junior High School Textbook Analysis: Addressing Gender Bias Issues”. This research aims to investigate the gender bias in the Indonesian Junior High School textbook and to find out the aspects of gender bias in Indonesian Junior High English Textbook. The three widely used textbook used in Junior High School in Banda Aceh were taken as the subjects of this research. The researcher observed each page of the textbook based on five aspects of gender the gender representation in the textbook and counted every single bias issue presented. The researcher used document analysis method and descriptive research design in this research. The results shows the three textbooks represent gender bias and there are imbalance gender representations in the three textbooks.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of the design of the research, the method of the study, research procedure, and technique of data analysis.

A. Research Design

This qualitative study uses document analysis as a method of study. The method is used to gather textual evidence available in the textbook researched. The writer used this design as document analysis a method which is widely applied for written or visual data. It is used to identify specific characteristic of materials that will be analyzed in general from textbook, newspaper or any other host of documents (Donald, 2010). In this qualitative research, the writer intends to examine the exercises provided in the English textbook for the second grade of senior high school. With the aid of document analysis in collecting the data from textbook, the writer used descriptive qualitative method in analyzing and reporting the data available in the English textbook. 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, 2010). The variables of this research are

visibility, precedence, feminine/masculine generic construction, activity, and occupation.

Type of descriptive research design applied in this study is content analysis design. Related to Springer (2010, p.251), content analysis refers to the collection of information from materials rather than people. The materials may consists of legal documents, observational and survey studies, textbooks, diaries, informal narrative, and so on. One book 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 if both genders are represented equally in five categories which are visibility, firstness, feminine/masculine generic construction, activity, and occupations. This research only focused on the exercise in the textbook, illustration, picture, direction or instruction of the exercise in the textbook. Then count every single gender bias issued appeared. This method was found to be suitable in identifying gender bias in this textbook to fulfill the objective of this research.

B. Object of the study

The object of the study is the English Textbook for second grade in senior high school entitled *Buku Bahasa Inggris* published by Kemendikbud. The textbook consists of 5 chapters with illustrations. It presents many kinds of exercises in every chapter to enhance and solidify students' understanding. This

study examines all of the exercises in the textbook. This textbook is chosen because it is a new book that was distributed in the school in Banda Aceh.

C. Technique of The Data Collection

Document analysis will be used in examining the data collected with checklist method. The technique is used to describe written or text-based artifacts such as a textbook, newspaper, journal, etc. in this study the exercise of the textbook were analyzed 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. In this study, the exercises available in the textbook will be used as an analysis.

The exercise in this textbook is divided into several parts; Pre-reading activities Reading activity, Post-reading activities, Personal journal writing, Let's practice, Active conversation, Writing connection, Let's create/contribute, Parent connection, and Formative assessment. 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 exercises.

D. Technique of Data Analysis

To collect a data the researcher counted the gender representation in the second grade of senior high school textbook in five categories. The categories are:

1. **Visibility:** the researcher counted the number of female and male in every pages exercise included female and male name, personal pronoun (e.g. she, he, his, her), and female and male terms (e.g. sir, ma'am). All of female and male appearances in the textbook were counted in order to find which gender was dominant.
2. **Firstness:** the researcher count the number of female or male which were mentioned first in the exercise.
3. **Feminine/masculine generic construction:** the writer analyzed the general pronoun in the textbook to describe something that actually refers to both sexes. In the exercise, the researcher used he or she as the pronoun to describe something that refers to both sexes.
4. **Activity:** the researcher counted all of the activities which are includes in the exercise that refer to female or male.
5. **Occupations:** the researcher counted the occupations which are mentioned in the exercise that refer to female or male.

After counting all of the categories, the researcher concluded the finding if both genders are represented equally in the English textbook of second grade in senior high school.

E. Research Subject

The subject of this research was an English Textbook for second grade of senior high school.

Buku Bahasa Inggris

Publisher : Pusat kurikulum dan Perbukuan, Balitbang, Kemendikbud

Writer : Mahrukh Bashir

Helena I.R Agustien

Emi Emilia

Year of Publish : 2014

Page : 112 Pages

This textbook is used by student of second grade in senior high school. It has five chapters, each chapter discusses different theme and each chapter has 11 exercises.

Table 3.1 Buku Bahasa Inggris

Chapter	Theme
Chapter 1	Can Greed Ever Be Satisfied
Chapter 2	Bullying: A Cancer That Must Be Eradicated
Chapter 3	Hopes and Dreams!
Chapter 4	Vanity, What is Thy Price
Chapter 5	Benefit of Doubt

CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

This research was done by using qualitative study uses document analysis as a method of study. The method was used to measure whether gender portray equally in the senior high school textbook of Indonesia entitled *Buku Bahasa Inggris*. The researcher used checklist method. Every pages of the textbook has been examined by the researcher through five categories.

1. Visibility

The number of female and male in the textbook was achieved by counting all of the female and male appearance in the exercises through the picture and direction. The number of female dominated in 3 chapters, while male were dominant in 2 chapters. In chapter I, II and IV the number of female were higher then male accounted for 56%, 78% and 76%. Male had a dominant percentage in 2 units which were in chapter III (75%) and V (82%). By the total, female were showed and mentioned 213 times while male were showed and mentioned 180 times in the textbook.

Table 4.1 Visibility of Male and Female

Chapter	Male	Percentage	Female	Percentage
Chapter 1	46	47%	51	56%
Chapter II	5	22%	18	78%
Chapter III	9	75%	3	25%
Chapter IV	38	24%	123	76%
Chapter V	82	82%	18	18%
Total	180	46%	213	54%

2. Firstness

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

3. 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 the exercise. However, the textbook showed neither male nor female referenced.

4. Occupation

The researcher tried to see what occupations were referred to male and female in senior high school textbook over this category. It was found that male were dominant in this category. The research findings showed that male had more variation of occupations than female. Male had 20 different kinds occupation, while female just had 8 different kinds of job.

Table 4.2 Occupation

Male	Female
Fisherman (1)	-
Prince (1)	-
Lord (1)	-
-	Housewife (1)
Customer (2)	-
-	An airlines counter attendant (1)
-	A concierge at a hotel (1)
-	A store attendant (1)
Seller (1)	-
Columnist (1)	-
Street Vendor (1)	-

Director (1)	-
King (1)	-
President (1)	-
Political (5)	-
Bodyguard (2)	-
Dancer (4)	Dancer (5)
Letter writer (2)	Letter writer (3)
Playwright (7)	-
Clerk (1)	-
Minister (1)	-
Farmer (1)	-
Postman (8)	-
Postmaster (14)	-

5. Activity

In this category, this study tried to discover what activities referred to female and male in the exercises of 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 showed male at least 13 different activities, while female did about 9 different activities. On the other hand, the textbook showed the equality of the activity done by female and male in some pages. Male and female were showed dancing together in invitation party.

Table 4.3 activities

Male	Female
Go to the beach (1)	-
-	Cutting the grass (1)
-	Go star gazing (1)
Watch movie (1)	-
Watch Tv (1)	-
Do the work (1)	-
Submitted Essay (1)	-
-	Drink (1)
-	Checking the ticket (1)

-	Giving the boarding pass (1)
-	Watching Romantic Movie (1)
Return the shirt (1)	-
Saw the school (1)	-
Pantomime (2)	-
Go to market (1)	Go to market (2)
Selling the fruit (1)	-
King built huge forts (1)	-
Speech (1)	-
Go up the stairs (1)	Go up the stairs (1)
Dancing (4)	Dancing (4)
Giving an invitation card (1)	-
-	Sitting (1)
Get dinner (1)	Get dinner (1)

B. Data analysis

After doing the research, it is found that the representation gender in this textbook contained level of gender bias. In the following explanation, the researcher going to analyse the textbook exercise whether if both genders are represented equally in this textbook.

From five categories, the researcher only found 3 categories in the textbook which are visibility, occupation, and activity. Each category had different results of appearance of gender bias. The researcher will describe the analysis of the research finding in the next explanation.

On the first category, the number of female was dominant 33 times over male. Every chapter contained 10 kinds of exercises with one exercise about reading activity. Reading activity was contained 5 stories in this book. First the reading activity in page 3, told a story about the enchanted fish, the second reading activity on page 28 told about Bullying: a cancer that must be eradicated, the third reading activity on page 50 described the story about President Soekarno of Indonesia, the fourth reading activity on page 70 explained about Vanity and Pride, and the last reading activity on page 92 with the story about Letter to God. From these reading activities it was examined that 3 reading activities used to female and male character and 2 stories used female and male as the main character. Furthermore, the author tried to decrease the gender stereotypes in many page of the textbook by using “I and you” in giving direction/instruction. In addition, related to this reading activity.

The next category was occupation. In the scope of occupation, this book mentions many variations of jobs referred to female and male in the exercise, male were dominant. Male were showed having 20 variation of occupations while female just had 6 variation of occupations. Male had a wider scope of occupations than female such as fisherman, prince, king, president, political, bodyguard, farmer, playwright, clerk, minister, farmer, postman, and postmaster. Meanwhile, women were presented with common occupation like housewife, teacher, a counter attendant, a concierge at a hotel, dancer, and letter writer.

C. Discussion

The results finding of this research revealed many interesting facts. From the analysis, it can be concluded that the author of the textbook had tried to minimize the gender gap, but gender stereotypes still appeared in other aspects of the textbooks. The author also had been trying to equalize the occupation of female and male in the textbook.

Out of 5 aspects which had been analyzed, 3 aspects contained gender bias in the textbook. They were visibility, occupation, and activity. The discussion of these three aspects will be showed in the following explanation.

In the previous study about gender representation in the textbook, some researchers found that the number of female characters showed far more from visibility than male characters. Meanwhile, this research results showed female had dominant in 3 chapters of this book. A study about a critical analysis of gender

representation in an EFL in Ochanomizu University which published in 2011 showed the number of female characters showed far more from visibility than male characters. In another research, that was also showed the same results with this research findings, it was a research in Hong Kong analyzed gender bias in 10 currently used textbook which published after 1997. The study also found that the textbook has less frequency of masculine generic construction, the textbook avoided using male personal pronoun “he” and replace it using “they” or “she or he”. According to the data from UNICEF, the Indonesian government has made regulations on gender equality by giving the same opportunity for female and male go to school. The implementation of the rule 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. In those aspects, there are still many of gender stereotypes appeared in the textbook. Singh (2015) defines gender stereotypes as a belief of female and male traits. In the textbook female were usually portrayed as a dependent and male was a portrayed as an independent. The textbook showed the gender stereotype which described female as the only one person who is responsible to the household work. It has a picture that displayed woman was cleaning a grass at yard and the man was finding a fish. So the gender stereotypes 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 a men, but it is undeniable that in remote areas there are still many women who are not sure of her capability. 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 the schoolbooks still show lack of career options for a woman. In fact, woman has a big influence in changing a society to be better. 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 data that in this textbook contained the gender bias against female. Furthermore, the textbook accentuated more male than female. In this textbook male were also described more diverse than female. In addition, this book still needs more revision in order to examine if both genders are represented equally.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After doing the research, it can be concluded that:

1. In this textbook the gender bias was discovered in every chapter. Based on the findings of this study, the results showed that gender is represented unequally in this textbook. Over all, there are 3 aspects out of 5 were found in this textbook. The categories were visibility, activity, and occupation. While firstness and generic masculine categories could not be found in this textbook.
2. Male dominated two categories which were activity and occupation. Female are dominant in one category which is visibility.

B. Suggestion

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

1. The English teachers need to analyze an English textbook before using it in order to avoid gender bias issues.
2. The English teachers have to be more aware of gender issues by reading books or up-to-date journals or articles to know the representation gender in the textbooks.

3. The teacher who used this book or any others English textbooks should add some materials to cover up the gender bias issues of the textbook.
4. The students need to be aware of gender bias issues.
5. The further researchers are expected to study gender representation in English textbooks with different aspects analyzed or other gender issues that may exist in the textbook.
6. The further researchers are expected to find solution by creating discussion with teacher and school to be more aware about gender representation in the textbook that was used in the school.

REFERENCES

- Achmad, M. (2001). *Bias gender dalam pendidikan*. Surakarta: Muhammadiyah University Press.
- Amini, M., & Birjandi, P. (2012). *Gender Bias in the Iranian High School EFL Textbooks*. *English Language Teaching*, 5(2).
doi:10.5539/elt.v5n2p134
- Baron, Robert A., Nyla R.B., and Byrne, D.(2008). *Social Psychology*. Boston: Pearson Education, twelfth edition.
- Beebe, J. D. (1996). *Sexist language and teaching English as a foreign language*. *Gender issues in Language Education*, 100-113
- Crawford, Mary, Rhola, U. 2004. *Women and gender: A Feminist psychology*, New York: McGraw Hill, fourth edition.
- Depdiknas. 2004, *Pedoman Pemilihan Buku Sekolah Menengah Atas* (Jakarta: Depdiknas Dirjen Dikdasmenum). P.6
- Harmer, J. (2007). *How to teach English*, (Oxford: Pearson Education Limited), new edition, p.152
- Harmer, J. *The practice of English language teaching*, (New York: Longman), new edition, p.257
- Hilary ,M. L. (2003). *A new psychology of women: Gender, culture, and ethnicity*. New York: McGraw Hill, second edition.
- Hinkel, E.(2005). *Handbook of research in second language teaching and learning volume II*. Routledge.

- Iwan, J. (2003). "*Mandated english teaching materials and their implications to teaching and learning: The case of Indonesia*". in Willy A. Renandya (Ed.). *Methodology and materials design in language teaching: Current perception and practices and their implications*. Singapore: SEAMEO Regional Language Centre.
- Jack C. Richards.(2001). *Curriculum development in language teaching*,
Cambridge : Cambridge University Press.
- Jack C. Richards.(2006). *Curriculum development in Language Teaching*,
Cambridge : Cambridge University Press.
- Jackson, S.L. (2008). *Research Method: A Modular Approach*. Wadsworth:
Thomson Wadsworth.
- Lee, J. F. K., & Collins, P. (2006). *Gender representation in Hong Kong English textbooks*.
- Logsdon, M. (1985). *Gender roles in primary school texts in Indonesia*,
Honolulu: University Of Hawaii.
- Sasan B. & Amir H.R. (2011). *Evaluation of an ESP textbook for the students of sociology, journal of language teaching and research*, Vol. 2, No. 5,
pp.1009-1014
- Shaw, Susan M, Lee J(eds.). (2006). *Women's voices, feminist visions: Classic and contemporary reading*. New York: McGraw Hill.
- Singh, K. A. (2015). *Social Psychology*. New Delhi: PHI Learning Private Limited.

Singh, Y. K. (2010). *Fundamental of research methodology and statistic.*

New Delhi: New Age International Publisher.

Springer, K. (2010). *Educational research: A contextual approach.* John Willey &

Sons, Inc.

Unger, R. K & Crawford, M. E. (1992). *Women and Gender: a feminist psychology.*

New York: Mc Graw-Hill: 706 hal.

Verta, T, Whittier, N, Rupp, L. (2006). *Feminist Frontiers.* New York:

McGraw Hill, seventh edition.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/65/2017
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 mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- 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;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 7 Desember 2016

MEMUTUSKAN

- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Nashriyah, MA, Sebagai Pembimbing Pertama
2. Khairiyah Syahabuddin, M.Hsc. Esl., M.TESOL, Ph.D, Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : Aslim Zahri
NIM : 231324277
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Gender Representation in Indonesia EFL Textbook Exercise (A Critical Analysis of Buku Bahasa Inggris Exercise Published by Kemendikbud)
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT : 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.

Ditetapkan di: Banda Aceh
Pada Tanggal: 5 Januari 2017


An. Rektor
Dekan
Dr. Muliburrahman, M. Ag
NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

DATA OF THE TEXTBOOK

A. Visibility

Visibility of Male and Female

Chapter	Male	Page	Female	Page
Chapter I	46	3,4,5,6,13,18,19	51	3,4,5,6,7,13,14,17,18,19
Chapter II	5	28,41	18	28,41
Chapter III	9	50,52	3	60
Chapter IV	38	82,84,85,87	123	70,71,72,73,74,75,82,84 85,87
Chapter V	82	92,93,94,95	18	105
Total	180		213	

B. Occupation

Occupation

Male	Page	Female	Page
Fisherman (1)	3	-	
Prince (1)	3	-	
Lord (1)	5	-	
-		Housewife (1)	5
Customer (2)	17	-	

-		An airlines counter attendant (1)	17
-		A concierge at a hotel (1)	17
-		A store attendant (1)	18
Seller (1)	23	-	
Columnist (1)	27	-	
Street Vendor (1)	28	-	
Director (1)	28	-	
King (1)	41	-	
President (1)	48	-	
Political (5)	48	-	
Bodyguard (2)	48	-	
Dancer (4)	68	Dancer (5)	68
Playwright (7)	69	-	
Clerk (1)	70	-	
Minister (1)	71	-	
Letter writer (2)	91	Letter writer (3)	91
Farmer (1)	93	-	

Postman (8)	94	-
-------------	----	---

Postmaster	94,106	-
------------	--------	---

(14)

C. Activity

Activity female and male in textbook

Male	Page	Female	Page
Go to the beach (1)	3	-	
-		Cutting the grass (1)	5
-		Go star gazing (1)	13
Watch movie (1)	13	-	
Watch Tv (1)	13	-	
Do the work (1)	13	-	
Submitted Essay (1)	13	-	
-		Drink (1)	14
-		Checking the ticket (1)	17
-		Giving the boarding pass (1)	17
-		Watching Romantic Movie (1)	18
Return the shirt (1)	18	-	

Saw the school (1)	19	-	
Pantomime (2)	23	-	
Go to market (1)	23	Go to market (2)	23
Selling the fruit (1)	23	-	
King built huge forts (1)	41	-	
Speech (1)	51	-	
Go up the stairs (1)	65	Go up the stairs (1)	65
Dancing (4)	68	Dancing (4)	68
Giving an invitation card (1)	70	-	
-		Sitting (1)	70
Get dinner (1)	92	Get dinner (1)	92

AUTOBIOGRAPHY

1. Name : Aslim Zahri
2. Place/ Date of Birth : LamLhom / October 25, 1995
3. Sex : Male
4. Religion : Islam
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Address : Jalan Komplek Guru Dsn. Munira Ds.
Lam Ara Kec. Banda Raya Banda Aceh
8. Email : aslimzahri.az@gmail.com
9. SID : 231324277
10. Parents
 - a. Father : Zahri M.Ali Sm.Hk
 - b. Mother : Nurma ZZ S.E
11. Education Background
 - a. Elementary School : MIN TELADAN Banda Aceh
 - b. Senior High School : MTsS Oemar Diyan Aceh Besar
 - c. Senior High School : MAN MODEL Banda Aceh
 - d. University : UIN Ar-Raniry Banda Aceh

Banda Aceh, January 2018

The Researcher,
Aslim Zahri

