Gender Equality in English Electronic School Textbook (BSE) for Senior High School
(The Case of Interlanguage for Science and Social Study Programme Grade XII)

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Abstract. This study is a content analysis which aims at identifying sexist language types which exist in *Interlanguage for Science and Social Study Programme Grade XII*, revealing how gender roles are communicated as appropriate by the textbook, and how the textbook's writers reflect gender equality. The result of this study showed that the type of sexist language which exists in the textbook is only "men as standard". In addition, how this textbook communicates female gender roles as appropriate are by exposing contents which suggest that women cannot use their womb and brain at the same time, women are different from men, women cannot be both feminine and competent at the same time, and women will become less valuable as they age. Concerning men, the contents imply that men are physically strong, men must be successful in holding their professions, men must be the head of his family who have to earn money for the family, men must act independently, and men must be heterosexual and sexually active. Hence, it can be said that the writers of this textbook do not reflect gender equality. Therefore, the way how the writers reflect gender equality was not revealed. Further, the result of this study will be great interest to syllabus designers in composing the content of the textbooks. It is essential for them to take into account the learners' gender equality in all forms because the instructional objectives of an educational program will not be achieved unless they do so.

Keywords: gender equality; gender roles; sexist language

INTRODUCTION

Textbook is one of the most prevalent educational tool used in English classroom. Because of its high exposure, care should be taken with regards to possible destructive elements which might be found there. One of those elements is sexist language.

Cameron (1990) affirms that gender-biased language in textbooks can affect students adversely and it creates an oppressive world for them because this gender-biased language most often is unjustified and unfair. Studies of gender and language have found that gender bias and gender stereotypes in written text and pictures have deleterious effects for female students (Lesikin in Hall and Hewing, 2001). These effects include feelings of exclusion, devaluation, alienation and lowered-expectations (Gharbavi and Mousavi, 2012). We believe that there are a lot of textbooks which represent females only as housewives or show fewer females than males in their texts and illustrations. Consequently, the contents of an English textbook must get more attention as what are written there transmitting to

students. They are conveying knowledge and messages which will be acquired by them. As a result, they will influence their mind and behavior.

Teaching by using non-sexist language is very important in the English classroom since teaching English is not only transferring knowledge of English itself to students, but also transmitting universal values which are conveyed by the learning materials. But, academics have claimed that English is sexist (Sakita, 1995; Sunderland, 1994). It certainly becomes a problem. It is possible that by teaching English, teachers are propagating and students are propagated by gender bias without knowledge of doing so. Therefore, in selecting teaching material, teachers should be aware of its content.

In addition, several studies, such as in Chili by Magendoza (1970), US by U'Ren and Trecker (1971), Syria by Alrabaa (1985), India by Ellis (2002), Romania by Miroiu (2004), China by Guo and Zhao (2002), etc., conclude that textbooks have not adequately reflected the range of women's roles and occupations in the real world. In general, it seems gender-biased images remain strongly present in school textbooks throughout the world (Jassey, 1998).

Thus, a question comes up to my mind, if English textbooks written by Indonesians reflect gender equality through their contents. It is very crucial to investigate since textbooks' contents are very potentially influencing the students as textbooks are tools for both education and social change. It is also because sexism is one of destructive elements and language can reflect sexism (Fromkin and Rodman, 1993). So, if the language used in textbooks' content is sexist, it will destruct students' view on gender, affect their social behavior, and surely impact their roles at school.

This study aims at identifying sexist language types which exist in *Interlanguage for Science and Social Study Programme Grade XII*, revealing how gender roles are communicated as appropriate by the textbook, and how the textbook's writers reflect gender equality. To reach those aims, these are the questions to answer:

1) What types of sexist language exist in Interlanguage for Science and Social Study Programme Grade XII?

2) How gender roles are communicated as appropriate by Interlanguage for Science and Social Study Programme Grade XII?

3) How do the writers of Interlanguage for Science and Social Study Programme Grade XII reflect gender equality?

LITERATURE REVIEW

Previous Studies

The issues about gender, especially gender bias and equality began to be exposed around 1970-1971 when activists and educators, mainly in the U.S, started to document them systematically (Blumberg, 2007). They did it by using content analyses of textbooks and other more qualitative methodologies. Their effort in exposing and ameliorating gender bias and equality in textbooks (and, sometimes in curricula) spread around the world soon.

It is proved by the numerous researchers coming from many countries conducted the studies on such topic.

In 1970, Magendoza conducted a study on gender bias in textbooks in the Western hemisphere-Chili. The next year, 1971, an activist, U'Ren, and a historian, Trecker, did the research on the same topic in U.S. Those studies showed strikingly similar findings. Whether measured in lines of text, proportion of named characters (human or animal), mentions in titles, citations in indexes, and so forth, females were underrepresented. Moreover, females and males were shown in highly gender-stereotyped ways in the household as well as in the occupational division of labor, and in the actions, attitudes and traits portrayed.

In 1985, Alrabaa published his work entitled "Sex Division of Labor in Syrian School Textbooks". A total of 28 textbooks used in grades 8-12 were analyzed and found to be male-biased in content and language. Indeed, he concluded that females were derogated and victimized. The books' annual readership was over 500,000 students and the texts spanned all major subjects.

Alrabaa finds that the bias in these textbooks occured in three categories : (1) prevalence; (2) division of labor; (3) and favorable images. Concerning prevalence, he found that males proved the leading characters in 75% of the 353 lessons analyzed. They also were 87% of those portrayed in 54 biographies. Concerning the division of labor, the analysis counted a total of 463 occupations. 84% of them were filled by males and 16% by females. Lastly, in terms of favorable images, brave was the most common (N = 82) for males. For females, beautiful was the most prevalent (N = 42). There were only two overlaps in the male and female top ten: kind and educated.

In West Bengal-India, the study result by Ellis (2002) concerning school textbooks is not as sophisticated as Alrabaa's study in Syria, but the magnitude of gender bias he encountered in the state's main history and geography texts for years three and four of middle school (Parts 1 and 2, published in 1992 and 1996, respectively) is just as great. Part 2, in particular, seems extreme: of 52 pictures, 50 (96%) are of males. Both females are shown in traditional roles. No women are shown in the chapter about ''Main Ways of Earning a Living'', nor in an illustration of people receiving land titles from a male government officer. Ellis claimed that this is a false view of reality since in West Bengal, numerous households have women as their heads.

The next study was conducted in 2004 in Romania. Eventhough it has no gender gap in enrollment, Miroiu finds the same basic story as in Syria and India concerning gender bias in textbooks. Based on the content, depiction of occupations and trades is even more extreme. Textbooks for 3rd to 12th grade contain only 2% of women working, whereas national statistics for 2004 showed that more than half of all women are economically active. Out of 5,620 images, 1,306 contain recognizable trades: 1,290 are performed by men and only 16 by women. Similarly, only 1% of men are placed in domestic situations.

In addition, the studies on gender issues in textbooks were also done in China by several researchers. In 2002, Guo and Zhao analyzed the 12-volume elementary language textbooks. They find that females make up only about one fifth of the historical characters portrayed and the usual male or female stereotypes render them dull and lifeless in comparison with the vibrant males. Not surprisingly, in several classroom-based articles,

teacher-pupil and peer interaction also followed the same stereotypes, to girls' disadvantage.

A year after that, still in China, Zhang (2003) describes how second-year middle school students gave contradictory views about their mothers, teachers, and the women in their Chinese language texts. Half disliked career mothers and favoured the traditional role. Another 29% favoured combining both roles. The remaining 21% favoured career women-mothers. But the students strongly endorsed a "strong female" for a teacher and disliked their textbooks' nurturing housewives, finding them out of synchronisation with modern family life.

Those studies above reveal general, quite uniform patterns, especially with respect to three dimensions: (1) underrepresentation of females in words and illustrations; (2) gender stereotypes in occupational and domestic roles, and (3) gender stereotypes in personal attributes and actions. All three seem equally prevalent across geographic boundaries and patriarchal nations. Nevertheless, higher levels of patriarchy in a society seem to be associated with more intensely negative portrayals of females. The overall patterns, however, show remarkable convergence (Blumberg, 2009).

Sexist Language

Language is the medium in which people can communicate with others to transmit their intention. Hayes (2010) says that it is basic to our sense of self, as is gender, they are connected. Sexist language refers to the use of language expressions in such a way that it constitutes an unbalanced portrayal of the sexes (Lee, 2007). It includes "words, phrases, and expressions that unnecessarily differentiate between women and men or exclude, trivialize, or diminish either gender" (Parks and Roberton, 1998). In addition, Hyde (1984) affirms that sexist language is "the notion that the English language contains sex bias, particularly in usages such as "he" and "man" to refer to everyone". It is often imprecise, and it may be insulting even when used inadvertently.

Slovenko (2007) states that English is considered to be sexist because it is degrading, and oppressive to women. He further says that "except for words that refer to female by definition (mother, actress, congresswoman), and words for occupations traditionally held by females (nurse, secretary, prostitute), the English language defines everyone as male" (p. 78). For example, "the hypothetical person ("If a man can walk 10 miles in two hours. . ."), the average person ("the man in the street") and the active person ("the man on the move") are male"; that is, the assumption is that unless otherwise identified, people in general are male.

Sexist language also presents stereotypes of both females and males, sometimes to the disadvantage of males, but more often to the disadvantage of females. This sexism is seen universally in all languages. Lakoff (1973) uses the example of 'master' vs 'mistress' to make the point: there are unequal connotations that surround these two matching terms and to the detriment of those born female. 'Master' has strong and powerful connotations, while 'mistress' does not.

Sexist language also includes the depiction of women in the position of passive object rather than active subject, such as on the basis of their appearance (a blonde) or domestic roles (a mother of two) when similar depictions in similar contexts would not be made of men. These representations of women trivialize their lives and place an extra level of personal judgment on them (Jule, 2008).

There are at least five types of sexist language (Pattalung, 2008). First, there are words that indicate that men are the standard by which people are to be judged. This includes words like mankind, chairman, or the use of "generics" which exclude women such as "he" (Rybacki and Rybacki, 1991). Second, there are words that indicate that women are somehow different than men (i.e. actress versus actor, waitress versus waiter, etc.). Third, there are words that describe women in non-human terms (i.e. chick, dish, fox, etc.). Fourth, there are negative words used to describe women while positives words are used to describe the same quality in men (i.e. bachelor versus spinster, whore versus stud, etc.). Fifth, there are sex-role descriptors which are used such as woman doctor and male nurse (Rybacki and Rybacki, 1991).

At work, there is a tendency to associate certain jobs with men or women. For example, "A director must be committed to the well-being of *his* company." but "A nurse is expected to show *her* devotion by working long hours." In addition, job names often include reference to the sex of the person: "We're employing some new *workmen* on the project", "I'm talking to a group of business*men* next Friday", "The chair*man* cannot vote", "He is a *male* nurse", "I have a *woman* doctor". The use of such words tends to reinforce the idea that it is not normal for women to be in professional, highly-paid, technical and manual jobs. Also, that it is not natural for a man to work in such a caring (and generally poorly-paid) role as that of a nurse. So how can this bias in the language be reduced? Below are some tips suggested by *Marcusevans Linguarama* (2000):

(1) Avoid unnecessary male pronouns by using plural pronouns "they", "them", etc. For example:

- Someone has left **their** briefcase behind.
- If anyone phones, tell **them** I am in a meeting.

(2) Replace male pronouns with combinations such as "she or he", "him or her", "her or his". For example:

- A fashion model is usually obsessive about **her or his** diet.
- The journalist must be accurate when **she or he** reports interviews.

(3) Use other words when referring to both men and women.

- **People** are ...
- **Human beings** must protect ...
- Who's **staffing** the office?

(4) Use expressions or pronouns that do not support sexist assumptions about jobs.

- Teachers must not be late for **their** classes.

- A chairperson should be fair to all **her** or **his** colleagues.

(5)   Use job names that apply equally to men and women.

- The **chairperson** handed out notes of the last meeting.

- Mary is a very experienced **camera operator**.

- James is a **nurse** and Barbara is a **doctor**.

- We offer language courses for **business people**.

The values and assumptions held by a society are mirrored in its language. However, culture and language are intertwined. The meanings people assign to language affect their self-concepts and their thoughts. Learning a second language cannot be separated from the acquisition of the culture that it embodies. Therefore, the stereotypes and other cultural biases of English textbooks can potentially impact students' attitudes. The success of students of English as a Second Language (ESL) depends on their mastery of the new language and their ability to negotiate the new culture. Since English language contains sex bias (Fromkin and Rodman, 1993; and Hyde, 1984), it is reasonable to conclude that English acquisition would transfer sexism to English students.

Gender Role

Human beings are either male or female learn at an early age to identify themselves as one or the other. At the same time, they also learn to behave in a way that is considered typical of males or females. In short, they learn to adopt a masculine or feminine gender role. Wood (2005) defines it as expexted behaviors and values associated with gender and internalized by individuals in the process of socialization.

In analysing gender role communicated as appropriate by a textbook, Pattalung (2008) affirms that the texts can be examined by two categories: (1) double binds; and (2) masculine hegemony. Furthermore, Jamieson (1995) breaks down the category of double binds into five. They are :
(1)   womb/brain
Textbook content which suggests that women cannot use their womb (body) and brain (intellect) at the same time is counted as evidence of the womb/brain double bind. Hypothetical examples of this bind include, but are not limited to the dumb blonde stereotype (an oversexed and stupid woman), suggestions that one cannot be both a good mother and manage a career at the same time, and the idea that a women must "dumb down" to be attractive to males.
(2)   silence/shame
Textbook content which suggests that women should be silent and/or are criticized for being silent is counted as evidence of the silence/shame double bind. Hypothetical examples of this bind include, but are not limited to religious injunctions for women to remain silent and the nagging wife stereotype.
(3)   sameness/difference
Textbook content which criticizes women for being the same and/or for being different from men is counted as evidence of the sameness/difference double bind. Hypothetical

examples of this bind include, but are not limited to making fun of a woman for being physically weak or physically strong.

(4)   feminity/competence

Textbook content which suggests that women cannot be both feminine and competent at the same time is counted as evidence of the femininity/competence double bind. Hypothetical examples of this bind include, but are not limited to suggestions that women are unfeminine when they act aggressively ("bitch") and "tomboy" labels.

(5)   aging/invisibility

Textbook content which suggests that women become less valuable as they age is counted as evidence of the aging invisibility double bind. Hypothetical examples of this bind include, but are not limited to the "old maid" label or suggestions that it is okay for an older man to date a younger woman but not vice versa.

In addition, Trujilo (1991) divides the category of masculine hegemony into five. They are:

(1)   physical force and control

Textbook content which suggests that men must be physically strong is counted as evidence of defining masculinity in terms of physical force and control. Hypothetical examples include, but are not limited to content that suggests males must participate in sports to be normal or makes fun of a male for being weaker than a woman.

(2)   career success in traditional male job

Textbook content which suggests that men must be successful in a traditional male job are counted as evidence of defining masculinity in terms of occupational achievement. Hypothetical examples include, but are not limited to content that suggests males need to sacrifice family time in order to do well at work or that makes fun of a man for being a secretary or nurse.

(3)   familial patriarchy

Textbook content which suggests that men must be the head of the household is counted as evidence of defining masculinity in terms of familial patriarchy. Hypothetical examples include, but are not limited to content that suggests males need to wear the pants in the family or be the one that disciplines the children.

(4)   "frontier" image

Textbook content which suggests that men must act independently and not need others is counted as evidence of defining masculinity in terms of presenting a "frontier" image. Hypothetical examples include, but are not limited to content that suggests men should not share their feelings with others or that suggest a man's relationships are holding him back.

(5)   heightened heterosexual

Textbook content which suggests that men must be heterosexual and sexually active is counted as evidence of defining masculinity in terms of heightened heterosexuality. Hypothetical examples include, but are not limited to content that suggests males must not be homosexuals or that praises a man for having multiple female sexual partners.

METHOD

This study belongs to descriptive qualitative study which undertakes content analysis approach as the technique. The data of this study are the whole texts found in the content of *Interlanguage for Science and Social Study Programme Grade XII* as the data source. There are some codes used in this study. They are as follows:

Table 1 Codes

CODE	MEANING
NO.	Number
FREQ.	Frequency
M	Male
F	Female
N	Neutral
M (+)	Positive side of male
M (-)	Negative side of male
F (+)	Positive side of female
F (-)	Negative side of female

To answer the first research question, the texts were examined by word for the use of sexist language using content analysis. Each instance of sexist language was counted and placed in its appropriate type. The total number was counted per type.

In revealing how gender roles are communicated as appropriate by the textbook, the texts were examined by sentence to get assumption which indicates gender role and placed it in appropriate category. The total number was counted per category.

To reveal the ways the writers in this textbook reflect gender equality, the texts were examined on their gender tendency. The analyses were divided into four areas, including sexist sentences, passages, songs, and dialogues found in the textbook.

The analysis of gender tendency on sexist sentences was conducted by examining each sentence which indicates sexist. After placing the sexist sentence(s) on the "word(s) record" column, giving check mark on its appropriate tendency was done then. The total number was counted per tendency (M+, M-, F+, F-).

The analysis of gender tendency on passages was conducted by examining every passage found in the textbook. The passage was examined for the tendency of exposing male, female, or belongs to neutral one. The total number was counted per tendency (M, F, N).

The analysis of gender tendency on songs was conducted by examining each song found in the textbook. After finding the song, writing the title in the "song title" column and the singer(s) in the "singer" column were done then. The check mark was given for whom it was presented to, male, female, or neutral. The total number was counted per tendency (M, F, N).

The analysis of gender tendency on dialogues was conducted by examining every set of dialogue found in the textbook. The actors of the dialogue were written in the "dialogue actors" column. Then, the check mark was placed to the favored gender in the dialogue; male, female, or neutral. The total number was counted per tendency (M, F, N).

To summarize all findings found by this study, the total number of each aspect which was analysed by this study was counted per type (sexist language and gender roles) or per tendency (gender tendency on sexist sentences, passages, songs, and dialogues) and they

were sum up. The percentage of total number in each type was counted with application of rounding system as follows:

- percentage $\leq$ .50 (less than or the same as .50) will be rounded below.

- percentage > .50 (more than .50) will be rounded above.

FINDINGS AND DISCUSSION

Types of Sexist Language Found in Interlanguage for Science and Social Study Programme Grade XII

Table 2 Analysis Result Summary of Sexist Language Types

NO	TYPE	TOTAL
1	Man as standard	89
2	Women as somehow different	0
3	Negative words to describe women, positive words to describe men	0
4	Non-human terms for women	0
5	Sex role descriptor	0
	TOTAL	89

Eighty nine (100%) instances of sexist language were found in the textbook. They are all covering words that indicate that men are the standard by which people are to be judged, particularly in generic pronouns such as "he," "his" and "him" to refer to everyone and every animal. The example of generic pronoun which refers to everyone is shown on task 12 (p. 78) number 3: "Your best friend has a problem in maintaining his/her good grades as he takes a part time job. Express your request asking him/her to quit the job". The underlined word "he" in the sentence is used to refer to both male and female friend. Beside everyone, the generic pronouns are also used to describe animals, regardless their gender, such as stated in the passage entitled "The Ant and the Grasshopper" (p. 11). There is written "An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest". In this sentence, an ant, which we do not know what its gender is, is described as male by using the word "he" to refer.

Additionally, words, such as "upmanship", "craftmanship", "madmen", and "manmade" which were used to refer to both male and female were also found. Meanwhile, there was

no finding at all of the word which indicates women as somehow different, negative words to describe women, positive words to describe men, non-human terms for women, and sex role descriptor.

Referring to the result above, the textbook *Interlanguage for Social and Science Study Programme Grade VII* is categorized sexist as it contains eighty nine sexist words. 100% of those sexist words belong to "man as standard" type in which they are used to refer to everyone and every animal in some cases regardless their gender.

Gender Role Communicated as Appropriate by Interlanguage for Science and Social Study Programme Grade XII

To answer the second research question, the texts were examined for contents which promote sexist assumptions concerning gender by using double binds and hegemonic masculinity concepts. Every instance of sexist assumptions concerning gender roles using double binds were counted. The table below shows the summary.

Table 3 Analysis Result Summary of Double Binds

NO.	CATEGORY	TOTAL	%
1	Womb/brain	17	33.33
2	Silence/shame	0	0
3	Sameness/difference	12	23.53
4	Feminity/competence	16	31.37
5	Aging/invisibility	6	11.76
	TOTAL	51	100

Fifty one (100%) assumptions were found indicating double binds concept. Among them, seventeen (33.33%) assumptions for womb/brain, zero (0%) for silence/shame, twelve (23.53%) for sameness/difference, sixteen (31.37%) for feminity/competence, and six (11.76%) for aging/invisibility double binds.

The highest total number of finding is on womb/brain double binds type (17 = 33.33%). The examples of it include: "Well, those might be true, but I'm standing in a position that you may not perform your best on both your study and work", "Father : Yeah, I understand and I know it's a good job. But how can you manage your time?" Those examples were spoken to a female student who wants to take a part time job. They are considered sexist because they suggest that women cannot be good at both body and mind. The reaction of the speaking partner will be different if the one who takes a part time job is a male student since men are considered as being able to handle both study and work well.

Twelve (23.53%) assumptions which indicate sameness/difference double binds type were found in the textbook. The examples of it include: "I want a girl with a short skirt and a long jacket", "There were long, glossy riding boots for the men and pretty velvet dancing shoes for the ladies", and "Men are from Mars, Women are from Venus". The first example is sexist because women are criticized for being different (feminine and interesting) by wearing short skirt and long jacket. The second example is also sexist since

the statement implies that men and women should be different in wearing shoes. To be masculine, men are suggested to wear glossy riding boots and to be feminine, women are suggested to wear velvet dancing shoes. The last example indicates sexist as the statement states that men and women come from very different place; men are from Venus and women are from Mars.

The analysis result shows that sixteen (31.37%) assumptions that illustrate feminine/competence double binds were found in the textbook. The example include a phrase "the king's servant girls". It is considered sexist as it implies a perspective that women cannot be both feminine and competence at the same time by being a servant. Indeed, the word "servant" is mostly referred to women. Another example of this bind is "women are trained to share feelings and to sometimes be overly emotional, to tell a man that women never want resolutions, and always exaggerate, is not treating a woman as a logical human being perfectly capable of wanting answers". This example is sexist because it suggests that women cannot be both feminine and competent in the case of being unable to hide emotion (overly emotional) and being exaggerate something.

Concerning aging/invisibility double binds, six (11.76%) assumptions were found. The examples include: "ill grandma", "poor grandma", and "In a single mouthful, the wolf swallowed the old lady". These examples are sexist because they suggest that women become less valuable as they age. They lose the capacity to do valuable things, although saving her own life as implied by the last example above. Overall, the instance which suggests that women should be silent or are criticized for being silent was not found in the textbook (0 = 0%).

Additionally, to answer the second research question, every instance of sexist assumptions concerning gender roles was also examined by using hegemonic masculinity concept. Below is the summary.

Table 4 Analysis Result Summary of Hegemonic Masculinity

NO	CATEGORY	TOTAL	%
1	Physical force and control	7	12.73
2	Career success in traditional male job	15	27.27
3	Familial patriarchy	24	43.64
4	"frontier" image	7	12.73
5	Heightened heterosexuality	2	3.64
	TOTAL	55	100

The table above shows that there are fifty five (100%) assumptions that indicate hegemonic masculinity concept. They comprise of seven (12.73%) assumptions on physical force and control, fifteen (27.27%) assumptions on career success in traditional male job, twenty four (43.64%) assumptions on familial patriarchy, seven (12.73%) assumptions on "frontier" image, and two (3.64%) assumptions on heightened heterosexuality.

The example of physical force and control can be seen in the last part of a dialogue between Denias and Anita when they end their dialogue as follows:
Denias : Okay. See you later, alligator.
Anita : After while, crocodile.

In the dialogue, The words "crocodile" and "alligator" are only used to build rhyme. "alligator" refers to Anita (woman), and "crocodile" refers to Denias (man). These expressions are common for young people, but don't use them when you are speaking with older people. As crocodile is bigger and longer than alligator, those expressions imply that men are physically stronger than women.

Another example of physical force and control is "We teach boys that they need to ´buck up´ and be manly, to hide the tears, to face it like a man, to be the rock on which the females can rely". This sentence suggests that men must be physically and emotionally strong so that women can rely on them.
The examples of success defined in terms of occupational achievement in traditional male jobs include where males are featured as a doctor, a director, a village chief, and a musician. These are considered sexist because they suggest that men must be successful in traditional male jobs, while women are featured as a servant, a mother, and a cake baker.

The other examples of career succes in traditional male job are shown in the sentences spoken by a father to his daughter and wife. They are: "Father : I really am sorry, dear. I haven't got much time. What about going there with your mom?", and "Father: You know dear, I've got loads of work to do". Those examples are sexist because they suggest that men need to sacrifice his family time in order to do well at work.

The examples of familial patriarchy are shown in the following parts of dialogue:
- Anita : Oh, come on Dad, would you allow me to take a part time job, please.
  Father : No, dear. I wouldn't let you get a job before you finish your study. Your job is to be a student",
- Anita : Dad, may I join my friends to hang around? I really need some fun after the exam.
  Father : Well, okay. But promise me to go home before 11 sharp.

The two parts of dialogue above are sexist because they imply that in the family, men are the head whose right to make decision and the one who disciplines his children.

The examples of "frontier" image include: "First, men are goal-oriented and when they are stressed, "retreat to a cave" to consider what to do", and "They want to come to a solution on their own". Those examples are sexist since they imply that men are independent. They don't need others in solving their problems.

The examples of heightened heterosexuality include: "Cuz I dream of you, of holding you´", and "Adib : Don't be sad. Perhaps, he's not the Mr. Right who you're waiting for. I'm sure you'll find another guy who is really right for you, in the right time and in the right place". These examples are sexist because they suggest that men must be both heterosexual and sexually active, including cheating on one's girlfriend.

By examining the results above, we can see that by double binds concept, the textbook Interlanguage for Science and Social Study Programme Grade XII communicates gender role as appropriate by exposing the contents which mostly suggest that women cannot use their womb (body) and brain (intellect) at the same time (33.33%), women cannot be both feminine and competent at the same time (31.37%), women are the same and/or different

from men (23.53%), and women become less valuable as they age (11.76%). In addition, by hegemonic masculinity concept, the gender role is also sanctioned as appropriate by this textbook mostly through appearing contents which suggest that men must be the head of the household whose right to discipline the children (43.64%). Beside that, the contents that suggest men to be success in holding their job are also used by this book to communicate the gender role (27.27%). In doing so, this textbook accomodates contents which suggest that men must be physically and emotionally stronger than women (12.73%), men must act independently and not need others (12.73%), and men must be heterosexual and sexually active (3.64%).

Gender Equality in Interlanguage for Science and Social Study Programme Grade XII

To know how the writers of Interlanguage for Science and Social Study Programme Grade XII reflect gender equality (if so), each sentence which is considered sexist, all passages, songs, and dialogues were examined for their gender tendency. Below is the summary of the finding of gender tendency on sentence(s).

Table 5 Analysis Result Summary of Gender Tendency on Sentence(s)

NO.	GENDER	TOTAL	%
1	M (+)	24	17.78
2	M (-)	33	24.44
3	F (+)	14	10.37
4	F (-)	64	47.41
	TOTAL	135	100

Based on the table above, we can see that out of a hundred thirty five (100%), twenty four assumptions (17.78%) tend to expose the positive sides of male, while the negative sides tend to be exposed by thirty three (24.44%) assumptions. On the other hand, the positive sides of female tend to be exposed by fourteen (10.37%) assumptions, while the rest, sixty four (47.41%) assumptions, tend to expose the negative sides of females.

The examples of positive tendency on males include: "Anita : After while, crocodile", "My father is a doctor", and "When Will's overly active imagination is accidentally exposed to its bombastic action, his world is changed forever". The first and third example tend to expose males' positive side by showing their power and capability which are stronger than those of females. The word "crocodile" which is said by Anita is referred to Denias, her speaking partner when she replies his words, "see you later, alligator!". As crocodile is stronger than alligator, those expressions imply that men are stronger than females. Meanwhile, Will's capability to change his world by his bombastic action also shows males' strength. In addition, the second example also tends to expose males' positive side by showing their success on having good profession.

The example of assumptions which tend to expose males' negative side is "Seeing as his love of food isn't appreciated by his kin, Remy practices his love of cooking in secret". It is considered negative side of males because the sentence implies that males must not like cooking since cooking is mostly referred to something that must be done by females. Another example of this tendency is "Along the process of finding the one for

Mae, the three male friends of Mae turn out to be brutal evaluators for the candidates". The sentence exposes males' negative side as it implies that something brutal is considered identical with males.

Concerning the positive sides of female, the examples include: "A teacher who sacrifices a lot just to reach one child, Torey Hayden could fit under that category", and "She inspires teacher to keep on teaching". The females' positive sides are implied by those assumptions by exposing the patience, sincerity, and capability of females, so they can be a great teacher and inspire others.

Overall, negative sides of females are mostly exposed by this book. The examples include: "Mae's parents, (Meriam Bellina dan Jaja Mihardja) firmly state that Mae must get married in a little while", and "Suddenly, it comes to a moment when Mae is persuaded to grant her parents' wish to have a grandchild". Those assumptions tend to expose the negative sides of females by implying that females must grant what their parents ask them, especially to get married and have children then.

Another example of female positive tendency is "Retno: What did you say? Cool? Watching people killing and firing gun is cool? What a cruel movie!". This is part of a dialogue where Retno shows her objection on watching action movie. This assumption suggests that females don't have enough bravery to do such challenging things, and they tend to be considered coward.

By referring to the result above, we can see that the textbook's writers of Interlanguage for Social and Study Programme Grade XII do not reflecting gender equality. This statement is supported by the analysis results which show that the positive sides of male are more frequent to expose than those of female. Adversely, the negative sides of female are more frequent to expose by the textbook's contents than those of males.

Additionally, beside sentence(s), all passages in the textbook were also examined for their gender tendency. Below is the summary of the result.

Table 6 Analysis Result Summary of Gender Tendency on Passage

NO.	GENDER	TOTAL	%
1	M	15	30
2	F	10	20
3	N	25	50
	TOTAL	50	100

Referring to the report above, we can see that out of fifty (100%) passages found in the textbook, fifteen (30%) of them tend to expose males, ten of them tend to expose females, and the remaining twenty five tend to be neutral.

Males' tendency are captured on the contents of the passages, such as those which are entitled: "Peter and the Mountainy Men", "The Elves and the Shoemaker", and "Son of Rambow". The first passage tells about the sincerity of Peter in giving a bag of flour to the mountainy men which was replied by a bag of shining pearls. The second passage tells about the sincerity in working and presenting the best for the consumers of a shoemaker

which brings him and his wife into happiness. The last passage tells about the eldest son of a fatherless Plymouth Brethren family who is not allowed to mix with non-Brethren kids, but finally he is able to change his world through his bombastic action.

The passages' contents which are considered tend to expose female can be found for ten (20%), for example, in the titles include: "The Fairies' Cake", "Little Red Riding Hood", and "Totto-Chan, The Little Girl at the Window". The first passage tells about Lucy, a young lady who baked the best cakes in the whole world. The next passage is a story about Little Red Riding Hood, a pretty little girl who was swallowed by a wolf but was safe at the end because the wolf did not harm her. The last passage is about Totto-Chan. Its message is about how wonderful life can be when viewed through the eyes of an innocent child.

The twenty five (50%) remaining passages are considered neutral. The examples of them are: "Balancing High School and Part-Time Work", "Ecstasy", and "Low-Cost Airlines". The first one is a passage which contains suggestions to make study and work balanced. The second passage is an explanation of what ecstasy is and its effects are. The last one is a passage which tells about the work of low-cost airlines which often cause accidents.

Based on the analysis of gender tendency on passage, it can be said that the writers of this textbook also do not reflect the gender equality. Most of the passage are considered neutral (50%). However, the passages which tend to expose male (30%) exist more frequently than those which tend to expose female (20%).

Further, to tap the best answer of how the textbook writers reflect gender equality (if so), the songs exist in the textbook were also examined for their gender tendency.

Table 7 Analysis Result Summary of Gender Tendency on Song

NO.	GENDER	TOTAL	%
1	M	0	0
2	F	3	50
3	N	3	50
	TOTAL	6	100

The table above shows that out of six songs exist in the textbook, no one is presented to males. The three (50%) of them are presented to females in which the contents are all about love from males to females, such as "Can You Feel Tonight" by Elton John. The song tells how a man misses his beloved woman at that night as they are far separated. The other three (50%) songs are considered neutral because they don't stress on both male and female, such as "When You Believe" by Mariah Carey and Whitney Houston which tells that if we believe can do or reach something, we can truly get so.

Considered the result above, it can be concluded that the writers of this textbook still do not reflect gender equality. Amazingly, the songs with tendencies on female absolutely exist more frequently (50%) than those with tendencies on male as there was no song found having tendency on male. However, the neutral songs have balance frequency (50%) of their existence with females'.

The dialogues found in the textbook were also examined for the gender tendency. Below is the summary of the analysis result.

Table 8 Analysis Result Summary of Gender Tendency on Dialogue

NO.	GENDER	TOTAL	%
1	M	34	61.82
2	F	13	23.64
3	N	8	14.55
	TOTAL	55	100

The result shows that there are fifty four (100%) sets of dialogues found in the textbook. Among them, thirty four (61.82%) sets of dialogue favor male. Thirteen sets of dialogue favor female, and the remining eight are neutral.

The favor on male was found, such as in the dialogue between Denias and Anita. In this dialogue, it is described that Anita needs fables books. She has tried to borrow from her school library, but they are in terrible condition. That is why Denias offers her his fables books collection and Anita is so delighted accepting it. The favor of male which is implied by that dialogue is that males have what females do not have.

The example of dialogue which favors female was found in the dialogue between Adib and Retno. It is considered favoring female since Retno has wider knowledge about the crash of Thai low-cost airline at Phuket International Airport in September than Adib does.

The example of neutral dialogue was found, such as in the dialogue between Ayu and Adib. It is considered neutral as it does not favor both male and female. It contains of a conversation in which Ayu asks Adib if he prefers to homeschool or send his children to public school.

The result reported above tells us how the writers of this textbook do not reflect gender equality. Most of the dialogues favor male (61.82%). Only 23.64% of them favor female. The remaining 14.55% are neutral.

Concerning the third research question, it can be answered that the textbook writers do not reflect gender equality at all. Among four analyses on gender tendency, females are only favored on songs, although the total number is equal to that of neutral songs (3 = 50%). Meanwhile, the other three analyses result on favoring males. By this report, it can be seen that gender biases are still contained by the textbook's contents. That is why the writers do not reflect gender equality in the textbook that they have compiled.

CONCLUSION

The result of this study showed that the type of sexist language which exists in the textbook is only "men as standard". This type is used by the writers in using the generic pronouns which are referred to everyone, every animal, rain, and devil. In addition, how this textbook communicates female gender roles as appropriate are by exposing contents which suggest that women cannot use their womb and brain at the same time, women are different from men, women cannot be both feminine and competent at the same time, and women will become less valuable as they age. Concerning men, their gender roles are communicated by this textbook through its contents which suggest that men are physically strong, men must be successful in holding their professions, men must be the head of his family who have to earn money for the family, men must act independently, and men must

be heterosexual and sexually active. Further, the writers of this textbook do not reflect gender equality. It is supported by the findings that indicate males are favored more frequently than females. Therefore, the way how the writers reflect gender equality was not revealed.

Finally, I recommend the textbook's writers to avoid using sexist language in writing and have commitment to use the non-sexist one consistently. Additionally, teachers should be aware of the materials they select to use in the classroom. They and their students should have knowledge about sexist language and assumptions, be trained and apply how to leave the habits of using them. For education policy, however, gender issues should be included in every curriculum.

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