

Gender Representation In English As A Foreign Language Textbook At Indonesian Islamic Institute

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ARTICLE INFO	ABSTRACT
Keywords: gender representation, content analysis, visual bias, EFL textbook, stereotypes	This research investigates gender representation in the <i>English in a Snap: A Student's Coursebook</i> used at IAIN Ponorogo, addressing concerns about persistent gender bias in educational materials. Guided by Krippendorff's content analysis framework, the study aims to examine (1) the equality of male and female visual representations, (2) depictions of gender roles, and (3) differences in leisure activities portrayed for each gender. Using a quantitative content analysis approach, the study systematically analyzes visual elements to identify patterns, stereotypes, and imbalances. The findings indicate a significant gender bias, particularly in the frequency and nature of male representations. Males appear disproportionately, often in more active or dominant roles, while females are underrepresented or shown in limited and traditional roles. These portrayals risk reinforcing outdated stereotypes and shaping students' perceptions of gender norms. The study highlights the challenges in promoting gender-balanced materials and underscores the need for textbooks to offer diverse role models and equitable depictions. It concludes by recommending broader research that considers cultural contexts and examines the decision-making processes behind textbook content selection.
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INTRODUCTION

It shows the background of the research and the previous studies as the basis of this research's novelty. In addition, it covers the study in a broad context briefly and highlights why it is important. It defines the purpose of the work and its significance. It also cites some key publications. In addition, it shows the research gap. The gap in the literature should be critically well-established. The current state of the research field should be reviewed carefully.

The body paper should be elaborated between 2.500-4.000 words. It is written in Times New Roman, 12 points in 1.5 spacing, and justified. Moreover, the author(s) must use this template file (do not create a new one).

Finally, research questions are generated accordingly. The aim of the research and its significance should be defined clearly. As far as possible, keep the introduction comprehensible.

The representation of gender in educational materials is a critical concern, influencing the perspectives and attitudes of learners. In the context of English as a Foreign Language (EFL) textbooks at the Indonesian Islamic Institute at IAIN Ponorogo, the importance of examining gender representation lies in its potential impact on shaping students' views, reinforcing stereotypes, or promoting gender equality. Addressing this issue is essential for fostering inclusive and equitable educational environments.

Gender representation in EFL textbooks is not merely an academic concern but a societal one. Studies of gender representation in the textbooks have been done many times for examples in Arab ¹, Iran ², China ³, Pakistan ⁴, Afganistan ⁵ and Indonesia⁶. The

¹ Arab World, English Journal, and Theses Id, "Gender Representation in Saudi EFL Textbooks : A Study of the Family and Friends Series," no. December (2020): 1–53; Reza Pahlevi Dalimunthe and Sulistiyono Susilo, "The Portrayal of Women in Arabic Textbooks for Non-Arabic Speakers," no. 6 (2021), <https://doi.org/10.1177/21582440211014184>; Muassomah Muassomah et al., "Gender Inequality in Arabic Textbook: Misrepresentation of Women in Culture and Society," 2023; Yuyun R Uyuni et al., "Women ' s Images and Gender Equality in Arabic Textbooks for Non-Arabic Speakers : A Case Study on Al-Asas in Sudan," 2021, 1–12; Adnan Bataineh, "Analysis of Gender Bias in Two Arabic Language Textbooks - Grade 1" 0299, no. 2018 (2020): 181–86, <https://doi.org/10.32996/ijllt>.

² Ali Dabbagh, "Gender Representation under Critical Image Analysis: The Case of Iranian ELT Textbooks," 2000, 39–52.

³ Mohammed Rebwar Ahmed and Xiaohong Tian, "Gender Biases in Primary School Language Textbooks : A Systematic Review of Literature" 6, no. 11 (2023).

⁴ Sajid Hussain and Abdul Saeed, "Representation of Culture and National Identity in Pakistani ESL Textbooks" 15, no. 1 (1837): 1–17.

⁵ Sayed Zahir Nazimi and Kamran Hatifi, "Critical Discourse Analysis of Gender Representation in Grade Seven English Language Subject in The Ministry of Education in Afghanistan," no. 2 (2023): 151–57.

⁶ Siti Zulalina Adawiyah and Ikmi Nur Oktavianti, "Gender Representation in Merdeka Curriculum ELT

manner in which textbooks depict gender influences students' understanding of gender norms, expectations, and the roles they perceive as suitable. It is imperative to approach the creation of textbooks with a critical eye, ensuring that they contribute positively to fostering an inclusive and equitable educational environment ⁷.

Gender representation in EFL textbooks is a crucial issue as it significantly influences the educational experiences of students and contributes to shaping their perceptions of gender roles and identities at schools and universities ⁸. This importance spans across various aspects of textbooks, including gender presentation in illustrations, gender roles in text and illustrations, and the portrayal of gender activities during leisure time.

Visual elements in textbooks play a powerful role in communicating information⁹. They serve as a primary means through which students engage with content. Gender representation in illustrations, including pictures and photos, contributes to the construction of social norms and expectations related to gender ¹⁰. The way males and females are visually represented in illustrations can reinforce or challenge prevailing cultural and societal norms¹¹. The impact extends beyond the classroom, influencing how students perceive gender roles in the broader context of society.

Textbooks : A Corpus-Assisted Study” 8, no. 2 (2023): 313–26; Karmila Mokoginta et al., “Indonesian Women as Reflected in an English Textbook Used in Indonesia” 4, no. 6 (2021): 323–37; Rahmah Fithriani, Universitas Islam, and Negeri Sumatera, “Gender Portrayals in Indonesian and International English Language Textbooks for Primary Students : A Critical Image Analysis 1” 46, no. 4 (2022): 0–3; Sella Rohmawati and Kristian Adi Putra, “Occupational Gender Stereotypes in Indonesian Secondary School English Language Textbooks” 6, no. 1 (2022): 160–75.

⁷ Reni Puspitasari, Dwi Lestariyana, and Joko Nurkamto, “International Textbooks Analysis Used for EFL Students : A Critical Content Analysis of Multicultural from Kachru ’ s Models” 3, no. 2 (2022): 248–56, <https://doi.org/10.46843/jiecr.v3i2.103>.

⁸ World, Journal, and Id, “Gender Representation in Saudi EFL Textbooks : A Study of the Family and Friends Series”; World, Journal, and Id; Rohmawati and Putra, “Occupational Gender Stereotypes in Indonesian Secondary School English Language Textbooks”; Princess Nourah and Bint Abdulrahman, “Women ’ s Image in Saudi School Curriculum (A Comprehensive Study of English Textbooks in Public Schools) Aljoharah Ghazi Alrowais,” n.d.; Nur Azizah, Budi Setyono, and Made Andayani T, “The Portrayal of Male and Female Roles in English Language Textbooks Used in Vocational High School” 9, no. 3 (n.d.): 43–51.

⁹ Dalimunthe and Susilo, “The Portrayal of Women in Arabic Textbooks for Non-Arabic Speakers”; Fithriani, Islam, and Sumatera, “Gender Portrayals in Indonesian and International English Language Textbooks for Primary Students : A Critical Image Analysis 1”; Azizah, Setyono, and T, “The Portrayal of Male and Female Roles in English Language Textbooks Used in Vocational High School.”

¹⁰ И А Гордиенко, “Philological Sciences,” 2020, 26–30; Mokoginta et al., “Indonesian Women as Reflected in an English Textbook Used in Indonesia”; Rohmawati and Putra, “Occupational Gender Stereotypes in Indonesian Secondary School English Language Textbooks”; Muassomah et al., “Gender Inequality in Arabic Textbook: Misrepresentation of Women in Culture and Society.”

¹¹ Dalimunthe and Susilo, “The Portrayal of Women in Arabic Textbooks for Non-Arabic Speakers”; Jabreel Asghar et al., “FRAILITY , THY NAME IS WOMAN : GENDER PERSPECTIVES IN PAKISTANI HIGHER SECONDARY TEXTBOOKS” 12, no. June (2021): 105–19.

Debates of literature

The literature on gender representation in educational materials reveals ongoing debates regarding the perpetuation of gender stereotypes, biased portrayals, and the impact on students' cognitive and social development. Some argue that textbooks often reinforce traditional gender roles¹², while others emphasize the need for diverse and inclusive representations¹³. Understanding these debates informs the current study and provides a theoretical foundation for analysis.

The portrayal of gender roles, both in the text and accompanying illustrations, contributes to shaping students' perceptions of what is considered typical or acceptable behavior for males and females¹⁴. This can influence their understanding of societal expectations regarding gender roles. Textbooks have the potential to either reinforce traditional gender stereotypes or challenge them ¹⁵. The choice of language, scenarios, and occupations assigned to male and female characters can impact students' views on gender roles. The representation of gender activities during leisure time in textbooks should reflect the diversity of interests and pursuits of both males and females. This portrayal contributes to a more realistic and inclusive view of how individuals, irrespective of gender, engage in their free time. The depiction of leisure activities can impact students' aspirations and expectations. If certain activities are consistently associated with a specific gender, it may influence students' perceptions of what is considered acceptable or desirable for them based on their gender.

Gender, Language and Stereotype

Social theory suggests that societal expectations and norms shape the roles individuals adopt, contributing to gender differences. It posits that stereotypes about men

¹² Rohmawati and Putra, "Occupational Gender Stereotypes in Indonesian Secondary School English Language Textbooks."

¹³ Amy B M Tsui, "ESL Teachers' Questions and Corpus Evidence" (c) John Benjamins Delivered by Ingenta on: Mon, 08 Jan 2007 08:07:16 to: DENTAL LIBRARY John Benjamins Delivered by Ingenta On:," n.d.

¹⁴ Luh Shanti et al., "GENDER INEQUALITY REPRESENTED IN ENGLISH TEXTBOOKS: A LITERATURE REVIEW" 10, no. 3 (2021): 576–96; Ahmed and Tian, "Gender Biases in Primary School Language Textbooks: A Systematic Review of Literature"; Uyuni et al., "Women's Images and Gender Equality in Arabic Textbooks for Non-Arabic Speakers: A Case Study on Al-Asas in Sudan"; Bataineh, "Analysis of Gender Bias in Two Arabic Language Textbooks - Grade 1."

¹⁵ Гордиенко, "Philological Sciences"; Rohmawati and Putra, "Occupational Gender Stereotypes in Indonesian Secondary School English Language Textbooks"; Dalimunthe and Susilo, "The Portrayal of Women in Arabic Textbooks for Non-Arabic Speakers"; Dabbagh, "Gender Representation under Critical Image Analysis: The Case of Iranian ELT Textbooks."

and women arise from the division of labor in society. In public discourse, sex and gender are often regarded as synonymous and are commonly used interchangeably.¹⁶ Sandra Bem introduced this perspective on gender in 1981. Her gender schema theory is a social-cognitive framework that explores how individuals in society acquire gender identities from a young age and how this gendered understanding influences their cognitive processes and categorization throughout their lives. From early childhood, children form notions and theories about masculinity and femininity, known as gender schemas. These schemas are utilized to classify information, make decisions, and govern behavior. Essentially, individuals acquire knowledge about gender roles and appropriateness from various influences, including family, upbringing, media, and educational materials¹⁷. According to Hussein¹⁸, social and cultural perceptions of gender give rise to the formation of gender stereotypes. For instance, language can play a role in shaping gender stereotyping and sexism.

Fundamental roles of textbooks in English as a Foreign Language (EFL) classes

The significance of textbooks in EFL classes is widely acknowledged by experts in the field. Textbooks play a vital role in shaping the learning experience and are considered essential resources for both teachers and students. They serve as a structured guide for language instruction, providing a systematic presentation of grammar rules, vocabulary, and language skills. Research conducted by Richards¹⁹ emphasizes the importance of textbooks as a central component in language teaching, providing a structured framework for lesson planning and content delivery. The study highlights how textbooks offer a well-organized progression of language concepts, aiding both educators and learners in navigating the complexities of language acquisition.

Additionally, experts such as Harmer²⁰ underscore the role of textbooks in providing a comprehensive and balanced approach to language learning. Textbooks are designed to cover a range of language skills, including reading, writing, listening, and speaking, thereby contributing to the holistic development of language proficiency.

¹⁶ M. Yang, F. & Wang, "The Malleability of Stereotype Effects on Spontaneous Trait Inferences," *Social Psychology*, 2017.

¹⁷ S. L. Bem, "Gender Schema Theory: A Cognitive Account of Sex Typing," *Psychological Review* 88, no. 4 (1981): 354.

¹⁸ Muhammad Hussain et al., "Gender Stereotyping in Family: An Institutionalized and Normative Mechanism in Pakhtun Society of Pakistan," *SAGE Open* 5, no. 3 (2015), <https://doi.org/10.1177/2158244015595258>.

¹⁹ J.C Richard, *Curriculum Development in Language Teaching* (Cambridge University Press, 2001).

²⁰ J. Harmer, *The Practice of English Language Teaching*, 4th ed. (Longman, 2007).

Furthermore, Nunan²¹ emphasizes the role of textbooks in creating a cohesive and consistent learning experience. Textbooks help maintain continuity in language instruction, ensuring that learners receive a well-structured and progressive curriculum.

In conclusion, experts such as Richards, Harmer, and Nunan highlight the indispensable role of textbooks in EFL classes. These educational resources serve as a foundational tool for language instruction, offering a structured and comprehensive approach to language learning. Their role extends beyond content delivery to shaping the overall learning experience, making them essential in EFL classrooms.

Purpose of the study

The primary purpose of this research is to systematically investigate and analyze the gender representation in EFL textbooks used at the Indonesian Islamic Institute at IAIN Ponorogo. The study aims to: 1) Identify the prevalence of gender stereotypes or biases in textbook content. 2) Propose recommendations for more inclusive and equitable textbook content. By fulfilling these objectives, the study seeks to contribute valuable insights to the existing literature on gender representation in educational materials and provide practical recommendations for curriculum development. The study aims to provide a comprehensive understanding of gender representation in EFL textbooks, fostering positive changes in curriculum development and promoting gender equity in education.

The aims of the study is elaborated into the research questions as the following four sub-questions:

- 1). Is there a comparable representation of males and females concerning their frequency of occurrence illustrations within the English in a Snap: A Student's Coursebook?
- 2). How are gender roles of males and females represented in the English in a Snap: A Student's Coursebook?
- 3). How is the distribution of spare time and leisure time activities differentiated between males and females in the "English in a Snap: A Student's Coursebook"?

²¹ David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (Prentice Hall, 1991).

RESEARCH METHOD

The research employed the methodology of content analysis, following the guidelines delineated by Krippendorff²². This approach involves a systematic series of processes designed to derive accurate insights from diverse data types, including text, graphics, written content, audiovisual materials, and photographs. For this specific study, particular emphasis was placed on the visual representation present in the English textbooks under investigation, specifically those titled "English in a Snap: A Student's Coursebook²³." The primary objective of the analysis was to assess the scope and nature of gender representations within these textbooks.

The content analysis focused on systematically examining the textbooks to discern patterns in gender representation, identify stereotypes, and pinpoint any biases present. Quantitative data were collected to gauge the frequency and characteristics of gender portrayals within the textbooks. This research methodology aligns with established principles in content analysis, as highlighted by Krippendorff²⁴ and further elaborated by Creswell²⁵ ensuring a rigorous and comprehensive approach to examining gender representations within educational materials.

The Materials

The subject of this study encompasses the English in a Snap: A Student's Coursebook²⁶, utilized in the English Course at IAIN Ponorogo during the first semester of the English Education Department. This textbook, a product of research and development conducted by lecturers at IAIN Ponorogo, serves as the sample for the current research.

²² "Krippendorff, K. (2004). Content Analysis: An Introduction to Its Methodology. Thousand Oaks, CA: Sage. Krippendorff (2004)," 2004, 2004.

²³ Desi Andriani, Fenty; Puspitasari, *English in a Snap: A Student's Course Book*, 1st ed. (Ponorogo: IAIN Ponorogo Press, 2023).

²⁴ "Krippendorff, K. (2004). Content Analysis: An Introduction to Its Methodology. Thousand Oaks, CA: Sage. Krippendorff (2004)."

²⁵ J. D Creswell, J. W., & Creswell, *No Title* (Sage publications, 2017).

²⁶ Andriani, Fenty; Puspitasari, *English in a Snap: A Student's Course Book*.

Table 1. The Textbook information²⁷

Unit	Title
1	Let's Introduce Oneself
2	Let's Describe it !
3	Let's Make Something
4	Let's Make a Phone Call
5	Let's Develop an Argumentative Essay
6	Let's Retell the Events

Data Collection Analysis

The current investigation employs content analysis across five distinct categories within the chosen textbook: gender roles, gender illustrations, gender firstness, gender names, and gender nouns. This analysis encompasses all forms of illustrations, including images, pictures, and photos, as well as textual content present in the textbook. The quantitative examination of the textbook's contents delves into specific categories, such as the overall count of masculine and feminine gender roles. Additionally, it conducts an analysis of gender illustrations by quantifying the total number of male and female depictions in the textbook. The occurrences of male and female names and nouns are also scrutinized by tallying their respective frequencies within the textbook. Furthermore, the investigation assesses gender firstness, counting instances where males are mentioned before females and vice versa. In contrast, the qualitative analysis provides insights into the nature of gender roles in the textbook, aiming to identify the presence of either traditional or nontraditional gender roles.

The textbook selected for this study is intended for the first semester, encompassing 136 pages and organized into six units: Introduction, Description, Creation, Telephone Communication, Argumentative Essay Development, and Event Retelling.

²⁷ Andriani, Fenty; Puspitasari.

RESULT AND DISCUSSION

The research conducted a detailed examination of the data gathered from the selected textbook, employing both quantitative and qualitative analyses. Specifically, the category of gender roles underwent a dual assessment, involving quantitative measures for numerical insights and qualitative scrutiny for a more nuanced understanding of how gender roles are portrayed in the two textbooks. This comprehensive approach aimed to provide a thorough and multifaceted exploration of the representation of gender roles within the educational materials.

Depiction of Gender in Visuals

The findings of the current research reveal a clear and pronounced gender bias favoring males over females in the visual representations (images, pictures, photos) within the textbook. The study on gender illustrations in EFL textbooks at IAIN Ponorogo has produced noteworthy findings, shedding light on the representation of genders within these educational materials. The following analysis breaks down the percentages and explores the implications of the results:

Table 2. Illustrations with Gendered Characters

Pictorial representation	Number	%
males only	9	18,4
females only	4	8,2
more males	7	14,3
more females	4	8,2
Equal	12	24,5
no gender related	13	26,5
Total	49	100,0

Males only vs Females only

The relatively high percentage of illustrations featuring only males (18,5%) suggests a notable prevalence of gender bias towards male representation. This might contribute to reinforcing traditional gender norms and expectations. The lower percentage of illustrations depicting only females (8,2%) indicates a potential underrepresentation of

women in visual content. This imbalance may influence how students perceive and internalize gender roles.



Figure 1. Pictorial Representation of Females Only

The presence of a relatively high percentage of illustrations featuring only males indicates a discernible gender bias towards male representation within the EFL textbooks at IAIN Ponorogo. This finding suggests that male figures are more prominently showcased in visual content, potentially reinforcing traditional gender norms and expectations. The prevalence of illustrations exclusively depicting males may contribute to a learning environment where male characters are more visible and, consequently, may influence students to associate certain roles or activities more strongly with males. This can unintentionally contribute to the perpetuation of gender stereotypes, emphasizing the need for a more balanced and inclusive representation.

In contrast, the lower percentage of illustrations depicting only females signals a potential underrepresentation of women in the visual content of the EFL textbooks. This imbalance may have implications for how students perceive and internalize gender roles, as females appear less frequently in the visual narratives. The limited presence of female figures could reinforce traditional gender norms, potentially influencing students to associate certain roles or characteristics more strongly with males. This underrepresentation may inadvertently send a message that certain activities or professions are more aligned with males, contributing to the perpetuation of gender stereotypes. Addressing this imbalance is essential for fostering a learning environment that reflects gender equity and challenges traditional gender norms.

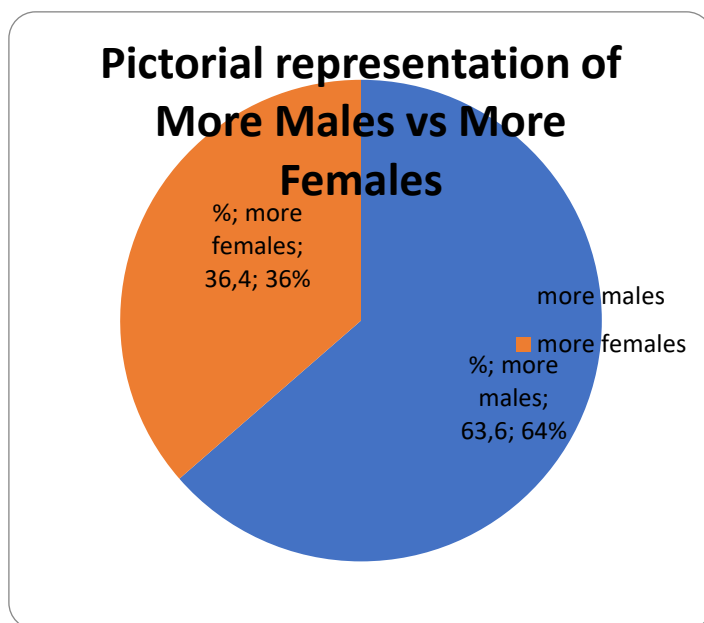


Figure 2. The Representation of Males Only vs Females Only

The imbalances in gender representation have the potential to influence how students perceive and internalize gender roles. The overrepresentation of males and underrepresentation of females may contribute to the reinforcement of traditional stereotypes, shaping students' views of gendered activities and roles. Both findings underscore the importance of striving for a more inclusive and balanced representation of genders in EFL textbooks. Achieving a more equitable portrayal is crucial for promoting a learning environment that challenges stereotypes and fosters a broader understanding of diverse gender roles.

More Males vs More Females

Instances where more male figures (14,3%) are portrayed than female figures reveal a pattern of gender bias, albeit less pronounced. This imbalance could still contribute to reinforcing traditional stereotypes. The presence of illustrations with more female figures than males (8,2%), though less prevalent, indicates an effort towards inclusivity. However, the relatively low percentage suggests that achieving a balanced representation remains a challenge.

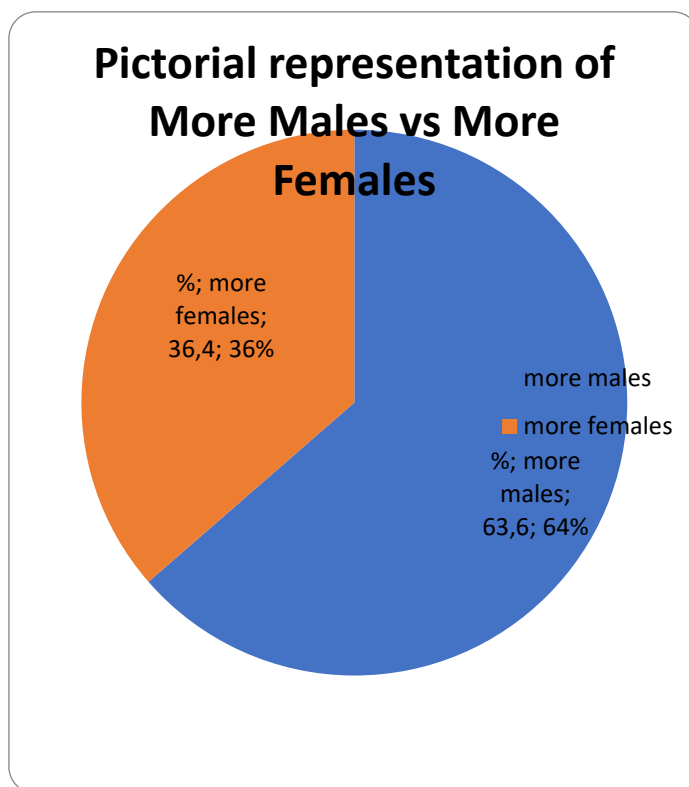


Figure 3. The representation of More Males vs More Females

The finding that more male figures are portrayed than female figures in 14.3% of the illustrations indicates a discernible pattern of gender bias, although it is less pronounced than the instances of illustrations exclusively featuring males. This suggests that while the bias is not as overt, there is still a notable tendency towards emphasizing male representation in visual content. This imbalance contributes to reinforcing traditional gender stereotypes, potentially influencing students to associate certain roles, characteristics, or activities more strongly with males. It highlights the need for a critical examination of the visual narratives within the EFL textbooks to ensure a more equitable and balanced representation of genders.

In contrast, the presence of illustrations with more female figures than males, though indicative of an effort towards inclusivity, is less prevalent (8.2%). This finding suggests a recognition of the need for a more balanced gender representation; however, the relatively low percentage indicates that achieving such balance remains a challenge. While the effort is commendable, there is room for improvement in ensuring a more equitable portrayal of both genders in the visual narratives of EFL textbooks. It is essential to address this imbalance to create a more inclusive learning environment that challenges

traditional gender norms.

Both findings highlight patterns of gender bias, with one leaning towards more male representation and the other indicating an effort towards more female representation. While the former reinforces traditional stereotypes, the latter suggests an awareness of the need for inclusivity.

Equal Males and Females

The substantial percentage of illustrations depicting an equal number of males and females is a positive aspect. The substantial percentage of illustrations depicting an equal number of males and females stands out as a commendable effort in the study. This finding contrasts with instances of more males or more females, signaling an intentional move towards creating a more balanced and inclusive representation.

This suggests a conscious effort to present a balanced and inclusive representation of both genders, aligning with principles of gender equity. The finding that 24.5% of illustrations depict an equal number of males and females is a positive aspect of the research. This indicates a conscious effort to present a balanced and inclusive representation of both genders within the visual content of the EFL textbooks. This percentage suggests that there is a substantial portion of the illustrations where gender balance is actively considered, aligning with principles of gender equity and inclusivity. It reflects a deliberate attempt to create educational materials that challenge traditional stereotypes and provide students with a more diverse and representative view of gender roles.



Figure 4. Pictorial representation of equal males and females

The conscious effort to present gender balance aligns with broader principles of gender equity in education. It reflects a commitment to challenging traditional gender norms and providing students with a visual narrative that is more representative of diverse gender roles. Achieving a balance in gender representation has the potential to positively

impact students' perceptions and attitudes towards gender roles. It contributes to a learning environment that encourages inclusivity, diversity, and challenges preconceived notions about gender-specific roles and activities.

No Gender related

The high percentage of instances where gender is not explicitly portrayed indicates a potential oversight or lack of attention to gender representation in a significant portion of the illustrations. This could be an area for improvement in future textbook development.

The finding that 26.5% of illustrations do not explicitly portray gender indicates a substantial portion of the visual content where gender is not a focal point. This suggests that the illustrations either feature gender-neutral scenarios or lack clear indicators of the genders of the depicted characters. While this might be an intentional choice to emphasize universal themes, it could also indicate a potential oversight or lack of attention to gender representation in a significant portion of the visual narratives within the EFL textbooks.

The high percentage of instances where gender is not explicitly portrayed suggests that gender representation might not be a central consideration in a substantial portion of the illustrations. This could be interpreted as either an intentional focus on gender-neutral content or a potential oversight in addressing gender diversity. This finding highlights an area for improvement in future textbook development. It underscores the need for a more intentional approach to consider and address gender representation, ensuring that educational materials reflect a thoughtful and inclusive portrayal of genders. While gender-neutral illustrations can contribute to universal themes, there is an opportunity to balance this approach with intentional efforts to include diverse gender representations. This would create a more inclusive learning environment that considers the diverse identities and experiences of students.

In conclusion, the comparative analysis highlights the need for a more conscious effort in the development of EFL textbooks at IAIN Ponorogo to ensure a balanced and inclusive representation of both genders. This approach is essential for creating an educational environment that promotes gender equity and challenges traditional expectations and norms. Efforts should focus on addressing biases, achieving balance, and fostering inclusivity to create educational materials that contribute to a more equitable and diverse understanding of gender roles. Furthermore, the significant proportion of

illustrations in the EFL textbooks at IAIN Ponorogo where gender is not overtly depicted indicates a possible aspect for enhancement. This calls for a careful scrutiny of the deliberate decisions made in portraying gender within educational materials and underscores the necessity of contemplating and addressing gender diversity in the development of future textbooks. Striking a balance between universal themes and a deliberate focus on inclusivity has the potential to produce educational materials that are not only culturally aware but also representative of the diverse identities within the student community.

Gender Roles

The research findings pertaining to gender roles in textbooks reveal significant patterns and imbalances that underscore the need for a critical examination of educational materials. Through the analysis, the study sheds light on the portrayal of gender in English as a Foreign Language (EFL) textbooks at IAIN Ponorogo. Notably, the roles representations within the textbooks exhibit an observable gender bias, with a higher prevalence of male figures over their female counterparts.

Table 3. Gender Roles Associated with Males and Females

Roles	M ales	Femal es
Teacher	1	5
Student	8	8
tour guide	1	2
Doctor	1	1
Dentist	1	
Musician	3	
police officer	1	
police sketch artist	1	
university officer	1	
Hero	10	
Officer	1	
personnel manager	1	
Mc.D worker	1	
school principal	1	
Lecturer		1
Patient		2
team leader		1
receptionist		2
Actress		1
Total	30	23

The total number of male gender roles (30) exceeds that of females (23), indicating a notable gender imbalance in the portrayed roles. While both genders are represented as teachers and students, the numerical balance is skewed toward more female

teachers. This aligns with certain stereotypes but challenges traditional roles by depicting male students. Male dominance is noticeable in roles such as hero, musician, and police officer, while roles like receptionist and actress are exclusively female. This reflects traditional gender stereotypes and may influence how students perceive career options.



Figure 5. Pictorial Representation of Only Males (Indonesian heroes)

The Indonesian heroes included in the textbooks were: Pangeran Antasari, Bung Tomo, Adam Malik, Admiral Maeda, Ir. Soekarno, Muh. Hatta, Sayuti Melik, Soewirjo, Trimurti, Ahmad Sebagjo. The absence of heroines in the hero category is noteworthy, considering Indonesia's history of female figures in the struggle for independence. This omission may contribute to an incomplete portrayal of historical events. Indonesia has a rich history of female figures playing crucial roles in the struggle for independence. The omission of heroines like Cut Nyak Dien, RA. Kartini, Martha Christina Tiahahu, Nyi Ageng Serang, Cut Meutia, Dewi Sartika, Rasuna Said, and others is a notable oversight. These women made significant contributions, and their absence can lead to a skewed understanding of history.

The absence of any heroines in the hero category is evident, raising concerns about gender disparity. The heroes mentioned are all male, contributing to an imbalanced representation that doesn't reflect the full scope of Indonesia's historical figures. The exclusion of heroines contributes to an incomplete portrayal of historical events, especially those related to the fight for independence. Students may miss the opportunity to learn about the diverse and impactful roles women played in shaping Indonesia's history.

Both genders are represented in healthcare roles, contributing to a more balanced portrayal. However, the traditional gender association of a male doctor is reinforced. Male representation is predominant in leadership and managerial roles, while female roles such

as lecturer, school principal, and team leader are fewer but present. Certain service industry roles, like McDonald's worker, show male representation, contributing to a diversified depiction of occupations.

The findings indicate the perpetuation of traditional gender roles in certain categories, which could influence students' perceptions. Recommendations include introducing a more balanced representation of genders in various roles, especially in historically significant contexts, and providing a broader array of role models for students to challenge stereotypes. This could contribute to a more inclusive educational environment and encourage diverse career aspirations.

The distribution of Spare Time and Leisure Time Activities

Understanding the distribution of spare time and leisure activities between males and females is crucial for fostering an inclusive learning environment. This knowledge helps challenge societal norms and expectations related to gender roles, particularly by identifying biases and stereotypes in educational materials like the "English in a Snap: A Student's Coursebook." Educators can use this awareness to address imbalances, promote diverse interests, and create a more inclusive atmosphere²⁸. Addressing these differences helps students explore a wider range of options, promoting gender equality and challenging stereotypes in education.

Table 4. Gender Distribution of Spare Time and Leisure Activities

²⁸ Nourah and Abdulrahman, "Women ' s Image in Saudi School Curriculum (A Comprehensive Study of English Textbooks in Public Schools) Aljoharah Ghazi Alrowais."

Spare Time and Leisure Activities	Male	Female
reading	v	v
traveling	v	v
	2	2
hiking	v	
practicing karate	v	
Playing	v	
playing guitar	v	
playing traditional music instrument	v	
playing video game	v	
telling jokes	v	
looking after sheep	v	
drawing	v	
visiting friend's house	v	
	10	
gardening		v
visiting art museum		v
collecting novels		v
collecting vintage coins		v
collecting old photographs		v
meeting new friends		v
looking after rabbit		v
looking after a dog		v
		8
Total	12	10

As stated in the Table 4, the inclusion of reading and traveling as activities common to both males and females is a positive aspect, promoting shared interests. This

challenges stereotypical gender roles related to intellectual pursuits and travel.

Activities exclusively mentioned for males, such as hiking, practicing karate, playing musical instruments, playing video games, and telling jokes, may align with traditional stereotypes of adventurous, physically active, and entertainment-oriented interests for males. The exclusive mention of activities like playing video games and practicing karate for males may perpetuate stereotypes related to males being more inclined towards technology and physical activities.

Exclusive activities for females, including gardening, collecting old photographs, and visiting art museums, may align with traditional expectations related to nurturing, collecting, and cultural pursuits for females. The exclusive mention of activities like gardening, collecting old photographs, and looking after animals for females may align with stereotypical expectations related to nurturing and domestic roles. The study results revealed that a significant portion of occupational roles linked to both men and women adheres to conventional or traditional expectations²⁹.

The study highlights the need to challenge stereotypes associated with specific leisure activities. By avoiding exclusive associations between certain activities and genders, educational materials can contribute to a more inclusive and open-minded perspective. Future curriculum development should emphasize a more inclusive representation of varied interests and activities for individuals of all genders. This ensures that students are exposed to a broader spectrum of possibilities beyond traditional gender norms.

Educational materials should encourage the exploration of individual preferences and talents rather than reinforcing societal expectations. This promotes a more flexible and open-minded approach to leisure and spare time activities. In conclusion, while there is a commendable inclusion of common activities for both genders, there is room for improvement in diversifying the representation of leisure pursuits. Efforts should focus on challenging stereotypes and providing a more inclusive portrayal of various interests and activities for individuals of all genders.

²⁹ Ahmed and Tian, "Gender Biases in Primary School Language Textbooks : A Systematic Review of Literature."

CONCLUSION

In conclusion, the comprehensive analysis of the EFL textbooks at IAIN Ponorogo reveals notable patterns of gender bias, particularly in visual representations, which can significantly influence how students perceive and internalize gender roles. The study indicates a clear gender imbalance, favoring males over females in various contexts, such as career roles, historical figures, and leisure activities. These imbalances contribute to the reinforcement of traditional gender stereotypes and expectations.

The overrepresentation of males, especially in visual illustrations, may create a learning environment where male figures are more visible, potentially influencing students to associate certain roles and activities more strongly with males. This unintentional reinforcement of gender norms emphasizes the need for a more balanced and inclusive representation of genders in educational materials. While the effort to depict an equal number of males and females in a substantial percentage of illustrations is commendable, the study also identifies challenges in achieving this balance consistently. Instances where more males are portrayed than females or vice versa, although less prevalent, still contribute to gender bias and the reinforcement of traditional stereotypes. Achieving a more equitable portrayal requires a deliberate and conscious effort to challenge biases and promote inclusivity. The absence of female heroes in the historical figures category is a significant oversight, as it neglects the rich contributions of women to Indonesia's struggle for independence. This omission can lead to a skewed understanding of history and limits students' exposure to diverse role models.

In terms of career roles, the perpetuation of traditional gender associations in certain categories raises concerns about influencing students' career aspirations based on gender stereotypes. The study suggests the importance of introducing a more balanced representation of genders in various roles, providing a broader array of role models to challenge stereotypes and encourage diverse career aspirations.

Similarly, the exclusive association of certain leisure activities with specific genders perpetuates stereotypes and limits the exploration of individual preferences and talents. Efforts should focus on challenging these stereotypes and providing a more inclusive portrayal of various interests and activities for individuals of all genders.

In summary, the study underscores the necessity of a conscious and intentional approach in the development of educational materials to ensure a balanced, inclusive, and

diverse representation of genders. This approach is crucial for fostering a learning environment that promotes gender equity, challenges traditional expectations, and encourages students to explore a broad spectrum of possibilities beyond traditional gender norms.

While the study provides valuable insights into gender representation in EFL textbooks at IAIN Ponorogo, it is important to acknowledge certain limitations that may impact the generalizability and applicability of the findings: The study focuses on EFL textbooks at a specific institution (IAIN Ponorogo), limiting the generalizability of the findings to a broader educational context. A more in-depth exploration of the cultural context could provide a more nuanced understanding. The absence of female heroes in the historical figures category is identified as a limitation, but the study does not delve into the reasons behind this exclusion. A more comprehensive examination of the decision-making process in selecting historical figures for inclusion in the textbooks could provide insights into potential biases or oversights. Recognizing and addressing these constraints would strengthen the study's dependability and expand its applicability to a broader educational context. Additionally, future inquiries could involve prolonged analyses, encompass a more diverse range of educational institutions, and thoroughly examine the decision-making processes related to content selection in educational materials.

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