

GENDER REPRESENTATION ANALYSIS IN IGCSE ENGLISH AS A SECOND LANGUAGE 5TH EDITION TEXTBOOK

Anthony Rudolf Patty*

Widya Mandala Surabaya Catholic University, Indonesia

anthony_deris@yahoo.com

*Corresponding author

Article History

First Received:
(August 11, 2023)

Revised:
(August 27, 2023)

Accepted:
(September 20, 2023)

Final Proof Received:
(September 22, 2023)

Published:
(September 30, 2023)

ABSTRACT

The ultimate purpose of the study is to examine gender representative aspects of International General Certificate of Secondary Education English as a Second Language 5th Edition textbook published by Cambridge. This study is aimed at analyzing how gender is portrayed through attributes, actions, and activities, employing Brugeilles and Cromer's theory of gender description. Utilizing Krippendorff's content analysis and Bowen's document analysis, the writer carefully identified the images and the texts which contained attributes, actions, and activities. Then, the writer analyzed each text and image in accordance with Brugeilles and Cromer's theory. The result revealed that the textbook portrayed both males and females in the form of images and texts. Besides, both males and females are depicted to suit the activities and the actions, as well as attributes, related to Brugeilles and Cromer's theory. Females are known to wear make-up and powder. They are also known to be meticulous and patient. Also, they now begin to be involved in activities of which were once identical to males. On the other hand, males are identical to field job. They do activities out of the home more frequently. They also take parts in activities that require power and more energy as males are known to have stronger physical aspects than females. This study also offers its limitations and suggested future research of the topic. Future research may administer investigations with applying Brugeilles and Cromer's theory of gender description in its entirety.

Keywords: activities and action, attributive, content analysis, document analysis, gender representative, images, texts, textbooks.

INTRODUCTION

Textbooks, without a doubt, are one of the essential aspects in teaching. It directs the teachers how to teach the materials being taught. Textbook is normally accompanied by supplementary teaching materials which assist the teacher to enhance the teaching materials with the hope to develop students' learning skill such as being creative and thinking critically (Brugeilles & Cromer, 2009b). In another word, textbook is the reflection of its relationship with the teacher (Cunningsworth, 1995).

Textbooks, aside from their educational aspect, also depict social and cultural values. Both local and imported textbooks unconsciously contain certain cultural values that are portrayed blatantly. Indonesian textbooks, of course, display images and words that reflect Indonesian values and so do import textbooks. They bring images of international cultures and social values if the textbooks are for international sale. Those social and cultural images and values may affect the students' perception and concept, especially to English learners (Cunningsworth, 1995). One of those social values is related to gender and it is believed that textbooks should present gender in balance.

Gender equality has become the most common issue discussed for the past decades. It has attracted many researchers to investigate and evaluate textbooks to reveal how gender is presented, specifically how women are portrayed, whether they are equally presented as those of men and display positive images (Cunningsworth, 1995; Brugeilles & Cromer, 2009). An investigation done by (Ekowati et al., 2021) which analyzed Gender Representation in a Cambridge English textbook called "Checkpoint". They investigated how both genders are represented in the textbook.

Another investigation dedicated to gender representation was carried out by (Sudewi et al., 2021). They carefully researched the gender representation in an English textbook entitled "Bahasa Inggris Stop Bullying Now" issued by Ministry of Education and Culture in 2017. Focusing on Logsdon six aspects of gender roles, the researchers scrutinized the gender representation in the aspects of the amount of males or females images, the numbers of males and females characters, the number of mentioning of males and females, males and females roles models, activities, and the pattern of mentioning both genders 'names. Gender equality means both men and women have equal opportunity to obtain equal rights in every aspect of social life. Particularly in education, both gender possess balance access to education whether it is participation, educational process, and educational outcomes (Ki-moon, 2007).

IGCSE (International General Certificate of Secondary Education) 5th edition textbook is a book written by an English practitioner Peter Lucantoni in 2018. It encompasses a series of learning topics which portray world culture. As an English textbook, IGCSE textbook accommodates the English learners with all four language skills: Reading, Writing, Speaking, and Listening. The book comes with an audio CD to facilitate the student in listening practice. Each unit also contains videos in which learners are exposed with various English accents around the world spoken by students or teenagers around the globe. The videos display students from various countries around the world discussing and giving their opinions related to the topic of each unit.

Some private high schools in Indonesia especially in Surabaya and Jakarta, commonly employ Cambridge



published textbook as their main source of teaching and learning, especially English (Namirah, 2022). Since IGCSE English textbook is published by English publisher and the market is international students, it represents world culture and Penny Ur claims that one of the drawbacks of textbook is cultural improperness (Ur, 2012). For Indonesian students, the culture and social phenomenon depicted in the book may enhance their insights about world culture and unconsciously, gender values in the book may affect their concept. In another word, according to Cunningsworth, value system in a textbook may affect the learners' perception and attitude towards learning English (Cunningsworth, 1995).

Textbook evaluation is essential to analyze whether certain book meets the needs of particular pupils or not (Cunningsworth, 1995; Samadikhah & Shahrokhi, 2015). Therefore, considering the essence of textbook in educational aspects, especially towards teachers and students and the significance of gender representatives, this present study formulates the questions research as follow:

1. How is gender portrayed in IGCSE English as a Second Language textbook in terms of gender attributes?
2. How is gender portrayed in IGCSE English as a Second Language textbook in terms of activities and actions?

Textbooks

Textbooks, without a doubt, are fundamental instruments in the education process. Textbooks are designed to meet the desired specific outcomes in accordance with the learners' needs (Cunningsworth, 1995). They are the media for knowledge transfer, gaining skills, and shape the students' global perspective. In terms of English language

teaching, Cunningsworth, (1995) presents the roles of textbooks as follows:

1. Sources for course materials,
2. Practice instruments for students,
3. Sources in learning grammar, pronunciation, lexical practices, and so on,
4. Resources for stimulating concepts in language learning activities,
5. Reflection of determined learning objectives,
6. Independent learning tools for students,
7. Boosting novice teachers' confidence.

Based on Cunningsworth's ideas above, the relationship between teachers and textbooks is essential. With the help of textbooks, teachers' ultimate objective in teaching is to fulfil the students' needs to the maximum extent. Therefore, textbooks and teachers should share common learning objectives as close as possible.

In terms of social and culture, textbooks communicate social values through the content of the books. In IGCSE English as a Second Language textbooks, students are exposed to various cultures and social values from different perspectives of people around the world. For example, in unit 13, the theme is about famous people. In the video, it is seen some students are conveying their ideas about how to become famous or successful. Some students have opposing ideas to become famous. Some students say that to become famous, one must work hard while the other students implore that to become famous, one must do something sensational. From this example, it can be concluded that the students have various opinions about being famous. The book is internationally used to prepare students around the world for IGCSE exam. Thus, students may learn about various cultures through textbooks.

Sex and Gender Definition

Culturally and socially, the difference between male and female are clearly observed, and it is natural. Gender representation is actually manifested in characters. Characters encompass abilities, statuses, the way of behavior and attributes (Brugeilles & Cromer, 2009b). Gender is considered as something that someone does or performs while sex is related to biological representation. In addition, there are specific cultural gender identity which do not fall into those of males and females. In India, there are terms *Kotis* and *hijras* which portray physical and/or behavioral activities which specify to both gender. (Wardhaugh & Fueller, 2015).

In daily lives, it is typical to see men carry heavy load and do construction work. Doing such activities requires energy and a strong physical body. Society considers women are too weak to do heavy jobs since they are considered to have less strong body. Brugeilles & Cromer, (2009) also strengthen this argument and argue that women are associated to having weaker physical condition, domestic works related activities, flirtatious behavior, and dependency. Men are considered to have stronger body, independent and possess authority. In another case, we can accept the fact that women spend most of the time in kitchen cooking and preparing meals for the entire family. Women also normally go to market to shop for ingredients and any other family needs.

Besides, women are known to be more meticulous when it comes to works which require calculating. When it comes to clothes, male is identical to wear jeans and suit while women wear skirt and make up. Gender pertains to the appropriateness of behavior and roles which are applicable to

certain societies. These phenomena have nothing to do with biological aspects.

Gender Representation

Citing from (Agni et al., 2020), Holmes (2007) declared that social and culture have contributed to the role of male and female. Representation, according to the online Merriam Webster dictionary, is the act or action of representing. In another word, gender representation is the portrayal of the roles of male and females in the society. Traditionally, older Indonesians still consider that female's roles are restricted to their home only. They still have the concept of *3ur: sumur, dapur, kasur (well, kitchen, bedroom)* (Agni et al., 2020). Brugeilles & Cromer also argue that women are strictly restricted to the domestic matter. Nowadays, females roles are beginning to expand to the out-of-home duty as male (Damayanti, 2014 as cited in (Agni et al., 2020).

Pertaining to gender representation in textbooks, Brugeilles & Cromer, (2009) see the importance of gender analysis approach since the International Network for Research proposed a new approach in analyzing textbooks in regard to gender representations. There are two new approaches that have been offered in the analysis of gender representation. The first one is that the essence of promoting gender equality in textbooks since gender is manifested in figures in textbooks. The second one is the insertion of characters in textbooks, and it impacts the advancement of gender representation.

Specifically related to characters, they appear in texts or images for these purposes:

- Texts can express the characters' personalities in different ways from images.

- Images and words do not portray characters similarly.
- Characters are easier to identify.

Brugeilles & Cromer also add that to analyze gender representation, it can be carried out by monitoring the texts and the images. Gender representation in texts can be monitored through sex, age, relationships with others, actions, specific works to do. While in images, sex, age, actions, and attributes are possible to monitor gender representation.

Brugeilles & Cromer present the features description of gender in textbooks and they propose ten features of gender description namely: type of characters (children, elderly, teenagers, etc), role, gender attributes (hairstyle, clothes, jewelry, etc.), physical characteristics, educational function, personality traits, activities and actions, notable physical features, socialization with other figures, and the last is about where the characters reside.

Previous Studies

There have been numerous studies conducted to investigate gender representatives in English textbooks. Ramadani & Novianti (2021) investigated gender representation aspect in English textbook “Bahasa Inggris. They obtained the data by analyzing the images as well as the texts. In the texts, it is shown that men and women were involved to the activities in accordance with the gender. Men were more into activities that were done in spare times. Moreover, they also did unacceptable activities and got involved in work-related activities. Women were more into domestic activities which were carried out at home. Besides, giving care and any other social activities were attributed to women as well. The result of the images analysis also produced similar result to that of text

analysis. Men were associated to do occupational activities while women were identical to social engagements. Even though women were depicted to do sport activities, still men’s illustrations were more than those of women. The textbook did not represent equal gender due to the exclusions of some genders in activities, attributes and designation. Therefore, the writer suggested the textbooks publishers promote gender-inclusive so that the feeling of exclusion could be eradicated.

Another study administered by Yonata & Mujiyanto (2017) which researched gender representation in two English textbooks used in high schools in Semarang namely Bahasa Inggris and Aim High. In their investigation, they scrutinized the similarities and the differences of gender representation in both books. They based the research on Brugeilles and Cromer’s theory to obtain the data. The results of their study revealed that both books displayed the dominance of male in terms of education, social, and outdoor activities. In another part, both books did not share equal gender while in Aim High, course materials were dominated by female and both male and female were balanced in reading texts and conversation.

In 2020, Agni, Setyaningih, and Sarosa (2020) conducted an investigation towards an English textbook entitled “Bahasa Inggris” and Krippendorff’s content analysis was the basis of the investigation. The study then revealed that female was entrapped in stereotyping. The book also revealed the imbalanced gender in terms of images, activities, order of mention and adjectives.

Adopting Fairclough’s idea, Samadikhah & Shahrokhi (2015) compared the gender representative aspects in two books, Top Notch and Summit. The aim of

their research was to find out how those books represented gender in the chats and activities. Fairclough's three-dimensional models were employed to reveal if there are any imbalanced gender portrayal in the series of the books. The study revealed that Top Notch depicted more balanced gender than Summit book.

RESEARCH METHODS

This study analyzes gender representatives in IGCSE English as a Second Language textbook. To collect the data related, content analysis of Krippendorff is employed. According to Krippendorff (2004), content analysis is not merely in the form of text, but also pictures, numbers, sounds, and art. In terms of text, Krippendorff argued that a text is produced to have meanings to other people. Therefore, the meanings must not be altered. Since the main focus of this research is gender representation, the pictures in the book as well as texts were analyzed to reveal the gender representation aspects in the book.

This study also applies document analysis based on Bowen. (Bowen, 2009) argues that document analysis is useful to evaluate printed or online data without the investigator's involvement. IGCSE English textbook portrays various culture around the globe, and it may affect students' perception towards gender. Therefore, the investigation towards gender representation in the textbook may expose what students may think towards gender. In other words, texts and pictures are the objects of analysis upon this investigation to reveal the gender representation of the book.

Source of Data

IGCSE English as a Second Language 5th edition textbook is the primary source of data analysis of the investigation. This

particular textbook has been implemented in various private schools in Indonesia, particularly those who have adapted Cambridge Curriculum since Cambridge publisher has been recognized as one of the reputable publishers in the world. Aside from that, this book portrays various cultures and customs of many countries. Therefore, English learners are familiar with those world cultures and learn about them.

This study does not require human participants; therefore, it adopts document analysis by Bowen. He argues that document analysis is a method to examine hard and soft files. The purpose is to draw comprehension, to obtain meaning, and to gain empirical knowledge (Bowen, 2009). Therefore, the writer cannot interfere with the content of the book. Instead, he analyzed what had been written or printed.

The tool to analyze gender representation in the textbook is generated from Bruegilles and Cromer's theory of gender description. They claim that gender is depicted through character type, role, educational role, social functions, attributes both physical and ornaments, personality, activities, interactions, and cultural areas (Bruegilles & Cromer, 2009). To fit the aim, this study limits the investigation to activities and gender attributes.

Activities described in this context encompasses all the works involving physical movement. (Bruegilles & Cromer, 2009b) suggest that the activities that can be included such as educational activities, jobs, daily routine, community service endeavor. Gender attributes are linked to the materials that are identical to either male or female. Women are described to have long hair, certain clothing styles or to have different physical features from that of males (Bruegilles & Cromer, 2009a)



Data Collection

To collect the data, the writer implemented Krippendorff's idea of content analysis. The writer read the IGCSE textbook from unit 1 until unit 20 to analyze the texts. The focus of this investigation is to reveal the gender attributes and activities, so the writer scrutinized the texts and the images which contain attributes and activities which were to be found in the findings section.

After the data had been collected, the writer then categorized the texts and the images in accordance with the category of attributes and activities. After they were grouped, the writer added deeper explanations to each picture and text in the finding section so that the gender representation is depicted in which Bowen's theory of document analysis is employed.

FINDINGS AND DISCUSSION

Numerous texts and images had been scrutinized to reveal the gender representation of the book in terms of activities and action as well as attributes. The writer below divided the analysis into two sections namely Activities and Action as well as attributes. Each aspect was analyzed, and explanations were added to clarify the pictures and the texts.

Activities and Actions

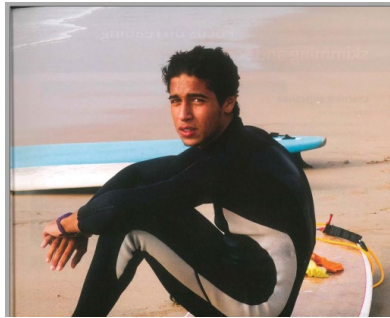
According to Bruegilles & Cromer, activities consist of into several aspects namely

- School activity
- Activities at work, formal or informal
- Domestic activity
- Purchasing activity
- Caring activity
- Recreational or sport activities
- Social activity

- Daily routine
- Negative activity
- Successful activity

Activities and Actions

Outdoor activities involve physical movement therefore, men are suitable for this type of task. Men are known to have stronger physical body than women. These images were taken from Unit 1. Since the main topic of Unit 1 is Leisure and Travel, these images then depict the field activities which are categorized into leisure and travel. Surfing is a type of water sport and most of the athletes are male and so is football. Both activities are usually done for pleasure. Surfing requires physical endurance since the surfers have surfed using surfboard against the tide. Women also do this type of sport but mostly it is dominated by male. Male is identical to playing football since it involves physical contacts, and it may cause injury. Players have to run, control and kick the ball for 90 minutes. In the picture, football is played informally, and the official rules are not implemented. On the other hand, women enjoy leisure activity which do not require harder physical activities. In picture 3, a woman and a girl are enjoying the clothes displayed in a store. Females are identical to shopping and window shopping. In this section of the textbook, students are instructed to discuss the leisure activities that they enjoy, and they do not fancy, and they have to elicit their answers and categorize them in a table. It is hoped that students gain speaking ability by discussing the pictures and they may discuss from both males and females' perspectives.



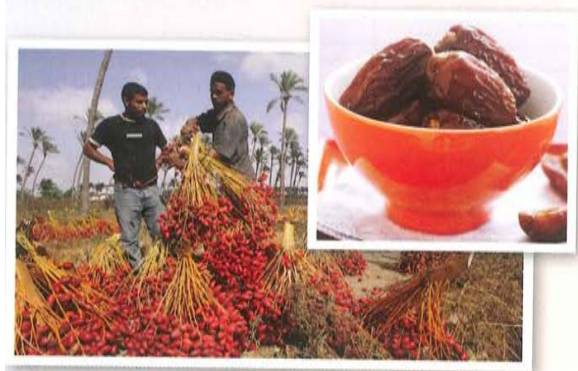
Picture 1: a boy sitting by the beach wearing a surfing suit. Picture 2: a group of boys playing football.



Picture 3: A woman and a girl doing window shopping.

The picture below is taken from Unit 3 p. 36 which shows 2 dates farmers. The main theme of unit 3 is Food. So, the picture-related food was captured. Dates are known to grow in Saudi Arabia and the country is known to its hot weather. The image below is the illustration of a reading text which discusses dates. The text mentions that dates are the symbol of hospitality among Arabian Gulf regions. The text does not mention explicitly the activities of dates farmers, but it can be concluded that dates are heavily produced in Saudi Arabia. Therefore, dates farmers are significant in dates cultivation. The picture shows that dates farmers do their task outside, and they are exposed to sunlight every day. Aside from that, as dates are produced in a large number in Saudi

Arabia, farmers also need to carry the dates on which the date is going to be stored. In another word, date farmers involve the strength of physical condition. The students may learn about the facts of dates while engaging in reading activities.



Picture 4: Dates farmers

It is nearly identical to farmers, herdsman is an activity which represent male. The image below is taken from unit 7 which discusses Jobs. Related to occupations, the text in which the picture is captured discusses about the downfall of ‘Pushkar fair’ where in the past, herdsman were able to sell camels in a large amount. It is written in the text that the sell of camels has been decreased for years and the young Indians are seeking for wealthier jobs with greater income. Due to the fact that selling camels in India is identical to male, the word “herdsmen” itself in the text below represents the role of men. The use “men “in the word is considered as a gender representative aspect since the job is done by men. It is also seen in the picture that the geographical backgrounds of herdsman are sandy and dry. It can be concluded as well that being a herdsman needs physical strength to fight against the geographical obstacles. Students may read the text and have some thoughts towards jobs that had been declining over the years while doing reading. Teachers may also have a classroom discussion related to whether certain gender is identical to certain types of jobs.



Picture 5. Herdsmen

India, turbaned herdsman huddle around fires and lament the downfall of one of the world's largest

Buying things is one of the activities attributed to either male or female. Running errand is done mostly by male since it needs to commute to other places to buy. The

sample conversation below is the illustration of an example of giving suggestions in which the students are instructed to do. The sample short conversation taken from Unit 1 p. 10 indicates that buying is done by both female and male. Maria gives Christos an idea to buy trainers, but he refuses it. According to Wikipedia, Maria is a feminine name influenced by Christianity. Greek-names.info writes that Christos is a male Greek name meaning the follower of Christ. Therefore, it is assumed that Christos is a male name and Maria is a female name.

Example: Buying new trainers or a birthday present for someone.

Maria: Why don't you buy those new trainers we saw in town?

Christos: No, I don't think so, Maria. It's my mum's birthday next month and I'd prefer to save my money for her present.

The sample text below is a part of a reading text about the role of females in athletic trainings. The reading is in unit 7 which is about Jobs. Sport trainers or coaches is dominantly done by male figures. It is because sport is identical with physical activities and male is considered to have a stronger physical aspect than female. In the text below, it is shown that the role of female in the world of trainers now has become significantly greater. In text, it is mentioned that prior to 1972, male dominated the trainer association. It is also written in the text below that in 1972, a female trainer passed the examination and in 1976, the first female joined the US Olympic medical staff.

half of whom are women. For its first two decades NATA was primarily a boys' club, until the first female trainer passed her board certification examination in 1972. Four years later, in 1976, the first female trainer joined the US Olympic medical staff. In the 1990s, NATA developed a task force to

Another interesting fact written in the text is that in 2002, NFL recruited a female athletic



trainer and NBA hired two female assistant athletic trainers. American football and basketball are sports that involve severe physical body contact and male is appropriate for the job in this area.

In 2002, the NFL (National Football League) hired a woman as an assistant athletic trainer and the NBA (National Basketball Association) employs two female assistant athletic trainers. Female trainers have had

From those two facts, it can be concluded that in the present day, women are beginning to have a job which then was suitable for men only. Based on those facts, it can be said that female should not be identical to have less strong physical body. The stereotypes of women that are known to be more sensitive, less physical body strength than men can be rebutted by depicting positive role models of women (Brugeilles & Cromer, 2009b). Students also learn about the role of females in sport world while doing reading activities. Teachers also may conduct a discussion related to the role of females in sports, taken from both genders' perspective.

Domestic tasks are identical to female. It is Indonesian custom that female should stay at home while make work. Women's jobs are to raise children, cook for the whole family and do chores. Regarding occupation, females are known to have indoor job in which they do not need to commute from one place to another. In unit 7 p. 67 and 68, there are two pictures that illustrate women's occupation stereotypes. Female's job are occasionally related to cooking and health field (Agni et al., 2020). Pediatrician and Pharmacist are normally handled by women because women are patient and care to children. Besides, they are also conscientious in doing their jobs which is in accordance with Brugeilles and Cromer's gender characteristic.



Picture 6: A Pediatrician



Picture 7: A Pharmacist

Women are also identical to household chores. In Indonesia, people still hold the stigma that women may not work outside the house. What they do is take care of everything around the house. Picture 8 is taken from unit 2 p. 18, which talks about television. It displays a picture of a family watching TV in the living room. The picture is also a part of a reading section. Students practice T/F while giving reasons for their answers. They have to scan the passage to discover the answers.

Another role of women is to teach children at home. Teaching is included as a household activity. The picture of unit 9 p. 90, which is about Interviews, shows a female teenager teaching a little female toddler in her home. Picture 9 is a part of a speaking activity generated in the textbook. Students are instructed to discuss several pictures related to the fact about many teenagers having part-time jobs. The teacher may conduct a classroom discussion related to part-time jobs while generating ideas from both genders' perspectives.



Picture 8: A family gathers around in the living room.



Picture 9: a mother is teaching her daughter.

Attributes

Attributes are attached to someone's character and identity. Attributes can be in the forms of objects such as earrings for women and tie for men. It is in line with Brugeilles & Cromer (2009) arguments that attributes are attached to physical characteristics such as height, weight, model

of hair. Aside from that, objects such as clothes, school materials, physical and emotional characteristic and personal belonging are also considered to be attributes.

The image below is taken from unit 1 p. 4. It is seen that the woman is wearing a veil while reading a book. In Indonesia, veil is an accessory which is symbolized to Muslim women while in the middle east countries, veil is a part of their culture and not strictly limited to Muslim. In the picture, the woman is smiling while reading a book. She is also wearing make up to make her look more beautiful. Lipstick, powder, and a veil are among others two objects related to women. The woman is also seen to have a warm personality as it can be observed from her smile. It is then in line with (Brugeilles & Cromer, 2009b) who associated women with emotion.



Picture 10: a woman with veil

Females are also known for their involvement in fashion and design even though males are now getting involved. Fashion is identical to clothes, and it requires patience to create a fashionable

dress. The text and the image below are taken from Unit 19, which discusses Fashions. The text below also depicts that fashion is related to women as it says that Thao Vu, a Vietnamese designer, learned the techniques from the local women and she got inspiration from them as well. Therefore, it can be concluded that fashion is attributed to female. The picture and the text are parts of the reading section where students are asked to answer comprehension questions. While reading the passage, students may also discover that fashion is identical to female.

them, and explains how she has drawn inspiration from Nung women in Phuc Sec village, who use natural dyes and weave on hand looms. She then adds a more



Picture 11: Thai Vu with her clothes

On the other hand, men are known to be more casual in clothes than women. In daily life, men, particularly young teenagers tend to wear t-shirt, jeans, and sneakers. Men also grow beard and moustache as their identity. The picture below shows a group of boys wearing casual clothes, jeans, and sneakers. One of the boys grows a moustache and beard. One of the boys is wearing Arabic clothes called Thawb. The image below is captured from Unit 9 and the main theme is Interviews. It is also seen that the image below is a job vacancy of a magazine. The magazine is looking for

writers who are interested in stories, celebrity biographies, sports, gossip, and many more. Because of this, the image of boys is wearing casual clothes and they look relaxed.



Picture 12: Boys hanging out

Objects associated to certain jobs can be identified as attributes (Brugeilles & Cromer, 2009a). The text below explains that Eusebio was a Portuguese footballer in the 60s. The picture also shows Eusebio controlling the ball. Football is a sport which involves physical ability and endurance to play in 90 minutes. In the text, football terms are used to express Eusebio's techniques which show the physical involvement. The image and the text below are taken from Unit 13, about Famous People. The text is about a renown Portuguese footballer, Eusebio. The text also says that Eusebio was known to have bewildering skill, owned a stinging shot and he was able to run 100 meters in 11 seconds. Besides, mentally and physically, he was not easily intimidated by his opponents. It is in line with (Brugeilles & Cromer, 2009b) which pertained physical strength to male. The image is a part of a biography text about Eusebio. The students are instructed to answer comprehension questions. Also, they have to skim the text to find information related to Eusebio. It is expected that students may learn about the hard work of Eusebio to become famous and respected footballer.



CONCLUSION

This particular study investigates the gender representation in IGCSE English 5th Edition textbook published by Cambridge. The result has shown that both males and females are portrayed through texts and images based on Brugeilles and Cromer's theory of attributes and activities.

The textbook shows that both males and females are represented respectively by images and texts. In terms of attributes, females are depicted wearing make up and powder in which make up and powder are identical to women. Arabian women wear veil, and it is clothes that is related to females. Women are also known to do domestic activities and they are represented by the images of a mother teaching her daughter a lesson at home. Besides, women are also patient and meticulous, so pediatricians and pharmacist are dominated by females, and it is shown in the book through images.

Males are also displayed through images and texts in terms of activities and attributes. Males are known to do hard work outside the home so mostly, surfers are dominated by male. Playing sport such as football is also identical to males since it involves body contact. Farmers are also done by men because of its risk to be exposed to

sun light. The image of dates farmers in the book are represented by 2 male farmers. In terms of attributes, football athletes are dominated by men because of its physical contact.

The future research is open to investigate Brugeilles and Cromer's theory about character type, role, educational role, and social function so the finding will be comprehensive. Besides, it is also essential to analyze the numbers of males and females represented so that the book can be judged whether it has represented both genders equally or it tends to promote one side of gender.

REFERENCES

- Agni, Z. A., Setyaningsih, E., & Sarosa, T. (2020). Examining Gender Representation in an Indonesian EFL Textbook. *Register Journal*, 13(1), 183–207. <https://doi.org/10.18326/rgt.v13i1.183-207>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Brugeilles, C., & Cromer, S. (2009a). Analysing Gender Representations in School Textbooks. In E. Lelievre (Ed.), *Les Collections du CEPED. Les Clefs pour*. CePeD Centre Population & Development.
- Brugeilles, C., & Cromer, S. (2009b). *Promoting Gender Equality thorough Textbooks: A Methodological Guide*. United Nations Educational, Scientific and Cultural Organization.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Macmillan Heinemann.
- Ekowati, D. M., Noni, N., & Atmowardoyo, H. (2021). An Analysis on Gender

- Representation in Cambridge
Checkpoint English Coursebook.
Celebes Journal of Language Studies,
1(1), 88–101.
<https://doi.org/10.51629/cjls.v1i1.40>
- Ki-moon, U. N. S. B. (2007). *Gender Equality*. April.
- Krippendorff, K. (2004). Content Analysis: An Introduction to Its Methodology. In *Content Analysis: An Introduction to Its Methodology*.
<https://doi.org/10.4135/9781071878781>
- Namirah, N. (2022). *An Analysis of Critical Thinking Based on Revised Bloom's Taxonomy in Cambridge International General Certificate of Secondary Education (IGCSE) English as a Second Language Textbook*. Universitas Islam Negeri Syarif Hidayatullah.
- Ramadani, R. F., & Novianti, M. N. R. (2021). *Gender Representations in Indonesian English Language Teaching (ELT) Textbook Titled "Bahasa Inggris untuk SMA.MA.SMK.MAK KELAS X."* 5(2), 120–128.
- Samadikhah, M., & Shahrokhi, M. (2015). A critical discourse analysis of ELT materials in gender representation: A comparison of summit and Top Notch. *English Language Teaching*, 8(1), 121–133.
<https://doi.org/10.5539/elt.v8n1p121>
- Sudewi, N. K. P. N., Beratha, N. L. S., & Sukarini, N. W. (2021). Gender Representation in English Textbook Used by Senior High School. *International Journal of Multicultural and Multireligious Understanding*, 8(5), 719–728.
<http://ijmmu.comhttp://dx.doi.org/10.18415/ijmmu.v8i5.2738>
- Ur, P. (2012). A Course in English Language Teaching. In *Routledge Encyclopedia of Translation Studies*. Cambridge University Press.
- Wardhaugh, R., & Fueller, J. M. (2015). *An Introduction to Sociolinguistics* (Vol. 148). Wiley Blackwell.
- Yonata, F., & Mujiyanto, Y. (2017). The Representation of Gender in English Textbooks in Indonesia. *Pedagogy, Culture and Society*, 12(1), 91–101.
<https://doi.org/10.1080/14681366.2012.669394>

