



**MULTIMODAL REPRESENTATION OF GENDER  
IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOKS  
ENTITLED *TALK ACTIVE AND PATHWAY TO ENGLISH***

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by  
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menyatakan bahwa yang tertulis dalam tesis yang berjudul “MULTIMODAL REPRESENTATION OF GENDER IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOKS ENTITLED *TALK ACTIVE AND PATHWAY TO ENGLISH* ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam tesis ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini saya **secara pribadi** siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

Semarang,

Yang membuat pernyataan,

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## **MOTTO AND DEDICATION**

### **Motto:**

The harder you work, the luckier you become. (Thomas Jefferson)

### **Dedication:**

For the Civitas Academica of Universitas Negeri Semarang

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## ABSTRACT

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**Key words:** multimodal, gender representation, English textbooks

Gender refers to roles assigned to men and women in given society, and the relation and representations that arise from these roles. Gender must be represented without bias to promote gender equality and equity to the youth. Textbooks are an important tool to promote gender equality in education.

This study aimed to explain multimodal gender representation in two English textbooks for senior high school students. The foci are (1) multimodal representation of gender typical roles; (2) multimodal representation of gender conversational roles; (3) semantic representation of gender; (4) the similarities of multimodal gender representation in both textbooks; (5) the differences of multimodal gender representation in both textbooks; and (6) the relation between images and texts in representing gender.

This multimodality analysis analysed two English textbooks for senior high school students entitled “Talk Active” and “Pathway to English”. The object was multimodal representation of gender in the images, conversational texts and reading texts in both textbooks. The instruments employed in this study were (1) Bruggeilles and Cromer’s (2009) gender representation to analyse gender typical roles; (2) Francais and Hunston’s (2002) conversation elements to examine gender conversational roles; (3) Mills’ (1995) feminist language to explore gender semantic representation.

The analyses reveal that (1) in both textbooks, male typical roles are breadwinners in domestic sphere and leaders in social and occupational sphere, whereas females’ are nurturing roles in domestic sphere and followers in social sphere and male subordinate in occupational sphere; (2) in TA, male conversational roles are dominant speakers and females’ are deferential speakers, while in PE, male conversational roles are deferential speakers and females’ are dominant speakers; (3) both textbooks promotes gender equality proven by the their high frequency of gender-free language, but sexist language with ‘man’ affixes are found; (4) the similarities of multimodal gender representation in the two textbooks are in their representation of typical roles and semantic representation; (5) the differences are in their conversational roles as males are represented as dominant speakers in TA, but deferential speakers in PE, and vice versa for females; (6) the verbal texts and their respective visual images have decorative, illustrative, explanatory, and complementary relation.

## TABLE OF CONTENTS

	Page
APPROVAL .....	ii
ABSTRACT .....	vi
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF CHART .....	xiii
LIST OF APPENDICES .....	xiv
CHAPTERS	
I. INTRODUCTION	
1.1 Background of the Study .....	1
1.2 Reasons for Choosing the Topic .....	5
1.3 Research Questions .....	6
1.4 Objectives of the Study .....	7
1.5 Significance of the Study .....	8
1.6 Scope of the Study .....	10
1.7 Definition of Terminology .....	11
1.8 Outline of the Report .....	13
II. REVIEW OF RELATED LITERATURE	
2.1 Review of Previous Studies .....	17
2.1.1 Gender in Society .....	17
2.1.2 Gender Representation in Mass Media .....	20

2.1.3	Multimodality in Learning Materials .....	26
2.2	Theoretical Reviews .....	27
2.2.1	Gender .....	27
2.2.2	Textbooks .....	31
2.2.3	Multimodality .....	39
2.2.4	Multimodal Representation of Gender .....	45
2.3	Theoretical Framework .....	53
III. RESEARCH METHODOLOGY		
3.1	Research Assumptions .....	56
3.2	Research Design .....	57
3.3	Subjects and Object of the Study .....	57
3.4	Sources of the Data .....	58
3.5	Roles of Researchers .....	58
3.6	Types of Data .....	59
3.7	Units of Analysis .....	59
3.8	Data Collection Methods .....	60
3.9	Instruments of Data Collection .....	60
3.10	Data Analysis .....	62
3.11	Technique of Reporting the Findings .....	65
3.12	Triangulation .....	65
IV. FINDINGS AND DISCUSSIONS		
4.1	Findings .....	66
4.1.1	Multimodal Representation of Gender Typical Roles .....	66



4.1.2 Multimodal Representation of Gender Conversational Roles .....	81
4.1.3 Semantic Representation of Gender .....	83
4.1.4 The Similarities of Multimodal Gender Representation In TA and PE .....	86
4.1.5 The Differences between Multimodal Gender Representation in TA and PE.....	87
4.1.6 The Relation of Verbal Text and Visual Images .....	88
4.2 Discussions and Triangulation .....	90
4.2.1 Multimodal Representation of Gender Typical Roles .....	90
4.2.2 Multimodal Representation of Gender Conversational Roles .....	108
4.2.3 Semantic Representation of Gender .....	114
4.2.4 The Similarities of Multimodal Gender Representation in TA and PE ....	116
4.2.5 The Differences between Multimodal Gender Representation in TA and PE .....	118
4.2.6 The Relation of Verbal Text and Visual Images .....	119
<b>V. CONCLUSIONS AND SUGGESTIONS</b>	
5.1 Conclusions .....	127
5.2 Suggestions .....	130
REFERENCES.....	132
APPENDICES.....	144

## LIST OF TABLES

	Page
3.1 Gender Typical Roles Instrument.....	61
3.2 Gender Conversational Roles Instrument .....	61
3.3 Semantic Representation Instrument .....	62
4.1 The Designations in TA and PE .....	67
4.2 The Actions in TA and PE .....	70
4.3 The Attributes in TA and PE .....	73
4.4 The Settings in TA and PE .....	78
4.5 The Postures in TA and PE .....	79
4.6 Image-Text Relations in PE and TA .....	88
4.7 The Elements of Structure in Conversational Exchanges in TA and PE .....	80
4.8 Conversation TA 4.....	109
4.9 Conversation TA 2 .....	110
4.10 Conversation PE 3 .....	111
4.11 Conversation PE 6 .....	111
4.12 Conversation Text PE 7 .....	112
4.13 Conversation Text TA 3 .....	113

## LIST OF FIGURES

	Page
4.1 Teacher-Student Dialogue.....	91
4.2 The Teacher .....	92
4.3 The Doctors .....	92
4.4 Congratulatory Message 1.....	93
4.5 Congratulatory Message 2 .....	93
4.6 Family Breakfast .....	94
4.7 Peace Treaty Signing .....	96
4.8 King Hayam Wuruk .....	97
4.9 Opening a Branch Office .....	98
4.10 Alexander Fleming .....	99
4.11 Neil Amstrong .....	99
4.12 The Battle of Surabaya .....	100
4.13 An Athlete .....	100
4.14 A Plumber .....	101
4.15 A Computer Analyst .....	101
4.16 Gratitude Letter.....	102
4.17 Mother and Baby .....	103
4.18 Mother and Daughter .....	103
4.19 Sweeping the Floor .....	104
4.20 Cooking .....	104
4.21 War Effect .....	106

4.22 Self Introduction .....	107
4.23 Teacher and Students .....	108
4.24 Christmas Holiday Announcement.....	114
4.25 Plural Pronouns and His/Her.....	115
4.26 Tidy Friday Announcement .....	116
4.27 Decorative TA .....	121
4.28 Decorative PE .....	121
4.29 Illustrative TA .....	123
4.30 Illustrative PE .....	123
4.31 Explanatory PE .....	124
4.32 Complementary PE .....	125

## LIST OF CHARTS

	Page
2.1 Elements of Structure .....	49
2.2 Theoretical Framework .....	55
4.1 Semantic Representation of Gender in TA and PE .....	84

## LIST OF APPENDICES

Appendices	Page
1. Gender Typical Roles.....	144
2. Gender Conversational Roles.....	146
3. Semantic Representation.....	155

# **CHAPTER I**

## **INTRODUCTION**

This chapter deals with the introduction of the study. It covers background of the study, reasons for choosing the topic, research questions, and objectives of the study, significance of the study, scope of the study, definitions of terminology and outline of the report.

### **1.1 Background of the Study**

Gender refers to social and cultural construct that differ masculinity from femininity in their identities, sexualities, power, roles, and responsibilities. It pertains to the qualities, tastes, aptitudes, roles, and responsibilities associated with men and women in society. UNESCO (2009) defines “gender is a social and cultural construct, which distinguishes differences in the attributes of women and men, and accordingly refers to the roles of men and women”. Following this definition, gender also refers to roles assigned to men and women in given society, and the relation and representations that arise from these roles. These roles are assigned by each and every society to men and women based on society’s needs and perception. They often reflect a society’s economic, cultural, religious, political beliefs, and teachings. For example, the roles of caregivers, in many societies, are given to women since the societies believe women are more nurturing and caring in nature than men, thereby they are more capable in taking care of the children, the sick and elders. These beliefs, then, lead societies to teach

young girls how to do domestic duties such as, cooking, managing the house, taking care of their young siblings and many more. On the other hand, the roles of chief are given to men since societies believe that men are more capable in leading the tribes and making important decisions. Thus, from early age, boys are taught to be competitive, independent, and strong both emotionally and physically as societies expect them to be competent leaders.

The assigned gender roles often determine and contribute to power dynamics within a particular society (Connel, 1987), thereby raising issues in inequality and inequity between sexes. This is in line with the study by Lakoff (1973) which revealed that women are more likely to be in lower social status positions than men. These are proven by the use of tag questions and politeness expressions in women's utterances that reflect their dependencies. Women use them in their sentences to avoid committing conflicts and leave the decisions open. They do not impose their minds as well as views and claims on anyone or anything. They simply let the men take decisions for them. These findings of Lakoff's show gender disparity in the society.

Gender disparity and inequality happens in many countries around the world. UNESCO takes a great concern on the issues of gender parity and equality. In 2000, UNESCO held Dakar Convention in Senegal and proposed Education for All (EFA). They suggested equality for all genders in every aspect, especially education, to the open State Members. One of the goals is eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal



access to and achievement in basic education of good quality. Many efforts had been done to achieve the goals, such as promoting positive values and attitudes to girls' education through community mobilization and advocacy campaign, providing incentives to offset school and opportunity costs, and tackling early marriage and adolescent pregnancy. To achieve full success of gender parity in education requires not only equality in the access, but also equality in the learning process. UNESCO (2008) identifies three sets of provisions essential to improve the quality of learning in school in general, but for girls in particular. They enhance the number and quality of teachers, including female teachers, reform curricula and textbooks to remove gender bias, and make classroom practices more gender-sensitive through training. In line with these efforts, Brugeilles and Cromer (2009) point out that gender-responsive teaching is guided not only by pedagogic approaches but also by curriculum context, textbook, and other learning materials.

Textbooks are one of the important components in teaching and learning. They provide programs' structures and syllabi, help standardize instructions, give varieties of learning resources, and stimulate interests through their contents. Moreover, textbooks are not only sources of information for teachers and students, but also representations of social behaviours, norms and values in societies. The ways these behaviours, norms, and values are represented promote children self-esteem as well as encourage their engagements and expectations. Thus, "textbooks must encourage equality of peoples, the maintenance of peace, human

rights, and the need to eliminate discrimination, such as racism and sexism” (Brugeilles & Cromer, 2009).

English teaching and learning in Indonesia cannot be separated from the use of textbooks. Many textbooks have been published to fulfil teachers’ and students’ needs. All these textbooks represent the societies’ beliefs, norms, and values through the pictures and texts in them, while at the same time they shape students’ beliefs, norms, and values as well. One of the criteria of good textbooks is gender neutral (Cunningworth, 2008). There should be no stereotypical depictions of men and women. Men should be depicted not only as breadwinners and financial backbones of families, but also as family men by doing domestic and nurturing roles. As for women, they should also be portrayed as strong, brave, determined, independent, and skilful as men. There should be a balanced number of portrayals of women as capable leaders, competent workers in various ranges of professions, and caring mothers. Constant exposure to such representations of gender will lead to students adopting and internalising these messages as true and natural. As a result, they will grow an idea that both gender have the same rights, responsibilities, and opportunities in every field in society.

Gender representation in textbooks can be seen multimodally in its stereotypical roles, conversational roles, and semantic representation. The stereotypical roles are shown by the characters’ designations, attributes, actions, settings they are set in, and their postures. Meanwhile, gender conversational roles can be seen by the characters’ choices of moves in conversations. Their move choices tell the characters’ roles in the conversations, whether they are dominant

or deferential speakers. Lastly, the semantic representation is shown by the use of generic nouns, generic pronouns, and gender-free language.

This study aims at finding out the multimodal representation of gender in two English textbooks for senior high school students in Indonesia. The first textbook is “Pathway to English for SMA/MA Grade X” by Sudarwati and Grace and the second one is “Talk Active Senior High School Year X” by Lanny Kurniawan and Kenneth W. Ament. The study investigates the way gender is multimodally portrayed in reading passages, illustrations, and conversations in those two English textbooks. Gender representation can be seen from the characters’ typical roles, conversational roles, and semantic representation. The framework proposed by Brugeilles and Cromer (2009) is used to analyse the gender typical roles as shown by characters’ designations, actions, attributes, postures, and settings in which the characters are set. Moreover, Francis and Hunston’s theory is deployed to analyse gender roles in conversation. Lastly, Mills’ (1995) theory of generic forms analysis is employed for analysing the semantic representation.

## **1.2 Reasons for Choosing the Topic**

There are some reasons to choose the topic of this study. The first one is the fact that English teaching and learning in Indonesia cannot be separated with the use of textbooks. Many textbooks published by numerous publishers. Every textbook has its own materials. With regard to the recent issues of the curriculum in Indonesia that had been revised since 2013, the textbooks had also been revised repeatedly. Publishers are demanded to provide compatible learning materials in a relatively short time span. The pressure of public demand and limited time may

affect the quality of the learning materials written by authors. I am triggered by this fact to analyse the learning material in the textbooks.

The second reason for choosing the topic is the rising awareness of gender parity in Indonesia. Gender parity in Indonesia especially in education has improved due to the struggle of R.A Kartini. Women in Indonesia are free to access education and having careers in every field. However, gender stereotypes still exist in our society. To avoid gender inequality led by these stereotypes, young generations must have the correct concept of gender. Children learn the concept of gender in their family at first and after that they learn from schools. One way to promote gender equality in young generations is by providing gender neutral textbooks. As they use the textbooks constantly, they will be exposed to the gender parity concept continuously, too. The government supports the idea by suggesting portraying males and females as equal in textbooks. This fact triggers my curiosity to analyse how English textbook authors represent gender in their textbooks.

### **1.3 Research Questions**

Based on the condition and phenomena in the background, this study endeavoured to address the following questions:

- 1) How is gender multimodally represented in its typical roles in both English textbooks?
- 2) How is gender multimodally represented in its conversational roles in both English textbooks?

- 3) How is gender multimodally represented in its semantic representation in both English textbooks?
- 4) How does multimodal representation of gender in the two textbooks resemble one another?
- 5) How is the multimodal representation of gender in the two textbooks different from one another?
- 6) How do verbal texts and visual images relate to one another in representing gender?

#### **1.4 Objectives of the Study**

Therefore, based on the research problems, this study aims to achieve the following objectives:

- 1) To analyse two senior high school English textbooks in order to explain the multimodal representation of gender through its typical roles
- 2) To analyse two senior high school English textbooks in order to explain multimodal representation of gender through its conversational roles
- 3) To analyse two senior high school English textbooks in order to explain multimodal representation of gender as shown by its semantic representation
- 4) To analyse two senior high school English textbooks in order to assess the similarities of their multimodal representation of gender
- 5) To analyse two senior high school English textbooks in order to assess the differences of their multimodal representation of gender
- 6) To analyse two senior high school English textbooks in order to explain the relation between their verbal texts and visual images in representing gender

### **1.5 Significance of the Study**

Following the research problems and objectives of this study, the significance of the study is explained as follows:

- 1) Gender typical roles multimodal representation in both textbooks are explained so that theoretically they give us some insight regarding the importance of gender parity and equality in education, especially in curriculum and learning material making. Practically, the explanation of multimodal representation of gender typical roles will be a model of analysing multimodal representation of gender typical roles in textbooks so that, later on, those who have the same interest can use this study as a model, reference, or comparison. Lastly, pedagogically, the result will give us fundamental knowledge that can be implemented in writing learning materials, considering equality in gender roles.
- 2) Gender conversational roles representation in both textbooks are explained so that theoretically they give us some insight regarding the importance of gender parity and equality in education, especially in curriculum and learning material making. Practically, the explanation of multimodal representation of gender conversational roles will be a model of analysing multimodal representation of gender conversational roles in textbooks so that, later on, those who are interested in analysing gender conversational roles can use this study as a model, reference, or comparison. Lastly, pedagogically, the result will give us fundamental knowledge that can be implemented in writing learning materials, considering equality in gender roles.

- 3) Semantic representation of gender in both textbooks is explained so that theoretically they give us some insight regarding the importance of gender parity and equality in education, especially in curriculum and learning material making. Practically, the explanation of semantic representation of gender will be a model of analysing gender typical roles representation in textbooks so that, later on, those who are interested in analysing semantic representation of gender can use this study as a model, reference, or comparison. Lastly, pedagogically, the result will give us fundamental knowledge that can be implemented in writing learning materials, considering equality in gender roles.
- 4) The similarities of multimodal representation of gender in both textbooks are assessed so that, theoretically, it can give contribution to textbooks writers, teachers, and others in understanding and applying theory of gender parity in education especially in learning material making and or choosing. Practically, the result can be used as a model, reference, or comparison in choosing and making ideal gender-neutral learning materials. Lastly, pedagogically, the result will give us fundamental knowledge that can be implemented in making learning materials and or choosing good textbooks, considering equality in gender roles.
- 5) The differences of multimodal representation of gender in both textbooks are assessed so that theoretically, it can give contribution to textbooks writers, teachers, and others in understanding and applying theory of gender parity in education especially in learning material making and or choosing. Practically,

the result can be used as a model, reference, or comparison in choosing and making ideal gender-neutral learning materials. Lastly, pedagogically, the result will give us fundamental knowledge that can be implemented in making learning materials and or choosing good textbooks, considering equality in gender roles.

- 6) The relation between verbal texts and visual images in representing gender is explained so that theoretically it gives us some insight regarding the importance of verbal texts and visual images synchronization in shaping students' believes and ideas about gender roles in society. Practically, the explanation of the relation between verbal texts and visual images can be used as a model, reference, or comparison in making or choosing ideal learning materials. Lastly, pedagogically, the result will give us fundamental knowledge that can be implemented in making and choosing learning materials, considering equality in gender roles.

## **1.6 Scope of the Study**

The scope of limitation is needed to make this study more focus and effective.

In this research, I analyse two English textbooks for Senior High School students entitled "Pathway to English for SMA/MA Grade X" by Sudarwati and Grace and "Talk Active Senior High School Year X" by Lanny Kurniawan and Kenneth W. Ament. Therefore, this study does not represent the big picture of English learning materials in Indonesia.



I investigate gender representation in English textbooks, focusing the multimodal representation of gender. Due to that reason, I only analyse the conversational texts, reading texts, and images that have gender related issues.

The multimodal representation of gender in this study is limited to typical roles representation, conversational roles representation, and the semantic representation.

## **1.7 Definitions of Terminology**

To avoid misunderstanding of some terms in this study, definitions of key terms are provided as follows:

### ***1.7.1 Multimodal***

“Multimodal refers to communicative artefacts and processes which combine various sign systems (modes) and whose production and reception calls upon the communicators to semantically and formally interrelate all sign repertoires present” (Stockl, 2004). In line with this, Camiciottoli & Fortanet-Gomez (2015) state that “multimodality is an approach used to understand the contribution of various semiotic resources in study of communication”. Moreover, they explain that multimodality approaches representation, communication, and interaction as something more than language.

From the definitions, it can be concluded that a text is defined as multimodal when it combined two or more semiotic systems, which are linguistic, visual, audio, gestural, and or spatial. In this study, the term multimodal refers to texts and the accompanied images. Since the study is about gender representation, the multimodal texts taken are only the gender related ones.

### ***1.7.2 Gender***

Oakley (as cited in Brugeilles & Cromer, 2009, p. 11) stated that “gender is a matter of culture: it refers to the social classification into masculine and feminine”. Meanwhile, UNESCO (2009) defines “gender as a social and cultural construct, which distinguishes differences in the attributes of women and men, and accordingly refers to the roles of men and women.” Moreover, “gender is multi-dimensional; it is not just about identity, or just about work, or just about power, or just about sexuality, but all of these things at once” (Connel, 2009).

Therefore, it can be concluded that gender refers to social and cultural construct that differ masculinity and femininity in their identities, sexualities, power, roles, and responsibilities. In this study, the term gender refers to roles assigned to men and women in given society, and the relations and representations that arise from these roles.

### ***1.7.3 Representation***

The term representation in this study is used as a reference to the description and portrayal of gender typical roles, conversational roles, and semantic representation in texts and images.

### ***1.7.4 Textbooks***

Hornberger (2008) defines textbook as “a printed and bound artefact for each year or course of study”. Meanwhile, Bull (2008) states that “textbook is a book that teaches a particular subject, and it is used in school”. According to Abdelrahman

(2004) textbook is “a synonym for curriculum and it is the students’ guide which supplies them with information and enriches their minds with the knowledge”.

In short, textbooks are books that contain learning materials, exercises, syllabi, and programs about certain subject for people who are studying that subject, commonly used as aids in teaching learning process. In this study, the term textbooks refers to books containing English learning materials for tenth graders in Senior High School and used by teachers as a guide to teach English subject for them. There are two textbooks analysed in this study. The first one is “Pathway to English for SMA/MA Grade X’ by Sudarwati and Grace. The other one is written by Lanny Kurniawan and Kenneth W. Ament entitled “Talk Active Senior High School Year X”.

### **1.8 Outline of the Report**

This study is divided into five major chapters namely introduction, review of related literature, research methodology, findings and discussions, and conclusions and suggestions.

Chapter I presents introduction which consists of several parts, namely background of the study, reasons for choosing the topics, research problems, objectives of the study, significance of the studies, scope of the study, definitions of terminology, and outline of the report. First, background of the study provides realities of gender in society which leads me to do this research. It starts with the explanation of society perception of gender and its effects in determining each sex rights, responsibilities, and opportunities, which in turn lead to power imbalance

between sexes. Furthermore, it explains that one way to promote gender equality is through representing them equally in media so that young generation have perception that everyone, regardless their gender, has the same rights, responsibilities, and opportunities in society. The second subtitle is reasons for choosing the topic, in which I describe some causes that trigger me to conduct this study. Third, the research questions containing six problems aim to reveal the way gender is multimodally represented in two senior high school English textbooks. Fourth, the objectives of the study states six intentions of conducting this research. Fifth, the significance of study reveals the practical, theoretical, and pedagogical importance of conducting this study. The sixth is definitions of terminology which provides the meanings of multimodal, gender, representation, and textbooks in this study. The next one is scope of the study which explains the limitation of this study. The last one is outline of the report in which I write the general outline of this thesis.

Chapter II comprises review of related literature. It covers review of previous studies, review of theoretical studies, and theoretical framework. Firstly, in review of previous studies, several journal articles are explained in order to relate to current study. The journal articles are grouped into several categories based on their topics, namely gender in society, gender representation in mass media, and multimodality in learning materials. Secondly, reviews of theoretical studies explain theories of gender, textbooks, multimodality, and multimodal representations of gender. Lastly, theoretical framework provides the framework of this research.

Chapter III deals with the research methodology. This chapter covers research assumptions, research design, subjects and object of the study, sources of the data, roles of researcher, types of data, units of analysis, instruments of data collection, data analysis, technique of reporting the findings, and triangulation. In this study, I analyse not only reading passages and the conversational texts, but also their respective illustrations. Therefore, multimodality analysis is used to investigate the problems in this study. Three theories are employed to analyse multimodal representation of gender in this study. The first is Brugeilles and Cromer's theory (2009), used for investigating gender typical roles. The second theory is Francis and Hunston's (2002), employed for examining gender conversational roles. The last theory is Mill's (1995), deployed for analysing gender semantic representation. The object of the study is the multimodal representation of gender in the two English textbooks for senior high school students entitled '*Pathway to English*' by Sudarwati and Grace and '*Talk Active*' by Kurniawan and Ament. The units of analysis in this study are the sentences displayed in reading passages, conversation texts and the illustrations shown in those two textbooks. In this study, I have three main roles, which are the data collector, data analyst, and data reporter.

Chapter IV presents findings and discussions. The findings of the study are divided into six parts: typical roles representation, conversational roles representation, semantic representation, the similarities of multimodal representation of gender in both textbooks, the differences of multimodal representation of gender in both textbooks, and the relation between verbal and

visual images in representing gender. Furthermore, this chapter also presents discussion which compares the findings and their accordance with the theories used in this study.

The last chapter, chapter V, presents conclusions and suggestions of this study. The conclusions and suggestions are based on the discussion of the research findings. In conclusions, all research questions are answered by deducing the explanation about typical roles representation, conversational roles representation, semantic representation, the similarities of multimodal representation of gender in both textbooks, the differences of multimodal representation of gender in both textbooks, and the relation between verbal and visual images in representing gender. Furthermore, suggestions for textbooks authors, teachers, students, and other researchers are also provided in this chapter.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews the relevant literature that has great importance for this study. It presents three sub-sections namely review of previous studies, review of theoretical studies, and theoretical framework. The first sub chapter, review of previous studies, covers related studies that had been done, the correlation between them and this study, and the novelty that the current study has. The second sub chapter, theoretical review, deals with the theories employed to support this research. Lastly, the third sub chapter, the theoretical framework, covers the logical schema of the research.

#### **2.1 Review of Previous Studies**

Numerous studies related to gender representation and multimodal in textbooks had been done all around the globe. The studies are put into three categories according to their topics. The categories are gender in society, gender representation in mass media, and multimodality in learning materials. Detailed explanations of studies related to each category are provided as follows.

##### ***2.1.1 Gender in Society***

Studies related to gender stereotypes and identities had been extensively conducted throughout the globe. These studies reveal that society determined women's values by their attractiveness. As portrayed in fairy tales and art,

societies equate a woman's value with beauty, which identified with elegance, coquetry and youth (Moula & Kabouropoulou, 2014). These beauty values, which emphasizing on physical attractiveness, are defined by male dominating viewpoint. In other words, a woman's value is decided by men.

The previous studies also emphasize that women had submissive social roles in societies. Women unconsciously accept their submissive social roles by putting their best efforts to fit in with society high standard of beauty. Women submissive social roles are noticeably seen in their daily speech. Woman language has certain features that differentiate them with those of men.

The first feature of women language that shows their submissive roles is the use of politeness (Lakoff, 1973 and Fisherman, 1998). The overuse of politeness indicates women's insecurity and inferiority as they leave the decisions open to avoid conflict and themselves by not imposing their minds, views, or claims on anything or anyone. Women let others, mostly men, take decisions for them.

The second feature is the variety of adjectives and precise colour terms women used in their speech (Lakoff, 1975 and Budiawati, 2004). The fact that women use more variety of adjectives and precise colour terms suggests that women are in charge for trivial and less significant matters than men on a daily basis, which then put them into the submissive roles.

The third feature is the way women express themselves by meta-meaning or meta-message in conversations (Tannen, 1994, 1996; Vanfossen, 2001; and Budiawati, 2004). In order to get what they want, women tend not to express it



straightforwardly, but try to deal by negotiation in which they express their solidarity instead of power. By doing so, they appear as passive and tentative in conversations.

This submissive social role belief more or less affects women behaviours and actions in every place. This is affirmed by Mahmud (2010) in her study which reports that female students prefer to express their opinion in writings, reluctant to work with and speak up their ideas in front of male students, and tend to be passive in class. All of these happen because they are insecure, not confident, and ashamed of making mistakes in front of males. Therefore, they are subconsciously feeling submissive toward males.

All of these previous studies (Lakoff, 1973; Fisherman, 1998; Tannen, 1994, 1996; Vanfossen, 2001; Budiawati, 2004; and Mahmud, 2010) about gender in society concluded that women had submissive roles in society. This belief then is planted in society members' subconscious minds and in turn affects the way one behaves, speaks, and thinks according to their gender.

The results of the previous studies are relatable to this study since many tribes in Indonesia have patriarchy systems, in which they put men as dominant figures. Indonesian textbooks authors, as society members, despite having their patriarchal social backgrounds are aware that representing gender equally is crucial. They put some conscious efforts to represent gender equally in their textbooks. The novelty of the current study rely the analysis of the portrayal of gender roles in printed media, to be specific in English school textbooks, whereas in all these previous

studies investigate men and women roles by analysing their languages and behaviour in society.

### ***2.1.2 Gender Representation in Mass Media***

Gender equality has been promoted all around the globe to balance distribution of power dynamic between gender. It raises a new set of beliefs that everyone has same rights, responsibilities, and opportunities in every aspect in society, regardless of their gender.

One way to encourage gender equality awareness to the youth is by representing gender equally in movies, plays, paintings, novels, textbooks, children books, posters, and magazines. Numerous studies about gender representation had been done by researchers all around the world. Gender representation, especially in printed media, can be noticed from gender visibility, the stereotype they portrayed, the roles they have, and the activities they do. Further explanations of previous studies related to each category are provided as follows.

#### **2.1.2.1 Gender Visibility**

Studies (Mukundan & Nimehchisalem, 2008; Sari, 2011; Karima, 2017; and Islam & Asadullah, 2018) show that males' visibilities in printed media dominate females' appearance. It is affirmed by the domination of male character names in book and story titles (Kortenhaus & Demares, 1993; and Gooden & Gooden, 2001), the number of male characters as central roles in stories (Kobia, 2009), the appearances of male characters in illustrations (Garbavi & Mousavi, 2012;

Parham, 2013; Wu & Liu, 2015; and Hafidloh, Faridi, & Saleh, 2018), the frequency of occurrences of male characters' names (Sumalatha & Ramakrishnalaha, 2004), the frequency of nouns and pronouns refer to males (Rohani and Zarei, 2013), their visibility in texts as nouns, pronouns, and possessive nouns (Porreca, 1984; and Mante-Estacio, Dumalay, & Rentilb, 2018), and their firstness in term of occurrence in sentences (Ansary & Babaii, 2003; Leo & Collin, 2010; and Hall, 2014).

#### 2.1.2.2 Gender Stereotypes

The second category to assessed gender representation is gender stereotypes portrayed in media. These stereotypes include gender personality traits, physical characteristics, and attributes. Complete explanations of previous studies about gender stereotypes are provided as follows.

##### 2.1.2.2.1 *Stereotypical Personality Trait*

For personality traits, studies reveal that males are depicted as independent, authoritative, decisive and capable as shown by their position as group leaders, company owners, military commanders, directors, and managers (Kortenhaus & Demares, 1993). All those position indicating males have the power to control their subordinates, and take important decisions when problems arise. Males are also depicted as active (Sovic & Hus, 2015; and Islam & Asadullah, 2018), self-assertive (Shamsuddin, Keong, & Hamid, 2015), aggressive (Esen, 2014) and adventurous (Moecharam & Syifa, 2017) as they are illustrated to enjoy outdoor activities, love to explore nature, willing to take risks and are not afraid to face

challenge. Other stereotypical personality traits of males are argumentative and competitive (Evans & Davies, 2000) as they prefer play games in team and always have strong desire to win competitions.

Meanwhile, female personality traits are caring, nurturing (Esen, 2014; and Sovic & Hus, 2015) affectionate (Evans & Davies, 2000), feminine, gentle, motherly, mature, warm, loving, friendly, and attractive (Aryani, 2013). These personality traits are illustrated by female appearances with children in printed media. They are depicted as the ones who teach children new things, help children to do their school work, cook for the whole family, and take care of babies. Other stereotypical female personality traits are unconfident (Moecharam & Syifa, 2017), unambitious, emotional, passive, dependent, incompetent (Kortenhaus & Demares, 1993), introverts, affluent, less intellectually gifted (Lewandowsky, 2014), and silent (Barton & Sakwa, 2012). This is affirmed by the fact that all female characters are illustrated with others, never by themselves. In term of facing problems, female characters are depicted to need help, usually from males, to solve their problem. In some stories they ran away from their problems.

#### *2.1.2.2.2 Stereotypical Physical Characteristics*

In term of physical characteristics, males are portrayed as strong (Yang, 2012), tall, young, and good looking (Seker & Dincer, 2014). On the other hand, females are illustrated as short, young, blond (Seker & Dincer, 2014), and weak (Leo & Collins, 2010).

#### *2.1.2.2.3 Stereotypical Attributes*

Lastly, stereotypical attributes for males are suits, uniforms (Esen, 2014), shorts, jeans, and shirts (Yang, 2012), while females are stereotypically represented wearing skirts, dresses (Yang, 2012; and Esen, 2014), high heels, and make up (Mustedanagic, 2010).

#### *2.1.2.2.4 Stereotypical Leisure Activities*

The last category to examine stereotypical gender representation is the activities each gender does in their leisure time. Males are described to engage in outdoors activities such as fishing, hunting, travelling, and biking. They also enjoy doing sports, for instance, playing football, in their leisure time (Lewandowsky, 2014; Hall, 2014; Yonata & Mujiyanto, 2017).

Meanwhile, females are depicted spending their leisure time doing indoors activities like playing musical instruments, painting, doing craftwork, and reading (Lewandowsky, 2014; Hall, 2014; Yonata & Mujiyanto, 2017).

#### *2.1.2.3 Gender Roles*

The third criterion to investigate gender representation is the roles each gender has. The roles include social, domestic, and occupational roles.

##### *2.1.2.3.1 Social Roles*

In social roles, males are described as bread winners of the families, recipients of services (Esen, 2014), decision makers (Shoeman, 2009), and warriors or fighters (Balfour, 2003).

Meanwhile, females have roles as the caregivers of the families (Otlowski, 2002; Hodaj, 2015), providers of services (Esen, 2014), and the ones that are influenced by decision taken by males (Shoeman, 2003).

#### *2.1.2.3.2 Domestic Roles*

In domestic spheres, males are illustrated doing chores that need physical strengths and mostly done in the outdoors like gardening, repairing or fixing things, painting, taking out garbage, or playing with the children outdoors. Females, different with their counterparts, are portrayed doing chores indoors such as cooking, washing, mending, shopping, sewing, doing dishes, ironing, and taking care of the children (Ansary and Babaii, 2003; Hall, 2014; Wu & Liu, 2015; and Karima, 2017).

#### *2.1.2.3.3 Occupational Roles*

The last roles are occupational roles. Males are depicted having wider range of jobs in politics, laws, education, agricultural, sports, entertainment, and many more ( Sari, 2011; Barton & Sakwa; 2012; Yonata & Mujianto, 2017; Islam & Asadullah, 2018); high social and economic rank jobs like managers, principals, judges, mayors, governors, professors, inspectors, captains, or pilots (Seker & Dincer; 2014; Nofal & Qawar, 2015; Karisma, 2017) and physically demanding jobs such as lifeguards, soldiers, boxers, football players, or athletes (Mustedanajic, 2010; Leo & Collins, 2010).

As for females, their occupations are basically extensions of their traditional roles (Balfour, 2003; Karima, 2017) and the range is limited to nurture, service,

and support related professions (Esen, 2014; Seker & Dincer, 2014; Islam and Asadullah, 2018), not to mention that they have low social and economic rank jobs that are not paid as well as males' (Mustedanajic, 2010; Lee & Collins, 2010). The results of the studies reveal that those are the reason why mostly females are illustrated to work as teachers, nurses, clerks, receptionists, secretaries, maids, singers, and dancers.

These previous studies in academic literacy have explained gender representation in various media. Some have emphasized the importance of representing gender equally in learning materials. This study is different from the majority of previous studies in some extends. Firstly, this study focuses on gender representation as portrayed by each gender typical roles, conversational roles, as well as their semantic representation. Mostly, the previous studies assess gender representation by their visibility in texts or illustrations. None of them investigates the representation by the roles each gender has.

Secondly, the novelty of this study is related to the multimodal gender representation. This study examines multimodal gender representation in two senior high school textbooks. By multimodal, it means that the analyses focus on not only the verbal texts in the textbooks, but also their respective illustrations. Previous studies on gender representation concern with their visibility in verbal texts or in illustrations only, but rarely in both of them.

### ***2.1.3 Multimodality in Learning Materials***

Recently, learning materials have not only verbal texts, but also illustrations, audio recordings, and videos in them. All those type of materials are provided to enable learners learn effectively and efficiently.

A large number of researches concerning the use of multimodality in teaching and learning process had been carried out. The results report multimodality effectively foster learners' abilities to understand and interpret the topics being studied (Bezzera, 2011; Ruan, 2015; Salbego, Heberte, & Balen, 2015; Bianquin & Sacchi, 2017; Ahmad, Abdullah & Ibrahim, 2018), concretize abstract mathematical concepts for young learners (Nugroho, 2010), permit students to enter into text composition from different paths and enhance their critical literacy practices (Sauzandehfar, Saadat, & Sahragard, 2014).

The results also conclude that most texts in learning materials have elaborating relationship with their following illustrations (Pahlevi & Warsono, 2018) and they complement each other through projection (Wu, 2014). However, the texts are not dependent on the illustrations to convey their messages (Wu, 2014) and relating verbal texts to their respective illustration may even be in vain (Mujiyanto, 2016). Therefore, it is necessary for teachers to practice combining and integrating various multimodal resources in their teaching and learning activities (Vu & Febrianti, 2018).

These previous studies on multimodal point out the necessity of using multimodality resources for effective learning. They dealt with multimodal effectiveness and teachers' perspectives in using them. However, study about how



they represent gender roles has not been explored yet. This is the novelty of the current study. It analysed the multimodal representation of gender.

## **2.2 Theoretical Reviews**

As the theoretical background of the study, I employ several theories to support this study. The theories are further explained as follows.

### **2.2.2 Gender**

UNESCO (2009) defines “gender as a social and cultural construct, which distinguishes differences in the attributes of women and men, and accordingly refers to the roles of men and women.” In line with this, Connel (2009) states “gender is multi-dimensional; it is not just about identity, or just about work, or just about power, or just about sexuality, but all of these things at once”.

Another definition is provided by Oakley (as cited in Brugeilles & Cromer, 2009, p. 11) who suggests that gender is a matter of culture. It refers to the social classification into masculine and feminine.

Therefore, it can be concluded that gender refers to social and cultural construct that differ masculinity from femininity in their identities, sexualities, power, roles, and responsibilities. Furthermore, it pertains to the qualities, tastes, aptitudes, roles, and responsibilities associated with men and women in society.

#### **2.2.1.1 Gender-Becoming Process**

The term gender has different meaning from sex. Sex refers to biological differences between males and females and therefore it can be determined the

moment babies are born by their genitals. Gender, however, has no pre-determined state since it is a becoming, a condition actively under constructions (Ronnell, 2009). Gender-becoming process begins at the moment babies are born and identified by their genitals. They, then, receive different treatments based on their sexes.

To explain the gender-becoming process, I illustrate male as blue babies and female as pink babies. Society expects blue babies to have strong physical builds as well as tough and stable emotional states. Therefore, in time they are given toy guns, footballs, construction sets, and always encouraged to play outside. Most of their games are in groups which in the fullness of time teach them competitiveness, to be leaders, to make decisions, and to solve problems. In term of emotional state, they are also told not to cry easily as crying is seen as a symbol of weakness. They are also expected not to whine and nag when things do not go their ways, instead they are demanded to think of solutions to make the situations favourable for them.

Pink babies, by contrast, are demanded to be gentle, compliant, and pretty. As they grow, they are given dolls and cooking kits to play indoors. Since early age, they are taught how to be nurturing and caring ladies and take care of the houses. They are also dressed in frilly dresses, introduced to make up kits, and told to take care of their appearance as they are told that proper ladies are neat and beautiful. In the full time, they learn to behave pleasantly, speak politely, and be good in maintaining human relations.

This blue and pink babies' illustration tells us that during the becoming process, a person is confronted with expectations and requirements, and also experience treatments, opportunities, and events that will differ according to that person's sex (UNESCO, 2009). Through all of those, one not only assimilates all characteristics and roles assigned to both genders, but also takes in the internalized gender norms and acceptable behaviours that society expected.

#### 2.2.1.2 Gender based Responsibilities and Opportunities

The assigned characteristics and roles serve as internalized norms to every society member. They are shaped and controlled by families, schools, and one's environment, including peer groups and mass media. These internalized norms (Connel, 2009) affect responsibilities and opportunities of men and women as society members in every domain.

In family sphere, for instance, as men are stereotypically seen as capable and quick-witted, they have roles as bread winners and decision makers. They also likely represent families in the outside world since society expects men to adapt and handle new environments easily. Meanwhile, women are stereotypically seen as gentle and caring in nature. For that reason, they have caretaker roles in families, in which they are responsible in nurturing the children and managing the house.

In working sphere, similar things happen. As men are typically seen as intelligent, assertive, and physically powerful, they are a large majority of the workplace in management, accountancy, law, technical professions, physically demanding jobs, heavy industrial jobs, and machinery related occupations. These

are considered as highly rank positions and well-paid jobs. On the other hand, women mostly work in service jobs, especially those which relate to nurturing and teaching, simply due to the fact that society sees them as gentle, caring and industrious in nature. In many cases, they work as male's subordinates or under man's supervision. Their occupations do not pay off as well as men's.

These different responsibilities and opportunities between both genders lead to imbalance power dynamic (UNESCO, 2009), in which one gender is more dominant than other, that later on leads to gender inequality in society.

#### 2.2.1.3 Imbalance Power Dynamic in Society

The unequal relationship between men and women is the outcome of society's gender relations. These relations are usually unfavourable for women and detrimental in economic, legal, social, and cultural terms (UNESCO, 2015).

In education field, for example, the number of girls enrolment in primary and secondary schools in developing countries throughout the worlds during 1970 until 2000 was lower than boys (UNESCO, 2012) since the parents did not see the urge for girls to pursue education. Most of them could not continue their education because they had to take care of their younger siblings and prepared themselves to be skilled in managing household. As the girls grew up, they did not have much knowledge and skills, except for household related things. Thus, they became dependent and submissive to their spouses in almost all aspects. Connel (1987) claims that this is one of the reasons for men to do domestic abuse in developing countries since they thought they had upper hands and women silently

take the abuse because they are dependent to their spouses physically and financially.

UNESCO had been promoting gender equality, especially in education, since 2000 by proposing Education for All (EFA) in Dakar Convention in Senegal. One of the goals is eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education.

One strategic way to promote gender equality in education is through textbooks. As textbooks allow access to all sort of information, usually one of the first recommendations made by policy makers, are the cheapest available media, and easy to carry and use.

### ***2.2.2 Textbooks***

Textbooks refer to printed and bound artefacts for each year of course or study (Hornberger, 2008) that teach a particular subject, and mostly used in schools (Bull, 2008). They supply information and knowledge for learners (Abdelrahman, 2004) and foster effective and quick learning (Cunningsworth, 1995). They are “designed to give cohesion to the language teaching and learning process by providing directions, support, and specific language activities aimed at offering practice for students” (Mares, 2003). In short, textbooks are books that contain learning materials, exercises, syllabi, and programs about certain subject for people who are studying that subject, commonly used as aids in teaching learning process.

### 2.2.2.1 Roles of Textbooks

Cunningsworth (1995) states that “the role of textbooks are to be at the service of teachers and learners, but not to be their masters.” This means instead of forcing rigid ‘method’, they should facilitate learning process.

Furthermore, Cunningsworth (1995) explains that in English language teaching, textbooks have multiple roles as follows.

#### *(1) Textbooks as Resources*

Textbooks act as resources for presentation materials and self-directed learning or self-access work for learners by providing multimodal texts, activities, explanations, and so on.

#### *(2) Textbooks as Reference*

Textbooks act as reference source for learners on grammar, vocabulary, pronunciation, and many more. They help learners not only in the classroom, but also when they do self-study as they can consult the explanation in textbooks whenever they have questions and doubt.

#### *(3) Textbooks as Sources of Activities*

Textbooks are source of activities for learner practice and communicative interaction. At the same time, they are also source of stimulation and ideas for classroom language activities. Therefore, they benefit teachers as they provide variety of plans or ideas to do in their classrooms that make learning process fun and interesting for learners.

#### *(4) Textbooks as Syllabi*

Textbooks serve as syllabi since they reflect learning objectives which have been already determined prior in the beginning of the semesters.

#### *(5) Textbooks as Support*

Textbooks serve as support for less experienced teachers who have yet gained in confidence by providing well-structured materials and activities for learning.

#### 2.2.2.2 Advantages of Textbooks

Many scholars (Bell & Gower, 1998; O'Neil, 1982; Hutchinson and Torres, 1994; Rubdy, 2003) strongly believe that textbooks benefit teachers and learners in many ways. Their advantages are explained as follows.

##### *(1) Fulfilling practical needs*

Textbooks fulfil a wide range of practical needs, for example if the teachers are lack of training or sufficient time to analyse each learner's needs.

##### *(2) Providing route of maps*

They provide route of maps, in the form of syllabi, for both teachers and learners, enabling them to look ahead to what will be learned as well as to look back on what have been learned.

##### *(3) Providing structure and predictability*

The third advantage is textbooks provide structure and predictability, which help learners in social interactions like lesson a safe base, a platform for negotiation and exploration.

*(4) Dealing with routine work for teachers*

Moreover, textbooks deal with certain amount of routine work for teachers, thus enable teachers to attend to more important aspects of lesson planning, including material adaptation and supplementation, and to concentrate on using their creative skills.

*(5) Providing self-confidence and security for novice teachers*

The next advantage is textbooks also provide teachers who lack in training and experience with sense of self-confidence and security.

*(6) Providing high quality contents*

Another benefit of textbooks is their qualities of sophistication in designs, contents, and organization that are way better than home grown-materials since textbooks are designed and developed by experts in the field. Not to mention that the experts are conversant with current theoretical approaches and methodological practices.

*(7) Acting as agents of change*

The last is textbooks can act as agents of change. They allow innovative ideas to be introduced within their structured frameworks in a way that enables teachers and learners to develop in harmony with these new ideas.

#### 2.2.2.3 Criteria of Good Textbooks

There are several criteria of good textbooks according to some scholars. First scholar is Allwright (1981) who suggests that a good textbook must full of ideas for content and activities. He explains that by having variety of 'raw' or authentic data for contents, such as newspaper and magazines, and wide variety of learning



activities, the textbook will captivate learners' interest in learning and sustain their motivation. He also adds that a good textbook must help teachers to understand the thinking that lies behind their teaching and thus may help them to explain it to their learners. Another criterion of good textbooks is they should have clear goals that are objectified prior of each unit (Angell et al., 2008).

O'Neill (1982) proposed different criteria of a good textbook. He argues that a good quality textbook must provide us with a grammatical and functional framework within which we could work. O'Neill explains that this must be based on learners' needs. Moreover, he states that good textbooks must make it possible for learners to do self-study easier so they are able to prepare themselves in advance for lessons, or catch up in case they miss the class.

Furthermore, O'Neill (1982) also says that textbooks must be made of high quality materials so that they can last longer despite being used many times. In addition to that, they must also have satisfying appearances so that they keep learners interested and motivated to learn. Last criterion of a good textbook is instead of providing rigid methods, it should make improvisation and adaptation possible. It should provide creative rooms that enable teachers as well as learners to sharpen their competences and deepen their knowledge.

Tomlinson (2003) mention other standards of good learning materials. According to him, good learning materials should achieve impact by attracting learners' curiosity, interest, and attention. Furthermore, Tomlinson (2003) states that textbooks must have novelty as well as variety of topics, activities, and illustrations; attractive presentation by using pleasing colours, interesting

photographs, and a lot of white spaces in between; appealing content such as interesting and up to date topics that enable learners to learn new things, engaging stories and activities, universal themes, not to mention local references.

The second standard is learning material must help learners to feel at ease. To make learners feel at ease, learning materials should provide lots of white space between texts, relate learners to their own culture, and offer types of activities which encourage personal participation of learners.

Tomlinson (2003) further adds that learning materials should help learners develop confidence by providing activities which stimulating and problematic, but achievable. Moreover, learning materials should require and facilitate learners self-investment by providing them with choices of focus and activities, giving topic control, and engaging in learner-center discovery activities. Furthermore, he argues that learning materials, especially language related ones, should expose learners to target language in authentic use and provide opportunities for them to use the target language to achieve communicative purposes. The input they have, spoken and written texts, should vary in style, mode, medium, and purpose and should be rich in features which are characteristics of authentic discourse of the target language and learners should be exposed and given opportunities to perform planned, semi-planned, and unplanned discourse.

In addition to that, Tomlinson (2003) also states that learning materials should take into account that learners differ in learning styles and affective attitudes. Therefore, the activities should be variable and ideally cater all learning

styles. The materials should provide choices of different texts, activities, and optional extras for the more positive and motivated learners.

#### 2.2.2.4 Textbooks as Agents of Change

Learners are interested and motivated to learn if they can relate to the topics being taught, thus textbooks are designed with local references. The textbooks materials then are designed in social and cultural contexts that comprehensible and recognizable for learners (Cunningsworth,2008). Through these social and cultural contexts, the textbooks bring unstated values through the characters' physical contexts, relationships, modes of behaviour, and intentions.

The representation of men and women in teaching materials is one of the research concerns related to these unstated values. The portrayals of men and women in the textbooks have great impact and influence learners' perception and attitudes toward gender roles in their society. Due to this reason, textbooks are considered as significant means to promote gender equality to the youth.

There are several other reasons to use textbooks as vehicles to encourage gender equality as explained by Hutchinson and Torres (1994) as follows.

##### *(1) Textbooks are convenient*

Textbooks are used to promote gender equality is because they are the most convenient means as they are affordable, often provided and subsidized by government, and are accessible for teachers as well as learners in big cities and rural areas.

*(2) Textbooks offer gradual understanding of gender equality*

Textbooks introduce the concept of gender equality gradually within a structure framework, thus enables learners and teachers develop and plant the ideas in their mind without being overwhelmed.

*(3) Textbooks constantly supports gender equality concept*

Textbooks provide constant supports as they are used on a daily basis so that learners as well as teachers accustom to the concept of gender equality.

*(4) Textbooks provide complete pictures of gender equality*

Textbooks provide complete pictures, through their spoken and written texts, of gender equality so that learners can see the impact in their future.

*(5) Textbooks provide group support*

The last reason is they provide support of the group behind every individual teacher, and thus relieve the burden of responsibility for introducing changes, in this case gender equality.

Those are all the reasons for using textbooks as strategic means to promote gender equality.

#### 2.2.2.5 The Textbooks in This Study

There are two English textbooks for senior high school students analysed in this study. The first textbooks is '*Pathway to English*' written by Th. Sudarwati and Eudia Grace and published by Erlangga in 2017. It provides framework for teaching and learning based on 2013 curriculum. The textbook offers stimulating and diverse language learning experiences through activities that link to other subjects and cross-cultural materials related to those subjects. It has not only paper

based contents' but also digital contents that can be accessed by scanning QR Codes in some pages of the book using smart phones. These digital contents include but not limited to audio recordings and videos. It has several features that help learners learn and motivate them. The features are genre based approach which stimulate learners to various text types, meaning activities to motivate students to use English in real life, extensive reading that encourage discussion and promote communication in the classroom, and character building related materials which expose learners to various moral values.

The second textbook is "Talk Active" by Lanny Kurniawan and Kenneth W. Ament. "Talk Active" is a series of textbooks for senior high school students that has been developed based on the revised 2013 Indonesia national curriculum. This textbook is published in 2017 by *Yudhistira*. There are ten units in this book, which cover the skills of listening, speaking, reading, and writing, and are related to real life situations. The texts are claimed to be versatile and made with comprehensive skills that are age-appropriate, user-friendly, environmentally aware and easy to comprehend.

### **2.2.3 *Multimodality***

"Multimodal refers to communicative artefacts and processes which combine various sign systems (modes) and whose production and reception calls upon the communicators to semantically and formally interrelate all sign repertoires present" (Stockl, 2004). In line with this, Camiciottoli & Fortanet-Gomez (2015) state that "multimodality is an approach used to understand the contribution of various semiotic resources in study of communication". Moreover, they explain

that multimodality approaches representation, communication, and interaction as something more than language. From the definitions, it can be concluded that a text is defined as multimodal when it combined two or more semiotic systems, which are linguistic, visual, audio, gestural, and or spatial.

### 2.2.3.1 The Grammar of Visual Images

English textbooks in current educational institutions invariably contain words and visual images, for example drawings, photographs, and graphs. Kress and van Leeuwen (2006) state that images not only represent the world, but also play part in some interactions and with or without accompanying texts, constitute a recognizable kind of text. Furthermore, they propose that images simultaneously represent three meanings, which are representational, interactive and compositional.

#### 2.2.3.1.1 *Representational Meaning*

Representational meaning is conveyed by the participants depicted (Jewitt & Aoyama, 2004). These participants can be people, places or things. In their study, Kress and van Leeuwen (2006) describe that there are two kinds of visual syntactic patterns in conveying representational meaning. The first one is narrative representations which relate participants in term of 'doing' and 'happening', of the unfolding actions, events, or process of change. They represent participant as doing something. The second one is conceptual patterns which represent participants in term of their generalized, stable or timeless 'essences'. They

represent participant as being something, or meaning something, or belonging to some categories, or having certain characteristics or components.

#### *2.2.3.1.2 Interactive Meaning*

Jewitt and Aoyama (2004) explain that images are not only able to represent the world, but also interact with viewers and suggest the attitude viewers should take towards what is being represented. This is what Kress and van Leeuwen (2006) call as interactive meaning. Furthermore, they propose that there are three important factors in realizing this meaning. They are contact, distance, and point of view.

##### (1) Contact

Participant images, especially those with people in them, make contact with viewer through their gazes and action, and establish a relation with viewers as well. Kress and van Leeuwen put the images into two categories based on the participants' gaze and action. The first one is called 'demand' pictures in which the participants demand something from the viewers. For instance, they may demand deference by looking down or pity by pleadingly looking up. The second category is 'offer' pictures in which offering of information is made.

##### (2) Distance

The second factor for making interactional meaning is distance. Images can bring people, places, or things close to viewers. In the norm of social relations, we see people whom we are intimately acquainted in close up, whereas those whose lives do not touch ours, we see them in distance. In images, a close up, showing head and shoulders or less, suggests an intimate or personal relationship; a medium

shot, showing human figures from head to somewhere between the waists or knees, a social relationship; while a long shot, showing the full figure, suggests an impersonal relationship.

### 3) Point of View

The last factor in which images bring about relations between represented participant and viewers is perspective or point of view. Horizontal angles in images are used to increased audience identification and involvement. Meanwhile, vertical angles are more likely represent power.

#### 2.2.3.1.3 *Compositional meaning*

Kress and van Leeuwen (2006) state that compositional meaning refers to the way representational and interactive element are made to relate to each other. It deals with the way they are integrated into a meaningful whole. Moreover, they propose that compositional relates representational and interactive meanings through three interrelated systems, which are information value, salience, and framing.

##### (1) Interrelated system

The first interrelated system, information values are realized by the placement of the element of a composition. The role of a particular element depends on its zone whether it is placed on the left or right, centre or margin, and top or bottom.

##### (2) Salience

The second is salience which deals with the way the images are made to attract viewers' attention to some degrees. Salience is realized through image placements in the foreground or background, sizes, colour contrasts, tonal contrasts, differences in sharpness, and many more.



### (3) Framing

The last interrelated system is framing. Framing indicates that elements of a composition can either be given separate identities, or represented as belonging together. It is realized by elements which create dividing lines or by actual frame lines.

#### 2.2.3.2 Image/Text Relations

Images or photographs are useful in many ways. They are often used to present data, illustrate abstract concepts, organise complex sets of information, and facilitate the integration of new language with existing knowledge. They are also deployed to enhance information retention, mediate thinking process, and improve problem solving abilities.

Roth and his colleagues (2005) identify four functions of image-text relations including, decorative, illustrative, explanatory, and complementary. These functions arise from the interpretation of caption, the text co-deployed and directly associated with each photograph. These functions also roughly define a hierarchy of increasing informational value and those with higher information value usually also do what the photograph of a lesser information value do. Each role of image-text is discussed as follows.

##### 2.2.3.2.1 *Decorative*

Visual images and verbal texts have decorative relations if the images are not referenced in the main text, do not include captions, and usually appear at the beginning of a unit, chapter, or section of text. Decorative images introduce

colours, may provide for certain aesthetics, but lack informational function for the individual who does not already know what the subsequent text is intended to teach. This function, from systemic functional perspective, may be more interpersonally than ideationally oriented, included to engage readers interactively or through some aspect of appraisal.

#### *2.2.3.2.2 Illustrative*

Visual images and verbal texts are identified to have illustrative relations if the images include captions that name or describe what readers are to see in the images, but the caption does not provide additional information to the main text. In this relation, the images clarify what is in the verbiage and or re-express the meaning of the image or the text in the alternative mode.

#### *2.2.3.2.3 Explanatory*

Explanatory relations are image-text relations in which the images have captions that provide an explanation of or a classification of what is represented in the photographs. The captions do not only name object or phenomenon in the images, but also add information about this object or phenomenon. The image may be an example or instance of what is in the text (image instantiate text) or the text may include an example of what is depicted generally in the image (text instantiate image).

#### *2.2.3.2.4 Complementary*

Visual images in this category are associated with verbal texts that add new information about the subject matter treated in the main text. This information is not only new, but it is also important information, never mentioned before in the main text, and that helps readers to further understand the concept. It involves an image extending or adding new meanings to those realized by the text (image extends text) or the text extending the meanings realized in the image (text extends image).

### ***2.2.4 Multimodal Representation of Gender***

This study focus on multimodal gender representation in two English textbooks for senior high school students entitled 'Pathway to English' and 'Bahasa Inggris'. Since the focus is multimodal gender representation, I analysed gender representation not only in written texts in those textbooks, but also the images as well. There are three types of representation that are examined in this study. They are gender typical roles, conversational roles, and the semantic representation.

#### **2.2.4.1 Typical Roles Representation**

The framework of analysis proposed by Brugeiller and Cromer (2009) is adapted to analyse multimodal gender representation in this study. Brugeilles and Cromer (2009) argue that gender representation in textbooks is embodied in all characters in those textbooks. Gender representations are developed in a subtle and complex way by the combination of features of each character in the textbooks and their interactions (Brugeiller & Cromer, 2009). The characters in textbooks bear

qualities, rules, status, actions, and activities. They evolve in a setting, a territory and are captured in a network of interactions with others that give them a place in the fictional society being drawn. Therefore, through the characters, we are able to gain access to social representation of a man, a woman, a boy, and a girl in a given society. Gender typical roles are represented by the characters through their designations, the actions they do, the attributes they wear or have, and the setting they are placed.

#### *2.2.4.1.1 Designations*

The way in which particular characters are designated makes them part of a community, positioning each one more in the private or more in the public sphere. For example, by addressing someone by their first names indicates a close relationship, using terms of endearment to call someone shows an intimate relationship, and using courtesy titles and surnames suggest a more distant and formal relationship. Designations can also confer a certain prestige, for instance the designation of *Sir Louis* and *Louis* reveal different levels of prestige. Thus the ways people are designated help to reveal the statuses, roles and social position attributes to each sex.

Bruegilles and Cromers (2009) offer several ways of designating characters used and combined in texts to individual or collective characters. The first one is forenames or surnames accompanied by courtesy titles, such as *Dave*, *Liz*, *Mr Dursley*, or *Ms Granger*. The second designation is family bond or family relationship, for example *mother*, *uncle*, *cousin*, *sister*, and *father-in-law*. The third is other relationship which is not family bond, for instance *friend*,

*neighbours*, and so on. The next designation is the status evoked by a social function or ownership, such as *a workman, a market trader, a farmer, a chairman, an engineer*, and so on. The last designation is generic nouns or generic terms that indicate sex, for example *man, and girls*.

#### 2.2.4.1.2 Actions

In both text and pictures, characters may be described or portrayed performing or doing actions. Brugeillers and Cromers (2009) categorize the actions or activities into three broad categories. The first one is educational activities. This category brings together all educational activities undertaken by children who are engaged in schoolwork, such as writing, reading, calculating, drawing, and discussing. The second category is occupational category. This category refers to all occupational activities being performed by characters identified through his or her occupational statuses, for example ploughing for farmers, baking for bakers, making call for secretaries, and so on. The last board category is work-equivalent activities. All work- equivalent activities which are not being performed by characters identified through their occupational status or which seem to be part of small-scale economic activities are group together under this category. Other possible categories are leisure activity, sport activity, domestic activity, negative activity (making mistakes, breaking something, causing problems, doing inappropriate things), and successful activity.

#### *2.2.4.1.3 Attributes*

Brugeilles and Cromer (2009) claim that “an attribute fleshes out a character’s personal, occupational, and social identity”. In the texts, attributes is designated as belonging to, associated with, or used by the characters. in the pictures, pictorial features must appear on the characters or within their hands/feet reach.

Several categories are proposed by Brugeilles and Cromer (2009) for attributes. They are educational materials (pencils, rulers, school bags, exercise books, felt-tip pen, and many more), work related items, physical characteristics ( heights, weights, skin colours, and hair styles), psychological characteristics, clothing and accessories, money, food, domestic items, and leisure, recreational, or sport items.

#### *2.2.4.1.4 Settings*

The term setting refers to the place of an individual character in the pictures. The places are identifiable using explicit indicators and precise information in the texts and images.

#### *2.2.4.1.5 Postures*

The analysis of characters’ postures is broken down into two stages. First of all, we need to look at whether the characters are presented full-lengths or partially. Full length means the character is illustrated completely from head to toe, or at least as far down as the knee. Meanwhile, if the character is presented partially, it means only the upper part of the body, i.e. the torso, the head and shoulder, or the face are shown. Partially can also means only the lower part of character’s body is

presented, i.e the pelvis or legs. The second stage is to define the precise positions in which the characters are represented (standing, sitting, kneeling, lying down, or unknown.).

#### 2.2.4.2 Conversational Roles Representation

The second multimodal gender representation in this study is the conversational roles between gender. In conversations, power dynamic also occur between participants. Through their turn taking, speakers establish their dominance in conversations. The dominant speakers, speakers who have more power, have most turns in conversations, not to mention that they have the longest turns, too. They initiate conversational exchanges, hold the floor by controlling the topic being talked about, who talk and when, also tend to interrupt others (Short, 1996).

Coulthard and Montgomery (1981) formulated exchanges that occur in conversations in the as follows.

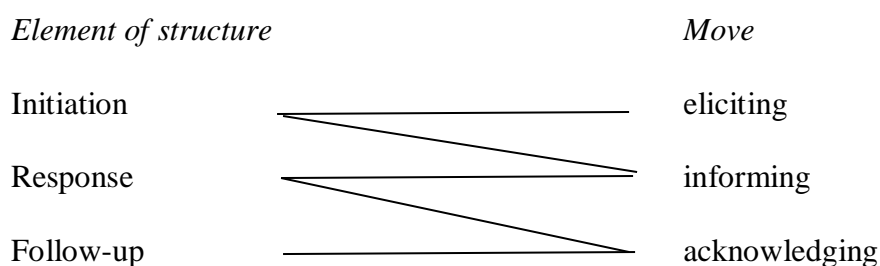


Chart 2.1 Elements of Structure

Coulthard and Montgomery (1981) state that in everyday conversations, there are three basic elements of structure, which are initiation, in which speakers initiate exchange to start conversations, response, in which other speakers give their response to the topic being brought, the response can be positive as well as

negative response, and follow up. Furthermore, they explain that in initiating exchange, speakers may use eliciting moves or informing moves, while in response, they may choose informing or acknowledging moves. Lastly, speakers use acknowledging moves in conversations as follow-ups.

Francis and Hunston (2002) propose detailed description of structure and function of moves. They suggest that there are eight moves, which are framing, opening, answering, eliciting, informing, acknowledging, directing, and behaving.

#### (1) Framing

Its function is to mark boundaries in the conversations. It is realized by a closed class of items, such as *'OK'*, *'(all) right'*, *'anyway'* and their variants, *'well'*, *'now'*, *'good'* and their variants.

#### (2) Opening

Its function is to initiate a conversation, or to impose structure on it in some way, and to obtain a warrant of doing so. Opening is realized by statements, questions, commands, greetings, leave takings, and summons, such as the ringing of telephone, a knock at the door, or the calling of somebody's name.

#### (3) Answering

Its function is to indicate willingness or reluctance to participate in a conversation, or to provide a warrant for suggestions as to structuring made by other participant. It is realized by reply-greetings, reply-summons, *'yes'* and other items indicating assent, both verbal and non-verbal, *'no'* and their variants, both verbal and non-



verbal. I can also be realised by silence, interpreted as a default mechanism whereby failure to protest is an indication of acquiescence or rejection.

(4) *Eliciting*

Its function is to elicit information, a decision between 'yes' and 'no', agreement, clarification or repetition, depending on which act realizes its head. It is realized by questions which seek information (wh-questions and ellipted forms of these), questions which seek 'yes' or 'no' answers, closed class of item such as 'pardon', 'what', 'eh', 'again', and their variants, 'hah', 'come on', 'guess', and their variants.

(5) *Informing*

Its function is to offer information, or to supply an answer appropriate or inappropriate to a preceding eliciting move. Informing is realized by statements, 'yes' and 'no' items and their variants, repetition, and paraphrase.

(6) *Acknowledging*

Its function is to provide positive or negative follow-up. It is realized by 'yes' and 'no' and their variants, both verbal and non-verbal, statements, and moodless items.

(7) *Directing*

Its function is to request an immediate or future action. It is realised by commands.

(8) *Behaving*

Its function is to supply an action, either in accordance with a preceding directive or in defiance of it. It is realised by actions.

### 2.2.4.3 Semantic Representation

The third way to investigate gender representation in textbooks is by looking at their semantic representations. Mills (1995) states that language, rather than simply reflects the society, actually brings about and shapes changes the way we see and think. The fact that there are few words for certain areas for women experience means either women do not apprehend their own experience or that they apprehend it only through male oriented terms. She proposes that gender dominance in sexist language is portrayed by the uses of generic forms, that are those elements in language which perpetuate a view of male as a norm or universal and the female as deviant or individual. Furthermore, she explains that the use of sexist language has three big effects. The first one is it makes women feel small and less important men since it may alienate female interlocutors and cause them to feel that they are not being addressed. The second effect is it causes women to view themselves in a negative or stereotyped ways. The last effect is sexist language may confuse listeners.

Semantic representation of gender can be seen from the use of generic pronouns, generic nouns, and gender-free language.

#### 2.2.4.3.1 *Generic Pronouns*

The most recognized generic pronoun is 'he'. 'He' is not used sex-specifically, but generally. Even though the pronoun refers grammatically to singular male, it is taken to refer to both male and female in general. Since the generic 'he' confuses readers and listeners, the use of gender-specific pronouns is needed.

Gender specific pronouns are often used in a sexist way to refer to people working in stereotypical male and female professions. Professors, scientist, and engineer are usually labelled as male, therefore pronoun 'he' is used, while pronoun 'she' is commonly used for nurses, librarians, secretaries, and models. Similarly when the sex of a person referred to is unknown; it is a common practice to assume that the person is male.

#### *2.2.4.3.2 Generic nouns*

The second generic form is the uses of generic nouns. Sexist language is that language which present male-oriented experience as generic or as the norm, for example, when discussing humanity as a whole, the generic noun 'man' and 'mankind' are often used. 'Man' is also used as prefix in such example as 'man-power', 'man-hours', or as an affix in such examples as 'craftsman', 'seaman', 'policeman', 'dustman', 'fisherman' and in the verb 'to man'. Some of them have generic alternatives like 'craft worker', 'police officer', and 'fire fighter'.

#### *2.2.4.3.3 Gender-free Language*

The third generic form is the use of gender free language. Gender free language is indicated by the use of plural pronouns, s/he, passivize, female pronouns as generic, male pronouns as generic with a proviso, and alternative pronouns.

### **2.3 Theoretical Framework**

The focus of this study is multimodal representation of gender in two English textbooks for senior high school students. There are three main criteria to analyse

the multimodal representation of gender in this study, which are gender typical roles, conversational roles, and the semantic representation.

Gender typical roles representation is investigated by adapting Brugeilles and Cromer's (2009) theory of gender representation in textbooks. The typical roles representation is analysed through characters' designations, actions, attributes, postures, and settings in which they are set in the textbooks.

The second criterion, conversational roles, is analysed using Francais and Husnton (2002) theory of participants' moves in conversations. The roles of participants in conversations can be seen from their move choices in conversational exchanges, which are initiations, responses, and follow-ups.

Lastly, semantic representation, the last criterion, is investigated by deploying Mill's (1995) theory. Semantic representation of gender can be seen by the used of generic pronouns, generic nouns, and gender-free language.

The focuses of the problem are typical roles, conversational roles, and semantic representation of gender. The multimodal representation of gender will be shown by the results of the aforementioned focuses. Therefore, the flowchart of the theoretical framework of this study is shown as follows.

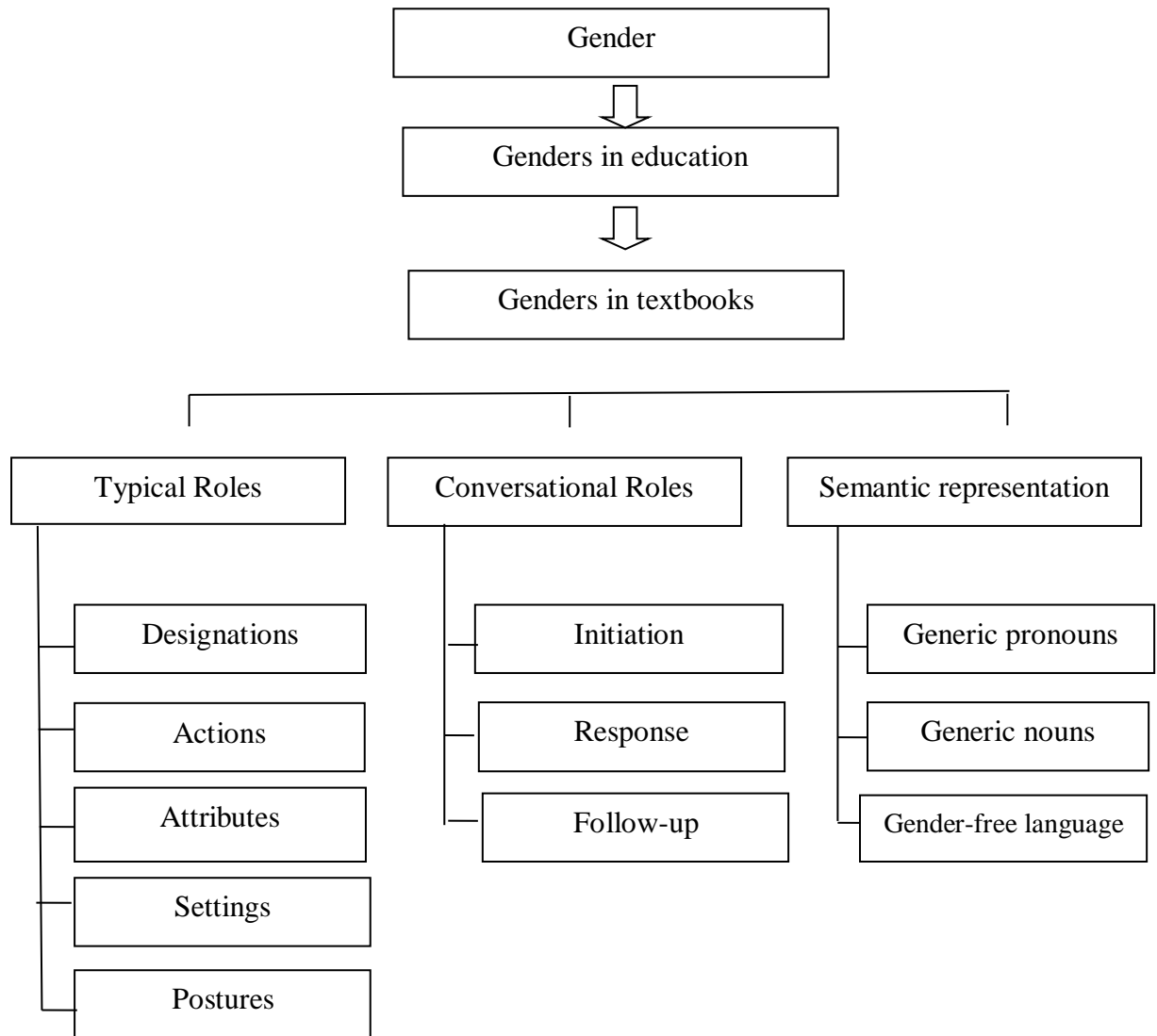


Chart 2.2 Theoretical Framework

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents two sub-headings. The first one is conclusions which are derived from findings and the discussion in chapter VI and the second sub-heading is suggestions for improvement.

#### **5.1 Conclusions**

There are six conclusions derived from the findings and discussions. The first one is the multimodal representation of gender typical roles. These roles are represented by their designations, actions, attributes, postures, and the settings in which they are set in.

Both English textbooks represent males as breadwinners in domestic sphere and leaders in social and occupational sphere. Males are designated as fathers, whereas females as mothers and daughters. Males are represented as smart, capable, well educated, literate, and competent, so that they are able to get well-paid jobs which in turn enable them to earn money for their family needs. As leaders males are depicted as smart, decisive, competitive, and brave figures. They dare to take challenge, capable to think of solutions, not afraid to take risks, and able to solve their own problems. Males are also designated as *King, Emperor, and Resi* shows their status as rulers. Their occupational roles are realized through their status in workplaces. Males are represented to work in various sectors. They are depicted as capable and skilful. Therefore, they have jobs related

to machinery and technology. As they are also illustrated to be strong, they are also depicted to have jobs that require physical strengths.

On the other hand, females are represented to have nurturing roles in domestic sphere and followers in social sphere, and male subordinate in occupational sphere. Females are depicted as a motherly, affectionate, passionate, and loving figure. They spend most of their time at home taking care of their babies, helping their children studying, managing the house, and making sure that every family member needs are achieved. These female roles as followers are realized through their action which indicates they seek help from males to solve their problem and take decisions for them. Lastly, their occupational roles are realized from the illustration of females to be males' subordinates in their workplace, in which their job descriptions require them to organize things and lobbying clients. Females are also represented in limited working sectors. Mostly they are set in educational places as teachers in which their jobs are nurturing their students in learning new things.

The second conclusion is about multimodal representation of gender typical roles. Both textbooks represent particular gender as dominant speakers and the other as deferential speakers. Dominant speaker roles are realized through their initiating moves in opening the conversation and introducing new topic. Their dominance is so realized as they hold the topics and address the next speakers by using their eliciting moves and informing moves as responses. Meanwhile, deferential speakers are realized as they use informing and

acknowledging moves in their responses. In their responses, they only provide information, agreement, and yes no answers demanded by dominant speakers.

The third conclusion is their semantic representation of gender. The semantic representation is realized by the use of gender-free language, generic pronouns, and generic nouns. Both textbooks have gender free language as the ones that have the most number of occurrences. This gender free language is realized in the use of generic address terms, plural forms, pronouns he or she, and passive forms. These usages of gender free language.

The fourth conclusion is the similarities of multimodal gender representation in the two textbooks. Both textbooks have similar representation of gender typical roles. They represent males as leaders and breadwinners, whereas females are represented as nurturing figures, followers, and males' subordinates in workplace. The textbooks also have similarity in their semantic representation as they promote gender equality through the frequent use of gender free language.

The fifth conclusion is about the difference of multimodal gender representation in both textbooks. TA represents males as dominant speakers and females as deferential speakers. On the contrary, PE represents females as dominant speakers and males as deferential speakers.

The last conclusion is the relation of verbal texts and their respective visual images. There are four types of image-text relations found in both textbooks. They are decorative, illustrative, explanatory, and complementary. In decorative, the images are only to engage the readers interactively and they are not referenced in the main texts. The second one is illustrative relation, in which



the images are to re-express the meaning in verbal texts through different semiotic resources. The third one is explanatory relation, in which the images provide explanation of what are in the verbal text or vice versa. The last one is complementary relation. In this relation, the images provide new and important information that cannot be found in their respective verbal texts, or vice versa.

## **5.2 Suggestions**

There are some suggestions to improve the textbooks or supporting learning materials that I offer. The first suggestion is related to gender typical roles. It would be better if there are some representations of males doing domestic chores like washing the dishes, preparing dinner, or cleaning up the house. Some representations of males nurturing children such as helping them doing their homework or taking care of their babies are also needed. By providing these representations, students will have internal norms that males share similar responsibilities with females in domestic duties and nurturing children.

In term of typical roles, representation of women having various kinds of jobs, including the high-position jobs in which they take control, and jobs that require strengths are needed. These representations will make students, especially females, confident that they have same opportunities as males to be anything in the future. They will have understanding that their gender does not limit them to get their dream jobs and develop their talents as long as they are competent and capable.

The second suggestion is about gender representation of conversational roles. It would be better if there are balance number of males and females as dominant and deference speakers. Varieties of move types are also better to expose students to 'natural' conversations.

The last suggestion is about semantic representations. Even though, both textbooks have promoted gender equality through gender-free language, sexist language is still found. It would be better if '*man*' affixes nouns such as policeman, fireman, chairman, and fisherman are replaced with their generic nouns like police officer, fire fighter, chairperson, and angler. By using their generic nouns, students will be able not to stereotypically relating particular jobs with particular gender.

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## APPENDICES

### APPENDIX 1 TYPICAL ROLES in TA M = Male ; F = Female

Character(s)	DESIGNATIONS	ACTIONS	ATTRIBUTES	SETTINGS	POSTURES
TA 1.1 (M)	Forename Courtesy title Kinship bond Other bonds ✓ Status <i>Specify:</i> <i>student</i>	to study	<b>Object(s):</b> books, paper, pencil, shirt, jeans, glasses  <b>Physical characteristic(s):</b> short, short blonde hair, young, lean  <b>Psychological trait(s):-</b>	Identifiable : ✓ yes no <i>if yes, state :</i> in a library	Partial ✓ Full-length <i>Specify:</i> Standing Lying down ✓ Sitting Kneeling Unknown
TA 1.2 (F)	Forename Courtesy title Kinship bond Other bonds ✓ Status <i>Specify:</i> <i>student</i>	to study	<b>Object(s):</b> shirt, notebook  <b>Physical characteristic(s):</b> long hair, slim, young  <b>Psychological trait(s):-</b>	Identifiable : ✓ yes no <i>if yes, state :</i> in a library	✓ Partial Full-length <i>Specify:</i> Standing Lying down Sitting Kneeling Unknown
TA 1.3 (F)	Forename Courtesy title Kinship bond Other bonds ✓ Status <i>Specify:</i> <i>student</i>	to do homework	<b>Object(s):</b> laptop, shirt, earrings  <b>Physical characteristic(s):</b> short hair, slim, young  <b>Psychological trait(s):-</b>	Identifiable : ✓ yes no <i>if yes, state :</i> in her room	✓ Partial Full-length <i>Specify:</i> Standing Lying down Sitting Kneeling Unknown
Mrs. Sonia(F)	Forename Courtesy title Kinship bond Other bonds ✓ Status <i>Specify:</i> <i>teacher</i>	to narrate a story	<b>Object(s):</b> book, blouse, skirt, heels  <b>Physical characteristic(s):</b> slim, short  <b>Psychological trait(s):</b> warm, friendly, attentive	Identifiable : ✓ yes no <i>if yes, state :</i> <i>classroom</i>	Partial ✓ Full-length <i>Specify:</i> Standing Lying down ✓ Sitting Kneeling Unknown
Prabu Aji Samosa (M)	Forename ✓ Courtesy title Kinship bond Other bonds Status <i>Specify:</i>	to fight, to rule	<b>Object(s):</b> bow, arrows <b>Physical characteristic(s):-</b> <b>Psychological trait(s):</b> arrogant, greedy, careless	Identifiable : yes ✓ no <i>if yes, state :</i>	Partial Full-length <i>Specify:</i> Standing Lying down Sitting Kneeling Unknown

**TYPICAL ROLES in PE****M = Male ; F = Female**

Character(s)	DESIGNATIONS	ACTIONS	ATTRIBUTES	SETTINGS	POSTURES
Jack (M)	✓ Forename Courtesy title Kinship bond Other bonds Status <i>Specify:</i>	to attend a party	<b>Object(s):</b> shirt, tie, suit  <b>Physical characteristic(s):</b> young, tall, lean  <b>Psychological trait(s):</b> friendly, extroverted	Identifiable : ✓ yes no <i>if yes, state :</i> in party	✓ Partial Full-length <i>Specify:</i> Standing Lying down Sitting Kneeling Unknown
Rosy (F)	✓ Forename Courtesy title Kinship bond Other bonds Status <i>Specify:</i>	to attend a party	<b>Object(s):</b> blouse, suit  <b>Physical characteristic(s):</b> curly hair, slim  <b>Psychological trait(s):</b> friendly, nice	Identifiable : ✓ yes no <i>if yes, state :</i> in a party	✓ Partial Full-length <i>Specify:</i> Standing Lying down Sitting Kneeling Unknown
Thomas (M)	✓ Forename Courtesy title Kinship bond Other bonds Status <i>Specify:</i>	to type	<b>Object(s):</b> laptop, shirt  <b>Physical characteristic(s):</b> young, short hair  <b>Psychological trait(s):</b> smart, adventurous, easy going, determined	Identifiable : ✓ yes no <i>if yes, state :</i> in his room	✓ Partial Full-length <i>Specify:</i> Standing Lying down ✓ Sitting Kneeling Unknown
Serunting (M)	✓ Forename Courtesy title Kinship bond Other bonds Status <i>Specify:</i>	to fight	<b>Object(s):</b> spear  <b>Physical characteristic(s):</b> strong, young  <b>Psychological trait(s):</b> jealous, cunning	Identifiable : ✓ yes no <i>if yes, state :</i> a village in South Sumatra	Partial Full-length <i>Specify:</i> Standing Lying down Sitting Kneeling Unknown
King Midas (M)	✓ Forename Courtesy title Kinship bond Other bonds Status <i>Specify:</i>	to rule	<b>Object(s):-</b>  <b>Physical characteristic(s):-</b>  <b>Psychological trait(s):</b> greedy, careless	Identifiable : ✓ yes no <i>if yes, state :</i> a kingdom	Partial Full-length <i>Specify:</i> Standing Lying down Sitting Kneeling Unknown



**APPENDIX 2****CONVERSATIONAL ROLES***Conversational Text TA 1 ; M = Male ; F = Female*

<b>Turn</b>	<b>Speakers (Genders)</b>	<b>Exchanges</b>	<b>Texts</b>
1	Tom (M)	Initiation - greeting	Hi,
2		Initiation - opening	I don't think we've met.
3		Initiation - informing	My name's Tom.
4-5	Jenny (F)	Response – reply greeting	Hi, Tom. Nice to meet you.
6		Response - informing	My name is Juanita, but everybody calls me Jenny.
7	Tom (M)	Response – reply greeting	Nice to meet you, Jenny.
8		Initiation - eliciting	So, where are you from?
9-11	Jenny (F)	Response-informing	Well, originally I'm from Argentina, but we moved to United States when I was about five years old. My parents now live in Chile. That's where they first met.
12		Initiation - eliciting	What about you, Tom?
13-14	Tom (M)	Response-informing	I was born in Fresno, California, and we lived there until I was seven. Then since my father worked for the military, we moved all over the place.
15	Jenny (F)	Acknowledging	Oh yeah?
16		Initiation-eliciting	Where are some of the places you've lived?
17	Tom (M)	Response-informing	Mostly, we were overseas. We spent ten years in Korea, Germany, and Okinawa, Japan, and then, we were transferred back to the states 3 years ago.
18	Jenny (F)	Acknowledging	Wow, it sounds like you have interesting life.
19		Initiation-eliciting	So, what do you do now?
20	Tom (M)	Response-informing	I'm a university student.
21	Jenny (F)	Acknowledging	Oh, really?
22		Initiation-eliciting	What are you studying?
23	Tom (M)	Response-informing	I'm majoring in Psychology.
24		Initiation-eliciting	What about you?
25		Initiation-eliciting	What do you do?
26	Jenny (F)	Response-informing	Well, I'm working downtown as a sales representative for a computer company called CompTech.
27	Tom (M)	Response-acknowledging	No, kidding!
28		Response-informing	My brother works there too.

**Conversational Text TA 2**

Turn	Speakers (Genders)	Exchanges	Texts
1	Man	Initiation-greeting	Good morning!
2	Woman	Response-reply greeting	Morning!
3	Man	Initiation-opening	By the way, I just want to say, well done on clinching the deal!
4	Woman	Response-answering	Oh, thanks.
5		Response-informing	It wasn't too difficult.
6	Man	Response-informing	You are being modest.
7		Response-acknowledging	You did really well.
8	Woman	Acknowledging-receive	Thank you.
9	Man	Response-informing	You're a great manager, you know.
10	Woman	Response-eliciting	Do you think so?
11	Man	Response-informing	Oh yeah.
12	Woman	Follow-up-acknowledging	I appreciate that.
13	Man	Initiation-eliciting	Have you cut your hair?
14	Woman	Response-informing	Oh yes, I did actually.
15	Man	Initiation-eliciting	Where did you get it done?
16	Woman	Response-informing	Oh, just that place on the main street.
17	Man	Response-informing	They did a great job and it looks great with the outfit.
18	Woman	Response-eliciting	Do you think so?
19	Man	Response-informing	Oh yeah. Very fashionable.
20	Woman	Response-informing	Oh, it's just an old thing.
21	Man	Response-informing	Well, you've got a great sense of style.
22	Woman	Response-acknowledging	Thank you, you too.
23	Man	Follow up-acknowledging	Thank you.
24		Initiation-opening	Nice perfume, too.
25		Initiation-eliciting	Is that dream?
26	Woman	Response-informing	Well, yes, it is, actually.
27	Man	Response-informing	You wear it well
28	Woman	Response-acknowledging	I'm flattered.
29	Man	Response-acknowledging	My pleasure.
30	Woman	Initiation-eliciting	Listen, is there something that you want?
31	Man	Response-informing	No,
32		Response-informing	I'm just being polite, you know.
33	Woman	acknowledge	Hmmm

**Conversation Text TA 3****M = Male ; F = Female**

Turn	Speakers (Genders)	Exchanges	Texts
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1	Travel agent (F)	Initiation-opening	Freedom travel.
2		Initiation-eliciting	How may I help you?
3	Caller (M)	Response-informing	Yes,
4		Response-informing	I would like to make a flight reservation for 23 <sup>rd</sup> of this month.
5	Travel agent (F)	Response-acknowledging	Okay.
6		Initiation-eliciting	What is your destination?
7	Caller (M)	Response-informing	Well, I'm flying to Helsinki, Finland.
8	Travel agent (F)	Response-eliciting	And when will you be returning?
9-10	Caller (M)	Response-informing	Uh, well, I would like to catch a return flight on the 29 <sup>th</sup> . Oh, and I would like the cheapest flight available.
11-12	Travel agent (F)	Response-acknowledging	Okay. Let me see.
13	Caller (M)	Initiation-eliciting	Yeah?
14	Travel agent (F)	Response-informing	Well, the price for the flight on the day you want is almost double the price you would pay if you leave the day before.
15	Caller (M)	Follow up-acknowledging	Whoop.
16		Initiation-informing	Let's go with the cheaper flight.
17		Initiation-eliciting	By the way. How much is it?
18	Travel agent (F)	Response-informing	Its only \$980.
20-21	Caller (M)	Response-informing	Alright. Let's go with that.
22-23	Travel agent (F)	Response-eliciting	Okay. That's flight 1070 from Salt lake City to New York, Kennedy airport, transferring to flight 90 from Kennedy to Helsinki.
24	Caller (M)	Initiation-eliciting	And what are the departure and arrival times for those flights?
25	Travel agent (F)	Response-informing	The first flight leave Salt Lake city at 10 a.m., arrive in New York at 4:35 p.m., then you transfer to flight 90 at 5:55 p.m., and arrive in Helsinki at 8:30 a.m., the next day.
26	Caller (M)	Response-informing	Alright.
27		Initiation-informing	And I would like to request a vegetarian meal.
28	Travel agent (F)	Response-informing	Sure, no problem.
29		Initiation-eliciting	And could I have your name, please?

**Conversational Text TA 4**

<b>Turn</b>	<b>Speakers (Genders)</b>	<b>Exchanges</b>	<b>Texts</b>
1	Man	Initiation – greeting	Hi
2		Initiation-eliciting	Haven't we met before?
3		Initiation-eliciting	You look familiar.
4	Woman	Response-informing	Yeah, we met on campus last week, and you asked me the same question.
5	Man	Response-eliciting	Oh, oh really?
6		Response-eliciting	I'm sorry, but I'm terrible with names.
7		Initiation-eliciting	Let me guess, it's Sherry, right?
8	Woman	Response-informing	No
9		Response-informing	But you got the first letter right
10	Man	Response-eliciting	I think I know. It's at the tip of my tongue.
11		Initiation-eliciting	Uh, Sandy? Susan?
12	Woman	Response-informing	Nope.
13		Response-eliciting	So I was that memorable?
14	Man	Response-eliciting	Wait.wait.
15		Initiation-eliciting	It's Sharon.
16	Woman	Response-informing	You got it and only on the fourth try,
17	Man	Initiation—eliciting	How are you?
18	Woman	Response-informing	Not bad.
19		Initiation-eliciting	By the way, what is your name?
20	Man	Response-informing	It's Ben, but everyone calls me B.J.
21		Initiation-eliciting	What do you do Sharon?
22	Woman	Response-informing	I'm a graduate student majoring in TESL.
23	Man	Response-eliciting	Uh, TESL.
24		Response-eliciting	What's that?
25- 26	Woman	Response-informing	It stands for Teaching English as a Second Language. I want to teach English to a non-native speakers overseas.
27	Man	Follow up-acknowledging	Oh, yeah.
28- 29		Initiation-informing	I'm pretty good with English grammar. You know, verbs and adjectives, and things.
30		Follow up-acknowledging	Hey that sounds really exciting.
31		Initiation-eliciting	Do you need some type of specific degree or experience to do that?
32		Initiation-eliciting	Could I do something like that?
33	Woman	Response-informing	Well, most employers overseas are looking for someone who has at least a Bachelor's degree and one or two

			years of experience.
34		Initiation-eliciting	What do you do?
35		Initiation-eliciting	Are you a student on this campus?
36	Man	Response-informing	Yeah.
37		Response-informing	But I guess I'm mulling over the idea of going into accounting or international business, but I guess now, I am leaning toward a degree in marketing.
38-39		Initiation-conclusion	I have to run. I have class in 10 minutes.
40	Man	Response-acknowledging	Oh, okay.
41		Initiation-informing, eliciting	And, uh, by the way, there is this, uh, dance on campus at the student centre tonight and I was wondering if you'd ... you know ... like to come along.
42	Woman	Response-eliciting	Oh really.
43		Response-informative	Well, perhaps.
44	Man	Response-acknowledging	Okay.

### Conversational Text TA 5

M=Male ; F=Female

Turn	Speakers (Genders)	Exchanges	Texts
1	Paul (M)	Initiation-opening	Hello, Sara. Nice to meet you.
2	Sara (F)	Response-answering	Nice to meet you too.
3	Paul (M)	Initiation-eliciting	How long have you studied here?
4	Sara (F)	Response-informing	I've studied here for three years
5	Sara (F)	Initiation-eliciting	And you?
6	Paul (M)	Response-informing	Two years

### Conversational Text TA 6

M=Male ; F=Female

Turn	Speakers (Genders)	Exchanges	Texts
1	Mark (M)	Initiation-meta statement	I have some news.
2	Lisa (F)	Response-eliciting	What is it?
3	Mark (M)	Response-informing	I've bought a new bike

### Conversational Text TA 7

M=Male ; F=Female

Turn	Speakers (Genders)	Exchanges	Texts
1	Harry (M)	Initiation-opening	Hello, Anna.

2		Initiation-opening	I didn't expect to see you here.
3	Anna (F)	Response-informing	Oh, I have been here for quite a while.
4	Harry (M)	Initiation-eliciting	When did you arrive?
5	Anna (F)	Response-informing	Just after lunch.
6	Harry (M)	Initiation-eliciting	Did Patrick pick you up from the station?
7	Anna (F)	Response-informing	No
8		Response-informing	It was a nice day, so I walked.
9	Harry (M)	Initiation-eliciting	Have you eaten anything since you've been here?
10	Anna (F)	Response-informing	Yes
11		Response-informing	I have afternoon tea with the girls.
12	Harry (M)	Initiation-eliciting	What did you think of Beatrice?
13	Anna (F)	Response-informing	She has grown up a lot since the last time I saw her.
14	Harry (M)	Initiation-eliciting	And how do you find Jessica?
15	Anna (F)	Response-informing	She didn't join us. I haven't seen her yet.

### Conversational Text TA 8

M=Male ; F=Female

Turn	Speakers (Genders)	Exchanges	Texts
1	Arron (M)	Initiation-eliciting	Do you know Cristiano Ronaldo?
2	Bella (F)	Response-eliciting	Who is he?
3	Arron (M)	Response-eliciting	You don't know him?
4		Response-informing	He is the world's best footballer this year.
5	Bella (F)	Response-eliciting	Really?
6		Initiation-eliciting	Is he Spanish?
7	Arron (M)	Response-informing	No
8		Response-informing	He is Portuguese but he plays for Real Madrid.

### Conversational Text PE 1

M=Male ; F=Female

Turn	Speakers (Genders)	Exchanges	Texts
1	A (M)	Initiation-opening	Hello
2		Initiation-informing	My name is David Hasselhoff.
3	B (F)	Response-answering	Oh, hello Mr Hasselhoff.
4		Initiation-opening	Nice to meet you
5	A (M)	Response-answering	Nice to meet you too, Mrs Miller.
6		Initiation-informing	Just call me David.
7		Initiation-eliciting	And what should I call you Mrs.

			Miller?
8	B (F)	Response-informing	You can call me Sue

### Conversational Text PE 2

M=Male ; F=Female

Turn	Speakers (Genders)	Exchanges	Texts
1	Jack (M)	Initiation-opening	Great party, isn't it?
2	Rosy (F)	Response-answering	Yes, it is.
3-4	Jack (M)	Initiation-informing	By the way, my name is Jack Sommer. Please call me Jack. I am from Toronto, Canada
5	Rosy (F)	Response answering	Nice to meet you, Jack.
6-7		Response-informing	I am Rosiana Simatupang. Just call me Rosy.
8	Jack (M)	Initiation-eliciting	What do you do, Rosy?
9	Rosy (F)	Response-informing	Well, I'm a TV presenter.
10	Jack (M)	Response-eliciting	Oh, are you?
11		Initiation-eliciting	What TV station are you working for?
12	Rosy (F)	Response-informing	TV three.
13		Initiation-eliciting	And what about you Jack?
14	Jack (M)	Response-informing	I work for the United Bank. In the marketing section.
15	Rosy (F)	Response-acknowledging	Hmm...that sounds interesting
16	Jack (M)	Response-acknowledging	It's not bad.

### Conversational Text PE 3

M=Male ; F=Female

Turn	Speakers (Genders)	Exchanges	Texts
1	Angelina (F)	Initiation-eliciting	Where do you work?
2	Robin (M)	Response-informing	I work for united Bank.
3	Angelina (F)	Response-eliciting	Oh really?
4		Initiation-eliciting	And what did you do there?
5-6	Robin (M)	Response-informing	I'm a customer service. I serve the bank customers who need help and information about their accounts.
7	Angelina (F)	Follow up-acknowledging	That sounds interesting!

### Conversational Text PE 4

M=Male ; F=Female

Turn	Speakers (Genders)	Exchanges	Texts
1	Albert (M)	Initiation-eliciting	What do you do in your spare time?

2	Berta (F)	Response-informing	I sometimes listen to music.
3	Albert (M)	Follow up-acknowledging	That's interesting.
4	Berta (F)	Response-informing	Yes, I like listening to Kenny G.
5		Initiation-eliciting	What about you?
6		Initiation-eliciting	Do you like music too?
7	Albert (M)	Response-informing	No
8	Berta (F)	Response-informing	I play tennis in my spare time.
9	Berta (F)	Follow up-acknowledging	That's good.
10		Initiation-eliciting	Who is your favourite tennis player?
11-12	Albert (M)	Response-informing	I like Maria Sharapova. She is Russian tennis player

### Conversational Text PE 5

M=Male ; F=Female

Turn	Speakers (Genders)	Exchanges	Texts
1-4	Teacher (F)	Initiation-informing	Listen, students. I've got good news for you. Your classmate, Iwan, is doing great. He got an A in his composition.
5		Initiation-eliciting	Did you do it by yourself Iwan?
6	Iwan (M)	Response-eliciting	I certainly did, Ma'am.
7	Teacher (F)	Follow up-acknowledging	Wow, how clever you are!
8	Iwan (M)	Follow up-acknowledging	Thank you, ma'am.
9	Teacher (F)	Initiation-eliciting	By the way, Iwan, could you help your friends write a good composition?
10	Iwan (M)	Response-eliciting	Yes, ma'am.

### Conversational Text PE 6

M=Male ; F=Female

Turn	Speakers (Genders)	Exchanges	Texts
1	Merry (F)	Initiation-eliciting	Have you ever been to Singapore?
2		Initiation-informing	I'm going there in June.
3	Rinto (M)	Response-informing	Yeah. I was there last April.
4	Merry (F)	Follow up-acknowledging	You were?
5		Follow up-acknowledging	Tell me about it.
6		Initiation-eliciting	What was it like?
7-10	Rinto (M)	Response-informing	Oh, it's terrific. Singapore is a beautiful city state with lots of parks and open spaces. It is also very clean. You know, the business district is very modern, with lots of tall, new buildings.
11	Merry (F)	Initiation eliciting	Where did you go?



12	Rinto (M)	Response-informing	Sentosa Island, Esplanade, Chinatown, Kampung Melayu in Bugis Street, Orchard Road shopping district.
13	Merry (F)	Response-acknowledging	Sounds great!
14		Initiation-eliciting	And how did you get around the city?
15-17	Rinto (M)	Response-informing	It's easy. The MRT. It's cheap transport system in Singapore.
18	Merry (F)	Initiation-eliciting	What is the most favourite food in Singapore?
19	Rinto (M)	Response-informing	Well, you can find Chinese, Indian, and Malay foods at reasonable prices there.
20	Merry (F)	Initiation-informing	Listen. I also want to buy camera while I'm there.
21		Initiation-eliciting	Where do you think I should go?
22-23	Rinto (M)	Response-informing	Well, there are camera shops at Orchard with a large selection. You can go there.

### Conversational Text PE 6

M=Male ; F=Female

Turn	Speakers (Genders)	Exchanges	Texts
1	Man	Initiation-opening	Good morning
2		Initiation-eliciting	May I help you?
3	Woman	Response-answering	Morning sir
4		Initiation-eliciting	Excuse me, could you tell me who they are?
5-6	Man	Response-informing	Oh, they are the disaster team. I mean, they are Indonesian disaster team.
7	Woman	Response-acknowledging	I see.
8		Initiation-eliciting	I'm sorry, but do you know what they are doing?
9		Response-informing	They look very busy.
10	Man	Response-informing	Right.
11-12		Response-informing	They are preparing to evacuate homeless residents. You know, because of the floods, 350,000 people must be evacuated.
13	Woman	Response-eliciting	So you mean the monsoonal downpours and swollen rivers have them homeless?
14	Man	Response-informing	Correct.
15-17		Response-informing	It has been raining very heavily this week. It is the biggest flood that has

			ever occurred in Jakarta. Actually, this area is affected.
18	Woman	Initiation-eliciting	Excuse me, but is it true that four people have died from flooding in this area?
19	Man	Response-informing	You are right.
20		Response-informing	One of them was a nine-year-old boy, who lived not far from the district.
21	Woman	Follow up-acknowledging	I am sorry.
22		Initiation-informing	This situation reminds me of the 2007 floods which caused about half a million dollars' worth of damage.
23-24	Man	Response-informing	Yes. The 2007 also made hundreds of thousands of people homeless.
25	Woman		I think it's also my fault. I should take better care of the environment.

### APPENDIX 3

#### SEMANTIC REPRESENTATION

Textbooks	Generic Pronouns	Generic Nouns	Gender-free Language
TA	Gender-specific : 6 Stereotypically jobs : 4	'man' affixes : 7 'man' generic : 1 sexist address terms : 3	Generic address terms : 11 Plural pronouns : 11 He/she : 4 His/her : 4 Him/her : 4 Passive forms : 6
PE	Gender-specific : 10 Stereotypically jobs : 8	'man' affixes : 7 sexist address terms : 3	Generic address terms : 8 Plural pronouns : 6 Him/her : 3 He/she : 6 Passive forms : 4