ABSTRACT

Teachers are expected to handle both genders as equally as possible in the classroom. However, some are still unaware of the gender issues’ presence in the students’ textbook used in the learning process. Since the use of textbook is highly important in learning, it is necessary to analyze the content whether it is containing gender-biased and gender-stereotyped materials or not. Specifically majoring in the English Education Program, I decided to aim my research specifically in the English for foreign language (EFL) textbooks. Through analyzing the three levels Junior high school’s EFL textbooks endorsed by the Indonesian governments, this study aimed to find the gender-biased materials within the books. Using textbook analysis methodology the research focused on the portrayals of both genders in terms of the amount representations, the physical appearances, the conversations, the job opportunities, also the activities among them. The findings discover the imbalanced gender representations and depicted some gender stereotypes in the materials. The textbooks portray male figures that outnumbered female figures. Women are also depicted to have lighter skin colors rather than men who appear to have tanned skin colors. The conversations in the textbooks seem to be initiated predominantly by male figures. Women look to lack of opportunities in professions. On the other hand, men appear to have more professional choices. Also female figures spend their activities inside the house and male figures outside the house. The study suggests that textbooks authors need to pay a lot more attention to gender equality.

Key words: textbooks, gender equality, gender-biased, gender-stereotype.