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Gender Representation in Indonesian EFL Textbooks *English for Nusantara*

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Abstract: The study attempts to show the gender representation in eight-grade EFL textbook entitled “English for Nusantara” published by the Indonesian Ministry of Education and Culture. Referring to Porreca’s framework (1984) concerning gender representation in textbook, this study elaborates the omission, firstness, occupational role, masculine generic construction, adjective usage, and gender activities in Indonesian EFL textbook. This research utilizes qualitative approach through the secondary data as the main data were obtained from English textbook by considering the occurrence of male and female characters in the textbook. The results showed that male characters dominate in illustrations and text compared to female. Besides, male characters are attributed with adjectives and gender activities which emphasize competence, strength, dominance, and leadership whereas females are attributed with nurturing, emotions, and physical attractiveness.

Key words: Gender representation, gender, EFL, textbook

Abstrak: Studi ini bertujuan untuk menampilkan representasi gender pada buku teks Bahasa Inggris sebagai bahasa asing (EFL) untuk kelas VIII yang berjudul “English For Nusantara” yang diterbitkan oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia. Dengan mengacu pada kerangka Porreca (1984) mengenai representasi gender dalam buku teks, penelitian ini mengkaji lebih lanjut mengenai aspek penghilangan, keutamaan penyebutan, jenis pekerjaan, pembentukan generik maskulin, penggunaan kata sifat, dan aktivitas gender dalam buku teks EFL. Penelitian ini menggunakan pendekatan kualitatif dengan data sekunder sebagai sumber utama pengambilan data dari buku teks Bahasa Inggris dengan mempertimbangkan kemunculan tokoh laki-laki dan perempuan di dalamnya. Hasil penelitian menunjukkan bahwa karakter laki-laki lebih mendominasi dalam ilustrasi dan teks dibandingkan tokoh perempuan. Selain itu, karakter laki-laki sering dikaitkan dengan kata sifat dan aktivitas gender yang menekankan kompetensi, kekuatan, dominasi, dan kepemimpinan, sedangkan tokoh perempuan lebih sering dikaitkan dengan sifat pengasuhan, emosi, dan daya tarik fisik.

Kata kunci: Representasi gender, EFL, buku teks

INTRODUCTION

Teachers or educators use textbooks as an essential tool in educational processes, particularly in foreign language teaching. Textbook is a systematic book that students use as a learning reference in every foreign language class. Teachers use textbooks to guide and assist

students in dealing with the complexities of studying new language. According to Singh et al. (2020), textbooks display structured contents and directions for students which used it for a learning guide for teachers and students during classes. In the context of foreign language classes, textbooks can be used as organized frameworks that students can utilize for increasing deeper understanding in language and culture and mastering the language skills (Hadar, 2017).

According to Mithans and Grmek (2020), a textbook is one of the tools that teachers employ in facilitating their teaching classes and achieving their educational goals. It is not merely a book with loads of exercises and notes. It has been used as a teaching aid to lead students in learning independently. Textbooks also play fundamental roles in guiding the teachers to choose a suitable teaching method based on their learning pace (Cunningsworth, 1984 as cited by Radić-Bojanić & Topalov, 2016). As every student has their own learning method and learning pace, students might find it difficult to create different exercises, notes, and lessons. When the teachers have well-designed textbooks that they can use for teaching, it will be easier for them to implement the pedagogical strategies based on the students' needs and preferences. According to Cunningsworth (1995) as cited by Radić-Bojanić and Topalov (2016), textbooks also work as a syllabus for teachers to arrange and plan the lessons which combine all the language skills development in a balanced way. Therefore, it can be said that textbooks serve as a fundamental resource for teachers in offering lessons for students' practices and independent learning.

Radić-Bojanić and Topalov (2016) add that textbooks consist of fundamental elements in language and culture which correspond to the learners' needs, the level of proficiency in linguistic, and cultural background that can facilitate teachers to choose the most effective method for classes. The various needs of students based on their age, educational and cultural background, and the linguistic proficiency are tailored well in textbooks because all cultural references are put together and facilitate students to explore not only the language but also the culture. However, some books which are supposed to reflect and provide broader information about certain language and culture, sometimes show bias gender reflected in their learning materials which can further cause some potential problems (Rong et al., 2021).

Gender can be defined as the social constructions of characteristics between men and women including the social roles, norms, behaviors, and relationship between men and women which are shaped, learned, and sometimes reinforced by the surrounding environment including family, education, and mass media (Siam, 2022). For example, women in the family should be the one being responsible for the house chores such as cleaning the house, mopping the floor, washing the dishes, cooking, preparing for meals, and many more. In contrast, men in the family are sometimes seen as the one that deals with heroic and masculinity such as repairing the rooftop, painting the walls, driving, fixing the pipes, and many more (Siam, 2022). As this kind of thinking has shaped people for decades, it is reflected as examples in textbooks and media.

In another case, most Chinese textbooks from the level of primary to high school, described female characters who has kindness, love, and consideration for others; whereas male characters are described as the one with masculinity. Female characters are frequently associated with kindness, compassion, nurturing behavior, and consideration for others, whereas male characters are often depicted as courageous, independent, assertive, and physically strong. These portrayals reinforce conventional gender stereotypes through images, examples, quotations, and vocabulary used in the textbooks (Bachore, 2022). Men are described as characters with active personality, professional, and free to choose whatever they want to choose and do what they wish to do. In contrast, women are described as characters with domestic issues and supportive figures right

after men. This point of view can greatly influence students in some ways. According to Yolanda and Syafryadin (2025), how genders are poured into textbooks can build students' beliefs about what men and women should and should not do. They add that there are some occupational gendered bias descriptions that occurred in the textbooks which can make occupation stereotypes for students. Especially female students, will think that they have limitations in choosing what they want to be in the future.

Unfortunately, this gender inequality has happened for quite a long time in some textbooks including in Indonesia. For decades, students learn that this gender inequality is merely an example and a lesson given to facilitate them in understanding the material easier. Students might not be aware of the gender inequality which further leads them to shape the way they think and accept it as the social truth. Repeated exposure to such representations may normalize traditional gender roles, leading students to perceive gender-based divisions of responsibilities, occupations, and behaviors as natural and socially acceptable rather than as stereotypes. Over time, these implicit messages can shape students' expectations and beliefs about what men and women can achieve, thereby reinforcing gender stereotypes and inequalities.

Puchner and Markowitz (2015) as cited by Jane (2024) highlight that gender balanced representation that is displayed in textbooks can enhance students' self-efficacy and students' academic achievements by providing both boys and girls with diverse and equitable role models. When students see individuals of their own gender portrayed in a variety of academic, professional, and leadership roles, they are more likely to believe that they are capable of achieving similar goals. This increased sense of competence and belonging can strengthen their motivation, engagement, and confidence in learning which may contribute to improved academic achievement. Besides, students can have higher motivation and inspiration after reading the gender role models found in textbooks. The stereotype that male is totally better than female might lead the absence of female figures (Rong et al., 2021). Besides, female students will narrow down their options when it comes to female roles as the textbooks mostly concern what male roles can do. For example, males' characters are often represented as scientists, doctors, engineers, business leaders, or political figures, whereas female characters are more depicted as mother, teachers, homemakers, or caregivers. Huang and Liu (2024) add that the missing female roles or figures in the textbooks make female students have the same option as what male can. In other words, the perception that females are silenced, ignored, stereotyped, and put aside makes students believe that males have all the privileges and opportunities in achieving academic and professional goals.

Some researchers have previously conducted research concerning the gender representation in textbooks. Aguilar (2021), Yolanda and Syafryadin (2025), Guichot-Reina and Torre-Sierra (2023), Aini et al. (2021), and Iriana et al. (2024) had conducted studies in relation to gender representation in EFL textbooks. According to Aguilar (2021), Yolanda and Syafryadin (2025), and Aini et al. (2021), the gender representation between male and female is not balanced, as the domination is taken by males where they are described as physically active in public roles, whereas females have fewer frequency of visibility found in illustrations, dialogues, examples, and reading passages in the textbooks. In the study conducted by Guichot-Reina and Torre-Sierra (2023), the absence of women's role model in science, technology, engineering, and math in textbooks is significant where man's role is shown for 65.5% and the remaining 34.5% is seen in women's role.

Besides, Suari et al. (2024) find that there are seven categories in which males are found dominant, namely visibility in illustration or images and text, occupation, topic domination, activities, generic conception, and firstness. This finding goes the same with the theories proposed by Sulaimani (2017) and Awal (2024) who highlight that the female roles have less emphasis in the textbooks, though they are put in the same context and subjects, and they are mostly associated with personal traits. In contrast, the study conducted by Iriana et al. (2024) underline that domestic roles presented in the textbooks have the equal comparisons between males and females. The percentage of images and content between boys and girls are equal.

All these researchers focus on analyzing the gender representation in English textbooks used in their countries such as Mexico, Saudi Arabia, Bangladesh, and Indonesia. In fact, the topic of gender equality needs more exploration so that other people have the awareness of gender representation in English textbooks. Therefore, this study attempts to show the gender representation in English textbooks made by the Indonesian Ministry of Education and Culture in 2022 (the first edition under *Kurikulum Merdeka*) and to figure out how the male and female characters are represented in the textbooks. The result of this study is believed to bring valuable contribution for future research.

LITERATURE REVIEW

People might refer to gender as the difference of sex which is basically on different reproductive systems. According to Eckert and McConnell-Ginet (2003), gender is based on biological sex but it is more than merely biological difference as it consists of concept that differs how people speak, how male and female should behave, why women use nail polish and why men should not. In other words, these differences are not about physical or social concepts. Gender can be defined as a concept where the roles of males and females can change based on specific cultures, situations, and time (Bell et al., 2006). Every person who lives in a society might have different point of views with other people when it comes to the roles of men and women. Bell et al. (2006) explain that this difference comes from cultural, economic, social, political, and religious factors which shape how someone refers to these roles. For example, gender difference explains why women should walk slowly whereas men should walk confidently.

In practice, the differences of gender roles exist in most areas in life including in the family, in the workplaces, in society, and in educational sectors. These differences in educational systems and in the workplace can reflect on how societal norms shape the way what women and men should do, behave, and avoid which further have impacts on the opportunities and experiences in those areas (Li, 2024). In the past, men used to be placed in leadership and put into positions where all decisions can be easily made, whereas women used to be associated with supporting roles such as administrative and caregiving (Buss et al., 2025). In other words, men are usually demanded to be assertive to make decisions, and have the qualities to be a leader, while women are usually described as the character that nurtures people around them.

Moreover, in the educational system, gender equality is seen from the choice of lessons and classroom dynamics. Gender representation in textbook can be a powerful tool for students in shaping their perceptions about gender roles. In the past, textbooks used to describe men as the active characters with powerful and professional characters. Through this pattern, there is the stereotype that men are well-suited for leadership and having dominant roles whereas women

have supporting roles. This gives reason for most classes usually have boys to be the class leader, where they are considered as capable rather than girls (Li, 2024).

Further, Li (2024) mentions that when boys are picked as class leaders, they can reflect confidence and dominance over girls. Besides, in giving a list of lessons to choose for higher education, teachers usually recommend boys to choose subjects like science, engineering, and technology while girls are led to choose social science and humanities (Li, 2024). It can be assumed that gender inequality exists even in the place where all students should receive equal opportunities and experience as the right educational systems should foster every student regardless their gender to learn and grow academically.

The concept of gender roles extends beyond the educational systems to one of the vital aspects in learning, textbooks. Radić-Bojanić and Topalov (2016) mention that textbooks are seen as one of the resources which contains available materials and activities for teachers to choose, and they can be guide or instructional books for novice teachers. From the students' point of view, textbook can be an effective tool for them to have independent and self-directed learning where it enables them to relearn, revise, and reread what they have previously learnt in the class (Cunningsworth 1995, as cited by Radić-Bojanić and Topalov, 2016). In fact, gender representation found in textbooks are often put aside and left unnoticed although it plays a vital role for students (Wodon et al., 2020).

The unequal representation of gender in textbooks can shape students' attitudes and behavior (Suchana, 2025; Huang and Liu, 2024). In some Chinese textbooks, for example, Huang and Liu (2024) highlight that women are described as engineers, scientists, and pilots which means that they have more options of roles to choose although these are still less than what men have. When these textbooks are unable to present the equal gender role, they indirectly lead the students to shape gender stereotypes. In brief, the gender portrayal found in textbooks affects students' perceptions of the gender roles and their working opportunities in the future.

Furthermore, in analyzing the gender representation in EFL textbook, some frameworks can be chosen to specifically explore the representation of both male and female characters in the textbooks. One of the popular frameworks in exploring the gender representation is the framework by Porreca (1984). The reason why this framework was chosen is because it has comprehensive components in textbook which is in line with what the researchers need. Porreca believes that language and visual representation in textbooks are generally unneutral as these textbooks reflect ideologies, values, and power relation in the society. There are six main indicators based on this framework, namely omission, firstness, occupational role, masculine generic construction, adjective usage, and gender activities.

Omission refers to the minimum representation, the ratio, or the omission of women quantitatively or qualitatively that occurred in the textbooks (Porreca, 1984). This category examines the frequency between male and female characters that appear in textual and visual representation. In many textbooks, the male character usually dominates compared to the number of female characters either as the subject of the story, illustration, or the sentence examples. The differences in visibility may influence how learners perceive the importance and social presence of each gender. It reduces the visibility of female characters in academic and public space. Thus, omission concerns not only about the numerical comparison between male and female representation but also about the visibility patterns which contribute to the portrayal of gender roles in educational contexts.

Firstness can be defined as the tendency of mentioning or placing male over female in words or phrases which include both genders (Porreca, 1984). Nearly all people say men and women along with father and mother. This reflects the social hierarchy in the society where the first party mentioned is associated as the characters that are more important and dominant. Consequently, analyzing firstness in the textbook can provide insight on how gender relations and social status are represented through the language used.

Moreover, the occupational role can be defined as roles or professions which are classified based on the gender. Textbooks tend to associate male with prestigious professions or those jobs dealing with public oriented issues, whereas female characters are identical with domestic jobs and supporting roles (Porreca, 1984). By examining occupational roles helps researchers to identify whether textbooks as the educational materials provide balanced career representations.

Masculine generic construction is the usage of masculine language to represent all human beings without paying attention on gender. For example, the sentence “The child is playing with his toys” shows that male character is put into standard in representing all genders (Porreca, 1984). The use of masculine generic form indicates that there is a tendency to treat masculine language as the default representation of humanity.

Next, the indicator of adjective usage can be defined as the list of adjectives which are employed in the textbooks to describe male and female characters. According to Porreca (1984), female characters are described by using physical and emotional aspects whereas male characters are described as powerful, capable, and intelligent character. This is considered as unequal as men are valued from their competence while women are valued from physical attraction and feelings.

The last component in Porreca’s framework is gender activities. Based on this framework, gender activities are a wide range of activities which are attached on each gender, for example men are usually described as the active character whereas the women are portrayed as character with domestic matters (Porreca, 1984). Male characters are frequently represented in sports, leadership, and public activities, whereas female characters are more commonly associated with domestic, artistic, caregiving, and interpersonal activities. This component provides a broader understanding of how English textbooks portray the participation and involvement of different genders in various contexts.

METHOD

The primary data of this research is obtained from an eight-grade EFL textbook published by the Indonesian Ministry of Education and Culture entitled *English for Nusantara*. It consists of all chapters and units in the textbooks which display the male and female representation. This book consists of five chapters, and each chapter has three units. These chapters cover grammar, vocabularies, conversations, and some exercises for reading, writing, listening, and speaking. This book is chosen because it is used by junior high school students in Indonesia as the main and the guidebook in learning English.

This study employs qualitative research approach, specifically content analysis, aiming at analyzing how the gender is represented in English textbook. This method is considered as an effective approach to explore how gender representation in textbook is displayed. Besides, this study also utilizes discourse analysis to help the researcher in understanding the portrayal of

gender in various situations in text. In analyzing the study, the researcher adopted the framework from Porreca (1984) which consists of omission or visibility, firstness, occupational role, masculine generic construction, adjective usage, and gender activities.

RESULTS AND DISCUSSIONS

This section displays the findings from the analysis in relation to the gender representation occurred in the eight-grade EFL textbook entitled *English for Nusantara*, as seen in the following.

A. Omission

The first component based on Porreca (1984) is about omission. This omission is related to the comparison of number between male and female representation occurred in the textbooks which includes the text and illustrations or pictures.

Table 1:
Omission in English textbook

Type	Male	Female
Text (noun, pronoun)	482	325
Illustration / picture	226	225
Total	708	550
Percentage	56.27%	43.72%

Table 1 shows that there are 482 noun and pronoun found in the textbook entitled *English for Nusantara* emphasizing the male characters. For illustration or pictures, male characters are found to appear 226 times. On the other hand, female characters appear in text in the form of noun and pronoun for 325 times. They also appear in illustration or picture for 225 times. In total, male characters appear 708 times in text and illustration with the percentage of 56.27% whereas female characters appear 550 times with the percentage of 43.72%. From this result, it shows that male character appears more than female character, not only in text but also in illustration.

The result of this study showed that male characters are shown more dominant compared to female characters. Firstness, occupation roles, masculine generic construction, adjective usage, and gender activities are presented in text and illustration. This finding is in line with the studies conducted by Aguilar (2021), Murrikaningrum et al. (2021), Murayag and Ravago (2025), and Sudewi et al. (2021). These articles highlight how the portrayal of male characters is more dominant than female characters in various components in textbooks. Based on the study proposed by Murrikaningrum et al. (2021) and Aguilar (2021), the characters dominant in the textbook from the illustration and the language are the male characters. They believe that the male names and pronouns appear more than the female ones. Aguilar (2021) emphasizes that the domination of male characters underlines that it reflects how men are gifted with authority and power whereas the female characters have their roles in doing the passive tasks such as doing the house chores.

B. Firstness

The second component by using the Porreca's framework is firstness. In the textbook, there are five sentences representing firstness in gender representation.

- a) Pipit and Andre should join us in our school parade next week. (page 40)
- b) Monita invites Andre to join the school parade next week. (page 41)

The examples of (a) and (b) show that female characters can appear and represent the firstness in female found in textbook. However, these following sentences represent the firstness in male character existed in the textbook as follows.

- c) Andre and Monita are having lunch together. (page 133)
- d) Mirza, Abay, and Siti were one team, taking the left side of the field. (page 257)
- e) Mirza was grouped with Siti, Abay, Raka, and Pitra. (page 261)

Among the five sentences, three sentences show that the male characters appear more dominantly than female characters. Although there are two sentences where the female characters are put in the first position in the sentence, this is considered less dominant than the occurrence of firstness in male character.

This finding is in line with studies proposed by Sudewi et al. (2021) and Karisman et al. (2025) who emphasize that in textbooks male shows more firstness compared to female. They mention that male representation is more frequent than female representation in terms of firstness. When male is mentioned first, it can be assumed that they have more position and higher status than female.

C. Occupation Roles

The occupation roles also shows how specific roles or professions are linked to gender between male and female.

Table 2:
Occupation visibility between male and female in English textbook

Male	Female
Preacher	Teachers
Rescuers	Fictional characters
Fisherman	Models
Soldiers	

From table 2, it clearly displays that specific roles or professions such as preacher, rescuers, fisherman, and soldiers are mostly linked and categorized as professions for male characters found in the textbook, particularly in reading passages, dialogues, and illustrations. On the other hand, professions or roles such as teacher, models, and fictional characters such as the princess characters are mostly attached to female characters in narrative texts and visual representations.

In other words, male characters are associated with professions or jobs that deal with bravery, strength, and public-related. Meanwhile, female characters are represented in a comparatively smaller range of occupations and are also portrayed through fictional and roles which are related to appearance. These findings show that the patterns of representation identified in the textbook and it cannot be generalized to all kinds of English textbooks.

This finding goes the same with the findings proposed by Murayag and Ravago (2025), Karisman et al. (2025), and Sudewi et al. (2021). According to Karisman et al. (2025), in

textbooks, the role of pilot is always described in male as it is a job that requires skill and strength which only men possess it. Fikri (2024) adds that some roles are suitable for men rather than women, yet it further leads more male domination compared to female.

D. Masculine Generic Construction

The component of masculine generic construction refers to the use of masculine language in which all human beings which are not stated their gender but considered as male.

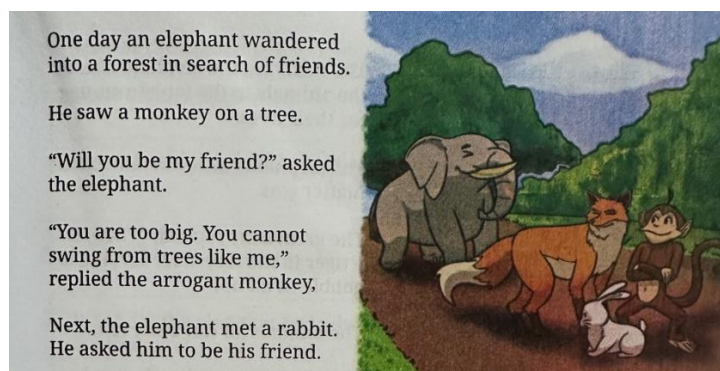


Figure 1:
The masculine generic construction on textbook

Figure 1 shows that the elephant as the primary character who is looking for friends in the forest. In this context, the word “elephant” is not specific about the gender but the author uses the pronoun “He” that represents the male character in the textbook. While the word “elephant” seems to be a neutral and genderless word, the pronoun used in the text can reflect the masculine generic construction in which male pronoun is chosen to represent unspecified figures or objects.

The elephant’s role is as a protagonist that has adventures and speaks directly to other animal which reflects the use of a male pronoun for the main character in the story. The narrative typically might have been constructed by having the assumption that the character that initiating the adventure is male. However, this example alone is not enough to draw broader conclusions concerning the leadership roles or the representation of female characters in the textbook.

This textbook also has shown masculine generic construction whereas female generic construction is not found. This finding is in line with the finding proposed by Nandi et al. (2025). Based on this study, when the female generic construction does not exist in the textbook, female students will feel less empowered because they might think that they are not part of the leadership or accomplishment. It can further make the female students think that they do not have potential psychologically.

E. Adjective Usage

The component of adjective usage refers to the list of adjectives which are attached to specific gender whether it is for male or female characters.

Table 3:
Adjective usage found in English textbook

Male	Female
Diligent	Perfect

Happy	Pretty
Lucky	Shy
Hard-working	Angry
Strong	Happy
Brave	Beautiful
	Clever

The result showed that male characters are described as diligent, hard-working, strong, brave, and happy, and lucky as seen in table 3. Meanwhile, female characters are shown as perfect, pretty, beautiful, shy, angry, happy, and clever. These findings suggest that male characters in the textbooks are more associated with attributes related to physical strength, perseverance, and personal achievement. In contrast, female characters are more associated with attributes related to physical appearance, personality traits, and cognitive ability.

These qualities listed in table 3 can lead to give limit to what the men and women should be. Both genders should not be tied to any specific adjectives as listed in table 3. In other words, it should be possible for men to be attached with emotional qualities and women can also be associated with strength. Shortly, male and female should have equal qualities without being tied to specific gender.

Furthermore, male characters are attached with the adjectives that display dominance and competence whereas female characters are associated with physical attractiveness. This finding goes the same with the study proposed by Panerati et al. (2023) who explored the implicit gender stereotypes that reveal the stereotypical trait associations. Based on their research, individuals tend to unconsciously associate certain adjectives that reflect the qualities of male and female characters. Males are attributed with choice of adjectives that shows competence, strength, dominance, and leadership while females are usually attributed with nurturing, physical attractiveness, and emotional expression.

F. Gender Activities

The last component from Porreca's framework is gender activities. It refers to a list of activities which is attached and associated to specific gender.

Table 4:
Gender activities found in English textbook

Male	Female
Playing futsal	Teaching
Playing marble in spoon	Cleaning the house
Playing sack race	Watching parade
Playing tug of war	Playing krupuk race
Joining panjat pinang	Decorating bicycle
Joining drum band	Listening to music
Climbing the tree	Washing hands
Making a human ladder	Watering plants
Fishing	Putting on make up
Training soccer	Listening to a story
Washing the car	Dancing Jaipong
Swimming in the river	

Cleaning the river
Rescuing people
Taking the trash

Table 4 shows that male characters have a range of gender activities including playing sport, joining competitions, fishing, cleaning the river, rescuing people, washing the car, climbing the tree, and many more. Meanwhile, female characters have some gender activities including teaching, doing the house chores such as washing, watering plants, and cleaning the house, putting on make-up, listening to music, and dancing.

Activities which are related to male usually deal with sports, competitions, and public activities whereas female characters are described with activities that deal with domestic roles, dancing, and teaching. In other words, male dominantly deals with outdoor activities while female is mostly associated with indoor activities.

Similarly, the finding of this research also focuses on how male characters are mostly associated with sport, competitions, and public activities while female characters are depicted in domestic roles. This is in line with the finding proposed by Panerati et al. (2023) who underline that male or boys' activities are usually tied to competence, strength, and determination while girls are usually tied to appearance, social roles, and personality traits. This reflects that male characters are seen as the gender with strength, capabilities, skills, bravery, and confidence. In contrast, female characters are represented in the book as characters with emotion, patience, and household responsibilities.

CONCLUSION

This study investigated gender representation which is portrayed in the EFL textbook for eighth graders entitled *English for Nusantara* by referring to Porreca's (1984) framework. It consists of omission, firstness, occupational roles, masculine generic construction, adjective usage, and also gender activities. The findings showed that there are differences in the representation of male and female characters in those categories. Male characters are represented more frequently than female characters in visual and textual representation.

First, in the category of firstness, it appeared that male characters were mentioned first more often than the female characters although the number of occurrences was limited. Second, male characters were represented as the character with wider range of public-oriented professions, whereas female characters were associated with more limited choice of occupations and fictional roles. Moreover, the finding also highlighted the use of masculine generic construction and found no examples of female generic construction. In addition, the adjectives used in describing male characters were more related to perseverance, achievement, and strength, whereas female characters were more represented by using adjectives related to physical appearance and personality-related. In terms of activities, male characters were represented more frequently in sport, competition, and outdoor activities, whereas female characters were portrayed in domestic and interpersonal activities.

Based on the previous findings, there were some suggestions in relation to the gender representation found in the English textbook. For the policymakers, textbooks should have equal gender representation in all components including firstness, occupational role, masculine generic

construction, adjective usage, and gender activities in illustrations and text. Therefore, they should make the equal gender representation in textbook. For the teachers, when there are unequal gender representations in the textbook, they could make examples of female characters so that female students do not personally think that they have limitation in achievement and competence. For students, especially female students, they should have value on themselves based on their skills and competence.

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