A CRITICAL DISCOURSE ANALYSIS ON GENDER BIAS DEPICTED FROM INDONESIAN ELT TEXTBOOK FOR JUNIOR HIGH SCHOOL

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Abstract: This study explores gender bias in three English language textbooks for grades VII to IX, focusing on the representation of gender in images, figures, and character names. The analysis reveals that all three textbooks exhibit gender bias to varying degrees. In the grade VII textbook, males are more frequently depicted in images (55%) compared to females (45%), while females appear more frequently in character names (52%) than males (41%). The grade VIII textbook shows a slight male predominance in images (52% vs. 48% for females), but character names are balanced between the genders (50% each). In the grade IX textbook, females dominate the images (52% vs. 48% for males), while males are more prevalent in character names (59% vs. 41% for females). Gender bias is further explored using specific criteria proposed by Solomon (1988) and revealed imbalance proportion between male and female. From the results of critical discourse analysis, the invisibility criteria were found in 8 cases, gender stereotyping 4 cases, imbalance and selectivity 5 cases, while fragmentation and linguistic bias are absent across the textbooks. The criterion of unreality appears in 5 cases. These findings show that although some gender representations are balanced, bias still exists, emphasizing the need for fairer gender portrayals in educational materials.

Keywords: *ELT textbook, textbook analysis, gender bias, critical discourse analysis, junior high school*

INTRODUCTION

Textbooks play an essential role in shaping students' perceptions and attitudes, and it is crucial to address gender bias in the educational materials. Textbooks have the power to challenge or perpetuate gender stereotypes, and their content can significantly influence students' understanding of gender roles and expectations (Rong et al., 2021). Students can easily acquire culturally biased opinions of other groups just by being exposed to a foreign culture through textbook texts or images. It can be found in language learning materials rather frequently. The practice of interpreting phenomena, typically found in another culture or group, based primarily on one's own culture is known as cultural bias. Cultural bias encompasses a wide range of false beliefs, discriminatory practices, prejudice, stereotypes, exclusionary practices, degrading behaviors, and many other things. The proposed resources for English textbooks are tightly tied to the larger educational and social context (Yang, 2011). For example, the textbook portrayed women as look after the children and do the chores at home. It could lead the students to think that those activities are only for women, and men should not be in the kitchen. Whereas women do not only relate to such activities now, they also work outside as men commonly do. Consequently, the presence of gender bias in these materials can reinforce stereotypes and hinder efforts to promote gender equality (Blumberg, 2023).

Numerous studies have revealed the persistence of gender bias and inequality in textbooks ('Aini et al., 2021), with some focusing on the context of religious education and others examining the issue within English Language Teaching materials. A study on gender representations in an Indonesian ELT textbook titled "Bahasa Inggris" found that gender inequality was evident in the text and visual content, with male characters being depicted more prominently and in a wider range of roles compared to their female counterparts (Apsari et al., 2022). Similarly, a critical analysis of gender bias in Islamic and Christian religious education textbooks in Indonesia revealed a significant lack of gender-inclusive content and the perpetuation of traditional gender norms (Ramadani & Novianti, 2021). Moreover, a broader examination of Anglocentrism in Indonesian ELT textbooks has highlighted the dominance of Western-centric perspectives, which may further marginalize the representation of diverse gender identities (Emaliana & Tusita, 2020).

Previous studies merely focus on one textbook and one level of education only and infrequent studies focusing on analyzing several ELT textbooks. This present study aims to conduct a critical discourse analysis on the gender bias depicted in Indonesian English Language Teaching textbooks from three different level of education. The present study seeks to build upon this existing body of research by examining the nuances of gender representation within the specific domain of Indonesian ELT materials. By systematically analyzing the text and visual content of these textbooks, the study aims to uncover the underlying reasons for any observed gender bias and provide insights that can inform more inclusive and equitable educational practices. Three ELT textbooks for junior high school on different levels issued by the Indonesian Ministry of Education and Culture are analyzed carefully and systematically following six types different forms of bias in instructional materials suggested by Solomon's (1988) namely, invisibility, stereotyping, imbalance and selectivity, unreality, fragmentation and isolation, and linguistic bias. Therefore, the present study addresses the following research questions:

1) How are the representation of male and female characters in the Indonesian ELT textbooks for junior high school?
2) To what extent are the forms of biases depicted in the Indonesian ELT textbooks for junior high school?

LITERATURE REVIEW

Gender Bias in Education

Gender bias in education manifests in the differential representation or treatment of individuals based on gender, influencing learners' experiences and potentially reinforcing stereotypes (Suwarno et al., 2021). Gender bias in education goes beyond the content of textbooks, encompassing teacher expectations, classroom interactions, and assessment practices, all of which can influence students' academic experiences and future aspirations (Lestariyana et al, 2021). This bias can manifest in various forms, such as unequal attention given to male and female students, gender-specific feedback from teachers, or the gendered nature of educational resources. For instance, studies have found that teachers often unconsciously favor boys in subjects like mathematics and science while giving more encouragement to girls in language-related subjects (Booth et al., 2022). These biases can reinforce gender stereotypes, affecting students' self-esteem and their motivation to pursue certain academic paths or careers.

In recent years, researchers have shifted their focus towards more subtle and structural forms of gender bias in education. The digital learning environment, including online educational platforms and e-textbooks, has come under scrutiny for perpetuating gender biases similar to traditional print materials (Zahra et al., 2023). Moreover, gender bias in education is not uniform across cultural contexts; it intersects with other factors like race, socioeconomic status, and cultural norms, leading to varying experiences of bias for different groups of students. Newer studies advocate for an intersectional approach to examining gender bias, recognizing that the experiences of students from marginalized communities often differ significantly from the general population (Howard & Zambrano, 2023). Addressing these layered biases requires a multifaceted strategy, including revising curriculum content, promoting teacher training on gender equity, and fostering an inclusive educational environment that actively challenges stereotypes.

Gender Representation in ELT Textbooks

Research has identified several ways in which gender bias manifests in ELT textbooks such as imbalanced representation, stereotypical roles, and language use (Setyono, 2018; Ariyanto, 2018). Studies have shown that male characters tend to dominate content in ELT textbooks, both in terms of frequency and the roles they occupy. Ansary and Babaii (2003) found that male characters appeared more often than females in both text and illustrations, leading to an underrepresentation of female voices and perspectives in educational materials. Besides, research has highlighted that women are frequently depicted in domestic, nurturing, or secondary roles, while men appear in more diverse, professional, and leadership positions. Ghorbani (2009) and Barton and Sakwa (2012) noted that such depictions reinforce traditional gender norms and limit the perceived potential roles that females can hold. Porecca's (1984) study is a classic reference on the issue, revealing that male pronouns and male-oriented examples were overused in ESL textbooks, making male experiences appear as the norm. More recent studies continue to observe gendered language patterns in textbooks, showing limited progress over the years (Fauzi et al., 2024). The impact of gender bias in ELT textbooks extends to students' perceptions, aspirations, and educational outcomes. The biased portrayal of genders may influence students' self-concept and future career choices.

METHOD

The critical discourse analysis in exploring gender bias in an ELT textbook involving a theoretical framework that examines the relationship between language, power, and social context was implemented in this study. Drawing on the work of scholars such as Fairclough (1995) and van Dijk (1993), this approach seeks to uncover the underlying ideologies, assumptions, and power dynamics that shape the representation of gender in textual and visual content. Critical discourse analysis is grounded in the premise that language is not neutral but reflects and perpetuates social structures and hierarchies. The analysis examines factors such as the frequency and prominence of male versus female characters, the range of roles, occupations, and activities depicted for each gender, the portrayal of traditional gender norms and stereotypes, and the inclusion or exclusion of diverse gender identities. This examination is informed by feminist and gender theories that highlight the socially constructed nature of gender and the ways in which power structures can perpetuate gender inequalities (Smith & Jones, 2020; Patel, 2021). Through this critical lens, the analysis aims to unveil the underlying ideologies and sociocultural contexts that shape the production and use of ELT materials, and to inform efforts to create more inclusive and equitable educational resources that challenge traditional gender norms and promote gender diversity.

The study's findings are presented using quotes from documents, field notes, interviews, audiotapes, videotapes, and electronic communications. It concentrated on the caliber of the Cunningsworth-based textbook "Think Globally and Act Locally." The indicators of textbook analysis criteria, which are based on Cunningsworth's theory on examining the quality of the textbook, are the research instrument that the researcher has used. Additionally, the researcher is getting ready to begin the study with reading, identifying, and describing. Because the checklist method is used to compare one thing with another, the researcher also employs it Checklists might be useful in determining whether a textbook meets the needs. A checklist might be a useful tool for eliciting several viewpoints regarding a textbook. According to Ian McGrath (2002), one of the biggest benefits of utilizing a checklist is that it provides a methodical approach to verify connected elements that are taken into consideration. The complete text of the English junior high school textbook for grades VII–IX, "When English Rings a Bell and Think Globally and Act Locally," serves as the source of data for this study.

FINDINGS AND DISCUSSIONS

The findings of this study indicate that the male gender role was given significantly more weight than the female gender role in the first-grade VII textbook, When English Rings a Bell, based on the textbook's image or figure. As can be observed, males utilized 258 (55%) more images or figures with their gender than females did 215 (45%).

Table 1 Percentage of Gender used based on image or Figure in textbook: grade VII

Gender based on image/figure	Males	Females
Chapter 1	65	49
Chapter 2	19	16
Chapter 3	47	26
Chapter 4	35	29
Chapter 5	36	42
Chapter 6	24	18
Chapter 7	29	33

Chapter 8	3	2
SUM	**258**	**215**
Percentage	**55%**	**45%**

Based on table 2 presented that the females much more priority than males in the used of gender based on the character name in the first textbook. It can be seen that the percentage in the used of gender character name for females 45 (52%) than males only 41 (48%). It showed that females much more than males in the used of gender in the character name in the first textbook titled when English Rings a Bell for grade VII.

Table 2: Percentage of Gender used based on the character names: Grade VII

Gender based on Character names	**Males**	**Females**
Chapter 1	7	7
Chapter 2	10	10
Chapter 3	3	2
Chapter 4	4	4
Chapter 5	5	8
Chapter 6	4	5
Chapter 7	6	8
Chapter 8	2	1
SUM	**41**	**45**
Percentage	**48%**	**52%**

Based on table 3 presented the gender used based on the images or pictures in the second textbook for grade VIII titled When English Rings a Bell. It can be seen that the males much more priority than females in the used of gender-based on images or pictures, it can be seen that the percentage the used of gender for males were 279 (52%) images or pictures than females only used 259 (48%) images or pictures. It showed that females much more than males in the used of gander-based on pictures and images in the second textbook titled When English Rings a Bell for grade VIII.

Table 3: Percentage of Gender used based on image or Figure in textbook: Grade VIII

Gender based on image/figure	**Males**	**Females**
Chapter 1	54	66
Chapter 2	12	15
Chapter 3	12	10
Chapter 4	30	32
Chapter 5	10	8
Chapter 6	15	11
Chapter 7	25	15
Chapter 8	36	29
Chapter 9	20	23
Chapter 10	17	17
Chapter 11	35	19
Chapter 12	7	7
Chapter 13	6	7
SUM	**279**	**259**

Percentage	52%	48%

Based on table 4 presented that the females and males were the same percentages, the used of gender based on character name between females and males were balanced 76 (50%) and 67 (50%). It showed the used of gender in character name were balanced in the second textbook titled When English Rings a Bell for Grade VIII.

Table 4: Percentage of Gender used based on the character names: grade VIII

Gender based on Character names	Males	Females
Chapter 1	3	4
Chapter 2	11	18
Chapter 3	2	4
Chapter 4	2	4
Chapter 5	7	7
Chapter 6	4	3
Chapter 7	8	6
Chapter 8	6	5
Chapter 9	21	14
Chapter 10	5	4
Chapter 11	3	3
Chapter 12	4	4
Chapter 13	0	0
SUM	**76**	**76**
Percentage	**50%**	**50%**

Based on table 5 presented the gender used based on the images or pictures in the second textbook for grade IX titled Think Globally and Act Locally. It can be seen that the females much more priority than males in the used of gender-based on images or pictures, it can be seen that the percentage the used of gender for Females were 137 (52%) images or pictures than males only used 122 (48%) images or pictures.

Table 5: Percentage of Gender used based on image or Figure in textbook: Grade IX

Gender based on image/figure	Males	Females
Chapter 1	17	27
Chapter 2	10	9
Chapter 3	8	6
Chapter 4	9	8
Chapter 5	28	36
Chapter 6	19	19
Chapter 7	7	8
Chapter 8	17	9
Chapter 9	7	8
Chapter 10	4	4
Chapter 11	3	3
SUM	**122**	**137**
Percentage	**48%**	**52%**

Based on the table 6 presented that the males much more priority than males in the used of gender based on the character name in the third textbook. It can be seen that the percentage in the used of gender character name for males 27 (59%) than females only 19 (41%). It showed that females much more than males in the used of gender in the character name in the first textbook titled Think Globally and Act locally for grade IX.

Table 6: Percentage of Gender used based on the character names: Grade IX

Gender based on Character names	Males	Females
Chapter 1	4	4
Chapter 2	4	3
Chapter 3	0	0
Chapter 4	0	0
Chapter 5	4	5
Chapter 6	4	4
Chapter 7	2	1
Chapter 8	3	0
Chapter 9	0	0
Chapter 10	4	2
Chapter 11	2	0
SUM	**27**	**19**
Percentage	**59%**	**41%**

The form of Biases in selected English Junior High school textbooks that have been analyzed by researcher, below are the criteria of biases:

Invisibility
Invisibility is when the culture of one group or gender is completely or partially excluded from the text. This exclusion implies that minority groups and women are of less value, importance, and significance within those substantive areas presented in the material (Solomon, 1988).

Data of Invisibility in first textbook grade VII (When English Rings a Bell):	Based on the result found in the first textbook for grade VII presented 1 invisibility criteria. It is can be seen in page 103 that there were three students in classroom that they have conversation but only two of them just have conversation two of them are female and one of them less important that is the male, he don't have any reply in conversation. It is can be categorized as an invisibility in textbook that displayed the conversation or dialogue. The picture below presented two of participants have a conversation and one of them no important in that picture because no reply of conversation attached to the dialog in the picture below. Based on other pictures in many pages in that textbook for grade VII showed that all of the figures have any chance to give or reply the conversation.

Data of Invisibility in second textbook grade VIII (When English Rings a Bell):	Based on the result found in the second textbook for grade VIII presented 6 invisibilities. It is can be seen in page 7, 9, 53, 111, 112. It is can be seen that invisibility existed in the pictures bellow.
	On page 7 above showed that there were four students in classroom, one of them tried to have conversation and only one of three sitting students was given the reply or feedback based on the standing student asked. In that picture there was invisibility in textbook that doesn't give a chance to two other figures for giving the reply or feedback. Others on page 9 above showed there were three students have conversation, but there was one standing student looks like no chance to give reply or feedback besides that two of them. They just have conversation in front of standing student. Why the standing student wasn't given him reply based on picture displayed in textbook, then it is categorized as invisibility. Ther is on page 53 above showed there were three students in classroom, but only two of them have coversation and one of them wasn't have chance to join the conversation. It is categoriezed invisibility in textbook. Why the last behind student dispalyed in that picture if she didn't have a dialogue too?
	Others in page 111 and 112 below showed there were three students figure out in the pictures, but only two of them have a conversation and one of them have didin't have conversation. It is can be categorized as invisibility. Why the picture showed three of them but just two of them have conversation?

| Data of Invisibility in third textbook for grade IX (Think Globally Act Locally): | Based on the result found in the third textbook for grade IX presented 2 invisibilities. It is can be seen in page 3 and 12. The invisibility existed in the pictures below. Because it showed there were three students figure out in the pictures, but only two of them have a conversation and one of them have didin't have conversation. It is can be categorized as invisibility. Why the picture showed three of them but just two of |

	them have conversation? Besides that other pages and pictures in third textbook showed that all of the figures have any chance to give or reply the conversation or dialogue.

Stereotyping

Stereotyping occurs when specific traits or behaviors are typically associated with minority characters in a book and are considered undesirable (Solomon, 1988). Stereotyping ignores the variety, complexity, and diversity that characterize any given group of people. A gender stereotype is a generalization regarding the characteristics, roles, and distinctions between genders of people or groups. Positive or negative stereotypes can exist, but they hardly ever convey truthful information about other people. Gender stereotyping persists when individuals habitually assume one's gender from others despite evidence to the contrary. Many people are aware of the risks associated with gender stereotypes, but they nevertheless apply these kinds of assumptions. The gender stereotypes regarding domestic roles found in three textbooks are listed below.

Table 7: The gender based on profession and activity in the first textbook for grade VII (When English Rings a Bell)

Males	Females
Teacher (5)	Teacher (9)
Police (1)	Nurse (1)
Farmer (2)	Housewife (2)
Singer (2)	Banker (1)
Swimming (1)	Cooking (1)
Volleyball (1)	Running (1)
Football (2)	
Cooking (1)	
50%	**50%**

Table 7 above presented the profession and activity based on gender in the first textbook for grade VII. It can be seen the profession and activity are balance in the number of participants used. But Table 8: The gender used based on profession and activity in the second textbook for grade VIII (When English Rings a Bell).

Table 8: The profession and activity

Males	Females
Teacher (2)	Teacher (1)
Singer (2)	Singer (1)
Zoo keeper (2)	Cooking (2)
Football player (1)	Doctor (1)
Cutting trees (1)	
Farmer (2)	
Doctor (1)	
69%	**31%**

Based on the table 8 above presented the profession and activity found in the second textbook for grade VIII, showed that males were 11 numbers of activities that percentage was 69% and females was 31% with 5 numbers of activities. It can be concluded that in the second textbook much more presented males as dominant activities presented in textbook than the females. Besides that, there was gender stereotype found in the second textbook for grade VIII below. There was gender stereotype bias found in the second textbook for grade VIII titled When English Rings a Bell. In the dialogue below found on page 55 presented one of gender stereotype bias criteria, it can be seen in first sentences that Dayu invited Lina and Lina for playing football tomorrow afternoon. According to the characteristic of gender, females have a lot of activity inside of the home and they don't have hard activity such as playing football that in general males preferred carry out. In this textbook, it will be okay if males figure out as the playing football, because playing football much carried out by males. According to the context of textbook presented that will be many perspectives about the females playing football such as the gender equality or gender balance in others country, but in social behavior or activities in Indonesia scale that football much dominant played by males. In addition, in the textbook that presented for Junior High School usually very rare that females student playing or having extra-curricular as the player football. It can be categorized as the gender stereotype bias.

Table 9: The gender used based on profession and activity in the third textbook for grade IX (Think Globally Act Locally).

Males	Females
Teacher (1)	Teacher (2)
Hiking (2)	Cooking (2)
Seller Bakso (1)	Singer (1)
Football player (2)	
Coach (2)	
Singer (1)	
64%	**36%**

Based on the table 9 above presented the profession and activity found in the third textbook for grade IX, that showed the males were 9 numbers of activities that percentage was 64% and females was 36% with 5 numbers of activities. It can be concluded that in the third textbook much more presented males as dominant activities presented in textbook than the females.

Imbalance and Selective
Imbalance and selective means offering only one interpretation of a topic, circumstance, or group of people (Sadker, 1982). Such narratives simplify and distort difficult situations by excluding alternative viewpoints. In this imbalance and selective use in gender-specific English Junior High school textbooks.

Based on the table 1 above showed the imbalance in gender, it can be seen that the percentage the used of gender for males were 258 (55%) images or figures than females only used 215(45%) images of figures. Others in table 2 presented that female much more priority than males in the used of gender based on the character name in the textbook, it can be seen that the percentage in the used of gender character name for females were 45 (52%) than males only 41 (48%). The used of gender based on image or figure and also character name showed that presented the imbalance and selective with the gender used in the first textbook for grade VII entitle When English Rings a Bell.

Others, in table 3 above showed that imbalance and selective in the used of gender in textbook that was existed. It can be seen that the males much more priority than females in the used of gender-based on images or pictures, it can be seen that the percentage the used of gender for males were 279 (52%) images or pictures than females only used were 259 (48%) images or pictures that presented the imbalance and selective with the gender used in the second textbook for grade VIII entitle When English Rings a Bell.

Besides that, in table 5 above presented the imbalance and selective in the used of gender in textbook that was existed. It can be seen that the females much more priority than males in the used of gender-based on images or pictures, the percentage the used of gender for females were 137 (52%) images or pictures than males only used were 122 (48%) images or pictures. Others, in table 6 presented that the males much more priority than males in the used of gender based on the character name. It can be seen that the percentage in the used of gender character name for males 27 (59%) than females only 19 (41%). The used of gender based on image or figure and also character name showed that presented the imbalance and selective with the gender used in the third textbook for grade IX entitle Think Globally Act Locally.

Fragmentation
Fragmentation is the separation of topics involving people of color and women (or other protected groups) from the main body of literature (Sadker, 1982). According to the findings, the researcher did not detect fragmentation in three junior high school textbooks. Every page in the textbooks shows that there is no fragmentation, implying that these people or concerns are less important and do not form an intrinsic part of the total.

Linguistic Bias
Linguistic bias refers to the roles and importance of gender through the repeated use of generic and sex-biased terminology. A linguistic bias is defined as a word choice that reflects the social-category cognitions that are applied to the described group or individual. For example, when labeling individuals, the types of category labels that we choose reflect existing social category cognitions. When target individuals are labeled as members of a category, people tend to communicate predominantly stereotype-congruent information (Sadker, 1982). The example of linguistic bias that occurred in social, such as naming a group of individuals as "Nigga" is used more widely among members of all races and ethnicities in the United States than labeling or terming the black community. Other language bias exists in Indonesian, where "Bule" is used to refer to foreigners or non-Indonesian nationals, particularly those of European heritage or white complexion. In addition, the word "Amoy" has a bad connotation in Indonesia and is typically used to refer to Chinese Indonesian women who identify as young ladies who are eager to wed foreign men but expect an unequal amount of money in exchange. The final illustration is the term "Indon," which was used in Malaysia to stigmatize Indonesians. Linguistic prejudice is demonstrated by the words above. Based on the finding, linguistic bias is not present in any of the three junior high school textbooks that were examined; rather, the prejudice is evident on every page where it is not utilized to categorize individuals or groups.

Unreality
Unreality is presenting an unrealistic portrayal of materials (Solomon, 1988). Based on the result, researcher found several unrealities in textbooks material such as below. In the first of textbook for grade VII found two of unreality material that cannot be recognize.

| | The picture above found on page 8 in the first textbook for grade VII that presented an unreality material. It can be seen that the speaker is greeting the audiences, but the audiences cannot be recognizing their genders. The picture above just displayed the figure with the gender is not clear which are ladies and gentleman in that picture. |

| | Besides that, on page 141 below show the student introduces his cat that colored black fur based on his statement, but in reality, the cat is not black fur but it is dark brown then it is categorized as unreality material in the first textbook for grade VII. |

| | The second textbook for grade VIII presented three unrealities material, it can be seen on page 120, 121 and 143. Below is the unreality material found, it can be seen on page 120 that picture presented two females are watching the race and the object of the racer are Boni and Gani, but the racers figure is not clear enough with how the male gander showed it just like two figures with unreality figure. Others on page 12 below showed that the student is presenting two pictures in her hands that she stated that the left hand was cotton and the right one was stone, but in reality, it is not clear as the object she stated such as a picture of cotton and stone that described unreality pictures. Others on page 143 above showed that two students are watching to peoples who are playing marbles, but according to the picture presented that the object of marbles players were not recognized as their gender because the picture figure out unreality players which what are their gender. It is can be categorized as unreality material in the second textbook for grade VIII. In addition, the researcher didn't find the unreality material presented in the third textbook for grade IX it can be seen on every page in the textbook that not implemented the unreality material. |

Based on the result of study in the used of gender in the three of textbooks for grade VII-IX presented, the gender used in the textbooks divided into two criteria are the percentage of gender used based on image or figure in the textbooks and also the percentage of the gender used based on the character names. Similar with Suhartono & Kristina (2018), who discovered that there is a significantly higher representation of men than women in Indonesian textbooks. The percentage of each group that is dominated by men indicates this. In the human image category, for instance, male photos top the list with 1113 images (62.8%), while female images come in at 663 images (37.2%). Here are the recaps of the data The first textbook for grade VII presented that the used gender was 473 characters; it was divided into two genders are the percentage of males as the gender used based on image or figure were 258 (55%), and the percentage of females as the gender used based on image or figure were 215 (45%). That means the males much dominant then females in the used of gender based on image or figure. But, in the percentage of the used of gender based on the character names presented that 86 was found. It was divided into two genders are the percentage of females as the gender used based on the character names were 45 (52%), and the percentage of males as the gender used based on the character names were 41 (48%). It means that females much dominant then males in the used

of gender based on the character names. It can be stated that in the first textbook for grade VII presented the used of gender based on image and figure was dominant by males then females, but in the used of gender based on character names females was dominant then males.

In the second textbook for grade VIII presented that the used gender based on image or figure was found 538 characters. It was divided into two genders are the percentage of the used gender based on the image or figure presented that males gender were 279 (52%), and the used gender based on the image or figure for females were 259 (48%). But, the percentage of the used gender based on the character names was found 152. It was divided into two genders are; males were 76 (50%), and also the females in the used of gender based on character names were 76 (50%) and it was two genders used in the character names in the second textbook was balanced, and the used of gender based on image or figure males much dominant then females. In the third textbook for grade IX presented the used of gender based on image or figure was found 259 characters. It was divided into two genders are the percentage of the used gender based on image or figure presented that females were 137 (52%), and the percentage of the used gender based on image or figure presented that males were 122 (48%). But, the percentage of the used gender based on character names was found 46. It was divided into two genders are; males were 27 (59%), and also the females in the used of character names were 19 (41%). It can be stated that the used gender based on the image or figure that females much dominant then males. But the used of gender based on the character names that males much dominant then females that was found in the third textbook for grade IX.

It also highlighted Parham's (2013) research on "Gender Representation in Children's EFL Textbooks." The findings demonstrated that females have equal visibility in discussions about the number of participants, number of turns, and length of turns. Females appeared to initiate discussions 30 percent more often than males. The analysis of graphics in the second portion confirmed prior research findings that females were underrepresented in children's books. The second researcher is Zagreb (2018), and his research is titled "Culture Bias in EFL Textbook," and the results support the presence of the other in EFL textbooks in both visuals and sentences. However, white English characters predominate, with other racial, ethnic, and social groups excluded or underrepresented. All seven types of prejudice were detected in textbooks, although cultural content was found to promote mostly linguistic competency. Clark (2016), another researcher, reviews current Japanese and international literature on the gender bias caused by the concealed curriculum before presenting a Japanese case study of an ELT that is widely used in Japanese public junior high schools. It was discovered that, while males and females are represented equally in terms of quantity, there is a significant unconscious gender bias that influences young learners' perceptions of female and male societal roles.

The criteria used to identify biases in the three textbooks for grade VII-IX was divided into several forms are; Invisibility, stereotype, imbalance and selective, fragmentation, linguistic bias and unreality. In the first textbook presented the invisibility bias that was found 1 invisibility on the page 103. As well as Bahman & Rahimi (2010). In their study titled "Gender representation in EFL materials: an analysis of English coursebooks in Iranian high schools," It discovered that girls were generally invisible in English textbooks used in Iran. Others include the gender stereotype prejudice, which can be found on page 42. Others, imbalanced and selected, can be observed in tables 4 and 5 of the gender used in the textbook, which presented imbalanced. Qatawneh & Rawashdeh (2019) reveals a significant difference between the total number of aspects presented for females than males, which means that there are imbalances and clear differences in the representation of gender aspects in this textbook. In addition, Dahmardeh & Kim (2019) The result found there is a gender imbalance in these five ELT textbooks. Male is more presented than female in names and photos. Others, unreality that was found on the page of 8 and 141 that showed the unreality picture or figure that cannot be recognize and unclear. In addition, there is no fragmentation and linguistic bias found in the

first textbook for grade VII. In the second textbook presented the invisibility bias that was found 5 invisibilities on the page of 7, 9, 53, 11, and 112. Others, the gender stereotype bias found on the page 55. Others, imbalance and selective can be seen on the table 6 in the gender used in textbook that presented imbalance. Others, unreality was found on page of 120, 121, and 143 that were 3 unreality picture or figure that cannot be recognize and unclear. In addition, there was no fragmentation and linguistic bias found in the second textbook for grade VIII. In the third textbook presented the invisibility bias that was found 2 invisibilities on the page 3 and 12. Others, the gender stereotype bias also found on the page 8 and 92. Others, imbalance and selective can be seen on the table 8 and 9 in the gender used in textbook that presented imbalanced. Others, there was no fragmentation, linguistic bias and unreality found in the third textbook for grade IX.

There were several impacts of biases to the learners in socio-culture attitude namely; Created a negative or positive perspective to the learners about the gender used and social roles, created prejudice against certain gender stereotype, resulted the social inequality in the used of figures that are not considered in the text and do not respect the gender or certain groups, incorrect insight or knowledge emerge make learners wonder, separated one group with other group to detrimental to groups or people among others. The modification can be made on the biases that identified in the textbooks are; created a balance use of characters and figures in textbook that should be balance such as 50% male roles and 50% female roles, provide opportunities or equal roles in dialogue and figures then there is no role that is not considered or invisibility, create a balance and selective in the use of female and male roles that character of two genders are not more imbalance in the use of gender roles in the textbooks, the materials that contained unreal image or figure should be changing with the clear image and figure than it can be recognize.

CONCLUSION

The use of gender-based images or figures and the character names in the three textbooks for grade VII-IX have existed, and the forms of biases are also presented in the three textbooks. The first textbook for grade VII presented that gender-based on images or figures was divided into two genders: the percentage of males 55% that means the use of males' gender more than females that only was 45%. Besides, the use of gender-based on character names presented the females were 52% than males only was 41%. It can be stated that the use of gender-based images or figures that males were dominant than females, and the use of gander-based on character names also presented that female dominant than males. The second textbook for grade VIII presented that the use of gender-based on images or figures presented that the males were 52%, and the females only were 48%. Besides, the use of gender-based on character names were balanced that percentage was 50% between males and females, then it can be stated that the second textbook for the use of gender-based on images or figures that males were dominant than females, but the use of gender-based on character names was balanced between two genders. The third textbook for grade IX presented that the use of gender-based images or figures presented that the females were 52%, and the males only were 48%. Besides, the use of gender-based on character names showed that the males were 59% and the females only were 41%. It can be stated the use of gender-based images or figures that females more dominant than males, but the used of gender-based characters names the males more dominant than females.

The criteria of biases were found in identify the gender bias are divided into several criteria; Invisibility that was found (in 8 cases), gender stereotype bias that was found (in 4 cases), imbalance and selectivity that was found (in 5 cases) but the used of gender-based on

the character names for grade VIII were balanced, the fragmentation that was not found, the linguistic bias that also wasn't found, and unreality that was found (in 5 cases). These all were found in the three textbooks for grade VI-IX.

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