

## **Gender and Visual Images: *Looking back how stereotypes are presented in textbook***

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**Abstract.** *Gender stereotype is concerning traits and roles possessed by females and males, which distinguish them from each other. It dominantly gives the ruinous impact, and it possibly appears in a textbook. The objective of this research was to analyze gender stereotypes of visual images in When English Rings A Bell published in 2017. This research was in descriptive qualitative research with content analysis design and used two components of gender schema theory – feminine and masculine traits and feminine and masculine occupations. Documentation was applied to collect the data. To carry out the data analysis, the researcher referred to the three stages provided by Ary. The results showed that from trait aspect, generally males and females were described in common, but in two points, they were showed differently; many female pictures were described with short and curly hair, and several male pictures were depicted with the bangs on their hair. Moreover, lots of females were described with darker skin, while bright skin was described for lots of males. The occupations aspect revealed that some occupations were only described for males while the occupations; teacher, meal server, biker, hospital work, and the child care activity, were described for both males and females. Overall, it could be said that gender stereotypes still dominantly appeared in male and female pictures. Additionally, the presentation of the male and female picture showed that male pictures were being the majority, with 265 (54.75%) were male pictures, while 219 (45.25%) were female pictures, it meant that male and female were presented unequally in this textbook.*

**Keywords:** *gender schema theory, gender stereotypes, textbook, visual images*

## **A. INTRODUCTION**

A stereotype is an issue that has been influencing someone's life from time to time. Stereotypes can appear in many aspects. Such as in daily life and education, stereotypes also occur in gender. Some utterances that contain stereotypes are: a girl is fussy and bossy, a boy is stronger than a girl, Math is complicated, the book is the window of the world, women are terrible drivers (cited in Craeynest, 2015: 9). The first, the second, and the last example are stereotypes that happen in the gender, while the third and the fourth are in the education.

Women are terrible drivers is like a judgment that indicates all women are awful in driving, maybe because women are labeled as sloppy creatures. However, in a real situation, it is not always like that. Women may be good at driving. Unconsciously that situation reflects the impact of gender stereotypes. Further, Unesco explained that gender stereotypes could happen when the gender attributes, the gender roles, and the diversities among them are in the simplistic generalizations (in Craeynest, 2015: 9). It means that gender stereotype is an overgeneralization idea about gender roles and attributes. Besides, it can be positive and negative. The negative gender stereotypes can happen if there is an imbalance between men and women. Usually, it will bring inequity and discrimination to one side of gender in society.

As mentioned formerly, gender stereotypes can appear in the simple utterance – it can be written or spoken. In addition, gender stereotypes also arise in visual form. Unfortunately, studies of gender and language have proved that gender stereotypes or gender bias – whether in written, spoken, or images form – have a ruinous effect on the female students (cited in Gharbavi, 2012: 42). Another term that has an impact on students' life is called gender schema. It is a schema that causes children can be gendered from an early age. That schema is

formed since they are born. It comes from the culture of society around the children and well known as a cognitive account of sex typing that is introduced by Bem – the U.S psychologist (Starr and Zurbriggen, 2016: 1). Moreover, gender schema theory has many components; two of them are about feminine and masculine traits and feminine and masculine occupations.

In the teaching and learning process, a textbook is used, and the students are very familiar with it. A textbook is possibly contained of gender stereotypes, that means students mostly young learner and teenager are risky to get the destructive impact of gender stereotypes itself. Despite the fact that nowadays, the existence of textbook is available from many different authors, involuntary there are still a lot of textbooks, especially in EFL textbooks, which contain gender stereotypes. It is supported by a study about gender role representation in 96 primary school textbooks conducted by Shteivi (2015:15) in Jordan. He found that male-dominated most public roles (87%), while the female part was only in traditional roles such as teaching. It is shown that the role of the male is still the domination in public roles. The relevant finding comes from research in Indonesia – collaborated with Australia – by Utomo and friends (2017:92) who showed that male frequently existed in the public sphere while the female was inclined to deal with work in the private or domestic sphere. These results were found in the gender depiction in 86 textbooks from 4 major subject areas adopted from the KTSP curriculum or the previous Indonesian curriculum. In a similar vein, there was Ummu Salamah (2014) who did an analysis in Bright English textbook published by Erlangga about gender representation by using Logsdon theory. She found that gender is presented unequally in a Bright English textbook.

Different from those previous researches, this researcher was concerned to analyze gender stereotypes in a textbook of current curriculum and focused on analyzing gender stereotypes of visual images by using gender schema theory.

The textbook that had been analyzed was an English textbook entitled: When English Ring A Bell. This book is a 2017 revision, with the authors are Siti Wachidah and friends. The researcher chose this textbook to be analyzed because it is the official textbook published by the ministry of education and culture used in many schools in Indonesia, especially for the seven graders of junior high school. Thus, the objectives of this research were (1) to find out how male and female are described in visual images in the textbook “When English Rings A Bell” and (2) To find out whether or not male and female are presented equally in visual images in the textbook “When English Rings A Bell”.

### ***Gender Stereotypes***

Baron (Branscombe, 2014: 201) outlined that gender stereotypes are the stereotypes concerning the traits possessed by females and males and that distinguish the two genders from each other. It is like gender stereotypes more concerned about the overgeneralization idea about the gender traits that make them easy to be differentiated. Further, gender stereotype is defined as the overgeneralization or simplistic idea about the gender role (cited in Craeynest, 2015: 9). When there is one gender – between male or female – treats unfairly, and feels discriminated. Moreover, Ashmore and Boca (Cited in Swann et al., 1999: 76) defined gender stereotypes very broadly as structured sets of beliefs about the personal attributes of women and men and these beliefs were assumed to include pictorial, behavioral, and affective components. It can be implied that gender stereotypes are a belief about gender’s personal attributes that will affect the gender itself in taking an attitude, making an appearance, and taking action in doing something.

Furthermore, Williams and Best argued that sex stereotypes operate at two different levels: sex-role stereotypes, which include popular beliefs about the

suitability of roles and activities for males and females, and sex-trait stereotypes, for instance, psychological or behavioral traits that are commonly believed to be characteristic of one gender rather than the other (Cited in Lewandowski: 83-84). It is clear that gender stereotypes can include two terms related to each other – sex traits and sex roles. Both of them are very impactful to the gender itself; therefore, they can be seen as the aspects which are crucial to be known.

Similar to the stereotypes, gender stereotypes itself also can be positive and negative. As in the past, it was thought that the belief about “mathematics is for men” was held mostly by girls and women and that it prevented them from choosing mathematics courses and mathematics-related activities (Caplan, 1997: 102-103). That is one example of the negative effect of gender stereotypes that usually happen to females. Besides education, gender stereotypes also exist in the job and working field. It is considered by many that women are not a match to be a leader. Because women are admitted as weak and emotional creatures. It is caused by gender stereotypes, that it does not only affect who people see as ‘fitting’ the preconceived notion of a leader, but they also affect women leaders in their daily working lives (Baxter, 2018: 5). Obviously, it can be seen that females and males may be perceived differently in societies. This situation is caused by the occurrence of gender stereotypes in society, which is possible to be impactful – it can be positive and also negative – towards someone’s life.

### ***Gender Schema Theory***

In society, from an early age, people can be gendered. It will be impactful towards their life, such as in their cognitive and categorical processing in a lifetime. It is a social-cognitive theory or can be mentioned as gender schema

theory (Zurbriggen, 2016: 2). This theory will reveal how come a child can be gendered at an early age.

When the babies become gendered, their act, attitude, and preference will be influenced by the culture in society. Females tend to be feminine, and males tend to be masculine. What is feminine is more accurately seen as saliently associated with women and girls; what is masculine is that which is saliently associated with men and boys (Pakuła et.al, 2015: 12). As the example, that females like to play with funny things, while males really like the opposite of it. Actually, “masculinity” is not a fixed characteristic of men. Still, it is socially created and changes through history (Baron and Kotthoff, 2001: 141) and femininity, which means that both of them are not entirely right, and are not in a stable position because it is possible to change from time to time. Transforming between male and female into masculine and feminine can be known as sex- typing (Bem, 1981: 354). It is changing where males and females transform their traits and roles into two groups – feminine and masculine. In addition, children’s thought is easy to be shaped. They will learn from what they see and what they experience; it will make the sex-typing can happen from an early age.

### ***Components of Gender Schema***

Gender schema has many components; two of them are about masculine and feminine traits and masculine and feminine occupations. The first one is masculine and feminine traits. Moreover, gender stereotype is potentially to shape a trait towards the gender itself – male and female. A trait that is related to female can be known as a feminine trait, while a trait that is related to male is a masculine trait. Those traits can be in physical attributes, manner attributes, or preferences.

Popular descriptions about women’s and men’s physical appearance are women’s physical attributes include dainty, pretty, soft-voiced, and graceful. In

contrast, men have athletic, brawny, broad-shouldered, and physically healthy (Florence L et.al, 2008: 207). It seems like males' and females' physical appearance are really in a contradiction. When a person is depicted with broad shoulders, he has a masculine physical attribute (Swann et.al, 1999: 56). It can be known that someone who has a masculine physical attribute, will have a mature look.

In addition, the masculine traits are portrayed with much darker skin color, with the mustache, and beard. Moreover, the masculine traits are also equipped by the short hair, with the dark hair color such as black or brunettes, but there is also blond hair (Andreea: 630). It can be assumed that masculine traits are depicted in a simple appearance without many accessories, which can add a man's masculinity. While for the feminine traits, are described in a glamorous way, such as having narrow eyebrows, with lighter skin color, and also have a feminine hairstyle – long straight hair and usually the color of the hair is in various. Moreover, the accessories which cannot be separated from the feminine trait have earrings on ears (Andreea: 630). Those are the common traits of the physical appearance of masculinity and femininity.

Furthermore, as the girls usually get dressed in undesirable and frilly clothes, they have to be careful, and their hair is also made in a fancy style (Beauvoir, 1956: 286). At the same time, the masculine traits are identical with the use of t-shirt and trousers. It seems that as females, they want to be looked at as beautiful creatures, while as males, they want to be examined as a mature creature.

The next component is the occupation. Bourdieu argued that occupation remains a suitable and economic indicator of social space position (cited in Huppertz, 2012: 3). It means that occupations that belong to someone can influence his or her status in society. Between males and females, they have a

different types of occupations. To illustrate it, society perceives women are very appropriate with the professions like nursing, teaching, social work, retail work, child care, beauty work, and hairdressing, but mainly do not participate in carpentry, engineering, policing, mining, and information technology (Huppatz, 2012: 3). It seems that women are not always capable of all kinds of jobs, and it is also prevailed for men.

Men's work is believed as the most laboring, most work involving heavy machinery, most transport work, most work involving weapons and dangerous tools, and most work in heavily polluted environments (Baron and Kotthoff, 2001: 145). It looks like men's works are very dangerous, which need extra power and a right mind to do, while for women, they are identical with the domestic or indoor works. Also, women are taught some skills by their mother since they were in childhood; how to cook, how to sew, how to keep a house, and care of her person, charm, and modesty (Beauvoir, 1956: 286). Women are also well known for their care and service (Huppatz, 2012: 28). It means that they are suitable with their obligation in the house, such as being a mother, nurturing a child, giving the best service for her husband, and so forth. Those situations indicate that since as a little girl, women are obligated to accept some jobs that characterize women.

## **B. RESEARCH METHOD**

Descriptive research is a research method used to describe the existing phenomena as accurately as possible (cited in Atmowardoyo, 2018: 198), because this research was conducted by describing a phenomenon which occurred in the textbook, particularly in the visual images. Besides, this research was about textbook, so that the researcher also used content analysis to support her research. Ary (2010: 29) stated that content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. Another definition comes from

Krippendorff (2004: 18), who defined that content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to their use contexts. One that can be an example of that material is a textbook. In this research, the textbook that had been analyzed was an English textbook, entitled “When English Rings A Bell.” It is a textbook for seven graders of junior high school. This textbook is published by the ministry of education and culture, 2017 revision. The authors are Siti Wachidah, Asep Gunawan, Diyantari and Yuli Rulani Khatimah. This textbook is separated into eight chapters. With various themes in each chapter, the authors provided many pictures in order to make this textbook interesting to read by the students.

Furthermore, this textbook is aimed at the seven graders, most of them are teenagers. It is also shaped in a good package, supported by many colorful items. In this research, the researcher focused on analyzing gender stereotypes of visual images, particularly the pictures of male and female, which occurred in this textbook. Most of the materials are in the graphical images form – although there are also some materials available in the text form.

In collecting the data of her research, the researcher used to document or artifact analysis because the researcher analyzed the textbook's content, particularly gender stereotypes of visual images only. The collecting data of this research was started when the researcher chose the textbook that would be analyzed, then followed by these steps: (1) selecting the visual images, particularly the males and females character, in each unit from the textbook, (2) separating the pictures into two; males and females by using snipping tool, (3) transferring the data into the table of males and females traits, (4) moving the data into the table of males and females occupations, (5) interpreting the data.

In qualitative research, the key instrument is the researcher itself (Ary, 2010: 25). It means that the researcher is the primary key in determining the right

instrument for her/his research. In addition, the human investigator is also the primary instrument for the gathering and analyzing of data (Ary, 2010: 424). In this research, the researcher made some tables of the data sheet as the secondary instrument to make the researcher easier in collecting and analyzing the data. The table consists of some aspects, such as about the feminine and masculine traits, the feminine and masculine occupations, and about the percentage of the occurrence of the female and male character in the textbook

In analyzing the data of this research, the researcher referred to the guideline from Ary (2010: 481), who described how to analyze the qualitative data in three stages; familiarizing and organizing, coding and reducing, interpreting and representing. The analysis process was started by rereading the data that had been filtered, then describing how the authors depicted male and female and explaining how the occupations of male and female were portrayed in the textbook, then concluding. Afterward, counting the occurrence of male and female in the textbook, and made it into percentage form.

### **C. FINDINGS AND DISCUSSION**

In this section, the researcher displays about research finding and discussion that referred to the research question in the first chapter; how are male and female described in visual images in the textbook “When English Rings A Bell”? and are male and female presented equally in the textbook “When English Rings A Bell”?.

#### ***Findings***

In this part, to reach the result of the findings, the researcher analyzed the data based on the two components of gender schema theory. The data were obtained from the English textbook, When English Rings A Bell for the 7th grade of junior high school student. This textbook consists of eight chapters. Moreover,

from chapter one until chapter eight, there are 183 pages available in this textbook. In addition, generally from the materials and the exercises, this textbook is provided with many pictures such as the picture of females and males, pictures of the furniture in the house, pictures of buildings, and many more.

Since this textbook is full of many pictures, especially females and males picture, that is why the object of this research was about the analysis of gender stereotypes of visual images in the textbook. The data were classified into two parts; female pictures and male pictures. After being separated, the data were analyzed by using three tables of the data sheet that had been made by the researcher.

The first findings of the research were about the description of the female and male characters in the textbook concerning their traits. The traits that were analyzed especially about the physical appearance of female and male picture presented in the textbook. Based on the theory on the review of literature, the traits that analyzed there were in five points, such as about the hair color and the hair style, the appearance of face, the clothes, the accessories on the head, and the skin color. The researcher analyzed the traits by describing how male and female were portrayed in the textbook, and the description was based on those five points. After exploring all of the chapter in the textbook, the researcher could take a highlight that generally, the female character in the pictures was described as what they should be as female, and the male characters also showed the same finding. Whereas, the authors of the textbook also portrayed that some males and females' picture were described differently, which made them were not the same with the character as commonly. While the second findings were about the male and female occupations.

### *Feminine and Masculine Traits of the Visual Images*

The traits that were analyzed could be separated into 5 points; they were

#### (1) The Hair Color and the Hair Style

Generally, the color and the hair style of the male and female were described typically. As females, they were described with long and straight hair, while as males, they were described with short hair. Additionally, there were some male pictures related with the bald head. This picture can be seen on Unit 6, page 127, for example. Further, there were also some female characters portrayed with ponytail hair, bun hair, and the braided hair. The ponytail hair could be seen on some units and pages; Unit 1, page 5, Unit 2, page 30, Unit 4, page 77, and Unit 6, page 127. While the bun hair could be seen on some units and pages; Unit 1 page 4, page 14, page 15, page 16, page 17, and page 19, Unit 2 page 25, Unit 3 page 39, and Unit 4 page 70, and for the braided hair, it was only available on Unit 7 page 169.

On the other hand, some female pictures were also depicted with short and curly hair, with various hair colors; blond and brunette. For the blond hair, it was available on Unit 1, page 8, Unit 6, page 127, for the brunette hair could be seen on Unit 2 page 25. Also, many female pictures were described in short and curly hair, and there were several male pictures also depicted with bangs on the hair, which meant female could have short and curly hair, and it was not only a description for the male character. Instead, it was also possible for the male to have a bang on the hair, which meant this description was not only for the female character. It indicated that the authors portrayed male and female characters visually in many various colors and styles.

From the point about the hair color and the hair style, it could be highlighted that the authors had tried to balance the description of female and male's hair. It could be known that there were numerous female pictures were

described in a short and curly hair, and there were lots of male pictures were described with the bangs on the hair, because usually female's hair was identical with long and straight hair and a male was rarely to be depicted with the bangs. It meant, the authors of the book had described that short and curly hair was not only for male characters but also for the female character. Instead, the hair with the bang was not only for the female character but also for the male character, although there were also several male and female pictures still contained gender stereotypes.

## (2) The Appearance of Face

Generally, all of male and female pictures were described as normal. That as a female, she had narrow eyebrows and curve eyelashes, while as a male, he had wide eyebrows and the standard shape of eyelashes. On top of that, as a male it was very identical with the mustache and beard. After being analyzed, in this textbook, there were several male pictures described with the mustache, beard, or moustache with the beard. This description actually could add the masculinity as male. To show it, the male with the mustache could be seen on the table of content page vi, Unit 1 page 4, page 5, page 6, page 8, page 11, page 15, page 17, Unit 2 page 28, Unit 3 page 42, Unit 4 page 92, Unit 5 page 117, Unit 6 page 127, Unit 7 page 153. For the male with the beard were available on Unit 4, page 91. Meanwhile, the male with the beard and mustache was available on Unit 1, page 19.

It could be concluded that from this point, gender stereotypes still appeared clearly in this textbook because the description of the narrow eyebrows and the curve eyelashes were still a description only for females. Whereas, the description of the wide eyebrows and the typical shape of eyelashes were still a description only for males, which were appropriate with the gender stereotypes.

Moreover, there were several male pictures depicted with the mustache, beard, or mustache and beard, which made those males picture more masculine than the others.

### (3) The Clothes

Commonly, as a female, it was very identical with the use of a skirt, while as a male it was very identical with the use of pants or trousers. In this textbook, there was one female picture depicted with the trousers that could be seen on unit 1, page 11. It indicated that the use of trousers was not only for male but also for females. On the other side, the authors still depicted the other male and female pictures as normal, which was suitable for the gender stereotypes in society.

If it was seen from the cloth that used by female picture, generally they were described with the cloth with the woman collar model, and also described by wearing a long blouse. Meanwhile, the male was identical to the use of a shirt or t-shirt. In this textbook, the male and the female picture were still described commonly. Additionally, the majority of the male and the female picture in this textbook were depicted with the use of a school uniform, mainly the junior high school student. It could be known by looking at the school label available on the pocket.

All in all, from the point about the clothes that were used by male and female characters, gender stereotypes could be identified explicitly. Although the authors had depicted one female character that was wearing long pants, the most dominant that could be seen were about the usual cloth that used by male and female, which was suitable with the gender stereotypes in the society.

#### (4) The Accessories on the Head

As females, they were very identical with the use of some accessories on the head; the use of a bandana, a ribbon, and a veil. On the other hand, as males, there were not any specific accessories could be known. After being analyzed, in this textbook there were lots of female picture with the ribbon, the bandanna, and the veil on the head. This description could add femininity as female.

While as male, there was one male picture in Unit 1, page 5 was described with a police cap on the head, and there were some male pictures on page 8 and page 12, which were described with the scout cap. Moreover, in Unit 6, page 127, there were two males depicted with a cap on the head; the first male was having a farmer cap, while the second male had a hospital cap. It indicated that actually, there were no specific accessories on the head for the male to add masculinity as male. It could be concluded that the authors still showed gender stereotypes in the point of accessories that were used by especially the female character because the accessories were described as commonly.

#### (5) The Skin Color

As the female, it was identical with the bright skin color, while as the male, it was really identical with the darker skin color. During the analysis, the researcher met difficulty in characterizing the skin color of some pictures of male and female because between the printed book and the pdf format book, the color could be seen differently. As an example, in the pdf format, the skin color seemed brighter, but after being printed, the skin color seemed darker, and also, it could be on the contrary situation. Actually, it was caused by the result of the printer color, but the researcher had tried to describe the skin color as well as she could, and the researcher got the findings that could be discussed in this part.

After being analyzed, in this textbook there were lots of female pictures described with darker skin color, and also there were many male pictures described with bright skin color. For example, in Unit 1, page 1, page 3, page 7, page 9, page 11, Unit 2 page 21, page 30, page 33, and in every unit, there were many female pictures separated with darker skin color. However, in Unit 2 page 28, and also separated in the other units, male pictures were described with bright skin color. It indicated that the authors had shown that darker skin was not only always for male, and bright skin was not only always for female. Conversely, there were not only a few pictures of male and female described with the skin color as commonly that was suitable with the gender stereotypes.

#### *Feminine and Masculine Occupations of the Visual Images*

The findings about occupations of male and female in the textbook that had been analyzed, it could be found in Table 1 that a female picture that were holding a spatula, which specified that she was cooking a meal, this picture could be seen in Unit 1 page 4, at the same page there was also a female described as a teacher – this description was also available in some units and pages – and in the next page, there was a female picture described were preparing a vegetable for cooking. Besides, in Unit 6, page 127, there was a picture described a child that was being fed by a female. On the other side, in that textbook, particularly in Unit 3, page 42 also found that a female was biking, while in Unit 6, page 127, there was a female picture described as a surgeon.

Table 1. The example of Feminine and Masculine Occupations Analysis

Unit 6	Page	Females Picture	Feminine Occupation	Males Picture	Masculine Occupation	Conclusion
			- She is feeding the child a food.		- A male farmer	<p>In this page, the occupations that can be recognized are farmer, a surgeon, teacher, a nurse, student, and there is one female that is feeding food for a child. As a farmer, the authors describe a male character for this occupation. While as a surgeon, the authors describe a female character for this occupation.</p> <p>Instead, as a teacher and a nurse, the authors describe male character for those occupations. Whereas, as the student – especially as a junior high school student, the male and female character are described for that occupation. It can be known by looking at the cloth that is used. It can be highlighted that, in this page the authors still portray the male and the female character as what they should be. However, the authors also describe female character as a surgeon. Which means, the authors portray that as a female, it is possible to do that work. In addition, there is one male character that is described as a nurse. Which means, the authors portray that as a male, it is also possible to do that work.</p>
			- A female student.		- A male student.	
			- A female surgeon.		- A male teacher.	
	127		- Female students.		- A male nurse.	
			- A female student.		- Male students.	
					- Male students.	
					- He is a child - There is no specific job can be recognized.	

In contrast with the occupations depicted for male character, in When English Rings A Bell textbook, especially in Unit 1, page 5, a male picture was portrayed as a policeman. Besides, there were also found that many male pictures described the occupation as a teacher. On top of that, a male in Unit 1, page 12 is depicted as a driver. Still, in Unit 1, there was a male picture described as a public speaker, which is available on page 8, and there was also a male picture described as a football player on page 12.

While in Unit 3, page 41, several male pictures were playing the kite in the field. Instead, on page 42, a male picture served a meal and also kissed a child before sleeping. Afterward, on the same page, there was a picture contained two males that were biking. Thence, in the next unit, page 91, there were two male pictures that pumped a car tire. In Unit 6 page 127 some male pictures were described as a farmer and as a nurse. In addition, several male and female pictures were only described as a mother, a father, or a child without any specific job can be known. All in all, gender stereotypes still could be seen clearly in this textbook. Yet, implicitly the authors also had diminished the occurrence of it by providing some occupations that were not only for a certain gender, but they were described for both male and female.

#### *The Occurrence of Female and Male Character of the Visual Images*

Referring to Table 2, the total picture of the male and female pictured in the textbook were 484 pictures. Where female pictures occurred in 219 images, while 265 images were male, in analyzing this point, the researcher counted one by one male and female pictures from the table of content until all of the units in the textbook. After that, the researcher divided it into two parts; males and females. As the instance in Unit 1 page 1, the researcher counted how many pictures of male and female were available, then showed it in the table. If the total pictures had been shown in Table 2, then the researcher made it into percentage form in order to make it easier to be known, whether or not the male and the female pictures were presented equally in the textbook.

Table 2. The Occurrence of Female and Male Character in the Textbook

	Male	Female	Total Page
Total Pictures	265	219	484
Percentage	54.75%	54.75%	100%

### ***Discussion***

After getting the findings from the analysis, the researcher was able to make the discussion based on the gender schema theory, particularly about feminine and masculine traits and also feminine and masculine occupations. In order to make the discussion was easy to be identified, thus the in-depth discussion about the findings was separated into three parts; feminine and masculine traits of the visual images, feminine and masculine occupations of the graphical images, and the occurrence of the female and male character of the graphical images.

From all of the aspects that had been explained formerly, it may be said that apparently, gender stereotypes still could be seen mostly in traits and occupations; moreover, the presentation of male and female were also even presented unequally in the textbook *When English Rings A Bell*. It is in line with the previous research from Ummu Salamah (2014), who found that gender is presented unequally in a *Bright English* textbook. The result showed that males dominated in four aspects, while females were more visible in two parts. Furthermore, from the traits aspect, gender stereotypes also still occurred; the description of the narrow eyebrows and the curve eyelashes were still being a description only for females. Whereas, the description of the wide eyebrows and the typical shape of eyelashes were still a description only for males. From the clothes used, gender stereotypes were also portrayed in the picture males and females; males were described with the using of shirt or t-shirt, while females were described with the cloth with the woman collar model, and also described by wearing a long blouse. As Beauvoir (1956) maintained that the girls usually get dressed in undesirable and frilly clothes so that they have to be careful, and their hair is also made in a fancy style.

Moreover, generally, males and females' hair were described with gender stereotype. For instance, most males were described with short hair, while females were in long hair. Another point is about the skin color; many males were portrayed with dark skin, while females were in bright skin. The last was about the accessories used; that actually, there were not any specific accessories on the head for the male to add the masculinity as male. Instead, the female characters were provided with many kinds of accessories related to the general description as a female in society. Those results support earlier remarks by Florence L. (2008) who proposed that popular descriptions about women's and men's physical appearance are women's physical attributes include dainty, pretty, soft-voiced, and graceful, while men's include athletic, brawny, broad-shouldered, and physically healthy. However, if it was seen deeply, the results of the analysis showed that there were several male and female pictures described undominantly with their gender stereotypes particularly in two points of traits analysis; the hair color and the hair style and the skin color, that were demonstrated not only for a certain gender, but also spread for both of male and female.

On the other hand, from occupation aspect showed that gender stereotype still could be seen clearly in this textbook because males were described as very identical with the outdoor works while females were very similar with the indoor works. It echoed the result of past research from Utomo et al. (2015) who showed that male frequently existed in the public sphere while the female was inclined to deal with work in the private or domestic sphere. Likewise, in terms of social leadership and technology, the male also presented more active than the female. In addition, a study from Shteivi (2003) also found that male-dominated the majority of public roles (87%), while the female role was only in traditional roles such as teaching. Still and all, implicitly the authors also had diminished the occurrence of gender stereotypes by providing some occupations; teacher, meal

server, biker, jobs related to the hospital – being a surgeon or a nurse – and an activity related to child care were depicted for both of male and female.

Overall, in the textbook that had been analyzed, the researcher could reveal that male and female were still contained of gender stereotypes in some aspects of traits and occupations. Still, there were also some aspects that occurred without comprised of gender stereotype itself. Additionally, the percentage of the occurrence between male female pictures exposed that males were being the majority than females, which meant the portion of male and female picture in the textbook was represented unequally.

#### **D. CONCLUSION AND SUGGESTION**

##### ***Conclusion***

After analyzing and getting the results, the researcher found that from the feminine and the masculine traits there were five points that could be identified; the hair color and the hairstyle, the appearance of the face, the clothes, the accessories on the head, and the skin color. From the first point, it was shown that generally male and female characters were described as expected. Still, there were also many female pictures were described in short and curly hair, and there were several male pictures also depicted with bangs on the hair. At the second point, all of the male and female pictures were described as usual; a female had the narrow eyebrows and the curve eyelashes. The male had the wide eyebrows and the standard shape of eyelashes, and it was very identical with the mustache and beard. The male was described with pants or trousers, while the female was described with a skirt. Whereas the authors also provided a female picture with trousers. At the fourth point, lots of females were displayed with some accessories on the head; bandanna, ribbon, and veil, while males were displayed with some caps. The last point, which showed that generally, female pictures were described

as expected, but interestingly the authors showed that lots of female pictures were also illustrated with darker skin color, and lots of male pictures were also described with bright skin color.

On the other hand, the occupations aspect could be revealed that some occupations such as police, a farmer, a driver, and a public speaker, were only described for the male character. Still, the female is also possible for doing those occupations in real life. Whereas, the authors also had depicted some professions such as teacher, meal server, biker, hospital work, and child care activity, were not only described for a particular gender, but it was possible for both male and female.

As the last analysis, the researcher got a finding from the percentage of the occurrence between male and female of visual images in the textbook; the results showed that there were 484 pictures in the textbook. Males were available in 265 (54.75%) pictures, while 219 (45.25%) views were females. It displayed that the occurrence of male characters was higher than female characters. Therefore male characters were still being the majority, although the difference between them was only in a few amounts. It informed that there was no equality between the male and female characters in the textbook that had been analyzed.

### ***Suggestion***

It is suggested for future research to take a similar topic about gender stereotype because there are many exciting aspects those can be revealed from it. For instance, how is gender representation in English literature, or how is students' perception about the occurrence of gender stereotype in the teaching and learning process in the classroom and many more.

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