

Gender Awareness in the Cambridge Global English Coursebook 8 Grades: A Discourse Analysis

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Abstract. *Many people are still struggling to cope with gender equality in all aspects of life. The gender balance today seems to be that both men and women have equal possibilities to present, attend classes, work, and take part in other positive activities. The excellent coursebook should illustrate the way men and women interact in society based on their roles, position, surroundings, culture, and community structures that are portrayed throughout the form of images and sentence descriptions in a balanced way. This study employs qualitative research using content analysis. The data of this study was derived from the content of Cambridge Global English Coursebook 8 Grades, which depicts gender relations. The content was categorized into visibility, jobs, games, household duties, and the data, consisting of pictures and texts from the coursebook. The data of this study was obtained through document analysis. This study showed gender awareness in Cambridge Global English Coursebook 8 Grades. The data were presented as follows: a) There were 113 men and 45 women in the visibility aspects b) There were 17 men and 9 women in the job aspects c) There were 27 men and 10 women in the games or sports aspects d) There were three men and 0 woman in the household duties aspect.*

Keywords: *english coursebook, english teaching, gender awareness*

A. INTRODUCTION

Gender equality is still a topic that is campaigned in all walks of life today, especially in the language education field that has been started since 1970 until now (Arliss, 1991; Aydmoglu, 2014; Bursuc, 2013; Hartman & Judd, 1978; Porreca, 1984; Rifkin, 2011; Toci & Aliu, 2013; Wu & Liu, 2015). Men and women are supposed to play an equal role in society. Gender equality refers to women and men having the same level of visibility, independence, obligation, and participation in all aspects of public and private life. It also means supporting women and men with

fair opportunities, distributing resources between them, and appreciating them appropriately and equally. Gender equality can be taught as early as elementary school, with student coursebooks demonstrating gender equality in terms of sex, names, nouns, pronouns, adjectives, and images of women and men depicted equally. Unfortunately, multiple investigations have revealed that gender disparity exists in Indonesian English coursebooks. According to Suhartono and Kristina, male representation in the English coursebook for the Indonesian setting is substantially bigger than female representation (2018). Correspondingly, Fahriany et al. (2019) discovered that the writers of two English coursebooks for the eighth grade of Junior High School/MTS did not write their coursebooks with gender considerations. The writers of those English coursebooks need to have a lot of knowledge concerning gender representation and gender classification and have greater gender details to avoid unfairness in using images portraying all areas of the book.

Putting these issues aside, the author is trying to investigate the gender awareness contained in an English coursebook for 8 grades published by Cambridge University Press. This English coursebook shows a variety of cultures from many countries. It is hoped that this book can be an example for Indonesian English coursebooks regarding gender equality, which features sex, names, nouns, pronouns, adjectives, and illustrations portraying women and men.

Gender

Gender roles are distinct from men's and women's sex roles. Eckert and McConnell-Ginet (2003) stated that gender is not the same as sex. Sex determines a baby as a girl or boy since they are born. Besides, sex roles are biological, natural, and divinely determined. They are unchangeable. The male makes the woman pregnant, and she gives birth and breastfeeds the child. On the other hand, society

shapes gender roles by providing men and women with particular obligations, such as housework for women and decision-making for men.

Gender, on the other hand, is associated with something we do (West & Zimmerman, 1987). The characteristics and behaviors appropriate for both men and women are referred to as gender. The culture of a community influences specific features and behaviors. It implies that a man's or woman's gender dictates how they should acquire or act by cultural norms (Unger, 1979). A man and a woman are culturally designated and committed to distinct characteristics. The community will then decide if a person is acceptable or not based on these characteristics. As a result, Brannon (1996) believes that Unger's concept is a cultural label rather than a biological depiction. As gender separates a man from a woman in a social setting, sex is based on a man's and a woman's reproductive processes.

To sum up, it can be inferred from those experts' definitions that gender and sex are separate. Sex is linked to biological qualities that God bestows. On the other hand, gender is related to people's viewpoints in society; it is a societal norm for men and women to act and behave in the community. Gender also refers to the qualities of a human being determined by others.

Gender Awareness

A gender role, according to Brannon (1996), is like a template that men and women follow to play their right roles in appearing masculine or feminine. It demonstrates how gender roles force men and women to behave and take responsibility for their actions without breaking social standards. Bursuc (2013) investigates and discovers that women and men are depicted differently. Their gender roles have a strong influence on them. Women are in charge of household duties, such as child-rearing, housework, cooking, and cleaning. Mlama (2005) remarked, in agreement with Bursuc (2013), that the most typical feature in society is that women are in charge

of cooking while males have the authority to decide. A common example reflected in society is that women are responsible for cooking while men are responsible for decision-making. It instills in the community the belief that domestic work is solely the responsibility of women. Men, on the other hand, are ineligible to do so. As people have become more critical, this inequality should be investigated further. This has become a significant problem in today's society.

English Coursebook

The phrase "coursebook" frequently appears in several contexts. It refers to the entire set of language teaching resources that may include the coursebooks and a multi-part learning product (Kartini, 2015). Additionally, many academics define a coursebook as a collection of language teaching materials that know to assist students in achieving their learning goals. Fahriany et al. (2019) classify coursebooks as educational material since students and teachers commonly use them to receive messages while reading. After all, coursebooks are the primary means of communicating information between teachers and students.

In the classroom, EFL coursebooks play a significant role. The coursebook material gives the very first image of the English subject. Besides, most teachers use coursebooks as the primary medium for teaching and learning. Teachers can save time by not having to prepare material because of the readily available EFL coursebook. Furthermore, students can learn on their own without losing any knowledge. As a result, the instructor must be conversant with the EFL coursebook to communicate the knowledge successfully. EFL coursebooks can also have an impact on students' learning and behavior. On the other hand, a bad coursebook will have a poor effect on learning. When choosing a coursebook that fulfills the needs of students, several elements should be considered (Anjarwati, 2020). As a

result, teachers should choose an EFL coursebook that meets their students' needs and learning objectives.

Gender Awareness in the English Coursebook

The way gender is represented in children's coursebooks, according to Lloyd, has an impact on attitudes and views of gender-appropriate conduct in society. Sexism in coursebooks is so subtle that this silently teaches boys and girls to accept how they "see and perceive the world," perpetuating gender stereotypes. Students are less likely to challenge current social relationships due to this reinforcement. Despite all of the efforts created to enhance gender equality worldwide, gender bias remains a significant problem. Gender bias in coursebooks can manifest itself in a variety of ways. Gender bias is depicted in various ways in coursebooks issued by Depdiknas (Department of National Education) or other publishers, including graphics, activities, characteristics, jobs, games, belongings, tasks, and duties (Zahri, 2018). These elements may have an impact on students' gender perceptions. Gender prejudice may go unnoticed by students. Gender bias, on the other hand, may be found in a student's coursebooks, which is unintentionally incorporated into their minds. Consequently, gender bias has become a widespread occurrence.

A coursebook for the education sector is one of the examined things. This is because schools play a role in socialization processes. It could serve as a mechanism for creating gender bias in students' thoughts. Communication and texts can help to socialize gender bias. Consequently, teachers should be aware of gender bias in their interactions with students. Furthermore, throughout the teaching and learning process, students and teachers require a good coursebook that is rid of gender bias. The representation of both genders, according to Hamidah, can be determined by four factors: Natures and behaviors, sorts of games, ambitions, interests, and achievements (Hamidah, 2017). Men are depicted as having ambitions in

occupations that involve physical strength, challenge, and intellectual strength, whereas women are depicted as having ambitions in occupations that emphasize emotion and nuance.

Karima (2017), in her study, includes a variety of methods to determine gender awareness. Visibility, occupational duties, and household duties are the next three. In this context, "visibility" refers to the "invisible women" in textbooks, which is one form of discrimination. It has a terrible impact on students, and they do not comprehend the information. The other is one's attitude toward foreign languages and cultures. It is a way of saying that women are not as significant as men. Meanwhile, a job description that implies the tendency to oppose women is identified as discrimination of occupational function in coursebooks. Men are placed in a higher position than women in this role. Men appear to be superior, while women seem to be inferior. This means that men have complete authority over women's lives, whether at home or in public. Thus, student expectations are directly influenced by the model in the coursebook. Last but not least, there is the issue of domestic roles. The traditional conception of social gender and home roles associates women with household duties and men with professional pursuits. In most coursebooks, women are depicted as cooking, doing dishes, and setting the table, whereas males are described as repairing things.

Similarly, Sunderland (2008) looked at a variety of factors to determine gender awareness, including: Invisibility, for starters, relates to the fact that there are fewer males than females or vice versa. Second occupational stereotyping, in which women and men are assigned to more irregular and lower-paying positions. Then there is relationship stereotyping, which argues that women have more male-female relationships than males. On the other hand, personal attribute stereotyping portrays women as emotional and shy. Then, there are disempowering roles in speech, such

as having more men speak first. Lastly, there is misogamy as a result of degradation or outright misogyny.

Overall, in the coursebook, analyzing is a vital step. Gender awareness should be investigated since coursebooks may contain gender preconceptions. Furthermore, gender preconceptions might lead to gender bias. It can influence students indefinitely. Consequently, both men and women should promote themselves equally.

B. RESEARCH METHOD

The research method in this qualitative study is document analysis. The strategy is used to collect textual evidence from the textbook under examination. This design was utilized as a document analysis approach, commonly used for written or visual data. It is used to define distinct characteristics of materials that will be evaluated in general, such as a textbook, a newspaper, or other publications (Donald, 2010). The writer's goal in this qualitative study is to look into various aspects of gender awareness in the Cambridge Global English Coursebook 8 Grades. The study employed descriptive qualitative approach in evaluating and reporting the data available in the English textbook, using document analysis to acquire data from the textbook.

Descriptive research, as a minimum, requires the variables and procedures stated as precisely and comprehensively so that the study can be repeated by other researchers (Singh, 2010). The variables of this study are visibility, jobs, games, and household duties.

This research examines the coursebook. According to Hamad (2005), discourse analysis is a tool for capturing the essence of a discourse. He also stated that the usage of the discourse analysis approach entails analyzing the various features of

the outside and inside of a document to uncover ideas and give meaning, then comparing and analyzing the explicitly and implicitly aspects, and lastly, drawing a conclusion. In this study, a qualitative approach was employed to examine gender awareness in the English coursebook by categorizing the content into visibility, jobs, games, and household duties.

Technique of Data Collection

Document analysis was used to compile the data for this investigation. It was used to describe textual data like journals, textbooks, novels, etc. The Cambridge Global English Coursebook 8 Grades content was examined. This study includes material based on abilities. The others are studied illustrations and exercises. Those items were included in the coursebook to promote gender awareness.

Technique of Data Analysis

In analyzing gender awareness in the Cambridge Global English Coursebook 8 Grades, this study first conducted some data analysis categories. The categories were as suggested by Anjarwati (2020): To begin with, the visibility category was utilized to analyze the presence of gender representation in the image. This visibility category was created to examine the quantity of female and male pictures cited in textbooks. The photo was picked to portray either a woman or a man exclusively in this category. The pictures for portraying both a woman and a man were used in other category evaluations. The entire visibility data was then provided in a table with a ratio for easy analysis.

The job was the second category. This category was measured to see if it referred to a male or a woman's occupation. In this category, some item was utilized to demonstrate what the occupations are. In each chapter, the components were text and an image. As a result, the study uncovered vocations that were classified as female-only, male-only, or both-genders.

Games and sports were the third category. Data was taken from the textbook's contents and illustrations. The game or sport in the textbook that referred to female or male was gathered for this study. The information was provided in a table.

The last category is the domestic role that was created to describe gender awareness. Based on text and the coursebook image, this study found various household duties. The household function of females and males was established by this category.

C. FINDINGS AND DISCUSSION

Findings

This research was conducted in a qualitative manner. The items in the coursebook were analyzed using some categories in this study. Visibility, jobs, games or sports, and household duties are the four categories. The following are the facts:

1. Visibility

This visibility category was used to determine the number of man and woman and males referred to pictures in the coursebook. The data is as follows:

Table 1. The Data of Visibility Category

Unit	Man	Woman
1	3	7
2	-	2
3	-	-
4	-	-
5	39	8
6	8	6
7	4	-
8	2	1
9	-	-
10	-	1
11	6	4
12	24	7
13	-	2
14	-	-

15	13	2
16	10	2
17	4	3
18	-	-
Total	113	45

2. Jobs

This category was counted in order to see which jobs were assigned to men and women. The following procedures were used to collect data:

Table 2. The Data of Jobs Category

No	Man			Woman		
	Job	Quantity	Detail	Job	Quantity	Detail
1	Dentist	1	Man	Dentist	-	-
2	Receptionist	-	-	Receptionist	1	Woman
3	Pharmacist	1	Man	Pharmacist	-	-
4	Doctor	1	Man and Woman	Doctor	1	Man and Woman
5	Taxi driver	1	Man	Taxi driver	-	-
6	Cleaner	1	Man	Cleaner	-	-
7	Police officer	1	Man	Police officer	-	-
8	Waiter	1	Man	Waitress	1	Woman
9	Chef	1	Man	Chef	-	-
10	Shop assistant	1	Man	Shop assistant	-	-
11	Warden	1	Man	Warden	-	-
12	Manager	1	Man	Manager	-	-
13	Firefighter	1	Man and Woman	Firefighter	1	Man and Woman
14	Car mechanic	1	Man and Woman	Car mechanic	1	Man and Woman
15	Electrician	1	Man	Electrician	-	-
16	Engineer	1	Man and Woman	Engineer	1	Man and Woman

17	Architecture	-	-	Architecture	1	Woman
18	Optician	1	Man and Woman	Optician	1	Man and Woman
20	Driving instructor	1	Man	Driving instructor	-	-
21	Pilot	-	-	Pilot	1	Woman
Total		17		Total		9

3. Games or sports

In this coursebook, some activities in games or sports were identified. The data is as follows:

Table 3. the Data of Games or Sports Category

Unit	Man	Woman
1	-	-
2	<ul style="list-style-type: none"> • Playing computer • Playing gadget 	<ul style="list-style-type: none"> • Playing gadget
3	-	-
4	-	-
5	<ul style="list-style-type: none"> • Skiing • Boxing • Track and field athlete • Ice hockey • Rollerblading • Snowboarding • Horse riding • Skateboarding • Swimming • Football • Golf • American football • Rugby • Basketball • Cricket • Baseball • Cycling • Tennis 	<ul style="list-style-type: none"> • Ice skating • Track and field athlete • Volleyball • Table tennis

	<ul style="list-style-type: none"> • Karate • Judo 	
6	<ul style="list-style-type: none"> • Doing taekwondo • Swimming • Playing cricket • Juggling 	<ul style="list-style-type: none"> • Playing flute • Playing football • Painting • Shopping • Playing with planes
7	<ul style="list-style-type: none"> • Playing guitar 	-
8	-	-
9	-	-
10	-	-
11	-	-
12	-	-
13	-	-
14	-	-
15	-	-
16	-	-
17	-	-
18	-	-
Total	27	10

4. Household duties

This household duties, which referred to both man and woman, were defined under this category. The data is as follows:

Table 4. The Data of Household Duties Category

Unit	Man	Woman
1	<ul style="list-style-type: none"> • Assisting the son to have an online class 	-
2	-	-
3	-	-
4	-	-
5	-	-
6	-	-
7	<ul style="list-style-type: none"> • Assisting the son to bake a cookies • Accompanying his brother playing guitar 	-

8	-	-
9	-	-
10	-	-
11	-	-
12	-	-
13	-	-
14	-	-
15	-	-
16	-	-
17	-	-
18	-	-
Total	3	0

Discussion

This study was conducted in response to gender awareness in the coursebook. However, gender stereotypes and prejudices still exist in this *Cambridge Global English Coursebook 8 Grades*. There were four aspects; visibility, jobs, games or sports, and household duties. The data of this study was obtained from every unit of this English coursebook published by Cambridge University Press and analyzed based on four aspects.

1. Visibility

The visibility category was the first to be examined in a textbook for this study of gender awareness. The amount of data in visibility was calculated by counting the number of times a man or woman appeared in the pictures of each coursebook chapter. There are some units does not include man or woman pictures, but it is provided by the picture of animals, rivers, kitchen tools, and others which is not identified the sex. This is due to the fact that the images are shown in accordance with the requirements of the theme. According to the findings above, man is more visible in the photographs. The 113 images depicted men, whereas the 45 images depicted women. It indicates that the man has the greatest amount of visibility. Furthermore, in the unit 1, men are depicted

as someone friendly who are easy to socialize, even they are in a women's group. This picture also removes the stigma that men will always be taller than women.



Figure 1. A Group of boys and Girls

2. *Jobs*

In this English coursebook, the category of jobs was utilized to examine gender awareness. The information was gathered via photos and texts in a textbook that referred to gender. *The Cambridge Global English Coursebook 8 Grades* covers a wide range of jobs, with 21 distinct job kinds. The findings above reveal that men appear more frequently in job than women, and that women's job types are likewise substantially smaller than men's job types. The 17 jobs were for men, while the 9 images were for women.

Based on data above, the job categories are divided into three groups, namely; man, woman, and both man and woman. There are 6 job categories for both man and woman, such as; doctor, car mechanic, firefighter, engineer, optician, and waiter/waitress. Being a firefighter may be considered as a man's job in general society. In fact, despite the high levels of risk, women are capable of being

firefighters. This book demonstrates that jobs traditionally performed by men, such as firefighters, car mechanics, and engineers, may be performed by women as well.



Figure 2. A woman Firefighter

Above and beyond, there are three type of woman's job, such as; receptionist, waitress, architecture, and pilot. Meanwhile, the type of man's job, such as; dentist, pharmacist, taxi driver, cleaner, police officer, chef, shop assistant, warden, manager, electrician, and driving instructor.

3. *Games or sports*

In this English coursebook, the game or sport was used to analyze gender awareness. The information was acquired from photos and texts in each chapter of the coursebook that referenced to gender. The game or sport is covered in four of the 18 units in this English coursebook. Manly sports have a higher prevalence than female sports and it is showed that there are 27 games or sports for men and 10 games or sports for women included in the statistics. Aside from that, the type of game or sport illustrated shows that men have more different types than women. Extreme sports, such as boxing, karate, judo, snowboarding, and so on, are examples of man's sports. Meanwhile, the games or sports which are illustrated by woman is tend to be safe game or sports, such as; playing flute and playing tennis.

Despite the fact that male sports are more popular than female sports, this book demonstrates that women can be athletes as well, notably through the portrayal of Jessica Ennis Hill, a track and field athlete.



Figure 3. Jessica Ennis Hill

4. *Household duties*

Gender awareness was examined in this English Coursebook through the area of household duties. The data is taken from the picture, which depicts daily routines in the home. In the 18 units of this Cambridge English Coursebook, there are not many household duties. The man depicts some tasks such as assisting his son with an online class, preparing cookies, and accompanying him while playing the guitar. Meanwhile, the woman's household duties appear to be absent. This also changes the public's perception of the role of men, who are often apathetic and unwilling to assist in the child's care.



Figure 4. A Father's Assistance on His Son's Online Class

D. CONCLUSION AND SUGGESTION

Based on the analysis of the Cambridge Global English Coursebook 8 Grades coursebook published by Cambridge University Press, it can be summed up that the author of this coursebook attempted to promote gender equality and eliminate gender stereotypes. Despite the fact that men had more occurrence data than women in all aspects of gender awareness, such as visibility, jobs, game or sport, and household duties, this English coursebook can help to reduce the stigma associated with the aspect of job and household duties that has been growing in society. For example, a father who takes his son to online school and a woman who works as a firefighter. As a result, this book can be used as a guide for writing good English literature because it breaks down societal gender prejudices.

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