

Gender Representation in English Learning Materials Textbook at the Eight Grade of SMP Negeri 3 Sitolu Ori in 2024/2025

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Abstract- Gender is a concept that refers to the roles, behaviors, activities, and attributes deemed appropriate for men and women within a particular culture or society. Gender socialization has traditionally been carried out by spreading messages, discourses, values, norms, beliefs, and models that represent specific gender representations. Textbook are one of the tools for cultural socialization, including the concept of gender. If Textbook address gender issues without further understanding, it can confuse students. The aim of this research is to analyze how gender is represented in Textbook, the existence of gender representation inequality, and to determine whether the textbook used still contains gender stereotypes or gender bias. This research uses a qualitative method with a content analysis approach. The subject of this study is the English textbook titled Bright an English Course for SMP/MTs Grade VIII, authored by Nur Zaida. Data analysis techniques are based on six aspects from Logsdon's framework. The results of this study show gender inequality in the analyzed textbook, particularly in the aspect of Patterns of Mentioning Female/Male Names. Female names were mentioned only 3 times, contributing 23% of the total mentions, whereas male names were mentioned 10 times, contributing 77%. Therefore, there is a clear difference in the number of mentions between females and males, with males being much more frequently mentioned. The 54% difference indicates a significant imbalance in gender representation in the context of name mentions.

Keywords: Gender Representation, Textbook, Gender Stereotypes, Gender Bias

I. INTRODUCTION

In the current era of globalization, English language education has become an important aspect of learning around the world. The need for effective mastery of English is increasing, both in the context of formal education and in the world of work. One of the main elements in English language learning is Textbook. Textbook function as tools that provide systematic and

diverse learning materials, facilitate students' understanding of language structures, and offer exercises that support the comprehensive development of speaking, listening, reading, and writing skills. In addition, Textbook are also designed to introduce relevant vocabulary, grammar, and cultural contexts. For example, Textbook often include interactive exercises and authentic texts that allow students to practice

communicating in real situations. Thus, Textbook play a significant role in shaping students' mastery of English, as well as broadening their horizons in a global context (Cahyani & Perdana, 2019; Hidayat & Abdillah, 2019).

Textbook not only present linguistic information but also reflect and shape the prevailing social norms in society, including cultural values, ethics, and patterns of human relationships. Therefore, Textbook can be considered representations of prevailing social values and practices and have a great impact on students' understanding of language and culture (Dahmardeh & Kim, 2020). However, despite the important role Textbook play in education, there is an issue that is often overlooked in learning materials, namely gender representation. Gender in Textbook not only reflects existing social and cultural structures but can also shape and influence students' perceptions of gender roles in society. According to Afandi (2019), materials that are free from gender bias can provide opportunities for students to adopt a more egalitarian mindset toward gender roles. This is in line with Ahmad and Shah (2019), who emphasize the importance of paying attention to the content of teaching materials to ensure they are free from gender-biased values, as texts often serve as representations of societal norms and practices.

However, in reality, gender representations in Textbook are often unbalanced and tend to be biased. This has the potential to reinforce existing gender stereotypes, which in turn can affect students' perceptions of the abilities and roles of men and women in society. For example, women are often depicted in domestic roles, such as childcare and housework, while men are frequently depicted in public or professional roles, such as leaders, scientists, or community figures. These depictions create inaccurate portrayals of individual abilities and potential and reinforce internalized views on gender roles within society (Apsari et al., 2022; Binasdevi & Abdurahman, 2021).

Previous research, such as that conducted by Bachore (2022), revealed that the Textbook analyzed showed findings of underrepresentation of women in language use, visibility in illustrations, and occupational roles. Similar research by Shallaita (2021) found gender bias in Textbook, leading to unequal representation. This gender bias often reflects a tendency to favor one gender over the other, hindering progress

toward gender equality (Muzdalifah et al., 2021). Furthermore, Brussino and McBrien (2022) affirm that ensuring gender equality in written and visual textbook content is essential, as inclusive and balanced gender representations can foster fair perceptions of male and female roles in society. Failure to address these issues could undermine the goal of achieving gender equality in education.

Based on information obtained from eighth-grade English teachers at SMP Negeri 3 Sitolu Ori, it is known that many teachers do not fully understand the concept of gender representation in English Textbook. Limited time, resources, and support prevent teachers from deepening their understanding of gender issues in education. Teachers often focus on the difficulty level of subject matter and neglect to assess whether Textbook contain gender bias or inequality (Fahrianny et al., 2019). Previous studies, including Bachore (2022) and Shallaita (2021), revealed that many English Textbook still contain gender bias, either in language, illustrations, or occupational depictions. Therefore, it is essential to analyze gender representation in Textbook used at SMP Negeri 3 Sitolu Ori to identify and address any gender injustices, stereotypes, or biases present.

Considering the importance of gender equality in English textbook, researchers want to analyze how gender is represented in textbook, whether there is still gender inequality and also investigate whether the Textbook used still contain gender stereotypes or gender bias. Based on this background, researchers conducted research with the title "Gender Representation in English Learning Materials Textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025" the textbook studied was entitled Bright an English Course for SMP/MTs Grade VIII, author Nur Zaida

The focuses of the research are:

- 1) To analyze how gender is represented in English Textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025.
- 2) To determine whether there is unequal gender representation at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025.
- 3) To find out whether the textbook used still contains gender stereotypes or gender bias at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025

Based on the focuses, the research questions were formulated in the following questions:

- 1) How is gender representation in textbook at

- the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025?
- 2) Is there gender inequality in book textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025?
 - 3) Does the text of the book used still contain gender stereotypes or gender bias in textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025?

The Objectives of the Research

The purpose of this study is to analyze how gender is represented in Textbook, find out if there is inequality in gender representation, and finally to find out if the Textbook used still contain gender stereotypes or gender bias.

II. METHODS

This research uses qualitative research methods. in Umar Sidiq's book, Moh. Miftachul Choiri (2019), explains that qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of a phenomenon, focused and multimethod, natural and holistic, prioritizing quality, using several methods, and presented narratively. The instrument used in this research is document analysis, which involves systematic examination of documents to draw conclusions regarding gender representation in learning materials. Document analysis is a method used to obtain data and information in the form of books, archives, documents, writings, numbers and images that contain relevant reports and can support research objectives, as explained by Sugiyono in Oktalia and Helmy (2020) This research follows the criteria used by Witjatmiko in Abidah and Utama (2019) to analyze gender representation where the percentage gap is divided into three: a gap of 0%-15% is considered 'balanced', a gap of 16%-25% is considered 'fairly balanced', and a difference of >25% falls into the 'somewhat unbalanced' category. This method will help in identifying and studying gender representation reflected in the text material. The researcher used document analysis in data collection. Document analysis is a qualitative research method that focuses on the study and interpretation of types of documents. According to Muzdalifah et al (2021), document analysis is a data collection technique that allows researchers to identify, inventory, and study documents to understand certain phenomena. Documents can include various forms, such as

archives, letters, emails, reports, articles, social media content and Textbook. In this case, the researcher observes elements of gender representation from images, text, and exercises/activities related to gender in the textbook. The data were analyzed based on the six aspects of gender representation in Textbook suggested by Logsdon as follows:

- 1) Female/male images: The author counts the number of female/male images presented in the Bright an English Course textbook for Junior/Middle School Class VIII on each sheet. Then the pictures that are not clear in
- 2) Female/male mentioned: Female/male mentioned in the Bright an English Course textbook for Junior/Middle School Class VIII. This includes the name of the woman/male, and the title of the woman/male (e.g. sir, ma'am).
- 3) Role of the woman/male: : The female/male job roles (e.g. student, teacher) are counted.
- 4) Female/male activities/games/sports: the author counts the number of games or sports and activities of females/males.
- 5) Female/male role models: role models presented in texts or exercises are counted.
- 6) Female/male naming patterns: the order in which female and male names are mentioned in a phrase (e.g. Sally and Jhon) is counted.

Furthermore, the collected data were analyzed with the content analysis theory which includes: reducing the data, presenting the data, and interpreting the data. reducing data, presenting data, and interpreting data reducing the data, presenting the data, and interpreting the data, as well as explaining the data.

Miles and Huberman (1994) proposed three stages in analyzing qualitative research data, namely:

Data Reduction (Data Reduction):

At this stage, the researcher filters and summarizes the data from the Textbook being analyzed. This includes identifying information that is relevant to the focus of the research, namely gender representation. For example, researchers recorded depictions of male characters and their frequency of appearance, mention of female/male names, as well as the types of activities or roles assigned to each gender. Data that is not relevant or that does not provide added value will be removed to facilitate analysis.

Data Display (Data Presentation):

After the data has been reduced, the next step is to present the data in a structured manner. This can be done in the form of tables, graphs, or diagrams that show patterns and relationships in the data. Researchers present findings about the frequency and types of gender representation in Textbook, through tables showing comparisons between male and female representations in various contexts. Clear presentation of data will help readers understand the findings better.

Conclusions: Drawing or Verifying:

At this stage, researchers draw conclusions based on the analysis that has been carried out. The researcher interpreted the findings to answer the research question about how gender is represented in the textbook. For example, researchers can assess whether there is unfairness in representation or if the textbook reflects certain gender stereotypes or gender biases.

By following these three stages, researchers can carry out a systematic and in-depth analysis of gender representation in English learning materials with the textbook title Bright an English Course for SMP/MTs Grade VIII.

III. RESULT AND DISCUSSION

Conclusions should answer the objectives of the research. The results of the study are a description of the data and findings obtained by researchers based on data analysis techniques. In accordance with the results of the study, the researcher will elaborate on gender representation in the English textbook "Bright an English course for SMP/MTs Grade VII used in SMP N 3 Sitolu Ori, eighth grade using 6 aspects of Logdon's theory, namely Female/Male Picturer, Female/Male mentioned, Female/male roles, Female/male activities/games/sports, Female/male roles models, and finally Patterns of mentioning female/male names. Using these 6 aspects makes it easier to find out the gender representation in the textbook.

1) Gender representation in Images

Table 2.1

Female/Male Images		
GENDER	NUMBER	PERCENTAGE
Female	116	52 %
Male	108	48 %
Total	224	

Explanation:

1. A gap of 0%-15% is considered 'balanced',

2. A gap of 16%-25% is considered 'balanced'. 'fairly balanced',
3. A difference of >25% falls into the 'unbalanced' category.

The chart above shows the results of the total number of female images represented in the eighth grade Textbook used, there are 116 represented with a score of 52%, while the results of the male representation images are 108 with a percentage of 48%, this creates a percentage gap of 4 %, where students in the textbook only achieved "balanced" gender material in terms of the presence of female and male characters in the illustrations. This percentage gap of only 4% shows that the eighth grade textbook has a fairly balanced level of gender representation. In this case, the representation of female and male characters is almost equal, which can be considered a positive achievement in the context of fairer and less biased gender depictions. However, even though the difference between the two is relatively small, it is important to note that this representation factor is not only seen from quantity, but also from the way in which each gender is depicted in a broader context. In this case, the illustrations used in Textbook play an important role. The presence of female and male characters in book illustrations not only reflects the number, but also how these characters are given roles and positions in the story or material presented. Overall, the results of the "balanced" representation in these Textbook suggest that the material taught tends not to show a marked gender bias in terms of character presence.

- 2) Gender Representation Female/Male Mentioned

Table 2.2

Female/Male Mentioned

GENDER	NUMBER	PERCENTAGE
Female	174	55 %
Male	143	45 %
Total	317	

Explanation:

1. A gap of 0%-15% is considered 'balanced',
2. A gap of 16%-25% is considered 'balanced'. 'fairly balanced',
3. A difference of >25% falls into the 'unbalanced' category.

The chart above shows a comparison of gender representation in eighth grade Textbook used in schools. In this analysis, the number of

mentions of women reaches 174 times, which is equivalent to 55% of all gender mentions. On the other hand, men are only mentioned 143 times, which means about 45% of the total mentions. This difference of 31 mentions between women and men creates a “balanced” percentage gap of 10%. This relatively small gap indicates that the eighth-grade textbook tends to give women a greater share than men in terms of representation. This 10% difference in the number of mentions, although seemingly small, indicates an imbalance that favors women. This may reflect greater efforts to pay attention to the role of women in educational contexts. In many traditional Textbook, women are often neglected or do not receive equal portions to men, but this textbook actually shows that women are mentioned more often. The existence of this gap can be considered as an indication that gender representation in this textbook has begun to move towards diversity and equality, although there are still slight differences. However, this 10% difference also creates the impression that gender equality in eighth grade Textbook has not been fully achieved. Even though the number of mentions of women is greater, the figure may still not be enough to reflect perfect equality between the two genders. Some may argue that the role of men also needs to be explored more in Textbook so that both genders receive a more proportional portion of representation. Ultimately, despite efforts to give greater space to women, full balance in gender representation still needs to be fought for. Overall, although the 10% gap in gender representation in eighth grade textbook may seem small, it shows that the Textbook have a fairly balanced level of representation, with a slight tendency to contain more mentions of women. This can be considered a positive step in realizing more inclusive and fair representation in education, especially in terms of gender.

3) Gender Representation Roles

Table 2.3
Female/Male Roles

GENDER	NUMBER	PERCENTAGE
Female	19	46 %
Male	22	54 %
Total	41	

Explanation:

1. A gap of 0%-15% is considered 'balanced',
2. A gap of 16%-25% is considered 'balanced'. 'fairly balanced',

3. A difference of >25% falls into the 'unbalanced' category.

In the table above, there is a difference in the representation of roles between women and men. Women's roles are represented 19 times, accounting for 46% of the total. In contrast, male roles are more dominant, with a total of 22 representations, accounting for 54% of the total role representations. Although there is a difference in the number of roles between the two genders, this 8% difference indicates a relatively small gap. Therefore, it can be said that this difference is still considered balanced in the context of gender representation in the textbook. This difference of only 8% indicates that although there is slightly more representation of male roles, the difference is not too noticeable. In many previous Textbook, women were often overlooked or had far less representation than men. Thus, even though women's roles are slightly less, the gaps already show an attempt to create balance and reduce the dominance of one gender. This can be considered a positive development in achieving more equal representation. However, although the percentage gap is only 8%, it is important to consider that gender representation in Textbook includes not only the quantity, but also the quality of the representation. In this case, although men are mentioned slightly more, the roles they portray in these Textbook may be more related to more dominant positions or professions. In contrast, women's roles, although fewer, should be evaluated in terms of how women are portrayed in the context, whether they are given equal roles in terms of influence or decisions. Overall, although there is a slight imbalance with men being slightly more dominant in the representation of these roles, the gap of only 8% shows that the textbook has attempted to create a fairly good balance. This balance is important to show that both genders have important contributions to make in various fields, even though there may still be imbalances in some aspects. It also reflects a more inclusive shift and awareness of the importance of gender representation in educational materials. Going forward, educational Textbook should continue to further reduce this disparity by providing more proportional representation between the two genders, especially in more diverse and complex roles. Thus, both women and men can be portrayed more fairly, without any tendency to dominate certain roles. This will have a positive

impact on shaping students' views of equal gender roles in society, as well as encouraging awareness of the importance of gender equality in various aspects of life.

4) Gender Representation Female/Male Activity/Games/Sports

Table 2.4

Female/Male Activity/Games/Sports		
GENDER	NUMBER	PERCENTAGE
Female	49	54 %
Male	42	46 %
Total	91	

Explanation:

1. A gap of 0%-15% is considered 'balanced',
2. A gap of 16%-25% is considered 'balanced'. 'fairly balanced',
3. A difference of >25% falls into the 'unbalanced' category.

In the table above, there is a difference in the representation of activities, games and sports between women and men in the Textbook analyzed. In this case, females are represented 49 times, which accounts for 54% of the total activity representation. Meanwhile, men had a slightly lower representation of 42 times, which accounted for 46% of the overall representation. While these figures show a difference between the two genders, this difference is not very large. With a difference of only 8%, this difference can be considered quite balanced, indicating that the Textbook are trying to create a fair representation of gender in the context of activities and sports. This difference, although present, can be seen as an indicator that the Textbook are quite sensitive to issues of gender representation. In many previous cases, Textbook tend to show the dominance of male representation, especially in the context of physical activities, games or sports that are often associated with masculinity. This analysis, women's roles in these activities are not only recognized but also receive a significant portion. This suggests that while there is still room for improvement, this textbook has made progress in giving greater attention to women in fields that are often underrepresented for them. However, we also need to consider that a higher representation of women (54%) does not necessarily mean a fully equal representation or free of gender stereotypes. Sometimes, despite the higher number of mentions of women, the representation may be limited to activities that are considered more "gentle" or in line with

traditional female roles, such as more social games or activities that do not involve intense physical exercise. Therefore, even though there are more of them, the quality of women's representation in these activities should still be considered to truly reflect equality in all types of activities. On the other hand, although men are slightly under-represented in this category of activities, it does not diminish the importance of the role of men in the context of more physical sports and games. Males in this textbook may be over-represented in activities related to team play or more competitive sports, which have historically been more associated with masculinity. However, despite the slightly lower representation of males, their role in these contexts remains significant and relevant, given the importance of the male role in sports and games that require physical skills and teamwork. Overall, the differences in representation between women and men in activities, games and sports in this textbook show a positive effort in achieving gender balance. The 8% difference reflects a good attention to balanced representation, although there is still room for improvement. Moving forward, it is important for Textbook to not only focus on the quantity of representation, but also ensure that both genders are given equal space in all types of activities, both gentler and more competitive. This will help create a more inclusive and equitable view for students regarding gender roles and contributions in various aspects of life, including in physical activity and sports.

5) Gender Representation Female/Male Roles Models

Table 2.5

Female/Male Roles Models		
GENDER	NUMBER	PERCENTAGE
Female	3	33 %
Male	3	33 %
Total	9	

Explanation:

1. A gap of 0%-15% is considered 'balanced',
2. A gap of 16%-25% is considered 'balanced'. 'fairly balanced',
3. A difference of >25% falls into the 'unbalanced' category.

In the table above, it can be seen that in the aspect of role models, there is significant equality between the representation of women and men. Women's roles are represented 3 times, which

accounts for 33% of the total representations in this category. Similarly, the role of men was also recorded 3 times, which contributed 33% to the representation. This shows that both women and men are given equal space in the context of role models in this textbook. This balance is especially important in the context of education, as role models have a huge impact on how students view gender. When both women and men are equally represented as role models, it can reinforce the message that both genders have equal potential to be role models in various fields. Thus, this textbook reflects a good effort in promoting gender equality, especially in terms of roles that serve as role models for students. Overall, the equal representation of women and men in this aspect of role models shows that the Textbook used strive to promote a fair and unbiased view of gender. With total equal representation, both women and men are given equal opportunities to serve as role models in various aspects of life. This is a positive step in creating a more inclusive learning environment and supporting gender equality in education.

6) Gender Representation Patterns of Mentioning Female/Male Names

Table 2.6

Patterns of Mentioning Female/Male Names

GENDER	NUMBER	PERCENTAGE
Female	3	23 %
Male	10	77 %
Total	13	

Explanation:

1. A gap of 0%-15% is considered 'balanced',
2. A gap of 16%-25% is considered 'balanced'. 'fairly balanced',
3. A difference of >25% falls into the 'unbalanced' category.

In the table above, there is a significant imbalance in gender representation in the aspect of patterns of mentioning female/male names. In this category, the mention of women's names is recorded 3 times, which accounts for 23% of the total. In contrast, the mention of male names was much higher, at 10 times with a contribution of 77%. Thus, there is a clear difference in the number of mentions between women and men, with men dominating far more. This difference of 54% shows a striking imbalance in gender representation in the context of name-calling. This means that men are mentioned far more often than women in the Textbook analyzed. This

imbalance could be due to various factors, including historical trends where men's roles are often more dominant in various contexts, especially in the areas of leadership, work or activities depicted in educational materials. Therefore, while there are representations of women, they are still far fewer than those of men. This 54% imbalance certainly indicates a gap in the way these Textbook portray the roles of both genders. In many cases, such unbalanced representations can reinforce existing gender stereotypes, where men are more often positioned as the main or more important figures in the various activities or roles depicted. This can influence how students view abilities and gender roles, prioritizing male roles as the standard in many social and professional contexts. Overall, while the textbook may have included mentions of both female and male names, the imbalance recorded in the patterns of mentioning female/male names aspect suggests that further efforts are needed to achieve equal gender representation. With a difference of 54%, it is clear that women still do not get an equal share of mentions in this textbook. To create a more inclusive and equal education, it is important for learning materials to provide a more equitable representation between the two genders, so that students can see both genders as having equal contributions in various fields of life.

IV. CONCLUSION

In this section the researcher will display analytical data from the research focus. The results of the data analysis will be displayed in accordance with the research questions, namely: How is gender representation in textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025?, is there gender inequality in book textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025?, does the text of the book used still contain gender stereotypes or gender bias in textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025?, the following is a discussion of the research questions, as follows:

Answer to the question, How is gender representation in textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025?, Gender representation in textbook, such as Bright an English Course for SMP/MTs Grade VIII used in SMP N 3 Sitolu Ori, has some important findings that reflect efforts to achieve gender balance. In an analysis conducted using six aspects of Logdon's theory-Female/Male Picture, Female/Male Mentioned, Female/Male Roles,

Female/Male Activity/Games/Sports, Female/Male Role Models, and Patterns of Mentioning Female/Male Names-it was found that despite efforts to create equitable gender representation, some areas still show imbalances that need further improvement.

First, in the aspect of Female/Male Pictures or pictures of gender representation, it was found that female pictures appeared 116 times, which accounted for 52% of the total pictures, while male pictures appeared 108 times, which accounted for 48%. This 4% gap shows that gender representation in pictures is fairly balanced, although there are slightly more female pictures than male. This can be considered a positive achievement in trying to avoid gender stereotypes being too dominant in textbook illustrations. However, it is important to remember that image equality is not just about the number of images, but also the context and roles given to both genders in the images.

Furthermore, in the Female/Male Mentioned aspect, women were mentioned 174 times (55%), while men were mentioned 143 times (45%). While this 10% difference is still within the category of what can be considered “fairly balanced,” the reality is that there is a slight tendency to mention women more. This can be seen as a positive step in reducing the gender gap often seen in many Textbook, where women are often overlooked or underrepresented. However, even with more mentions of women, this imbalance shows that complete gender equality in mentions is still something to strive for.

In terms of the representation of Female/Male Roles, the textbook shows a slightly more dominant figure for males, with 22 mentions for males (54%) and 19 for females (46%). While this 8% difference can still be considered fairly balanced, it should be noted that role representation in Textbook can influence how students perceive different gender abilities. Women tend to get smaller roles in Textbook than men, which may reinforce stereotypes that men are more deserving of certain roles, especially those related to power or achievement.

The Female/Male Activity/Games/Sports aspect shows a relatively balanced representation between the two genders in terms of physical activity. Women were represented in 54% of activities (49 times), while men in 46% of activities (42 times). While there is a slight trend of more activities involving women, this also illustrates progress in combating traditional stereotypes where physical activity and sports are

often associated with men. However, it should be noted that despite the higher numbers, women in this textbook may still be represented in more “gentle” or social activities, whereas men are more often involved in more competitive sports. This suggests that despite progress, the quality of representation still needs attention to avoid reinforcing certain gender stereotypes.

In the Female/Male Role Models category, it was found that women and men were each represented only 3 times out of a total of 9 role model representations (33% each). This represents an excellent balance, meaning that both genders are given equal opportunities to serve as role models for students. Role model representation is very important in shaping students' views of the abilities and potential of different genders. This balance can be considered an important achievement in education that seeks to eliminate gender bias and provide an example that both women and men have equal abilities to lead and achieve. However, in the Patterns of Mentioning Female/Male Names aspect, a quite striking imbalance was found, where men's names were mentioned 10 times (77%), while women's names were only mentioned 3 times (23%). This 54% difference indicates a significant imbalance in naming, which tends to show male dominance in this textbook. This imbalance indicates that men are more often positioned as main or more important figures in various contexts. This has the potential to reinforce stereotypes that men deserve more attention in many areas, while women are often ignored or positioned as supporting figures. This unequal naming suggests the need for further efforts to create more equal representation between the two genders.

The answer to the second question, is there gender inequality in the textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025, is as follows: Based on the analysis of the textbook Bright an English Course for SMP/MTs Grade VIII used at SMP Negeri 3 Sitolu Ori, it was found that although there are some efforts to achieve gender balance, gender inequality still exists in certain aspects. In terms of Image Representation (Female/Male Pictures), overall, images of females (52%) slightly outnumber images of males (48%), with a difference of only 4%. Although this indicates a relatively good balance, the equality of images also depends on the roles and contexts assigned to each gender in the illustrations, which still need further evaluation. Name Mentions (Female/Male

Mentioned) show that females are mentioned 174 times (55%), while males are mentioned 143 times (45%), with a 10% difference. This is slightly more favorable to females, but there is still an imbalance that needs to be addressed to achieve perfect equality in name mentions. In terms of Role Representation (Female/Male Roles), males are more dominant in role representation (54% for males and 46% for females).

This 8% difference indicates that women are less frequently represented in certain roles, particularly those related to power or achievement. This could potentially reinforce the stereotype that men are more suited to hold important positions. In terms of Activity and Sports (Female/Male Activity/Games/Sports), physical activities between females and males are quite balanced, with females represented at 54% and males at 46%. However, despite the balanced numbers, females are more often involved in 'softer' or social activities, while males are more frequently engaged in more competitive sports, which could reinforce gender stereotypes.

Role Models (Female/Male Role Models) show very good equality, with females and males each represented at 33% of the total 9 role model figures. This is a positive achievement in providing equal examples for students. In terms of Name Mentions (Patterns of Mentioning Female/Male Names), there is a significant imbalance, with male names mentioned 10 times (77%) and female names only 3 times (23%). This imbalance indicates male dominance in the textbook and could reinforce the stereotype that men are more important or more deserving of attention in various fields.

Overall, while there are some fairly balanced aspects, such as image representation and role models, this textbook still shows gender inequality, especially in name mentions and role representation. These imbalances could strengthen certain gender stereotypes, highlighting the need for further efforts to create fairer and more equal representations of both females and males in the textbook.

The third answer to the question Does the text of the book used still contain gender stereotypes or gender bias in the textbook at the Eighth Grade of SMP Negeri 3 Sitolu Ori 2024/2025? is as follows: The Bright an English Course for SMP/MTs Grade VIII textbook used at SMP Negeri 3 Sitolu Ori shows an effort to achieve more balanced gender representation, but there are still some stereotypes that can be

observed and need to be avoided. One of them is the dominance of male roles in contexts related to power or achievement, while females are often positioned in smaller or more limited roles. This can be seen in role representation, where males are slightly more dominant than females, with more mentions of important roles for males (54%) compared to females (46%). This stereotype can reinforce the view that men are more suited for positions related to leadership or success, while women are seen as less capable or unsuitable for such roles. This textbook still needs to address this aspect by providing more equal representation for females in various roles, including those related to power, achievement, and leadership.

Furthermore, another gender stereotype that still appears is in the selection of physical activities and sports, where although there is a tendency for balanced representation, females are more often involved in "softer" or social activities, while males are more frequently depicted in competitive or physical activities. This reflects traditional views that associate females with more "feminine" activities and males with more "masculine" activities. This stereotype has the potential to reinforce social limitations that restrict individual freedom, particularly for women, to engage in activities considered more "hard" or competitive. Therefore, it is crucial to design Textbook with a more inclusive approach and not limit gender representation in specific contexts, in order to avoid reinforcing stereotypes that restrict students' potential based on their gender.

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