A Critical Discourse Analysis: Gender Representation in the Indonesian EFL Textbook for Vocational School Students

A THESIS

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STATEMENT OF AUTHORIZATION

I hereby state that the work titled " A Critical Discourse Analysis: **Gender Representation in the Indonesian EFL Textbook for Vocational School Students**" is entirely my own work. I guarantee that it is free from any form of plagiarism as far as I know and has been duly reviewed. Therefore, I confirm that I am ready to accept any potential consequences that may occur if there is any violation of research ethics in this study.

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ABSTRACT

The present study investigates gender representation in an Indonesian EFL textbook for vocational school students using critical discourse analysis. Gender representation was examined through the lens of the criteria established by Amerian and Esmaili (2015), namely: the visibility of males and females, domestic or public roles of males and females, activities related to males and females, and pictorial representation of males and females. It is worth mentioning that this category is selected for this study due to its widespread use by scholars and researchers in the field of gender representation study. Moreover, this study employed Fairclough's (2015) three-dimensional framework of critical discourse analysis to examine the data. The results of the present study show that quantitatively, the difference in male and female representation across the four criteria is not significant, even though males outnumber females in three out of four of them. However, qualitatively, there is still a dichotomy between male and female roles, with prestigious and significant roles typically assigned to males. Additionally, in terms of activities, the results suggest that females are still traditionally portrayed. Besides that, it is noteworthy here that textbook authors are making positive strides in raising awareness to provide inclusive materials and promote gender equality. This is evident in the relatively balanced participation of both males and females across the four categories, with no significant disparity. Additionally, it is reflected in the depiction of a male engaging in domestic activities such as cooking, which is stereotypically defined as a female activity. This study suggests that authorities should show more concern about the unfair representation of males and females in order to provide inclusive materials for students regardless of their gender and to avoid gender bias.

Keywords: Critical Discourse Analysis; Gender Representation; Textbook; English   Language Textbook

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