

# STUDENTS' MEANING-MAKING OF GENDER ISSUES INEFL TEXTBOOK

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## ABSTRACT

This study is aimed to explore the ways in which students make meaning of gender issues presented in selected texts in EFL textbook. Using framework proposed by Jackson (2007), gender issues in this study are presented in three areas of manifestation; gender and power relation, gender as reflected in behavior and act, and emotional expressions labeling. The research employed qualitative method and case study research design to explore the phenomena. Data were collected from classroom observation and interview. The data show students most likely make-meaning gender issues in gendered way that there are particular traits attached to particular gender. As in power relation, there are students that still feel it is weird to give big power to a female character. For behavioral and act, there are students who still find it strange when a woman talks or act harshly but find it common when it comes to man. To emotional expressions, marking crying as weakness is still common acceptance, so man who attached to strong notion should not show the weakness by crying in public sphere but it is okay for woman to do so. However, there are also students make-meaning the issues in non-gendered way by seeing the phenomena from other context non gender-related. Therefore, it is recommended to develop both of teacher and students' awareness towards gender issues to have greater implication inside and outside of the classroom.

*Keywords: Students' Meaning-Making, Gender Issues in EFL classroom, Textbook Texts*

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