

Teachers' Perceptions of Gender in EFL Textbooks

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ABSTRACT

The present qualitative research sought to explore teachers' perceptions on gender in EFL teaching and learning. We also try to analyze gender representations in the textbooks used by these teachers. Conducting semi-structured interviews, five preset open-ended questions were provided. These interview questions were led to have focus on teachers' perceptions toward promoting gender, gender differences, and role of gender. All 34 responses of primary and secondary teachers' perceptions were recorded then transcribed. All of the transcriptions were analyzed using thematic analysis, and only the crucial points were showed. The findings were of an interpretative nature with recurring and emerging themes related to the preset questions. The findings yield that a very small number of teachers treat students differently due to their sexes, no textbooks represent specifically gender stereotype, and this stereotypes does not influence students' learning. The interpretation of these findings further provide practical implications for researchers and educators alike.

Keywords: teachers' perceptions, gender stereotypes, EFL secondary textbook

INTRODUCTION

Eagly (2009), Ifegbesan (2010), and Lee (2014) point out that gender actually differs from sex, and not refers to human characteristics biologically. It is the term to represent social construction based on socio-cultural norms and power of what is considered as "masculinity and femininity". To give an example, jobs that are dominantly called "masculine" is associated with work that is burdensome, dirty, dangerous and full skilled such as police, body guard and manager. Whereas "feminine" jobs tend to correlate with cleanliness, safe, and unskilled work such as nurse, secretary and teacher – the so called "pink collar" occupations (Ingram, 2016). This preferred representation of masculinity and femininity may arouse students to make their own judgments what is common in our society for women and men (Gharbavi & Mousavi, 2012).

Sweeting, Bhaskar, Benzeval, Popham and Hunt (2013) belief that perceptions toward gender stereotypes are intricate, paradoxical and contradict. They reported that individuals often adhere verbally to the conception of equality, but that is not inevitably reflected in their attitudes and behavior. As supported by Skelton et al., (2009), when teachers try to be fair and attempt to provide equitable learning opportunities for all, it is unsurprisingly familiar for them to slip into stereotyped attitudes and treat male and female students differently. Gunderson, Ramirez, Levine and Beilock (2012) also pursue that teachers' perceptions and attitudes towards male and female students have led them to demonstrate differential behaviors toward both sexes. These type of stereotypes can probably provoke students' identity threats as they felt being stigmatized by their teachers' perceptions on

gender. As teachers' perceptions possess power, students may begin to question their interests if their experience in school environment contravenes their belief of their personal identity (Hammond, Flook, Harvey, Barron, & Osher, 2019).

Occurring in school environment, not only teachers' perceptions may greatly instill gender stereotypes among students, but also materials coming from the textbook can take a role. During last decades, researchers have concentrated their surveillances on visual and textual demonstrations on gender stereotypes in the textbook (for example, see Al-Ghanim & Badahdah, 2016; Ariyanto, 2018; Daalmans, Kleemans, & Sadza, 2017; Hassaskhah & Zamir, 2013; Kollmayer, Schober, & Spiel, 2016; Setyono, 2018). The varied methods of analyses in those studies applied content analysis (qualitative, quantitative and mix methods), multimodal analysis to critical discourse analysis. Previous studies (i.e., Ariyanto, 2018; Barton & Sakwa, 2012; Lee, 2016) portrayed that textbooks depict gender biases and stereotypes, while

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some studies (i.e., Gocłowska, Crisp, & Labuschagne, 2012; Good, Woodzicka, & Wingfield, 2010; Messabel, Ferriere, Martinez, Devif, & Reeb, 2017) examined the same issues but with its effects on students' learning and achievements, and the rest studies (i.e., Ghajarieh & Salami, 2016; Hassaskhah & Zamir, 2013; Islam & Asadullah, 2018) reported daunting result that gender stereotype is unsurprisingly rampant in terms of individual and occupational stereotyping of female figures in the textbooks.

In accordance with these beliefs, gender stereotypes in teachers' perceptions and textbooks have been indicated as a phenomenon which unceasingly occurred, apart from expansively happening not only in developed countries but also in developing ones (Islam & Asadullah, 2018). In Indonesia, ELT textbooks are textually not free from gender stereotype because any texts and tasks in such textbooks are most of the time gender-laden (Ariyanto, 2018). It is extremely supported by a recent quantitative study, discovered by Islam and Asadullah (2018) that female were not only marginalized in the English textbooks in secondary school, but male were displayed an expansive range of roles exclusively in jobs (62.4% contrarily 37.2% of women). Further, they found that the existence of gender stereotypes in Indonesian secondary English textbooks, where composers were identified to raise approximately 77% for male illustrations in comparison to female illustrations which only 23%. To some extent, these gender differences concede possibility in instilling gender bias that leaves unfavorable influences on someone's views of gender egalitarianism (Ariyanto, 2018; Gharbavi & Mousavi, 2012).

Taking into account the results of previous studies (i.e., Ariyanto, 2018; Islam & Asadullah, 2018) on genders in educational institutions, our study attempts to explore how ELT teachers interpret gender role and gendered materials yet is not particularly to generalize ways in which Indonesian ELT teachers view genders in general and textbooks. Rather, it tries to address insights such the texts and pictures with a modest glimpse of the different encounters of teachers and students, whether it affects their teachings and learning. However, our study have limitations that these findings are only coming from teachers' perceptions where we do not analyze the textbooks directly, nor we conducted students' own perceptions. Future study is advised to explore students' own views on gender, and textbooks used among primary and secondary schools to confirm and/ or challenge this current findings. We hope this current study would create awareness, and encourage teachers to disseminate fair treatment of all students regardless of their genders. They are expected to use gender-neutral educational materials in their teaching as a step to avoid gender stereotype. Teachers who follow a philosophy of living the difference, or who see gender issues as irrelevant or misguided, or at best incidental, will only be persuaded that they have to respond to gender stereotypes if they are aware that it has negative

imprints to their students' learning opportunities (Jones, M., Kiteku, C. & Sunderland, 1997).

METHODS

Designs

Asper and Corte (2019) define a qualitative method as an effective way of gaining and elaborating a concept that aims to capture its core components based on issues we consider scattered in existing work. We applied the method as it did not only focus on teachers' perceptions but also on the texts and portraits where appropriate, according to their points of views during their teachings using the textbooks.

Participants and Materials

The participants were 34 teachers in primary and secondary schools across Jakarta. All of them were identified as native Indonesians, and have been teaching for 1-15 years. We use an abbreviation for each participant based on their own identities, for instance as followed: **T8FSMP20Y**, it means Teacher no. 8, Female, Teaching in Secondary School, Has been teaching for twenty years. Another example is **T20F(N/A)**, it means Teacher no. 20, Female, N/A stands for not stating their institution level nor how long they have been teaching; etc. These participants were embraced randomly on a voluntary principle within ease of access to avoid time constraint. Due to varied participants coming from diverse school levels and schools, the textbooks were a compilation of various texts and illustrations from different composers in Indonesia. Not to mention whether they used public textbook prescribed by the Indonesian Ministry of National Education or private-published textbooks. Additionally, one of the textbook was imported from Singapore written by Singaporean authors.

Data Collection and Analysis

Data were gathered by conducting semi-structured interviews, proposing five preset open-ended questions focused on teachers' perceptions toward promoting gender, gender differences, and role of gender. We kindly ask our students to do the interviews face-to-face to each participant along with the preset questions we already arranged. It was a mandatory for each of them to do the interview to each participant as it was also their final task to complete their Qualitative Research course. Further, all the interviews were audio-recorded and each interview lasted between 7 - 27 minutes. To analyze the data, we employed a thematic analysis. By employing the analysis, we attempted to illuminate language, words, vocabularies they delivered to represent their perceptions on gender roles in teaching and learning. Since gender prejudice can be one of our social problems (Ghajarieh & Salami, 2016), the thematic analysis can theoretically be a suitable approach for classifying gender speeches and discourses.

RESULTS AND DISCUSSION

The three broad themes were revealed such as Role of Gender, Gender Differences, and Promotion of Gender which are related to ELT textbooks, learning and teaching activities in the classrooms.

Role of Gender

Role of gender especially in the textbook had offered students in acknowledging and managing themselves, to get to know more their identity and characteristics, as verified in the interview:

Gender roles in English textbooks promote students in the class to recognize their own identities such as their characteristics, behavior or preferences. **T30FSD(N/A)**

They build a self-management concept in understanding themselves as well as understanding other people around them. **T31F(N/A)**

The role of gender in learning English is so that each student understand the characters and social functions of each sex (i.e. masculine and feminine). **T5F(N/A)**

[Gender roles in English textbooks] might be a benchmark for them [students]. For example, the man could become a pilot, become a talented and great soldier. **T8FSMP20Y**

These concepts impress that the pictures of each sex can help students acknowledge themselves according to their characteristics, behaviour and favourite things. It can be seen as a self-management to understand themselves, and people around them. It evolves to the ideology that gender is profoundly related to cultural change as they decide each one's everyday life, family, workplace and broader society. Gender has ruled discrepancy of societal norms and perceptions associated with the biological differences between the sexes (Badjanova, Pipere, & Iliko, 2017). It is somehow such a control that the students were supposed to have an interest, or jobs according to their assigned sexes (i.e., only male students can be pilots, and a talented great army).

Not only students' identities, the textbooks also had provided the diversity in terms of students' cultures. The various pictures in the textbook had promoted the role of gender in portraying the Indonesian actors. As argued by these teachers:

Various pictures like those [boys and girls], also the skin colors. It promotes cultural content and the gender itself because it is supposed to be like the representative of the student, right. **T10MSMP1Y**

In English textbooks, there is often recount texts that show individual figures which probably cause them to

be role models [in Indonesia state]. These models usually promote certain gender, for example, in the 10th grade book, a story illustrate R.A. Kartini and Cut Nyak Dien will influence female students. These figures could be seen as strong women that women can fight, women can have positions which are equal to men. The female students will not think that women are not only worth to be in the kitchen but also have the same positions as men. They will be motivated like that. **T20F(N/A)**

These teachers realized that the textbooks offered both sexes with regard to cultural content. Two teachers hold the views that the textbook encourage cultural content by showing pictures of different colors of each sex, and the recount text displaying Indonesian women heroes. The second teacher thought that the example given in the textbook could show evidence toward certain gender. She perceived the figure of Indonesian female hero named R.A Kartini, would influence them to be terrific individuals, and kept striving. The teacher relied on this figure to make her female students believe that they were able to have the same roles like male, and not only deserve to be at kitchen- cooking. As Talbot (2003) assigns that naturalized norms and standards of verbal actions (i.e., recount texts, pictures) are placed on people in respect of gender assignment. It can be valued that male and female is in stereotyping ideology which have been to expect one's personality, behavior, and other sense that are practiced to whole groups. In our current case, the teacher wanted her female students to realize that they were equal to male students.

Gender Differences

The second theme was gender differences which was divided in terms of students' learning, teachers' teachings, students' equality, and gender bias. Referring to students' learning, we discovered that male students were inactive in learning while the rest of them showing the opposite, tend to misbehave, prefer visual and kinaesthetic learning; and female students were reluctant to ask and answer questions, have better proficiency rather than male students, and they were fond giving their opinions only when it is related to things they like. These notions were expressed in the interview:

1. Students' learning

During English classroom hour, male students are exposed to misbehave that illustrated:

If male students are asked [to answer anything during classroom hour] "I cannot answer it, I am not British, sir". The male students are lazy, they tend to chitchat. **T1FSMK(N/A)**

It is a normal thing when male students do not do their task nor listening to my explanations. **T22FSMA11Y**

Male students especially, they chitchat a lot although they are being taught [during the hour classroom]. **T1FSMK(N/A)**

Male students are in their puberty so they have not thought about their future. It makes them become lazy to study. **T1FSMK(N/A)**

Further, male students are more prone to neglect teachers' actions towards them as approved below:

Male students seem to be pretending [they] don't like it, they don't like the questions or maybe they just ignore the questions. **T1FSMK(N/A)**

Male students tend to be more disregarded. **T32FSMK3Y**

Male students tend to neglect (teachers' explanations and questions). **T29F(N/A)**

Statements above highlights that male students tend to neglect the teacher's questions along with its explanations, or pay only a little attention to it during teaching and learning section. These findings is in vein with a comprehensive study conducted to 8701 boys and 8182 kindergartners through fifth graders in U.S; Ready, LoGerfo, Burkam, and Lee (2005) yield that male students tend to misbehave than female students, they are less engaged during classroom learning. Unfortunately, these gender differences linger through secondary school (Downey & Yuan, 2005), confirming to our current findings.

However, one should bear in mind that there might be some reasons why these male students misbehave like these. Egeberg & McConney (2018) argue that students tend to ignore teachers' questions, nor explanations because of teachers' dominance, hard to comprehend, and did not really seem to concern about their students' learning. They believe that the students were not simply passive receivers of teachers' actions. Their result of study even suggest that the students behaved well when the teachers accompany them with caring and genuine concern to students' learning and welfare while the students misbehaved when the teachers did not show their appreciation.

In addition, the findings also show the positive sides of male students that they were dominant in answering questions and giving opinions in learning session, as elaborated:

In my class, male students are usually the ones who ask more questions, they are more aggressive when asking questions. **T11FSD5Y**

Male students are asking more questions as they are more curious. **T25F(N/A)**

Male students are more willing to answer [questions]. **T30FSD(N/A)**

When it comes questioning session, they [male students] are more active, and more willing to express their thoughts. **T24FSD14Y**

When there are male students in a group during debate sessions, the class will be more alive. The male students are usually more confident and communicative, although not all of them but the interpersonal relationships of male students and to the class are more mingled than female ones. **T7FSMP(N/A)**

Male students are dominant in actively answering questions which was congruent with a study by Caspi, Chajut, & Saporta (2008). The male students showed higher preference for these strategies than their female counterparts, which means they were more likely to interact, cooperate, and empathize with others. One of the teacher also pointed out that male students could get along with everyone, especially in the debate sessions. They were confident and communicative. This finding is confirmed by several previous studies (i.e., Hassaskhah & Zamir, 2013; Hinsley, Sutherland, & Johnston, 2017) even in various settings. These studies showed that male students tend to ask more questions rather than their female counterparts. In different setting, Hinsley et al., (2017) obtained that male scholars ask more questions rather than female scholars in an international conference in France. Their study was first to affirm that men ask significantly more questions than women, whilst accounting for the gender ratio of the session audience.

Showing opposite expressions, female students were found to be submissive in asking questions, and deliver their thoughts, as signified by:

Female students are less able to express their opinions. **T15F(N/A)**

Female students are more likely being silent when they want to ask questions because they are shy. **T30FSD(N/A)**

They [female students] are extremely shy, afraid to point out something, afraid to be wrong, afraid of being embarrassed. **T13F(N/A)**

Younger, Williams, and Jacqueta (1999) believe that male and female students have different approach while interacting in the classroom. They describe that male students tend to dominate particular classroom interaction (e.g., debate) where female ones tend to engage more in teacher-students activities that promotes learning (e., asking directly to teacher). Supported by Mahmud (2010), she asserts that female students have several characteristics such as anxious, shy, and uncertain which lead to alter their English intelligence. While male students opt to deliver their thoughts orally that they want to challenge and prove strength as men. Pointing to our findings about female students' submissiveness, there are also several female students who voluntarily become active in asking questions.

Here are some of female students who demonstrate reversed actions. They are active during teaching hour as emphasized:

Female [students] listen to us more as teachers. They also ask a lot of critical questions. **T6FSD(N/A)**

This group of female [students] is more open with each other [other female students]. It is easier for them to express opinions, easier to ask a question when they do not understand about the learning materials. **T26F(N/A)**

[Female students] are active probably due to their individual personalities. Usually, there are several female students who like to seek attention from their teachers by asking, «How is it, ma'am?» etc.” **T25F(N/A)**

These findings are in agreement with Hassaskhah and Zamir (2013)'s which almost all of teachers claim explicitly that there is no students' gender differences although 67% of these teachers set forth female students participated more in activities in the classroom, and interacted more with them. Male students also took part in answering their questions only when they were asked, or else, they kept being silent. Their result further show that either male and female students were active since they took a preponderance turns to asking questions, giving feedbacks.

The findings also highlight that male students also found to love visual methods, and they need more time to understand the material compare to female students, as suggested:

The differences when they [male and female students] learn, as long as I observe in the class, is that the male students prefer practical learning method. The learning method must be practiced [(for instance, like Total Physical Response)], even visual actions is very important for them. **T4FSD(N/A)**

Female students can comprehend the materials faster than the male ones. Even it seems like in every learning session, the female students have the ability to understand the material quicker than their counterparts. **T9FSD(N/A)**

Our findings proved that male students are excellent in different types of visual-spatial abilities while female students are expedient in different memory tasks, for instance – memorizing vocabularies, supporting them to be excel at language (Halpern & LaMay, 2000). This early findings and ours are also in line with Rais and Muhammad (2010), that male students prefer visual active learning through concrete hands on body kinesthetic demonstrations, and that female students had better ability in comprehending the materials, certainly in language.

Furthermore, the interview results showed that female students have better proficiency; and specifically such as:

The difference is that female students study more diligently. It makes their [English course] rankings are superior to male students. These [female students] are

more disciplined, active in studying, and willing to repeat [the material at home]. **T25F(N/A)**

Female students are paying attention more, concerning to rules, and easier to direct. **T22FSMA11Y**

Female students understand [English] materials faster. **T25F(N/A)** and **T22FSMA11Y**

It is female students who are more proficient [in English]. **T16MSMA(N/A)**

Female students memorize [English vocabularies] more comparing to male students. **T20F(N/A)** and **T16MSMA(N/A)**

Female students are more thorough, and they study harder. **T8FSMP20Y**

The perspectives above reveal that female students have a higher tendency to make effort in learning. The current finding match with a previous study by Downey and Yuan (2005) that mention female students prefer to spend time outside school activities which advantage them in reading skills- in our case, repeating the materials at home. These kind of activities in the current findings (i.e. paying attention to teachers, down to memorizing vocabularies, study harder) have promoted them to get better English grades than the male students.

Nevertheless, there were teachers who still believe both sexes have the same amount of motivations, and opportunity to be leaders, as represented:

Most of the male students have high motivation. **T32FSMK3Y**

Female students' motivation to learn is more likely to be enthusiastic than male students. **T23FSMA1Y**

Both sexes can stand out in learning. Both sexes can be leaders. Both of female and male students can communicate their ideas in class. I don't think there is any significant difference in any aspect until now. **T12F(N/A)**

There is no particular differences between male and female students. Both sexes can be leaders (Alan, Ertac, Kubilay, & Loranth, 2019), both of them can administer their ideas. In addition, every sex has its own categorization in terms of motivation. Radu, Deaconu, and Frăsineanu (2017) in their review study describe that female ones are better entitled with motivation, communication, feedback, and aspirations while their counterpart are better at motivation, innovation, strategy, being calm, delegating, cooperation, and persuasion.

2. Teachers' Teachings

The second subcategory was teachers' teachings. In this section, teachers' attitudes and perceptions towards female and male students were conducted.

The teachers arrange seat according to students' sexes as explained:

Generally, male students need a little more time to understand the material compare to their counterparts, that is why I arrange them to sit in front row when the class is about to finish. I want them to remain focus until the last minutes. **T9FSD(N/A)**

This seating selection by the above teacher probably inoperative because if seating did make a difference, teachers would experience a dilemma in determining how to judge the "best or worst" seats as clearly not every student can occupy the front row. It is confirmed by Meeks et al., (2013) when they carried out a project about seating position in a classroom whether it has an impact on students' performance. They expected to yield significant differences on students' performance based on seating position. They focused on students who sit in front row, expecting them to be outperformed other students. Their findings showed contradictory result that student performance is not significantly altered by seating position.

In addition, still about seating position, it also happens in other school, yet the teacher arrange students' seat because of religious faith as highlighted:

Unlike other private schools, male and female students are separated, especially in SDIT and Islamic boarding schools. Notably in boarding schools, it is a must that male and female students must be separated in class, or in the field when they hold ceremonies or other events. **T26F(N / A)**

The earlier regulation of students' seat was only because of the teacher wanted male students to stay focus until the end of learning session. Hence, this teacher provides another reason related to Islamic faith applied in a Boarding and an Islamic School (SDIT). This kind of school generally practiced gender segregation in daily learning inside or outside the class (Muafiah, 2018). They are taught separately and most of the teachers teaching female students are male teachers. This situation does not apply otherwise that male students ought to be taught by male teachers (Burhanuddin, 2015). In another setting (for example, ceremony, gathering outdoor, or public sphere), then female and male must be separated in one place (female should be with female, and vice versa). When they are indoor, male should be seated in the front row and female in the back row (Mawardi, 2008) which is corroborated with our findings applied at *SDIT*, or there should be something that divides them, for example, using curtain between sexes.

Another attitude the teachers given that they prefer one gender towards another, as depicted:

As for myself, I am more comfortable teaching female students because they are easier to guide and direct. **T22FSMA11Y**

When I want to have an energetic and enjoyable situation, sometimes I ask the male students to take roles because their way of thinking is very creative. They are very out of the box so they can give me more input. So yeah, I prefer to ask male students. **T3FSD2Y**

An experienced teacher suggest positive attitude that she advise not to gendering judging female and male students blindly as argued:

What affects them [female and male students] is the environment, family and society. I feel that there is no time to differentiate one's abilities based on their gender. We have to look more at one's abilities, not simply measuring this one's ability just because of their gender. Rather, we need to focus on "What are their abilities? If one can, even though it is a girl but she can do things, yet if it is a boy but he cannot, then what is it for?" So one should judge a person not only by gender but from their abilities... if one is more capable of doing something whatever gender they have, I will support it regardless of their gender. **T22FSMA11Y**

As a teacher, it is wise to hold the same expectations, pedagogical strategies, and learning assignments among all of students. The students are deserved to grant full equal opportunities to learn in class, that the teachers ought to focus on gender differences in students' attitude and their academic competence (Ready et al., 2005). Despite one teacher believe that the educators need to treat students equally, sometimes teachers do not realize they deliver gender bias attitude towards students. It unfortunately can happen since classroom is a complicated, busy places, and teachers reach out a complex collaboration and interactions with their students daily (Hassaskhah & Zamir, 2013). These activities somehow force teachers to fully aware of what is happening to each student and whole classroom (Sadker & Sadker, 1986; Skelton et al., 2009). Further in our findings, there are still two teacher who prefer to teach or interact with students due to students' sex. It may create the view that particular students are not creative as others, and some are hard to handle. It can make certain students to feel left out.

3. Promotion of Gender

The third theme is promotion of gender that most of the participants found no evidence of promoting gender in the textbooks, as described:

Gender in [English] book is balanced. It can be seen from the dialogue, [and] sentences to introduce oneself. So, the English book promotes it equally. **T30FSD(N/A)**

In a dialogue or conversation, it is a balance between male and female students. Eee... apparently no, nothing indicates a specific gender. **T28FSMP25Y**

In a textbook, there are usually examples such as names and pictures. The point is that there are human figures in the textbook where male figures use boys' names and female ones use girls' names. These pictures represent two sexes so I don't see it [the book promoting particular gender]. **T23FSMA1Y**

For the curriculum currently being run by the government and schools, there is no gender bias because the contents of these books are very balanced. It is like when there is material containing dialogue, there is a composition equation that involved of male and female students. So, in my opinion, there is absolutely no gender bias for the current curriculum in schools. **T22SMA11Y**

Our finding imply to be consistent with other study which found English secondary textbook have demonstrated equality on the basis of quality, visibility and activity. This is exemplified in the study undertaken by Nashriyah and Khairul (2018). They examine the existence of gender bias based on five classifications such as visibility, firstness, masculine generic construction, activity, and occupation. These classifications were examined by including pictures, conversations, and names used by the provided figures. They also discover that the difference of showing gender bias in every aspect was small, leaving out the visibility.

Furthermore, the teachers believe that there was no fallouts in students' learning regarding to gender contained in the textbook. These notions were voiced:

So, whether a textbook promotes a certain gender, in my opinion, it doesn't affect students' enthusiasm for learning. **T31F(N/A)**

The influence is not pretty much block of each students in learning English. **T10MSMPIY**

Students don't seem affected by it, they may not even notice it. Textbooks don't really matter. **T13(N/A)**

In this book, I don't think it affects students. It does not affect the way students learn in learning English. **T22SMA11Y**

It affects students' eagerness for learning... no, because it is just [written] in books. **T31F(N/A)**

In addition, even though it is discovered that no evident and aftermath concerning to gender in textbooks, the teachers still assume that there might be a pile of consequences if it is applied in the textbooks, as supposed:

Actually, I don't really understand why, but since knowing about gender, sometimes students want to dominate in the classroom. As before, male students want to dominate as their figures are in the textbooks, either giving ideas or becoming group leaders. Likewise with female students. Female students also try to

dominate because there are materials using female figures, which dominate the text as well. **T12F(N/A)**

Classroom materials that reinforce gender stereotypes can discourage students. It provokes them to weaken their motivation and limit their overall academic performance. This can result in fewer opportunities available to students when they finish their schooling because of this effect of gender bias. **T1FSMK(N/A)**

Using gender-sensitive materials in class can help support the creation of more gender-sensitive attitudes among students for equal between male and female students, not only dominant to one sex. It can also establish a stronger learning environment where all students [both sexes] are motivated to succeed in ELT process. **T1FSMK(N/A)**

The effect is often when discussing gender issues, students immediately feel motivated. For instance, there is a dialogue between characters who bring girls' names. Take the example of the character named Ani. The paragraph shows Ani is a child their age, a child the same age as the student, then this [female] student is now motivated by the character. It is also happen the same, where a dialogue whose characters are boys, automatically [male students] feel that they are being discussed, so they are excited to read. As I said earlier, their gender are discussed in the dialogue so that it makes them more enthusiastic. **T4FSD(N/A)**

An English textbook that promotes a certain gender will definitely affect children. The problem is that they don't have an example of themselves in that book. They cannot relate so they don't know [about themselves]. For instance, if the book is contained with boys figures, later the female students may feel left out like, «Where is the example for me?». **T23FSMA1Y**, Further, this teacher continued:

If students can't relate to not being able to put themselves in a lesson, these students will feel left out and they will not know what to do with it. It can be hard for them to understand, and it might affect their enthusiasm for learning. Maybe they would be lazy because they feel like they are not getting involved in the textbook. It is like their enthusiasm for learning. Their motivation probably will be less as well because they just can't relate to that lesson. **T23FSMA1Y**

Whilst a minority of these teachers sense students would feel motivate when the textbook represent their sex, the rest mentioned the students encounter some demotivation. Even though our findings do not find significant gender bias representations in the textbooks based on teachers' talks, however, the teacher still consider if the textbooks

contains the issue, it could affect students beneficially and destructively. Su (2014) emphasized that English Language Teaching (ELT) textbooks as the dominant resource for its real-life implementation and culturalization. It caused the ELT textbooks are frequently viewed by learners as legitimate, and arouse the assumption to affect the learners. This draws to the hypothesis that when a written discourse is delivered, an analysis is constructed by the reader and interpretation is formed. For instance, Romera (2014) highlights that academic institutions are constructing identities of gender. They create the concept of what it means to be male or female that there should be space where "masculinities and femininities" are visible. Consequently, language in textbooks can lead to gender bias which affect students adversely, and create a repressive world for them due to being prejudiced, condemned and unfair (Gharbavi & Mousavi, 2012; Islam & Asadullah, 2018).

CONCLUSION

This current study has successfully explored teachers' perceptions on gender, and offer the representation of gender in the textbook according to these teachers' beliefs. Referring to teachers' perceptions, the findings revealed that only a minor of the teachers treat students differently, while the majority treat them equally. In terms of textbooks, it has been portrayed that the textbooks does not present gender bias. Instead, we notice that Indonesian textbooks are demonstrating many cultural issues such as Indonesian names, tribes, characteristics, histories, and heroes. In the end, even the textbooks does not promote gender bias, all of these teachers still assume that if gender bias appeared in the textbooks, it will affect students' learning positively or negatively.

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