

GENDER EQUALITY IN ONLINE ENGLISH BOOK IN READING AND WRITING MATERIALS

Nurhaedah Gailea and Awey Mulyana

Sultan Ageng Tirtayasa University, Banten

ida_gailea@yahoo.co.id and aweymulyana70@gmail.com

<https://doi.org/10.37147/eltr.v4i1.55>

received 10 December 2019; accepted 9 January 2020

Abstract

This study is to find out whether the writing and reading material is gender biased in the online English book published by British Council. The researchers used qualitative method by using content analysis technique. The data are collected through document review. The research focused on the analysis of six aspects which suggested by Logsdon, they were number of female/male in character, in the linguistic Equal on she and he as pronouns, one's profession, gender role and behaviors, female and male on which focus on public and domestic role, female and male which focus on art talent, sport ability, and intellectual competence in art and sport in online English book. The result of research showed that the percentage of female is higher than male in the aspects female pronouns in writing material, gender roles (public role) in reading material, art, and sport talent in both of reading and writing material. And the percentage of male are higher than female in the aspects male characters in reading material, female pronouns in reading material and intellectual competence in reading material. It can be concluded that online English books written by the British Council are still found with inequality gender.

Keywords: gender equal, online English book, reading and writing

Introduction

It found many learning and teaching media that can be used by the teacher and student in online teaching and learning process that is in E-learning or online learning. One of the medias' influential in online teaching and learning process is Online English Book written by British Council. Riazi said that (2003: 52), there were still many textbooks in the English foreign learning classroom play crucial role in language teaching and learning process because it can help the teacher to provide various learning materials for English language learning. Related to this research the researchers try to know whether Online English Book written by British Council had used gender equality or not in developing English material. Kemp (2011:217), explains that textbook has its own potential to be used as a tool to undermine gender equality.

Many of the researches on gender equality in English textbooks have been carried out by previous researchers, but the research on gender equality in online English book has not been many touched or researched. The online English book contents four English language skills that are reading, writing, speaking and listening. The materials online English subject are analyzed by the researchers; they analyze the reading and writing section, to know whether there is gender equality or not in it. At this moment most of English textbooks or online English books only focus on their language factors but do not pay attention the gender

equality inside of the learning materials and also the gender equality as global issues. God created humans into two genders, namely men and women. Both have similarities and privileges, namely the perfection of reason and physical compared to other creatures of God. But where there are similarities, there must be a difference. Men and women are naturally biologically different, for example, different forms and physical potential. Besides the physical, psychological both of them can also be considered different. Men tend to think rationally, while women are more emotional.

The difference which later became the root of the growth of other differences, thus giving rise to the phenomenon of gender inequality (gender inequality). Gender inequality is an understand or belief that is formed in society where both men and women are victims of the system. According to feminists, gender inequality is a result of a misunderstanding of the concept of gender which is equated with the concept of sex.

The Definition of Gender

Gender and sex are very difficult to distinguish, and they have a strong relationship with each other. Sex can be said as “biological differences in genetic composition and reproductive anatomy and function”, whereas, gender is “what culture makes out of the raw materials” of biological sex”. Therefore, sex is biologically determined, but gender is socially constructed (Crwford and Unger, 2004: 21)

There are at least ninth definitions of gender. First, the word "gender" means from English which means " sex ". Second, according to Webster's New World Dictionary defines gender as " the apparent differences between men and women in terms of values and behavior".

Third according to President Instructional of Republic Indonesia (Instruksi Presiden Republik Indonesia) No. 9 the year 2000 stated that gender is a concept that refers to roles and responsibilities between men and women that occur as a result of and can change by the social and cultural conditions of the community.

Fourth, according to Lips (1993; 4) in her book *Gender and Gender: Introduction to saying gender as cultural expectations of men and women (cultural expectations for men and women)*.

Fifth, according to Wilson (1989; 2) interpreted gender as the basis for determining differences in men and women in the culture and collective life that caused them to be male and female. Sixth, according to Showalter (1989; 3) defines gender more than just differentiating men and women from the socio-cultural constructs. He emphasizes it as an analytical concept (analytic concept) that can be used to explain something.

Seventh, according to Mansour Fakh (1997; 8) in his book *Gender Analysis and Social Transformation* states that gender is a trait inherent in men or women who are socially or culturally constructed. Like the assumption of women who are beautiful, gentle, emotional, and motherly. Whereas men are considered strong, rational, male, and mighty. Characteristics of those qualities are properties that can be exchanged.

Eighth, According to Shodiq (2013 : 3) “ Gender is a way of looking at the impact of one's gender attributes on the possibility of the person to build opportunities, social roles, and their interactions with opposing gender attributes.” Ninth, according to

More explicitly discussed in the *Encyclopedia Women's Study* that gender is a cultural concept. It used to determine the roles, behavior, mentality, and emotional characteristics of men and women who develop in society (Mulia, 2004: 4). And it can be said that gender is unequal right between women and men because of the social construction (Santrock, 2006).

Based on these definitions above, gender means that women and men have different roles because of both socially and culturally. The roles teach people how to behave as a female or a male differently. And others aspect, It constructs people's views on themselves, how they

feel, how they think, and how they interact in society. People cannot choose whether they were born as females or males, but they can decide whether they behave as females or males.

The conclusion of the explanation above, that gender is a concept used to identify differences in men and women seen from socio-cultural. This is different from gender differences, namely differences caused by human biological elements, whereas differences caused by social construction are called gender differences. Gender inequality has spread widely in the community over the influence of a patriarchal culture that has taken root in society.

The culture is consciously or unconsciously disseminated in the world of education which should uphold gender equality. For example, many textbooks in elementary school to secondary level manipulate the image of women. Women are always depicted as being in the household environment, their job is just as a housewife in charge of cooking, sweeping, caring for children, and shopping for household needs. Although in reality there is no difference between female pilots and male pilots or between female doctors and male doctors.

Gender Stereotypes

Understanding of public considered that the roles of women and men are different although they are actually the same as a human. People considered that the position of men is higher than women. Men's activities are considered more valuable than women's although the activities are similar or the same. Such beliefs about women and men reflect stereotypes.

A stereotype is belief many people have about a group that is upon how they look on the outside, which may be untrue. (Crawford and Unger, 2004; 49). It still found some people are categorized into a particular group that has similar characteristics. The stereotype of the group can be both positive and negative characteristics (Baron, and Byrne, 2008;191) For example, it is common that women are described as dependent and passive. Furthermore, they are also interested in gossip, fashion, and shopping. However, men refer to the opposite characteristics to women such as independent and active. Those beliefs are then called gender stereotypes.

Gender stereotypes have some components consisting of personal traits, social roles (occupation), behaviors, and physical characteristics (appearance) (Hilary, 2003; 21). The components of gender stereotype that found in traits of men and women as follows;

It is personal traits of women and men usually to refer to the opposite adjectives. The different traits of women and men are classified into two categories, instrumentality, and affective traits. Instrumentality is considered as men's traits such as active, objective, independent, aggressive, direct, unemotional, dominant, and competent. Whereas, effective traits refer to women's characteristics such as expressive, warm, and sensitive, emotional, concern about others, and concern more for people than things. According to Richardson (2007:100) women portrayed as immature, incompetent, and incapable, whereas men portrayed as mature, complete, and competent. It shows that women and men are stereotyped as having opposite traits. However, stereotypes show that men seem to be better than women. Related to the explanation about gender stereotypes of man and women, it found common traits that are usually associated with them as follows;

Table 2.1
The Traits of Women and Men in Stereotype

Female traits	Male traits
Weak	Strong
Conscientious	Careless
Timid	Brave
Submissive	Dominant
Resigned	Ambitious
Dependent	Independent
Friendly	Accomplished
Cooperative	Competitive
Gentle	Aggressive

Similarly, according to Matsumoto and Juang (2008; 154 - 155) the stereotypes of men included the aspects such as active, strong, critical, adult-like, conscientious, extrovert, open, and they need dominance, autonomy, aggression, exhibition, achievement, and endurance. Whereas the stereotype of women are passive, weak, nurturing, adaptive, agreeable, neurotic, and they have psychological needs such as a basement, deference, nurturance, affiliation, and heterosexuality.

It is explained the social roles of women and men. Understanding of stereotypes influence women's opportunities in social roles because it regarded that the appropriate of women's work is associated with domestic works such as shopping for food, cooking meals, washing, ironing, and child rearing. Although men sometimes do the house works, they tend to do the works related to the use of tools or machinery (Shaw and Lee, 2007). And Lips said (2003; 255) that men usually do the housework related to repair and maintenance, while women usually do the cooking, laundry, housecleaning, and ironing. It shows the different divisions in the housework between men and women. What men do seems to be masculine works and women tend to do the feminine one.

While women work in public, their occupations tend to be associated with their traits such as gentle, nurturing, and other feminine characteristics. According to Crawford and Unger (2004; 366) the job of women and men who work outside home or in public are different, the women jobs are secretaries, nurses, and school teachers, whereas men's job is mostly as mechanics, engineers, and computer scientists.

Moreover, it can be seen others differences in retail sales, men's job is selling appliance, computers, and cars, but women sell clothing. Women work in fast-food chains and dinner, whereas men work as waiters and chefs. In the health care industry women work as the nurses' aides, abortion clinic workers, social workers, laboratory technicians, while men work as physicians and hospital administrators. It can be said that that men tend to have a higher position than women. It can be concluded that women are stereotyped as less competent than men. In other words, men are judged to be more superior than women.

Besides, it usually found in English materials that used the pronoun in sometimes reflects gender stereotypes related to women and men's occupation. Nurses, secretaries, and elementary school teachers mostly refer to the pronoun she, but doctors, engineers, electricians, and presidents (Richardson, 99 – 100).

It is to explain women and men's behavior. Some personal traits associated with women and men trigger people to assume women and men's behavior. Because women are stereotyped as gentle, patient, nurture, lovely, and so on, people believe that women tend to behave as those stereotypes. Women tend to shop for food, prepare meals, do dishes, clean

homes, and care for their child. In contrast, men stereotyped as strong, competent, dominant, active, and so on are believed to work in public and only do the housework such as repairing machine, washing car, and other works related to the maintenance. Therefore, such components of gender stereotypes are related to each other. The stereotypes of women and men's personality traits make a judgment about their behavior. Lips states that one component of gender stereotypes affect people's believes about others (2003; 21).

The gender stereotypes which is related to physical characteristics. This aspect refers to women and men's physical appearance. Commonly women are portrayed to be attractive, feminine, and smart, but men are described to be strong, macho, sexy, and muscular (Crawford and Unger, 2004; 52).

Moreover, in order to describe the physical characteristics mostly associated with women and men, here they are classified into four subtypes; housewives, athletic woman, businesswomen, and sexy woman; the subtypes of men are athletic men, blue-collar working man, businessman, and macho man.

The fifth, physical characteristics most associated with athletic women are muscular, good body, strong, aggressive, masculine; similarly the athletic men are muscular, healthy, strong, in shape, good body. Good figure, long hair, good dresser, nail polish, pretty face are mostly associated with sexy women, while macho man is related to muscular, hairy chest, mustache, attractive, and self-centered. Then, businesswoman is related to the physical characteristics such as smart, nice clothes, hard-working, and organized; businessman is associated with wearing suits, smart, and good appearance (Ibid., p. 53).

It appears that women are sometimes like men, but men are not like women. Athletic women and athletic men, for example, almost have similar physical appearances. Further, the businesswomen also have masculinity like the businessman. Therefore, men have their own characteristics, but women likely have a similar appearance to men.

Gender Equality

God created humans into two types, namely men and women. Both have similarities and privileges, namely the perfection of reason and physical compared to other creatures of God. But where there are similarities, there must be a difference. Men and women are naturally biologically different, for example, different forms and physical potential. Besides the physical, psychological both of them can also be considered different. Men tend to think rationally, while women are more emotional.

The difference which later became the root of the growth of other differences, thus giving rise to the phenomenon of gender inequality (gender inequality). Gender injustice is a system and structure where both men and women are victims of the system. According to feminists, gender inequality is a result of a misunderstanding of the concept of gender which is equated with the concept of sex.

According to President Instructional of Republic Indonesia (Instruksi Presiden Republik Indonesia) No. 9 year 2000 stated that gender equality is a common condition for men and women to get the opportunity and their rights as humans, in order to be able to play a role and participate in activities politics, economics, socio-culture, national defense and security, and similarities in enjoying the results of the development.

According to UNESCO (2015:22), Gender Equality stated that this ensures that women and men enjoy the same status and have an equal opportunity to exercise their human rights and realize their full potential to contribute towards political, economic, social and cultural development, and to benefit from the results. It is the equal value attributed by the society of both the similarities and the differences between women and men and the different roles they play. Gender equality can be promoted when resources, opportunities, and support are availed to men and women regardless of biological sex.

According to Hazel Reeves and Sally Baden (2000: 10) “The term ‘gender equity’ is often used interchangeably with ‘gender equality’. Here, a distinction is drawn between these two concepts, reflecting divergent understandings of gender differences and of the appropriate strategies to address these. Gender equality denotes women having the same opportunities in life as men, including the ability to participate in the public sphere. This expresses a liberal feminist idea that removing discrimination in opportunities for women allows them to achieve equal status to men. In effect, progress in women’s status is measured against a male norm.

Equal opportunities policies and legislation tackle the problem through measures to increase women’s participation in public life. For example, in Chile, the National Service for Women (SERNAM) developed an Equal Opportunities Plan for Chilean Women 1994-1999. This focused on equitable participation in education, the labor market, health services, and politics. Judicial reform is another key tool in the fight for equality, but lack of implementation and enforcement might limit its impact”.

According to (Lori A. Rolleri, MSW, MPH: 4) “Gender equality does not mean that women and men should become the same, but that women’s and men’s rights, responsibilities, and opportunities will not depend on whether or not they are born male or female. When gender equality exists, a society equally values men’s and women’s similarities and differences”.

In conclusion from the explanations above that gender equality is where women and men have equal rights. Without differences from any aspect, women and men are viewed equally and pleasantly without differences. The level and position between women and men are considered equal and not determined differently by gender.

Gender and Language

Language is part of the fabric of our everyday lives, and its interrelationship with gender has been at the centre of the feminist discussion for some time now. It can be said that language not only reflects but also perpetuates and contributes to gender inequality. Women as the subordinated group in a patriarchal society, are kept in that lowly position, since language and its meaning are invented and controlled by men. Atkinson argues that women are oppressed through sexist labelling, including the semantic asymmetry of oppositions like ‘bachelor –spinster’, ‘master-mistress’, ‘stud-slag’ (1998:404). These words showed the differences of women and men to describe a meaning related to them. And Wardhaugh (2002: 315) said that women’s speech as being different from that of men. Men’s speech usually provides the norm against which women’s speech is judged”.

English learning materials, especially the 2013 curriculum is still found many uses of words that indicate gender injustice against women, for example the word, businessman. According to Nurhaedah in Griffiths (2015) gender socialization is a key factor in any relative success that women of any age have in language learning, and it seems clear that the language learning success is caused by a combination of nature and nurture. We can say that the success of gender based language reform will be determined by the extent to which high-status subgroups within a speech community adopt non-sexist values.

The use of language can be influenced by power and status in society. Weather said that all language reflects men’s power and social advantages, also women’s lack of power and social disadvantages (2002; 2). It usually find in English language, masculine forms such as chairman, mankind, fireman, and guys are used to refer to people in general or unspecific gender person. Conventionally those forms, masculine generics, can refer both men and women. However, it also can be interpreted as excluding women. That indicates women’s lack of power, and they are likely ignored. In order to avoid such sexist language, gender is marked in English by using suffixes. Two common suffixes usually used to indicate females

are -less (e.g. Actress, waitress) and -ette (e.g. suffragette, nymphette). Additionally, The use of an adjunct (e.g. woman doctor, male nurse) is a less obvious technique for indicating the conventional gender of the term.

In conclusion, gender and language are correlated with each other. The influence of gender in language, especially English, is obvious. Gender affects females' and males' behavior in using the language. Moreover, language reflects the power and social status. In English, men's dominance is found in some features. While women seem to be ignored and trivialized.

Gender Equality in Online English Book

Gender injustice from English material is not only found in textbooks but it is also found in online books. There are six aspects that described gender representation in the textbooks. They are the number of female / male characters/pictures, the number of female/male mentioned, gender roles, female/male games, female/male roles models, and pattern of mentioning female / male names (Logsdon, 1995).

Those mean, the first, it analyzed the aspect of female/male characters/ pictures to know how many female/male characters/pictures that are found in the Online English book. The second is analysis the number of female/male mentioned to show how many times of female/male that found in the Online English book such as names and pronouns. The third, it is gender roles to know how many roles of the female/male are mentioned such as in the Online English book, sentences, or illustrations. The fourth is analysis of female/male games to find out how many games played by females/males mentioned in the Online English book. The fifth is analysis of female/male role models which gets how many female/male role models are found in texts, sentences, or illustrations. The last one is the pattern of mentioning female/male names.

The conclusion above shows either female or male mentioned firstly in a phrase or a sentence inside of a book.

Online English Book

In English teaching and learning process activities that are not only an English textbook but also an online English book is usually needed as guidance for both teachers and students which Online English book contents four English skills; reading, writing, speaking and listening.

The online English book is a resource in book like form that is only available to read on internet. It differs from the common idea of an e-book, which is usually available for users to download for getting the materials. In the online English book, It finds some parts of materials, such as reading texts, writing, speaking, listening, grammar, vocabulary, exercises and also consists of pictures or other illustrations.

According to Reed et al (1998) define textbooks as an instructional tool mostly used in the classroom. Likewise, Ur (1996) said that textbook means lesson book teachers and students have, and it is followed systematically as the basis of the language course.

Online Book (E-book), Function Online Book, indicators Online Book and characteristics good book

1. Definition of online books are:

- a. Online books or e-books are electronic versions. The books generally consist of a collection of papers that can contain text or images, then electronic books contain digital information that can also be the form of text or images.
- b. Online books or e-books are digital forms of printed books. In general, printed books consist of a stack of bound paper containing text or text and / or images, so electronic

books contain digital information that can contain text, images, audio, video.

- c. Online book or e-book is a publication that consists of text, images, and sounds, and publishes it in digital form that can be read on computers or other electronic devices. Like computers, laptops, cellphones, and others.
- d. Online books or e-books form that can be opened electronically through a computer. This e-book is a file with various formats, some are in the form of PDF (portable document format) which can be opened with the Acrobat Reader program or the like. There are also those with HTM format, which can be opened by browsing or internet explorer offline. There are also exe formats

The conclusion some definition above, an online book or e-book is an electronic version of a traditional print book that can be read by using a personal computer or by using an eBook reader. (An e-Book reader can be a software application for use on a computer, such as Microsoft's free Reader application, or a book-sized computer that is used solely as a reading device, such as Nuvomedia's Rocket e-Book.)

Users can purchase an eBook on diskette or CD, but the most popular method of getting an e-Book is to purchase a downloadable file of the e-Book (or other reading material) from a Web site (such as Barnes and Noble) to be read from the user's computer or reading device. Generally, an e-Book can be downloaded in five minutes or less.

2. The function of an online book or e-book

The following is the function of an online book or e-book for users and also for providers:

- a. As an alternative media learning.
- b. Unlike printed books, digital books can contain multimedia content in them so that they can provide more interesting teaching materials and make learning more fun.
- c. As a media for sharing information.
- d. Compared to printed books, digital books can be disseminated more easily, both through media such as websites, virtual classes, e-mail and other digital media.
- e. Someone can easily become an author and publisher of a book he made himself.
- f. The indicators of online book or e-book

The following indicators from the online book or e-book are able to facilitate the process of disseminating information and learning to users. There are a number of online book or e-book indicators as follows:

- a. Can Facilitate Book Making
- b. Can Save Costs in Book Making
- c. Can Facilitate the Information Dissemination Process
- d. Can Facilitate the Learning and Teaching Process
- e. Can Protect Information Spread

3. The characteristics of a good book

A good book is a book that fulfills the criteria as said by experts. Grene and Pettya (2009: 20) compile a way of assessing textbooks by assessing criteria, namely:

- a. The textbook must be of interest to children.
- b. The textbook must motivate students.
- c. The textbook must be an image translation that appeals to students.
- d. The textbook should consider linguistic aspects according to the abilities of students.
- e. The textbook must be closely related to other lessons.
- f. The textbook must be able to stimulate or support students' personal activities
- g. Textbooks must be understood consciously and opposed to vague and unusual concepts.
- h. Textbooks must have a clear perspective or point of view
- i. Textbooks must be able to provide stabilization, replace the values of children and

adults.

- j. Textbooks must be tailored to students' personal differences.

Previous Study

The relevant study is a study of previous research that is relevant to the current research. The study of a number of research results has been very useful for a researcher because this can add knowledge and understanding of the results of research, and utilize relevant methods and theoretical foundations, or new approaches that have to do with research conducted by researchers today.

Next, the researcher presents the results of the research related to the topic of the research being carried out, as follows :

The Study about gender representation in language textbooks are also done by some researchers such as Muhammad Jafar Shodiq, his study title is *Perspektif Kesetaraan Gender Dalam Buku Bahasa Arab Siswa MTS Pendekatan Saintifik 2013, UIN Sunan Kalijaga Yogyakarta, Indonesia conducted in 2016*. He did the research by using qualitative and quantitative methods to analyze the textbook. The result shows the textbooks represent Arabic textbooks for class X students of the 2013 scientific approach concluded that there was still a gender bias in the book. Pictures and practice questions in Arabic textbooks of class X students in the year 2013 scientific approach indicate the existence of a feminine construction, domestic work and at the same time are women, while men are constructed by someone who works in the public sector, masculine and dominating.

The study about *Gender Equality* in analyzing the textbook is also done by Nurhaedah Gailea, Yumna Rasyid in their journal title is *A Study of The English Textbooks For Senior High School In Four English Skills On Gender Equality In Serang City – Banten*, Universitas Sultan Ageng Tirtayasa, Indonesia Language Teaching/Applied Linguistics Study Program of Graduate Program of Universitas Negeri Jakarta, Indonesia in the year 2015. They did the research by using qualitative research with a content analysis technique to analyze the textbook. The result shows the textbooks represent the textbooks of Indonesian writer cannot be used as an English lesson at Senior High School Grade X because they still find gender inequality. Whereas the textbook of English writer can be used as an English lesson because the writer paid attention the gender equal in presenting the materials of English skills.

The study is about Gender Representation is also done by Ummu Salamah, her study title is *Gender Representation In The English Textbook (A Content Analysis of Bright for Seventh Grade Students Published by Erlangga) Jakarta 2014*. In this study, she used qualitative and quantitative methods to analyze the textbook. The study of the result showed that males dominate in four aspects; pictures, female/male roles, game of female/male, and the role model of female / male. Whereas females were more visible in two aspects, the number of female/male mentioned and the pattern of mentioning female / male names. Therefore, it is found gender unequally in four aspects of the textbook: *An English Course for Seventh Grade Junior High School Students*.

Some of the studies that have been conducted above them stated that there are still content of gender inequalities in subject textbooks. From the previous studies above, it can be said that selecting a textbook has a huge impact in the teaching and learning process. Gender equality does matter in a textbook. Therefore, it is important for teachers at schools to be aware of gender equality reflected in the textbooks and how they can shape students' perceptions on gender equality in the future. The researchers tried to analyze the gender equality in online English reading and writing books whether the gender equality presents in online English reading and writing books.

Method

In this research the researcher used qualitative method with an approach the content analysis technique. Researcher used qualitative content analysis to focus on the characteristics of language as communication with attention to the content or contextual meaning of the text. The text data can be categorized online data such as online articles, online books, online reading, and online writing and this research used online English book as data, to analyze the aspects of equal gender which are found in these online English books.

According to Neuendorf (2002:15), content analysis is an in-depth analysis using the quantitative or qualitative technique of messages using a scientific method and is not limited as to the types of variables that may be measured. Also According to Krippendorff (2004:18), Content analysis is a research technique for making replicable and valid inferences from texts (or meaningful matter) to the contexts of their use, According to Weber(1990: 117) said that Content analysis is a research method that uses a set of procedures to make valid inferences from text.

Related to this research, in collecting data, analysis, and interpretation can go simultaneously the researcher using the instruments in this study as follows:

The researcher himself.

The role of the researcher here is as the main research instrument to collect the data. Lincoln Guba in Sugiyono (2013: 306) said, "The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has produced."

Using the table sheets.

The Table sheets below, Hopefully, it is going to help the researcher to analyze gender equality in online English book in reading and writing materials in online learning media British Council which related to gender equality that are visibility of Female and Male, Equal in Linguistic, Equal in Gender Roles and Behavior, and Equal in Gender Sport and Talent.

Results and Discussion

The result of this research, the writer have done the calculating of data research about gender equality in online English book in reading and writing material for kids published by British Council, it can be shown the five aspects that is how the writers of online English book presented the gender equality inside of these online books. They are analyzed about the main character and historical development, linguistic equal, gender role and behavior, gender sport, art talent and intellectual competence.

In order to present the quantitative data easily, first the frequencies and percentages were collected and summarized, and then to help explain if there were gender equality between the males and females in this research.

Percentages of males and females' visibility in the reading and writing passages of online English books. As the table shows, there are apparently considerable differences between the number of males and females in the reading and writing passages of online English books

All readings and writings of the online English book were analyzed. The data are described as follows:

The analysis of gender equality on the main character/ picture and the historical development in online English book.

Table 4.1. Critical Gender

No	Category	Reading Unit 1 to 9	Writing Unit 1 to 9
1	Female as main character / picture	47,62 %	29,77 %
2	Male as main character / picture	52,38 %	29,77 %
3	Female in historical events and developments	0 %	0 %
4	Male in historical events and developments	100 %	0 %

After the male and female pictures/ character in the online English book were counted, it was found that male and female were represented unequally in online English Book for kids. Based the calculating above, the first in the reading materials; it showed that the main character of female is 47,62 % and male 52,38 %, and the historical events and developments showed that female 0 % and male 100 %. It means that aspect of main character is inequality between female and male, so the male is still dominate than female because of every materials has a lot of about male character.

The second in the writing materials; it showed that the main character of female is 50 % and male 50 %, and the historical events and developments showed that female 0 % and male 0 %. It means that aspect of main character is equal between female and male. Whereas the historical events and developments showed neutral because they are not found in the writing materials.

The above description showed that women still faced discrimination in the Online English Books because of culture factors, especially patriarchy system. According to Nurhaedah (2015; 100) It has the long time ago that the women are not appropriate to place a story because it is regarded taboo for women. After feminist struggled the equal right women have given opportunity as supporting character or as a partner of men in action story. Whereas the men dominated in reading and writing materials because it regarded that the men are clever, expert or more qualified than women.

The content analysis showed that the male pictures/ character in the reading 52,38 %, the male pictures/ character outnumbered the female pictures/ character. According to the Theory Logsdon (1985), this fact indicates that the gender representation in the online English book which is written by British Council is inequality between male and female.

The analysis of gender equality on the use sexism linguistic Equal in online English book.

Table 4.2. Critical Gender

No	Category	Reading Unit 1 to 9	Writing Unit 1 to 9
1	use of “She”, “woman” to refer people	45,45 %	78,95 %
2	use of “he”, “man” to refer people	54,55 %	21,05 %
3	Use of “woman”, “lady” or	20 %	0 %

No	Category	Reading Unit 1 to 9	Writing Unit 1 to 9
4	female gender word to refer one's profession Use of "man", "male" to refer one's profession	80 %	0 %

After the mention of male and female by pronouns in online English book within a sentence, exercise, reading text, writing text and illustration such as in conversation were counted, it was found that male and female were represented unequally in Online English Book written by British Council.

Based the calculating above, the first in the reading materials; it showed that the use of "She", "woman" to refer a person of people is 45,45 % and use of "he", "man" to refer a person of people 54,55 %, and Use of "woman", "lady" or female gender word forms to refer one's profession 20 % and Use of "man", "male" to refer one's profession 80 %. It means that male and female still founded the gender inequality in reading materials.

The second in the writing materials; it showed that the use of "She", "woman" to refer a person of people is 78,95 % and use of "he", "man" to refer a person of people 21,05 %, and Use of "woman", "lady" or female gender word forms to refer one's profession 0 % and Use of "man", "male" to refer one's profession 0 %. It means that male and female still founded the gender inequality in writing materials.

Related to the explanation above, it can be concluded that both of male and female dominated the use of sexism language. It means that in the society life, it still found the gender role divisions so that it arose the gender bias in the use of sexism language. This situation described woman as the second class because it presented terms or words such as businessman, chairman, and etcetera. Therefore it is better to introduce to students the neutral language, for example post person, chairperson, police person.

The content analysis showed that both of male and female dominated the use of sexism language. According to the Theory of Gender Representation proposed by Logsdon (1985), this fact indicates that the gender representation in the online English book written by British Council is biased.

The analysis of gender equality on the public and domestic role in online English book.

Table 4.3. Critical Gender

No	Category	Reading Unit 1 to 9	Writing Unit 1 to 9
1	Female work outside home	75 %	50 %
2	Male work outside home	25 %	50 %
3	Female work inside home / do home management duties	0 %	0 %
4	Male work inside home / do home management duties	0 %	0 %

Based the calculating above, the first in the reading; it showed that female work outside home is 71,43 % and male work outside home 28,57 %, and Female work inside home / do home management duties 0 % and Male work inside home / do home management duties 0 %. It means that the women dominated in the public role in the reading materials.

The second in the writing; it showed that female work in domestic is 50 % and male

work in public 50 %, and Female work inside home / do home management duties 0 % and Male work inside home / do home management duties 0 %. It means that both of female and male is balance in the domestic role and the public role in the writing materials.

In the reading; it showed that female is 71,43 % and male 28,57 work in outside home (public role), according to some experts explained that this problem caused some factors. Today, the number of women working in the public world, including in Indonesia is increasing. According to Sumiyatiningsih (2014: 130), this condition occurs because of several factors, including: (1) the chances of women gaining access to higher education needed by men and men getting bigger; (2) New government policies that provide great opportunities for women in development; and (3) the development of the industrial economy increases the needs of women for the public sector.

Now days woman and man have the same opportunity in work both of domestic sector and public sector. the women can work in the public sector, they get the job such as secretary, teacher, receptionist, a businessman/woman, doctor, soldier, football player, manager, etcetera.

Related to the explanations above, feminists liberal and Moslem feminist did not agree that the domestic role is the responsibility of women but this is the responsibility of both of women and men. In the globalization era, it is important way that it does not depend on norms which considered more.

The analysis of gender equality on art talent, sport and intellectual competency in online English book.

Table 4.4. Critical Gender

No	Category	Reading Unit 1 to 9	Writing Unit 1 to 9
1	Female have art talent	58,33 %	75 %
2	Male have art talent	41,67 %	25 %
3	Female have sport ability	42,86 %	41,67 %
4	Male have sport ability	57,14 %	58,33 %
5	Female have intellectual competence	42,86 %	50 %
6	Male have intellectual competence	57,14 %	50 %

Based the calculating above, the first in the reading; it showed that the art talent of female is 58,33 % and art talent of male is 41,67 %, and the sport ability of female is 42,86 % and sport ability of male is 57,14 %, and the aspect of intellectual competency; female is 42,86 % and male is 57,14 %. It means that art talent is dominated by female because feminine and female is presented a lot in the reading materials, for example a singer, and a dancer, whereas men is masculine so that his talent is a technician, an architect, contractor and scientist.

The gender equality aspect in the sport ability and intellectual competency showed that male is higher than female. The problem of description above, it is explained that female has a limitation physical or weak and they get many negative stereotype, for example irrational, sensitive and fainthearted person, whereas female gets a few positive stereotype for example, soft, cooperative, and careful person.

Whereas male gets more positive stereotype than female because they are a strong person, rational, independent, active, domination, ambitious, analytical, and courageous

person, but they get only a few negative stereotype that are improver and rudeness.

It can be concluded that the stereotype factor influenced male to dominate the sport and the intellectual competency.

The second, in the writing materials that it showed that the art talent of female is 75 % and art talent of male is 25 %, and the sport ability of female is 41,67 % and sport ability of male is 58,33 %, and the aspect of intellectual competency; female is 50 % and male is 50 %.

Related to the explanation above, it is found gender inequality to analyze. By counting female and male in the online writing material it was found that there are more female in the aspect of art talent, but in the aspect of sport talent male is more than female, whereas the aspect of intellectual competence presented is balance.

Conclusion

It can be concluded that the results of the research showed the gender inequality in the Online English Book Written by British Council, as follows:

1. Females are more visible in four aspects, pattern of mentioning female pronouns “She” in writing material, gender roles (public role) in reading material, art talent, and sport talent in both of reading and writing material.
2. However, males outnumbering female are found in three aspects, number of male characters in reading material, pattern of mentioning female pronouns “He” in reading material and intellectual competence in reading material.
3. There are the balance female and male aspects: main character in writing material, historical event in writing material, one’s profession in writing material, domestic role in reading material, domestic and public role in both of reading and writing materials.
4. The stereotypical appearance of women and men is found in online English books. The photos show that men are associated with their hobbies like watching football matches. While women like to dance.
5. The women’s occupations is like teacher that related to their stereotypes as timid, submissive, conscientious etc. Whereas men are stereotyped as dominant and strong, they are presented in picture of English materials as football players who are considered more masculine works.
6. Men described as stereotype by using the words a muscular and strong body, while women are stereotyped as a gentle and slim body.

References

- Atkinson, K. (1998). *Women studies: Language and gender*.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford: Heinemam.
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology*. Thousand Oaks, CA: Sage Publications.
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology*. Thousand Oaks, CA: Sage Publications.
- Lincoln, Y. S., Guba, E. G., & Pilotta, J. J. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage Publications.
- Logsdon, M. (1985). Gender roles in elementary school texts in Indonesia. *Women in Asia and the Pacific: Towards an East-West Dialogue, The Women's Studies Program, University of Hawaii, Honolulu*, 243-261.
- Neuendorf, K. A. (2001). *The content analysis guidebook*. Thousand Oaks, CA: Sage Publications.

- Neuendorf, K. A. (2002). *The content analysis guidebook*. Thousand Oaks, CA: Sage Publications.
- Gailea, N., & Rasyid, Y. (2015). A study of the English textbooks for senior high school in four English skills on gender equality in Serang city-Banten. *IJLECR*, 1(1), 97-104.
- Sugiyono. (2013). *Metode penelitian kuantitatif kualitatif dan R&D*. Bandung: Elfabeta.
- Sugiyono. (2015). *Metode penelitian kuantitatif kualitatif dan R&D*. Bandung: Elfabeta.
- Sumiyatiningsih, D. (2014). Pergeseran peran laki-laki dan perempuan dalam kajian feminis. In *WASKITA, Jurnal Studi Agama dan Masyarakat*.
- Taylor, V. A., Whittier, N., & Rupp, L. J. (2007). *Feminist frontiers*. McGraw-Hill Humanities Social.
- Weber, R. P. (1990). *Basic content analysis*. Thousand Oaks, CA: Sage Publications.