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AN CRITICAL VISUAL ANALYSIS OF GENDER STEREOTYPING IN THE INDONESIAN SECONDARY SCHOOL ENGLISH TEXTBOOK

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Abstract	This research was intended to investigate the gender stereotype of the textbook drawn from an English textbook series used in senior high school employing a multimodal perspective and critical visual analysis. The study used a descriptive design because the writer wanted to describe the gender stereotype of the English textbook. The object of this study is the Bahasa Inggris (edisi revisi 2017) textbook. The results of data analysis using used three aspects of Kress and Van Leeuwen namely representational meaning, interactive meaning, and compositional meaning, the focus of the analysis was on images consisting of male characters and women use the theory of "critical visual analysis" and the conversation at the picture analyzed using critical discourse analysis (CDA). For the purpose of this study, there are five images selected according to research on gender stereotypes and these images consist of random male and female characters in images. The corollary of this critical image analysis was the teacher can know that the textbook is a medium that can trap students in interpreting images and selection of images in language textbooks must be more careful.
Keywords	*Textbook; Critical Visual Analysis; Gender*

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1. INTRODUCTION

The use of authentic materials is a major preoccupation in English language teaching (ELT) (R. Day, 2004). It can also determine effectiveness in the learning process. Authentic materials are often claimed to motivate students because they find them interesting, engaging, culturally enlightening, and relevant (R. Day, 2004). The textbook is one of the authentic materials that make students active and cohesive in the class. That helps the teacher deliver instruction to students and make important decisions to reach expectations in teaching. otherwise, its develope expertise to

teacher and giving them a greater understanding of the characteristics of effective materials. Textbooks can affect learners‟ attitudes, viewpoints, and their choice of language in second/foreign language (L2) communication (Roohani & Zarei, 2013).

The new EFL textbook series for Indonesia secondary schools were developed as part of "Teaching and Learning Foreign Languages in the National Education System, Period 2013- 2015" (hereafter referred to as Project 2020). Attempts to make English as a foreign language (EFL) textbooks a rich resource for classroom activities and more appealing to young learners by including attractively illustrated texts with colourful photographs and imaginative drawings are not a new phenomenon in the tradition of textbook development. The fact that students these days encounter an expanding number of multimodal texts indicates that learning to construct meanings from the integration of images and language now needs to be considered as an important dimension of language competence (Unsworth & Ngo, 2014). The conceptualization and employment of the textbook illustrated with several photos and drawings selected and designed can affect learners‟ attitudes, viewpoints, and their choice of language according to a preliminary internal survey conducted by Roohani (2015) in English textbook representations the gender stereotype.

Gender stereotypes have not always been an issue of worthy discussion. Roles of men and women portrayed in different social-status which is invisible to look at without having analysis. Frankly, Gender role stereotypes exist not only in socio-cultural discussion but also in English- language-textbook. (Savic, Anja; Hus, Vlasta; 2015) What is more, in all textbooks males present more active and females present quiet, socially approved roles. If we see in our daily life in Indonesia many women who work together as well as men. The position of men is higher and stronger than women as in families who work hard to earn money is a man, while women are only at home taking care of children and homes. Based on Gender Construction In Visual Images In Textbooks For Primary School Students (Damayanti, 2014) in those textbooks, the roles of females were very limited and mainly centered on nurturing professions such as teaching, food preparation, and serving and nursing; there was almost no job requiring specialist knowledge for women. In this study, we will see that in the English textbooks in Indonesia also contains gender stereotypes or not. In the textbooks, females were depicted as more dependent than males and were also construed to be admirers of an action carried out by the males and the number of female characters was always significantly less than males, the females were likely to be depicted as being nurturant, dependent, passive, submissive, helpless, incompetent, and unambitious (Damayanti, 2014). There is gender stereotype in the

character of male and female in the picture of textbooks from those studies show that males often come out in the picture at textbooks in comparison to females and the task is not too heavy from men, such as Javanese people in Indonesia a woman can only work at home.

The roles of gender stereotypes in visual images in textbooks contribute to raising students„ awareness of gender stereotypes in the English lesson. For students to know the rights and obligations of a man and a woman so that they have no limitation to work. Sunderland et al. (2001) have conducted a study focusing on a set of lessons involving gendered texts in a textbook. In the pictures in the textbook can increase student knowledge in gender equality. From here, students will know the rights and obligations between women and men at work, and they will wish without limitation what they want to become. The results show that the teacher„s talk cannot be predicted from the textbook text itself because traditional„ texts might be being endorsed and progressive„ texts undermined (Damayanti, 2014). From this, the teacher also plays a role in conveying the message to the images in the textbook so that students do not misinterpret the meaning of the picture. A similar study by Balfour (2003) focusing on female and male pupils„ responses to texts dealing with gender relations indicate that teacher„s talk around gendered texts contributes to raising students awareness of gender representation.

From the explanation above, this paper gives a brief overview of the new series of EFL textbooks in Indonesia, developed within a national language project starting since 2013. It then investigates the visuals gender stereotyping included in the one volume of the textbook series, which is to be discussed together with an analysis of the meaning-making resource of images formulated in Reading Images: The Visual Grammar Analysis by Kress and Van Leeuwen.

The new EFL textbook series for Indonesia lower secondary schools were developed as part of "Teaching and Learning Foreign Languages in the National Education System, Period 2013 - 2015" (hereafter referred to as Project 2020). Project 2020, considered as the most ambitious language initiative to date, was motivated by the pressing demand for English proficiency among Indonesia citizens for personal and national development. This paper provides a brief review of a new series of textbooks in Indonesia, which was developed in a national language project starting in 2013.

Textbook is visual representation used to facilitate learning, in textbooks included such as flashcards, handouts, film strips, and slides also be elements such as photos and drawings. These elements can be defined as any representational features of

textbooks which can increase the comprehension of the contents of lessons or clarifying instructions for doing exercises and activities (Jahangard, 2007).

a. Gender Ideology

Gender ideology is concerned with normative beliefs about the proper roles for and fundamental nature of women and men in human societies (Philips, S. U.; 2001). It shows that an individual can easily distinguish between men and women through their gender differences because the difference between sex and gender is central to the concept of gender ideology and someone gave a gender identity is considered to help maintain it is a cultural variable through other axes of identity such as class, race, ethnicity, age, and sexuality.

Gender ideology is presented as a system of signs, in other words, code for example, when trying to establish cultural standards for beauty, women may use cosmetics, certain styles of dress and even certain colors (Sovica, Anja; Hus, Vlasta; 2015). This is usually indicated by several accessories, attributes, behaviors, and roles that are used to distinguish between men and women. People are unaware of their perceptions that compose the reality of roles between men and women, this shows that their roles, characteristics, activities are ideally arranged.

b. Gender Stereotype

Campbell (1988) defines stereotyping/stereotypes as "personifications", which are tangible among members of a designated society and are transmitted from generation to generation. This reflects beliefs about suitable behavior for men or women. Described the characteristics of men and women are usually associated with their gender roles such as roles in men are skills, courage, never cry, aggressive, and so forth related to their gender roles, namely as the main breadwinner and family leader. Whereas women are affectionate, caring abilities, warmth, gentle, shy, crybaby. In empirical reality, this is not appropriate. Women also have the skills, courage, never cry, aggressive, and so on. Conversely, men are also whiny, gentle, affectionate, shy, capable of nurturing and so on. In other words, In Fung and Ma's (2000) words, a stereotype is regarded as a subjective perception, which may also be in accordance with an intuition, a bias, an imagination, or a past memorial of a person. This is usually obtained from childhood from his parents who refer to the surrounding culture by instilling values, roles and beliefs about the duties of a man and woman.

Moreover, Martin and Halverson (1981) consider gender stereotype as one type of "subjective perception of what a man or woman should be or how people should behave" (p. 29). This shows that gender stereotype explains the tasks that should be

done by a man and woman. According to Ali Mandani, if books, toys, or tools are described or described as "for boys" or "for girls." For example, chemical devices that only describe boys are stereotyped. Therefore, gender stereotypes do not only exist in real life but also in textbooks in schools Gender Issues in Indonesia According to Masruchah and Keenan (2005: 170), as regards gender equality, the Indonesian government has formally addressed this in the 1945 Indonesian Constitution, which does not differentiate or discriminate between men and women in the workforce, health, politics or law. But it is still ignored, especially in terms of education. For example like in class, a woman rarely becomes a class leader because she is considered indecisive and cannot lead her only as a secretary and treasurer. (Holdsworth (2007) holds that "education plays a vital role in shaping, questioning and reinforcing the identities of boys and girls, in addition to helping shape perceptions about gender relations and equality in society outside the classroom" (p.62). This shows that the learning process in the classroom greatly influences students' knowledge in understanding gender equality in everyday life. Additionally, Abbot and Wallace (1997) believe that in the textbooks males appear more frequently when compared to females, and at times women fail to be featured at all in textbooks. The males are likely to be shown to be engaged in active rather than passive behaviors. (p. 63).

As Holmes (2009) states, gender stands for the explication of the social expectations, rules, and norms affixed to femininity and masculinity. This refers to the duties of a woman and man that have restrictions, but basically, women are more limited in any case compared to men as in work, women are not permitted to work hard while men can work in any way. In support of this view of gender, Humm (1989) states that "gender is a group of culturally- shaped features and deeds allotted to both females and males". Accordingly, "gender is something that people accomplish instead of part of what people are to be based on"(West & Zimmerman 1987). This makes it difficult for someone to distinguish between gender and one's nature which must be fulfilled, gender is a difference in roles, positions of responsibility and division of labor between men and women in accordance with the norms and customs or beliefs of the community.

c. Gender Stereotypes in the EFL Textbook

Damayanti (2014) explains that the fact that nowadays more Indonesian women have greater possibilities to work in the formal sectors should be made known throughout the country, one of the ways is through EFL textbooks that present various roles of women in the formal sector to encourage more female students to pursue

higher education for their better future and more involvement in the formal sector. Textbooks are a very important role in the teaching and learning process because they are the main reference for teachers to carry out teaching activities in the classroom. Pinter (2006) states that textbook is the most important teaching and learning material that guides teacher‟s and learner‟s activities in many classrooms. In the learning process, the teacher uses a textbook to guide student teaching.

As quoted by Wang, 1998 confirm that the ELT (English Language Teaching) program really depends on what is served by the textbooks that the teacher used. While books can influence the mindset of students in responding to a topic or picture. Ellis (2002) states that "the gender bias available in the textbooks and pictures brings about these sources to be unacceptable to be used". For that reason, textbooks cannot be ignored. The teacher must be able to select books that include pictures so that the pictures fit the topics and themes in the material and do not contain gender equality. Especially in the textbook, there is gender equality in the picture. Sadker and Gittleman (2007, p. 144) state that "students spend as much as 80 to 95 percent of classroom time using textbooks and that teachers make a majority of their instructional decisions based on the textbook."

d. Visual Grammar Analysis

Kress and van Leeuwen (2006) put forward the first systematic and comprehensive framework for multimodal discourse analysis in the book Reading Images: Visual Grammar Analysis. Visual Grammar Analysis considered that language is a social semiotic form. The combination of language and other semiotic forms in a discourse makes the discourse meaningful and colorful to the reader's visual grammar analysis as the theoretical framework, analyzing the three aspects of Visual Grammar, namely representational meaning, interactive meaning, and compositional meaning to find out the gender stereotype in the textbook.

e. Representational

Based on Kress and van Leeuwen (2006) representational meaning refers to the faithful reproduction of the objective world of people, human activities, places, and even the inner world of people. It shows consists of two processes: the narrative process and the conceptual process. The narrative process concludes the action process, reaction process, verbal and mental process, while the conceptual process contains a relational process and existential process.

f. The Interpersonal

Interactive meaning, to make it simple, is a description of the relationship of image marker, image representation, and readers by Kress and van Leeuwen (2006). That study tells the elements, including in the interactive meaning, are contact, attitude, distance, and modality. Modality in visual grammar analysis is grouped into three kinds: high modality, middle modality and low modality which can be demonstrated by color, illumination, etc based on article Kress and van Leeuwen (2006).

g. Composional meaning

Compositional meaning means the whole layout of multimodal discourse. The elements composed the compositional meaning are information value, framing, and salience. Information value is the placement of particular information such as new and old information. Framing means whether there are some devices to connect the elements of discourse or not. Salience refers to different degrees of elements for readers such as background and foreground. Kress and van Leeuwen (2006).

2. METHODS

This study is qualitative research, the data can be collected through observations, document and observation guide. Observation is a technique of collecting data through observation. By making observations researchers can observe the object of research more closely and in detail, for example, researchers can observe the activities of the object under study. These observations can then be put into verbal language. (Kawulich, Barbara B.; 2005) believe that observation is used in the social sciences as a method for collecting data about people, processes, and cultures. Observation is one of the data collection methods in qualitative research that is a description of the events, behaviors of a social setting. Observation is also the main tool to help researchers document what is happening.

The document is a study material in the form of writing, photos, films or things that can be used as a source of study other than through interviews and observations in qualitative research. In this study, data can be obtained through, among others, archival analysis or documents such as textbooks and syllabusused. Based on (Roohani & Zarei, 2013) this study uses documents such as textbooks for analysis. From this document, the researcher will get some picture data in the textbook about the characters of male and female. While the syllabus is one of the documents to adjust the pictures and topics that are being discussed.Documents collected by the researcher are selected and sorted to be taken whichever fits the focus of the study. The documents taken were used as supporting data for the research. So that the results of studies and research conducted can be presented more valid and more complete, so

that the resulting exposure will be more accurate and can be accounted for as a credible and scientific study. There are three observation guide, based on Kress and van Leeuwen (2006) they arerepresentational meaning, interactive meaning, and compositional meaning to find out the gender stereotype in the textbook.

This research dealt with qualitative research data in the visual analysis of the English textbook of secondary school. Therefore, the data analysis method that use in this research is critical visual analysis. Kress and van Leeuwen (2006) put forward the first systematic and comprehensive framework for multimodal discourse analysis in the book Reading Images: Critical Visual Analysis. There are three aspects of critical visual analysis, namely representational meaning, interactive meaning, and compositional meaning to find out the gender stereotype in the textbook. Additionally (Ping, Kuang; 2018) analyzing the Lesaffre website based on Visual Grammar established it as a suitable research tool for analyzing images to investigate gender stereotypes in textbooks. The function of the image includes how the researcher uses images in their perception according to gender stereotype. In analyzing images, researchers will write into the text and describe the meaning of the image.

This analysis is intended to enrich the data in the document field by researchers. On the other hand, the results of the conversation at the picture analyzed using critical discourse analysis (CDA), the conversation was explained and thoroughly criticized this to naturalize the discourse in the picture, it is used to support image analysis data on textbooks. So, conversation in the picture explained in the author's analysis using CDA. In short, the analysis sessions aim to explore how the gender stereotype analysis process in the images in the textbook. Thus, the picture will be analyzed into three perception scale, they are representational meaning, interactive meaning, and compositional meaning to find out the gender stereotype in the textbook.

3. FINDINGS AND DISCUSSION

This study examines how gender is represented in the visual and texts of one English textbook used in most secondary schools in Indonesia. There is one book that will be examined in this study that is Bahasa Inggris (edisi revisi 2017) textbook for the first senior high school. The first step of this study is to Classify the „gender" of the picture, there are 75 kinds of pictures in general in the textbook and will be selected to represent gender stereotypes. The next step is to select a picture that involved females and males to meet the first objective of the study. Of the seventy pictures, there are eighty-four male characters and forty-four female characters. 34.3% of the pictures are about the hobbies and position of a woman as a partner, the rest 65.6% is about men as inspiring figures. This shows gender stereotypes in female characters because the

number of female characters is less than male characters. (see Damayanti, 2014; Roohani & Zarei, 2013), stereotype patterns about females and males were consistently portrayed the number of female characters was always significantly less than males and we take five pictures that represent the gender stereotype in the picture. Five images are chosen at random to avoid interference from each subjective point of view.

The picture was visually analyzed in terms of three aspects such as representational meaning, interactive meaning, and compositional meaning. This visual analysis is used for the purpose of study in accordance with three aspects of Kress and Van Leeuwen (1996/2006) and analyzed according to appropriate social theories. Based on (Ahour, Touran; Zaferan, Pardis; 2016) the applied social theory which is mainly concerned with social actors and their role in society gives a critical color to the findings of visual analysis.

Based on (Unsworth & Ngo, 2014) pointing out the important role of visual resources in language classrooms has long been advocated because many argue that images can go beyond providing students with a visual background from context or arousing motivation. Therefore, this study was conducted so that teachers are careful in choosing visual images in books so that students are not trapped in interpreting the images. The Realization of Representational Meaning.

From a representational standpoint, that representational meaning refers to the objective reproduction of the world's people, human activities, places, and even the inner world of people. It consists of two processes: the narrative process and the conceptual process. The narrative process concludes the action process, the reaction process, the verbal and mental processes, while the conceptual process contains the relational and existential processes (Ping, Kuang; 2018). In this case, most of the pictures in the textbook on gender stereotypes have been represented. In the narrative structure in the picture, there is a process of action and reaction that occurs. This is played by two male and female characters, there is a two-way conversation structure. In addition, it also explains the location, circumstances, and activities that occur to identify the image. Meanwhile, the narrative structure can be observed clearly and conceptual structure can also be seen in the picture. Analyzing the narrative and conceptual processes in representational meaning can be used to identify images in the textbook about image representations, character activities in images, places, and even characteristics that exist in images.

The Realization of Interactive Meaning

Interactive meaning, to make it simple, is a description of the relationship of image markers, image representation, and readers. The elements, including in the

interactive meaning, are the contact, attitude, distance, and modality. Modality in visual analysis is grouped into three types: high modality, middle modality and low modality which can be demonstrated by color, illumination, etc. In this study, interactive picture elements are represented in picture frames on male and female characters. Eye contact analysis of male and female characters shows that one of them invites to interact to respond to one another. On the other hand, male and female characters look at each other and in this way the picture implies that a conversation requires 'face- to-face' interaction (Ahour, Touran ; Zaferan, Pardis;, 2016).

Next analyzed from an interactive perspective is social distance. The social distance used shows that the characters from one another in the picture maintain their personal relationships. In accordance with the interaction and also the social distance, it shows that the characters between men and women in the picture emphasize the direct interaction between the male and female characters represented and the interactive ones. As alluded to in the previous chapter, the relationship between each character and the interactions that occur, the main purpose of completing a written conversation with the image representation of participants with the contact, attitude, distance, and perspective that is maintained when they talk to each other, as well as the color and lighting use in the picture.

The Realization of Compotional Meaning

Compositional meaning means the whole layout of multimodal discourse. The elements are composed of compositional meaning are information values, framing, and salience. Information value is the placement of particular information such as new and old information. Framing means whether there are some devices to connect the elements of discourse or not. Salience refers to different degrees of elements for readers such as background and foreground. (Ping, Kuang; 2018). In the analyzed picture, the value of information, framing and significance are very clear. Placement of frames on male and female characters is placed based on the role and special status of the character. For example, in picture 1 there is a man as an artist placed on the right while women give praise on the left as a fan which shows that the woman knows things about the man. This shows that there are different roles between the two characters in the picture through the position of their frame. Besides, some conversations support the picture, it will be analyzed according to the CDA which explains that the meaning of the sentence used by the woman is "What a wonderful performance" shows a sense of admiration for the appearance of male characters who act as artists. Instead, the artist responded with the phrase "thank you" which means grateful because it has been appreciated with praise. So, the thing that stands out in

the picture has the meaning of ideologies based on (Ahour, Touran ; Zaferan, Pardis;, 2016). This will be detailed in the image analysis paragraph.

Ideological Representation of Social Actors

(Ahour, Touran ; Zaferan, Pardis;, 2016) shows that the application of a descriptive social semiotic the framework cannot be exclusive on its own; consequently, to achieve a full interpretation, there should be a reference to the relevant social theories. Therefore, this study uses CDA in critically analyzing through the conversations listed in the Damayanti (2014) picture and gender theory that has been used to complement the use of critical visual analysis of Kress and van Leeuwen (2006).

In gender representation, three aspects of critical visual analysis namely representative meaning, interactive meaning and also compositional meaning can be used on all sample images to determine ideology. But some aspects are not listed in the picture that does not represent gender so that it shows an inappropriate representation of ideologies.

Referring to the results obtained by the application of the Kress and Van Leewen (2006) framework, no differences were found in the pictures between male and female characters in responding but they had physical differences and how to respond. Image analysis is done by analyzing conceptual representations and image modalities. This is shown in the response of a woman to a man who is admired in the first picture. In other words, the two characters in the picture are having a compliment interaction and replying well with praise to keep the interaction memorable. This has been achieved through the representational structure of images. Referring to the representational meaning in the picture, male and female characters look equally active in doing something. This can be seen from the first and second images. Also, female characters are represented with equal positions with men, this can be seen through their respective positions.

In the critical visual analysis, considerations between male and female characters have the same role. This can be seen in the picture shown, what can be done by men can also be done by women, and vice versa. Besides, the things that we can consider in the picture are the items and clothes and accessories used by each character, this can help identify the identity of the profession being played.

The Result Of The Critical Visual Analysis In Textbook

Figure 1. meet and greet with fan

In this picture, the main characters are male which is shown with animated images. The picture depicts a concert performed by a man singer idolized by a woman. There is a woman as a fan who praises her idol singer on the left and men as a singer and also a female idol on the right. According to (Ahour, Touran ; Zaferan, Pardis;, 2016), the position also determines the role of the image. Besides that, women admire a man. Female characters can be recognized from the haircut with bangs to the side wearing blue trousers and an orange shirt. Male characters are presented in white clothes and brown pants using eyeglasses, hats, guitars and mic accessories. A singer holding a guitar and a mic beside him, and also a short- haired female fan with a yellow background.

The picture explains that women as admirers of men. Whereas men are competent and achievement-oriented, more instrumental and independent, more involved in activities, stronger and given more diverse work roles than women. it isn't easy to identify characters' roles, because in most illustrations they are shown meet and greet with the idol. nevertheless, we can still decode gender stereotypes if we look more closely. For example, the picture below shows the two main characters a woman as an admirer and a man who is admired. Based on (Damayanti, 2014) women tended to use expressive language more than men. when we see from the picture above a woman shows her admiration by saying "What a wonderful performance" with an expressive face. This shows that the woman was very happy to see the appearance of her idol. The idol responded by saying "Thank you". It shows that he was grateful for his performance that his fans liked.

Female characters are orange and male characters, white. That is completely opposite to the social color classification: orange for girls and white for boys. In this case, there is a color gender stereotype that usually women wear bright clothes, in this photo just the opposite. According to (Savic, Anja; Hus, Vlasta; 2015), matters relating to colors that are contrary to social color classification can be seen as a positive step by illustrators to contract color stereotypes. In addition, the height of the character needs to be considered. Female characters are much smaller than male characters. That is a high stereotype in society, where men are generally shown to be taller.

Male is presented active in appearance, as agents who do what they want. On the other hand, female characters are shown as people who do what they want. This line between task and desire is so interrelated that a woman's character may not even be aware that all her actions are unconsciously directed at the desired action. So, we can see a woman's character smiling when she sees her idol. This can be seen in the character's color. In female characters are orange and much darker than a male figure wearing a bright white color.

To conclude, in the picture above men are more active than women, this shows the existence of gender stereotypes because in general women can also be what is played by men. Based on (Roohani, Ali; Zarei, Mandani, 2013) the textbooks males appear more frequently when compared to females, and the males are likely to be shown to be engaged in active rather than passive behaviors.

Figure 2. Painting show

In the picture, the background used is pink with a woman painting and there is a man standing right behind him staring at her painting. from the back later and also the picture we can see the main character of the picture, a woman artist which is shown with animated images. This can be said as color gender stereotypes because in general women like pink colors, and the authors choose a pink background for the background color of the image, but in the picture, there is also a male character and not all men like the color pink, therefore this can be said to be a gender color stereotype. Based on (Savic, Anja; Hus, Vlasta; 2015) That is completely opposite to the social color classification. In addition, in terms of the position of characters between men and women are different, this shows the difference in roles between the two of them. Based on (Ahour, Touran ; Zaferan, Pardis;, 2016) different zones of an image have different informational values it appears that a female artist is on the right and a praising man is on the left. This looks to offset the first picture that shows a man who has the main character who is on the right too. Female characters can be identified from hair tied in black pants and white shirts by holding brushes and watercolor. Male characters are presented in white shirt clothes and black pants too. From the movements made by the female artist by turning her body towards a man who praises her to respond and knows who is praising her. This is identified in accordance with (Unsworth & Wheeler, 2002) the identification of the represented participants whether animate or inanimate, the processes of the activity described the attributes or the

qualities of the participants and, finally, the circumstances in which the action is being developed. In terms of the color of clothing that is used is a neutral color that is white, where women and men also like these colors. The interaction between a female painter and a man who compliments her painting by saying "great job" in an ordinary style, this shows that the man praised the woman and he knew that she is very good in ability. Female artists respond happily and say "I'm glad you like it" it's mean that she was happy to hear he appreciate her creation.

Based on (Savic, Anja; Hus, Vlasta; 2015) occupation roles of males had a higher status than women, and character differences described women as passive and immobile. But in the picture above we can see that women can also be more active than men. Pictured above are a woman painting artist and a man in a place with a pink background. The artist paints the face of a woman with long hair using a blue shirt. The artist painted the face of a woman with long hair using a blue shirt. But basically not only women can paint, but a man can also paint.
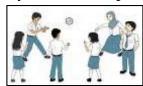

Figure 3. Playingball throwing

The activity was carried out in the schoolyard by six students consisting of three male students and three female students with a white background which is shown with animated images. In the character of the female students still wearing school uniforms, but there is a difference here in their clothes from the clothes of three women there are different, there is one woman who wears a veil and two others do not use a veil. This shows that one of them has a different religion and they play together regardless of their religion because they have a great sense of tolerance. But not only girls but also male students who played together there. Two brown male students seemed cool to come into play and one white male student seemed to just watch by putting his hands in his pockets waiting for his turn to get the ball. Based on (Ahour, Touran ; Zaferan, Pardis;, 2016) „Distance‟, „contact‟, and „point of view‟ play the key roles for the recognition of interactive meanings. we can see from the distance between students with distinction by making a circle ball, this is because they are playing throwing a ball and making it easy to throw it to another friend, while from the contact they may look at other sides and in this way they usually offer and throw the ball. From his own point of view, there are several characters of students who respond and not in addition, in terms of the position of characters between men and women are different, this shows the difference in roles between the two of them.

It appears that a woman throws the ball and others catch the ball, some give cheers to her friends who throw the ball and one of them just pay attention, the information in their books was made for groups to play throwing balls, some of these students looked very happy throwing the ball, cheering their friends on with applause and just watching. In this case, there is equality between women and men in terms of play, usually, games related to the ball are only men but in the picture, women can also play ball like other male students. This is contrary to the opinion according to (Roohani & Zarei, 2013) that women are shown taking water, working in the kitchen or cleaning the room.

To conclude that there is a gender stereotype in the picture, there is a man who is reluctant to catch the ball with his hands in his pants pocket, this shows that there is men are not very active in playing. Based on (Savic, Anja ; Hus, Vlasta;, 2015) they are mostly presented at play, where toys represent their future social roles. The male is presented as active in play, as an agent who does what he wants.

4. CONCLUSION

Based on the results of data analysis using used three aspects of Kress and Van Leeuwen namely representational meaning, interactive meaning, and compositional meaning, the focus of the analysis was on images consisting of male characters and women use the theory of "critical visual analysis". Total pictures in the textbook there are 75 types of images, and consist of 44 images of female characters and 84 images of male characters. 34.3% of the pictures are about the hobbies and position of a woman as a partner, the rest 65.6% are about men as inspiring figures. There are five images selected according to research on gender stereotypes and these images consist of random male and female characters in images in English (revised edition 2017) textbook.

All images contain these three aspects such as the representational meaning explains that the picture shows something real and familiar about the world's people, human activities, places, and even the inner world of people. Whereas the interactive meaning that is determined in terms of contact, attitude, distance, modality and social perspective, the picture carries the message of equality and objectivity. Then in the compositional meaning, there is the value of information, framing, and salience which means a picture through the position of the characters in the picture. On the other hand, the results of the conversation at the picture analyzed using critical discourse analysis (CDA), the conversation was explained and thoroughly criticized this to naturalize the discourse in the picture, its is used to support image analysis data on textbooks. So, conversation in the picture explained in the author's analysis using

CDA.

Based on these findings and discussion, it can be concluded that gender stereotypes in textbook images are a imbalanced representation of gender roles and are not only displayed in written text but also in pictures because meaning is constructed multimodally. This means that the teacher can know that the textbook is a medium that can trap students in interpreting an image. Based on (Unsworth & Ngo, 2014) shows the prominent role of visual resources in language classrooms has long been advocated, as many argued that images could go beyond providing students with a visual background of the context or arousing motivation. Therefore choosing textbooks is very important in the learning process for teachers in preparing learning materials. Displaying the results of this analysis brings the conclusion that the visual images in the textbook give a real picture of everyday life and some pictures show how the characters in the picture behave and respond to something. This book teaches us about many things, one of which is about gender stereotypes in the environment through images printed on the textbooks used.

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