

ABSTRACT

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This study investigated gender representation of jobs from three different book sources: the tenth-grade English textbook "English," the eleventh-grade English textbook "Let's Learn English," and the twelfth-grade English textbook "BRILIAN English." This study was conducted to examine both genders are represented equally in the three English textbooks of Senior High School in Yayasan Perguruan Gajah Mada. This study used a descriptive research method with a qualitative methodology. The data was analyzed using Gharbavi's (2012) theory and Logsdon's (1985) as supporting theories. The data for this study was derived from three books that represent gender representation based on jobs. The data was collected from texts and pictures. It was analyzed by classifying gender representation content into jobs related to visibility and jobs related to social roles. Document analysis was used to collect data for the research to describe visual and textual data. The results of this study were examined from two aspects, namely visibility and social roles. The visibility aspect was examined based on texts and pictures, where the number of males was more dominant than females. In social roles, aspects were examined of job representation that the composition of the jobs of males and females was balanced. These aspects can be seen in social life, where jobs were dominantly done by males. Three textbook sources showed that males and females can do the same jobs. The authors of each book created a balance social role between males and females related to jobs by gender; only males were done for some jobs, only females were done for some jobs, and some jobs can be done by both genders. In conclusion, job representation related to gender was equally distributed for males and females.

Keywords : gender analysis, jobs representation, English textbook, senior high school