

**AN ANALYSIS OF FEMALE REPRESENTATION IN NARRATIVE
ENGLISH TEXTBOOK ENTITLED “BUKU INTERAKTIF BAHASA
INGGRIS” USED AT JUNIOR HIGH SCHOOL ONE MARON**

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ

By:
Sherlyta Fisca Aulia
SRN : T20196001

**ISLAMIC STATE UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH TEACHERS TRAINING
ISLAMIC AND LANGUAGE EDUCATION DEPARTMENT
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NIM: T20196001

KI/

Advisor

A handwritten signature in black ink, appearing to read 'Isnadi', is positioned above the printed name of the advisor.

Isnadi, M.Pd.
NIP 197106103014111004

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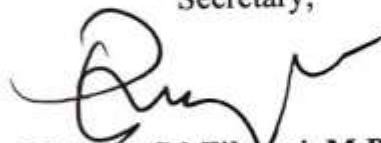
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Date: May, 12nd 2023

The board of the examiners

Chair,


As'ari M.Pd
NIP.197609152005011004

Secretary,


Moh. Rofid Fikroni, M.Pd
NIDN. 2003069303

Members:

1. Dr. Suparwoto Sapto Wahono, S.Pd.,M.Pd
2. Isnadi, M.Pd



Approved,
Dean of The Faculty Tarbiyah and Teacher Learning




Prof. Dr. H. Mukni'ah, M.Pd.I
NIP.196405111999032001

MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

(1) He created man from a clot of blood. (2) Read, and your Lord is the most gracious, (3) Who imparted knowledge by means of the pen. (4) He taught man what he did not know. (5) In fact, man crosses the limits. (QS. Al-Alaq:1-5)¹



¹ Muhammad Taqi'ud Din AL-Hilali and Muhammad Muhsin Khan, Translation of the meanings of the Noble Qur'an in the English Language, (King Fahd Complex for the Printing of the Holy Quran: Makkiyah, K.S.A), 107.

DEDICATION

I have proudly dedicated this thesis for;

1. My Beloved Family

I have to thanks Mr. Eko Hariyanto and Mrs. Susialin Ningsih as my great parents and Miss Irma putri noviyanti, Miss Yeni Puspitasari as my beloved sisters for always supporting, motivating, and loving me luck as long as being a student college till I have finished my thesis as well as possible.

2. My friends

I have to thanks my friends who have stayed beside me till I have finished my thesis.

3. Last but not least, thank you so much for me who has worked to finish the thesis, by all those I have created myself who I am today. Hopefully Allah SWT always gives you healthy conditions, amen.



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ACKNOWLEDGMENT

Praise belongs to Allah, Lord of the Universe, To Whom we worship and we pledge for help. Shalawat may always be poured to the man of honesty, patience, devotion, noble, discipline, consistency, empathy, Rasulullah SAW (peace be upon to him), and to his followers to the end of the day. I express my highest gratitude to Allah SWT for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. In arranging this study, a lot of people have provided motivation, advice, and support for me. In this valuable occasion, I intended to express my gratitude and appreciation to all of them.

The researcher realized the thesis would not finish without help from other people. Therefore I would like to express the gratitude to the following people;

1. The greatest, Prof. Dr. H. Babun Suharto, SE,MM as a rector of the state Islamic University of KH. Achmad Siddiq Jember has allowed me to study at this University.
2. Prof. Dr. Mukni'ah, M.Pd.I as the Dean of the Faculty of Tarbiyah and Teacher Training State Islamic University of KH. Achmad Siddiq Jember has facilitated to study in this faculty.
3. Dr. Rif'an Humaidi, M.Pd.I as the head of Islamic Studies and Language Education Program, thanks for giving permission for the researcher's research.
4. Mr. As'ari, M.Pd.I as the Head of the English Education Department
5. Mr. Isnadi, M.Pd as my advisor has guided and motivated me to study English and finished my thesis.

6. All lecturers of Tadris English at the Faculty of Tarbiyah and Teaching Science Islamic State University of Kiai Haji Achmad Siddiq Jember.

Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed.

Jember, May 12th 2023

Sherlyta Fisca Aulia



ABSTRACT

Sherlyta Fisca, 2023: *An Analysis Female Representation in Reading Skill English Textbook Used at Junior High School.*

Keywords: Female Representation, Reading, Textbook.

Female representation is one of the problems found in studies, especially female representation in English Textbook. This can affect students' thinking, since students spend part of their time in school and textbook is one of learning media that students often use. This was intended to know about female representation in the English textbook entitled "Buku Interaktif Bahasa Inggris" according to preliminary study, researcher found that English textbook contained some female representation that aim to female discrimination.

This study has research focus namely: How Female are Projected their position in Reading English Textbook entitled "Buku Interaktif Bahasa Inggris?" That aims to explain of female projected in reading English textbook entitled "Buku Interaktif Bahasa Inggris" for junior high school.

This research used a qualitative approach. Data collection techniques used observation. The data analysis used content analysis based on Donal Ary's analytical theories, which were consist familiarizing and organizing, coding and reducing, interpreting and representing. The validity data used theoretical triangulation, which is researcher analysis the data, after that researcher found theory about female representation, the last researcher check the result from data analysis.

The result of the studies is the female representation in English textbook entitled "Buku Interaktif Bahasa Inggris" was represented equally the female and male position; female was described as being able to become leader and did not just done housework chores. There were several chapters in textbook "Buku Interaktif Bahasa Inggris" which showed the female representation in carried out housework activities.

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CHAPTER I

INTRODUCTION

A. Research Context

Based on curriculum 2013, English lessons are mandatory. Students receive English lessons from elementary school until senior high school. At elementary school, students only study about vocabularies. It is different from junior and senior high schools that the students do not only study vocabularies but also tenses. There are four important skills in English lesson listening, reading, speaking, and writing. One of the skills the students should learn well is reading. According to Nunan reading is essential skill for learner of English as second language. Reading is skill that helps student's added vocabulary and can be a mean of their communication skills.²

In teaching English, teachers used English textbook to help students during the learning process. Textbooks are student's manuals in the learning process. The researcher use the textbook as a reference to figure out how female were projected. This discrimination between female and male is due to many roles of male in school textbooks and female roles simply projected being in the kitchen. girls and women are almost invisible in books illustration and in content.³

Generally females have been seen as inferior to male in terms of their qualities, capacities and their roles in society. According to Tilak, female earn

² Nunan, *"Designing Tasks for the Communicative Classroom"*, Cambridge: Cambridge University, 2003.

³ Jafri, "A Potrait Gender Bias In the Prescribed Indonesian ELT Textbook for Junior High school Students", 1993.

less than what they should, get hired or promoted less often they should⁴. According to the human development report female performs approximately two third of the total world's work but only ten percent of the world's income. So that the female role in society is almost as much as male role in society.

Comparisons between males and females in life have been discussed by researchers, in education and culture. In junior high school One Maron, the researcher found unbalanced the number of male and female.

According to Meighan and Harber, in Britain until the 1980s, females have smaller proportion of achieving success at all levels than males. Female cannot be equated to male, but the prophet says there is no discrimination between male and female in the seeking knowledge, Holy Qur'an says "He created you (both female and male) one and the same soul"⁵. It means that the positions of female and male are equal.

A Moroccan researcher, Sabir has explained the importance of gender equality through family law passed in 2004 in Morocco. After the passing new family code, Human Right Education Association (HREA) decide to undertake on 18-month legal form project to help solidify these changes to training of judges and through review of school textbooks. It is assumed that female have very limited role in life. ⁶

⁴ Tilak, "*Women's Education and Development*", Delhi: Gyan Publishing House, 2007, pg. 284-286.

⁵ Meighan & Hraber, "*A Sociology of Educating*", New york: Continuum International Publishing Group, 2007, pg. 376-377

⁶ Sabir, "*Review Of Moroccan School Textbooks For Gender Equality and Human Rights by Regional Director (HREA)*", Project Results, Retrieved March, 2008,pg. 1-2.

The use of textbooks in teaching and learning has both advantages and disadvantage, depending on how the textbooks are used and their contents. Based on interview with an English teacher Mrs. Herlin at junior high school one Maron Probolinggo east java. The textbook is easy to understand by students, the students use the textbook to improve their vocabularies. The researcher has chosen reading skill as the focus in this thesis because reading skill is one of the skills that students have to master besides speaking, writing, and listening. Furthermore the largely bias gender problem in the textbook is found in the reading within the textbooks, especially in its narrative text.

Characters of female are displayed on positive and negative attribution. Positively characters are displayed such as helpful, obedience, and caring. The negative character displayed was coward and careless.

Therefore the researcher interested to analyze female representation in English textbook entitled “Buku Interaktif Bahasa Inggris” used at junior high school.

Based on the explanation above, the researcher tries to analyze it under the title An Analysis of Female Representation in Narrative English Tetxbook entitled “Buku Interaktif Bahasa Inggris”

B. Research Focus

Based on the background above, the researcher formulate the research question as follow:

How female are projected their position in reading English textbook entitled “Buku Interaktif Bahasa Inggris”?

C. Research Objective

Based on the statement of research question above, the objective of this study is:

To explained of female projected in reading English textbook entitled “Buku Interaktif Bahasa Inggris” for junior high school.

D. Research Significances

The result of the research expected to give some contribution for:

1. English teacher

The result of this study expected to give inputs to the English teacher in order to give more attention to how teach materials without having discrimination females and teach student the value character education.

2. Other researcher

Hopefully this research will give an inspiration for other research to find new ideas in analyzing female representation with different perspective.

E. Definition Of Key terms

1. Female Representation

Female position in a sphere of life includes a female’s role as a woman whether in society or education. In shorts, female representation is communal view of the position and the role of female in society, as well as the role that society assigns to female in the social environments.

2. Reading

Reading is fundamental in comprehending process. Reading stimulates also interaction between one person and another. Reading will give reader's understanding what the writer convey in his writing. The reader is expected to exclude any misleading interpretation.

Thus, reading is the interaction that occurs between the writer and reader as well as the text in reading activities. The readers with the background knowledge can think and even analyze text. Through reading the readers get the knowledge and the writer could convey the meaning useful for the future.

3. Textbook

Textbook is a learning instrument in a classroom consisting lessons that can help improve students' abilities. Textbooks may also be used to guide students to assist students in the teaching activities in class. Thus, the students learning guide book in teaching learning activities.

The meaning of my research thesis is how to analysis female representation in English textbook entitled "Buku Interaktif Bahasa Inggris" used at junior high school one Maron.

F. Structure Of The Thesis

This research had five chapters. Each chapter had some sub chapters but having relevance one another. Generally, research had three parts. They were preliminary part, essential part, and final part that would be described below;

The first was preliminary part. It concluded the research tittle, approval sheet, approval from board examiners, motto, dedication, acknowledgment, abstract, and list of picture. The second was the core part, concluded;

1. Chapter I discussed about introduction the thesis. Consisting of research background, research questions, research objectives, research significances, definition key terms, and structure of the report.
2. Chapter II discussed about review of connected literature review consisting of previous research of this research, and theoretical frame work.
3. Chapter III discussed about research methodology of this research consisting of research approach and type of research, research subject, data and source of data, data collection, technique of data analysis, validity data.
4. Chapter IV discussed about findings of data analysis and discussion. The data in this research was about female representation in English textbook “Buku Interaktif Bahasa Inggris”.
5. Chapter V discussed about conclusion and suggestions of this study. The third was last part including references, bibliography of researcher, and declaration sheet.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

This research is not the first research in analyzing female representation in English textbook. The research found some related research's :

1. The first study was conducted by Sella Rohmawati, 2020, entitled “Occupational Gender Stereotypes in Indonesian Secondary School English Language Textbook”. This research used qualitative data. The study found that male occupations were more common and diverse than female occupation.⁷ It is different from my thesis since focuses on reading text while the previous study focuses on all aspects.
2. The second was conducted by Dr. Muhammad Abid Malik, 2021, entitled “Gender Representation in English Textbook: A content analysis about public sector middle school textbooks in Punjab”. This research was investigates gender representation in grade 6,7, and 8 English textbooks . This research used qualitative data. The findings of this study show the despite the hue and cry from the civil society, and the claims from government authorities⁸. It is different from my thesis since focuses in reading text analysis but in previous study focuses in grammar analysis.

⁷ Sella Rohmawati, “Occupational Gender Stereotypes in Indonesian Secondary School English Language Textbook, Universitas Sebelas Maret Indonesia,2020.

⁸ Muhammad Abid Malik, “Gender Representation in English Textbooks: A Content Analysis about Public Sector Middle School Textbooks in Punjab”, Journal of Arts and Social Sciences,2021.

3. The third was conducted by Ni Ketut Putri Nila Sudewi, Ni Luh Sutjiati, Ni Wayan Sukarini, state university Denpasar, Indonesia, 2021, entitled “Gender Representation in English Textbook Used by Senior High School”. This research was conducted to investigate the gender representation in the English textbook entitled “Bahasa Inggris Stop Bullying Now”. This research used quantitative and qualitative data. The data were focused on the analysis of six aspects which suggested by Logsdon. They were: 1) the number of female /male pictorial representation or illustration, 2) number of female/male characters, 3) male and female mentioned, 4) female/male roles models, 5) female/male roles activities, 6) pattern of mentioning female/male names. The result of this research showed that characters, mentioned, gender role models, female/male activity, and pattern of mentioning male/female besides, the use of language by male and female characters such as verbosity.⁹ It is different from my thesis analyzing textbook for junior high school but in previous study analyze textbook in senior high school.
4. The fourth was conducted by Astria Muazdalifah, Safrina Noorman, Wawan Gunawan, state university Pendidikan Indonesia, Bandung, Jawa Barat, 2021, entitled “Gender Representation in English Textbook : A Visual Grammar Analysis”. This research used qualitative data. The data were analyzed by following the theory of visual grammar by Kres & Van Leewuen. This research found that there is unquotable gender

⁹ Ni Ketut Putri, “ Gender Representation in English Textbook Used by Senior High School”, International Journal of Multicultural and Multireligious Understanding,2021

representation typically because both genders are represented through stereotypical portrayals. Males are represented to dominate language strategies and occupy more public areas, while females are represented to be passive and occupy more private's areas.¹⁰ It is different from my thesis since focuses on reading text but in previous study focuses on grammar analysis.

5. The fifth was conducted by Isnaeni Martha Fadhila, state university of Singaperbangsa Karawang, 2022, entitled "Women Representation in Indonesian ELT Textbook: A Comparative Study of Junior and Senior High School ELT textbook. This research used h qualitative data that uses critical discourse analysis to examine female representation in the comparison of Indonesian EFL textbooks for junior high school students and senior high school students. The data were analyzing female characters' visibility by comparing two junior high school textbooks (VII and IX) and two senior high school English textbooks (X and XII). This research based on analysis of two junior high school textbooks (grade VII and XI) and two senior high school textbooks (grade X and XII) several findings have been found. The textbooks were analyzed in several aspects of gender namely female or male pictorial representation or illustration emphasized the visibility of female characters in the two textbooks in which we used these social context parameters: 1) family, 2) occupations, 3) school participations and achievement, 4) hobbies and interest. It is

¹⁰ Astria Muazdalifah, "Gender Representation in English Textbook: A Visual Grammar Analysis", Jurnal Penelitian Pendidikan, 2021.

crucial to keep in mind that the focus of this research was only on texts depicting female visibility that were of the writer's analytical focus.¹¹ It is different from my thesis since analyze textbook in junior high school but in previous study analyze textbook in junior and senior high school then compares two textbook.

Table 2.1
Similarities and differences

No	Year	Researcher	Title	Similarities	Differences
1.	2020	Sella Rohmawati	Occupational Gender Stereotypes in Indonesian Secondary School English Language Textbook	My research and previous study discussed about female representation in English Textbook, we used qualitative approach	My research discussed about female representation in reading skill English textbook, but in previous study discussed about female representation analysis grammar.
2.	2021	Dr. Muhammad Abid Malik	Gender Representation in English Textbook: A content analysis about public sector middle school textbooks in Punjab	My research and previous study discussed about female representation in English textbook, we used qualitative approach	My research discussed about female representation in English textbook in reading skill, but previous study discussed female representation in grammar analysis

¹¹ Isnaeni Martha Fadhila, "Women Representation in Indonesian ELT Textbook: A Comparative Study of Junior and Senior High School ELT Textbook", ISSLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture, 2022.

No	Year	Researcher	Title	Similarities	Differences
3.	2021	Ni Ketut Putri Nila Sudewi, Ni Luh Sutjiati, Ni Wayan Sukarini.	Gender Representation in English Textbook Used by Senior High School.	My research and previous study discussed about female representation in English textbook, my research and previous study we used the same approach that is qualitative approach.	My research discussed about female representation in English textbook used in junior high school, but previous study discussed about female representation in English textbook used in senior high school.
4.	2021	Astria Muazdalifah, Safrina Noorman, Wawan Gunawan	Gender Representation in English textbook: A Visual Grammar Analysis.	My research and previous study discussed about female representation in English textbook, my research and previous study we used the same approach that is qualitative approach	My research discussed about female representation in reading skill, but in previous study discussed about female representation in grammar analysis.
5.	2022	Isnaeni Martha Fadhila,	Women Representation in Indonesian ELT Textbook: A Comparative Study of Junior and Senior High School ELT textbook	My research and previous study discussed about female representation in English textbook, In my research and previous study we used the same that	My research discussed about female representation in English textbook used in junior high school, but in previous study discussed about female

No	Year	Researcher	Title	Similarities	Differences
				is qualitative approach	representation in English textbook used in junior and senior high school. In previous study used qualitative data but in here the researcher compares two textbook in junior high school and senior high school.

Based on the explanation above, it could be seen that the researchers had their own ways to analyze their subject of the research. However the research found the novelty of the studies in this research used qualitative data and focused on junior high school textbook

B. Theoretical Framework

1. Female representation

Female representation refers to the depiction of female position in a group. The depiction here is not only related to the physical, but the character or traits owned by female. Female representation can also be interpreted as the position of female in society¹², here the researcher try to analyze the female representation in English textbook.

¹² Meighan & Hraber, "A Sociology of Educating", New york: Continuum International Publishing Group, 2007, pg. 254-265

According to Tilak, female earn less than what they should, get hired or promoted less often they should. According to the human development report female perform approximately two third of the total world's work but only ten percent of the world's income.¹³ It means that the role of female in world of work is still quite small and she has low position. Usually female in the world of work not to heavy and have a position below male, usually easy jobs will be positioned for female.

According to Meighan and Harber, in Britain until the 1980s, females have smaller proportion of achieving success at all levels than males¹⁴. female representation is communal view of the position and the role of female in society, as well as the role that society assigns to female in the social environments.

Based on Logsdon theory, they were six aspects of gender representation. Those aspects are:

- a. Number of male and female pictures which means how many pictures are shown about males and female are found in the textbook.
- b. The number of male and female names and pronouns, its means how many male and female names and pronouns are found in the textbook. Like how much mention “She”, “He”, “Lady”, “Boy” in the textbook such as in conversation, sentence, exercise, illustration in the textbook.

¹³ Tilak, “*Women’s Education and Development*”, Delhi: Gyan Publishing House, 2007, pg. 284-286.

¹⁴ Meighan & Hrabar, “*A Sociology of Educating*”, New York: Continuum International Publishing Group, 2007, pg. 376-377.

- c. The number of male and female occupational roles, which means how many male and female roles, is found in the pictures.
- d. The number of male and female games or sport, which means how many male and female games or sports are found in the picture. Like what sport are played by male and female. Dominant male carry out sport activities outside the home such as playing football, baseball, basketball, badminton, while very few sport activities are carried out by female such as running and swimming.
- e. The number of male and female roles models, which are either male or female as being a story teller telling his or her experiences in the texts, such as reading passages on the textbook. Aspect role model is characteristics, personality, and traits.
- f. The pattern of mentioning male and female by names and pronouns, showing either male or female mentioned first in the sentences and illustrations, such as conversation.¹⁵

Meanwhile characteristics of female based Baron and Brancombe's showed :

- a. Expressiveness, it mean very happy to be given the opportunity to speak and never give up ideas are not accepted. With this the expressiveness types tends to be impatient.

¹⁵ Logsdon, "Gender Roles in Elementary School Texts in Indonesian", Honolulu:University of Hawaii press,1985.

- b. Warmth, traits indicate a desire to socialize and gather to establish relationships with many people. Usually the characteristics warmth is synonymous with behavior that has sincere traits
- c. Diligent, it mean having or showing care and carefulness in one work's or activities.
- d. Sensitivity is someone who has sensitivity traits can be emotional physical or social interactions, usually people with sensitivity traits have high sense of sensitivity, have strong intuition, and have high empathy.
- e. Greater care about another people (caring), an attitude always share in the suffering of other people. To share in the suffering of some other people when they are sick, to feel sad when some of her people disasters by difficulties. Usually people with caring nature are more concerned with other people affairs; more concerned about the condition of other then themselves. Usually people with caring personalities have broad thoughts and consider every step in their activities and try to be useful for the people around them.
- f. Dependent, traits that shows no confidence in yourself and always depend on others. A dependent characteristic here is traits that show the female are weak and do not have confidence in their abilities. ¹⁶

¹⁶ Baron, "*Social Psychology*" (Cambridge : Cambridge University Press, 2004)

2. Reading

Reading is a centrally comprehending process. Reading will give reader's understanding what the writer intended to convey in writing. The reader also brings a wide of range of background knowledge , and she or he actively construct the meaning of the text by comprehending the writers intention and by interpreting it in terms of the background knowledge activated by the reader.¹⁷

Reading is a process; the process is an interaction between a reader and the text, not only the reader looking at print, deciphering in some sense the marks on the page, but also decide what they mean. The reader is presumably also thinks about what he reads; what it means to him, how it relates to other things he has read, to things he knows, to what he expects to come next in texts. He presumably thinks about how useful, entertaining, boring, crazy, the text is.¹⁸

In shorts based on the explanation above, reading is the interaction involves the writer and the reader as well as the text in reading activities. Readers with their background knowledge can think and even analyze the text. In addition, through reading the readers get the knowledge that the writer want to convey in writing.

¹⁷ William grabe, "Reading in a Second language: Moving from Theory to Practice (Cambridge: Cambridge university Press, 2009)",Pg. 16

¹⁸ J.Charles, "Assessing Reading (Cambridge : Cambridge University Press,2000)" Pg. 03

a. Reading performances

According to H. Douglas Brown, types of reading are:

1) Perceptive reading

It refers to involve attending to the components of larger stretches of discourse such as letters, words, punctuations, and other graphemes' symbols.

2) Selective reading

It refers to largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.

3) Interactive reading

It refers to identify relevant features (lexical, grammatical, and discourse) within texts moderately short length with objective of retaining the information that is processed.

4) Extensive reading

It refers to texts of more than page, up to and including professional articles, essays, technical reports short stories, and books.¹⁹

¹⁹ H. Douglas Brown, "Language Assessment: Principles and Classroom Practices" (California: San Francisco State University, 2003), Pg. 189.

3. Narrative text

a. The general concept of narrative text

Narrative texts are to entertain the readers or listeners through stories. Iwuk stated that narrative text is that contains about fiction, non-fiction, fairy tales, or folklore.²⁰ The purpose of narrative text is to entertain and attract the reader's attention. But narrative text can also be used to teach, inform and change the mind or behavior of the reader.

b. The generic structures and language features of narrative text

According to Anderson the generic structures of narrative text includes orientation, complication, evaluation, resolution, and coda.

According to Mislaini language features of narrative text are²¹:

- 1) Using sentence patterns simple past tense
- 2) Usually begins with the adverb of time
- 3) Adverbs of time such as: long time ago, once, one, once upon a time.

In order to ensure the understanding about generic structure of narrative text, the text below is the example of narrative according to its generic structure.

²⁰ Bustami Usman, Asnawi Muslem, "Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS)", *A Journal of English Education Journal*, (January, 2019), Pg. 17.

²¹ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, (New York: Rutledge, 2018), 150-160.

Malin Kundang

Orientation

In the early paragraphs of the narrative text it usually includes the introduction of persons and backgrounds involved in the content of the story. Example:

Once upon a time, on the north coast of Sumatera lived poor woman and his son, who called Malin Kundang. His father eventually died, and his mother lived alone as a poverty-stricken old woman.

Malin Kundang grew up as a skillful young boy. He always help his mother to earn some money. One day, Malin Kundang decides going to overseas and promise to come back. After several years had gone Malin Kundang finally decide to return to his village. He arrived wearing fine clothes and travelling on one of his ships. Someone arriving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight.

One of the villagers recognized Malin Kundang form a scar that he had received while playing as a child. Upon recognizing the mark, the villager went to tell Malin Kundang's mother that her son had returned. Excitedly, she went to the shore and recognized her son the minute her eyes fell on him.

Complication

This section will begin in a paragraph about the beginning of an event. Being in chronological, the problem appearing at the outset would continue to be a series of long lines of conflict. Example:

When the older women called him her son, he refused to believe that he had such an old woman as a mother. His disbelief was heightened when his wife questioned why he had not told her that he had an elderly, poor mother.

In alternate translation, Malin Kundang was on the ship with just his crew. When his mother attempted to embrace him, he was too embarrassed by her ragged appearance to acknowledge her and instead, had one of them carry her away.

Resolution

The resolution is the end of the story or the conclusion of the story. This paragraph can be a continuation of the solution. In this section, the writer can also describe whether the actual text is made to end with happy sad or happy ending. Example:

Distraught and finally realizing he son's wickedness, Malin Kundang's mother gave up on her son's acknowledging her and prayed to her god punish her son for his behavior..

The day after his mother's prayer, Malin Kundang sailed out of the village. Shortly thereafter, the ships was met by a violent storm. Malin

Kundang believed the storm was his god's and nature's way of punishing him for his mistreatment of his mother,

He felt guilty about his behavior towards her. Asked for forgiveness and began to pray. However, his repentance was too late.

4. Textbook

a. Definition of Textbook

Textbook plays an important role in teaching and learning process. A textbook is a set of teaching and learning instructions which contains lessons, skills and coherent or continued topics. It is written or arranged by the authors in order to follow the current curriculums that carry out teachers and student's needs. Exactly, it assists teachers to develop teaching materials and help students to learn easier.²²

Agreeing from the explanation above, teachers teaching guide book that contains material and theories could help students in teaching and learning activities

b. Advantage and Disadvantage using Textbook

According to Jack C. Richards, the advantages and disadvantages using textbook are:

1) The advantages using textbooks :

- a). The textbook provides structure and a syllabus for a program. If there is no a textbook, a program may have no central core and

²² Bustami Usman, Asnawi Muslem, "Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS)", *A Journal of English Education Journal*, (January, 2019), Pg. 05.

learners may not receive a syllabus that has been systematically planned and developed.

- b). The textbook helps standardize instruction. The use of a textbook in a program can ensure that the students in different classes receive similar content and it can be tested in the same way.
- c). Textbook maintains quality. If a well-developed textbook is used, students are exposed to materials that have been tried and tested, and those are based on sound learning principles and paced appropriately.
- d). The textbook provides a variety of learning resources. Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD-ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.
- e). The textbook is efficient. The textbook save teacher's time, enabling teachers to devote time to teaching rather than materials production.
- f). The textbook can provide effective language models and input. Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input or their own.
- g). The textbook can train teachers. If the teachers have limited teaching experience, a textbook together with teachers' manual can serve as a medium of initial teacher training.

- h). The textbook is visually appealing. Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.
- 2) The disadvantages using the textbook:
- a). The textbook may contain inauthentic language. Textbooks sometimes present inauthentic language because texts, dialogues, and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.
 - b). The textbooks may distort content. Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts, controversial topics are avoided and instead an idealized white middle- class view of the world is portrayed as the norm.
 - c). The textbooks may not reflect students' needs. Because textbooks are often written for global markets. The textbook may not reflect the interest and needs of students and hence may require adaption.
 - d). The textbook can deskill teachers. If teachers use textbook as the primary source of their teaching, leaving the textbook and teacher's manual to make the major instructional decisions for them. The teacher's role can become reduced to that of a

technician whose primary function is to present materials prepared by others.

- e). The textbook is expensive. Commercial textbooks represent a financial burden for students in many parts of the world.²³

Therefore teacher must be good at picking out textbooks according to what students need in the learning process. In addition to the role of the textbook in a teaching learning activity, the students can use guide book more careful.

3) The purpose and Function of Textbooks

In the teaching and learning process in the classroom, the availability of textbooks is very much needed by the teacher and students. The purpose of using textbooks in school as follows:

- a). Students do not need to record all the teacher's explanations.
- b). The teacher has a relatively longer face-to-face time than if students had to take notes.
- c). Students can prepare themselves at home in order to take lessons at school the next day.
- d). The teacher does not need to explain all the subject matter contained in the textbook, but only explains some of the subject matter that is thought to be difficult for students to understand.²⁴

²³ Jack C. Richards, "*Curriculum Development in Language Teaching*" (Cambridge: Cambridge University Press, 2001), Pg. 254

²⁴ Hery Kustanto, "Kecenderungan Buku Teks Bahasa Inggris Lama dan Buku Teks Bahasa Inggris Baru untuk SMA", Yogyakarta, 2009, Pg. 03-09.

4) Textbook Quality

- a). The textbook should be of interest to children, which is a student use it.
- b). The textbook must be able to motivate students who use it.
- c). The textbook should contain illustrations that appeal to students who use them.
- d). The textbook should consider linguistics aspects so that it is in accordance with the abilities of the students who use it.
- e). The textbook content must be closely related to other lessons, even better if you can support it with a plan so that everything is a whole and integrated roundness.
- f). The textbook must be able to stimulate, stimulate the personal activities of students who use it.
- g). The textbook must consciously and firmly avoid vague and unusual concepts, so as not confuse the students who use them.
- h). The textbook must have a clear and firm point of view so that it will eventually become to the point of view of the loyal users.
- i). The textbook must be able to provide stabilization, emphasis on the value of children and adults.
- j). The textbook must be able to appreciate the personal differences of the students who use it.²⁵

²⁵ Tarigan, "Menulis Sebagai Suatu Keterampilan Berbahasa", Bandung: Penerbit Angkasa, 1986, Pg. 20

5. Character

In psychological terms, so-called character is the disposition of traits. The typical basis of one quality or quality that remains constant and eternal can serve as characteristics to identify a person²⁶.

According to T.Lickona, character education it should be based on the following six principles:

- a. Promoting basic ethical values as a basic for character.
- b. Identifying character in order to include thoughts, feelings, and behavior.
- c. Using a sharp. Proactive approach and effective to builds character.
- d. Creating caring community of school
- e. Give students the opportunity to demonstrate that better behavior.
- f. Is coverage of a meaningful and challenging curriculum who appreciates all the students, build their character and help them to

succeed
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

²⁶ Rumaliyus. *"Ilmu Pendidikan Islam"*. Jakarta:Kalam Mulia Group.2012.Pg. 510

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

This research used qualitative approach. Qualitative research intends to understand phenomena that focuses only on the overall picture rather than breaking down the variables one by one. The goal is to get holistic picture and depth of understanding rather than a numeric analysis of data.²⁷ It means that the data are in the form of a description.

The material may be public records, textbooks, films, tapes, themes, report, or other documents. Content analysis usually begins with a question that the researcher believes can best answer by studying documents.²⁸

This research was content analysis study. Since it is appropriate method for the little to be study. It focuses on interpreting and analyzing the material to learn about human behavior. In this research, the researcher analyzed female representation based on Logsdon, Baron and Brancombe's theory in English textbook entitled "Buku Interaktif Bahasa Inggris".

B. Data and Source of data

The data is drawn from all the readings in the textbooks. In the textbook "Buku Interaktif Bahasa Inggris" there are 10 female representation and character of females.

²⁷ Donald Ary , "Introduction to Research in Education: 8th edition" (Belmont, USA: Wadsworth, 2010), Pg. 29.

²⁸ Ary, Pg .29- 30.

C. The Technique of Data Collection

Document analysis can be off written or text based artifacts (textbooks, novels, journals, meeting minutes, letters, etc.) or non-written records (photographs, audiotapes, videotapes, etc.)²⁹. The researcher used document analysis to collect the data, this research used a document analysis because the data was in form of document or written text. The data collection was taken from textbook.

From the technique of data collection, the researcher tries to explain the data obtained about the female representation in the English textbook.

Step takes data collection from the textbook:

1. Preliminary study, Interviewed the English teacher and students to decide the textbook
2. Deciding, English Textbook “Buku Interaktif Bahasa Inggris” for ninth-grade students of junior high school.
3. Document analysis, Buying the English textbook entitled “Buku Interaktif Bahasa Inggris” by PT Intan Pariwara, familiarizing the English textbook deeper, identifying the female representation in reading based on logsdon theory, deciding the female representation in reading to be analyzed

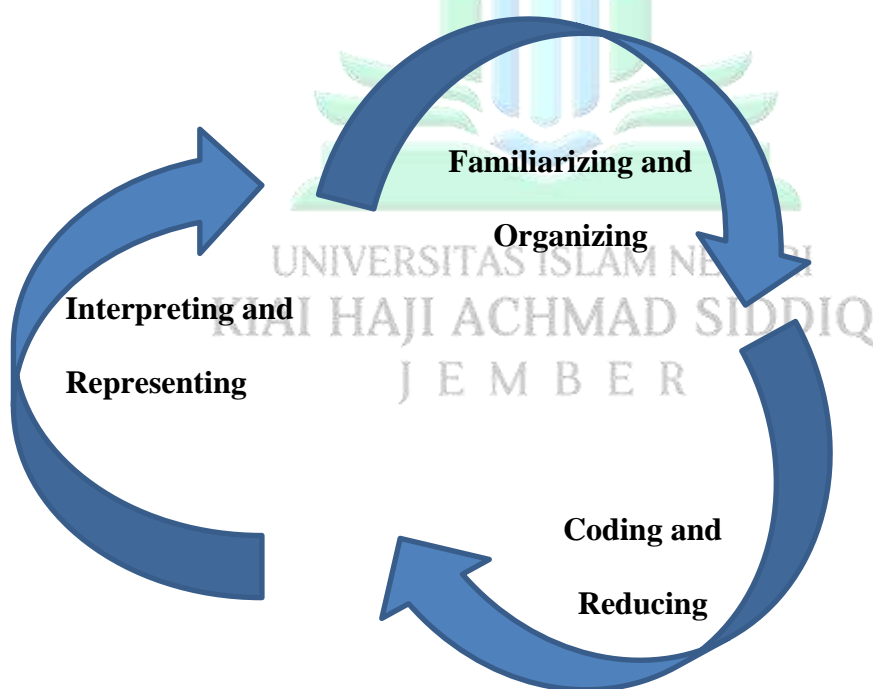
The textbook analyzed was English textbook “Buku Interaktif Bahasa Inggris” for ninth-grade junior high school. Some step done by researcher in collecting data. The step were; preliminary study, deciding, and document analysis. In the preliminary study, the researcher interviewed the English

²⁹ Ary. “*Introduction to Research In Education*”. Belmont: USA Wadsworth.2010.Pg 442

teacher Mrs. Herlin, and the students to decide the English textbook that could be analyzed. In deciding, the researcher decided to analyze the English textbook entitled “Buku Interaktif Bahasa Inggris” for ninth-grade students of junior high school based on interview result. In the document analysis the researcher bought the English textbook, the researcher familiarized the English textbook deeper; the researcher identified the female representation in reading and female character based on logsdon theory and Baron and Branscombe’s theory.

D. Technique of Data Analysis

In this study, researcher used content analysis based on Donal Ary’s analytical theories, several steps used to analyze that data, those are:



1. Familiarizing and Organizing

a. Familiarizing

In this step the researcher reads the textbook over carefully and then selects the reading for analysis, some of the lines the writer has chosen are potential female representation in the English textbook.

b. Organizing

In this step, researchers looked at dialogue and textual material to pick up a few reading and the lines to analyze. This step makes it easier for researcher to analyze.

2. Coding and Reducing

a. Coding

Several steps of coding according to Saldana:

Prepare raw data be verbatim data, meaning that the data has been collected is not in the form of raw data such as recordings, videos, observation notes. However verbatim data is data that has been in the form of words that the researcher has a modified to provide a language and visual description to the reader, every data that is converted into data that is ready to code. Example: for the result of interviews with subjects are coded NT1. NT can be used as a code of subject name and the number 1 can be used as a code that the researcher conducted the first interview.

From the explanation above, the researcher used coding based on Saldana statement. The code made by researcher as a sign of the data obtained in the textbook which has been analyzed as follows:

Code: Number (1)/Female-1/Reading (1)/Chapter (1)/Picture (1)
1/F1/R1/C1/P1

In this step the researcher reread all the data that had been compiled, and then coded it to every data would be analyzed. The researcher gave the code to every data that would be analyzed. The researcher had code for reading text female representation.

b. Reducing

Researcher gives a different color line to speech and part of the text indicating a females representation leading to gender bias in the textbook. After that, researcher separate data into small parts and organize regularly to help researcher make it easier for data analysis. Researcher make notes of the readings in the textbook that females representation.

3. Interpreting and Presenting

a. Interpreting

In this step, researcher will interpret data that indicate the potential gender bias of females representation received from reading in the textbook.

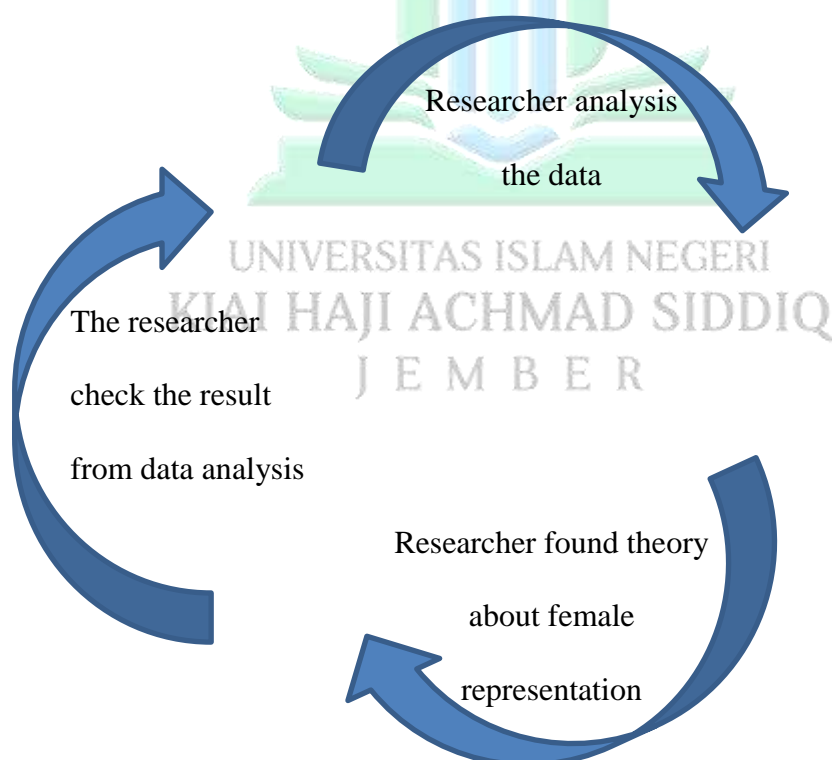
b. Presenting

In this step, researcher represents the findings that were analyzed. Researchers represent the findings and analysis using a descriptive explanation.

E. Validity data

The researcher used triangulation test the validity of the data. Triangulation is powerful way of demonstrating concurrent validity, particularly in qualitative research.³⁰ There were some types of triangulation; those are time triangulation, space triangulation, theoretical triangulation, investigator triangulation, etc. the steps of validity were descr

Ibed in diagram as follows



³⁰ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, (New York: Rutledge, 2018), 265.

This research was applied a theoretical triangulation. The researcher applied Theory Logsdon and Baron Theory to analyze text in the textbook and interpret the data analysis. The type of this triangulation is often used by the theories to analyze and interpret data with this type of triangulation, different theories or hypotheses can assist the researcher in supporting or refuting findings.



CHAPTER IV

THE RESULT OF ANALYSIS

A. Source Data

This research used as the source of data, it is for English textbook entitled “Buku Interaktif Bahasa Inggris”

One of English textbook for ninth-grade students of junior high school is English textbook entitled “Buku Interaktif Bahasa Inggris”. This textbook was published by PT Intan Pariwara. The writers are Bachtiar Mustriana, Deby Nurvitasari, Yuniarti Dwi Arini. It has been edited by Cicik Kurniawati and Susiningsih.

This textbook is based on curriculum 2013 for junior high school. It is designed to carry out 21st century daily activity. In this textbook, the students could find some materials related to their activity. It is because this textbook designed to improve language skills as well learning. The is supplemented with some pictures to illustrate the situation to make students easy to understand.

Reasons to choose this English textbook for the research. First, this textbook is based on 2013 for junior high school. Second, this textbook is aimed to build knowledge and skill students through material. Third, the researcher can find many representation and character of female. The fourth, this textbook is cheap but it has good quality. The last, it was written by academician.

The data themselves were collected from reading text in English textbook entitled “Buku Interaktif Bahasa Inggris” for XI grade of SMP/MTS started from chapter I-XI. The chapter were analyzed; chapter I “Congrats!”, Chapter II “ Let’s Recycle”, Chapter III “Read the Labels Attentively ”, Chapter IV “How to Make Delicious Food”, Chapter V “At the Moment We”, Chapter VI “I Have Visited the Mountain”, Chapter VII “Let Me Tell You a Story”, Chapter VIII “Unidentified Actors”, Chapter IX “ What is it?”, Chapter X “Enjoy Our Discounts”, Chapter XI “I’ve Seen Truth Turn to Power”. For the detail could be seen in the following table

Table 4.1
Total female representation in English Textbook entitled “Buku Interaktif Bahasa Inggris”

No	Research Question	Chapter	Title of chapter	Data of Female representation	Page	Professions	Character
1.	How Female are projected their position in reading text English textbooks entitled “Buku Interaktif Bahasa Inggris”	I	Congrats!	8	2-45	Journalist, Business woman, housewife	Creative, Diligent, caring
		II	Let’s Recycle	-	-	-	-
		III	Read the Labels Attentively	-	-	-	-
		IV	How to Make Delicious Food	-	-	-	-
		V	At the Moment We	1	77	Housewife	Coward
		VI	I Have Visited	-	-	-	-

No	Research Question	Chapter	Title of chapter	Data of Female representation	Page	Professions	Character
			the Mountain				
		VII	Let Me Tell You a Story	1	108	Housewife	Caring
		VIII	Unidentified Actors	-	-	-	-
		IX	What is It?	-	-		
		X	Enjoy Our Discounts	-	-	-	-
		XI	I've Seen Truth Turn to Power	-	-	-	-

**Source English Textbook entitled
"Buku Interaktif Bahasa Inggris"**

From the data above, the female representation in textbook entitled "Buku Interaktif Bahasa Inggris" female projections was found in five chapters the textbook. Female were projected equal to male in those chapters, they had important professions like journalist and business women; they did not only work in the kitchen as a housewife.

But several rest of the chapters this textbook, there are representation female as housewife with the background doing household chores..

B. The Collected Data

The researcher presented the data analysis of research focuses. Further, the data analysis would be presented based on research questions.

1. Female representation reading in reading English textbook entitled “Buku Interaktif Bahasa Inggris”.

Female can not only visit at home. It can be seen in the following

text:

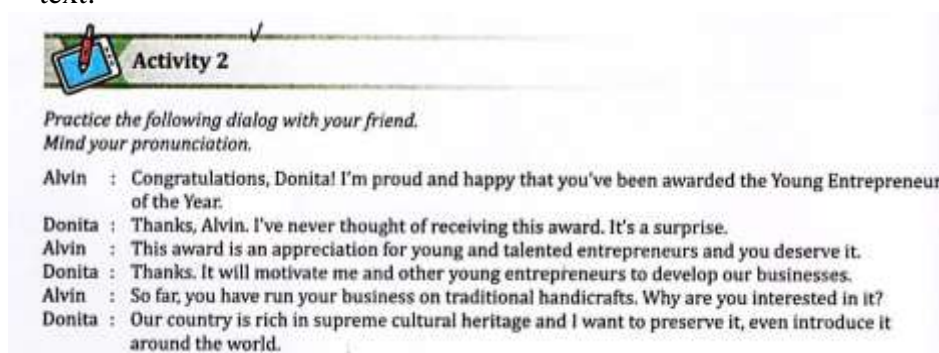


Figure 4.1
The data on female representation in chapter I
(1/F1/R1/C1/P1)

Script from the figure 4.1

Alvin : Congratulations, Donita! I'm proud and happy that you've been awarded the Young Entrepreneur of the Year.
Donita : Thanks, Alvin. I've never thought of receiving this award. It's a surprise.
Alvin : This award is an appreciation for young and talented entrepreneurs and your deserve it.
Donita : Thanks. It will motivate me and other young entrepreneurs to develop our bussiness.
Alvin : So far, you have run your bussines on traditional handicrafts. Why are you interested in it?
Donita : Our country is rich in surprise cultural heritage and I want to preserve it, even introduce it around the world.

The female representation the character was represented as a diligent and creative person. Donita wants to be a young entrepreneur, she has own

business on traditional handicrafts. Alvin congratulates Donita on her achievement of becoming a young businessman.

The following text is for questions 16 to 18. ✓
 I am Rita, a ninth grade student of SMP Peduli Bangsa. I want to tell you about my hobby. I always bring a pocket camera wherever I go. I can take many photographs and videos from any scenes when I go somewhere. I also become a citizen journalist when I capture rare moments, such as accidents or natural events, and report them. Sometimes, I upload them on my blog or the opinion rubric of a newspaper. I can earn some money by doing this. I really love taking pictures and videos. I hope someday I can be a professional journalist that can spread news to the whole world.

Figure 4.2
The data on female representation in chapter I
(2/F2/R2/C1/P2)


Script from figure 4.2

The following text is for questions 16 to 18.

I am Rita, a ninth grade student of SMP Peduli Bangsa. I want to tell you about my hobby. I always bring a pocket camera wherever I go. I can take many photographs and videos from any scenes when I go somewhere. I also become a citizen journalist when I capture rare moments, such as accidents or natural events, and report them. Sometimes, I upload them on my blog or the opinion rubric of a newspaper. I can earn some money by doing this. I really love taking pictures and videos. I hope someday I can be a professional journalist that can spread news to the whole world.

The female representation the character was represented as a dependent person. Rita has hobby taking of the picture, she wants to be a professional journalist and has published her work in own blog.

Next, female representation in chapter V entitled At the Moment We. It was located in activity 13; the narrative text talk about female representation was housewife. The female character was described as a coward.



Activity 13

*Work in pairs and read the following text.
Ask and answer questions about the text.
Record your activity and share your work with the class.*

Yesterday, it was raining and thundering all day. Ann was playing inside the house. She wanted to be outside. She wasn't playing outside because all her friends were also staying at home. She was feeling tired of being trapped inside the house. Ann was trying to keep busy inside the house. She was reading a book when suddenly the electricity went out. Then, she was reading some comic stripes from her cell phone when a thunder stroke. She stopped and went to the dining room for lunch. After lunch, she was sitting by the window while watching the rain. While Ann was watching the rain, the phone rang. Her mother was calling to say that she was coming home. She was bringing some ice cream.

Figure 4.3
The data on female representation in Chapter V
(3/F3/R3/C5/P3)


Script from figure 4.3

Work in pairs and read the following text, ask and answer questions about the text, record your activity and share your work with the class.

Yesterday, it was raining and thundering all day. Ann was playing inside the house. She wanted to be outside. She wasn't playing outside because all her friends were also staying at home. She was feeling tired of being trapped inside the house. Ann was trying to keep busy inside the house. She was reading a book when suddenly the electricity went out. Then, she was reading some comic stripes from her cell phone when a thunder stroke. She stopped and went to the dining room for lunch. After lunch, she was sitting by the window while watching the rain. While Ann was watching the rain, the phone rang. Her mother was calling to say that she was coming home. She was bringing some ice cream.

Ann and her mother had a representation that was doing household chores and projected in the kitchen. The character was represented as a coward person. She wasn't playing because she coward it was raining outside.

Then, the reading on page 108 in chapter VII picture 1.4 there is a narrative reading in the textbook. On the reading, it's about little dragon and her mother. In chapter VII researcher found literature that female representation that is doing housework

 **Activity 2**

*Read the following story aloud, in turns.
Take notes of new words and find the meanings.*

Dylan, the young blue dragon, lived deep in the Rockstone Mountains of Scotland. Every day the playful young dragon woke up early in the morning and flew around the mountains and valleys looking for something to do. When he was hungry, he would go home to his cave. Mommy dragon would have hot soup ready for his dinner.

"Wash your wings and get ready for tea. I've made your favorite today, darling ... pea and soup," said Mommy dragon.

Dylan sighed, "Ehhh ... thank you, Mom." He said sadly.

"What's the matter, son? Every day you come back home happily for your tea. But today, you look so sad," inquired Mommy dragon.

"I'm lonely, Mom. I can't find anyone to play with. In all the lakes, mountains, and valleys in Rockstone, there isn't a single dragon for me to play with," he grumbled.

"Well, how about this for an idea? Why don't you fly down to the village playground and see if the children there want to play with you?" said Mommy dragon.

Dylan woke up bright and early the next day. He was very excited that he would soon have friends to play with every day. He put on his baseball cap and flew passed the valleys and mountains. He reached the little village of Falkrik. He glided down to a passer-by to ask for directions to the children's playground.

"That ... that ... that way," pointed the quivering man.

"Oh! He must be cold," thought Dylan. "After all humans don't breathe fire like dragons. So, they must find it very difficult to keep warm."

Not long after, Dylan came in for a swift landing in the center of the playground. It was filled with smart young children. Dylan cleared his throat. He was about to open his mouth to introduce himself when he suddenly heard ... "AAAARRRRGGGGHHHH ... ruuuunnnnn! It's a dragon! He's going to burn us!" yelled the young boys. All the children ran frantically towards the exits and disappeared in no time.

(Continued)

Adopted from: Zari Mathoo, Dylan the Dragon & the Playground Aids, ?, Monkey Pen Ltd, ?.

Figure 4.4

**The data on female representation in chapter VII
(4/F4/R4/C7/P4)**

Script from the figure 4.4

Activity 2

Read the following story aloud, in turns.

Take notes of new words and find the meanings.

Dylan the young blue dragon lived deep in the rock stones mountains of Scotland. Every day the playful young dragon woke up early in the morning and flew around the mountains and valleys looking for something to do. When he was hungry, he would go home to his cave. Mommy dragon would have hot soup ready for his dinner.

"Wash your wings and get ready for tea. I've made your favorite today, darling.... Pea and soup", said Mommy dragon.

Dylan sighed, "Ehhhhh.... Thank you, Mom." He said sadly

"What's the matter son? Every day you come back home happily for your tea. But today, you look so sad." Inquired Mommy dragon

"I'm lonely Mom, I can't find anyone to play with. In all the lakes, mountains, and valleys in the rock stones. There isn't single dragon for me to play with," he grumbled

"Well how about this for an idea? Why don't you fly down to the village playground and see if the children there want to play with you? Said Mommy dragon

Dylan woke up bright and early the next day. He was very excited that he would soon have friends to play with every day. He put on his

baseball cap and flew passed the valleys and mountains. He reached the little village of Falkrik. He glided down to a passer-by to ask for directions to the children's playground.

"That..that..that way", pointed the quivering man

"Oh! He must be cold," thought Dylan, "After all humans don't breathe fire like dragons. So they must find it difficult to keep warm."

Not long after, Dylan came in for a swift landing in the center of playground. It was filled with smart young children. Dylan cleared his throat, he was about to open his mouth to introduce him self when he suddenly heard "ARGHHHHHHH...runnnnnnnnnnn! It's a dragon! He's going to burn us" called on the young boys. All the children ran frantically towards the exist and disappeared in no time (Continued)

The female representation the character was represented as a caring person. She cares about the son because he bored and can't find anyone to play with him. She was represented was housewife because he made favorite soup for her children in the kitchen.

Then researcher also found some of the female characters in the textbook entitled "Buku Interaktif Bahasa Inggris"

Female representations in chapter IX entitled what it is; it was located in dialog 2, dialog 3, activity 3, and text 2. The narrative talks about female representation were housewife and journalist.

Dialog 2

Chintya: Congratulations! You have been appointed the captain of our school soccer team.

Ardian : Thanks. Hopefully, I can lead my team well.

Chintya: Good luck! You're a good soccer player and have scored many goals.

Ardian : All the victory is the result of hard work of the coach, players, and all the people behind us.

Chintya: You're right. Who is the coach?

Ardian : Mr. Bobby.

Chintya: No wonder! As a former professional soccer player, he has many strategies on how to win a match.

Ardian : You're right. We're lucky for having a coach like him.

Figure 4.5
The data on female representation in chapter I
(5/F5/R5/C1/P5)

Script from the figure 4.5

Dialog 2

Chintya : *Congratulations! You have been appointed the captain of our school soccer team.*

Ardian : *Thanks. Hopefully, I can lead my team well.*

Chintya : *Good luck! You're a good soccer player and have scored many goals.*

Ardian : *All the victory is the result of hard work of the coach, players, and all the people behind us.*

Chintya : *You're right. Who is the coach?*

Ardian : *Mr. Bobby.*

Chintya : *No wonder! As a former professional soccer player, he has many strategies on how to win a match.*

Ardian : *You're right. We're lucky for having a coach like him*

The female representation figure Chintya was projected to be in a school. The character represented as a caring person, her say congratulation for Ardian because has been appointed the captain in soccer team.

Dialog 3

Yona : *Have you had lunch, Armen?*

Armen : *No, that's why, I am going to the school canteen now.*

Yona : *What about a piece of pizza? I have two in my lunchbox.*

Armen : *I'd love to. Thanks.*

Yona : *So, how does the pizza taste?*

Armen : *It's very tasty. Your mother is a really good cook.*

Yona : *I'm happy that you like it. I made the pizza myself.*

Armen : *Did you? That's great! It's hard to believe that you are talented at cooking.*

Yona : *Thanks.*

Figure 4.6

The data on female representation in chapter I 6/F6/R6/C1/P6

Script from figure 4.6

Yona : *Have you had lunch, Armen?*

Armen : *No, that's why, I am going to the school canteen now.*

Yona : *What about a piece of pizza? I have two in my lunchbox.*

Armen : *I'd love to. Thanks.*

Yona : *So, how does the pizza taste?*

Armen : *It's very tasty. Your mother is a really good cook.*

Yona : *I'm happy that you like it. I made the pizza myself.*

Armen : *Did you? That's great! It's hard to believe that you are talented at cooking*
 Yona : *Thanks.*

Yona was represented as a caring person, she sharing her lunchbox with Armen. The female projected doing housework because in sentence “Did you? That’s great! It’s hard to believe that you are talented at cooking”.

The following dialog is for questions 7 to 9.

Mr. Dion : *May I see the design of my new house?*

Mila : *Here you are. I've made it in 3D. What do you think?*

Mr. Dion : *It's very lovely. The design is simple but very artistic. The large garden with a fountain and playground makes it more beautiful. Good job!*

Mila : *I'm happy if you like it.*

Mr. Dion : *What about the interior design?*

Mila : *Please have a look.*

Mr. Dion : *Well, I like it. It looks elegant.*

Mila : *Yeah. You told me that you want to combine traditional and modern designs. That's why I put a big grandfather clock and other wooden ornaments in the house, to create a classical atmosphere.*

Mr. Dion : *O.K.*

Figure 4.7
The data on female representation in chapter I
(7/F7/R7/C1/P8)

Script from figure 4.7

Mr. Dion : May I see the design of my new house?

Mila : Here you are. I've made it in 3D, what do you think?

Mr. Dion : it's very lovely. The design is simple but very artistic. The large garden with a fountain and playground makes it more beautiful. Good job!

Mila : I'm happy if you like it.

Mr. Dion : what about the interior design?

Mila : please have a look.

Mr. Dion : Well, I like it its look elegant

Mila : Yeah you told me that you want to combine traditional and modern designs. That's why I put a big grandfather clock

and other wooden ornaments in the house, to create a classical atmosphere.

Mr. Dion : O.K

Mila a designer artistic, female projected in this text shown not in the kitchen. The character was represented as an diligent person, she managed to create a simple design artistic.

The following dialog is for questions 15 to 17.
 Riko : Hi, Berli. I heard you have been appointed the school journalist club's chairperson. Congratulations!
 Berli : Thanks. You know, I like writing and want to improve students' literacy via writing.
 Riko : That's great! What's your next plan?
 Berli : I am going to write inspirational and motivational stories for the school magazine. I will also write great people's biographies so the students are motivated to be great ones.
 Riko : Wonderful! Teenagers need to read them to raise their self motivation.
 Berli : So far, only a few students have a chance to write in the school magazine. Next, I will provide them more spaces to express their ideas on writing. I will also hold a writing competition.
 Riko : I agree with the idea. Many students may have talents at writing, but most of them don't have a space to express their ideas.
 Berli : To improve the school journalist club's members' skills in writing, I have an idea of conducting training or seminars related to writing.
 Riko : Wonderful! Wish you luck!
 Berli : Thank you.

Figure 4.8
The data on female representation in chapter I
(8/F8/R8/C1/P8)

Script from figure 4.8

Riko : Hi, Berli I heard yo have been appointed the school journalist club's chairperson. Congratulations!

Berli : Thank's, you know I like writing and want to improve students' literacy via writing.

Riko : that's great! What's your next plan?

Berli : I'm going to write inspirational and motivational stories for the school magazine. I will also write great people's biographies so the students are motivated to be great ones.

Riko : Wonderful, teenagers need to read them to raise their self motivation.

- Berli* : So far, only a few students have a chance to write in the school magazine. Next, I will provide them more spaces to express their ideas on writing. I will also hold a writing competition.
- Riko* : I agree with the idea, many students may have talents at writing but most of them don't have a space to express their ideas.
- Berli* : To improve the school journalist club's members' skills in writing. I have an idea of conducting training or seminars related to writing.
- Riko* : Wonderful wish you luck!
- Berli* : Thank you.

The figure of Berli female projected working as a teacher, female representation the character was represented as an intelligent person. She writes writing stories in magazine and makes students motivated to be great ones.

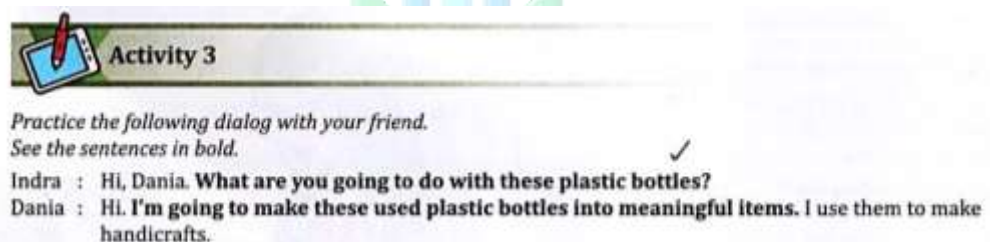


Figure 4.9
The data on female representation in chapter I
(9/F9/R9/C1/P9)

Script from the figure 4.9

Practice the following dialog with your friend.

See the sentences in bold.

Indra : Hi, Dania. **What are you going to do with these plastic bottles?**

Dania : Hi, **I'm going to make these used plastic bottles into meaningful items.** I use them to make handicrafts.

Dania projected her character was represented as an caring person.

She used plastic bottles and made handicrafts by the trash and use them to make handicrafts.

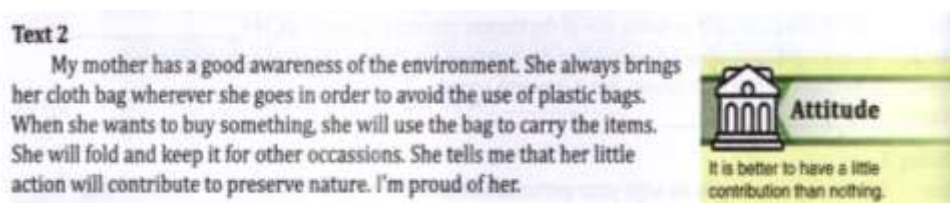


Figure 4.10
The data on female representation in chapter I
(10/F10/R10/C1/P10)

Script from the figure 4.10

Text 2

My mother has a good awareness of the environment. She always brings her cloth bag wherever she goes in order to avoid the use of plastic bags. When she wants to buy something, she will use the bag to carry the items. She will fold and keep it for other occasions. She tells me that her little action will contribute to preserve nature. I'm proud of her

Figure of mother was represented projected housework chores, female representation the character was represented as an caring person. She always brings her cloth to avoid of plastics bags because figure of mother want to reduce garbage for environment.

C. Discussion

In this section, the researcher discussed findings there were two important points here;

Based on Logsdon theory, a gender stereotype that featured through an activity illustration traditional female and use modern industrials by male.³¹

³¹ Logsdon, "Gender Role In Elementary. Text In Indonesia dalam Goodan, Women In Asia and The Specific Towards an East Wesr Dialogue. University Of Hawai. 1985

1. Female representation in English textbook entitled “Buku Interaktif Bahasa Inggris”.

The researcher discussed female representation in a textbook entitled “Buku Interaktif Bahasa Inggris”, those were; in this textbook female representations tend to have the same important role as male’s. For example in figure 4.1 there is conversation in chapter I on page 2 where Alvin congratulates Donita on her achievement of becoming young a businessman. In this textbook representation female unrelated to their role as housewife.

Meaning that this, in figure 4.1 contrary to the statement that male to be smarter than female. In this textbook the representation female tend to have the same diligent as male. Clark argues that in near future, textbook displaying female characters are more represented on par with male. This provides opportunities for female to see themselves in various roles and activities.³²

In the sentence of conversation, Alvin said that the Donita achieved at a young age motivated her to continue to excel. This gives the representation of female as motivation for achievement. This proves that the representation of female in this textbook is quite comparable to their roles as housewife. In this textbook the representation of female does not only carry out domestic activities, but carries out activities that are useful

³² Clark. “*Why All the Counting? Feminist Social Science Research on Children’s Literature In Education*”.2002.Pg 285-295.

and have many achievements so as to raise the female of role which is usually considered low.

In the conversation above being able to give statements not only male can be motivators, female are also able to inspire people around them. The female representation shown in this textbook also contradicts the statement that male are better prepared to become leaders, female are able to equalize that position. In addition, the female representation in textbook entitled “Buku Interaktif Bahasa Inggris” tends to favor female, but not entirely. From the conversation between Donita and Alvin, the researcher analyzed when Alvin congratulated Donita for becoming a young inspiring business. This shown a female’s character in a positive way and is able to improve female’s position in the mind of the readers. It is related based on Baron and Branscombe’s theory is relevant with character of female in gender stereotypes is greater care about another people. From the picture 4.1 and 4.7 shown character of female is diligent. In figure 4.7 in chapter I on page 14 female projected same with male, which is working as a career female, where Mila as designer in the reading. Then researcher analyzed character from Mila, in sentence “Here you are. I’ve made it in 3D. What do you think?”

Then, in figure 4.2 there is descriptive sentence about a female named Rita. Rita has hobby of taking pictures, the paragraph also explains that Rita is a journalist in her city. In the book, the female representation tends to be cooking, and being in the kitchen, but in textbook entitled

“Buku Interaktif Bahasa Inggris” the female representation doing amazing things, being businessman, journalist. This is very far from the word “Kitchen and Domestic activities”.

The female representation in “Buku Intearktif Bahasa Inggris” really tries to equalize the female and male position, usually female who are only in the kitchen now can do jobs or activities that male can also do. Then in paragraph figure 4.2 it also explains that Rita has her own blog and earn money for herself. Female representation that female can also work to meet their own needs without having to depend on male. Rita shown character of female is dependent, in sentence “I also become a citizen journalist when I capture rare moments”. From the sentence the researcher analyzed character positive of female, in that sentence the character Rita has an dependent personality by being journalist in her city, it doesn't match the Baron and Branscombe's theory of female with characteristics dependent.

In figure 4.4, in the readings Ann was enjoying a relaxing time with mother when it rained down on ice cream. Ann and her mother as a female had a representation position that was doing household chores and projected in the kitchen. From the sentence “Ann was trying to keep busy inside the house, she was reading a book when suddenly the electricity went out. Then, she was reading some comic stripes from her cell phone when a thunder stroke. She stopped and went to the dining room for lunch”. In that sentence shown character of female is coward, it doesn't match the Baron and Branscombe's theory of female with characteristics coward.

Next at the dialogue in figure 4.5 Chintya congratulates for Ardian as a Captain of the school team. In figure the female projected to be in a school, not in home. Chintya position is that same with Ardian is that of being school circles, not home and doing household chores. At the dialogue “Congratulations! You have been appointed the captain of our school soccer team” this shown character of female caring, it relevant with Baron and Brancombe’s theory of female with characteristics at the sentence in figure 4.5 and 4.6 match with characteristic female caring. In 4.6, the female in textbook projected doing housework in sentence “Did you? That’s great! It’s hard to believe that you are talented at cooking” from that sentence is the word of Cooking, where the female the only projected is in the kitchen. Then, in sentence “what about a piece of pizza? I have two in my lunchbox” from that sentence Yona shared the lunchbox with Armen.

Next in figure 4.8 in chapter I on page 15 female projected same with male, in the sentence “Hi Berli, I heard you have been appointed the school journalist clubs chairperson. Congratulations!” from that sentence female are projected same position, that of working as a teacher. Usually the female projected to be a housewife. Then the researcher found positive character of female in sentence “I’m going to write inspirational and motivational stories for the school magazine. I will also write great people’s biographies so the students are motivated to be great ones”. From that sentence, Berli was able to inspire and had intelligent ideas by writing stories in magazine and want make students motivated to be great ones, it

shown character of female intelligent, it's not relevant with Baron and Brancombe's theory of characteristics of female is expressiveness, warmth, diligent, sensitivity, and greater care about another people.

Then, in figure 4.9 and 4.10 on page 18 and 26, shown characters of female in a sentence "Hi, I'm going to make these used plastic bottles into meaningful items. I use them to make handicrafts" and the sentence "she always brings her cloth bag wherever she goes in order to avoid the use of plastic bags. From the sentence Dania and mother are showing positive character of female caring, Dania and mother showing caring for environment. Dania therefore made craft using plastic bottles trash to reduce garbage and make it useful, mother shown caring with environmental by reduce use of plastic, it's relevant with Baron and Brancombe's theory is greater care about another people.

Things like this tend to be attached to the female representation, female cooking, taking care of children, washing, sweeping. Could say female representation is passive. This statement supports the female representation to do passive and domestic work.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the finding and discussion in chapter four, researcher can draw two conclusions as follows;

1. The female representation in English textbook entitled “Buku Interaktif Bahasa Inggris”

The female was represented equal to male. She was described as being able to become leaders and not just doing domestic things. The female representation in “Buku Interaktif Bahasa Inggris” really tried to equalize the female and male position, usually female who are only in the kitchen and can done jobs or activities that male can also do. However, there are several chapters in textbook “Buku Interaktif Bahasa Inggris” which showed the female representation in carried out domestic activities. A female comparison is frequently portrayed as dependent and passive.

Whereas male are mature, complete, and capable. This statement supports the female representation to do passive and domestic work. As female if cannot do active work, female’s representation tends with characteristics like expressiveness, warmth, sensitivity, and greater care about another people and situations based on Baron and Bancrombe’s theory.

2. The character of female in English textbook entitled “Buku Interaktif Bahasa Inggris”

Findings from the characteristics of female in textbook entitled “Buku Interaktif Bahasa Inggris” from the textbook analyzed in reading text, there are some readings that are not relevant with Baron and Brancombe’s theory with female characteristics is expressiveness warmth, sensitivity, and greater care about another people. The analysis data from the textbook entitled “Buku Interaktif Bahasa Inggris” shown character of females is intelligent, coward, diligent, caring, and coward.

B. SUGGESTION

Based on the conclusion above, the researcher provided some suggestions for the teacher, other researchers in the future, and textbook English writer.

1. For English Teacher

The researcher hoped that the results of this thesis will be a consideration of selecting English textbooks that are relevant to materials and students need and that contain less gender bias inside then, as well as being able to increase that student’s cognitive and abilities.

2. For Other Researchers in The Future

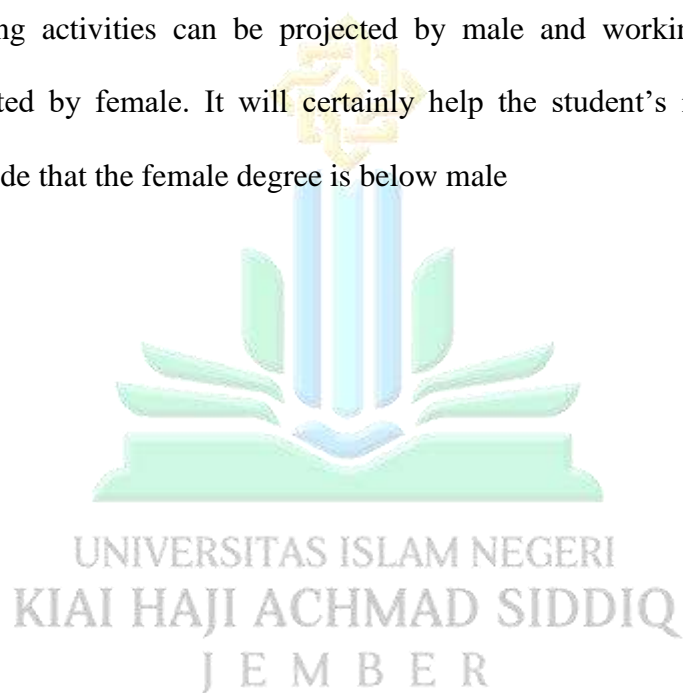
The researcher suggested that they analyze effectively and efficiently from the English textbook and use better research techniques to analyze.

3. For The English Textbook Writer

Researcher founds much bias gender on female representation in some chapters in the English textbooks, the English textbooks there was indeed bias gender especially female representation.

It would be better if writers reduce bias gender on female representation to maintain balanced male and female positions.

For example, representation between male and female must be fair. Cooking activities can be projected by male and working outside can projected by female. It will certainly help the student's mindset not to conclude that the female degree is below male



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DECLARATION OF AUTHENTICITY

The undersigned bellow:

Name : Sherlyta Fisca Aulia
NIM : T20196001
Major : English Education Department
Fakulty : Education and Teacher Training Faculty
Institution : Islamic State University KH Achmad Siddiq Jember

Declare truthfully that in the results of this research there are no elements of plagiarism of research works or scientific works that have been carried out or made by other people, except in writing quoted in this manuscript and mentioned in the source of quotations and bibliography.

If in the future it turns out that the results of this research prove that there are elements of plagiarism and there are claims from other parties, then I am willing to be processed according to the applicable laws and regulations.

Thus I made this statement truthfully and without coercion from anyone.

Jember, 12th April 2023

Author



Sherlyta Fisca Aulia

NIM. T20196001

Appendix 2: research journal

RESEARCH JOURNAL

Name : Sherlyta Fisca Aulia

Student Number : T20196001

Title : An Analysis Female Representation Reading Skill In
English Textbook Junior High School

No	Day/date	Activity
01	Monday, 26 th December 2022	Specifying and presenting the primary data
02	Thursday, 03 rd January 2022	Diving the data; choosing the female representation and characters of female in English textbook entitled "Buku Interaktif Bahasa Inggris"
03	Wednesday, 05 th January 2022	Counting the data; how female representation and character of female in English textbook entitled "Buku Interaktif Bahasa Inggris"
04	Friday, 06 th January 2022	Coding the data; giving the code to every data has chosen
05	Saturday, 07 th January 2022	Analyzing, analyzing the data in every chapter in English textbook
06	Thursday, 10 th January 2022	Representing; representing the finding of female representation and character of female in English textbook entitled "Buku Interaktif Bahasa Inggris"
07		Conclusion; concluding the data based on the result of analysis.

Appendix 2: bibliography of researcher

Researcher's Bibliography



Personal Information:

- Name :Sherlyta Fisca Aulia
- NIM : T20196001
- Age : 23
- Gender :Female
- Place, Date of Birth : Probolinggo, 25th April 2001
- Address: Maron Kidul, RT 16 RW 05
- Religion: islam
- Department/ Major courses: Language Education/Language Department
- E-mail Address: Sherlytaaulia254@gmail.com

Education Background

2007-2013: SDN Maron Wetan 2

2013-2016: SMP Negeri 1 Maron

2016-2019: SMA Negeri 1 Gending

2019-2023: UIN KH Achmad Siddiq Jember

Achievements

The 2nd English Story Telling Contest

The 3rd Olympics English

The 2nd playing volleyball

The 4th Olympics saints

The 3rd English competition

The 1st English story telling contest