

ABSTRACT

Pramita, Putri Rizqi. 2025. *An Analysis of Gender Representation in Speaking Activity in English Textbook "Pathway to English" for Grade X*. Thesis Supervisor I: Dian Adiarti, S.Pd., M.Hum. Thesis Supervisor II: Mustasyfa Thabib Kariadi, S.Pd., M.Pd. Chief External Examiner: Slamet Riyadi, S.S., M.Pd. External Examiner: Weksa Fradita Asriyama, S.Pd., M.Pd. Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, Language Education Department, English Language Education Study Program, Purwokerto.

Gender representation refers to the ways in which males and females are depicted and assigned roles within learning materials. This aspect is crucial, as textbooks play a significant role in shaping students' perceptions of equality and participation. The present study examines gender representation in the speaking activities of the *Pathway to English* textbook for Grade X. It specifically addresses two research questions: (1) how gender is represented in the textbook, and (2) the proportion of male and female vocabulary used in the dialogues. Employing a descriptive qualitative design, this study utilized document analysis and applied the analytical framework proposed by Jones, Kitemu, and Sunderland (1997), which includes dialogue initiation, turn-taking, number of speakers, number of words, and vocabulary proportion. The analysis shows that dialogue initiation (male: 45.5%, female: 45.5%), turn-taking (male: 46.7%, female: 40%), number of words spoken (male: 46.8%, female: 43.5%), and number of speakers (male: 43.5%, female: 39.1%) indicate a relatively balanced representation, although certain disparities remain. Nonetheless, a substantial gap is evident in vocabulary proportion, with male-related vocabulary accounting for 83.5% and female-related vocabulary for 16.5%. In conclusion, the findings reveal that male characters appear and speak slightly more frequently, whereas female characters participate actively but display more responsive roles. The vocabulary analysis further highlights a dominance of male-associated lexical items. Overall, the textbook demonstrates progress toward gender fairness, yet complete balance has not been fully achieved. The study recommends that teachers promote equitable participation, textbook authors design more balanced character roles, and future researchers expand the analysis to other textbooks or additional dimensions of gender representation.

Keywords: *Gender Representation, Speaking Activity, Textbooks*

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Representasi gender mengacu pada cara laki-laki dan perempuan digambarkan dan diberi peran dalam materi pembelajaran. Aspek ini krusial karena buku teks berperan besar dalam membentuk persepsi siswa tentang kesetaraan. Penelitian ini mengkaji representasi gender dalam aktivitas berbicara buku teks *Pathway to English* Kelas X, penelitian ini secara spesifik menjawab dua pertanyaan: (1) bagaimana gender direpresentasikan dalam buku tersebut, dan (2) proporsi kosakata laki-laki dan perempuan yang digunakan dalam dialog. Dengan menggunakan desain kualitatif deskriptif dan analisis dokumen berdasarkan kerangka Jones, Kitetu, dan Sunderland (1997) yang meliputi inisiasi dialog, pengambilan giliran, jumlah penutur, jumlah kata, dan proporsi kosakata. Hasil analisis menunjukkan bahwa inisiasi dialog (L: 45.5%, P: 45.5%), pengambilan giliran (L: 46.7%, P: 40%), jumlah kata (L: 46.8%, P: 43.5%), dan jumlah penutur (L: 43.5%, P: 39.1%) mengindikasikan representasi yang relatif seimbang, meskipun beberapa ketimpangan tetap ada. Namun, kesenjangan substansial terlihat dalam proporsi kosakata, di mana kosakata terkait laki-laki menyumbang 83.5% dan kosakata terkait perempuan hanya 16.5%. Kesimpulannya, temuan mengungkapkan bahwa tokoh laki-laki muncul dan berbicara sedikit lebih sering, sementara tokoh perempuan berpartisipasi aktif tetapi menampilkan peran yang lebih responsif. Analisis kosakata menyoroti dominasi pada kosakata terkait laki-laki. Secara keseluruhan, buku teks tersebut telah menunjukkan upaya menuju kesetaraan gender, tetapi keseimbangan penuh belum tercapai. Penelitian ini merekomendasikan agar guru mendorong partisipasi yang setara, penulis buku teks menciptakan peran karakter yang lebih seimbang, dan peneliti di masa depan memperluas analisis pada buku teks lain atau aspek lain dari representasi gender.

Kata Kunci: *Aktivitas Berbicara, Buku Teks, Representasi Gender*