

**AN ANALYSIS ON GENDER STEREOTYPES IN THE  
PICTORIAL DEPICTIONS IN ELEMENTARY SCHOOL  
ENGLISH TEXTBOOK PUBLISHED BY *FOKUS* IN  
ACADEMIC YEAR 2017/2018**

**THESIS**

**Presented to  
State Islamic Institute of Kediri  
In Partial Fulfillment of the Requirements  
For the Degree of *Sarjana* in English Language Education**



**By :**

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2018**

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by I as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution or higher education. Due this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfil the requirement for the degree of *Sarjana* (SI) in English Study Program, State Islamic Institute of Kediri.

Kediri, May 07<sup>th</sup> 2018

The Researcher,

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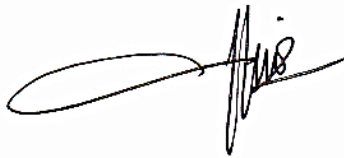
This is to certify that Sarjana's Thesis of Septiana Lailatur Rohmah has been received and approved by the thesis advisors for further approval by the board of examiners.

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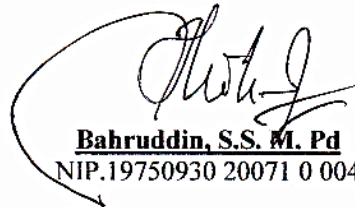
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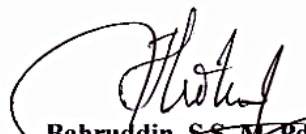
Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah dating dapat diujikan dalam sidang muqasah. Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan terima kasih. Wassalamualaikum Wr. Wb.

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## ABSTRACT

Rohmah, Septiana Lailatur. 2018. *An Analysis on Gender Stereotypes in the Pictorial Depictions in Elementary School English Textbook Published by FOKUS in Academic Year 2017/2018*. English Department, Faculty of Education, State Islamic Institute (IAIN) Kediri. Advisors: Mohammad Muhyidin, M. Pd., and Bahruddin, S.S., M. Pd.

Key words: gender roles, gender stereotypes, content analysis of pictures, English textbook.

Stereotypes are socially constructed and a common example of a gender stereotype is that men are more likely to be seen as aggressive and competitive whereas women tend to be perceived as passive and cooperative. Textbooks in schools still have a significant role in educating children as sources of knowledge and information for students and as a term of reference for teachers. At the same time text books promote gender stereotypism through their content, language and pictorial representations. This study was conducted to analyze the components of gender stereotypes and how are gender stereotypes represented in the pictorial depiction in elementary school English textbook which used by the students of four, five and six grade at MI YPSM AL MANAAR TIRON.

This research uses descriptive qualitative research. Then, the instrument of this research is researcher herself. While the sample is English textbook that is LKS *FOKUS* published in 2017/2018 that used for four, five and six grade on the first and second semester at MI YPSM AL MANAAR TIRON. This analysis uses Deaux and Lewis that is divided gender stereotypes into four components. The four components are traits, role behaviors, physical characteristics, and occupations. The limitation only in three components that are role behaviors, physical characteristics, and occupations.

The findings of this research are male roles outnumbered female roles in some categories in the pictures of these text books and it indicates that gender stereotyping in these three areas is still common in Elementary School textbook. Then, in the term of role behaviors are high representation of females. In the term of physical characteristics show under-representation of females that divided into three kinds that are gendered skill, gendered dress code and school activities. Then, in the term of occupations show high representation of males. Males depicted as strong, active, aggressive and competitive, while females depicted as weak, passive, and cooperative. Based on the findings of the study and taking into consideration the far reaching impacts that pictorial representations can have in developing proper gender role perceptions, suggestions are put forth to eliminate the gender bias and promote egalitarian gender relations through the pictures.

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