

THE REPRESENTATIONS OF GENDER AND CULTURAL IDENTITY IN THE ENGLISH NUSANTARA TEXTBOOK

THESIS TITLE

ABSTRACT

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Gender representation, Indonesian social values and cultural identity are important aspects presented in English textbook, This study aims to analyze how gender, Indonesian social values, and cultural identity were represented in the *English for Nusantara* textbook for Year 8 students. This study addressed two research questions: (1) How was gender represented in the *English for Nusantara* textbook for eighth-grade junior high school students? (2) How were Indonesian social values and cultural identity represented in the textbook? This study employed a mixed-methods approach, combining quantitative content analysis with Fairclough's Critical Discourse Analysis (CDA). Data were collected from speaking activities, reading texts, and visual illustrations contained within the textbook. The findings indicated that female characters were represented more frequently (53%) than male characters (47%), suggesting a moderate imbalance in gender representation. Indonesian social values were represented through Cooperation, Mutual Assistance, Responsibility, Social Awareness, as well as Equality and Social Justice, with Cooperation emerging as the most dominant value. Indonesian cultural identity was represented through Clothing, Traditional Houses, Ceremonies, and Cultural Practices, with Cultural Practices appearing most frequently. This study concluded that the textbook not only supported English language learning but also promoted social values, cultural awareness, and a positive representation of Indonesian identity.

Key words: *CDA Textbook Analysis Cultural Identity, Indonesian Social Values, and Gender Representation*

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Representasi gender, nilai-nilai sosial Indonesia, dan identitas budaya merupakan aspek-aspek penting yang disajikan dalam buku pelajaran bahasa Inggris. Penelitian ini bertujuan untuk menganalisis bagaimana gender, nilai-nilai sosial Indonesia, dan identitas budaya direpresentasikan dalam buku pelajaran English for Nusantara untuk siswa kelas 8. Penelitian ini membahas dua pertanyaan penelitian: 1. bagaimana gender direpresentasikan dalam buku pelajaran English for Nusantara; dan 2. bagaimana nilai-nilai sosial Indonesia dan identitas budaya direpresentasikan dalam buku pelajaran tersebut. Penelitian ini menggunakan pendekatan campuran (mixed-methods), yang menggabungkan analisis konten kuantitatif dengan Analisis Wacana Kritis (CDA) Fairclough. Data dikumpulkan dari kegiatan berbicara, teks bacaan, dan ilustrasi visual yang terdapat dalam buku teks. Temuan menunjukkan bahwa karakter perempuan direpresentasikan lebih sering (53%) dibandingkan karakter laki-laki (47%), yang mengindikasikan adanya ketidakseimbangan moderat dalam representasi gender. Nilai-nilai sosial Indonesia direpresentasikan melalui Kerjasama, Gotong Royong, Tanggung Jawab, Kesadaran Sosial, serta Kesenjangan dan Keadilan Sosial, dengan Kerjasama muncul sebagai nilai yang paling dominan. Identitas budaya Indonesia direpresentasikan melalui Pakaian, Rumah Tradisional, Upacara, dan Praktik Budaya, dengan Praktik Budaya muncul paling sering. Penelitian ini menyimpulkan bahwa buku teks tersebut tidak hanya mendukung pembelajaran bahasa Inggris tetapi juga mempromosikan nilai-nilai sosial, kesadaran budaya, dan representasi positif identitas Indonesia.

Kata Kunci: *A Analisis buku teks CDA, identitas budaya, nilai sosial Indonesia, representasi gender*