Title of the Article: The Analysis of Gender-Based Language Written in the Short Stories of Twelfth Grade English Language Textbook

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Abstract

This study indicated the significance of literary works on the analysis of English Language textbook of Twelfth grade by focusing on Gender-Based Language written in the Short Story. The researcher aimed to explore gender-specific vocabulary in context including common nouns, pronouns, terms of address, and occupation for different gender. To gather data sufficiently, researcher selected six short stories from nine Units of the six chapters. The analysis of these gender-specific vocabulary was conducted with WordSmith 8.0 software text analyzer. The results revealed that the common nouns for female characters in the short story were written meaning that women played significant roles in Cambodian society as could be read of most of the activities in the story. In addition, pronouns utilized in short stories representing female characters double to males. This result signified the roles of female as main characters in the short story. Moreover, the name for each character of the story is written to present the characteristics of women. Most names are female main characters of the short stories. Last, women had high status in the story as they worked in good position. Future implication should be implementing another analysis on reading texts of the textbook to gain more information on gender biases. Future authors should be careful in writing by balancing gender representation in teaching materials.

Keywords: English Language Textbook; Gender-Based Language; Short Story;

Introduction

Although, there are equal opportunities for both men and women authors in literary creation, there are still unequal representation of women and men authors in school curricula and textbooks writing. As in this English language textbooks, there were six authors written in this Twelfth Grade English language textbook. However, there was only one author representing female author. Textbook is a part of the fulfillment of the course by providing visual aid and literacy of the contents. Short story is written to introduce various massages including everyday life, gender in writing or other contexts aiming to share ideas of the authors. According to Božič (2016) stated that the proportion of female authors depends on the scope of the approach. The fewer female authors included, the less likely it is that female authors will be represented. Due to the very strict selection of nationally representative writers, the gender of women is not represented at all. The gender of the choice can affect the inclusion of female authors, but it does not have to be. Textbook editors can be female, but they cannot contain a single author. Comparing textbook and literary history choices, female writers are less likely to appear in textbooks (due to the limited range of literary texts they contain) and may have different selection criteria. Authors played significant role in attracting readers attention as mentioned

by Cairney (2011) that either by speaking or writing the words of others, we can think about the consequences and possibilities of our own experience. The author was influenced by the tragedy of humans and the characters in the book. As readers, we too can "step into" the life of the characters in the book and share their joy, entertainment, fear, love, curiosity and sadness. For some, children's books provide the first experience of hatred, death, illness, isolation, war, divorce, and more. In addition, Budiman and Untari (2019, June) revealed that stories have a positive impact on the reader. This is because these stories have a variety of actions that have positive value. The author pours out these positive values of the story through the characters in the story. As a result, the story presented by the author creates a positive aura that tells the reader what is positive. Bashir and Omar (2020) indicated how authors used specific verbs and adjectives to imitate the true picture of existing societies. More importantly, Bach (2019) revealed that the most popular way to start a story is the preface to a supported story that appears in the data at three of the four story starts. The study also explores other important storytelling practices, including disjunctive markers for managing topic and recipient roles. Simoneli, Finardi and Finardi (2020) illustrated that there were not only sharing experiences, using technical vocabulary, practicing storytelling, but also shown that the views found in history may represent the views that build many prejudices about culture and language found in educational practices around the world, and therefore the contributions of English, literature, and teachers. Beliefs and the power of literary critical analysis to support cross-cultural encounters / encounters with others.

In gender perspectives, Women situation, the design and development of curriculums, and the expression of women in textbooks are strongly shaped by various areas of interest such as historical background. Therefore, knowledge that can be biased and affected by personal and cultural interests is fixed in law, statements, books, and even textbooks (Llorent (2012). According to Agni, Setyaningsih and Sarosa (2020), In this study, as evidenced by (1) text and visual expression, (2) activity, role, occupational diversity, (3) order reference, and (4) adjective expression imbalance, this book is gender bias based on this unbalanced. It turned out to be gender specific. In all indicators, females are underestimated, hidden and embedded in traditional gender stereotypes. Moreover, Mwebi (2021) revealed that the math textbooks used by eight standard learners in the Kenyan education system enhance the traditional and socially existing male and female stereotypes. Therefore, it is recommended that female authors be motivated to write more textbooks in order to create more role models for female learners. Second, textbook authors need to pay attention to the gender bias of textbooks to avoid this when writing books. Teachers should also be trained to identify and counter gender prejudices in textbooks.

Research Questions

What are genders-specific vocabularies in context written in the short stories?

Methodology

There were twenty Chapters for the whole textbook with sixty units. However, the Ministry of Youth and Sports as well as Education Departments in general education allowed Cambodian teachers of English to teacher only twelve Chapters with thirty-six Units. Among these twelve Chapters, there were six chapters with nine units of twelfth grade English textbook utilized in this study to analyze Gender Based Language written in the short stories. There was one story selected from Chapter 3. In addition, Chapter consisted of three units illustrating about only one short story written with 714 words. Second short story was selected from Chapter 4, Unit 3 written with 223 words. The third short story was chosen from Chapter 7, Unit 1 written with 234 words. Fourth short story was gathered from Chapter 8, Unit 3 written with 264 words. Fifth short story was selected from Chapter 10, Unit 2 with 351 words. In Chapter 10, there were two Units stating only one short stories. Unit 3 consisted of 219 words of the whole text. The last short story was chosen from Chapter 11, Unit 2 with 262 words. All short stories in the textbook were selected as the analytical sources of the study. Sense of bias and generalization were not included in this study. Conceptual framework was adapted from (Jin, Ling, Tong, Ling, and Tarmizi, 2013). The analysis procedures of this study may differ for the previous research as it focused on one research question on gender specific vocabulary. The text files of short stories were analyzed with WordSmith 8.0. The texts of all selected short stories were scanned with Text Scanner Software and pasted into the WordSmith 8.0 to analyze separated relevant themes.

Findings

There are two main aspects resulted from the analysis of six short stories comprising gender specific vocabulary in context. This section, researcher generated results on gender-specific pronouns, nouns, and address terms in both English and Cambodian, and the written names of characters in all short stories from Cambodian English Textbook for students in twelfth grade. From this analysis, the findings indicated the significance of the popularity of a particular gender by written language sexism. Agni, Setyaningsih and Sarosa (2020) stated that textbooks consisted of gender bias. According to NIS (2018) the population of Cambodian females were higher than male. Similarly, World bank (2020) stated that Cambodia males are 49% of the total population while Cambodian females are 51% of the total population.

Table 1: Gender-specific common nouns in the short stories

Male	*f*	*Female*	*f*
Brother	---	Sister	4
Gentleman	1	Woman	5
Husband	4	Wife	1
Father	---	Mother	4
Monk	2	Shopkeeper	1
Buddha	1	---	---
Total	8	Total	15

As can be seen, table 1 shows that the author of Cambodian English language textbooks of twelfth grade use many common nouns in the short stories representing females including 'sister', 'woman', 'wife', 'mother', 'shopkeeper' while common nouns representing males comprising gentleman, husband, monk, and Buddha. These gender-specific common nouns were taken from the analysis of WordSmith 8.0 tool. These analysis means that there are more female common nouns comparing to common nouns of males found in the six short stories of Cambodian English language textbooks. As compare to the statistics of NIS (2018) and World bank (2020) indicated that female plays significant roles in the community. Most of the main characters in the short story are females.

Table 2: Gender Specific Pronouns in the short stories

Male	f	Female	f
He	27	She	38
His	10	Hers	---
Him	1	Her	42
Himself	1	Herself	---
He's	3	She's	3
He'd	---	She'd	1
Total	42	Total	84

As stated in table 2, Gender specific Pronouns in six short stories reveals that the occurrence of female pronouns is double occurrence of male pronouns. Pronouns 'she' with 38 while pronouns 'he' with only 27. Pronoun 'his' or 'him' are lower than 'her'. Interestingly, 'he's' and 'she's' has the same occurrences. This analysis means that authors used pronouns for female higher than pronouns for males.

Table 3 shows the statistics of both male and female characters or vocabulary.

Table 3: Term of address in the short stories

Male	f	Female	f
Mr.	---	Mrs.	2
	---	Ms.	1
Professor	2	---	---
Officer	13	---	---
Total	15	Total	3

As can be seen in table 3, Cambodian authors are rare of using term of address in the short stories. 'Professor' and 'officer' are rated as high occurrences. This analysis indicates that term of address for male characters is higher than term of address for females.

Table number 4 illustrate about the name of character responding to representing gender.

Table 4: Names of characters in the short stories representing gender

Male	f	Female	f
Martin Green	7	Simone	18
Sann	2	Linda Croft	4

Peter	11	Chenda	18
---	---	Sopha	4
---	---	Sary	4
---	---	Rathana	5
---	---	Hardy	2
---	---	Fiona	2
---	---	Mora	7
Total	20	Total	64

Stated in table 3 that there are only three names of the characters including Martin Green (7) occurrent. Interesting, there are (64) occurrence including 'Simone' with (18) occurrences, 'Chenda' with (18) occurrences, 'Mora' with (7) occurrences, 'Rathana' with (5) occurrences, Sopha, Sary, and Linda Crof with (4) occurrence for each character, and (2) occurrences from Fiona and Hardy for each character. This analysis interprets that authors used many name for main female characters and normal female characters in their short stories.

Table 5 indicates both occupation of males and females by using gender specific explaining occupation.

Table 5: Gender Specific Occupation

Occupation for males	*f*	*Occupation for females*	*f*
Professor	3	Dr.	7
---	---	Nurse	6
---	---	Director	3
Total	3	Total	16

As stated in table 5, the word 'Professor' was used with three occurrences representing males while there are three occupations for females comprised of 'Dr.' with '7' occurrences, 'Nurse' with (6) occurrences, and 'director' with (3) occurrences. Based on this analysis, authors mainly indicate gender segregation as more significance and respects provided to female characters.

Discussion

As stated in the results section, the authors of Cambodian English language textbook of twelfth grade provided respect and value to females. Among the total six authors of this book, there is only one female author, but she is the team leader of the author. This may have influence on female characters written in their short stories. In addition, Cambodian culture always prioritized females as can be found in various histories and other Cambodian literary works. Similar to Agni, Setyaningsih and Sarosa (2020), they mentioned that there is gender bias in the textbook by giving evidence on gender imbalance in text and visual expression, activity, role, occupational diversity and so on.

Conclusion and Suggestion

In real context, Cambodian valued and respect women. This results also confirmed this significant role. Mwebi (2021) also recommended that female authors be motivated to write more textbooks aiming to create more role models for female learners. Second, textbook authors need to pay attention

to the gender bias of textbooks to avoid this when writing books. Teachers should also be trained to identify and counter gender prejudices in textbooks. Future implication should be done with the analysis of reading texts of the books so that readers can claim more significant or genders in Cambodian literary works and textbooks.

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