



Ambivalent gender deconstructions reflected through conversations in EFL textbooks for eleventh grade of Indonesian senior high school

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Although efforts have been made to reduce gender bias in textbooks, Indonesian English textbooks still tend to reproduce gender-biased oppositions that support patriarchal values. This study aims to analyze how patriarchal values are deconstructed in conversational texts. The research subject was the Indonesian English textbook for the eleventh grade published by the Ministry of Education in 2017, which contains eight chapters and twenty-one conversations. Through McKee's model of textual analysis, this study reveals that the textbook shows a balanced frequency between male and female characters in giving opinions and asking for decisions, with females slightly dominating decision-making. Female characters asked for suggestions more frequently, while males slightly dominated in giving suggestions and more significantly in giving answers. Agreement was more common among females, while males dominated disagreement. While female characters were positioned as decision-makers, this was undermined by the high frequency of male disagreement. The study reveals ambivalence in the deconstruction of male dominance, indicating that stronger efforts are needed to promote gender equality through textbook content.

Keywords: ambivalence, EFL textbook, gender deconstruction, Indonesia

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INTRODUCTION

While marginalizations of women in this generally patriarchal world have been persistent issues (Ansari et al., 2023; Friedan, 1994; Gamble, 2006; Sahyana et al., 2022; Suwastini, 2013; Tong, 2009), the role of language as a medium for reproducing patriarchal ideologies has received much concern (Barua & Dutta, 2023; Coates, 2013; Litosseliti, 2013; Nafi'a & Gumindari, 2020; Sayogie & Farkhan, 2023). The work of Lakoff (1973) has highlighted the different language use of women and men as a reflection of society's standards, where the socializing process unconsciously shapes certain ways for women to communicate, perpetuating different and hierarchical relations between men and women. Language is a patriarchal tool to force women to speak in a submissive tone as a reflection of their subordination (Cameron, 1985, 2020; Litosseliti, 2013). Such language use not only forces women to assume this subordinate position but also molds them further into this submissiveness (Heilman, 2012; Kustyarini et al., 2024; Mahmud, 2015; Phillips, 2005; Salsabila et al., 2024).

Language used in educational contexts is not exempt from such patriarchal power relations. While in most parts of the world women and men have received equal access to education, whether or not the content of the education and how it is conducted is abstain from the articulation of patriarchal ideologies is yet to be proven ([Gamble, 2006](#)). Among the aspects of education, textbooks have been deemed to be an exceptionally fertile ground for the articulation of ideologies ([Bayat et al., 2023](#); [Dabbagh, 2016](#); [Fithriani, 2023](#); [Nasrullah, 2016](#); [Rachmijati & Cahyati, 2018](#); [Setyono, 2018](#); [Yonata et al., 2017](#)) including the dissemination of patriarchal ideology ([Alkhadra et al., 2022](#); [Nandi et al., 2024](#); [Tyarakanita et al., 2021](#)).

Although numerous government organizations have established guidelines to promote awareness of gender equality, numerous studies have pointed out the perpetuation of traditional gender roles that are marginalized in textbooks (i.e., ([Ariyanto, 2018](#); [Awal, 2024](#); [Blumberg, 2008](#); [Emilia et al., 2017](#); [Gün & Topkaya, 2023](#); [Hayik, 2016](#); [Hussain et al., 2023](#); [Julianti et al., 2019](#); [Lee, 2016](#); [Nasrullah, 2016](#); [Suhartono & Kristina, 2018](#); [Wiraningsih et al., 2025](#); [Yonata et al., 2017](#)). Affected by Indonesian's traditional and religious values, which are mostly patriarchal in nature, these textbooks proliferate marginalizations of women in the pretext of preserving local wisdom ([Ariyanto, 2018](#); [Blangsinga et al., 2021](#); [Damayanti, 2014](#); [Emilia et al., 2017](#); [Julianti et al., 2019](#); [Lestariyana et al., 2020](#); [Oktavriana et al., 2024](#); [Rachmijati & Cahyati, 2014](#); [Sari, 2011](#)). Combined with the lack of gender-responsive teaching methods, such material could subconsciously shape patriarchal gender identities among the students ([Amin & Wachidah, 2023](#); [Artini et al., 2024](#); [Damayanti & Rismaningtyas, 2021](#); [Soares, 2013](#); [Suwastini et al., 2023](#)). [Adawiyah & Oktavianti \(2023\)](#), [Blangsinga et al. \(2021\)](#), [Iriana et al. \(2024\)](#), [Suwarno et al. \(2021\)](#), and [Tyarakanita et al. \(2021\)](#) found the books maintain gendered language, while [Hutapea et al. \(2025\)](#) and [Yasamahadewi et al. \(2023\)](#) found that the language of the textbooks contains deconstructive efforts, albeit ambivalently. Despite these developments, previous research has mostly focused on visual representations, job roles, or character frequency.

Meanwhile, conversational language and interaction patterns have not been widely discussed, despite the crucial role conversation plays in shaping students' understanding of social relations and power dynamics. Examining conversational texts provides deeper insights into how gender ideologies are subtly constructed and negotiated. Therefore, this study focuses on conversational texts in Indonesian English textbooks to examine the presence of deconstructive attempts and ambivalent gender representations in language use. By highlighting ambivalence in conversational interactions, this study contributes theoretically to gender discourse in EFL by extending existing analyses beyond representation toward interactional gender construction in classroom materials. These findings are expected to contribute to the ongoing debate regarding the extent to which educational materials promote gender equality and support more inclusive learning environments.

METHODS

This study adopted textual analysis by [McKee \(2003\)](#), data analysis was done through the interactive processes of condensation data, data display, and conclusion following the research model from [Miles, Huberman, and Saldana \(2014\)](#). The research subject was the Indonesian English textbook for eleventh grade for Senior High School which was published by the Ministry of Education in 2017. This textbook was selected because it is a government-issued textbook developed for the implementation of the 2013 Curriculum and widely used in Indonesian senior high schools. Additionally, the 2017 edition represents the most recent revision under the 2013 Curriculum prior to the introduction of newer curriculum reforms, making it relevant for examining gender representation in widely circulated instructional materials. The research objects were the conversational texts included in the textbook. This study particularly focused on identifying ambivalence in gender representation within conversational texts, as such ambivalence reflects subtle and evolving forms of gender bias that are often overlooked in previous studies that primarily emphasized visual bias or occupational role representation.

In data collection, the study recorded all the conversational text in the textbook and identified the pattern of the speakers' gender, their turn-taking, and the diction used by the respective gender. The data were recorded based on the types of conversational texts and the gender stereotypes they contained. The coding process categorized language use into three categories: sustaining, deconstructing, and ambivalent gender representations. Sustaining gender representation refers to language that reinforces traditional gender stereotypes, such as portraying male characters as dominant decision-makers or female characters as submissive participants. Deconstructing gender representation refers to language that challenges traditional gender roles, such as female characters taking leadership roles or expressing assertive opinions. Ambivalent representation refers to mixed portrayals in which stereotypical and deconstructive elements appear simultaneously within the same conversation.

During the data condensation, the data from each type of conversational texts were classified into stereotypical or deconstructive language use. The data were then organized into a coding matrix consisting of conversation type, speaker gender, turn-taking pattern, diction features, and gender representation category. Along with this classification, the study elaborated the data to provide coherent arguments on how gendered language was sustained, deconstructed, or presented ambivalently in the conversational texts. Along with this classification, the study elaborated the data to provide coherent arguments on how these perpetuations or deconstructions of gendered language are presented in the conversational texts. The simultaneous process of data condensation and data display led to the conclusion drawing. To ensure trustworthiness, the analysis involved repeated readings of the data until data saturation was achieved. In addition, the findings and coding categories were consulted with experts in gender studies and language education to ensure conceptual accuracy and analytical rigor. The results were also compared with related empirical findings from

previous studies to confirm consistency and strengthen the credibility of the interpretations. This process was repeated until the data collection, condensation, and data display were saturated, and the conclusion was considered trustworthy.

RESULTS AND DISCUSSION

The efforts of deconstruction towards patriarchal values reflected in the Indonesian English textbook for eleventh grade of Senior High School were the main focus to be analyzed, in which how male and female characters were depicted in the balance portion.

The efforts of deconstruction were found through the intense ambivalence between female and male characters, revealing the frequency of male and female characters' expression in giving and asking suggestions, giving and asking opinions, asking and giving decisions, agreeing and not agreeing on the decision, and asking questions and giving answers as presented in [Table 1](#).

TABLE 1 | Frequency of Male and Female Speakers in Conversational Texts

No	Types of Expression	Frequency		Remark
		Female	Male	
1.	Giving and Asking for Suggestions			
	Giving Suggestion	3	5	Sustain
	Asking for Suggestion	6	4	Sustain
2.	Giving and Asking for Opinions			
	Giving Opinions	14	14	Deconstruct
	Asking for Opinions	3	4	Deconstruct
3.	Asking for and Making Decision			
	Asking for Decision	3	3	Deconstruct
	Making Decision	10	7	Deconstruct
4.	Agreeing and Disagreeing on Decision			
	Agreeing on Decision	3	2	Sustain
	Disagreeing on Decision	3	7	Sustain
5.	Asking Questions and Giving Answers			
	Asking Questions	34	29	Sustain
	Giving Answers	22	26	sustain

Ambivalence in Giving and Asking for Suggestions

Male and female characters were found sharing their ideas through conversational texts. [Table 1](#) shows men tend to give more suggestions in giving suggestions, and women slightly ask for more suggestions. It reveals that Indonesian English textbooks already make the efforts of deconstruction upon the male dominance by adding more parts to women giving suggestions. It can be seen in Excerpt 1.

From excerpt 1, female and male characters repeatedly give and ask for suggestions. Female characters produced the first suggestion by suggesting the movie's name "Let's watch Ring". Instead of being the center, Jane frequently asked some suggestions, such as "How about in the afternoon?" and "When do you want to go?". Those expressions illustrated that women give men more chances to take control over their activities together, strengthening the patriarchal values that men frequently participate as the central role in textbooks ([Agarwal & Arshad, 2024](#); [Al-Qatawneh & Al Rawashdeh, 2019](#); [Barton & Sakwa, 2012](#); [Emilia et al., 2017](#); [Gharbavi & Mousavi, 2012](#); [Hiwarkhedka & Sharma, 2024](#); [Lee, 2019](#); [Lee & Mahmoudi-Gahrouei, 2020](#); [Lestariyana et al., 2020](#); [Paudel & Khadka, 2019](#); [Shamsuddin & Hamid, 2017](#); [Suhartono & Kristina, 2018](#); [Yonata et al., 2017](#)).

Even though asking suggestions is also done by men, John was illustrated to show the male dominance by putting his idea of the movie "I would rather not. I am not much into horror movies. How about Peanuts?" Through this expression, the male dominance is still contained by changing the movie and ignoring the women's ideas.

Excerpt 1:



(Preactivity, Page 2)

[Tannen \(1994\)](#); ([Baer-Tsarfati, 2020](#)) maintained that by establishing authority, men tended to cut the women's views and put their idea ahead to control the conversation. It means that ambivalence is found through women actively giving suggestions, but men's dominance is still slightly contained.

A different case appeared in Excerpt 2 when the female character kept asking for decisions which the male characters consistently gave.

Excerpt 2:

Invitation to dinner
 Joko: Would you like to come over for dinner tonight?
 Yeni: Thank you! I'd love to. Would you like me to bring something?
 Joko: No, nothing, just come.
 Yeni: OK. What time?
 Joko: At 7 p.m.
 Yeni: OK, see you then.

While the topic of meal in the above excerpt seems to lean on the feminine side, it still reflects that the female character depended on the male character to make decision. Coates (1996) explains that women in communication were more like connection rather than separateness. Additionally, women tend to use "other-oriented" or "addressee-oriented" questions to maintain conversations between speakers, invite others to talk, check others' perspectives, and avoid being the dominant or the expert (Enaifoghe, 2023). On the other hand, the ambivalent traits were found in Excerpt 3, where a married couple conversed about a request to be made to a magic fish.

Excerpt 3:

When the fisherman went home to his wife, he told her everything that had happened and how, on hearing it speak, he had let it go again. "Didn't you ask it for anything?" said the wife. "No, I didn't, what should I have asked for?" replied the fisherman.
 "I am surprised you don't realize what you should have asked for. We live very wretchedly here, in this nasty and dirty hut. We are poor and I am so miserable. You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage", said his wife.

(Enrichment 1, Page 117)

The excerpt 3 shows that the wife actively giving suggestions and showed her control over her husband by giving the suggestions. "... You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage" and "Why don't you just go ask the fish to make me the Lord of everything?" Through this expression, deconstructive efforts are seen by describing female characters as outspoken and aggressive towards the opposite sex, challenging the hegemonic belief of women that they are expected to be shy and reluctant instead of being bold and outspoken (Kurniawan and Jasmine, 2024; (Mokalu et al., 2023).

Ambivalence in Giving and Asking for Opinions

Asking and giving opinions in the conversational texts shows number of the contribution chance between characters. Table 1 presented the existence of female characters in the conversation as the speaker and both female and male characters share the same amount in giving opinions. Meanwhile, asking opinions is slightly taken in male characters' frequent chances, as exemplified in Excerpt 4.

Excerpt 4 depicts male and female characters discussing movies, sports, and social conditions. Both characters actively shared their opinions and showed ambivalent traits through the topic discussed. Female characters frequently disagree with male characters' opinions about movies and

sports. Even though the female character was already outspoken in arguing about what the female character did not like, it still shows femininity in the chosen movies, where the male character picked the fantasy "Harry Potter," which the female character to be less imaginative. Her further argument about disliking tag games shows that she was less interested in outdoor activities, while her pleas that the government should build sustainable supports for the underprivileged shows her deep empathy, which is one of the characteristically feminine traits (Blangsinga et al., 2021; Faludi, 1992; Friedan, 1974; Heilman, 2001; Lan & Jingxia, 2019; Millet, 2000; Setyono, 2018).

Excerpt 4:



(Chapter 2, Page 20)

Thus, even though female characters were described straightforward for what they do not like, but still contains gender stereotype that generally women will prefer the topic of relationships, personhood, personality, talking about the opposite sex, appearances, and the qualities of their relationship (Coates, 1996; Eckert & Ginnet, 2003; Kumar et al., 2022). However, while their preference maintains traditional gender stereotypes, the female character's switch of topic to the government's policy is quite deconstructive. By criticizing the government, the female character is shown to be capable of engaging in political issues, which is usually a masculine domain (Bahman & Rahimi, 2010; Hameed, 2012; Lee, 2016; Lee & Collins, 2010; Suhartono & Kristina, 2018). Thus, the English textbooks already showed a balanced share in illustrating the characters through those conditions, even with intense ambivalence in presenting both characters in specific topics.

Excerpt 5 below, however, provides a deconstruction of gender stereotypes about giving opinions. Excerpt 5 illustrates two female characters who shared their different argument about bullying. Both of the characters tried to give different opinions, deconstructing the cultural belief that women rarely offer opinion in order to maintain relationship with the interlocutors (Coates, 1996). Moreover, the topic discussed can be classified as masculine topics since women were reported identical discussing doubts, personal problems, fears, family, and intimate relationships

([Eckert & Ginnet, 2003](#); [Vegt et al., 2020](#)).

Excerpt 5:

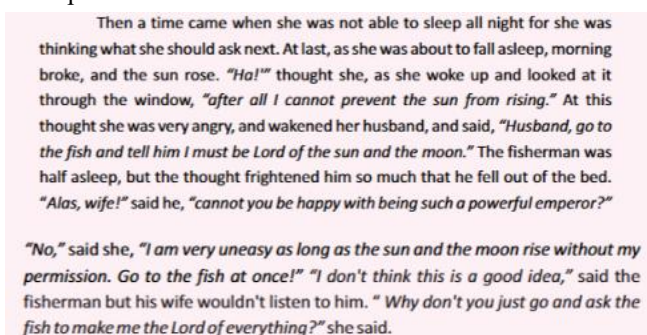


(Chapter 2, Page 19)

Ambivalence in Asking for and Giving Decisions

[Table 1](#) shows that Male and female characters have a reasonably clear portion in asking for a decision. Both men and women asked the decision alternately—in the opposite, making a decision was dominated by female characters ten times. Looking back at Excerpt 1, John and Jane asked and made decisions related to the movies they would watch and what time they would go. Jane actively asked for the decision and continued by John to get the fixed decision. The condition described reflects the effort in leveling the position between men and women through the number of dialogues in asking for a decision. [Yasamahadewi et al. \(2023\)](#) maintained that since sharing and collaboration were in the same amount, there was an equal share in communicating, and there was no imbalance in hierarchical interactions. It encourages students to be more outspoken and active in sharing their ideas. More deconstructive traits were found in the Excerpt 6 in which the wife actively decided for what her husband had to do.

Excerpt 6:



(Enrichment 1, Page 115-116)

The male character was illustrated as the character who asked the suggestion of female character (his wife) through a sentence "No, I didn't, what should I have asked for?" and

being replied by his wife "You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage". It was strengthened by another conversational text which showed how female character tended to take control in giving suggestion to male character. The decision was taken by male character, after the female character gave her order that can be seen through the sentences "Husband, go to the fish and tell him I must be lord of the sun and the moon" and "Why don't you just go ask the fish to make me the Lord of everything?"

On the other hand, Excerpt 7 below shows an example of conversational texts that maintain male dominance in decision-making.

Excerpt 7:

Scene 1

Monsieur Loisel : What's the matter? Why are you crying?

Madame Loisel : I'll be humiliated in that gold gown. It's so tattered and completely out of style. I can't go to the ball wearing that rag

Monsieur Loisel : There must be a way! How much do you think a suitable gown would cost? Something very simple but, elegant as well, of course.

Scene 2

Monsieur Loisel : You make any dress come to life, my dear. How ravishing you look!

Madame Loisel : (Pouting and whining) But, I'll be disgraced!

Monsieur Loisel : Disgraced? What can you possibly mean? You will be the most beautiful woman, there!

...

Excerpt 7 is a conversational text based on a short story entitled *The Necklace* by Guy de Maupassant a husband and a wife discussing the preparation for going to a party. The husband made the effort to decide for his wife. It implicitly imparted that men still have a high tendency to make decisions, supporting the traditional masculine stereotypes of masculine dominance. The husband's emphasis in making the financial decision placed the husband as the one who earned money, practically positioning the wife as financially dependent. Besides, his statement "Something very simple but, elegant as well, of course" shows the practical perspective that is often associated with masculine trait ([Blangsinga et al., 2021](#); [Hutapea et al., 2025](#); [Yasamahadewi et al., 2023](#)).

Ambivalence in Agreeing and Disagreeing on Decisions

The efforts of deconstruction of binary opposition still need to be further developed since the female characters were depicted to be undermined by the high frequency of male characters not agreeing with decisions and more frequently agreeing for the decision made. Excerpt 8 below exemplifies a conversational text from the English textbook under investigation which maintain male's authority though his disagreement.

In this conversation, the male character disagreed with the female character's choice of movie because it was a romantic

genre. Two points make this conversational text patriarchal. First, the textbook places the male character as the agent who rejects the suggestion, while the rejected suggestion was offered by a female character. Such placement of roles in this conversation maintains the cultural stereotype that men should hold the final say in decision-making. Furthermore, the choice of genre uttered by the female character maintains the stereotype that female audience prefers romantic movies, reflecting a traditional gender stereotype that women are more emotional than men (Suwastini et al., 2023; Wiraningsih et al., 2025). However, since the conversation is started by the female character, it also deconstructs the stereotype of feminine passivity (Blangsinga et al., 2021; Mihira et al., 2021).

Excerpt 8:



(Chapter 1, Page 13)

Ambivalence in Asking Questions and Giving Answers

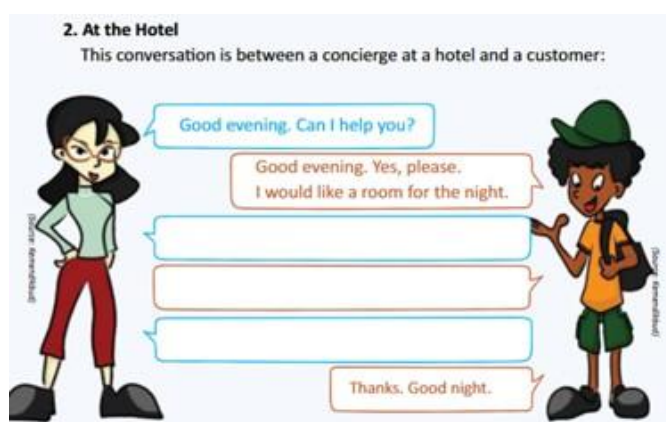
The ambivalent traits were found in asking for questions and giving for answers. Different active participants were found between asking questions and giving answers. Table 1 shows that female characters asked more questions compared to males, while answers were dominantly given by male characters. Excerpts 1 and Excerpt 4 above have provided examples of conversational texts that illustrate a collaborative type of conversation where the female and male characters asked each other questions and answer each other's questions, showing a balanced portion between male and female interlocutors. However, Excerpt 9 below exemplifies a different situation: a front office setting where a female character became a concierge handling a male guest.

In this conversational text entitled "At the Hotel," the female character was depicted as a concierge who actively asked the questions to the guests. While the conversation positions the female character as the initiator of the conversation, entailing a deconstructive tone to the traditional passive image of women, her profession as a concierge invites an ambivalent interpretation.

A concierge's task encompasses giving various services to hotel guests, a profession that is dominated by female employees (<https://oysterlink.com/career/concierge/demographics/>). In general, a concierge's primary duties include handling guest luggage, providing information, arranging transportation, and other personal services to ensure guest comfort

(Insani & Setiyariski, 2020; Permatasari et al., 2025). Concierges are also the first point of contact for guests upon arrival at the hotel, interacting directly from check-in to check-out, significantly influencing the hotel's initial impression and reputation (Putra et al., 2020).

Excerpt 9:



(Chapter 1, Page 12)

Placing a female character in a position of a concierge emphasizes the stereotype that women are more suitable for service job (Mihira et al., 2021). With "How can I help you?", "how are you", "Can I help you" as the common questions asked by a concierge, this conversation not only reproduce the stereotype of concierge as a female job, it also maintains the stereotype of women as the more cooperative, empathetic, and helpful members of society (Coates, 2013; Blangsinga et al., 2021; Berezchna, 2023; Lee & Mahmoudi-Gahrouei, 2020; Lefley et al., 2024; Lestariyana et al., 2020; Yasin et al., 2012).

Excerpt 10 below showcases a conversation from the textbook's section of giving information with ambivalent deconstruction of gender stereotypes.

Excerpt 10:



(Chapter 6, Page 75)

Excerpt 10 shows Ray and Jane talked about the topic of smoking. The female character was the one who tried to cooperate by asking questions to the male characters. The cooperative types can be understood that female characters asked "Why?" and "Really" to engage and encourage the interlocutors to share more related to the topic. Coates (Coates, 1996) and (Nawaz et al., 2024) explained that women in communication were more like connection rather than separateness. Women tend to use "other-oriented" or "addressee-oriented" questions to maintain conversations between speakers, inviting others to talk, checking others' perspectives, and avoiding being the dominant or the expert. Zimmerman & West (1975) and (Alsahafi, 2024) stated that during conversation, several strategies are used to maintain or show power over other speakers: interruptions, silence, and support for the partner in developing topics.

To deepen the analysis, the findings can also be interpreted through feminist discourse analysis, which emphasizes how language constructs and maintains gendered power relations. Feminist critical discourse scholars argue that discourse not only reflects social realities but also actively shapes gender identities and hierarchies (Fairclough, 1985). From this perspective, the ambivalence identified in the conversational texts suggests that gender equality is not yet fully realized but negotiated. The female characters are granted more active roles, yet male characters continue to dominate assertive and oppositional speech acts, indicating that patriarchal norms remain embedded within seemingly progressive representations. This coexistence of progressive and traditional discourses reflects the transitional nature of gender ideology in educational materials.

CONCLUSION

The conversational texts in the English textbook reflect both efforts to promote gender equality and the persistence of traditional gender roles. While female characters are increasingly portrayed as active participants in communication and decision-making, male characters still dominate assertive and oppositional roles, reinforcing patriarchal patterns. The presence of female voices in giving opinions and making decisions suggests a positive step toward inclusivity. However, the simultaneous portrayal of male characters as consistently challenging or overshadowing these roles reveals an ambivalent stance in the textbook's representation of gender. This indicates that although attempts have been made to deconstruct gender bias, more consistent and deliberate efforts are needed to present balanced and empowering gender representations in educational materials.

This study suggests that textbook developers need to pay attention to the quality of interactions and assertiveness of female characters' speech acts in addition to balance the number of male and female characters. Female characters should be consistently portrayed as decision-makers, leaders, and problem-solvers without being overshadowed by male characters. Furthermore, educators can encourage critical discussions about gender representation to increase students' awareness of gender messages in learning materials.

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