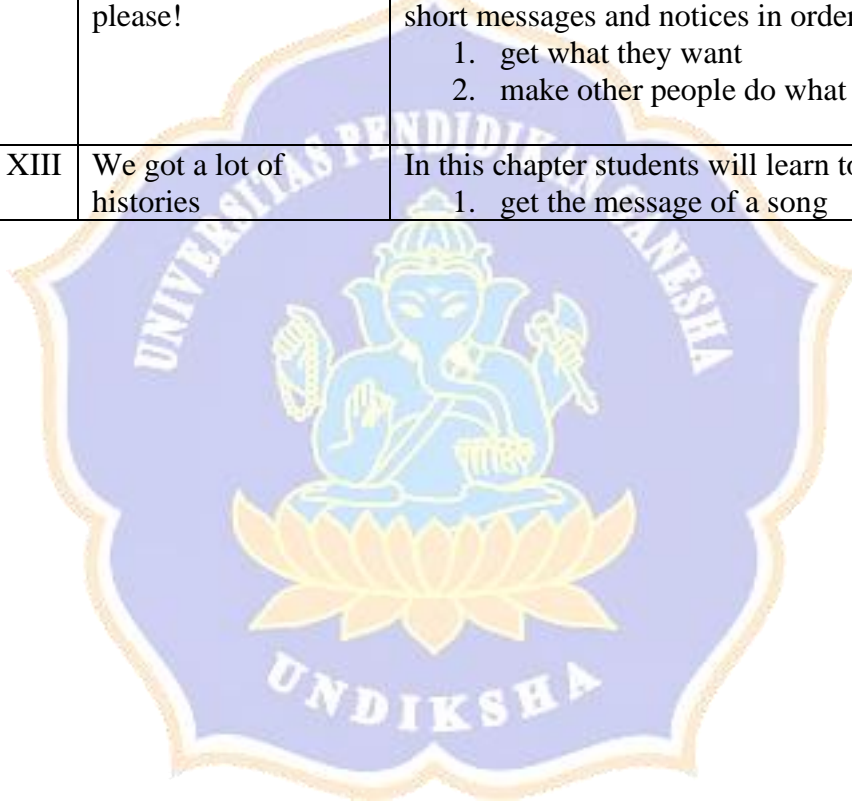


APPENDIX

Appendix 1. Information of Content in “When English Rings the Bell” textbook

Chapter	Themes/Topic	Learning Objectives
Chapter I	It's English time!	In this chapter students will learn to: <ol style="list-style-type: none"> 1. get attention 2. check if we are understood 3. show appreciation to others 4. tell what we or other people think of something
Chapter II	We can do it, we will do it	In this chapter students will learn to: <ol style="list-style-type: none"> 1. state that we can do something 2. state that we will do something
Chapter III	We know what to do	In this chapter students will learn to: <ol style="list-style-type: none"> 1. give suggestions 2. state rules and obligations
Chapter IV	Come to my birthday, please!	In this chapter students will learn to: <p>invite someone to do something</p> <ol style="list-style-type: none"> 1. give instruction 2. ask for permission
Chapter V	I'm so happy for you!	In this chapter students will learn to: <ol style="list-style-type: none"> 1. make greeting cards animals and things
Chapter VI	Our busy roads	In this chapter students will learn to: <ol style="list-style-type: none"> 1. show the existence of things and people
Chapter VII	My uncle is a zookeeper	In this chapter students will learn to: <ol style="list-style-type: none"> 1. communicate states and events that happen routinely or as general truths, in order to appreciate the nature, to show our pride in something, or to give good and bad samples
Chapter VIII	What are you doing?	In this chapter students will learn to: <ol style="list-style-type: none"> 1. communicate states and events in progress in order to share information with others
Chapter IX	Bigger is not always better	In this chapter students will learn to compare people, animals, and things in order to: <ol style="list-style-type: none"> 1. show their differences 2. be proud of them 3. praise them

		4. criticize them
Chapter X	When I was a child	In this chapter students will learn to: 1. communicate states and events in the past in order to share information with others
Chapter XI	Yes, we made it!	In this chapter students will learn to give an account of events and activities in order to: 1. share experience 2. show that they're proud of them 3. learn from them 4. report them
Chapter XII	Don't forget it, please!	In this chapter students will learn to write short messages and notices in order to: 1. get what they want 2. make other people do what we want
Chapter XIII	We got a lot of histories	In this chapter students will learn to: 1. get the message of a song



Appendix 2. The Blueprint of Language and Gender Representation in the Textbook

Aspect	Approach	Dimension	Definition	Categories/ Criteria
Language	Deficit Approach Jespersen (1922); Lakoff (1975); Poole (1646)	Women's Tentative Language	'Women's language' (WL) is described as weak and unassertive, in other words, as deficient. WL is deficient by comparison with the norm of male language. The deficit approach is characterized by linguistic forms such as hedges, 'empty' adjectives and 'talking in italics' (exaggerated intonation contours) (Lakoff, 1975). The Masculine gender is more worthy than the Feminine (Poole, 1646)	1. The use of lexical hedges or fillers
				2. The use of tag questions
				3. The use of empty adjectives
				4. The use of intensifiers
				5. The use of standard grammar
				6. The use of precise color terms
				7. The use of super polite forms
	Dominance Approach Fishman (1980); Liddell, Scott, Jones & Barber, (1968); Swacker (1975); Spender (1980); Talbot (1998); Zimmerman and West (1975)	Masculine's dominance construction	Men pursue a style of interaction based on power where they would interrupt their partners, delay or omit back channel support, reject topics offered by women, and hold the floor for far longer periods than women (Fishman, 1980)	1. Male domination in the conversation
				Women pursue a style based on solidarity and do the conversational support work that enables the conversation to happen and continue (Fishman, 1980; Talbot, 1998)
		Masculine generic construction	Placing a masculine view point at the center of one's worldview regarding history or culture and thereby marginalizing femininity culturally (Liddell, Scott, Jones & Barber, 1968)	1. The use of sex-definite article
				2. The use of male and female proper addressing (e.g. Mr., Mrs., Sir, Madam, Miss, etc.)
				3. The pattern of mentioning male or female names
			Language variances between men and women to the dominance of men within society as the manifestations	

			of a patriarchal social order (Talbot, 1998)	
	Difference Approach (Tannen, 1992; Cameron, 2003; Herbert, 1998)	Different styles in communication	Women tend to think of the world in a non-hierarchical way. They pursue intimacy in life and pay more attention to friendship (Tannen, 1992) where men tend to report information while women tend to report feelings	1. The use of Report and rapport talk
			The language differences between males and females are merely a result of their belonging in different cultures which regarded gender differences as the consequence of diverse socialization of boys and girls (Cameron, 2003)	2. Direct vs indirect
			Men view interactions in terms of competition, whereas women's use of language is more relational (Tannen, 1990)	1. Status vs. Support
		2. Independence vs. Intimacy		
		The choice of topics	3. Advice vs. Understanding	
4. Orders vs. Proposals				
5. Conflicts vs. Compromise				
			Women tend to compliment each other on appearance; Men, by contrast, prefer to compliment each other on possessions or skill (Herbert, 1998)	1. The choice of topics in conversations
Visual Images	Illustration (Brugilles & Cromer, 2009); Syela (2018); (Ahmad & Shah, 2019);	Pictorial Representation	The representation of the concept of gender illustrated in the form of the physical appearance of the characters, the attribute and activities attained to them (Syela, 2018; Ahmad & Shah, 2019)	1. The physical appearance of the characters 2. The attribute associated to certain gender of the characters

	Amerian & Esmali (2015)			3. The illustration of action and activities
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CURRICULUM VITAE



Ni Nyoman Artini was born on 13th November 1996, in Abang, Karangasem Regency. She is the third child of I Gede Wardana and Gusti Ketut Mirah. In 2002, she started her education in SD Nomor 1 Abang and Graduated in 2008. She continued her study in SMP Negeri 1 Abang and graduated in 2011. She began to study in SMA Negeri 2 Amlapura in the same year and graduated in 2014. A year after, she continued her study at Universitas Pendidikan Ganesha She got her first degree (S1) in English Language Education, the Faculty of Language and Arts, Universitas Pendidikan Ganesha in 2019.

