

GENDER REPRESENTATION IN ENGLISH TEACHING VIDEOS ON YOUTUBE FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Gender representation in learning media is one of the most important issues that measure the equality of appearance between male and female characters. The aim of this study is to find out whether male and female characters are represented equally and how male and female roles are described in the illustration of the selected learning videos. This study used mixed method, with quantitative applied to calculate the percentage of female and male. Qualitative is used to describe content analysis based on the roles of female and male. The objects are the selected English learning videos for Junior High School published in a well-known account, *Ruangguru* channel on *Youtube*. The number of characters reflecting male and female was classified by adapting from Stockdale in Miranda & Nurbatra (2019). The result of this study revealed that in three categories, the amount of male and female characters that arise is balanced with a percentage of 50% each. Meanwhile, in one category there are significant differences between female characters with 58% and male characters with 42%. It is concluded the gender representation in the five English learning videos was quite balanced. Moreover, female and male characters can be found together in the given conversation illustrations.

Keywords: Gender representation, sociolinguistics, English teaching videos

INTRODUCTION

Materials provided in the classroom were usually presented by teacher and textbook previously, but in the 21st century, there was a development in language teaching materials. Nowadays, there are many

learning videos circulating on the internet. The current pandemic era requires students and teachers to do online learning by utilizing various media that can support the teaching and learning process, such as Youtube. In Youtube, students can find so

many educational videos, from beginner until advanced level. Almurashi (2016) states that YouTube has important role in teaching the English language to help learners understand their English lessons because it can upgrade students' level.

In addition, learning videos from YouTube can also be used to encourage the cultural lessons and develop the authentic vocabulary improvement. Riswandi (2016) assumes the utilization of videos on YouTube can give students motivation to learn more about English. This is because the media produced from the learning video consists of visual and audio. Nasution (2019) states that YouTube is the effective media where we can get many videos that can help us when we teach language in a class. In addition, the learning videos are equipped with many illustrations that are fun for students. Therefore, if we compared to traditional textbooks, with the videos on *YouTube*, students not only study the material provided but can also participate in studying the culture of the country's source language, such as gender representation.

The presentation of gender in learning media is one of the most important issues in discourse analysis and sociolinguistics to be evaluated. In society, the roles of women and men must be presented in a balanced way, which is called gender equality. Based on the United Nations Educational, Scientific and Cultural Organization in Shallaite et al. (2021) gender equality is realized when men and women have the same status and opportunities to exercise their rights and potentials in society, such as in the political, economic, social and cultural fields. According to 'Aini et al. (2021) men and women have the opportunity to express ideas and act freely without depending on their sexual status. In addition, there is sexism also called gender

bias where discrimination based on sexual membership can be described in a social context and occurs when one gender is treated unfairly. They argue that the term gender bias is used more often in this study because this is the subject of the study. According to Ramadani & Novianti (2021) the issue of gender inequality is often encountered in everyday life. Especially in the field of education, the issue of gender inequality can be found in media that can support the learning process.

Therefore, the learning videos on Youtube must also have a balanced role presentation. The existence of gender analysis in learning videos makes students understand more about the role of each gender so that later they do not limit the role of involvement in social, behavior and language use. Brugeilles & Cromer (2009) suggest several characteristics of gender representation. That are 1) gender & age, character's physical appearance; 2) the designation, the state of the character who is placed; 3) activities, character actions; and 4) interaction, how the characters interact with each other.

It is important to know about gender in the videos learning as teaching media. According to Pilcher and Whelehan in Miranda & Nurbatra (2019), gender representation is a picture of men or women that is reflected back to them, might be inappropriate, but it describes about the life values and how it is represented in the public sphere. It affects society's conceptualization of male and female in social class and provides another view of gender in people's lives. This means that the gender represented in the learning media, in the case of learning videos, reflects what is acceptable and provides a description of each for women and men who appear in the learning videos.

Quite a lot of previous research has been done in the field of gender and English language teaching that focuses on gender representation so far. Shallaita et.al (2021) examines how the contents of textbooks contain gender and the existence of gender bias in textbooks. Study from Yilmaz (2012) on changes in the way of gender representation between the first edition and the latest edition of the English text book. Miranda & Nurbatra (2019) discusses gender representation in the 2013 Curriculum standard textbook from the Ministry of Education and Culture “When English Rings a Bell” for beginners in the seventh grade.

'Aini et al. (2021) studies the depiction of gender in textbooks on subject matter, readings, conversations, exercises, and pictures. Ramadani & Novianti (2021) evaluate how gender is represented and how equal it is represented in English textbooks for tenth graders. Tajeddin & Enayat (2010) examine critical image analysis on gender representation and stereotypes in textbooks.

Based on previous research, many studies have focused on textbooks in relation to gender representation. The researchers analyzed the frequency with which gender appears in textbooks, both pictures and illustrations. Then they explain the relationship between the number of frequencies that appear with the teaching process, such as Ramadani & Novianti (2021). However, in this era, textbooks are not the only source of learning for students. Especially during the pandemic which sometimes requires students to study online without face to face at school. This requires teachers to use media and other learning resources apart from textbooks, such as learning videos. Therefore, the researcher's focus in this study is gender representation in learning videos for English language teaching. The aim of this study is how the

roles of female and male are depicted and how the appearance frequency of male and female characters in the illustrations of the selected videos.

The research questions of this study are: (1) Are male and female characters equally represented in the illustration of the selected learning videos? (2) How are male and female roles described in the learning videos?

METHOD

In analyzing videos and focusing on the gender representation, the researchers need to find the number of percentages on females and males, and analyze the role of them. Therefore, this study used mixed method. Quantitative research applied to calculate the percentage of number of female and male in the learning videos. Meanwhile qualitative research used to describe content analysis based on the roles of female and male.

The object of this study is selected English learning videos for Junior High School students that published on Youtube. The videos were selected with different topics based on the most views in a well-known account, Ruangguru channel on Youtube according to the number of subscribers until September 2024 is 1.96 million people. The videos analyzed in this study are:

1. *Bahasa Inggris* SMP - Expression of Agreement and Disagreement
<https://www.youtube.com/watch?v=WKNFkMjbBE0>
2. *Bahasa Inggris* SMP - Expressing Disagreement
<https://www.youtube.com/watch?v=DkuHosNQgFg>
3. *Bahasa Inggris* SMP - Good Morning!
<https://www.youtube.com/watch?v=x2IW2nNjZR4&list=PLTCBny->



[LOCyxfWw7eo2Rv_rB2aMIoSg8A&index=4](https://www.youtube.com/watch?v=Rd0i5JGKawQ)

4. *Bahasa Inggris SMP – Greeting*
<https://www.youtube.com/watch?v=Rd0i5JGKawQ>
5. *Bahasa Inggris SMP - Uses of Simple Future Tense*
https://www.youtube.com/watch?v=933cR5QnFm0&list=PLTCBny-LOCyxfWw7eo2Rv_rB2aMIoSg8A&index=36

The amount of male and female characters representing was classified by adapting from Stockdale in Miranda & Nurbatra (2019) as follows:

1. **Named, Active Characters**
The character refers to the female and male characters in the learning video who are named and appear as active contributors in the illustrations. This character such as Tiara, Regita, Emon, Tasya, Olivia.
2. **Unnamed, Active Characters**
The character refers to the female and male characters in the learning video who did not have specific named but appear as active contributors in the illustrations. Example: Students, Mam, Daddy.
3. **Named as Non-active Character**
The character refers to the female and male that mentioned or discussed by the active character, but did not have active contribution in the illustration, such as Tasya, Mr. Henry, Selena.
4. **Unnamed, Non-active Characters**
The character refers to the female and male in the illustration who did not have any name and active contribution. This characters just mentioned as pronoun (he, him, she, her) or as a figure.

To obtain data in this study, researcher used a checklist of instrument. This

instrument is based on the adaptation of the character classification by Stockdale (2006). Of the six learning videos analyzed, the assessment characters are characters representing, which are: named active characters, unnamed active characters, named non-active characters, and unnamed non-active characters.

The researcher used content validity to measure whether the research instrument was valid. According to Sugiyono (2009) content validity is used to measure essay scores. The research instrument is declared to get content validity if it is a representative sample of the tested (Prayuda, 2021).

According to Airasian in Pusfarani (2021) reliability is the extent to which a test can measure reliably everything it measures. The test is reliable when the examinee's results are consistent on repeated measurements. To assess the reliability of the data collected, the researcher was assisted by inter-rater. The researcher calculated the correlation between their results using the Cohen Kappa principle, as follows:

Table 1. Range Score Interpretation of Cohen's Kappa

Kappa Value	Strength of Agreement
< 0.20	Poor
0.20 – 0.40	Fair
0.41 – 0.60	Moderate
0.61 – 0.80	Good
0.81 – 1.00	Very Good

The score measurement was used in two categories; a score of 1 is (if the analytical assessment is the same between researchers and inter-raters), and a score of 0 (if the analytical assessment is not the same between researchers and inter-raters) (Widhiarso 2005).



The procedure to analyze the data of this study are:

1. Classifying the data in several categories as previously mentioned, adapting from Stockdale in Miranda & Nurbatra (2019). There are named active characters, unnamed active characters, named non-active characters, and unnamed non-active characters. This classification aims to make it easier to get the frequency and describe the gender representation.
2. Counting the number of occurrences for boys and girls in the learning video for each category into a table. This calculation is done for each appearance of the character illustration, not depend on the duration of appearance. If the same character appears at different times, it is counted as two different characters. The characters that cannot be recognized as female or male will not be calculated.
3. Calculating correlation between researcher and inter-rater using Cohen Kappa and Widhiarso's principle.
4. The result of correlation then converted into a percentage using the formula:

$$formula = \frac{gender}{total\ of\ gender} \times 100$$

Stockdale (2006) states that if the results of the study show a difference of more than 5% in all of the categories, it shows a significant imbalance.

5. Making the conclusion to determine gender representation in selected English learning videos for junior high school students.

FINDINGS AND DISCUSSION

The aim of the researchers assisted by inter-raters from alumni of the Bengkulu University English Education Study Program was to avoid the researcher's subjectivity in assessing. The results of the research that has been conducted reveal that there is a similar assessment correlation between researchers and raters. The result of Kappa Value reliability between raters is 1 which indicates that the assessment has high inter-rater reliability (Very Good). The following are the details of the reliability measurement results:

Table 2. Inter-rater Reliability Results

Videos	Named,				Unnamed,				Named,				Unnamed,				Score
	Active Characters				Active Characters				Non-active Characters				Non-active Characters				
	Researcher		Inter-rater		Researcher		Inter-rater		Researcher		Inter-rater		Researcher		Inter-rater		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
1.	5	0	5	0	9	1	9	1	1	0	1	0	6	6	6	6	1
2.	2	1	2	1	2	1	2	1	1	1	1	1	16	10	16	10	1
3.	0	3	0	3	0	4	0	4	0	3	0	3	4	4	4	4	1
4.	2	9	2	9	3	15	3	15	1	2	1	2	11	8	11	8	1
5.	3	0	3	0	1	2	1	2	1	0	1	0	5	5	5	5	1
Total																5/5	
Kappa Value																1	



The results of the data analysis on the number of males and females carried out was described in the table for each of the four categories of gender representation, as follows:

Named, Active Characters

For named, active characters, the researcher found 13 female characters and 13 male characters that appeared in the illustrations of the five learning videos analyzed. In detail, the appearance of female and male characters is written in the following table:

Table 3. Named, Active Characters

Video	Female	Male
1	5	0
2	2	1
3	0	3
4	3	9
5	3	0
Total	13 (50%)	13 (50%)

The total of females and males from the table was 26. Using the Percentage Formula, it is obtained $\frac{13}{26} \times 100 = 50\%$ for female, and $\frac{13}{26} \times 100 = 50\%$ for male. Based on this quantitative percentage, it showed that the occurrence of female and male in named, active characters were equal. An example can be seen in Video 1 below:



Figure 1. Named, Active Characters

In the illustration above, Tiara character made an active contribution of the conversation and has a name. So, it was included in the named, active characters for female. Another example is in the following illustration:



Figure 2. Named, Active Characters

The character of Emon and Bu Puspa in this picture also have an active contribution to the conversation. Both of these two characters had specific name. Emon in this illustration is categorized as named, active characters for male and Bu Puspa as female.

Unnamed, Active Characters

There are 15 female characters and 15 male characters who appear for unnamed, active characters in the illustrations. The researcher described in detail in the following table:

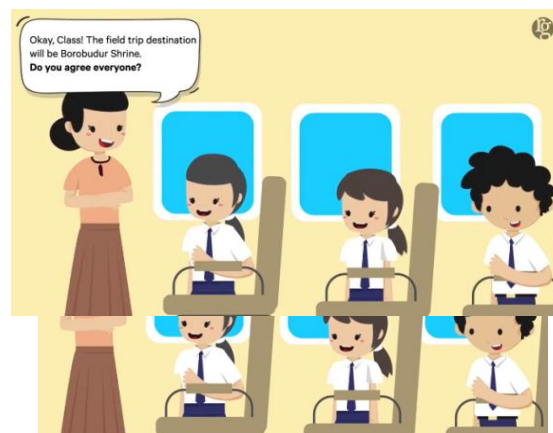
Table 4. Unnamed, Active Characters

Video	Female	Male
1	9	1
2	2	1
3	0	4
4	3	7
5	1	2
Total	15 (50%)	15 (50%)

From the table above, there are 30 female and male characters that appear. Of the 30 characters, female and male had the same percentage of 15 (50%) for each. The following is an example of an unnamed, active character in Video 3:

**Figure 3.** Unnamed, Active Characters

The character of Daddy in the conversation plays an active role but did not have a specific name. Example such as this character was included in the unnamed, active character for male. Here is another example:

**Figure 4.** Unnamed, Active Characters

In the picture, although the teacher actively participates in the conversation, this character does not have a specific name. This character is only introduced as Mam. Mam in this illustration is categorized as unnamed but active characters for female.

Named, Non-active Characters

For the category named, non-active character, 6 characters were found. Of the 6, there are 3 female characters and 3 male characters. For example:

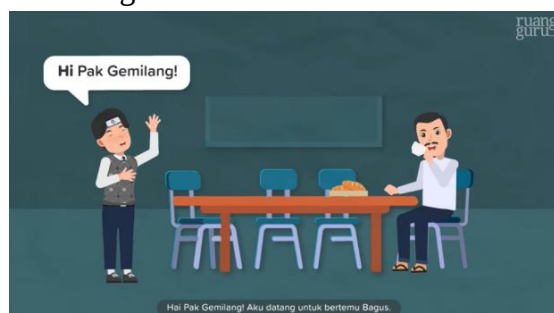


Mr. Harry in the above conversation is mentioned by the active character. However, the figure of Mr. Harry was not directly involved in the conversation. So, it was categorized as named, non-active characters.

Table 5. Named, Non-active Characters

Video	Female	Male
1	1	0
2	1	1
3	0	1
4	0	1
5	1	0
Total	3 (50%)	3 (50%)

Out of the total 6 characters that appear, the percentages obtained were 50% for female and 50% for male. Based on the data, it showed the percentage of female and male characters appearing in named, non-active characters were the same. Another example for named, non-active character is in the following illustration:

**Figure 6.** Named, Non-active Characters

In this illustration, the character of Bagus is not have any active contribution. This character categorized as named, non-active. It is because even though Bagus is a specific name, but he just mentioned by main character, Emon in this conversation.

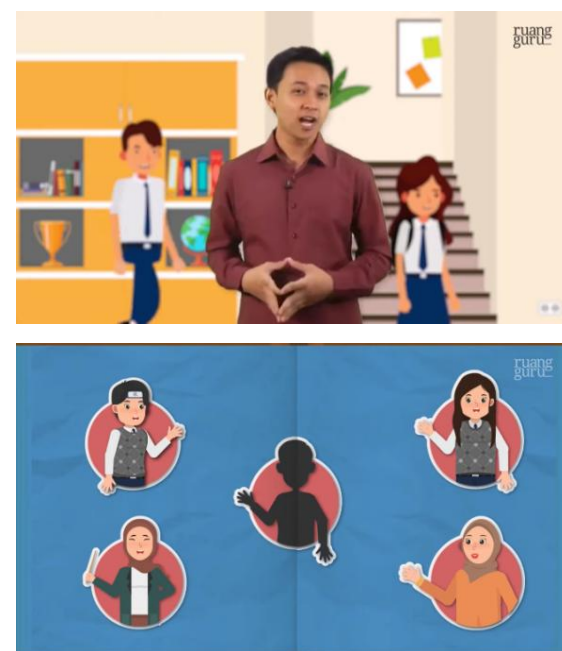
Unnamed, Non-active Characters

The total of unnamed, non-active characters found in the learning video is 69. 40 characters are female and 29 are male. The results of data analysis are attached in the following table:

Table 6. Unnamed, Non-active Characters

Video	Female	Male
1	6	6
2	16	10
3	4	2
4	9	6
5	5	5
Total	40 (58%)	29 (42%)

Of the 40 that appear for female characters, the percentage is 58%. While 42% for 29 male characters. These results indicate a significant difference of 16%. The example can be seen below:

**Figure 7.** Unnamed, Non-active Characters

The example of figure above showed female and male in illustration characters who do not have names and were not actively involved. Such as the female and male illustration in the video background.

Based on the assessment category from the research results, it was found that the gender representation in the five English learning videos was quite balanced. In three

categories, namely named active characters, unnamed active characters, named non-active characters, the number of male and female characters that emerge is equal to the percentage of 50% each. Meanwhile, in the unnamed non-active character category, significant differences were found, namely 40 occurrences for female characters, and 29 occurrences for male characters.

For characters in the named and active categories, both male and female characters are used as the main characters in the conversation. For example, the expression in the conversation between Tiara and her friends. Tiara in the conversation acts as a character who has a specific name and has an active contribution to the conversation. Then the male and female characters can also be found at the same time. For example, in the conversation between Mrs. Puspa and Emon. These two characters build an active communication as the main character and each character has a name.

In the unnamed but as an active character category, it was also found that both genders had the same percentage of appearances in the video illustration. For male characters, for example, the conversation between Bagus and his father. The character of Daddy in the conversation is a character who plays an active role but does not have a name and is only mentioned as Daddy. Another example is a conversation in the classroom between students and teachers. Neither the student nor the teacher is named as having a specific name. They are in conversation in the illustration simply as Class, Everyone, and Mam.

In the named but have not any active character category, there are conversations between several students in the class. The students mentioned about their teacher Mr. The real Harry doesn't appear in the illustration. Mr. Harry is only a character

mentioned by his students who has an active role in the conversation. Then on the conversation between Emon and Mr. Gemilang. In the conversation, Emon mentions the character Bagus who has a specific name but does not appear in the illustration given. The male Bagus character was only mentioned by the main character in the conversation.

Then in the category of unnamed and non-active characters, you can find illustrations in videos that feature male or female characters. These characters don't have a conversation or don't say anything, but are still shown in the video as supporting objects. At one point in the video, researchers can find female and male characters appearing simultaneously, although several times, illustrations that only use female or male characters are also found.

This finding contradicts the results of previous studies by Miranda & Nurbatra (2019) and Shallaita et al. (2021) which examine representation of the gender in English Textbooks and state that the comparison of the appearance of female and male is not balanced. In Miranda & Nurbatra research, they found that the appearance of female characters dominated in two categories. Meanwhile in Shallaita et al. the result found that there are gender biases that exist in two ELF textbooks that analyzed in this study. In addition, the study from Ramadani & Novianti (2021) also state that from illustration on the selected textbook, for certain aspects only represent by one specific gender.

As stated earlier that learning media can bring out of sight worth to be educated to students. Therefore, it is very important to check students' learning media, such as learning videos from the internet to ensure that students will receive the best lessons when they learn English. The teacher must

choose the material conscientiously in order to change both of the language content aspects and the cultural aspects about male and female equal rights (Hazel, 2014).

CONCLUSION

From the results of this study, it is revealed that the English learning video uploaded by the Ruagguru account on the Youtube platform shows a fairly equal gender representation between male and female. Although three of the four assessment categories show an equal percentage of male and female characters, but in one category of assessment it still shows that there is a gender inequality of characters, namely female characters are more common than male characters. On the other hand, female characters and male characters can be found together in the given conversation illustrations. From this study and the relation with gender representation, it shows that this learning media describes about the life values and how it is represented in the public sphere. It affects society's conceptualization of male and female in social class and provides another view of gender in people's lives. In the process of teaching and learning, supported media such as videos, can bring out of sight worth to be educated to students to ensure that students will receive the best lessons when they learn English. The teacher needs to pay attention both of the language content aspects and the cultural aspects about male and female equal rights in society.

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