

# Gender Representation in Indonesian Language Textbooks: Critical Discourse Analysis

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**Abstract**—This study aims to analyze the elements of discourse analysis regarding gender in the Indonesian Textbook. The data used in this study were texts in integrated thematic Indonesian textbooks for grade 2 elementary school. Gender representations based on micro and macrostructures of language analysis in Indonesian textbooks as the research problems of this analysis. This research uses data analysis methods with field methods with observations and interviews. The theory used in this study is the theory of discourse analysis by Dijk (1993). The results of this study indicated that there are discourse elements that show gender in texts such as microstructure and macrostructure. In the microstructure, grammatical elements are found which include references, omissions, and conjunctions. The macro elements found in integrated thematic textbooks for elementary school Indonesian are context, inference, and character values. Character values are implicitly described in the characters in the text. The micro and macrostructure in the data show the dominance of the female gender.

**Index Terms**—discourse analysis, text, books

## I. INTRODUCTION

A noteworthy phenomenon within the realm of public communication pertains to the disparity in the utilization of linguistic indicators when viewed through the lens of gender. Education institutions play a significant role in shaping individuals' attitudes, values, and comprehension of gender equality (Rizkiyah et al., 2022). According to Ulfah et al. (2019), gender is regarded as an inherent characteristic that is not subject to interchangeability between individuals of different sexes. The analysis of gender representation in elementary school textbooks can be conducted using macrostructural, superstructural, and microstructural methodologies. The microstructure of a text includes both grammatical coherence and lexical cohesion. Grammatical cohesion encompasses many linguistic devices such as references, substitutions, ellipsis, and conjunctions, which serve to establish connections between different parts of a text. On the other hand, lexical cohesion pertains to the use of repetition, synonyms, antonyms, and equivalents to create coherence and unity within a text. The macrostructure and superstructure approaches center their attention on the comprehensive analysis of discourse composition, aiming to gain a holistic understanding of the discourse. The present text will undergo an academic analysis. The macrostructural aspects encompass elements such as structure, lexicon, and context. The significance of textbooks in shaping and reinforcing gender norms and societal status has been well acknowledged (Alam & Badshah, 2022). The pedagogical process necessitates the utilization of textbooks as a means to facilitate educational attainment. Textbooks serve as essential learning resources for students during the educational process. According to Arraman and Hazmi (2018), students have the opportunity to acquire knowledge and information independently from an instructor by utilizing this textbook. Textbooks serve as a means of disseminating knowledge and as instructional tools employed by educators to facilitate student learning through printed materials (Alexopoulos et al., 2022). Textbooks are commonly employed as educational materials across the majority of educational institutions in Indonesia. Textbooks serve as the primary literature or resources that encompass educational content necessary for attaining fundamental and essential competencies. These competencies encompass the enhancement of religion, piety, moral character, and personal development, as well as the acquisition of scientific and technological expertise, the cultivation of aesthetic sensitivity and abilities, the development of kinesthetic aptitude, and the promotion of physical well-being. These competencies have been formulated following national educational requirements. Textbooks are a prevalent educational tool utilized for both teaching and learning purposes. Textbooks serve as educational tools and learning resources for pupils. Despite the enduring popularity and conventional nature of books as a medium, they

nonetheless possess the capacity to significantly enhance the process of learning. Certain educational resources are reliant on the utilization of textbooks for effective instruction. Textbooks are commonly employed as pedagogical aids in the process of teaching and learning (Eva, 2015). The information presented within the textbook represents the author's method of introspectively contemplating his concepts. The concepts that the author aims to communicate undoubtedly offer novel insights to the reader. The text contains material that reflects the author's ideological perspective, which may be communicated either overtly or implicitly. Textbooks are commonly acknowledged as a medium for the perpetuation of social reproduction and the dissemination of prevailing beliefs (Babaii & Sheikhi, 2018). Textbooks serve as the primary instructional medium in educational contexts, facilitating teaching and learning endeavors. To clarify, the utilization of written content inside textbooks has served as a means of transmitting educational content encompassed within the curriculum. The text of the textbook has undergone a rigorous evaluation process done by the National Education Standards Agency (BSNP) and has been officially mandated as a reference book through a ministerial decree (Rahmawati, 2016). The content within this textbook is intended to cultivate students' ability to develop independent study habits, enabling them to effectively comprehend and grasp the material presented by instructors. The topic of gender issues in textbooks has garnered significant scholarly interest as a means of addressing and rectifying the perpetuation of gender stereotypes within the educational context (Rohmawati & Putra, 2022).

It is important to conduct further research on the contents of the text in books in terms of micro and macrostructural elements of a discourse. Similar research that has been previously analyzed was research from Arraman and Hazmi (2018) which analyzes the contents of the 2013 curriculum textbooks. The results of the previous study indicated that in the textbooks for class X Senior High School in terms of content feasibility, the language used needs to be considered for book improvement is graphic but not all material. Then there are still chapters that do not cover all the supporting material. However, in terms of content, it follows the BSNP standard. In conclusion, the appropriateness of the content, graphics, language, and presentation used in this book meets national standards. Research on texts studied based on discourse was analyzed by Juliantari (2017). His research found that there are several models in the discourse analysis paradigm to understand text and context to improve reading comprehension skills, such as the formal model, the functional model, and the critical model. For the convenience of analyzing speech, it is necessary to start from one of these points of view. Thus, the discourse analysis becomes clear, especially the understanding of the text and the rhetorical part. Research from Pebriana (2021) has analyzed the structure and language symbols found in textbooks. This study found that based on the results of Fry's chart analysis showed the readability level according to Class IV on 15 texts, only 2 texts were appropriate for the developmental level of elementary school children. Research from Aljuaythin (2018) analyzed gender representation in EFL books in Saudi Arabia with the Fairclough model, namely description, interpretation, and explanation. This study found a gender imbalance in favor of men. Women are stereotyped and seen as marginalized as a result of this inequity. Another study by Setyono and Widodo (2019) examined how multicultural ideals are portrayed in EFL high school textbooks. Four themes of cultural values emerged from the textbooks that this study identified: appreciating creative works, avoiding conflict, and respecting the cultures of many ethnic and religious groups, including indigenous peoples. This study focused on identifying representations and linkages between texts and character values of gender discourse revealed in texts. The earlier research has investigated discourse analysis models based on content, context, and culture. The urgency of this research is to find the relationship between text and character values in texts that can influence the reader's frame of mind. This research should be analyzed immediately to avoid misunderstanding the representation of gender differences shown in textbooks. This study focused on analyzing text from discourse elements according to Dijk (1993). The two problems that are being studied in this research are: What is the gender representation based on microstructure? and What are macrostructures analysis of gender representation in Indonesian textbooks? Microform analysis aims to find the referential structure of the content based on the text, while the macrostructure aims to analyze the strength of the dominant character shown by both female and male genders in the text (Dijk, 1993). Upon examination of prior research, it is evident that scholars commonly conduct studies on discourse analysis with a focus on the structural aspects of discourses. As a novelty aspect of this research, the objective of the study is to enhance the findings of the analysis by involving the consumer of discourses in the investigation. This research has an obvious urgency of recommending to policymakers to reevaluate the form of discourse in textbooks so that the content of the text contains a good and balanced gender. The results of this research show the reader that gender representation can be found in both implicit and exhaustive texts.

## II. METHODS

According to the data that has been evaluated, this study incorporates qualitative research methods. The objective of this study was to ascertain the macro and microstructural configurations included in the texts found inside grade 2 elementary school textbooks in Indonesia. The primary data source utilized in this study consisted of texts extracted from Indonesian language textbooks used in grade 2 elementary schools. This study employed data collection procedures as outlined by Creswell (1998), incorporating field research techniques such as observation and interviews. Data gathering approaches commonly employed include the utilization of checklists, conducting interviews, and documenting linguistic forms found within textbooks. The theoretical framework employed in this study is the theory of

discourse analysis, as proposed by Dijk (1993). Sumarlam's (2013) theory is employed to provide backing for the microstructural examination of speech, which is centered on the grammatical arrangement of discourse constituents. In this context, the theory proposed by Naim (2012) is employed to provide a foundation for the macrostructural examination of the personalities portrayed in the book.

### III. RESULT AND DISCUSSION

Language is made up of form and meaning (Halliday & Hasan, 1976). As a result, there are two different kinds of relationships that exist between the various components of discourse: the relationship between form (cohesion) and the link between semantic meaning (coherence). When considering a conversation in terms of the relationship between semantic meaning (coherence), it is considered coherent. The text is examined in light of the reader about the discourse's structure (Putri et al., 2023).

The study of discourse that focuses on the mechanism of textual cohesiveness is known as microstructural discourse analysis. Grammatical and lexical cohesion are two indicators of textual cohesiveness (Dijk, 1993). The meaning of speech that can be seen by examining the words, sentences, propositions, clauses, and styles that particular people and communities use is known as the microstructure, which Dijk classified as something tangible. Numerous microelements make up the microstructure, and they all sustain one another. The microstructure consists of lexical analysis (word meaning), syntax connected to sentence structure and pattern, and semantic structure relating to sentence meaning (Dijk, 1993). Another analysis of discourse is macrostructure. According to Dijk (1993), macro structure encompasses overarching notions that have a universal significance, such as theme, subject, or core. Two analyses of text have been explained completely in this section.

#### A. Microstructure Analysis

Microstructure analysis aims to find the referential structure of the content based on the text (Dijk, 1993). A text's microstructure is its local meaning, which is discernible from the words, phrases, and writing style that it uses (Sumarlam, 2013). As a result, a cohesive discourse that is seen in terms of the relationship between form and structure seems cohesive and makes sense (Sumarlam, 2013). One of the grammatical aspects analyzed in this study is a reference.

##### (a). Reference

Referring or reference is a grammatical cohesion mechanism wherein a linguistic unit is employed to refer to a preceding or subsequent linguistic unit (referred to as a reference). Based on the location of the reference, whether it is embedded within the text or placed outside the text, references can be categorized into two distinct forms: (1) Endophoric reference if the reference is in or contained in the text of the discourse, while (2) Exophoric reference if the reference is or is outside discourse text (Sumarlam, 2013). The following is the distribution of references analyzed by clause.

TABLE 1  
REFERENCE OF TEXT

Klausa	Measurement of Referential Distance					Measurement of Topic Persistence	
	P1	P2	P3	P4	Value	Participant	Value
1	1	1				P1/P2	3+/3
2	1	1	1		1, 1, >3	P3	0
3	1	1			1	P2	
4							
5	1				1	P1	
6	1				1	P1	
7	1				1	P1	
8	1	1			1,>3	P1/P2	
9	1				1	P2	
10	1	1			1,2	P2/P1	
11						P1	
12	1				2	P1	3+
13	1	1			1, 3	P1/P2	less than 10 clauses following
14	1			1	1, >3	P4	less than 10 clauses following
15	1				1	P1	less than 10 clauses following
16							less than 10 clauses following
17							less than 10 clauses following
18							less than 10 clauses following
19	1	1		1	>3	Ø P2, P1/P4	less than 10 clauses following
20	1	1			1	P1 / P2	less than 10 clauses following
21	1	1		1	1	P2/P1	less than 10 clauses following

Grammatical cohesiveness in the form of a specific lingual unit that refers to another lingual unit (or reference) that comes before or after it is known as a reference (Sumarlam, 2013). In the table, the distribution of references in each clause consists of *cataphoric* and, which means that the references contained in the text precede the lingual unit referred to or at the end of the lingual unit referred to follow it. The value shown is based on the distribution of referential distance in Participant 1 (P1) mostly showing a value of 1. A value of 1 means that the lingual unit referred to in the previous clause 1. Whereas in Participant 2 (P2) the value is dominant at 3 and > 3, which means that the dominant P2 appears in clause 3 or more in the previous clause. In measuring topic persistence (P1), the dominant value is 3+, which means that P1 appears more than 3 times in the following clause. The following is an analysis of the references to the clause.

Data:

1. *Sepanjang perjalanan, air menetes dari toples es buah yang dibawa Nina (P1)*  
Along the way, water dripped from the jar of fruit ice that Nina (P1) bought
2. *Nina (P1) berpikir es buah*  
**Nina (P1)** thought the fruit ice
3. *yang dibawa nya (P1) tumpah karena toples nya (P1) bocor.*  
That brought her (P1) spilled because the jar (P1) leaked
4. *Nina (P1) berlari ke rumah Deli (P2)*  
**Nina (P1)** ran to Deli (P2)
5. *agar es buah nya (P1) tidak tumpah semua*  
so that all the fruit ice (P1) would not spill

In Clause (1) the singular third-person pronoun is shown in the word Nina (female). In clause (3) there is the word "which he brought" and the word "the jar leaked". The pronoun "his" is a third person singular with his right-hand attachment referring to Nina. In clause (5) there is the word "fruit ice" which also refers to Nina. With these characteristics, *-nya* is a kind of endophoric grammatical cohesiveness (because the reference appears in the text), which is an anaphoric form of a lingual unit that refers to the left antecedent or another lingual unit that comes before it (Sumarlam, 2013). This data shows that the dominance of the female. The female (Nina) is spread in almost all clauses with dominant characters.

(b). *Ellipsis*

Ellipsis is a type of grammatical coherence when some lingual units are left out. Sentences, phrases, clauses, and words are examples of omitted elements (Sumarlam, 2013). The omission in the discourse serves to (1) produce effective sentences, (2) efficiency in the use of language, (3) produce cohesion in discourse, (4) make readers or listeners think about something that is not contained in a discourse, and ( 5) for practicality in communicating (Sumarlam, 2013).

TABLE 2  
ELLIPSES AND CONJUNCTIONS IN TEXTS

NO	CLAUSE	ELIPSIS	KONJUNGSI
1	<i>Suatu sore, Nina (P1) pergi ke rumah Deli (P2) untuk bermain.</i> One afternoon, Nina (P1) went to Deli's (P2) house to play		
2	<i>Sebelum ke rumah Deli (P2), ibu Nina (P3) meminta Nina (P1)</i> Before going to Deli's house (P2), Nina's mother (P3) asked Nina (P1)		
3	<i>Untuk Ø (P1) memberikan es buah kepada Deli (P2)</i> For Ø (P1) give fruit ice to Deli (P2)	P1	
4	<i>Es buah itu tampak sangat segar karena dipenuhi dengan es batu dan buah-buahan segar.</i> The fruit ice looked very fresh because it was filled with ice cubes and fresh fruit.		
5	<i>Sepanjang perjalanan, air menetes dari toples es buah yang dibawa Nina (P1)</i> Along the way, water dripped from the jar of fruit ice brought by Nina (P1)		
6	<i>Nina (P1) berpikir es buah</i> Nina (P1) thinks fruit ice		
7	<i>yang dibawa nya (P1) tumpah karena toples nya (P1) bocor.</i> what he brought (P1) spilled because the jar (P1) leaked.		
8	<i>Nina (P1) berlari ke rumah Deli (P2)</i> Nina (P1) ran to Deli's house (P2)		
9	<i>agar es buah nya (P2) tidak tumpah semua</i> so that the fruit ice (P2) doesn't spill all over		Conjunction of Purposes
10	<i>Setibanya di rumah Deli (P2), Nina (P1) menyerahkan es buah tersebut kepada Deli (P2)</i> Arriving at Deli's house (P2), Nina (P1) handed over the fruit ice to Deli (P2)		
11	<i>Nina (P1) juga meminta maaf</i> Nina (P1) also apologized		
12	<i>karena Ø (P1) menumpahkan sebagian es buah nya (P1)</i> because Ø (P1) spilled some of the fruit ice (P1)	P1	Subordinating conjunction
13	<i>Ibu Deli (P4) pun menghampiri Nina (P1) dan Deli (P2) sambil tersenyum.</i> Deli's mom (P4) approached Nina (P1) and Deli (P2) while smiling.		
14	<i>Ibu Deli (P4) menjelaskan es buah</i> Deli's mom (P4) explained the fruit ice		
15	<i>yang dibawa Nina (P1) tidak tumpah.</i> brought by Nina (P1) did not spill.		
16	<i>Air yang menetes itu berasal dari udara di sekitar toples yang mengembun</i> The dripping water comes from the air around the condensing jar.		
17	<i>Uap air di udara awalnya berwujud gas.</i> Water vapor in the air is originally a gas		
18	<i>Namun saat terkena permukaan toples yang dingin, uap air akan berubah menjadi air.</i> However, when exposed to the cold surface of the jar, the moisture will turn into water.		Coordinating conjunction
19	<i>Ø (P1) (P2) Mendengar penjelasan dari ibu Deli (P4).</i> Ø (P1) (P2) Heard the explanation from Deli's mom (P4).	P1/P2	
20	<i>Nina (P1) dan Deli (P2) mulai mengerti.</i> Nina (P1) and Deli (P2) began to understand		
21	<i>Deli (P2) dan Nina (P1) berterima kasih kepada ibu Deli (P4)</i> Deli (P2) and Nina (P1) thanked Deli's mom (P4)		

Omission/ellipsis is a type of grammatical cohesion in the omissions of certain lingual units that have been mentioned previously (Sumarlam, 2013).

Data:

1. Deli's mom (P4) explained that the fruit ice
2. brought by Nina (P1) did not spill.
3. The dripping water comes from the air around the condensing jar.
4. Water vapor in the air is originally a gas.
5. However, when exposed to the cold surface of the jar, the moisture will turn into water.
6. Ø (P1) (P2) heard the explanation from Mrs. Deli (P4)
7. Nina (P1) and Deli (P2) began to understand.

In clause (6) there is the omission of lingual units in the form of words, such as the words Nina and Deli which function as subjects and agents in the action. With the occurrence of disengagement events, as in clause (6), the speech becomes more efficient and effective, and the discourse becomes cohesive and practical in communicating. The omission or ellipsis is used for female (Nina) and male (Deli) gender participants.

### (c). Conjunctions

Conjunctions establish a connection between two elements in a discourse, contributing to grammatical cohesiveness. Conjunctions (sequences), namely one type of grammatical cohesion, are done by adjusting between elements in a discourse. The elements formed are in the form of lingual units of words, phrases or clauses, sentences, and paragraphs (Sumarlam, 2013).

Data:

1. Nina (P1) also apologized
2. because Ø (P1) spilled some of her fruit ice (P1)

The conjunction *because* in clause (2) is placed to connect the first clause with the second clause. The conjunction serves to express a cause-and-effect relationship (causality). *Nina's clause relationship also apologizes* as a result of clauses. *Nina spilled some of her fruit ice* as a cause. Conjunctions are used to connect two or more clauses. In these data, causal conjunctions are shown to emphasize the representation of the female's gender (Nina). The cause and effect shown by the participant with the female gender aims to emphasize to the reader that Nina is dominant with a responsible attitude. This is indicated by the clause, *Nina apologized*.

Data:

1. Water vapor in the air is originally a gas.
2. However, when exposed to the cold surface of the jar, the moisture will turn into water.

In clause (2) the conjunction is *but* attached to connect the initial clause with the next clause. The conjunction *but* serves to show the conflict between the clause *Water vapor in the air was originally a gas* and *However when exposed to the surface of a cold jar, the water vapor will turn into water*.

### B. Macrostructure Analysis

The macrostructure of a text refers to the overarching meaning that may be derived from the issues and themes addressed within the text. The term "element" pertains to the overarching depiction of a textual composition, sometimes known as the central concept, synopsis, or primary theme of a piece (Dijk, 1993). The term "macrostructural," sometimes known as macrostructure, pertains to the overarching or comprehensive significance of a text, which can be discerned by examining its subject matter. The focus of this discussion encompasses not only the subject matter but also specific elements about an occurrence. The examination of the subject matter allows for the identification of the challenges encountered by the communicator as well as the strategies implemented to address these challenges. The macrostructure of discourse allows for the observation of actions, attitudes, and decisions (Dijk, 1993). The macrostructure can be observed through the lens of contextual discourse expression. Furthermore, the macrostructure can be defined as a comprehensive structure that encompasses a wider scope and is intricately connected to the realms of society and culture.

#### (a). Inference Analysis

Inference analysis is a process of literal understanding by readers or listeners of a discourse after it has been expressed by the writer or speaker (Sumarlam, 2013). The process of understanding is only known based on the knowledge or experience of the communicant. The reader or listener interprets, understands, and determines an understanding of the discourse expressed by the author or reader.

Data:

1. One afternoon, Nina (P1) went to Deli's house (P2) to play.
2. Before going to Deli's house (P2), Nina's mother (P3) asked Nina (P1)
3. to Ø (P1) give fruit ice for Deli (P2)

The provided sentences serve as the contextual framework for analyzing inference.

Linguistics Context : Clause 1-3

Physical Context : At Nina's House, in the afternoon

Epistemic Context : The participant understands being in a hot situation in the afternoon, and wants to get something fresh.

Social Relationship : Nina and Deli

By taking into account the linguistic, physical, epistemic, and social settings, one can derive four inferences, specifically:

1. P1 and P3 realized that P2 felt thirsty because of the hot situation in the afternoon.
2. P1 and P3 want P2 to be happy with P1's arrival by bringing their favorite drink.
3. P3 wants to show P2 about the attitude of P1 who likes to give.
4. P3 shows P1 how to visit other people's homes.

Gender representation can be observed through the use of language that shows male and female gender identities (Susanto, 2021). Based on these data, the participant (1) who is represented by the female gender appears to be dominant in the clause. Participant 1 becomes the subject of the actor followed by the verb. This shows that the dominant actor represented in the data is the female gender (Nina).

#### (b). Character Values

Education must be carried out fairly and not be discriminatory by upholding human rights, religious values, culture, and pluralism (Tricahyono & Dkk., 2020). Character value is an attribute or thing that is thought to be important and useful in human existence. Character values can also serve as rules or directives for conduct. More precisely, the character describes a set of attitudes, actions, motives, and abilities (Naim, 2012). Character is comprised of traits like the drive to succeed, intelligence, moral reasoning, and critical thinking; it also includes actions like being trustworthy

and accountable, upholding moral standards in the face of injustice, and emotional and interpersonal abilities that allow one to communicate well in a variety of contexts (Naim, 2012).

TABLE 3  
CHARACTER VALUE

NO	CLAUSE	PARTICIPANT	CHARACTERS
1	<i>Suatu sore, Nina (P1) pergi ke rumah Deli (P2) untuk bermain.</i> One afternoon, Nina (P1) went to Deli's (P2) house to play	P1/P2	Friendly
2	<i>Sebelum ke rumah Deli (P2), ibu Nina (P3) meminta Nina (P1)</i> Before going to Deli's house (P2), Nina's mother (P3) asked Nina (P1)	P3	Care to each other
3	<i>Untuk Ø (P1) memberikan es buah kepada Deli (P2)</i> For Ø (P1) give fruit ice to Deli (P2)	P1	
4	<i>Es buah itu tampak sangat segar karena dipenuhi dengan es batu dan buah-buahan segar.</i> The fruit ice looked very fresh because it was filled with ice cubes and fresh fruit.		
5	<i>Sepanjang perjalanan, air menetes dari toples es buah yang dibawa Nina (P1)</i> Along the way, water dripped from the jar of fruit ice brought by Nina (P1)		
6	<i>Nina (P1) berpikir es buah</i> Nina (P1) thinks fruit ice		
7	<i>yang dibawa nya (P1) tumpah karena toples nya (P1) bocor.</i> what he brought (P1) spilled because the jar (P1) leaked.		
8	<i>Nina (P1) berlari ke rumah Deli (P2)</i> Nina (P1) ran to Deli's house (P2)	P1	Hard work
9	<i>agar es buah nya (P2) tidak tumpah semua</i> so that the fruit ice (P2) doesn't spill all over		Honest
10	<i>Setibanya di rumah Deli (P2), Nina (P1) menyerahkan es buah tersebut kepada Deli (P2)</i> Arriving at Deli's house (P2), Nina (P1) handed over the fruit ice to Deli (P2)	P1	Honest
11	<i>Nina (P1) juga meminta maaf</i> Nina (P1) also apologized	P1	Honest
12	<i>karena Ø (P1) menumpahkan sebagian es buah nya (P1)</i> because Ø (P1) spilled some of the fruit ice (P1)	P1	Subordinating conjunction
13	<i>Ibu Deli (P4) pun menghampiri Nina (P1) dan Deli (P2) sambil tersenyum.</i> Deli's mom (P4) approached Nina (P1) and Deli (P2) while smiling.	P4	Appreciate achievement
14	<i>Ibu Deli (P4) menjelaskan es buah</i> Deli's mom (P4) explained the fruit ice	P4	Appreciate achievement
15	<i>yang dibawa Nina (P1) tidak tumpah.</i> brought by Nina (P1) did not spill.		
16	<i>Air yang menetes itu berasal dari udara di sekitar toples yang mengembun.</i> The dripping water comes from the air around the condensing jar.		
17	<i>Uap air di udara awalnya berwujud gas.</i> Water vapor in the air is originally a gas		
18	<i>Namun saat terkena permukaan toples yang dingin, uap air akan berubah menjadi air.</i> However, when exposed to the cold surface of the jar, the moisture will turn into water.		
19	<i>Ø (P1) (P2) Mendengar penjelasan dari ibu Deli (P4).</i> Ø (P1) (P2) Heard the explanation from Deli's mom (P4).	P1/P2	Discipline
20	<i>Nina (P1) dan Deli (P2) mulai mengerti.</i> Nina (P1) and Deli (P2) began to understand	P1/P2	Discipline
21	<i>Deli (P2) dan Nina (P1) berterima kasih kepada ibu Deli (P4)</i> Deli (P2) and Nina (P1) thanked Deli's mom (P4)	P1/P2	Discipline

The character values conveyed in the text are separated into several clauses. Each clause has different character values. In clause (8) Nina ran to Deli's house. The character value that the writer wanted to convey is hard work. Working hard is working more than you have to (Naim, 2012). The character of working hard is represented in the character of Nina who runs to Deli's house. The representation of the attitude of working hard is in the *clause Nina runs to Deli's house*. The author emphasizes the word run. The word run emphasized in the clause is an activity that is not usually done to go somewhere. Thus, the word run implicitly emphasizes the hard-working attitude of the character Nina. Honest character is also conveyed implicitly in the data. Clauses (11) and (12) implicitly convey the honest character of Nina's character. Honest means straight-hearted, not lying, and not cheating. *Arriving at Deli's house, Nina handed the fruit ice to Deli. Nina also apologized for spilling some of her fruit ice*. In this data, the writer emphasized the honest character in the words Nina apologized for spilling her fruit ice. This clause implicitly shows an honest character since Nina's character is described as truly admitting her actions. In clause (13) the character of Deli's mother is shown by the character appreciating achievement. Mrs. Deli in clause 13 is shown as a wise character by giving comments that can generate motivation. Clause (19) shows the character of discipline by the characters Nina and Deli. Discipline is compliance with regulations or subject to supervision and control. In clause (13) the author emphasizes the word Deli and Nina hears an explanation from Deli's mom. The writer described that the characters Deli and Nina listen to the advice given by Deli's mom. The character of discipline by the two figures is conveyed implicitly by the author of the book.

The existence of men and women are two entities that are often distinguished in terms of sex and gender (Islami et al., 2022). The dominant values shown in the data are character values in the female gender (Nina). The female gender is represented by the character values of being honest, hard-working, and friendly. Thus, characters in the female gender are more dominantly shown by positive attitudes.

#### IV. CONCLUSION

Based on the findings derived from the data analysis, it can be concluded that the data exhibits a prevailing representation of the female gender dominantly. Positive and diligent attitudes are characteristic of the female gender. The examination of discourse through microstructural analysis reveals the presence of microstructural elements, including references, ellipses, and conjunctions. The data analysis reveals that the microstructural elements exhibit a prevalence of the female gender as portrayed in the text. Based on the findings of the macrostructure analysis, it can be observed that Nina predominantly assumes the role of the subject in relation to the actor, followed by the verb. This particular pattern is observed in nearly every clause. In addition, the research indicates that the female gender has a prominent presence, characterized by positive attributes including honesty, hard work, and friendliness.

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