FEMALE REPRESENTATION IN ENGLISH LEARNING TEXTBOOK: CRITICAL DISCOURSE ANALYSES

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Abstract: This research aims to examine discourse components on the dynamics of female stereotype in texts. This research uses data taken from the Narrative text of an English textbook specifically designed for elementary school students in Indonesia. Books are considered a valuable source of scientific inquiry. This research uses a combination of data analysis techniques and field methods, especially by observations and interviews. The data collection strategy used in this research includes the use of questionnaires, interviews, and documentation of language forms contained in narrative texts in Let's Talk Textbook. The findings of this research show there are some aspects of discourse on the dynamics of female representation in students' texts book, which include microstructure, macrostructure, and superstructure of the text. Microstructure includes grammatical components such as references, substitution, and conjunctions. The macrostructures are contained in context, circumstances, and culture that successfully represent women from different points of view. The superstructure of the text include orientation, complication and resolution. Data analysis reveals the prevalence of female stereotypes as evidenced by microstructure, macrostructure, and superstructure analysis.
Keywords: *discourse; female; representation.*

INTRODUCTION

One of the important phenomena in the field of communication related to variations in the use of linguistic elements, when studied through gender, is the difference in linguistic markers for women and men. Language differences between genders often represent social status between men and women (Putri, et al, 2023). Gender issues are interpreted as a form of degrading women and often marginalizing women (Listari, 2020). A framework made up of a comparatively wide range of patriarchal behaviors is known as patriarchal culture (Intentilia, 2020). Although this gender tradition seems to characterise men and women as complimentary, it also incorporates a patriarchal logic that gives males priority over women (Peng et al., 2023). The patriarchal culture that prevails in Indonesia gives men a central role in terms of political leadership, moral authority, social domination, property ownership, and liberation from household responsibilities. In many facets of life, discrimination against women occurs (Hessami & Fonseca, 2020). In daily life, gender stereotypes are reinforced and manifested in a variety of ways (Maheswara & Pratiwi, 2023).

Women's resistance to men's authority is inextricably linked to an unfair patriarchal structure (Yuda & Subanda, 2020). The differences in behavior between women and men in society are strongly influenced by the socialization process in society, schools, and the environment (Rohmawati & Putra, 2022). Therefore, gender equality includes more than just the educational attainment of boys and girls. This also involves the existence of gender stereotypes in the workplace, which young people need to be aware of and influence their career decisions (Rohmawati & Putra, 2022). It cannot be denied that in social life, men's

roles are more dominant in various aspects of life than women's roles (Susanto, 2021). In line with the finding analysis by (Curaming & Curaming, 2020)   stated that that men continue to benefit from overall gender disparity.

Negative and widespread gender stereotypes may contribute to hiring discrimination and limit women's professional progression possibilities, which is one reason for the lack of progress towards gender parity (Casad et al., 2021). Stereotypes are culturally held ideas about particular traits and actions of individuals that belong to a group, like a gender or ethnicity (Lindner & Makarova, 2024). If there is an imbalance between men and women, harmful gender stereotypes may arise (Elbalqis et al., 2020). The still existence of disparities between women in social life makes this phenomenon very worrying. Women's inequality is a significant societal problem and cannot be immediately corrected. When women have less power, gender inequality is more prevalent (Farnon, 2021). Women are unique figures who are often discussed by the public, because of their uniqueness there are many aspects that can be studied more specifically (Meivitasari & Widyatwati, 2023). Gender equality is now a problem in the field of education (Yonata, 2021). This phenomenon also involves the depiction of women's gender being reflected in discourse that functions as an educational goal. Unbalanced gender representation is one of the numerous ways that gender discrimination in textbooks can appear (Rizkiyah et al., 2022). Several research have shown that school textbooks are often gender biased, despite the fact that gender equality in access to education may be growing (Wafa, 2021). This issue can ultimately affect students' cognitive framework. Written communication is used to express particular goals or ideas (Syamsurrijal & Arniati, 2024). A particular instrument for raising students awareness is the textbook (Rohmawati & Putra, 2022). A great deal of information is communicated through school textbooks (Alexopoulos et al., 2022). In any teaching-learning scenario, textbooks serve as more than just informational or instructional resources (Flores & Aranduque, 2022). Textbooks are one of the written learning sources of information media for students (Putri, et all 2023). Textbooks are a means of supporting the learning process which is still related to the curriculum (Astuti & Mujimin, 2024). The language used in elementary school textbooks should reflect good gender equality between females and males. Texts in books need to pay attention to readability aspects that link communication between students and teaching materials (Pebriana, 2021). Texts in student learning cannot be separated from gender bias. Even though the government has published regulations regarding gender bias in textbooks, in reality, there are misunderstandings regarding gender (Ulfah et al,. 2019). If we look deeper, many texts in textbooks contain gender bias. This gender bias is represented by stereotypes of women in their social behavior.

Since both discourse and gender are characteristics that are evident in the everyday lives of a group of individuals, they are intimately related (Alsaraireh et al., 2021). The narrative text of elementary school textbooks describes the differences in social tasks given to women and men, women are shown with inferior characteristics. Textbooks in Indonesia are the most commonly used media in the learning process to introduce information during the student learning process in class. Textbooks have an inevitable role for students and teachers to provide important information in education (Apsari et al., 2022). Students' and teachers' perceptions of gender roles can be particularly impacted by gender stereotyping in language and educational textbooks (Tyarakanita et al., 2021). Apart from being of knowledge, text in books plays a central role in learning, specifically trying to create concepts, attitudes, and life values in its readers. As a result, textbooks play an important role in shaping and structuring society's ideology (Suuriniemi & Satokangas, 2023). Gender concerns should be taken into consideration while creating language textbooks. This is due to the fact that language textbooks teach information and values, including gender (ness), in addition to language regions and skills (Lestariyana et al., 2020). In recent educational systems, textbooks have always played a significant role in conveying knowledge and values (Benlaghrissi, 2023). The learners' opinions and perceptions, particularly with regard to gender roles, can be significantly shaped and reinforced by the content of the textbook (Zahra et al., 2024). Students' perceptions of gender equality might be influenced by how gender is portrayed in textbooks (Izzuddin et al., 2021). As the intended readers for their future life, students will learn and implement the values of gender inequality from learner book (Khoirida & Dewi, 2024). As a medium for education and character development, the text is a central source in developing society's culture and character. This research examines the stereotypical representation

of women's gender through micro, macro, and superstructure analysis in English Narrative Text.

Some previous research that examined the representation of women in texts was research from (Santika, 2023) in her research about the Representation of Gender in English Textbooks. This study analyzed the similarities and differences in gender representation in text two different textbooks. Male representations are more obvious than female representations in discussion scripts and exercises, according to the similarities between the two textbooks. The representation of male characters in the text, visuals, and roles in occupation is greater than that of female characters in both English textbooks. Male and female gender disparity results from this. (Maymunah, 2021) in her research entitled *Representation of Women in the Text of Hikayakat Tawaddud*. The research uses representation and gender theory to identify representations of female characters. This research found that the representation of women in texts is intelligent, brave, and educated. *Tawaddud* is also a representation of Malay women who are eloquent, friendly, shy, intelligent, fragrant, and have values. In line with research Indriyani et al 2024) that explored gender in integrated elementary school thematic textbooks. This research found that gender characters appeared in texts and images, types of work, adjectives, and illustrations. This research found that there is a clear inequality of gender representation in textbooks. Research on the representation of women in novels has been analyzed by Yulianeta (2022) those who attempt to deconstruct the dominance of patriarchal ideology, feminization on the one hand and on the other hand which argues for gender equality and even prioritizes the ideology of womanhood. Another study shows how discriminatory trends are still present in national textbooks by looking at ten studies from seven different countries in the region. It then explores the meaning of CEDAW for women and girls and looks at how political and policy solutions approach gender equality in the national curriculum (Ryan, 2022). Three previous studies have analyzed the representation of women in texts from the perspective of gender differences. This research was analyzed to complement previous research to reveal stereotypes of women's roles in texts based on critical discourse studies. This research examines more about the structure of the text, both grammatical microstructure and macrostructure, semantic forms related to societal ideology, and the systematic form of the text in superstructure analysis. Critical analysis has

revealed significantly, the form of female stereotypes contained in the text as a whole which is examined based on its linguistic markers. Thus, this research has a gap with previous research, such as more criticism of the form of linguistic markers contained in the text and its relationship with social ideology which is analyzed more deeply in the macrostructure. The Previous studies have not provided an explanation of the fundamental components of language as well as auxiliary languages such as culture and context. One of the well-known methods of discourse analysis is Critical Discourse Analysis, which examines language critically to uncover hidden meanings (Al-Yasin & Rabab'ah, 2021). The study of linguistics known as critical discourse analysis, or critical language/linguistic analysis, attempts to reveal the ideological processes and covert power dynamics present in both written and spoken texts. Critical Discourse Analysis seeks to incorporate particular discursive and social elements into the analysis process (Kayed et al., 2020).

This study applies Van Dijk's (1980) theory of microstructure, macrostructure, and superstructure analysis to a closer examination of these three components in Critical Discourse Analysis. Based on the results of previous research, the novelty of this research are: *First*, this research explores more deeply the contextual meaning of language which was not examined by previous research. *Second*, the previous study has not revealed significantly regarding the various phases of internal and external language analysis to discover kinds of female stereotypes. Third, this study provides additional insight into the linguistic meaning of a text by demonstrating the relationship between microlinguistic and macrolinguistic forms. Several previous investigations have found relationship analysis to be useful in identifying female stereotypes in texts. These gaps and novelty explain the three primary goals of this study: Initially, examining the text's structure to identify any instances of gender stereotypes; secondly, examining the text's macrostructure to ascertain the connection between linguistic components and context; and thirdly, examining the superstructure's form to ascertain the text's systematics on the inclusion of gender stereotypes.

The narrative text chosen as data source is the narrative text contained in the English book "Let's Talk" for elementary school students which is used in IKM or Independent Curriculum Implementation. The selected text contains a form of female stereotype which is the main problem of this research. The form of female stereotypes in the

text is further able to change students' thinking concepts about the differences in the status of women and men in society which has an impact on readers. Students would view themselves as weak and inferior compared to men. For this reason, it is important to study in more depth the linguistic markers in the texts given to students as a learning resource. Based on this phenomenon, the formulation of this research problem is: (1) What are the linguistic markers of female stereotypes in texts based on microstructural analysis?, (2) What are the forms of female stereotypes in texts based on macrostructural analysis?, and (3) What are the forms of female stereotypes in texts based on superstructure analysis?

METHOD

The philosophical basis of this research is the basis of phenomenology. The phenomenological approach is in line with this research as a study of a person's life experiences. Female gender representation research studies focus on all social actions that analyzed the inner self of individuals. This is an experience of a phenomenon or appearance as it really is. Female representation in texts is a true reality of a phenomenon that is developing in society. This is the reason why the phenomenological approach is suitable in this study. The problem analyzed in this research is how individuals subjectively perceive the experience of narrative texts in books. The five selected narrative texts in the English book "Let's Talk" for elementary school students which is used in IKM or Independent Curriculum Implementation. Meanwhile, this article only shows a text entitled "Angry Mimi" as a sample of analysis. This choosen since this text has a linguistics relationship regarding female stereotypes viewed from the perspective of critical discourse analysis. The data collection method in this research is the observation method. The observation method is an open, direct process of collecting information by observation. In analysing microstructure unit, the observation method in collecting data is used to find out linguistics unit in the text. The linguistics unit of female representation is mainly focues in analysing the data. The use of questionnaires and interviews as research method allows for the investigation of the impact of female gender representation on student character as perceived by the community during the data collection process. It can be used to analyse macrostructure unit in analysis discourse. The documentation method is used to reconstruct the text found in the context book in the

Elementary School curriculum. It can support the superstructure analysis in the third problem.

RESULTS AND DISCUSSION

One of the primary objectives of critical discourse analysis is to show how discriminatory practices, power abuse, and social inequity can be opposed (Nartey, 2021). Discourse analysis takes into account that language can be used for both political and ideological ends (Badara & Jamiludin, 2020). This inequality is analyzed from the perspective of women's role in society. The stereotype of women in society takes on domestic roles such as doing housework and taking care of children and husband. This role has long been attached to women. This happens because women are positioned lower than men. The social dominance that exists in society places men in a higher position than women. This stereotype is often found in textbooks as student learning material. After reading texts containing female stereotypes, students would view themselves as less empowered individuals than male students. The data found in the text shows that women's roles are expressed predominantly in the domestic field in the text (Dijk 1993). Text analysis is divided into three, microstructure, macrostructure and superstructure analysis which are analyzed in full below. Data reveals that women's roles are expressed dominantly in the text (Dijk, 1993). Text analysis is divided into three, microstructure, macrostructure, and superstructure analysis which are analyzed in full below.

Microstructure analysis
Discourse microstructure analysis is analyzed to find grammatical cohesion and lexical coherence in discourse. The form of discourse structure analyzed in microstructure can reveal female participants and variables spread throughout the discourse (Dijk, 1993). Microstructural analysis can reveal linguistic units that support stereotypes of women in discourse. The use of references can emphasize female characters in carrying out an action. Ellipsis and conjunctions can clarify the meaning of sentences in the text. This can reveal the meaning of each clause. The following is a microstructure analysis of the discourse entitled Mimi Angry.

Data

> Mimi and her sister want to play with dolls. However, no one wanted to give up. They fought until the doll broke. Mimi is annoyed. Mimi

screamed, then cried. A few moments later, Mimi felt relieved. The wind made her feel cold. From the window Mimi looked outside, it turned out that her sister was waiting outside the room. He repairs broken dolls. They finally apologize to each other. Then they cycled together. (Let's talk, 2021)

The microstructure in text is presented in the table below. Grammatical cohesion as mentioned previously includes references, substitutions, ellipses, and conjunctions. In the text entitled *Mimi is angry* 16 clauses were found that made up the discourse. To facilitate analysis, clauses are coded with clauses 1 to 16 and participants are coded with the letter (P). The distribution of grammatical cohesion contained in the text is shown in the following table**.**

Tabel 1. *Grammatical cohesion*

No	Clause	Reference	Ellipse	Conjunction
1	Mimi and her sister want to	P1, P2		And
2	P1, P2 play with doll	P1, P2	P1, P2	
3	However, ØP1, P2 no one wants to give up	P1, P2	P1, P2	However
4	They fought	P1, P2 EndophoraAnaphoric		
5	*until* doll P1 damage	P1	P1	until
6	Mimi is annoyed	P1		
7	She enter to her room	P1		
8.	She screamed			
9	*Then* EP1 cried	P1	P1	Then
10	*After* a moment ago, *Mimi* felt relieved	P1		after
11	The wind made her feel cold.	P1		
12	From the window Mimi looked outside	P1		
13	it turned out her sister was waiting outside the room	P3		
14	She repaired the broken doll	P1		
15	They are finally apologizing to each other	P1, P2		
16	*Then* they cycle together.	P1, P2		Then
	Amount	P1 = 14, P2 = 8 P3 = 1	OP1= 3 ØP2= 2	5

This table showed the used of linguistics unit such as reference, ellipsis and conjunction in line with female representation. References can highlight how female characters perform an action. Conjunctions and ellipses can help make phrases in a text more understandable. This can make each clause's meaning clear.

The discourse entitled "Mimi is Angry" consists of a total of 16 clauses, which are shown in the distribution of the table displayed. The participants

in question are two people, P1 (Mimi) and P2 (Mimi's sister). The individual is referred to as "Mimi's little sister." The text refers to three types of ellipsis with participant 1 and participant 2. Certain conjunctions are used in textual composition, such as the conjunctions "although", "and", and "then". The result form Putri, at all (2023) found that in participant distribution, the dominating character's lingual unit arrangement in the text indicates the gender role in the microstructural analysis. That finding is in line with this research's findings, which indicate that references may represent the gender roles that appear in the text. The roles that female characters perform in the text can be inferred from the references that are utilized to indicate anything. According to Sumarlam (2013) what is meant by pronoun includes the first person (I), the second person (persona II), and the third person (person III). Based on a discourse excerpt entitled Mimi is Angry, it uses lexical cohesion in the form of repetition with the word Mimi. The word Mimi used in the text functions to prove a meaningful relationship between the subject at the beginning of the sentence and the subject in the next sentence.

Some positive criticisms of the microstructural analysis are analyzed in this explanation. Cohesion markers are used to create cohesion in the text to make it easily understood by the reader. The meaning of unity is the elements that make up the structure, and meaning since it connects words, phrases, and clauses. Grammatical cohesion and lexical cohesion used in the narrative text English book "Let's Talk" for elementary school students have met the standards of good and correct writing. Grammatical markers cohesion and lexical cohesion in the discourse provide a good understanding to the reader about the ideas expressed by the writer. Each sentence with another sentence in the text consists of grammatical cohesion and lexical cohesion which are interrelated. This statement is very necessary in the paragraph. By paying attention to these elements, the coherence of the paragraph can be maintained well. In the end, the writer can express ideas, thoughts, and feelings well, so the ideas can be conveyed and accepted.

The forms of grammatical cohesion and lexical cohesion used in the data are applied simply and can be easily understood by readers. Text consumers are elementary school children. Most of them are students who are not fluent in English. By using grammatical cohesion and lexical cohesion as markers of simple microstructures as expressed in the text, students can understand the meaning

and intent of sentences. One of the most frequently found grammatical cohesion in texts is the form of reference. The form of reference used is very simple and can be easily understood by students. The form of reference in question is the use of words that refer to the figure mentioned earlier in the sentence. With a simple form, primary school students can easily understand the reference meant by the writer. Grammatical cohesion and lexical cohesion used in text on data is a tool to clarify a sentence so that fits together. The sentences that are linked in the text have developed a wholeness of the text as a unity of form and meaning. In other words, the text on data in microstructure analysis has been expressed well and simply by the writer according to the ability and knowledge of the reader.

Macrostructural analysis
After previously analyzing the elements in microstructure analysis, the next analysis focuses on macrostructural analysis in the text which includes context analysis (Dijk, 1993). Context analysis includes cultural context and situational context. Situations in context include physical context, epistemic context, and social context. These contexts are not separated explicitly because they separate the analysis from the lexical elements in the microstructure but are analyzed by linking each other to build a unified discourse.

Cultural context is the basis for understanding the meaning of discourse. In Indonesian society, women and men have fundamental gender differences. The social culture that embodies gender as a division of roles between men and women is still living culture in society. In the workplace, women are represented in relation to their caring and household responsibilities, while males are only represented in relation to their professional careers (Keles et al., 2023). Women were depicted as playing domestic and submissive responsibilities (Mohammed Ismael & Mohammadzadeh, 2022). Based on the discourse in a text entitled Mimi Angry, the representation of women's gender roles dominates the discourse. Women's gender roles are manifested in the form of games played by female characters in the discourse, emotions, and characters present in the discourse.

Based on the discourse, the text highlights Mimi's desire to play with dolls as its central theme. The categorization of children's games cannot be separated from the influence of gender stereotypes associated with women. The text implicitly stated that dolls were presented as

entertainment often associated with girls, which in turn implies that girls were expected to have qualities such as obedience and intelligence in raising children. Doll play, considered a primary manifestation of gendered play activities for girls, has the potential to shape children's cognitive processes on women's perspectives in professional endeavors. This observation may support the idea that women are more adept at assuming caregiving responsibilities and carrying out household work-related tasks within the household. In line with the result from (Santika, 2023) two English Textbook books *Textbook 1 (When English Rings a Bell) and Textbook 2 (Interactive English 2)*, males and females have different duties in their jobs. The female role of caring for everything, while the male performs a job that requires power. Another consequence is that when children engage in gender-specific play, they would meet a variety of play experiences that can contribute to the development of different skills. When students are exposed to texts that describe toys categorized by gender, they may develop the belief that dolls are only intended for girls, while games that require physical strength are better suited to boys. Toys that emphasize domestic imagery in a feminist realm may inadvertently discourage girls from pursuing careers in technology or computer science.

In particular, this research shows that doll toys, which are generally associated with girls, have the potential to develop verbal interaction skills. On the other hand, toys such as vehicles or building blocks, which are usually associated with boys, are believed to encourage the development of spatial abilities. When girls are exclusively given toys traditionally associated with girls, it has been hypothesized that their linguistic talents may show greater dominance, while their spatial skills may not be as advanced as boys'. In contrast, when boys are exclusively exposed to toys traditionally associated with boys, a similar pattern may occur, although in reverse. In essence, when students are exposed to texts that include explicit and implicit gender norms, they tend to view them as genuine educational experiences. Students' ability to store information from text as long-term memory is influenced by their previous learning experiences. Therefore, the existence of toys categorized by gender has the potential to perpetuate gender stereotypes. The above phenomena have a major impact on children's self-perception and self-efficacy, thus hampering their ability to carry out comprehensive self-exploration.

The depiction of feminine gender in the text is

visible in the clauses. Mimi produces vocalizations characterized by high intensity and volume, followed by tearful expressions. This statement emphasizes the feminine gender perspective which is often considered weak in the context of society. According to the Indonesian Dictionary (KBBI), the term "crying" means an emotional manifestation characterized by the release of tears and explosions of sound, usually associated with feelings of sadness, disappointment, regret, and the like. Upon entering his room, the individual starts to the next clause. Mimi's high-pitched vocalizations, followed by tears, are a sign that Mimi, who is presented as a female individual in the context, is experiencing an emotional state characterized by sadness and frustration. The emotional stress experienced by the participants was visible in explosive and tearful expressions. The act of shedding tears has evolved into a social shame in contemporary culture, affecting individuals of all genders, including men and women. If someone shows emotional distress by crying, it can be concluded that he is experiencing a state of vulnerability, fragility, and psychological turmoil.

The act of shedding tears is a behavior seen across various cultures and societies, thus showing its universal nature. However, it should be noted that crying has characteristics that differentiate it from other behaviors. Based on scientific discourse on data, the act of crying is generally associated with emotional expression and is often considered a characteristic in females. The character Mimi is depicted as showing emotional distress through the act of sobbing which functions as a means of communicating feelings of anger and despair. The presence of female characters who cry in discourse perpetuates the perception of female characters as weak figures, while the act of crying is stigmatized when associated with men. Based on this analysis, the act of shedding tears in the context of social communication is likely to strengthen the perception among students that crying is a behavior commonly carried out by women while being stigmatized or not recommended for men. Another phenomenon that is also visible is the strict prohibition from parents and older people on men expressing their emotions through sobs because this is considered incompatible with the characteristics of strong masculinity. Likewise, girls are often characterized as exhibiting aggression, assertiveness, and irrationality when communicating their wants and needs. Misunderstandings in gender education have a significant impact on children's growth and development, especially concerning children's sensitivity to various areas of social development which may not have reached optimal levels.

Based on the analysis of macrostructure analysis, some criticism can be found. The representation of women that has been expressed in the text, the female gender is mostly represented by the characteristics of being nurturing, whiny, having weak physical and mental strength, and being fussy. The ideas and thoughts expressed in writing are a form of the writer's life experiences in society. Experiences regarding stereotypes of women in society cannot just disappear. The social construction that places women in a lower position than men continues to exist. During the Dutch colonial period, women were always confined to the house, their role was only to do housework and also work in the kitchen. The female are often seen as marginalized people who are required to speak gracefully and politely (Wibawani & Rohman, 2023). The female gender chooses to be a housewife, look after children, and take care of household affairs. This gender discrimination is still expressed explicitly and implicitly in all the texts that have been analyzed.

The female gender variables expressed in the text have strengthened the view that the gender roles of women and men are not equal. In other words, if students are faced with texts that contain clear gender stereotypes, students believe that the event is a true learning experience. Students can remember events in the text as long-term memory *long term memory* based on learning experiences that has been read. Thus, female stereotypes cause girls and boys to believe that women are weak creatures, solving problems by crying and being helpless. Discourse as a learning resource contributes to the formation of student character. Based on the issues found, it is necessary to review the texts in textbooks so that they contain gender representations of women who have strong characters.

Superstructure analysis

Simple narrative forms are generally organized into several general categories or divisions such as orientation, complication, and resolution. Peraturan Menteri Pendidikan dan Kebudayaan (2016) states that the structure of a narrative text consists of three parts, namely. (1) Orientation, identification of characters, background, characters, and conflict. (2) Complications, involving causes so that the problem continues until the problem reaches its peak. (3) Resolution involves resolving problems caused by conflict.

The schematic structure emphasizes which parts should come first and which should come next as a strategy for hiding important information. The following is a schema analysis of the text entitled Mimi Angry.

The basic narrative discourse entitled "Mimi is Angry" follows a schematic layout that includes title, orientation, complication, and resolution. The text was titled "Mimi" briefly and clearly to refer to the main character. The orientation section explains how the author presents the characters in the discourse. The conversation participants are introduced at the beginning by explicitly mentioning the two figures involved in the first segment of the paragraph. The orientation section introduces the main characters, namely Mimi and her sister. In the orientation section, the author explains further the essence and character of each character. Mimi is depicted as showing emotions of anger and frustration, while her sister is depicted as embodying a character characterized by calm compassion. The story presents complications where the two characters are involved in a conflict that destroys the doll. Complications can arise due to an event that triggers conflict or dispute between individuals. The tensions alluded to in the speech result in mutual harm between the two protagonists. Mimi's quote reflects her annoyance. The interpersonal conflict that has arisen between Mimi and her sister has resulted in significant emotional distress for both individuals.

Mimi's sister's defiant attitude became a form of resolution of the conversation. The statement "He has repaired the broken doll" exemplifies the conversation in the resolution section. This expression, imbued with a sense of joy, affirms the resolution of the conflict between the two entities through an expression of regret and apology. The character of Mimi's sister is depicted as experiencing regret over the incident, which ultimately resolves the problem by taking constructive action. Explicit expressions of emphasis on women's gender roles in discourse are evident in the domains of orientation, complication, and resolution. In the orientation section, the author reveals the existence of Mimi and her sister, who both have female names. The second character's play centers on a particular type of girl's doll play, thus emphasizing its significance. In the orientation section, the author emphasizes that Mimi and her sisters adhere to traditional female gender roles. However, in the complication section, the author introduces a depiction of a woman with a sobbing expression that is specifically associated with femininity. The resolution highlights the female gender through depictions of love of peace and mutual regret. Based on the analysis carried out, it appears that the female gender has a strong position in the analysis of the text superstructure. To be clear, the discourse largely reflects feminine gender expressions. Based on the superstructure analysis, the female role can clarify in the structure of the text. Female gender stereotype clearly mentioned in complication part. The writer want to emphasize gender role in hidden meaning in part of complication. This finding was different from the result from (Sekali et al., 2024) those who found different generic structures in Narrative text in Panjo Paterson's Writing Story such as abstract, orientation, evaluation, resolution, and coda. This recent study found a simple generic structure to show the meaning of the text in a simple way such as title, orientation, complication, and resolution.

CONCLUSION
Based on the results of data analysis, it can be concluded that the three component units of critical discourse analysis can clearly reveal women's stereotypes in depth. The three units of critical discourse analysis that have been analyzed provide an in-depth analysis of the meaning of microstructure, the meaning of macrostructure based on context and superstructure, all of which have been gaps and novelties from previous research. The discourse analysis of the text "Mimi is Angry" revealed both explicit and implicit gender representation. The analysis involved microstructure, macrostructure, and superstructure. Microstructure analysis, the text used ellipses and conjunctions for coherence. Lexical cohesion analysis revealed several forms of synonymy to establish equivalent meaning relationships between lingual units. Macrostructural analysis revealed that Mimi and his sister were revealed as female, with unique attitudes and characters. The specificity of female gender was expressed through nurturing and gentle attitudes, while typical female characters were loving peace and forgiveness. Superstructure analysis revealed that the schema structure of the discourse mostly expresses gender roles explicitly and implicitly. The gender role of women is shown to be powerless, leading to weak assessments from readers. This stereotypical female text, particularly for elementary school students, can leave a lasting impression on their memories, contributing to the weak and helpless character of female students. The results of this research can be a guide for teachers and policymakers in preparing textbooks

that avoid gender inequality. The results of this research can also show the use of ordinary linguistic units but full of hidden meanings and ideologies that influence students' perspectives on female stereotypes.

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