

Abstract

The use of examples in a learner's dictionary is important because they can help learners of a language clearly understand the meaning of a lemma and how to use the lemma in a sentence or utterance. In the use of examples in dictionary, the words *female* and *male* can be found in the examples to explain the lemma. This study was conducted to investigate the representations of *female* and *male* in the *Oxford Advanced Learner's Dictionary 9th edition* (OALD9). The data in this study were collected by taking the whole example sentences that used the words *female* and *male* in OALD9. The researcher made a list of the whole example sentences that used both words *female* and *male*, made a list of the whole example sentences that used only words *female* or *male*. Then, the researcher used BNC-web to find the collocation of both words *female* and *male* in order see the collocation of both words in the each example sentences of OALD9. Further, the researcher used both order of frequency and the log-likelihood of the words *female* and *male*. The results show that there are 30 lemmata that have example sentences containing gender stereotypes. Five lemmata are included as typicality examples and 25 lemmata are included as informative examples. The study shows that *female* is figured as harmful, weak, emotional, not attractive, and taking care the family. Meanwhile, *male* is figured as strong, healthy, attractive, domination, protective, more intelligent, and compete with the *female*. For the profession, *female* is also figured as employee, teacher, nurse, and judge. Meanwhile, *male* is figured as manager and hunter. The gender stereotypes of *female* and *male* are not equal in job, in the work place, and in activities that involve *female*.

Keywords; *female*, *male*, *OALD9*, *BNC*, *collocation*, *log-likelihood*, *lemmata*, *stereotype*.