

CHAPTER I INTRODUCTION

A. Background of The Study

English as an international language has become a need for the people nowadays. It almost used in every aspect in daily life. Especially, in this global era English has become a skill that should be fulfilled by everyone. In Indonesia, English even already taught since in elementary school and it also becomes one of a subject lesson that tested in the national examination. That is why teaching English is something important. Currently, Teaching English is a need that can not be separated from educational in Indonesia. Whether in a formal education or informal one, teaching English is a requirement.

English itself, is a foreign language in Indonesia, but it has a special status or as a major foreign language. It is stated in State Board Guidelines (Garis-Garis Haluan Negara: GBHN) English as the primary tool in improving the quality of human resources in the global economic and political activities. As consequence, students must be encouraged to master English.

Furthermore, National Education System regulation No. 20, 2003 Article 37 subsection 1 states that “Bahasa Inggris merupakan bahasa internasional yang sangat penting kegunaannya dalam pergaulan global”. (The foreign language especially English is as an international language, which is very important in global relationship) in another words it can be said that English will affect someone relationship universally that mastering English improve human ability to

master the advancement of science and technology globally, as a result it is the most important foreign language to master by learners in Indonesia.

In process of mastering an English language well, because of that in Indonesia learning English started from lower students like primary school. Actually, they get more information from their school than their family. Further, to get teaching and learning purpose as well need some media in the classroom and one of the most important media is Textbook.

Textbook is the first media that important thing to use in the class. Because from the textbook, all of knowledge about English or another science that most get by the students and teachers. Many more function of the textbook to students or teachers. Therefore, textbooks according to Lee and Collin (2008) easily influence them not only important and beneficial for the students but also important for the teachers. Firstly, for teachers a textbook assists and support them to achieve their in teaching process. It allows teachers to adapt and modify it in order to meet student's need. Then, it helps teachers to design activities in the class that motivate students.

In addition, for students textbooks become one of resources to get linguistic input. According to Richard (2001), a textbook provides an effective language model and input. Further, the textbook allows students to prepare what to learn next and to review what they have learned. Therefore choosing appropriate textbook is important.

Therefore, of the importance of selecting appropriate textbooks to be aware of the content of the textbook, one of them is gender inequalities in the

book. Gender inequalities textbook effect on students who use it, and there arose a gender discrimination is instilled early. If this happens, no community of interest was reached that gender equality or women's emancipation. Indeed the nature of women and men are different but its equality in society must be built in order to create social justice.

Gender is a difference between male and female. As we know it brought a lot to distinguish it among other men got physically stronger than women did when viewed in terms of their physical much different, men have sperm that fertilizes the egg, no breasts, cannot breastfeed or give birth. While women can be pregnant, give birth and breast feeding and much more difference other difference. The differences give rise to gender bias in society.

Gender bias that may be included in the classroom and textbook, it could influence students' thought about gender. For example, in the class, teachers tend to be hopeful and more attention to males compared female students. According to Dalmono et al (2008) some studies in several countries show that teacher asked 3 to 8 times more to male than female students in primary school.

However, gender bias in the textbook that still using classic illustration in texts, picture, and contents of the textbook especially in primary school. For example in the textbook women are described as child rearing and do the house works such as mom cooking in the kitchen, mom cleaning the floor, Maria help her mother for cooking. While dad-reading newspaper and drink some coffee, dad go to office, John playing football etc.

As a result, it could influence students thought that only those activities commonly done by women. Whereas now women do not only relate to such activities, they also work outside as men commonly do as executives.

According to this point, it is important to study gender representation in the textbook. Such this study must be conducted because it helps teachers avoid a social issue that may exist in the textbooks such as gender bias. Consequently, the teachers are able to select the most appropriate textbook for their students.

Considering the explanation above, the researcher was interested to conduct this study on investigating the representation of gender in english textbook entitled *Grow with English* which is published by Erlangga. The researcher chosen the textbook because the material contents of the textbook are based on 2013 curriculum.

B. The Problem of the Study

Based on the background of the study above, the formulation of research problem as follows:

1. How is gender represented in the English Textbook *Grow with English* published by Erlangga?
2. What is the most dominant gender representation in the English Textbook *Grow with English* published by Erlangga?

C. Objectives of the Study

The objectives of study were :

1. To describe how gender is represented in the English Textbook *Grow with English* published by Erlangga.
2. To find out the most dominant gender representation in the English Textbook *Grow with English* published by Erlangga.

D. The Scope and Limitation of The Study

This study was limited to analyze the gender representation in Primary English Textbook *Grow with English* for fifth grade students published by Erlangga. The study was limited to find out what is dominant gender representation in English textbook “*Grow with English*” and to describe how is the gender represented. This was defined by Logsdon (1985) as the process analyzed that were six aspects of gender representation in the Textbook.

E. Significance of The Study

The study is expected to have both theoretical and practical perspectives.

1. Theoretically
 - a. The result of the research will be useful for the writer to give more knowledge about gender bias in language that may exist in the English Textbook *Grow with English*.
 - b. The result of the research can be used as a reference for those who want to conduct a deeper study about gender representation in the English Textbook *Grow with English*.
2. Practical Perspectives
 - a. For Teachers

The writer hopes that this study will be useful for the English teachers to improve their attention to their students based on gender equally in the class.

b. For students

The students who want to improve their knowledge about gender equally in the textbook.



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