

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Textbook is one of the resources that provides in linguistic input. Textbook has an important role in teaching and learning activity. In process of mastering an English language well, Further to get teaching and learning purpose as well need textbook as one of the most important resources in the teaching and learning process. According to Reed *et all* (1998) stated that textbook as instructional tool mostly used in the classroom. The teacher always uses the textbook as a learning source to support in teaching and learning process. Moreover, The textbook assists and supports to achieve the learning objectives. Then, the teacher also adapt and modify the textbook materials to fulfill students' need. Further, a textbook allows students to prepare what must be learned next to review what they have learned before. Meanwhile, Lee and Collin (2008) stated that the textbook can easily influence the students' thoughts while learning English. Thus, the students and the teacher will get all knowledge of English from the textbook.

In addition, Textbook materials planned are closely related to wider educational and social contexts. Indonesian social context, with different cultures, consists of different views about gender, and from the cultures students can learn how men and women play their social roles. Therefore, one of the aspects that

need to pay more attention in teaching and learning language, especially English is gender (Fahriany, 2018). It is important to select appropriate textbooks to be aware the content of the textbook, one of them is gender inequalities in the book. 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 term used to describe differences between male and female socially. 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 woman can be pregnant, give birth and breast feeding and much more difference other difference. Conel (1987) stated that there are different ideals for women and men. Thus gender differences are established through oppositions. Since women are supposed to be nurturing, suggestible, talkative, emotional, intuitive. While men are supposed to be aggressive, tough minded, taciturn, rational, analytic, and promiscuous. Those differences give rise to gender bias.

Gender bias that may be included in the classroom and textbook, could influence students' thought about gender. For example, the teacher gives more attention toward male than female students. Dalmono (2008) stated that some studies in several countries showed that the teacher asked three to eight times more to male than female students in primary school. It also can happen since in the textbook as a teaching and learning source of the teacher showed that male students are more creative and smarter than female. It is supported by UNICEF

(2007) stated that in most textbooks boys mentioned smarter and more creative than girls by giving some examples such as dad were mostly working at the office while moms working at home which are cleaning, cooking, washing, etc. It will bring the students' thought that the male will more contribute to the society than female because female can not do what the male does such as getting more money since the male has the job while the female can not get the money. The female is only focus at home. Furthermore, Rachmijati and Sri (2018) stated that the criteria of a good textbook should show the relationship of women and men in society based on their role, status, environment, culture, and community structures which are displayed in the form of illustrations and descriptions of the sentence.

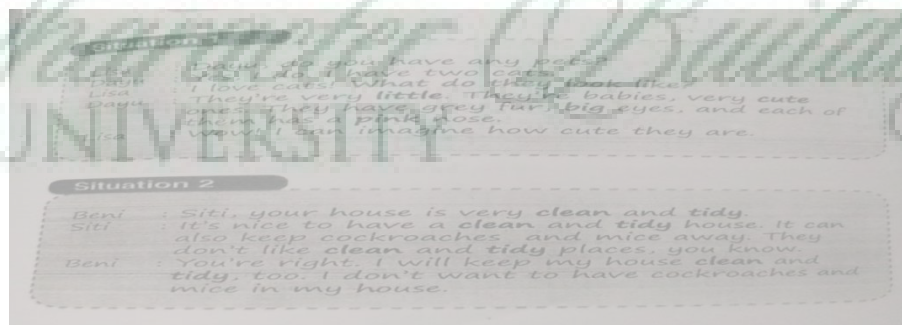
However, based on the writer's experiences during teaching practice, (*Praktik Pengalaman Lapangan Terpadu*) abbreviation PPLT in Junior High School, the author found that the teacher tended to use the textbook as a main source in teaching and learning process. The teacher also relied on the textbook provided by the school without analyzing the content of the textbook. The teacher was only focus on the materials and how to make the students understand English by using the textbook. Moreover, the teacher also more likely to interact with female students than the students in the classroom because in the textbook usually more examples relate to female's activities than male's activities. Because of the teacher only focuses on the textbook, the teacher has not balanced in interaction in the class. The teacher only focused in the textbook. Moreover the teacher should create gender balance in the classroom, in order that male and female have the same interest in learning English. Since the gender balance could

not find in the textbook. Therefore, it is important to analyze the textbook based on the gender since it is one of important issue that should be upheld in education to give contribution toward social rules.

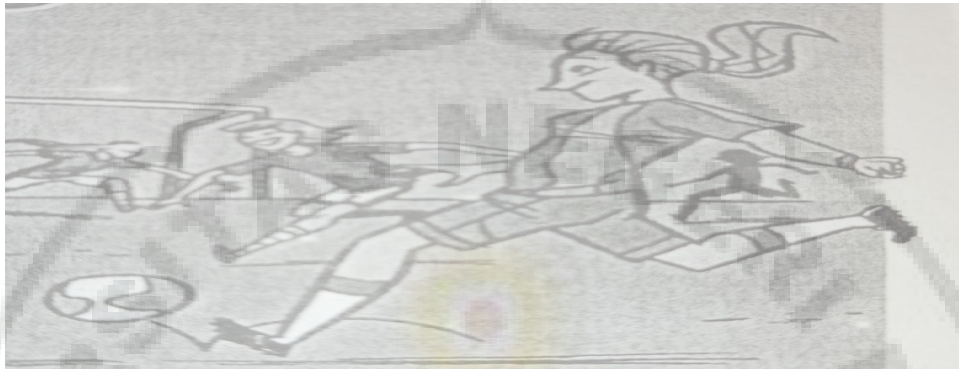
Meanwhile, gender bias that may be included in the textbook can influence students' thought about men and women. For example, in the textbook women are described as child-rearing and do the household works, such as mom cooking in the kitchen, mom cleaning the floor, Shinta helps her mother for washes plate. It could influence students thought that only those commonly done by women. Whereas, now women do not only relate to such activities, they also work outside as men commonly do, like go to office, wash car, playing badminton, etc. However gender bias in the textbook that still using classic illustration in texts, picture, and contents of the textbook. The pictures below are the examples of pictures in the two textbooks which will be analyzed.



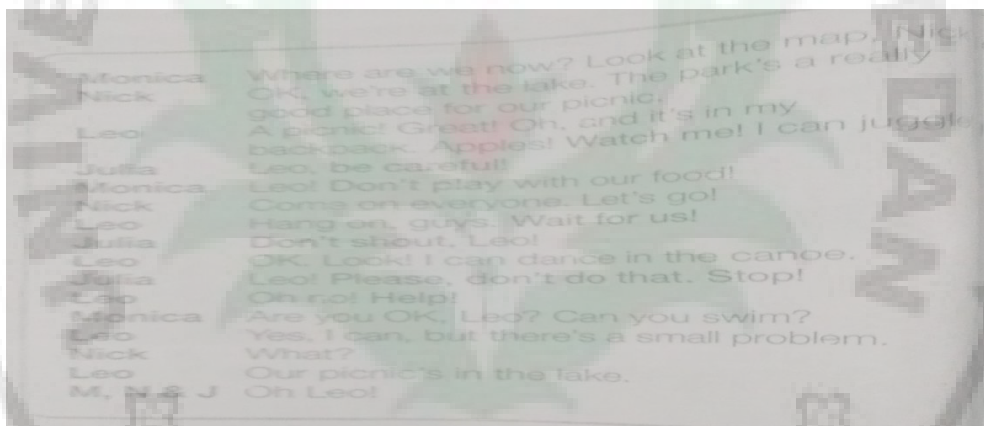
Picture 1.1 Sample of the Picture in Textbook 1



Picture 1.2 Sample of the Text in Textbook 1



**Picture 1.3 Sample of the Picture in Textbook 2**



**Picture 1.4 Sample of the Text in Textbook 2**

Based on the pictures above, it could be seen that there are gender who are used by the authors in the two textbook "Bahasa Inggris When English Rings a Bell 2016" and "Next Move 2013". As seen in Picture 1.1 an example from textbook 1 illustrates that male bring plate to serve at breakfast with family. Whereas the picture there are female, should usually women who serve food. In addition, the example picture 1.3 from textbook 2 illustrates that female playing football, while playing football is played by male. Furthermore in the two textbooks the things that illustrated were not generally described. However, there was gender bias that happened in the class when the teacher was teaching who was always focus on the textbook.

Therefore, it is important to study about gender representation to know how the textbook can influence the students' thought about social rules by using English textbook provided by the school. According to Diah (2018), textbook authors and publishers as well as should create gender balanced language uses and representations of females and males so that would be motivating and engaging for both male and female students. Popa (2015) stated that the way gender is represented in the media does have an influence on how we perceive gender roles. Then, advancing gender equality and female representation in corporate governance has increasingly become the focus of societal and political debates in various countries (Luca. *et all.* 2015). Not only that, it is also needed to study gender representation of another textbook to make a comparison about gender representatives of each textbooks used by teacher at SMP N 35 Medan and another English textbook in the same level with the title "Next Move 2013". By knowing the gender representation whether it is represent the same interest between male and female students in the class. Since the teacher can not be generalize between male and female. At the end, the teacher will be more selective in selecting textbook that appropriate to the students. The textbook will be not only as giving materials but also as giving education in contributing based on the social rules. Therefore, there is no gender bias and there is equality between male and female in social rules itself.

According to this point, it is important to study gender representation in the English textbook. Such this study must be conducted because it helps teachers avoid a social issue that may exist in the textbook such as gender bias.



Consequently, the teachers are able to select the most appropriate textbook for their students. Considering the explanation above, the researcher is interested to conduct this study on investigating the representation of gender in English textbook used in seventh grade junior high school students.

### **B. The Problems of the Study**

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

1. How is gender represented in the two English Textbooks used in seventh grade junior high school students?
2. What is the most dominant gender that represented from the text and picture in the two English Textbooks used in seventh grade junior high school students?
3. What is the dominant gender bias that represented in the both of English Textbooks used in seventh grade junior high school students?

### **C. Objectives of the Study**

The objectives of study are:

1. To explain how gender is represented in the two English Textbooks used in seventh grade junior high school students.
2. To investigate the most dominant gender that represented from the text and picture in the two English Textbooks used in seventh grade junior high school students.
3. To investigate the most dominant gender that represented in the both of English Textbooks used in seventh grade junior high school students.

#### **D. The Scope of the Study**

This study focus on representation of gender in English Textbooks used in seventh grade junior high school students. This study is limited to find out the dominant gender from the text and picture in two English Textbooks used in seventh grade junior high school students. This study used theory by Logsdon (1985) as the process analyzed that were six aspects of gender representation in the Textbook. It supported with another research of Amin & Birjandi (2012) about gender bias, divided to five aspects of gender bias.

#### **E. The Significance of the Study**

The study is expected to have both theoretical and practical perspectives. The significances are as follow:

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 used in seventh grade junior high school students.

- 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 used in seventh grade junior high school students.

2. Practical perspective

- 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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