

CHAPTER I

INTRODUCTION

A. Background of the study

Textbook is a resource and important component for the teachers and learners in teaching-learning process. According to Reed et al (1998) stated that textbook as instructional tool mostly used in the classroom. The majority of teachers relied on textbooks to aid them in the teaching and learning process. Teachers utilize textbooks as teaching materials and the most significant resources in order to effectively teach and achieve the goals of teaching and learning. As stated by Cunningsworth (1995:7), textbooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner's needs. A textbook, according to the statement, is a material designed for teaching the learning process in order to improve the learners' comprehension.

Furthermore, a textbook can help and support teachers in achieving their learning objectives. The teachers were then free to customize and modify the textbook to meet the needs of their students. A textbook, according to Richards (2001), provides a useful language model and input. Students can use textbooks to prepare for upcoming lessons and review what they've already learned. Therefore, choosing the best textbooks is critical for students to achieve their full learning potential.

Many experts believe that the interrelation between gender and education becomes a gateway to create gender equality and to eliminate stereotype upon

female and male (Brugeilles and Cromer, 2009; Bursuc, 2013; Blumberg, 2015). They feel that education can help to close the gender gap. Traditional preconceptions labeling girls and boys are reduced when pupils are familiar with and study gender equality in school since they grasp the difficulties and past information.

According to Beebe (1996), It is critical that teachers recognize gendered language as a kind of communication that is not value-less, lifeless, or free of political prejudice. English teachers frequently use textbooks without critically assessing their content and rely on textbooks provided by the school. As a result, teachers' understanding of textbook analysis is limited. There is a high probability that the teacher will ignore the problematic ideas inherent in these texts such as gender inequality in this textbook. Students can understand this gender bias without question, normalizing the notion of gender prejudice in these texts.

Aside from that, teachers are more likely to interact with female students in the classroom than male students since textbook examples or activities are more often related to feminine activities than male activities. According to Sikes (1991), teachers must be aware of gender stereotypes and their potentially potent impact on student education to “combat the differentiation, discrimination and bias which are characteristic of schools” (p. 145). Gender bias in textbooks that taught to high school students can make their mindset that men are prioritized over women. Whereas in the industrial era 4.0 all men and women are equal and get the same opportunities and rights in all fields. In addition to being allowed to take part in political, legal, economic, socio-cultural, educational, and other activities.

Damayanti (2014) analyzed gender representation in English textbook in Indonesian context. Her research, on the other hand, is limited to looking into the visual imagery in textbooks. The findings reveal that female characters are reliant. Furthermore, they are designed to admire male acts. It means that gender prejudice still exists in Indonesian English textbook. Furthermore, old gender stereotypes are still perpetuated in textbooks.

Campbell in Ena (2014) determines minimum qualitative criteria to select a good textbook. The first criterion is that the learning materials are unbiased and non-stereotypical. Secondly they should have comprehensive, complete, and inclusive view of society and its history. This study solely projected the study's goal in the first category based on these criteria. The authors concentrate their investigation on gender bias in textbooks.

Gender bias in textbooks can have an impact on students' perceptions of men and women. In the textbook, for example, women are represented as child-rearing and performing household tasks, such as mom cooking in the kitchen, mom cleaning the floor, and Shinta assisting her mother with plate washing. It has the potential to persuade kids that only women perform these tasks. Women, on the other hand, do longer just engage in such activities; they also work outside the home, as men do, such as going to work, washing cars, playing badminton, and so on. However, there is still a gender bias in the textbook, which uses classic illustrations in the words, pictures, and contents. The images below are examples of picture from textbooks that will be examined.



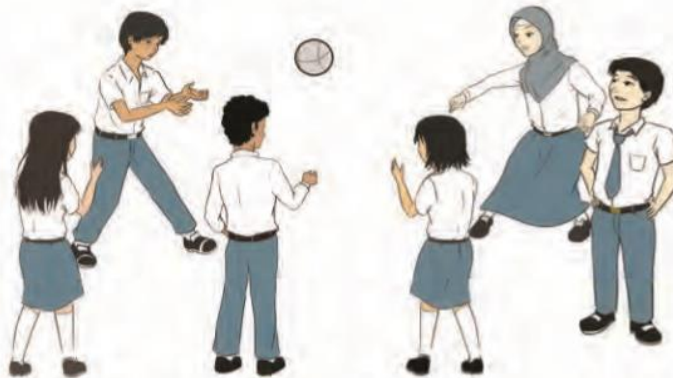
Picture 1.1 Sample of gender bias picture in textbook

In picture 1.1, the gender concept contained in the book is represented through pictures. In the picture there is a gender bias because the two illustrations are represented by only male. In the first illustration, there is a man who is fishing with his son. Where here fishing activity is represented through a man and his son even though it can be represented through a woman. Then, the second illustration in the picture is that there are two men where the other one is a patient. There is also a gender bias whereby the patient is represented by a man whereas the patient may be represented by a female.

- Bayu : Definitely! My dad and I are going to go fishing
- Santi : Fishing? Are you going to go fishing in the river near your house?
- Bayu : No. We plan to go fishing in a lake near my uncle's house. Would you like to come with us ?
- Santi : Fishing? That sounds great. But i rather stay at home than go fishing.
- Bayu : What about you, Riri? What would you like to do on the long weekend?
- Riri : I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.

Picture 1.2 Sample of gender bias in textbook conversation

In picture 1.2 is a conversation, the concept of gender is realized through fishing and cooking activities. In this conversation there is also a gender bias. Here fishing activities are also represented through male. And the second activity is cooking also only represented through female. Where there is a child and her mother who will practice baking cookies on her long weekend. Whereas in cooking activities it could be represented by a man where he practices cooking with his mother. Because in this era there have been many men who like to cook and work as famous chefs.



Picture 1.3 Sample of Bigender picture in textbook

Besides gender bias, in the textbooks, there are also bigender illustrations. Picture 1.3 is an example of a bigender in the textbook. In the picture above, sports activities playing volleyball, are represented by male and female where male and female students play ball together. Because in this era of emancipation, men and women are partners and are equal.

Students' perceptions of gender roles are affected not only by explicit forms of gender bias, such as being told that they are either able or unable to do a task because of their gender, but also by the subtle lessons that children encounter daily

through feedback, behavior, and instructional materials (Sadker & Sadker, 1994). A pattern of conduct that favors one gender over the other is known as gender bias. The act of favoring males and/or boys over women and/or girls is most generally characterized as gender prejudice. As a result, it's crucial to research gender representation in textbooks. It would also help teachers avoid any social difficulties that might arise as a result of gender bias in textbooks. As a result, choosing the right textbook is crucial, and various factors should be considered before making a selection.

So, considering the explanation above and to investigate the extent to which textbooks include gender bias, the researcher is would do an analysis to investigate gender representations in English textbook used in tenth grade senior high school students.

B. The Problem of the study

Based on the background of study above, there are three problems of the study, such as:

1. What are the aspect of gender representation in the text and picture in the English textbook used in tenth grade senior high school students ?
2. How is gender represented in the English textbook used in tenth grade senior high school students ?
3. How are students and teachers' perceptions of gender bias in the English textbook used in tenth grade senior high school students ?

C. Objectives of the study

The objectives of study are.

1. To investigate the gender representations in the text and picture in the English textbook used in tenth grade senior high school students
2. To describe how gender is represented in the English textbook used in tenth grade senior high school students
3. To obtain teachers' and students own perceptions of gender bias in the English textbook used in tenth grade senior high school students

D. The Scope of the study

This study focuses on representation of gender in English textbook used in tenth grade senior high school students. This study is limited to find out the representation of gender and how gender is represented in the text and picture in the English textbook used in tenth grade senior high school students.

E. The significance of the study

The study is expected to have both significant theoretical and practically contribution. The significances are as follow:

1. Theoretically
 - a. The findings of the study could help the author gain a better understanding of gender bias in language that may exist in the English textbook used in tenth grade senior high school students.
 - b. The findings of the study can be utilized as a guide for those who want to conduct a more in-depth investigation of gender

representation in the English textbook used in tenth senior high school students

2. Practically

a. For Teacher

The researcher expects that this study will help English teachers pay more attention to their students, regardless of gender, in the classroom.

b. For students

The students who desire to strengthen their gender understanding in a textbook setting.

