

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Language and gender issues always exist around society. People are constantly coming into contact with these issues in the course of daily lives, so they are unavoidable. In social life, gender difference issue can cause miscommunication between male and female. Therefore, being familiar with language and gender concepts and understanding language and gender issues can help people acquire clearer and deeper understanding of gender differences in society.

In the study of language and gender, there are numerous studies that have described and raised many issues on the differences between males and females in their way of speaking. Tannen (1990:85) stated that male and female have different ways in communication, males tend to use language to gain the status, while females use the language to negotiate closeness and intimacy. Females use rapport talk to build and maintain relationships, while men use report talk to communicate factual information.

The aim of investigating language and gender is to find the varieties of speech associated with a particular gender, or social norms for such gendered language use. Tannen (1990:17) claimed that it is necessary to identify them in order to avoid needlessly blaming. She also stated that learning the others' way of talking is a leap across the communication gap between men and women, and a

giant step towards genuine understanding, so learning gender differences is useful in understanding the other gender's way of communicating, preventing miscommunication between gender and help to promote mutual respect by showing how people should appreciate and the style of communication of both gender in order to make the equality of gender.

Gender equality is not only a goal in its own right, but also an important means for realizing all the other Millennium Development Goals. Just past the half waymark to 2015, it is clear that it is needed to do more to empower women. United Nation Development Programme launched firstly The Gender Equality Strategy and women's empowerment 2008-2011 in March. It is designed to complement and reinforce United Nation's Development Programme's Strategic Plan 2008-2011, by defining in more detail how attention to gender equality and women's empowerment will strengthen action in all the areas of work. The terms 'gender' and 'gender equality' imply concern for both men and women, and the relationships between them. Nevertheless, specific attention to women's needs and contributions is typically required in order to address the array of gender gaps, unequal policies and discrimination that historically have disadvantaged women and distorted development in all societies. (United Nation Development Programme : 2008)

Kobia (2009) explains that school textbook is important mass media and gender socialization agent, play a crucial role in determining the students world view of female and male gender in society. Supporting Kobia's idea of importance of introducing the gender concern of the Indonesian Ministry of

Women and Children Development (Menteri Pemberdaya Wanita dan perlindungan Anak) states that women gender idea is not represented fairly in ensuring the equity of opportunities for both men and women to develop their potential. It may result in Gender Stereotype.

Gender Stereotype is often found in every part of social environment. It may appear at workplaces, families, schools, or at bigger environment and the effect is usually as defined as something negative. According to Sealler and Beall (2002:44), stereotype refers to the classifying of event, object, and people ignoring somebody's individual characteristics and qualities. Thus gender stereotyped means simplistic generalizations about the gender attributes, differences and roles of events, object, and people. For example, at workplace, gender stereotype appears when women are likely believed to do correspondence matters ignoring the chance that men can do jobs and women can do other things outside of correspondence matters. In families, a mother does not usually allow her son to do household chorus because she believes that those activities are suitable and appropriate for girls' responsibilities. While boys are supposed to help his father to do something related to the mechanic activities. At school gender stereotype occurs when the teacher assigns different task to his/ her students based on their gender, not their individual potentials, such as giving more responsible to female students to clean the classroom rather than the boys.

In this case, the researcher wants to identify the linguistic use in textbook in case of gender equality and stereotype of gender. How the textbooks from 2008-2013 apply the use of language in gender because based on the regulation of

National Education Ministry number 84 2008 about the Gender Equality, those are : a. In order to make gender equality in human based on the President's instruction number 9 : 2000, it is very important to make gender equality in education, b. The gender equality activity in education is part that can not be seperated in education activity that is done by all units in National Education Department, c. To push and make the effectivity, and optimize the gender equality activity in education; so that it is very important to make the role of National Education about the compass of the realization of gender equality in education. (National Education Ministry of Indonesia, 2008)

Recently, as the world changes, many aspects are changing in the society, such as gender roles. The concept of gender roles does not exist as it did in the past time. In reality both males and females begin to share many responsibilities together. Many women are no longer stay and work at home. They already have to outside for seeking jobs and their routines or carriers. And they also have value to help the financial of a family. In the other hand, men are beginning to do the housework such as cleaning the house, cooking, or growing up the children. By seeing this fact, students are hoped to be more open-minded and therefore must be exposed to it. Therefore regarding the fact of gender concept which exist nowadays in the society. It is to lead them to make the fair in gender in order to make them ready to face the reality.

The researcher tries to find the applying of gender from linguistic realization of Lexicogrammar. The researcher has decided to classify the use of process that both male and female use in their sentences. The process are material process,

mental process, relational process, verbal process, behavioral process, and existential process.

Based on those background, it is of interest to study the use of linguistic realization based on lexicogrammar, the use of Gender stereotype and Equality Gender in the 2008-2013 in Junior High School Textbook.

The researcher takes the example from Student's Book Flying Start for Junior High School Year VII semester 1 page 153 :

1. Tini lives in Bogor. She works in an office from Monday to Friday. She answers the telephone and types letters. She begins work at nine everyday and finishes at five. In the evening, she goes out with her friend.

Relational Material
 verbal material material
 Material material
2. Malik is a shop assistant. He helps his father in the shop and serves customers. He begins work at one o'clock in the afternoon and finishes around six. He goes home to study. He doesn't work on Sundays and Mondays.

Relational material material
 material material material
 material Material

Based on this example, the researcher finds that :

1. Both male and female used material process most in their sentences to explain something. Based on the meaning, material process indicates activities or events which happened in outside world of human.
2. Based on Gender stereotype according to Sealler and Beall (2002:44) women are likely believed to do correspondence matters. And in this case, the example shows the truth that woman does corresponde. It shows through the word "types the letter" and also supports with the word "answers the telephone". In this case, the textbook shows the woman in

passive activities. It means that, people are used to think that women usually do these kind of jobs and ignoring that men can do too. While for the man, he does the active activity. In this case, it shows that the man helps his father to service customers to be a shop assistant. Based on this analysis, it shows that the gender stereotype still appears in the textbook.

3. Based on United Nation Development Programme (UNDP), Gender Equality Strategy is absolutely indivisible from the UNDP human development goal of real improvements in people's live, and in the choices and opportunities open to them. By looking this theory and the example above this shows that they are not supporting yet. Because the textbook hasn't given the gender equality.

The textbook that the researcher analyze are: Interactive English: Yudishtira: 2009, English: Bailmu: 2009, Student's Book Flying Start: ESIS: 2011, When The Bright: curriculum 2013. These all books are used to analyse the gender stereotype and gender equality appear in these books. And also the researcher wants to try to analyse the used of (lexico) grammar.

Those books are selected based on several reasons. First, the books have been evaluated and suggested to be used in the teaching and learning English at Junior High School by the Board of National Standard of Education (Badan Standar Nasional Pendidikan) and also based on KTSP the standart curriculum for in Indonesia. These textbooks have been publised and provided in the website of National Education of Indonesia where it can be freely downloaded and copied for the teaching and learning English at Junior High School. Legally, those books

have been approved by the Board of National Standard of Education as ELT school textbook based on the regulation of the National Ministry of Education of Indonesia number 34/2008. Thus, the textbooks are considered as the obligatory English textbooks used in many schools in Indonesia.

1.2. The Problems of Study

The problems of the study will be formulated as the following.

1. In what context does gender stereotype and gender equality appear in English textbooks of 2008-2013?
2. How are gender stereotype and gender equality dominantly realized by linguistic features?
3. Why do the gender stereotype and gender equality appear in English textbooks of 2008-2013?

1.3 The Objectives of the study

Based on the problem of the study, the objectives of the research are

1. to identify in what context gender stereotype and gender equality appears in English textbooks of 2008-2013,
2. to analyze how the gender stereotype and gender equality are dominantly realized by linguistic features
3. to explain the reason why the gender stereotype appear in English Textbooks of 2008-2013?

1.4 The Scope of study

The field of this study needs to be limited only to analyze the types of gender appear in the textbooks from 2008-2013 Junior High School. The writer chooses English textbooks because it has important role as a source of knowledge for the students of Junior High School in learning a language. Since there are a lot of English textbook published by many publishers, it should be noted that this study deals with Gender coding in textbooks from 2008-2013.

1.5 The Significance of the Study

The findings of this study are expected to be useful theoretically and practically in some respects.

1. Theoretically, the findings will add up more horizons theories of gender in real situation mainly used in Indonesia, in addition, the findings can be references to further studies of gender.
2. Practically, the findings
 - (1) can be applied to material developments in English learning,
 - (2) can be used to revise the textbooks, and
 - (3) can be input for writers to prepare learning materials for English Program.