

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of The Study**

Textbooks are the kinds of teaching tools that play an essential role as the primary sources in the process of teaching and learning which may be an imperative medium to develop students' attitudes concerning world life. It can be described as a tool for presenting materials and practices that are applied as a foundation for the course. This definition is also confirmed by Tomlison (1998) that asserts textbooks provide a basis for language input which be wanted by the students and for language practice that happens inside the study room. Moreover, the utilization of textbooks inside and outside the study room may also suggest the textbook as a probable device for acquainting values and social norms in the society. In most cases, students utilize the textbook as the precept to simplify them in self-studying both at school and also at home. So, it cannot be overlooked that there could be a good deal interplay among them, whereas, students may gather consciously or unconsciously each specific and implicit expertise supplied through the contents embedded inside the textbook.

Campbell in Ena (2014) determines minimum qualitative standards to select a good textbook. Firstly, the textbook's contents must be unbiased and non-stereotypical. Secondly, it should contain a wide, exhaustive, and inclusive view of society and its chronicle. Thirdly, it should include various points of view, not only puts on the majority group culture. Next, good learning materials should create and expand the students' experiences. And finally, it needs to help the

students to analyze and realize how real-lifestyles conditions. Hence, based on the first standard, it is crucial to do textbook analysis from gender perspectives because textbooks are typically the most seen element of a curriculum and often be used as the primary source in teaching and learning process. The textbooks must have gender equality and be freed of gender-based stereotypes, bias, and discrimination.

Gender is not same as sex. Crawford and Unger (2004) described sex as biological distinction in composition of genetic as well as reproductive anatomy and function, while gender is what culture creates from biological sex's raw materials. Sex is a biological classification based mostly on reproductive potential that occurs naturally. On the other hand, gender is the quality that a society or culture labels as masculine or feminine, it is not something we are born with or possessing, but it is something we do. Similarly, sex is determined by nature while gender is determined by nurture.

Gender equality refers to a condition in which the roles of males and females in society are equal. It can be achieved when males and females possess the same status and have the same level of opportunities to express their human rights and fulfill their full potential to contribute towards political, economic, social, and cultural development, and to benefit from the results (UNESCO, 2015: 10). Either woman or man has chances to express her/his ideas and to act freely without bounded by the sex status. Although men and women have different personality, their equality in society is essential for social justice, hence a good textbook should provide both men and women's duties equally.

The term gender equality has the same meaning with gender equity, while gender bias is the opposite meaning of it. Bias or sexism occurs when one sex is treated more unfairly than the other sex. This circumstance is also referred as sexism, which describes discrimination in a society based on sexual identity (Wodak, 1997). Gender differences continue to take action in any social practice of society because males and females are naturally different in perceptions and behavior patterns. To some extent, these gender inequalities might lead to gender biases which can negatively impact people's perceptions of gender equality.

In Indonesia, the issue of gender mainstreaming has long given official support from the government, specifically with the issuance of presidential decree number 9 of 2000 on gender mainstreaming. This regulation is mandated to instruct that every Government Agency must carry out gender mainstreaming by including the dimensions of gender equality and equity in all stages of planning, implementing, monitoring, and evaluating development program policies. The Ministry of National Education (now the Ministry of Education and Culture) was one of the first ministries to be involved in the development of gender mainstreaming and pointed to gender focal points. Furthermore, the document containing the provisions on gender mainstreaming was produced in 2005, followed by the issuance of Ministerial Regulation number 84 of 2008 on Guidelines for the Implementation of Gender Mainstreaming in the Field of Education. This regulation was created in the hope that all aspects of education development become more gender-responsive and ensure more equal rights for women and men in obtaining access to educational services, participating actively

equally, having equal control over development resources, and enjoying the same benefits from educational development outcomes.

In the field of language education itself, ELT textbooks in Indonesia are not free from gender diversity because every text and task in such textbooks contains characters which have gender. In other words, ELT textbooks can describe gender differences between males and females, which can promote or even ignore gender equality. Unfortunately, English textbooks used nowadays in Indonesia's learning process are still not free from gender bias as expected. Whereas one of the Ministerial Regulation number 84 of 2008 work programs is the Ministry of National Education and the Ministry of Religion examined and improved the provision of gender-sensitive textbooks at all levels of education, including text, images, and equal opportunity to access to extra-curricular liveliness such as sports, arts, and science.

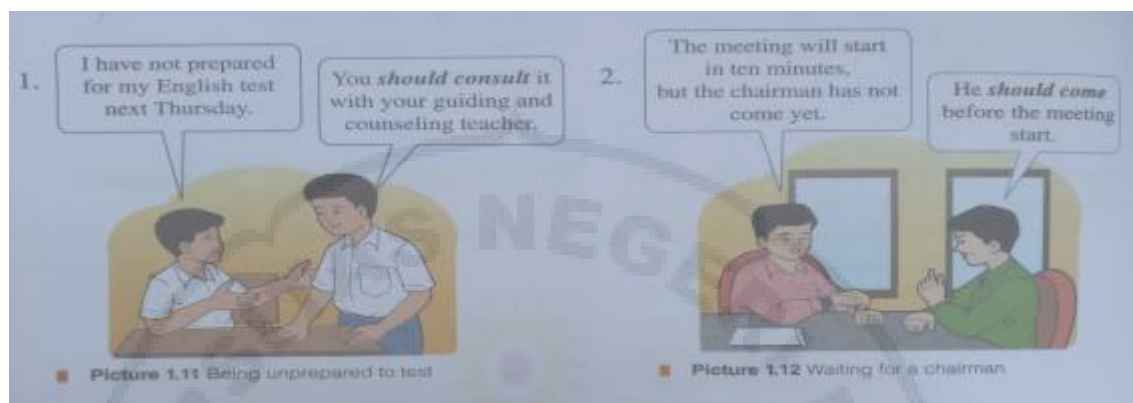
It is supported by the research that was conducted by Saputra (2019), which sought to determine the proportion of gender representation in the Indonesian EFL Textbook: *When English Rings A Bell VII*. The study's findings were presented in the form of percentages and inferences based on characters and images from the textbook. The study's findings revealed that male characters accounted for 71% of the total, while female characters accounted for 29%. For the image analysis, the male Categories received 55% and female Categories received 45% as the result. It demonstrated that *When English Rings A Bell VII as the k13 textbook* did not have a fair extent or an equivalent portrayal between male and female classification, both under characters and pictures analysis. On the other hand, a research of gender presentation in Indonesia students' textbooks was

also conducted by Yonata and Mujiyanto (2017). The research aimed to investigate the used method to portray the gender in the course materials, the reading passage, the conversation, the exercises, and the images in the two English textbooks. The finding showed that the two textbooks are dominated by female characters as a whole. From the result of the analysis, the textbooks are comparative within the authority of male over female in the exercise and images section; they are also resemblant in delineating male characters engaged with higher education, social, and outdoor-based activities. The result revealed that males tended to work in the public domain, whilst females tended to work in the private or domestic domain. In other words, the male were emphasized dominantly in terms of social leadership and technology. The result indicated the imbalance of gender in Indonesian textbooks.

Teaching material should present an equality of males and females in active roles and different age groups. Both genders should be shown as doing things on their own as well as in leadership positions. They should be portrayed equally in housewifery contexts, such as do the household tasks and care for children, as well as in group leadership roles. Both genders experience a wide range of emotions, like fear, terror, anxiety, anger, sorrow, fiction, boldness, gentleness, tenderness and so on. However, as the preliminary data, the researcher still discovered an example of gender inequality in the 2013 curriculum textbook which is used for tenth-grade senior high school students that entitled “English in Use. The pictures on page 26 show the gender inequality as follow:

Unfortunately, as the preliminary data, the researcher still found an example of gender inequality in the 2013 curriculum textbook used for tenth-

grade senior high school students “English in Use. The pictures on page 26 show a gender inequality as follow:



Those pictures above were categorized as gender inequality and gender bias. The female and male characters were not displayed evenly based on the number of appearances. The male characters' amount was higher than female characters' amount in the picture. In addition, in image 1.12, there were two male characters who worked as employees, but no female figure. Unfortunately, this condition may lead to gender bias, with males working in the public sector and females working in the home. The teaching materials, on the other hand, should depict a balanced percentage of male and female in all professions. The male and female must have the same proportion under the gender equity notion. It means that male and female characters must have 50:50 frequency of appearance in the textbook. Both genders should be depicted fairly in the number of appearances, reproductive roles, productive roles and sport depictions.

According to this point, gender representation and gender bias in the English textbook are crucial to be analyzed since various studies have demonstrated that gender bias in educational resources can negatively affect the learners (Lewandowski, 2014). The gender bias in the textbook has the potential

to alter the students' perceptions about men and women. According to Ndura (2004), students' academic and professional choices are influenced by their perceptions of gender bias. This is because students are taught that men always appear to be skilled in the use of advanced tools and technology, as well as in the construction and repairing of broken items. On the contrary, females are always doing things like cooking, knitting and caring for babies which are perceived as smooth rather than vigorous. Despite the fact that their work options have expanded in the last two decades, the males are still viewed as having higher number of professions between these two genders. Furthermore, males continue to have a dominant position in society, whether in terms of occupation or contribution. Conversely, females are perceived as helpless and reliant on the men in to do every work. This environment foster the notion that females are unskilled and inferior (Diekman & Murnan, 2004), resulting in females' worth being underestimated.

Considering the problem above, the researcher is going to investigate gender representation and gender bias in one series of K13 Curriculum textbook entitled "English in Use", the most recent textbook for grade X of Senior High school for Linguistic and Cultural studies, whether the textbook is having an equal presentation of gender or not and having gender bias or not.

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

According to the background of the study above, the problems of the study are defined as the following:

1. How is the gender representation in the English textbook used for tenth-grade Senior High School Students?
2. What are gender bias examples that are represented in the English textbook used for tenth-grade Senior High School Students?

## **C. The Objectives of The Study**

Based on the problems of the study above, the objectives of the study are expected:

1. To show the gender representation in the English textbook used for tenth-grade Senior High School Students.
2. To show the examples of gender bias that are represented in the English textbook used for tenth-grade Senior High School Students.

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

This study will focus on the representation of gender and gender bias in an English textbook used for tenth-grade Senior High School students. This study is limited to find out the gender representation and gender bias through four categories; the number of appearances, the portrayal of reproductive roles (family roles), the portrayal of productive roles, and the depiction of sports activities from the course materials, the reading passage, the conversation, the exercises, and the images in the English textbook



### **E. The Significances of The Study**

The result of this study is fully expected to give some theoretical and practical advantages for the following parties:

1. Theoretically, this study provides beneficial and referential contributions in giving general knowledge of the way to analyze English textbooks especially about gender representation and gender bias in an English textbook.

2. Practically, the result of this study is beneficial:

a. For the researcher, the research can give practice in developing her knowledge and skill in analyzing English textbooks.

b. For English teachers, the result of the study can provide helpful information in selecting and analyzing good textbooks before deciding to use them in classroom practices.

c. For Students, the result of study may help the students to understand about gender equality and avoid gender bias, so they will be more motivated in learning, especially English.

d. For English textbook writers, the result of the study may help them to be more careful in developing English textbooks for students and more aware of the worthiness of content based on gender equality and avoid gender bias.

e. For other researchers, the research can give a general knowledge of how to analyze textbooks or other forms of English instructional materials. The research also can be used as the foundation for the next research.