

CHAPTER I

INTRODUCTION

A. Background of Study

In the teaching and learning process in schools, both in English and in other subjects, many use elements that can affect student learning outcomes, some of which support effective teaching. One of the resources that provides linguistic input is the Textbook. In teaching and learning activities, the textbook plays a significant role. According to Reed et al. (1998), textbooks are primarily employed in the classroom as teaching aids. The textbook is always used as a learning resource by the instructor to aid in the teaching and learning process. Furthermore, the textbook helps and facilitates the achievement of the learning objectives. The teacher can then modify the textbook contents to match the students' needs. Furthermore, a textbook helps students to analyze what they've already learned in preparation for what is to follow. Meanwhile, as according Lee and Collin (2008), the textbook may significantly impact students' ideas when they are studying English. As a result, the textbook will provide all the students' and teacher's English knowledge.

In the teaching and learning process, teachers usually use textbooks to help them get maximum learning results in class. Textbooks are always utilized continuously in the teaching and learning process because teachers constantly adjust

the learning materials in the classroom with the knowledge contained in the textbooks. In the content in the textbook, the teacher uses it to convey values and skills, which in turn motivate students to take part in learning. The use of the book is that textbooks are a source of material that contributes a lot to knowledge. This is because textbooks have a prominent role as the primary source of education.

Textbooks are one of the few available resources to students who are learning a language. According to Richards (2001), textbooks provide models as well as practical language input. Students can use textbooks to prepare for next classes and examine what they have learned already. As a result, selecting the most suitable textbook is critical in increasing student learning potential. The items that must be tested in English textbooks are focused on language-based themes such as tenses, adjectives, and verbs, as well as social aspects. In evaluating textbooks, it is always closely related to the broader educational and social context, one of which is gender issues in education, such as some gender interactions in classroom material and interactions described by several experts such as research conducted by Sunderland (2000) with research on the influence of gender stereotypes in education where girls are generally higher in language. Boys are significantly lower in achievement than girls. However, it is men who dominate in most other areas of professional life. This creates a different view of gender, and from that culture, students can learn how men and women play their social roles. Later research was conducted by Bower (1996), an article that examined the representation of men and women in textbooks on the subtle

effects of gender stereotypes in children's literature through different languages and tested hypotheses derived from a feminist framework. Then, a study conducted by Gharbavi & Ahmad Mousavi (2012) in an article that examines Textbook Content Analysis: Investigating Gender Bias as Social Advantage in Iran High School English Textbooks shows that the findings have an interpretation with particular attention to the relationship. Between linguistic sexism and ideology between women and men.

The importance of gender analysis in textbooks cannot be emphasized. Because textbooks are a learning resource, they may easily become a tool for spreading bias, including gender bias, or revealing gender stereotypes, especially in contexts where rote memorization is the standard (Loan et al., 2010). Textbooks in English are no exception. Gender representation is one component of reality that emerges in written and verbal communication in social contexts in English textbooks, so it is recommended to examine which aspects in textbooks (such as gender stereotypes) might obstruct gender equality and which can be changed.

In general, gender representation shows various inequalities in interests, characteristics, jobs, and abilities that usually occur among women. According to Yonata and Mujianto (2017), gender issues such as gender stereotypes, gender bias, and sexism in textbook material are important to be investigated because they will minimize gender misunderstanding by students and assure the provision of a balanced and gender-sensitive education. It will assist pupils in developing their own ideas and

making their own assessments without relying on textbooks. As a result, stereotypes in actual social practices are commonly used in gender representation.

Gender representation in textbooks had become an object of research in the 1970s, and Lakoff was the first to examine it in 1973. This study carried out because there's a need to increase awareness about gender equality in education. So after that, gender studies have become increasingly popular among researchers in Western countries, as demonstrated by a number of studies, such as Bowker's in 1996 on feminist social science studies on children's literature source of data content analysis and Clark's research in 1990, among others. Many Asian countries are also popular with research on gender representation, such as several studies as research conducted by Ebadi & Seidi in 2015 and also several other researchers such as on Esmaeili & Arabmofrad, in 2015 which examined gender issues that can influence the teaching and learning process in the classroom practice through the use of textbooks. In responding to gender issues in textbook material, Indonesian researchers (Ariyanto, 2018; Damayanti, 2014; Emilia et al., 2017; Ena, 2013; Sari, 2011; Yonata & Mujiyanto, 2017) also conducted research to reveal gender representation in books EFL text. According to their findings, Indonesian textbooks give equal time to male and female. The textbook is one of the few available materials to students who are learning a language. According to Richards (2001), a textbook provides a useful language model and input. Students may also use the textbook to prepare for future

classes and review what they have already learned. As a result, choosing the most relevant textbook is critical in order to optimize students' learning ability.

Several Indonesian research looks at gender issues in teaching materials in relation to the larger educational and social context. Some of the study on gender problems in textbook material has been published. Males are far more represented in Indonesian textbooks than girls, according to Suhartono and Kristina (2018)'s research. In textbooks, Darni and Abida (2016) discovered a strong stereotyped picture of males dominating the public sphere and females dominating the public and private sectors. The social context of Indonesia, with its various cultures, has a variety of ideas on gender, and students may learn how men and women perform their social roles from that culture. As a result, one part of the language teaching and learning process that requires greater attention is selecting a suitable textbook for teaching to understand the textbook's contents, one of which is gender difference in the book. According to Muthali'in A (2001), gender bias may be seen in a variety of forms in textbooks produced by the Ministry of National Education or other publishers, including illustrations, activities, descriptions text, jobs, roles, games, ownership, tasks, and responsibilities. These aspects in textbooks that contain gender bias likely to impact students' gender perceptions. The current gender bias may go unobserved by junior high school students. Gender biases that exist in textbooks and are not critically examined by students, on the other hand, will be accepted, normalized, and possibly maintained. Before preventing gender-bias indoctrination based on the

description above, it is critical to examine the textbook for any gender insults. It will enable students to study a different language or subject without being motivated by gender bias. As explained, gender representation shows a variety of interests, characteristics, and occupations. The point of doing this research is to represent the job which is the main point. Job is one of the important ideas to see gender inequality in a textbook. For example, some jobs are always associated with a specific gender so that the content in the textbook, either in the form of pictures or text, is always made in one gender only. This happens because it is often associated with everyday life in which a particular gender is the most dominant gender related to the job. For example, in everyday life, someone who works as a police is always associated with men. This also happens in textbooks where the images or texts conveyed change gender associated with men. Otherwise, the teacher's profession is always related to women because, in everyday life, most teachers are women. This is because gender is the most dominant in a job becomes the central gender related to the job. As we know that, there are also women who has a job as police and otherwise, not a few men who has a job as teachers. And also, other examples such as a chef whose job is related to cooking, which is usually done by women, which may be the main task of a woman. However, as most of a chef is male, from this example, we know that job does not look at gender. But, the representation of gender causes gender inequality. The most dominant gender is always associated with specific jobs, which are also made in textbooks made in pictures or writing. So, the researcher found out how gender representation is divided into job types for men or women.

In contrast to other studies, this study focuses on jobs-related gender analysis whose data sources are taken from English textbooks for senior high schools. Gender does not only focus on characteristics, interests, traits, and so on, but gender can also focus on things that can be done, such as jobs. Therefore, this study focuses on gender analysis research related to job representation in English textbooks for senior high schools.

B. Problem of Study

Based on the background of the study above, the problem of this study is formulated as follows : How are jobs related to gender represented in English Textbooks in tenth, eleventh, and twelfth grade in senior high school?

C. Objective of Study

As mentioned in the problem of the study above, the objective of this research is to examine if both genders are represented about jobs equally in the English textbook

D. Scope of the study

The scope of the study is gender analysis related to work whose data is adjusted to data sources, English textbooks for high school from tenth, eleventh, and twelfth grades. This analysis is intended to determine the representation of work related to gender in English textbooks for senior high schools. This analysis focuses on gender as it relates to jobs.

E. The Significance of the Study

This finding of the study will be expected to have both theoretical and practical perspectives. The significances are as follow :

1. Theoritically

- This study will be helpful for the author to increase knowledge about jobs related to gender in languages that may exist in English Textbooks used in Senior High Schools.
- The study results can be used as a reference for those who want to do more in-depth research on gender representation related to jobs in English textbooks in senior high schools.

2. Practical Perspectives

- For Researcher

This research aimed to provide in depth-knowledge about jobs' representation of gender in the textbook for senior high school.

- For Readers

The study is intended to furnish more information on gender as a job is being represented in the English textbook.

- For Other Researchers

This study is expected to be useful as a reference for further study.