

CHAPTER I

INTRODUCTION

A. The background of the study

Textbooks have played an important part in teaching and learning process for many years of education whether in the field of science, history, engineering, or even in linguistic. Likewise in the field of language learning such as English, textbook also considered as one of the most important tools, both for the students and teachers. For students, textbooks are beneficial in terms of learning, exploring, or discovering, and it has proven to be quite successful. Whereas for teachers, although developing the materials by their own is a difficult and demanding job coupled with a lot of considerations throughout the development, still, teachers can adapt and modify the materials based on students' needs. According to Lee (2018), the use of textbooks not only to teach students how to read and write, they also play a key role in inculcating virtues, valued by society, whether intended or unintended, in the form of a hidden curriculum. Moreover, achieving the learning objectives can be done by the assist and support from the textbook.

In Indonesia, the central government through Ministry of Education and Culture provides English textbooks both for teachers and learners (Sahiruddin, 2013). However, there are also a big amount of publisher which engaged in the education field that released textbook as the Ministry of Education and Culture do. Thus, it gives an option for teachers about which book is the most appropriate one for them to be used. Besides, oftentimes the textbook materials planned are closely

related not only to the educational context but also social context based on where the textbook are going to be used. Certainly with various culture live in Indonesia, textbook will be carrying any information about habits, norms, or even gender.

Nevertheless, one of the aspects that need to pay more attention in teaching and learning language, especially English is gender (Fahriany, 2018). Therefore, it is significant to determine appropriate textbook which aware about the gender issues, one of them is gender equality. Admittedly there are differences in the essential of men and women, yet barrier of equality in the society need to be removed in order to avoid social injustice. Furthermore, when students have already introduced and taught about the gender equality, the traditional stereotypes which label male and female are decreased as they understand the issue earlier.

Basically, gender is a term used to explicate the differences between male and female socially. It is associated to people's perspectives in community. Similar to West and Zimmerman (1987), which states that Gender is the activity of managing situated conduct in light of normative conceptions of attitudes and activities appropriate for one's sex category. Gender activities emerge from and bolster claims to membership in a sex category. Thus, it is a social norm for male and female about how to perform and behave in the community. In other word, gender is some characteristics of human being which are created by people.

However, the traditional stereotypes have already been embedded in the society. It is commonly argued that men tend to be more aggressive than women. Moreover, since men are left brain dominance, they are more rational while women are more emotional. As we know women regard forcefulness as personal aggression

while men see it as normal conversational organisation. Then men tend to dominate the time and turn-taking, whereas women tend to support and reply. In the conversation, men prefer to explain things to women while women prefer to ask more questions and invite participation. These differences may lead to the rise of gender bias.

Gender bias exists when inequitable or discriminatory thinking, activities, interventions and actions that discriminate against one gender are apparent in programmes, projects and policies (UNESCO, 2015). In education field, gender bias can be detected through the use of classroom interaction and teaching-learning material. For example, boys were reprimanded significantly more often than girls. Then, Gray and Leith (2004), shows several studies that boys received more attention from the teacher and had more questions directed at them compared to girls. Besides, gender bias also may appear in the textbooks, in case of names, pictures or illustration, and language. In textbook, male students are oftenly mentioned more creative and smarter than female students. It is supported by illustration in textbook where men often depicted with activities outside the home, such as fishing and traveling. Whereas, women's scope of activities is more often potrayed being at home, such as cooking in the kitchen, take care of the children, and so on. Moreover, Nasriyah and Khairul (2018), Address the gender bias issues in their reseach which aimed to investigate whether or not female and male are presented equally in the English Senior High School textbook widely used by teachers in Banda Aceh Senior High School. The result showed that four aspects were led by male in the term of quantity: visibility, firstness, masculine generic

construction, and occupation while females were more visible in activity aspect. Unconsciously, these might could influence the students' thoughts about gender. The students may think that male is more capable and have more contribution than female in the society.

In addition, according to Sumalatha (2004), textbooks are the most potent instruments which help in building up the desirable attitudes in children. In other words, textbooks can give both positive and negative thoughts upon gender for students. Although students have little awareness about gender bias, the concept of gender bias presented in the textbook unconsciously get into their mind. Moreover, since students are also in the developmental age, they can easily imitate some attitudes from their surroundings, especially what they have learn from their textbooks.

Futhermore, appearantly in many non-English speaking countries textbooks or coursebooks have become the only resource necessary for an effective language-teaching program in most schools (Kayaoğlu, 2011). In accordance with it, based on the author's experiences during the teaching practice (Mengajar Terbimbing/ Magang) in Junior High School, he found out that the teacher tend to use the textbook more frequently during the teaching-learning process. The teacher more likely to focus on the material of the textbook and make the students understanding English by using the textbook. Moreover, the teacher mostly relied on the textbook in doing the classroom activities. Then, majority of the instructional decisions made by the teacher are based on the textbook. Therefore, since the teachers were only focus on the textbook where gender bias may be contained

inside, undeniably it might affect to the teacher's instruction in doing the classroom activities or even in making examples for the students.

Here are several examples of illustration in the textbook which going to be analyzed.



Picture 1.1 Sample of the Picture in Textbook 1



Picture 1.2 Sample of the Picture in Textbook 1

Santi : So, what about you Bayu? Do you have any plans?
 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 would 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.
 Santi : That sounds like a very good plan!
 Bayu : I want to make cheese chips cookies like the last

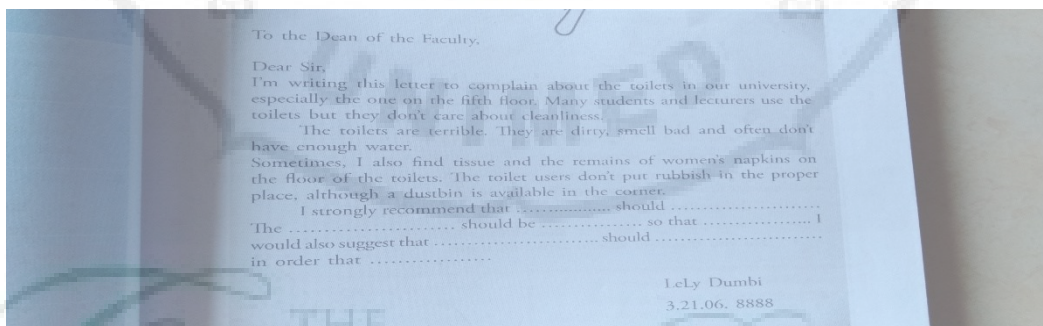
Picture 1.3 Sample of the Text in Textbook 1



Picture 1.4 Sample of the Picture in Textbook 2



Picture 1.5 Sample of the Picture in Textbook 2



Picture 1.6 Sample of the Text in Textbook 2

Based on the sample of the pictures and texts above, it can be seen that there are gender which used in particular by the author from both of the book which entitled “Bahasa Inggris 2017” and “ Pathway to English 2016”. As seen in picture 1.1 from textbook 1 which depicted a father go fishing with his son. Along with the picture 1.2 from textbook 1 where the girl in the picture were reading a book in the

library. Then in the picture 1.3 from textbook 1, the boy told that he is going to go fishing with his father whereas the other character told that she is going to practice baking cookies with her mother. Similar with textbook 1, textbook 2 also depicted a man making a deal with another man as seen in picture 1.4. Then in picture 1.5 the girl were depicted as a traditional dancer. Along with the example of the text in textbook 2 as seen in picture 1.6, it described the Dean of the faculty as a male.

These kind of examples may affect the students' perception about gender roles. The students may think that there some kind of hobbies such fishing, hiking, travelling, etc are only suit to male and there are some other one such cooking, reading, etc only suit to female. Moreover, Since the position of being a Dean of the faculty or other institution are oftenly filled by male, the students may think that there are occupation which only can be filled by a particular gender as well. Hence, there might be a gender bias happened in the class when the teacher just only focus on the textbook in the teaching-learning process.

Therefore, it is important to study about gender awareness in the textbook as the way in knowing how the textbook can influence the students' thoughts about gender issues in the society. In addition, according to UNESCO (2020), gender discrimination was considered as the most important global problem by 8% of adults in the latest World Values Survey. Thus, it also would make the teacher more selective in selecting the appropriate textbook that going to be used. Since unconsciously the textbook not only provide material in the learning process but also provide social rules and information.

This research is important to be conducted as it helps the teacher to avoid the social issues such gender bias that might be exist in the in the teaching-learning process through the textbook which can influence the students perception towards gender. Then, this research would help the teacher in selecting the suitable textbook. In fact, the teacher can adapt or modify the textbook since they already knew the issues earlier. Considering on the explanation above, the writer is interested in conducting the research on gender awareness in EFL textbooks used by tenth grade senior high school students.

B. The problems of the study

Based on the background of the study above, the problems of the study are formulated as follow.

1. How is gender represented in English Textbooks used by tenth grade senior high school students?
2. What is the level of gender awareness in English Textbooks used by tenth grade senior high school students?

C. The Objectives of the Study

The objectives of this study are as follows:

1. To explain how the gender is represented in English Textbooks used by tenth grade senior high school students
2. To investigate the level of gender awareness in English Textbooks used by tenth grade senior high school students

D. The Scope of the Study

Based on the problem states above, thus the scope of this study is limited on explain the representation of gender and investigate the level of gender awareness in English textbook used by tenth grade senior high school students for one academic year in two semesters. The first book entitled Bahasa Inggris was pulished by Kemendikbud in 2017 and the second one entitled Pathway To English was published by Erlangga in 2016.

E. The Significance of the Study

This 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 by tenth grade senior high school students.
- b. The result of the research can be used as source of information and reference for those who want to conduct a deeper study in the same case.

2. Practically

- a. For teacher

The writer hopes that this study will be useful for English teacher in order to improve their attention to their students based on gender equally in the class

b. For students

The writer hopes that this study will be useful for the students who want to improve their knowledge about gender equality in the textbook.

