

CHAPTER I

INTRODUCTION

A. The Background of the Study

Textbooks are a tool that teachers use to present material in class as the primary source for a particular subject (Sayeed, 2021). The textbooks that the teacher uses are pertinent to the learning objective at hand. The effectiveness of a textbook's contents as a learning tool for students is assessed through a process called textbook analysis. Additionally, textbook analysis enables teachers to go beyond impressionistic evaluations and gain contextual, systematic, meaningful, and reliable insight into the main themes of the textbook material (Germán & Victoria, 2021). In addition, using visual images in textbooks can engage students and inspire them to learn language in more analytical and inventive ways. Visual images also help students focus on the text and become more motivated to learn (Dewi, 2019).

Men and women's roles and responsibilities in the family, community, and culture are referred to as gender. Men and women socially acquire their femininity or masculinity through this process (Fenty & Henni, 2021). In Indonesia, gender norms have been changed in the name of gender parity, but this has created new problems (Agustina, 2021). One of them is a problem with employment. Many cultures think that women's jobs are confined to housework and that men are the only ones who can fix machines. That is untrue because women and men have

access to a wide range of opportunities. As a result, gender analysis is a fascinating subject.

The gender representation in the textbook refers to how women and men are portrayed. It is used to evaluate the gender balance or imbalance in the textbook's images and texts (Jackie & Vahid, 2020). Additionally, the textbook's content conforms to social and cultural norms like gender. Students learn language from the textbook, and language has an impact on their ability to understand and interpret the world around them (Katarina 2018). As students' attitudes and values are shaped by their surroundings, including the values taught in school, it is crucial that the textbook presents balanced pictures and content about males and females and encourages students to consider a range of options and positions for both genders. Additionally, it can help teachers avoid any potential gender-related social problems (Fenty & Henni, 2021). There for gender analysis and discussion are crucial in textbooks, especially in English textbooks.

The gender representation in the seventh-grade text “When English Rings a Bell” was examined by (Siregar, Henni, & Comara, 2021). This qualitative study examined how gender is portrayed in the textbook using Halliday's transitivity system. Female participants were found to be less visible than male participants, according to the research. In relational processes, both male and female characters were depicted to some extent, but male representations were more common than female representations in other processes. It was found that both males and females were given positive personality adjectives the most often. Only a few female characters were discovered to have sinister traits. They advise conducting

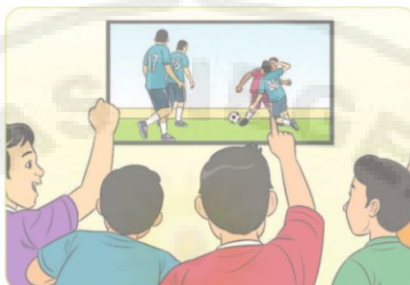
additional research to fully comprehend the gender gap and describe the interactions and gender construction taking place in the classroom.

There for, in the present study, the reason why the author want to analyze about the gender representation in English textbook is because male participants were found to be more visible than female participants, and the present study will find out is it male representations were more common than female representations in the English textbook “Work in Progress” for senior high school ten grades, newly published by the Indonesian Ministry of Education.

Gender has become an issue that has been discussed and researched a lot in recent years especially in education. It has been a topic of great concern among education scholars regarding gender representation in textbooks as a curriculum artifact. People's perceptions of gender roles are shaped by gender representation, and textbooks can actively contribute to this process. Educators, policymakers, and creators of educational materials should unquestionably be aware of this and be able to plan ways to prevent gender misrepresentations that could mislead students and have an impact on their attitudes and behavior (Agustina, 2021)

The researcher wants to find out whether there is a change in gender presentation in the textbooks that have been studied previously compared to the textbook that the researcher studied in this research which is English textbook “Work in Progress” for senior high school ten grades, newly published by the Indonesian Ministry of Education, using theory of visual grammar proposed by (Gunther Kress and Theo Van Leeuwen 2006). This theory is often associated

with their book "Reading Images: The Grammar of Visual Design", as can be seen in the pictures bellow.



Picture 2.2 Watching sports event at home

Picture 1. 1 Preliminary data

From the picture above (chapter 2 Sports Events page 31) can be seen that some men are depicted watching a football program on a television channel. In the picture, it can be seen that they are very enthusiastic and excited about watching the match, they cheer for their favorite teams and they really enjoy watching the sporting events. In the topic of watching sporting events in the book, the appearances of men are more visible. From the picture, it can be seen that the people who often watch sporting events are men. It shows that men are interested in sports, and their strength and are inclined to take part in criminal activities. They are not associated with traditionally women-related tasks, roles, activities, or domains (Selvi & Kocaman, 2020).

B. The Problem of the Study

1. What is the proportion of appearance men and women images in the "Work in Progress" English textbook?

2. How men and women are portrayed visually in the "Work in Progress" English textbook?

C. The Objective of the Study

1. To find out the proportion of appearance men and women in the images in the "Work in Progress" English textbook.
2. To analyze how men and women are portrayed visually in the "Work in Progress" English textbook.

D. The Scope of the study

In the present study, the researcher wants to analyze gender presentation in the textbook "Work in Progress" for senior high school ten grades, newly published in 2022 by the Indonesian Ministry of Education. The researcher will find out the proportion of male and female characters and how women and men represented visually in the textbook, using theory of visual grammar proposed by Gunther Kress and Theo van Leeuwen. This theory, often associated with their book "Reading Images: The Grammar of Visual Design" (2006). Kress and van Leeuwen identify three key visual modes:

- a) **Representational Mode:** This involves how visual elements represent objects, people, and actions. It deals with the content and what is depicted.

- b) Interactive Mode: This focuses on how visual elements convey social relationships, power dynamics, and emotions. It addresses the interactions and emotions within the visual text.
- c) Compositional Mode: This concerns the organization and layout of visual elements to guide the viewer's perception and interpretation. It deals with how elements are structured on the page or screen.

E. The Significant of the Study

- Theoretically

The present study will enrich the understanding of gender representation in English textbooks, and can give contribution or feedback in teaching and learning English, then can give inspiration to other students who want to develop similar research in the future.

- Practically

The result of this present study is expected to give information about gender representation in textbooks on how women and men are represented visually, and can be additional reference for the next researcher who is interested in analyzing gender representation especially in English textbook.