

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The teacher usually tries to provide the best English lessons for students. As Richards (2001) states that in terms of learning English material, teachers need support material to facilitate the delivery of material to students, easily accessible by the teacher. Numerous ways and apparatuses can help the instructor in the showing learning measure. The most well-known type of material that utilized for language instructing are from course books.

According to Richards (2001), textbooks provide effective language models and input. Instead, textbooks enable students to both plan for upcoming lessons and revisit what they have already learned. As a result, the most critical factor in optimizing student learning ability is selecting the right textbook. This difference in the backgrounds of learners raises several issues related to the learning component. One issue that arises is the assumption of inequality of gender representation in textbooks.

English for Nusantara published by Ministry of Education, Culture, Research and Technology. Textbook not only present grammar material, but also provide material related to social and cultural conditions. These topics contain different materials and are presented in various text genres, for example reading texts, dialogue texts, sample texts, cultural notes, and practice questions. In other words, the variety of texts that appear can show social and cultural condition in

accordance with the existing conditions in the language of the learner's goal, one of when is about gender.

Gender as a form of social differentiation is one of the aspects that are considered because gender issues arise in everyday life (Hamidah, 2017). Gender is gender in particular, but gender is defined as a difference between men and women's positions, duties, and obligations that is based on socio-cultural constructions and can change with time (Fakih, 2006). Thus, gender has a relationship with social and cultural conditions in a

certain place and can be observed in certain fields, one of which is education. Gender issues in education can be seen from the contents of textbooks. Textbooks can be observed to see the description of gender inequality that occurs in society.

Gender is a term used to describe the social differences between men and women. It relates to people's perspectives in the community. In addition, gender is the activity of managing situated conduct in light of normative conceptions of attitudes and activities appropriate for one's sex category (West & Zimmerman, 1987). Saptari (1997) contends that gender is more related to the differentiation of symbol and social status due to sex than to sex or biological differences.

Women's and men's roles in society must be balanced. This situation is also referred to as gender equality. Either a man or a woman has the freedom to express themselves and act freely without regard to their sexual orientation. The terms gender equality and equity are also used interchangeably. Gender bias is the opposite meaning of it. This condition is also known as sexism, and it describes

discrimination in the social context based on sexual membership (Wodak, 1997). Bias or sexism occurs when one sex is treated unfairly in comparison to another.

Gender bias in textbooks have been discovered in various forms in previous studies conducted all over the world. There is an under-representation of women in textbooks, both textually and visually, along with different kinds of gender-based stereotypes. Women, for example, are typically portrayed as home oriented and passive, whereas men are represented as work-oriented and more likely to engage in physically demanding activities. Men are addressed as 'Mr', while women are addressed as 'Mrs' or 'Miss,' depending on their marital status (Baghdadi & Rezaei, 2015).

Campbell,(2014) establish minimum qualitative criteria for selecting a good textbook. The first requirement is that the learning materials be unbiased and non-stereotypical. Second, they should have a comprehensive, complete, and inclusive view of understanding society and its history. Furthermore, the appropriate curriculum, teachers, and gender based textbooks are the perfect tools for implementing gender awareness toward students. The materials which are based on gender equality will generate a child that has a4 positive view of women and gender. On the contrary, gender bias materials bring out discrimination and subordination toward women

Gender diversity is present in EFL textbooks because each text and picture contains characters that have a gender. In other words, EFL textbooks can characterize male and female gender differences, which can enhance or even dismiss gender equality. It is supported by the previous study that was conducted

by (Ariyanto ,2018) entitled A Portrait of Gender Bias in the Prescribed Indonesian ELT Textbook for Junior High School Student. This research found that the ELT textbook depicts gender bias or stereotypes, which are presented through visual and verbal texts. This finding implies that gendered texts and discourses in the textbook portray gender equality incompletely. The textbook also highlights stereotypical gender differences. As a result, when designing and using ELT textbooks, language textbook writers and language teachers must consider the interplay between gender and language use.

Another previous study of gender representation in English textbook for eleventh grade was conducted by Sudewi, Beratha, and Sukarini in 2021 entitled Gender Representation in English Textbook Used by Senior High School. This research found that how gender was presented in the textbook; males are more visible in all aspects, including images, characters, mentions, gender role models, female/male activity, and the pattern of mentioning male/female. Unconsciously, these could influence the students' thoughts about gender. The students may think that male is more capable and have more contribution than females in the society.

Textbooks should demonstrate the equal outcomes of males and females in active participation and through age ranges. Both gender roles should be depicted doing things within their own as well as in leadership roles. They should be characterized fairly in housewifery circumstances, such as housework and child care, as well as in group leadership positions. However, as the preliminary data, the researcher still discovered an example how gender was represented in the English textbook which is used for the ninth grade students that entitled English for

Nusantara edition 2022. The picture shows how gender represented as follow :



Figure 1.1 Sample of Text

As seen in figure 1.1 from the picture above depicted a women who caring a child and it shown how the picture represented of gender based Stockdale theory about female/male role models, as shown in the picture. In addition, Kimmel (2004) stated that school textbooks represented females or women in stereotypical gender roles, suchas cooking, cleaning, and child-rearing, while boys were shown participating in outdoor activities. It can instill stereotypical perceptions of their roles in the house in students. By it, Acker (1990) has suggested that high- status jobs, instead, tend to be associated with success and signal argentic traits stereotypically associated with men and the depiction of male jobs suggests that they can raise to positions of leadership, such as president, vice president, corporate director, headmaster, branch manager, and so on.

After analyzing the picture and text above, we can see that how gender was represented. This indicates that there could be other categories of how gender is represented in the pictures found in the textbook. And other categories of gender represented that will be found in textbook are important to be analyzed in order to know how is the representation of gender in the textbook which may help the teacher in analyzing the textbook and be aware of it.

According to this point choosing an appropriate textbook is thus critical, and certain factors should be considered before making a decision. It is rife with unequal gender representation and various studies have demonstrated that gender bias in educational resources can negatively affect the learner, causing students to misinterpret gender norms and having a long-term impact on students beyond their classroom learning. It is because students are taught that men are represented as work-oriented and more likely to engage in physically demanding activities. Then, women are described as hearing children and doing housework Kimmel (2004), It can influence students to think that only these activities are usually done by women.

Considering the problem above, it is important to investigate how gender is represented according to the six categories proposed by Stockdale (2006) in the English textbook for the ninth grade students published by the Ministry of Education and Culture of Indonesia entitled English For Nusantara edit, whether in 2022.

1.2 The Problem of the Study

According to the background of the study above, the problem of study is formulated as follows: How is gender is represented in English textbook entitled English for Nusantara?

1.3 The Objectives of the Study

In connection with the problem of the study above, the objective is to find out how gender is representation in English textbook entitled English for Nusantara published by the Ministry of Education and Culture edition 2022 for ninth grade students.

1.4 The Scope of Study

Based on the problems above, the scope of this research is limited to how gender is represented in the English textbook entitled English for Nusantara published by the Ministry of Education and Culture edition 2022. This textbook is used by students in grades seventh, eighth and ninth for one academic year in two semesters but the book what will be analyzed is the book used by ninth grade students.

1.5 The Significances of Study

The findings of the study are expected to give theoretical and practical contributions, as follows:

1. Theoretically

The findings of this study are expected to be useful for those who are interested in gender bias in English textbook for the twelfth grade students.

2. Practically

- a. For teachers, this study is expected to be useful for English teachers in order to increase their attention about gender bias to their students based on gender equally in the class. Then, this study is expected to be a reference in analyzing gender bias in English textbook for the twelfth grade students.
- b. For students, this study is expected to be useful as learning material in increasing their knowledge about gender bias and able to give further insights regarding the gender bias in English textbook for the twelfth grade students.
- c. For other researchers, this study can be used as a reference and relevant research for those who want to conduct a study about gender bias in English textbook for twelfth grade student