

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Gender equality becomes one of the most importance program that Indonesian government or even world concern about especially in education field. UNESCO (2015) has decided to prioritize gender equality in its programs and considered gender matters as a central issue in the global post-2015 education agenda. Also as stated in the 1984 constitution of the Republic of Indonesia number 7 about convention on the elimination of all forms of discrimination against women in part 3 article 10 on point (b) and (c) “The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programs and the adaptation of teaching methods”

It is believe that education should be aware of gender issues because one of the important role of education is to build students' characters. That is why a teacher should not only have ability to teach students about words, numbers, and language, but also have ability to shape students' future to build better society regardless their gender.

Learning English or any languages, represents culture, history in its language. Thus, English learning usually has the assignments that contain various purposes to enhance the student EFL proficiency and also to raise cultural differences, but in learning material itself contain cultural biased, or to be exact gender biased. This unequal representation could lead students' negative perception and conceptions about gender (Setyono, 2018).

Gender equality and fairness in the learning process is something that must be understood by every teacher. In addition, teachers are expected to be able to build student motivation and courage in performance skills, both for male and female students in achieving their goals without differentiating gender, economic background, and culture. Understanding of the needs of male and female students in matters of learning difficulties and difficulties in

socializing with each other and other types is a priority that will be achieved in the learning process.

Teachers' perspectives about gender values is an important thing in the process of teaching and learning. Teachers who acknowledge teaching gender equity in class is important will make students being aware about gender. Teacher's point of view have a powerful influence on their student. But on the pre-observation, one of the teacher In MAN 1 Banjarmasin didn't really know or lack of knowledge about gender. Teacher didn't realize that their method, teaching materials, etc are have great impact to shape unequity gender or discrimination gender.

Nowadays, religion often being blamed for this social unfairness. Religion made the shapes of the ideology about gender, and also the differentiated between men and women. These kinds of ideology affect their roles of duty in society, responsibilities, and daily activities. Islam is actually aware of this phenomena as stated in QS Al- Hujurat : 13

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ  
لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

*O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted (QS Al- Hujurat : 13)*

In this verse explain that there is no difference in gender, race, languages. the only difference is deeds. But found that Muslims have traditional views about gender inequality than non-Muslims does. The percentage of Muslims who agree that men are important to get a higher education than women and men should have a higher chance to get a job than women (Nathan & Scobell, 2012). It is a little bit contradicting with Qur'an surah Al- Hujurat verse 13 about equality to all humans being.

There are five previous studies used as references related to this thesis. The first one is a research conducted by Ann Kull (2012) with the title

“Gender Awareness in Islamic Education: The Pioneering Case of Indonesia in a Comparison with Pakistan” was conducted by This study try to analyzes the development of gender awareness in Islamic education in Indonesia and Pakistan in gender and also the inclusion of a gender perspective. This research found that In Indonesia Islamis education and Islamic education material is not longer full of male-dominated. However, In Pakistan still have male-dominated in the content in Islamic education. The second research is “Gender in Academic Settings : Role of Teachers” done by Allana, Asad and Sherali (2010). This study focused to train teachers to raise their gender awareness to address gender and social issues in academic settings. The result of the training to provide gender education to teachers, being gender-sensitive, and to increasing their capacity to conduct a gender analysis of curriculum material, teaching, and learning process and school structures and culture. The third is the research was conducted by Ifegbesan (2010) with the title “Gender-Stereotypes Belief and Practices in the Classroom: The Nigerian Post-Primary School Teachers”. This research try to explore the perception of secondary teacher and their gender-streotyped beliefs in classroom practice.

The result found that most of the teachers directly or indirectly promote gender-stereotype in classroom. The fourth is the research was conducted by Durán (2006) with the title “Exploring Gender Differences in the EFL Classroom” try to investigate teacher and students’ concept of gender in EFL class and the way they represent it in their discourse system. This research found that there are imparities in relations between boys’ and girls’ participant during interaction. The last research is conducted by Setyono (2018) with the title “The Portrayal of Women in Nationally-Endorsed English as a Foreign Language (EFL) Textbooks for Senior High School Students in Indonesia” the research was focused on how women is potray in English as a Foreign Language (EFL) textbooks in senior high school student in Indonesia. The finding found that the textbooks support gender biases and streotypes in the content and some gendered discouses that expressed by female characters.

The significant differences between this research and those previous research is this research focused on English Foreign language teachers while those research with another subject also the previous study focus on gender

representation in EFL textbooks while this study focus on the perspective of the user of the EFL textbooks which is the teacher itself. The findings of the research in this research also different with those previous studies. This research found that four English teachers believes that teaching gender awareness is importance, and through reading materials, it would help some teacher to teach gender awareness in classroom. Therefore, The researcher want to conduct the research under title: **“English Teacher’s Perspectives on the Important of Teaching Gender Awareness in Reading Gender Exposition Text”**

## **B. Research Questions**

Based on the above, the researcher proposes a statement of the issues are :

1. How are English teachers’ perspectives on the importance of teaching gender awareness in English classroom?
2. How are English teachers’ obstacles to teach gender awareness in the classroom?

3. How is English teachers' efforts to teach gender awareness in the classroom?

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

Based on the statement of the problem above, the objective of the research aim:

1. To find how are English teachers' perspectives on the importance of teaching gender awareness in English classroom
2. To find how are English teachers' obstacles to teach gender awareness in the classroom.
3. To find how are English teachers' efforts to teach gender awareness in classroom.

### **D. Significance of Study**

This study is expected to give positive contribution in English Language Teaching (ELT). This study is expected to be able to:



1. Enrich the knowledge and experience of the researcher in this particular study.
2. Enlighten the teacher or educators to become aware about the importance of teaching gender awareness in classroom.
3. Consideration for education administrators as input to enhance and improve the quality of teaching and learning.
4. Provide information and considerations for researchers in the future.

#### **E. Definition of Key Terms**

In order the misinterpretation does not occur when exploring the content of this research, the researcher needs necessary to explain several key terms:

##### 1. Teachers' Perspectives

Teachers' Perspectives derived from two words: teacher and perspective. According to the regulation of National Education Minister

number 74 year 2008, the teachers are a professional educator with the principal duty in educating, teaching, training, guiding, directing, assessing, and evaluating the students in formal education, elementary and secondary education. The teacher in this research are English foreign language teachers who teaches at MAN 1 Banjarmasin.

Based on the Oxford dictionary perspective is an attitude towards something; point of view. Teacher's perspective in this research is how is their point of view about the important of teaching gender awareness and also their problem in teaching gender awareness in classroom.

## 2. Gender awareness

In this research, gender awareness means the knowledge and understanding of differences in roles between men and women.