

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the finding and discussion of the research. There are third problem question have to be answered in the research. Those are how is English teacher's perspectives on the importance of teaching gender awareness in English classroom, how is English teacher's obstacles to teach gender awareness in the classroom and how is English teacher's efforts to teach gender awareness in the classroom. The data were collected through semi-structure interview and document.

A. Findings

In this section, the researcher would present the results data of four English teachers' perspectives on the importance of gender awareness that had already obtained through interviews and document. The researcher was interviewed four English teachers whose had a teaching experiential range between fifteen and twenty-five years. The researcher describes the findings in this chapter into three parts:

1. Teachers' Understandings on the Importance of Gender Awareness in Reading Exposition Gender Text.

Based on interview with English teachers, reseacher was summarized the interview and learning material carried out English teachers such as:

a. Teachers' Perspectives about Gender

All of the teachers have their own believes what the term gender mean. English teacher A and B thinks gender is socially constucted related to sex and gender in English has 3 types which is: Masculine, feminine and common. Masculine related to son, feminine related to daughter, common is related to child. While English teacher C and D described gender as differences in genitaly which men and women.

b. Teachers' Point of Views of Why Gender Unequity Happen

All of the teacher mentioned their perception why gender unequity happen. Teacher D and A mention that gender inequity happen because

there are differences in social status. Teacher B mention further explanation of gender inequality, she believes that gender un-equity happen because the factor of the social cultural discrimination toward one gender, men tend to seen as have higher power than women in Indonesia society. On the other hand, Teacher C thinks gender inequity occur because lack of the education about the responsibility between male and female in society, gender roles it is very importance to know so we could live in equal way.

c. The Reason of Why Teachers Should Aware about Gender in Class

All of the teachers realised every teacher should be aware about gender in their classes. Teacher A and D explain that so the teacher will not being discriminative towards the student and able to explain or understand about gender to student so they will became aware about it. Teacher B explain more about it, she said the teacher should be aware about gender because being a teacher is not only focus on the student academic achievement, but also have to understand about psychological too.

d. The Describing of Gender Equality Classroom

The researcher asked how the teacher describes gender equality classroom is and all of the teachers have their own view point to describe it. Teacher A and D described gender equal classroom is when all the student were treated same regardless their gender, background, etc. Teacher B explain that the term equitable is based on each individuals' point of view and also can not be seen in the number of students in the classroom, but for her is treat male student and female student the same way and don't judge the student based on their gender, ability, personality, etc. On contrary, teacher C thinks that mix gender class is hard to be gender equal classroom, it will be easier when all same sex students put in same classroom because teacher will be convenient to teach in learning process and more specifically for teacher to deliver of Islam Sharia law related to gender in classroom.

e. Gender Awareness in English Classroom

All teachers assure that it is importance to teach gender awareness in classroom so all the student know how to have good manners based on sharia law of Islam. Teacher A explaining more related to the importance to teach gender awareness. She believe probably using hidden curriculum in teaching gender awareness is alright and also there are already a lot of teaching materials contain gender awareness just like in exposition text, student could read through it and give their own opinion about the text of higher education for women and in exposition text.

f. Teachers' Perspectives about Gender Roles in Islam.

All the teacher believes male have bigger responsibility than female. Teacher C and D explain that in marriage life, male should be the leader in household. Male is describe as a leader, while female seen as an assistance. Hence, when the researcher asked they point of view influence they way of teaching in English, all of the teacher said it is depend on the situation. Teacher D explain more that in learning process, she taught all of

the student same, but for another occasion, for example choosing the leader of class, she prefer to choose male student over female student because male seen charismatic and strong.

1. English Teacher's Obstacles to Teach Gender Awareness in the Classroom.

Based on interviewing four English teacher related to their obstacles in classroom, the researcher summarize such as:

a. The Description of Male and Female Students and the Way Teachers Treat Student

All of Teacher thinks male and female students obviously there are have any differences. Teacher A believe those differences is not really matters, all the matters is treating both of male and female student equally is more important. Teacher B and D described male student have big energy and more stronger physically than female student while female student is more gentle yet multi-tasking one.

Based on teachers' opinion, there are no differences in treating male and female student in classroom. Teacher C told that both male and female absolutely have differences in physical body, in human behavior traits also difference in male and female, but with all those differences as a teacher should treat male and female student same way, they have same right to get education equally.

b. Teachers' Point of View about Gender Awareness in Curriculum

Moreover, all the teacher thinks curriculum is also need to be gender sensitive. Since curriculum is the base of what education goals and direction in learning activities, indeed curriculum need to be gender fair. Futhermore, every gender is able to follow curriculum. Teacher C stated that every student is different but the differences doesn't need any distiction so he believe curriculum is need to be gender fair. When the researcher ask them their opinion on do the current curriculum is gender fair than prevous one, most of all of them didn't really know about it. On the other hand, teacher B argue that all the curriculum is never put gender in it, but all gender is able to follow the old curriculum and the latest one.

All of the teacher never found gender unequity during learning and teaching English in classroom.

c. The Description of Gender Awareness in Learning Material

When the researcher asked the teachers how they describe teaching materials that contain of gender awareness, most all of the teacher confuse to describe it. Teacher A stated that in English it already aware like the statement of “Ladies first”. While teacher B and D believe that teaching material is never discussing about gender. Futhermore, teacher C stated in other subject like religion class, probably more discuss about gender than any other subjet in school.

2. English Teachers’ Efforts to Teach Gender Awareness in Classroom.

Based on the interview related to English teachers’ attempt to teach gender awareness, the researcher conclude the answers such as: teaching materials is also one of the tools to teach gender awareness.

a. The Description on How the Teaching Materials that Being Taught can Help Students in Knowing the Importance of Gender Equity

All the teacher agrees there is not much teaching material that contain gender awareness. Teacher A and D told that teaching material that related to gender awareness is text-based-material because in it the student could read the text and comprehend what the text about, probably in narrative and exposition text. While teacher C said in there no found in English subject, but the teaching material related to gender awareness is usually found in other subject, like in PKN (Civic Education). On contrary, teacher B thinks probably just stated that it is important and explain it to the student, cause most in material not really have that.

b. The Other Aspects to Raise Gender Awareness in Classroom

Furthermore, all the teacher believe there are also need other aspects to raise gender awareness in class. Teacher A thinks knowledge and experience could raise gender awareness in classroom and also be objective in response the student. Teacher B think is when do cleaning in classroom, both male and female student help each other to make classroom clean. Teacher C believes by giving knowledge and motivation to the student related to gender awareness. Teacher D explain that since English is

learning about language and also culture, teacher can compare both of cultures to learn about gender.

B. Discussion

This part presented discussion of the research finding about teachers' perspective on the importance of teaching gender awareness on exposition gender text, their struggles and effort to teach gender awareness in classroom.

Based on the interview result, most of all the teacher understand the differences between gender and sex. According to Ifegbesan (2010) gender constructed by society. Based on the findings, most all of the teacher believe that gender was socially constructed. While other thinks that gender is same with sex. All of the teacher believe addressing gender awareness in the classroom is importance. All of the teacher think teacher should be aware of gender issue. On the other hand, most of them still have patriarchy belief. Their point of view created from society and also religion. Male seen have higher status than female. This belief will also able to shape students' gender role. Allana, Asad, Sherali (2010) stated that

teacher need to aware of their behaviour, perspective because it can influence their student too. It shown being a teacher, as agent of change they should know about gender issue. Teacher need to be aware about social issues eventhough their student have different gender, background, race, etc. Gender biased happen because some of people still think that female are weaker than male and male seen have higher status than female. The interviewees believe gender equal classroom is when all of the student have equal opportunities in classroom. According to Koch (2003) equal is mean all of the student have equal acces outcomes. Indeed, classroom should be an equal environments to all of the students and able to solve any social issues and treat all of the student equally so all the student could see themselves as contributors in community. One of the teacher believe that if one sex student put in the same class it will be easier to become equal classroom. On contrary, Koch (2003) believes mixed gender classroom can constucted on how male and female should have, it is possible to have gender equitable classroom. Mixed classroom more capable to student to reinforce student's gender norms, they can also expand the bondaries of

gender stereotyping with providing all the student with more larger range of experiences and possibilities than same sex classroom. Using teaching materials also have important roles to teach gender awareness to student. One of the example is in exposition text, it is found that in elective English grade eleven's textbook, there are a text that discussing about higher education for women. Indeed, the teacher believe through exposition text it help student to acknowledge that women also need to have higher education. Teacher and student will discuss together after reading the text. In reading, the student will gain new knowledge based on their understanding of the text. Futhermore, it also need teacher to become the facilitator to student to guide them to comprehend the text. Flood (1986) stated that teacher should guide the student to comprehend the text to student so they can acquire knowledge. Therefore, it is importance to teach gender awareness through reading material that include gender awareness in it.

Eventhough, male and female student have differences but teachers believe they should treating same in classroom. But there are still some

problems to teach gender awareness. Teacher believe curriculum and the teaching material is the tools to teach gender awareness Majority of the teacher believe curriculum is already gender responsive, curriculum able to give equal treatment to male and female student. To achieve gender equal classroom, indeed curriculum have to be gender responsive, it mean the aspects in designing curriculum should refer to gender equal, for example non-discriminative learning material. The goverment itself already put gender as the importance issues in Indonesia. But it will be worthless if some of teacher didn't realize this issues importance. Moreover, teachers' obstacles to teach gender awareness in classroom is there are not much teaching material that contain it. Textbooks is one of the sources of learning in Indonesia. There many research that stated that many textbook still gender biased. Suhartono and Keistina (2018) stated that gender streotypes still found in textbooks, it is potray that male describe as superior in leadership and achievement. On the other hand, female are represent more powerfull in language learning and social enviroment. All

of the teacher believe curriculum and the teaching material is the tools to teach gender awareness. Moreover, curriculum should be gender responsive.

All of the interviewed teachers have their own effort to teach gender awareness. In textbooks, there are not many found about the material that contain gender awareness. Thus, some teachers believe there is another way to teach student gender awareness in classroom. Majority of the teachers believe reading material is one of the ways of teaching gender awareness. In reading the student will get knowledge through it and understand what the text tells about and what the message is in it. The other aspects are giving the equal response to the student, helping each other in equal ways, giving knowledge to the student about gender. Koch (2003) stated that the interaction should be equal to all students, the teacher interaction includes: teacher questions or responses of students, student assigned work, teacher attention to student response. If the student has the same equal treatment, students will feel they get the same attention and will feel comfortable in classroom.