

CHAPTER III

REPORT OF THE RESEARCH RESULT

A. Finding of the Study

In this data presentation the writer reports the result of the analysis with illustrative tables. It also provides detailed information concerning the frequency and the percentages in order to answer the questions of the study. The number of gender aspects under investigation in this study is nine. They are gender visibility in photos and illustrations, visibility in the text, topic domination, distribution of occupations, firstness, grammatical function (subject), attributed traits and qualities, and generic conception.

1. First Aspect

Table 2. Total Visibility of Male and Female characters in Photos and Illustrations.

	Frequency	Percentage
Male	119	48%
Female	129	52%
Total	248	100%

Table two shows that females have been visible in photos and illustrations 129 times with the percentage 52%, while males have appeared 119 times with the percentage 48%. This means that the textbook presents more women in photos and illustrations compared to men.

The results demonstrate that male characters appeared 4% less than female characters, which means that female characters are dominant in terms of appearance in photos and illustrations.

2. Second Aspect

Table 3. Total Visibility of Male and Female characters in the text .

	Frequency	Percentage
Male	498	52.1%
Female	458	47.9%
Total	956	100%

Table three shows that the presentation of males appeared 498 with the percentage 52.1%, while female's presence is 458 with the percentage 47.9%. It is observed that male characters appeared (4.2%) more than female characters, which means that male characters are also dominant in terms of text visibility.

3. Third Aspect

Table 4. Distribution of Gender Topic Domination

	Frequency	Percentage
Male	5	62.5%
Female	3	37.5%
Total	8	100%

Table four presents the results of examining male-female topic domination in textbook demonstrates that five topics are dominated by males with the percentage 62.5% while females dominate three topics with the percentage 37.5%.

It is observed that female characters domination represents 25% less than males, which means that male characters are dominant in terms of representation.

4. Fourth Aspect

Table 5. Distribution of Gender-linked Jobs and Occupations

	Frequency	Percentage
Male	17	50%
Female	17	50%
Total	34	100%

Table five shows that both males and females have equal amount of gender-linked jobs and occupations with percentage 50% for each gender.

5. Fifth Aspect

Table 6. Distribution of Gender Firstness Terms

	Frequency	Percentage
Male	28	80%
Female	7	20%
Total	35	100%

Table six shows that males have appeared 28 times with the percentage 80% while females have appeared seven times with the percentage 20%.

The results indicate that males are shown in the domain of firstness 60% more than females which means that male characters are dominant.

6. Sixth Aspect

Table 7. Distribution of Gender – Grammatical Function (Actor)

	Frequency	Percentage
Male	73	42%
Female	101	58%
Total	174	100%

Table seven reveals that textbook presents males in the role of actor 73 times with the percentage 42% while females act as actors 101 times with the percentage 58%. The results indicate the presence of female dominance 16% more than males.

7. Seven Aspect

Table 8. Distribution of Gender- Personality Traits

	Frequency	Percentage
Male	33	55.9%
Female	26	44.1%
Total	59	100%

Table eight shows that, males are 33 attributes with the percentage 55.9%, while females are 26 attributes with the percentage 44.1%. It is observed that male characters exceed female characters by 11.8%. The results show that males are represented more frequently than females.

8. Eighth Aspect

Table 9. Distribution of Gender- linked Leisure Activities

	Frequency	Percentage
Male	25	55.6%
Female	20	44.4%
Total	45	100%

Table nine shows that the textbook presents 25 leisure activities for males with the percentage 55.6% and females 20 activities for males with the percentage 44.4%. It meant that males have more kinds of leisure activities compares to females.

9. Ninth Aspect

Table 10. Distribution of Masculine Generic Conceptions.

	Frequency	Percentage
Male	0	0
Female	0	0
Total	0	0

A common manifestation of gender in the language of textbooks is the generic use of the masculine nouns and masculine pronouns when they refer to people in general or when the sex of the referent is unknown . This table showed that there were no masculine generic constructions when the subject referred to people in general or when the gender of the referent is unknown. The textbook authors preferred to use paired pronouns expression (e.g. she or he) than masculine nouns.

On the opposite, its worth mentioning that the texts presented some neutral nouns such as (e.g. children, dentist) which are suitable to refer to both males and females.

B. Discussion

The study intends to answer one major question which is: *How are aspects of gender presented and represented in English textbook “Bright” grade VII volume 1?*

This study was driven by the belief that teachers should teach students the value of equality and it should be reflected in many aspects. Gender disparities should be avoided not only in the teaching and learning activities but also in the textbook which commonly takes important roles in the classroom. This subpart discussed the findings by questioning to what extent do males and females presented and represented in the textbook based on the nine aspects of gender. Then, the present study findings also be compared to the previous research findings on the same topic.

1. To what extent do males and females appear in equal numbers in photos and illustrations?

Visibility in photos and illustrations can determine the authors’ tendency toward a particular gender. It also examines manifestation of gender. When females do not appear as often as males, the implicit message is that women are not as

important as men or that their accomplishments are not as worthwhile to mention as men's.

As Eckert and MacConnell - Ginet (cited in Hamdan, p.97) concluded, not only words matter, but so too do pictures. Lavender and Vanstone, (cited in Hamdan) stressed that “pictures have an impact beyond the surface they convey”. So pictures in terms of number, placement, treatment and content play an important role in education because they are useful for introducing the text and can often be used as a base for discussion in the classroom.

In order to obtain gender balance in textbooks illustrations must present males and females in a balanced manner. The writer observed and counted every character in every picture. For example, in cover page, the picture consists of two females and one male.



In this first aspect, the frequency of females was higher than males (52%:48%). This findings was opposite with Hamdan's finding (2008) that the frequent visibility of males was over females in photos and illustrations. It would be

better to revise the presentation of males and females in photos and illustration in more fair number and appearance.

2. To what extent do males and females appear in equal numbers in the texts at the level of words and sentences?

As the importance of visibility in the photos and illustration, the visibility in the text also represents the manifestation of gender. It was determined by counting gender-linked nouns, proper names or titles (Mr, Miss, Anita, Father, She, and He). For example, in page 84, we read:

“**Arina** is a model. **She** is tall about one hundred and seventy. **She** wears beautiful clothes on cat walks. **She** usually works in the afternoon. **She** smiles a lot. **She** is friendly”.

The pronouns (she, she, she, she, she) were counted because they are referents representing female’s category. So, in the above mentioned that there were six female referents (noun and pronouns). In some sentences there were common and neutral nouns such as (teacher, singer). When the referent gender was specified (male or female), it was counted, otherwise it was omitted.

The finding revealed that the author prefer to choose males in the textbook. It was proved by the presentation of males’ visibility in text is higher than females (52.1%:47.9%). Hamdan’s finding (2008) also yielded the same result that

presentation of males in the text outnumbered females. As the result most of topic is dominated by males.

3. Are conversational and passages topics controlled equally by male and female characters?

Jones and Sunderland (as cited in Hamdan, p.104-105) said that the “textbook carries a unique authority which is created and maintained through its texts....these are understood as the legitimate version of a society’s sound knowledge”. The topic domination in conversation was determined by counting the amount of talk, counted who initiates and starts speech in mixed- gender dialogue and in pair work practice.

The writer of this study counted the number of turns of gender conversational roles. In analyzing dialogues it followed the same schema but in analyzing the reading passages, the researcher took into consideration the theme and the main characters of the topic. For example, in a conversation on page 7, the speakers are Firman (Male), Helena (Female), and Lia (Female). Firman only took 2 turns while Helena and Lia took 4 turns, thus the conversation was dominated by females.

Next, in the passages, mostly the topics were dominated by males since they became the main actors. Some focused on males as the main characters, for example the passage in page 8, it is about Edward. The main character is Edward (Male).

This finding was the same with Hamdan (2008) findings that males dominated topic in the textbook with the percentage (62.5%:37.5%). This finding was the same with Hamdan (2008) findings that males dominated topic in the textbook It is quite

unique since in reality we commonly assume that females speak more than males. Based upon this, the gender aspect was not equally represented. Thus, it would be better to revise.

4. To what extent are types of occupations linked to male and female characters?

This study analyzed jobs in two levels; number and type. It was determined by counting types of job represented through the pictures and texts. Based on the finding, it was found that the number of occupations linked to males and females was (50%:50%). This finding was different with Hamdan (2008) findings that males dominated in the textbook.

Each of them has different types of occupations. For example in page 14, we found that occupation of Baskara's father is a clerk of PT Tirta Bakti and occupation of Baskara's mother is a kindergarten teacher. In the textbook females are describes as a model, teacher, fruit seller, cashier, TV news reader, head teacher, saleswoman, flower seller, singer, tailor, hairdresser, dancer etc.

Meanwhile, males were presented as teacher, prawn and crab seller, clerk, leader of club, farmer, keyboardist, sprinter, football player, shopkeeper, janitor, businessman, driver, mechanic, doctor, gardener, policeman etc. Based on this, females seemed have a better occupation types compared to males. Nevertheless, this fact is very common in society that those occupations are relatively close to males.

5. Who appears first more frequently males or females when given two nouns paired for gender?

The aspect of order of appearance of males and females in paired constructions was and still one of the most arguable gender aspect. Who ought to be mentioned first males or females?.

Responding to that question Wilson (cited in Hamdan, p. 112) argued that males should be mentioned before females:

“Let us keep a natural order and set the man before the Woman for manners sake”.

Ekert and McConnell- Ginet (cited in Hamdan, p.113) concluded that:

“The Masculine gender is more worthy than the Feminine”.

Recent and modern researchers denied the validity of the above mentioned andocentric views. Paul (cited in Hamdan, p.113) stated:

When describing a couple (woman and man), treat both Partners as equals. If mentioning women and men together, do not always list the man first; try instead to alternate the order in which men and women are described.

When two types of gender paired, males was commonly put at the first then followed by females. For example in page four, “the boy and the woman”. Then, it is also appeared “Father and mother”. It is possibly influenced by the common assumption in society that males should be mentioned before females. This finding was the same with Hamdan (2008) findings that male characters are dominant.

6. Who plays more frequently the role of actor or the subject in a sentences, males or females?

It was determined by counting the subject or actor in sentences. For example: He asked her. It will be counted that the actor is a male. For example, in page 17: “Lorenzo won the first prize last tournament”, the actor is male. In page 189: “She won the best dancer consecutively in Cirebon for three years, 2010, 2011 and 2012”. The actor is female.

This textbook was dominated by females, it was (42%:58%). This finding was different with Hamdan’s finding. It showed that the textbook reflecting strong tendency toward preferable use of female-gendered subjects.

7. What number and types of personal traits are ascribed to males and females?

It was counted through the use of adjectives given in the text for males and females subjects. For example, in page 51: “The girls are beautiful”. In page 184: “Radit is a handsome boy.”

Based on the finding, it was that males described more frequent with different kinds of adjectives compared to females (55.9%:44.1%). Males in the textbook are described as strong, happy, great, cool, smart, serious, careful, helpful, friendly, funny, naughty, etc, and females such as beautiful, afraid, sleepy, popular, happy, quiet, interesting, nice, etc. This result was different with Hamdan’s finding (2008).

In this book, the author describes both based on similar qualities, although there was still males dominated the description.

8. What number and kinds of leisure activities are practiced by males and females?

It was determined by counting the types of leisure activities which has been presented. For example in page 8, Edward said that his hobby is playing futsal. Based on this text, it was determined that the leisure activity was playing futsal by male. In page 13: “Ratna practices dancing in the afternoon”.

In the present study, the findings showed that types leisure activities practiced by males (55.6%) and the rest were practiced by females (44.4%). Leisure activities by males were playing futsal, basketball, writing letter, travelling, watching TV, painting, playing badminton, listening to music, doing exercise, singing, playing ice skating, tae kwon do, playing guitar, gardening, etc.

Meanwhile leisure activities by females are dancing, going to the market, cooking, reading, going to the beach, watching TV, going to the cinema, collecting stamps, collecting dolls, singing, reading magazine, gardening, listening to music, playing keyboard, etc. Compared to Hamdan’s finding (2008), the result were different. Hamdan found that males and females engaged in similar percentage for leisure activities.

9. Are there instances of masculine generic constructions (nouns and pronouns, mainly, he and his) in the texts?

Based on the finding, there are no masculine generic constructions found in the textbook. The authors possibly aware about this issue so that they prefer to use paired pronouns expression for people in general or when the referent was unknown. For example in p. 30 “You want someone to lend his/her red pen”