

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

In the world, has many languages are used by people in the whole world. One of them is English. Using English not only used to communicate in verbal form but also nonverbal (written), such as written in English textbook.

The textbook is usually used in the classroom by the teacher and students. Most English teachers used the textbook as the main source of teaching. Not only for the teacher but also students used it as a reference in learning. According to Ur (1991) stated that textbook is a lesson book that used and followed by teacher and students systematically as the basis for a language course. Therefore, why it is usually needed in the teaching and learning process as guidance for both teachers and students.

For the teachers, they should be selected and analyzed textbooks can be used in the teaching and learning process which are suitable to students' needs. There are some aspects of the textbook need to be analyzed such as kinds of vocabularies, illustrations, exercises, and social or cultural aspect like the concept of gender. Therefore, it is important to analyze all the materials of the textbook. The materials of the textbook are planned usually related to social context. For example, the Indonesian social context has

different cultures with different views about gender. From the cultures, students can learn how male and female do their social roles.

Gender is one of the issues related to female and male life. It is in the economy, social, and culture. It is one of the factors that shape the identity or social and cultural roles of a person. According to Fakhri (2010), gender refers to male's or female's roles and responsibilities constructed by societies and cultures. Moreover, Indonesia as a multicultural country has many ethnicity and culture, such as Banjarees, Dayak, Java and so on. It makes Indonesian has different views toward gender.

Misunderstanding about gender can cause discrimination of gender or gender inequality. For example, female are considered to be feminine and they will be a housewife which are considered they do not need to take a higher education even though they were able to pay for their education. But it does not apply to male, they are considered to be masculine, they are freer to determine their future. Because that is why female always more suffer than male.

According to Fakhri (2010) gender inequality has five kinds, they are marginalization, subordination, violence, double burden, and stereotype. Related to the research, stereotype as one of the kinds of gender inequality which is labeling or tagging to male and female into certain characteristics. For example, females are beautiful, feminine, weak, and emotional. Whereas males are handsome, masculine, strong, and rational. On the other hand, the stereotype is sourced from gender view. Besides, developing

stereotypes of gender in society influence people's thought or point of view and their behavior. Which those stereotypes likely lead to gender bias.

In society, female works are always connected with domestic works such as washing, cleaning the house and caring for the child. Whereas male works are connected with public works such as working at the office. Also, female has characteristics such as feminine, weak, emotional, and working as a housewife. Whereas male has characteristics such as masculine, strong, rational and working out of the house.

Things above shows that female and male have very much difference, apart from their biological differences. it shows the existence of stereotypes, especially to female. Today we meet many females who are able or work as males, are not limit to the domestic sector, such as working in the office or government. Likewise, with males who are always seen as more in everything than females, some of them also can have a feminine nature. Besides, they can also work or do things as can be done by females, such as cooking or becoming a teacher where usually the teachers are females.

Gender inequality of female and male is certainly very a big impact either positive or negative impact in their lives, whether in the family, the school and the surrounding community environment. Those who are always required to behave and be as natural as a male or female. These things will make it difficult for them to develop themselves. In the Qur'an Surah Ali Imran verse 195, Allah Swt confirms about gender justice and denied the

injustice against him, namely that there should not be a stereotype either against females or males, because they have the same position before Allah Swt. The verse reads as follows:

فَاسْتَجَابَ لَهُمْ رَبُّهُمْ أَنِّي لَا أُضِيعُ عَمَلَ عَامِلٍ مِّنْكُمْ مِّمَّنْ ذَكَرَ أَوْ أُنتَىٰ بَعْضُكُمْ مِّنْ بَعْضٍ ج

In the above verse has been very clear that Allah Swt does not distinguish between males and females in assessing their conduct, meaning that Allah only looked at the quality of these deeds. If good will be rewarded with rewards and if bad will be rewarded with sin. Allah Swt positions males and females fairly and equally in the verses above. Moreover, Shihab (2005), states that this verse explained there is no the difference between males and females in the context of humanity, and therefore also Allah Swt not reduce the slightest reward given to each regarding the same good deeds.

School is one of agent's socialization, it has a contribution to socialize gender which one of way is through a textbook. Through textbook, social value such as gender is taught implicitly. If the value consists of gender bias or gender inequality, it will not only influence the way describe themselves as a female or male, but also influence their behavior as a female and male.

In the textbook, there are also many pictures and sentence formulations that do not show gender equality. For example, a picture of the pilot always male because the job as a pilot must have the skills and strengths that only males have. While a picture of the teacher in the class always female because the teacher is always identified with the task of

educating or caring. It also in sentence formulations, such as a sentence “*father reads a newspaper and mother cooks in the kitchen*”, but not the opposite sentence such as “*mother reads a newspaper and father cooks in the kitchen*”. Whereas females can do the same thing as males, but in people's opinion that is not suitable for their roles as females or males.

There are two previous studies used as references to make this thesis. The first is a thesis by Karasiak (2010). The problem is focusing on visual representations portraying gender roles of males and females. The second previous study is a journal article by Husin (2010). The problem is focused on the frequency of use of masculine, feminine words and pronouns (she and he), and kinds of main verbs related to each gender, and common gender stereotyping roles of some selected SMP or junior high school English textbooks. The significant difference between the thesis and two previous studies could be read in chapter II of the thesis.

The study of gender stereotypes on the English textbook is still very rarely done, especially at Antasari State Islamic University on Faculty of Tarbiyah and Teacher Training English Education department. The last study of gender stereotype had done in this University is a journal article form was written by Saifuddin Ahmad Husin on the year 2010 with the title “*Gender Stereotypes in Some selected English Textbooks for SMP Students in Indonesia*”.

In this research, the researcher chose an English textbook entitled *Pathway to English for SMA/MA Grade X* published by Erlangga as subject

to the research. With the reasons, that the textbook applied curriculum 2013 which has been developed in Indonesia. And then, choosing the textbook is considered suitable for research about gender stereotypes. Besides, the researcher has never found about gender stereotype of research on English textbooks for senior high school before at Antasari State Islamic University on Faculty of Tarbiyah and Teacher Training English Education department.

Therefore based on the explanation, it is important to research gender stereotypes in an English textbook. This research must be conducted because it can help teachers to avoid social issues such as gender inequality or gender bias like gender stereotypes that may exist in the textbooks. The teachers can select the most appropriate textbook for their students. Therefore, the gender stereotype in the English textbook entitled "*Pathway to English for SMA/MA Grade X*" was investigated.

## **B. Research Questions**

Based on the background of the study above, the problems formulated to guide this research as follows:

1. What are gender stereotypes found in visual in the English textbook for senior high school "*Pathway to English for SMA/MA Grade X*"?
2. What are gender stereotypes found in written text in the English textbook for senior high school "*Pathway to English for SMA/MA Grade X*"?

### **C. Objective of the Study**

Based on the statement of the problem above, the objectives of the research are as follows :

1. To find out the gender stereotypes in visual in the English textbook for senior high school "*Pathway to English for SMA/MA Grade X*".
2. To find out the gender stereotypes in written text in the English textbook for senior high school "*Pathway to English for SMA/MA Grade X*".

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

The result of the research is expected to give contributions theoretically and practically, there are :

1. Theoretically

The result of the study hopefully will give useful information about what gender stereotypes are found in visual and written text in the English textbook for senior high school "*Pathway to English for SMA/MA Grade X*".

2. Practically

- a. For the writer

The research is expected to be able to improve the writer's knowledge about gender stereotypes are found in an English textbook for senior high school "*Pathway to English for SMA/MA Grade X*".

- b. For the readers

This research is expected to give and provide readers with

information about gender stereotypes in English textbooks for senior high school "*Pathway to English for SMA/MA Grade X*", especially for English teachers.

c. For the English textbooks' authors and publishers

The results of this research can be used as additional information in writing or publishing English textbooks based on Curriculum 2013 especially for grade X of Senior High Schools.

d. For the other researchers who conducted the relevant study

The research is expected to be a source of information for other researchers who are interested in conducting advanced research or relevant research.

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

To avoid misunderstanding of some terms are used in this research, the writer needs to define specify some key terms related to the research as follows :

1. Gender stereotype: the differences characteristics of perceptions toward males and females based on race, culture, and religion are including are personal traits, social roles, behaviors, and appearances were constructed in their society.
2. English textbook: the textbook is used to the research is English textbook for senior high school entitled "*Pathway to English for SMA/MA Grade X*". The authors of the textbook are Th. M. Sudarwati



and Eudia Grace. It had been published by Erlangga in 2016 based on the 2013 curriculum. It is consists of ten units and 203 pages.

3. Content analysis: the research technique for making replicable and valid inferences from the text (or other meaningful matter) to contexts of their use.