

CHAPTER I

INTRODUCTION

A. Rationale

In recent years, the boom of global feminist movement has influenced all human practices in touch with the rights of women. One of the practices, which are thought to have impact on the right of woman, is in education area.

Education as a social process is under the influence to a large extent of the society that it operates in. therefore any education system can be understood by looking at the values and traditions of its surrounding social system. Changes and renovations in the value, organizations and the needs of a society will inevitably influence its education.

Educational processes and relations within the school system contribute to the formation of gender identity and maintenance of socially accepted gender roles. Schools develop and reinforce gender bias, stereotypes, and even discriminations which exaggerate the negative aspects of sex roles in the outside world when they could be trying to alleviate them.¹

Importance of the education in placing women into public sphere and giving their social statue is a controversial issue. The right of getting education is the basic right of women as everyone. Because it opens the way for the ability to use other

¹ Fatma Gok, "Content Analysis for Gender Bias in Turkish Elementary School Textbooks". Istanbul at the Bogazici University, 2002, <http://albany.edu/eqre/papers/39EQRB.pdf>, p. 1.

right and prepares individuals to be able to take place as equal fellow citizens in the society.²

Images of sex and gender take important in all education systems. Schools as a part of the social structure do not yield sex stereotyping against the inclination of wider society. Schools reflect the society in which the key take place. Any attempts to confront the conventions of the society often find a strong resistance to change. Students are heavily influenced by their homes and neighborhoods.

School is the most dominant part of education community in filling different aspect of education development. Information and indicator education is dominated by more than two third of schooling education data with different aspect.³ Improving of education needs to make effort in different aspect of life including the school environment. School as an institution with key role to change the student's mindset including the behavior assumed to be bad.

Education is a most pillar to increase quality of people.⁴ Education quality can be improved as optimum as possible is the special needs of either male and female students can be balanced met. Equal attention and treatment in teaching and learning process either for male a students or the opposite sex will yield the positive impact on

² *Ibid*, p.2

³ Team of Gender Mainstreaming Working, "Guidelines the School with Gender Perspective", *Directorate of Community Education Directorate General of Nonformal and Informal Education Ministry of National Education* 2008, p.vi.

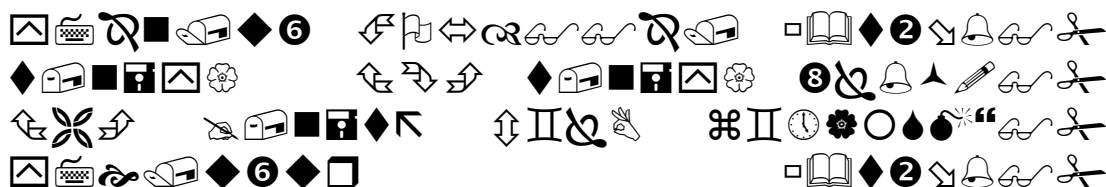
⁴ Direktoral Pendidikan Masyarakat Direktorat Jenderal Pendidikan Nonformal dan Informal Departemen Pendidikan Nasional, 2008, *Panduan Penyelenggaraan Pengarusutamaan Gender Bidang Pendidikan Bagi pengelola Program*, p.1.

the escalation of the equal opportunity for them to actively participate in learning to give further impact to better learning achievement.⁵

The gender responsive teaching and learning material also very important to reduce incident called gender stereotyping. Male and female students need to understand that they have equal right and responsibility to learn anything thus the teaching and learning material and instructor transfer can create the gender equality.

In the interaction process of teacher and students, gender biased teaching and learning at class as an illustration is often reflected in a number of types of teaching and learning contents of material with gender stereotyping. Teachers are often unaware the existence of special needs for boys and girls. Discrimination practices is often unintentionally carried out by not giving equal opportunity for boys and their opposite sex to participate giving in roles of learning at class thus uneven distribution of teaching and learning material to both types of gender often appears.⁶

Book as a media in teaching and learning that are used by both teacher and student and also as a source of reading material gave much contribution for their world. People can get knowledge from it. As God said on Holly Qur'an in Al-Alaq verse follow:



⁵ Team of Gender Mainstreaming Working, *loc. cit.*, p.2.

⁶ *Ibid.*, p. 4.

John M. Kobia did researching in English primary school textbooks in Kenya, the results were to be free from gender bias. This is because the government of Kenya has tried to achieve gender equity in various sectors of the country.⁹

In Indonesia textbooks we can also find inequality of gender roles like Bahasa Indonesia, Physics, History, and etc. This is because gender is a construction of culture that can be found in any cultures of ethnics in Indonesia. There are like culture of Java, Bali, Minangkabau, Madura, Batak, and Bugis with support population culture that relative easy to meet the construction of gender in it. In the ethnic culture, all of them placed women to work in domestic sector, while domination of public sector is on men. Construction of gender can also be found in culture of formal religious in Indonesia. But according to theology, all of religions made an impression the God is man.¹⁰

Study about gender in Elementary School ever done by Logdson in 1985 with the title *Gender Roles in Elementary School in Indonesia*. The result shown textbooks that used in Elementary school contain gender concept, also have a role for standard to gender roles that must do.¹¹

Similar study was also done by Astuti, Indati, and Sastriyani in 1999 with the title *Bias Gender dalam Buku Pelajaran Bahasa Indonesia*. The research found

⁹ John M. Kobia, "Feminity and Masculinity in English Primary Textbooks in Kenya", Masinde Muliro University of Science and Technology, *the International Journal of Language Society an Culture*, 2009, <http://www.educ.utas.au/users/tle/JOURNAL/2010/05/20>, p.69.

¹⁰ Achmad Muthali'in, *Bias Gender dalam Pendidikan*, (Surakarta: Muhammadiyah Press, 2001), p.2.

¹¹ *Ibid*, p.2

content of gender bias in Indonesian Textbook that used in Elementary School, Junior High School, and Senior High School. But stated, women public roles lower than men with access and control of woman to property of goods and to take decision more lower than man.¹²

About inequality of gender, movement of feminism has fought it for free. If we viewed history, there was present since XVII century in west that early used. But in running process, there is to have ups and downs, at the 1960 newly movement of feminism especially liberal feminism took place its momentum. Movement of feminism appears in America as a part of radical culture included the movement of civil rights and sexual liberation. Then, the movement crept to Europe, Canada, and Australia and furthermore to be global movement and unsettling the third world like Indonesia.¹³

In Indonesia, issue of gender firstly heard in the early 1960s, but started got place in relationship to the development at the 1970s. A number of association movements of society. The issue has insulted firstly. During 1975-1985 years almost of association movement of society stated the gender issue is not to be important thing, but many people of them are talkative. Generally they don't use gender analysis, with the result that reacted to the situation often make conflict between feminism movements. There is various fighting of feminism movement. Generally,

¹² Mary Astuti and Friends, "Bias Gender dalam Buku Pelajaran Bahasa Indonesia (Gender Bias in Indonesia Language Texts)", Vol.1, (.....1999), p.1.

¹³ Achmad Muthali'in, loc. cit., p. 8.

its fighting form is tame for the sake of smoothness project from main agenda of association program that related. In the 1985 until 1995 the issue takes place in formal institution but it is just for the sake without deep analysis and critical issue. After that the issue gets good reaction in association movement of society, but interested. Trainings made everywhere to improve gender sensitivity and this great helping to explain definition of gender issue substantively.

Indonesia government has made any policies to upgrade gender equality. Like decision of president number 7 of 2005 that stated education is one of the ways to extirpate poverty, improving justice and gender equality, to give comprehension of culture values and multiculturalism, and also to raise justice to social. In the school, gender equality also got notice by government that regulated by Gov's Regulation (PP) number 19 of 2005 on Education National Standard.¹⁴ To organize the education in school with gender equality perspective, different school environment need to be conditioned to meet the gender equality norms such as bureaucrat environment namely central Technical Implementer Unit (UPT) and education office and social environment such as Education Council, School Committee and student's parents.¹⁵ The latest Curriculum KTSP in Indonesia also stated that curriculum of KTSP must arranged by taking note of operational references, one of them is gender equality.¹⁶

¹⁴ Direktorat Pendidikan Masyarakat Direktorat Jenderal Pendidikan Nonformal dan Informal Departemen Pendidikan Nasional, 2008, *loc.cit*, p.1

¹⁵ Team of Gender Mainstreaming Working, *loc. cit.*, p. 4.

¹⁶ M. Anwar Aziz, *Pengenalan Kurikulum Tingkat Satuan Pendidikan KTSP*, (Banjarmasin: Balai Diklat Keagamaan, 2007), p. 6.

Gender bias as portrayed in children's literature is still as prevalent today as in past decades, and remains a problem in light of the fact that gender stereotypes and sexism in children's picture books affect the development of gender identity in young children. Numerous studies of children's literature content indicate that male figures dominate the majority of books. This condition affects children's development and perceptions. Children adopt certain roles and behaviors as part of their socialization process. Many of these gender-based, behavioral roles arise from identification with others. The development of gender-role identity is important to children's self-perception, and influences adults' and peers' treatment of children. Gender affects others' expectations of children and youngsters often do not understand the expected behavior.

As mentioned, literature is one of the homes of gender stereotypes. The books that children read and that are read to them have psycho-social uses at a time when children are continually constructing ideas from information around them and assimilating new knowledge with previous knowledge. In general, children's literature is said to provide characters and events with which children can identify and through which they can consider their own actions, beliefs, and emotions. The characters and situations in books introduce children to what the world may look like through others' eyes, and offer opportunities for children to further construct their own views of self and the world.

Strictly speaking, everything that children read contributes to the formation of self-images that help to construct children's self-identity. According to Sigh, girls can

imagine themselves as women and boys can imagine themselves as men. Images and specific language used in picture books have the potential to affect children's developmental processes in various ways as a result of reading at crucial stages of development.¹⁷ Because that, changing the image of women or men represented in textbooks is on e way of raising the awareness for the issue of developing critical thinking and creating a new, more acceptable notion of world and the place of women it.¹⁸

Lawrence Kohlberg conceived of gender development as a three-stage process in which children first learn their identity (“I am a boy”), then gender stability (“I will always be a boy and grow up to be a man”), and finally gender constancy (“Even if I wore a dress, I would still be a boy”).¹⁹ Illene C. Noppe said, in the middle period is a time that parents and educator played a significant role in gender socialization when their children are very young. It is because before the period, children become aware of their gender, where play styles and behavior begin to crystallize around that core identity. After the period, Erik H. Erikson stated that adolescence represented a crucial turning point in the development of sense of identity.²⁰

¹⁷ http://findarticles.com/p/articles/mi_hb6516/is_3_45/ai_n28566596/2010/03/04..

¹⁸ Zinec-Anima, “Gender Stereotypes in elementary School Textbooks (Grades 1, 4 and 8) in Use in Montenegro”,/ http://www.osim.org.me/fose_rom_en/gender_stereotypes.pdf/2010/05/20. p.1.

¹⁹ Illene C. Noppe, “Gender-Role Development-the Development of Sex and Gender”, <http://social.jrank.org/pages/272/Gender-Role-Development.htm./> 2010/04/20.

²⁰ *Ibid.*

For the reason above, the writer wants to do a research of some English books that written by Indonesian for Junior High School.

Based on the problem the writer is interested toward the title to conduct a research by “*Gender Analysis of some English Text books*”.

B. Formulation of Problem

In this research, the writer examines the use of gendered words in English text books written by Indonesia authors. The questions are:

1. How often do the authors of certain English text books use masculine, feminine word and pronouns (*she* and *he*)?
2. In using the main verb, are there common gender stereotyping roles or not?

C. Operational Definition and Scope of Study

1. Analysis is the study of something by examining its parts and their relationship.²¹ In Essential English Dictionary stated that analysis is the process of identifying and examining each element or feature of it in detail in

²¹ AS Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press), p. 38.

order to understand it.²² Whereas in Webster's New Twentieth Century Dictionary that analysis is a separate or breaking up of any whole into its parts especially with an examination of these parts to find out their nature, proportion, and function interrelationship.²³

2. Gender (in grammar) is the classification of nouns and pronouns as masculine, feminine, or neutral. In society, gender is attributes and behaviors of man or woman which given by social and culture.
3. Main verb here is verbs associated with boy and girl that appear at least 2 times or more in the textbooks. This research is to find out what women and men actually do in the texts, not, what they do not do. Therefore, the verbs are found in negation and if-clauses have not been listed in this research. To research, the writer is more concentrated with action/dynamic than state verb. All verbs are listed in the infinitive, although they appear in other forms in the textbooks.
4. The writer do researching on English text books that written by some writers of different sex at the level of Junior High School. Those books are:
 - a. English in Focus for Grade VII Junior High School (SMP/MTS) that written by Artono Wardiman, Masduki B. Jahur, M. Sukirman Djusma, Jakarta, Pusat perbukuan Departement Pendidikan National 2008.

²² Chambers English, *Essential English Dictionary*, (Britain: Cambridge University Press, 1995), p. 34

²³ Simon and Schuster, *Webster's New Twentieth Century Dictionary*, (New York: Practice Hall, 1980), Second Edition, p. 49.

- b. Let's Surf in English for seventh Grade that written by Shelma Shakira Bhakti and Tri Utami, Jakarta, Rajawali Cilik 2009.
- c. Contextual Teaching and Learning Bahasa Inggris SMP written by Th. Kumalarini, Achmad Munir, Helena Agustin, Muchlas Yusak, Jakarta, Pusat perbukuan Departement Pendidikan National 2008, 4th Edition.

D. Aim of Research

Based on the problem above, the purpose of study that writer has, they are:

1. To research the total of using gendered words and pronoun (she and he) in certain English text books.
2. In using main verb is to find out what women and men actually do in the textbooks.

E. Significance of Research

This study is assumed to give contributions for:

1. Students who improve English can get knowledge about gendered words.
2. For English language text book writers, this thesis will contribute to their awareness of gendered words in their writing.
3. For teachers and lecturers especially of English, it can be referable for speaking and writing in using gendered words.

F. Reason for Choosing the Title

There is certain reason why the author selected this title, including:

1. Mastering English is an important skill generally, as well as for academic reasons and particularly for obtaining information and language in modern life.
2. Gender is a modern issue in public life and as a mainstream of women to get human right and equal between man and woman.
3. Book is a resource that read by student when he is at school and at home.
4. Images and knowledge in a book can contribute to student what they will do in the future.

G. Library Research

In conducting the research the writer choose library research, which analyses the gendered words in pronoun, noun forms, and main verb of some English text books. The writer uses the objective approach as the most appropriate method for this study. The study will use data from books and internet resources.

The writer chooses the library research to analyze the library materials, which are related to the research, in this library research there are four main steps namely:

1. Consulting library resources
 - a. Catalogue

In this step the writer hunts for the references by consulting the catalogues. They found in some resources especially in grammar and other references that related with gender in education. The card catalogue is a complex index of all the books in

the library. Therefore, the catalogues will guide the writer to get the assumed information contained in the available references.

b. Internet resource

Internet resource is a modern reference that writer uses to get more information about gender. To find to the need information, writer collects materials that related to the research by copying and downloading.

2. Selecting the related references

This is the most crucial step. It is possible that the available references do not certain the needed information. The writer must read quickly each reference and the reading may end up into nothing valuable at all. If that is the case, the writer must go on hunting for other references, so that at the end she hits in to the right one.

3. Note-taking from the available references

This step is also important. What and which to take into notes will be a matter of trial and error to mention the adequacy of the notes.

4. Picking quotation throughout the grammar and gender books and also internet resources to establish pronoun, masculine, and feminine words.

Picking quotation is the guidance in the formulated problem limitation. This means that the problem must be made more operational so that the writer can pick the right quotation. It is not only the matter of the right quotations, but also they are adequate to establish the gendered words.

H. Method of Research

In this part the method which is used in this research involves:

1. Object of the study

The object of this study is gendered words which consist of pronoun, masculine, feminine words, and main verbs.

2. Data and sources of data

- a. Data

In this study, data consist of:

1. Gender bias
2. Gender stereotyping
3. Male and female words
4. Pronouns *she* and *he*
5. Main verb.

- b. Sources of data

Sources of data are the tree selected books of the English textbooks

3. Techniques of data collecting

In this technique, the writer tries to collect some literatures and other library materials, which are related to the study. The data for this study is taken by the following procedures:

1. First, the writer reads and comprehends about the gendered words in certain literatures; choose the data dealing with the problem of the study, and conducts survey on other literatures.

2. Then, the writer takes evidences related to the question from the selected data. In answering the questions, the writer adds some opinion to support the data. All answers are supported by related theories.

4. Techniques of data processing and analyzes

- a. Techniques of data processing

In this study, the writer uses two techniques of data processing, including:

- 1) Editing

This technique is used in the purpose of reexamining all of the collected data to make sure whether they have already completed or not yet.

- 2) Classify

The writer classifies all of the data in order to facilitate its preparation.

- b. Data analysis

After all data are classified properly, the writer analyzes them using quantitative method. The conclusion is taken by deductive way that is to synthesize the facts from general to a specific conclusion.

5. Research procedures

There are some steps are passed through in completing this study, including:

- a. Preliminary steps

- 1) To hold a prior viewing to literatures which are related to the research.

- 2) To consult the result of the investigation with the guiding lecturer.

- 3) To create a research proposal design to be approved by the bureau to thesis writing of Islamic Education Faculty.

b. Preparatory steps

- 1) To hold a proposal seminar on the research proposal design.
- 2) To ask the Dean of Islamic Education Faculty for a written mandate to conduct the research to the literatures, that is found in the library.

c. Research steps

- 1) To collect literatures from several sources.
- 2) To collect all of the data, process them in a procedural way, organize and then analyze them properly.

d. Organization steps

Having all the obtained data completed, the writer soon organizes it in the form of a research thesis based on the continual guidance and support of the writer's advisor. Finally, this research is approved and ready to examine in an open forum.

I. Organization of the Content

This study is divided into four chapters as follows:

Chapter one is the introduction, which consists of rationale, focus of research, operational definition and scope of research, aim of research, significance of research, library research, method of research, and organization of the content.

Chapter two is the theoretical review, which consists of definition of gender; gender bias, gender stereotyping, Effect of Gender Stereotyping, Causes of Gender Inequality, theories of man and woman roles, gendered words and Main Verbs.

Chapter three is the analysis which consists of the research result; total of feminine and masculine in the textbook, total of pronoun in the textbook, main verb connected with man and women.

Chapter four is the conclusion and suggestion for the further research.