

CHAPTER I

INTRODUCTION

A. Background of the Study

Education has an important role in human life, it can build a person's value. It is realized as an effort to change somebody's attitude and ability in positive way. In education, there are some cases considered to be important, one of them is gender equality.

Allah says on the Holy Qur'an in the Al-'Ahzab verse 35 as follow:

إِنَّ الْمُسْلِمِينَ وَالْمُسْلِمَاتِ وَالْمُؤْمِنِينَ وَالْمُؤْمِنَاتِ وَالْقَانِتِينَ وَالْقَانِتَاتِ
وَالصَّادِقِينَ وَالصَّادِقَاتِ وَالصَّابِرِينَ وَالصَّابِرَاتِ وَالْخَشِيعِينَ وَالْخَشِيعَاتِ
وَالْمُتَصَدِّقِينَ وَالْمُتَصَدِّقَاتِ وَالصَّاتِمِينَ وَالصَّاتِمَاتِ وَالْحَافِظِينَ فُرُوجَهُمْ
وَالْحَافِظَاتِ وَالذَّاكِرِينَ اللَّهَ كَثِيرًا وَالذَّاكِرَاتِ أَعَدَّ اللَّهُ لَهُمْ مَغْفِرَةً وَأَجْرًا
عَظِيمًا

In general, the verse above talks about gender equality in some matters. In hadis, also, Prophet Muhammad says "Tholabul 'ilmi faridhatun ala kulli muslimin wa muslimat". From this verse and hadis we can conclude that male and female have the same human right and treatment, including in education.

It is important to increase gender equality in education in order to assure that all citizen either male or female can access service of education with the result that both of male and female to develop their potency maximally.

According to Oxford dictionary, gender is the state of being male or female. In Kemendiknas (2010, p.6) mentioned that:

Gender adalah konsep yang mengacu pada perbedaan peran dan tanggung jawab laki-laki dan perempuan yang terjadi akibat dari perubahan keadaan sosial dan budaya masyarakat.

In other words, gender differs from the term sex which refers to biological differences, but it tends to social and cultural aspect.

Indonesian government has taken a step to avoid gender bias through the Decree of Minister Education No. 84 year 2008 (Kemendiknas, 2010). It serves the basis for national acts to diminish gender stereotyping in education in all levels and elements, including in instructional materials.

School textbooks constitute an important tool that presents educational materials of schools as the primary socializing institutions where students start to understand their social identity relative to each other and to institutions. (Freeman and McElhinny as cited in Hamdan, 2008, p.11). Students also learn the concepts, values, and attitudes from textbooks. Moreover, the most convincing reason would be that the representation and the presentation of gender in school textbooks potentially affect students as language learners and users. Sunderland (as cited in Hamdan, p.11) concluded that such effect could happen in three ways: “First, films, videos, and newspapers have unconscious influence on audience, so presumably can EFL materials on students. Second, if female learners are conscious of the female characters in their course books as relatively few, with limited roles, and are offended, alienated or made to feel marginalized, this is

more likely to hinder than facilitate their learning. Third, models of language usually become classroom practice. So textbooks that have males always initiate speech in dialogues and pair work practice, give the whole class a model of a conversational discourse characterized by “male firstness”.

In harmony with Sunderland’s conclusion, textbook authors and educationalists must pay attention to their instructional materials to be sure that their texts present and represent male and female characters in a way that mirrors their actual and true images and roles in the society. Sudarto (-, p.2) said that instructional materials are not yet completely responsive of gender because of less understanding of writer and illustrator about gender equality.

In reality, gender differences are a prime fact of the sociolinguistic life and it is unexpected that they are reflected in language as well as in school textbooks. That is to say, gender linguistics is concerned with various aspects of the representation and presentation of gender through language. They can be divided into two categories: how the genders speak or write, and how they are spoken or written about. As an example of the first category, there exist certain forms of language which are appropriate only for use of men and other forms which only women can use.

In American speakers, it is founded that females produce language more “standard” than males. Females seems using language that express uncertainty (stalling, tag questions, raising voice for statement, etc) more than males. Females show that they are less of confidence on what they say. Males more often interrupt

than females, to use interjection stronger, whereas females use well mannered forms. (Brown, 2008, p.257).

The second category which is the focus of this study, applies to women's and men's representation in language, which has become a sociolinguistic target. For example, to be sociolinguistically correct when you talk about both males and females, you have to use the construction he/she to substitute the generic masculine pronoun "he" (Bondine, cited in Hamdan).

Language variation and the role assigned to gender in school textbooks written material are regarded as sociolinguistic factors or variables, authors have to consider, when writing textbooks. Textbooks as major educational tools, occupy a central place in the curriculum. They can be powerful instruments for influencing ways in which both children and adults think about core human concepts and values such as the image of male-female and the concept of gender equality and equity. Publishers and researchers have noted the importance of displaying positive characteristics for both males and females in textbooks.

School textbooks are one of the major powerful tools in the process of education and socialization. They convey important messages to the young on how social relations in a society are to be organized and which value system they should adopt.

Language is not only a means of communicating pure linguistic information. Rather, it is an important humanistic tool for establishing and maintaining social relationships among participants of speech in all communities.

Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language.

Leiskin, (cited in Diane, 2010, p.55) says that people who are centers of conversations, topics of writing, or the information focus would seem to have more social prominence than people who are not. We communicate about people who in some way interest us or are important to us; those who are not of interest are not the focus. Thus people can be perceived as having different degrees of social prominence by the degree of interest shown in them.

Alan Davies & Catherine Elder (2008, p.312), mentioned that early work on sexist language, for example, pointed to detrimental effects, both practical and symbolic, of masculine generics such as *he* and *man* –forms, it was argued, that render women invisible. Indeed, a substantial body of empirical evidence showed, among other things, that *he/man* generics readily evoke images males rather than females, have negative effects on individuals' beliefs in women's ability to perform a job, and have a negative impact on women's own feelings of pride, importance, and power.

Hamdan (2008) conducted a study to explore from a socio-cultural perspective aspects of gender in EFL textbooks used in basic stage in the Jordanian school curriculum (Action Pack Series currently grade 1-9). Socio-Cultural Perspective is a method of investigating discourse on the level of words and sentences in order to reveal the relationship between language, culture and society. It is based on the concept that human activities take place in cultural contexts and are mediated by language.

The study examines the manifestations of gender aspects with reference to (1) Visibility in photos and illustration , (2) Visibility in the text (discourse) (3) Topic domination ,(4) Distribution of occupations, (5) Firstness (order of appearance), (6) Grammatical function (acting as an actor) , (7) The attributed personality traits or qualities, (8) Activity types and (9) Generic conception. He argued the importance of presenting and representing equal gender aspects in textbook. Wolfson (as cited in Hamdan, p. 9) suggested that teachers and curriculum writers need to be aware of sexist language usage and also of sexist bias in materials they select for the use in the classroom. Sunderland (as cited in Hamdan) explained the negative impact of underrepresentation of females on their future development.

Based on the analysis, Hamdan found that the percentages of males outnumbered females in the nine investigated aspects. They showed some gender stereotyping especially in the aspects of occupations, personal traits and activity types. Some upper books addressed male learners only. These findings, then, inspired the present study to investigate the same things with some different aspects. Hamdan investigated the aspect of genders in elementary school books that used in Jordan meanwhile the present study investigated English textbook used for senior high schools in Indonesia. The study limited its analysis on the content of a textbook entitled “Bright: An English Course for Junior High School Students grade VII volume 1”. This book had been published in 2013 by Erlangga. The writer is interested to investigate the new book based on the 2013

curriculum. A textbook for grade VII was chosen based on a consideration that in the 2013 curriculum this grade is the first class English be taught.

Based on the problem above the writer is interested to analyze aspects of gender by conducting a study entitled **“ANALYZING ASPECTS OF GENDER IN ENGLISH TEXTBOOK “BRIGHT” FOR JUNIOR HIGH SCHOOL FROM A SOCIO-CULTURAL PERSPECTIVE”**.

B. Statement of the Problem

How are aspects of gender presented and represented in English textbook “Bright” grade VII volume 1?

C. Objective of the Study

The study aimed to reveal out the presentation and representation of aspects of gender in Bright students’ book grade VII volume 1.

D. Significance of the Study

1. The result of this study is expected to be useful for the educationalists, teachers, especially for the textbook authors, must pay attention to their instructional materials to be sure that their texts present and represent male and female by presenting gender equal treatment and distribution.
2. To enrich the writer’s knowledge and experience in this specific study.
3. To be a reference for the next researchers.
4. To enrich literary sources of library in IAIN Antasari.

E. Research Method

1. Research design

This is a kind of library research. This descriptive study employed two frameworks of analysis, starting with a systematic quantitative count of the visual images to a qualitative analysis of lexis and sentences. The main instruments employed for this study is a checklist which examined nine major aspects of gender including visibility in photos and illustrations, visibility in the texts at the level of word and sentence, topic domination, jobs and occupations, firstness, grammatical function (subjects), attributed personal traits (adjectives), leisure activities types, and masculine generic conception.

2. Subject and object of the study

a. Subject of the study

The subject of this study is a textbook entitled “Bright: An English Course for Junior High School Students” grade VII volume 1. The author is Nur Zaida. It had been published by Erlangga in 2014 based the 2013 curriculum. It is consist of eight units and 196 pages.

b. Object of the study

The object of study is aspects of gender in the textbook.

3. Instrument of the study

The main instrument that used for this study is a checklist developed by Hamdan (2008) which cover nine major aspects of gender.

Table. 1. Checklist for analyzing the aspect of gender in textbook

| No. | Gender Aspect | Male | | Female | |
|-----|--|--------|------------|--------|------------|
| | | Number | Percentage | Number | Percentage |
| 1 | Visibility in photos and illustrations | | | | |
| 2 | Visibility in the text | | | | |
| 3 | Topic domination | | | | |
| | a. Dialogues | | | | |
| | b. Reading passages | | | | |
| | c. Exercise | | | | |
| 4 | Occupations | | | | |
| | a. Pictures | | | | |
| | b. Reading passages | | | | |
| | c. Exercise | | | | |
| 5 | Firstness | | | | |
| | a. Dialogues | | | | |
| | b. Reading passages | | | | |
| | c. Exercise | | | | |
| 6 | Grammatical function (Actor) | | | | |
| | a. Dialogues | | | | |
| | b. Reading passages | | | | |
| | c. Exercise | | | | |
| 7 | Personality traits | | | | |
| | a. Dialogues | | | | |
| | b. Reading passages | | | | |
| | c. Exercise | | | | |
| 8 | Leisure activities | | | | |
| | a. Dialogues | | | | |
| | b. Reading passages | | | | |
| | c. Exercise | | | | |
| 9 | Generic conception | | | | |
| | a. Dialogues | | | | |
| | b. Reading passages | | | | |
| | c. Exercise | | | | |

The categories under investigation in this study are:

- a. Visibility in Photos and Illustrations

To determine the frequencies and percentages of photos and illustrations that represent female and male characters as they are represented in the content of the course books counting, as a technique, will be followed according to the following guidelines:

- 1) Every character in one illustration is investigated.
- 2) An illustration is a picture, a cartoon, a drawing, or a photograph.
- 3) If the same character continued to appear through each book, each occurrence of the character is counted as a separate occurrence.
- 4) Personified animal characters are not counted.
- 5) The number of male and female characters is counted. Clothing and hair style are clues for determining the gender of the character. When the gender is not clear or ambiguous it is omitted.

b. Visibility in the Text

The writer picked up and counted the frequency of physical appearance of male and female characters (nouns and pronouns) in the discourse of the text at the level of words and sentences as an important indication of gender balance in the textbooks. To determine the output frequencies and percentages have to be calculated and compared.

c. Topic Domination

The writer analyzed the content of dialogues and reading passages qualitatively to determine the dominant character (male or female) of the target theme on the basis of the following criteria

1). Who initiates and starts speech in mixed- gender dialogue and in pair work practice.

2). The amount of talk or the number of speech turns.

3). The main character in the dialogue or the reading passage. Main characters refer to the characters that guide the dialogue and solve the problems in the plot. Moreover Sleeter & Grant (cited in Hamdan, p.55) posited that the title of the text, the caption of an illustration, and the content of a story or a dialogue that goes with illustrations are the clues for ascertaining who the main character is. The frequencies and the percentages have to be calculated and discussed.

d. Occupations

An occupation means the work done by a male or a female as a source of living. The focus of the study is on the occupational activities and the portrayal of gender roles. The occupations are to be calculated and analyzed to determine the balance or the imbalance distribution of gender on economic bases. Moreover, to determine whether a certain gender has been presented in a wide range of economic occupational roles more than the other gender. The writer considered in analysis the diversity of occupations rather than the frequent repetition of each job.

e. Firstness

This is one of the most important categories in content analysis because it includes a restricted set of asymmetric words in languages. From this point of view, the imbalance treatment of the representation of

this category hides an unconscious feeling of one gender towards the other. There is no justification why males always precede females when given two paired nouns such as father/ mother or uncle / aunt. Examples are taken from the texts in order to reveal out the percentages and to examine the environment of such location.

f. Grammatical Function (Subjects, Actors)

This category seeks to shed light on the position allocated to both genders and the way they act in discourse sentences. A careful examination of sentences was carried out and the focus was on one position which is the role of the actor as a subject. This category was widely dealt with in analyzing grammatical examples in dictionaries.

g. Attributed Traits and Qualities

This category includes the adjectives that describe the male and female nouns. Studies reveal that EFL textbooks authors usually use certain frequent adjectives such as beautiful, fat, ugly to describe females. On the other hand they describe males as strong, faithful, and handsome. The study intends to analyze the discourse of the target material quantitatively, in order to determine the number and type of the adjectives that ascribed to both genders.

h. Activity Types

Leisure activities are usually performed by males and females as hobbies or acts of recreation to relax them. These activities include playing football, swimming, skiing, picnics, chess, music, and chatting. The study

seeks to examine the distribution of such activities to see whether these activities are related to one gender in a way that differs from the other gender or being practiced by one gender more than the other.

i. Generic Conception

Generic terms are used to refer to both genders. However, they do not seem to act the way they are supposed to. They generally reflect males as the norm and exclude females from the scene. The study examined the availability of masculine nouns (e.g. fireman, businessman, mankind, policeman), generic (he, his) which refer to both males and females and neutral or inclusive nouns (children, doctors) when the gender of the speaker is not mentioned. Then the number and percentage of the first two categories be calculated and discussed. Generic pronouns such as they, we, I, them. etc is beyond the scope of this study.

4. Data and source of data

a. Data

The data was be investigated in this study are the primary and secondary data.

- 1) The primary data: aspect of gender on the textbook Bright and how it interpreted.
- 2) The secondary data: to complete the primary data, the writer also collected the secondary data which related to the study.

b. Source of data

The data is collected through sources of data such as books, paper, online sources, etc.

5. Data collection and Data analysis procedure

Writer collected some literatures which are related to the study. Chose the data dealing with the problem of the study and conduct survey on the content in the textbook. The researcher manipulated data by applying the quantitative count of the visual images and the qualitative analysis of lexis and sentences techniques in examining the manifestations of the target gender aspects. The writer calculated the frequencies and percentages for each aspect in relation to males and females. Gathered the needed data, analyzed the information, then presented the findings and discussed them.

6. Research procedure

The writer follows the following steps:

a. Preliminary steps

- 1) To have a prior study from the textbook and literatures.
- 2) To ask for approval of proposal design to the bureau of thesis of Tarbiyah and teachers training faculty.

b. Preparatory steps

- 1) To hold seminar of the research design proposal.

2) To make the instruments of research to collect the data.

c. Research step

To gather the needed data, analyzed the information, then presented the findings and discussed them.

d. Final step

1) To write the draft in systematic form.

2) To consult to supervisor.

3) To write the final draft of thesis to be presented.

F. Organization of the content

To make the study easier, the writer divided organization of content into four chapters as follow:

The first chapter contains of introduction that includes background of the study, statement of the problem, objective of the study, significance of the study, research method, organization of the content and definition of key terms.

The second chapter contains of theoretical review which includes theoretical description and related study.

The third chapter contains of finding and discussion.

The fourth chapter contains closure that includes conclusion and suggestions.

G. Definition of Key Terms

To avoid misinterpretation regarding the title which is adapted in this study, the writer hereby feel necessary to explain some term in the title as follow:

1. Analyzing: to examine the nature of something, especially by separately it into its parts, in order to understand or to explain it. Analyzing is the study of something by examining its parts and their relationship. (Homby, p. 39)
2. Gender: refer to socially constructed roles of males and females and in what ways (EFL) school textbooks authors see the roles of men and women and what is expected from them. (Hamdan, p. 18)
3. Stereotypes: generalized beliefs and attitudes that males and females have toward each category based on contacts or images they internalize through upbringing and education
4. Textbook “Bright”: is an English course for junior high school students grade VII volume 1. It uses 2013 curriculum.
5. The 2013 Curriculum: the new developed national curriculum.
6. Socio-Cultural Perspective: is a method of investigating discourse on the level of words and sentences in order to reveal the relationship between language, culture and society. It is based on the concept that human activities take place in cultural contexts and are mediated by language. (Hamdan, p. 18)
7. Aspect of gender:
 - a. Visibility in photos and illustrations. It deals with the frequencies and percentages of photos represent female and male characters in the

textbooks. It can be measured though counting every character in the illustration, picture, or photography. Repeated pictures or illustrations were not counted.

- b. Visibility in the text. It refers to the representation of males and females in term of nouns and pronouns in the level or words or sentences.
- c. Topic domination. It analyzes the contents of dialogues and reading passages in term of who the dominant characters (male or females) and who became the most frequent target theme. It can be analyzed by investigating who starts and initiates speech in mixed gender dialogue, the amount of talk or the number of speech turn, and the main characters in the dialogue or reading passage.
- d. Occupations. It emphasizes on the occupational activities that are presented in textbook. It determine whether a certain gender has been represented in a wide range of occupational rules more than other gender. The writer can count based on the types of occupation represented in the text or pictures.
- e. Firsrness. It counts the presentation of males and females based on the order of gender in the text, for example Ari and Diana. It be counted that in term of firstness, the textbook writer precedes males than females.

- f. Grammatical functions. It seeks who commonly chose by the writer to become actor (subject) or object. It will be counted based on the analysis in the text.
- g. Attributed traits and qualities. It considers types of adjectives used to describe the male and female nouns.
- h. Activity types. It examines the types of leisure's activities presented in the textbook whether they are related and represented to be dominated for one gender or equal.
- i. Generic conception. It determines the types of nouns used by the writers when the gender of the speaker is not mentioned. (Yansyah, 2013, p.3-4).