

## **CHAPTER TWO**

### **THEORETICAL FOUNDATION**

This chapter presents relevant theories used in the study. The theories employed in this study are theory of textbooks and theory of gender.

#### **2.1 The Use of Textbooks in ELT**

A textbook can be referred to as a book which is especially designed and published to help language learners to raise their linguistic and communicative abilities (Sheldon, 1987, as cited in Lawrence, 2011, p. 5). According to Harmer (1991, p. 257), a good textbook contains materials which stimulate the students to be interested. Moreover, it also has appropriate sequences, clear instructions, and a review of previous materials. Textbooks assist teachers in the teaching process. As Edge and Wharton (1998, as cited in Lawrence, 2011, p. 6) assert, by using a textbook teachers can focus on delivering lessons and save time preparing the teaching materials. In addition, textbooks also become a students' learning source and

are useful for their progress. O'Neil (1982, as cited in Lawrence, 2011, p. 7) affirms that textbooks serve as references for student's learning process and to keep track of their improvement. Although textbooks can provide guidance on how a lesson can be delivered, textbooks seem to induce teachers not to be responsible in providing appropriate materials (Hutchinson & Torres, 1994, p. 315). Instead of making decisions on what to teach and how to teach a lesson, it is easy for teachers to just sit and make use of the guidance in the textbook. They believe that textbooks are produced by experts and competent people, and are already good enough for the students (p. 315).

From Salamah's experience during *PPKT*, it was found that Indonesian teachers commonly use textbooks without first analyzing the contents. Teachers generally use textbooks which have already been provided by the schools. It is her belief, then, that most of them do not have enough knowledge about textbook analysis and they think that textbook analysis takes too much time (2014, p. 1). This phenomenon suggests that selecting a textbook can have a huge impact on the teaching and learning process (as cited in Lawrence, 1987, p. 9). Accordingly, the quality of a textbook has to be monitored as it can determine the success or failure of a course (p. 9).

## **2.2 Gender**

People generally find it difficult to differentiate sex from gender because they are related to each other. Crawford and Unger (2004, as cited in Salamah, 2014, p. 21) define sex as biological differences or the anatomy of an individual's

reproductive system, whereas gender is the appearance and behavior in society which depends on the biological sex. Therefore, sex is determined biologically, but gender is shaped socially.

### 2.2.1 Gender Stereotypes

Gender stereotypes truly exist in society. Cook and Cusack (2010, as cited in Craeynest, 2015, p. 9) define a stereotype as a generalized perspective of characteristics performed by members of a particular group. Stereotype is delivered by words and actions to families, society, and young children (Sparks, 2001, as cited in Aina & Cameron, 2011, p. 11.). Therefore, there are positive and negative stereotypes (p. 11).

Baron and Branscombe (2012, p. 183) state the common stereotypes of men and women in society. For instance, women are portrayed positively as being caring, warm and fashionable. On the other hand, negatively, women are portrayed as being emotional and dependent. Men are also positively seen as being competent, self-confident, and strong. Negatively, men are observed as being careless and nonconformist (p. 184). Those stereotypes of male and female can be seen in Table 4.1.

Table 4.1

*Baron and Branscombe's Common Stereotypes of Male and Female (p. 183)*

Male Stereotypes	Female Stereotypes
Competent	Caring
Self-confident	Warm

Independent	Dependent
Strong	Emotional
Careless	Fashionable

Furthermore, Eagly and Sczesny (2009, as cited in Baron & Branscombe, 2012, p. 184) convey that the female traits are inclined to be seen appropriate for “support roles” rather than “leadership roles.” In workplace settings, most women are placed in the middle of management but not in the higher level. They also argue that this situation may indicate a “glass ceiling” that prevents women to achieve top positions in the workplace.

In social life, it is found that video games show the most obvious gender-role stereotypes. It is found that 83% percent of male characters in video games presents vicious and masculine attributes, whereas female characters are seen as victims or prizes to be won. Female characters have been illustrated as “damsel in distress” or women in trouble, waiting for the male characters to save them. Such female stereotypes are generally considered to be a harmless pleasure (p. 186).

Being aware of gender stereotypes existing in the society, it is advised that schools should be selective in choosing textbooks which are neutral and do not contain gender bias. Therefore, the purpose of this present study is to describe gender stereotypes found in pictures of an English textbook by using Baron and Branscombe’s theory.

### 2.2.2 Gender Representation in Textbooks

Kohlberg (1966, as cited in Bussey and Bandura, 1999, p. 3) states that children develop their concepts of gender from what they listen to and observe around them. Also, school textbooks can be a great agent in delivering this gender issue. At a moment when children reach gender constancy, they will believe that their own gender is constant and unchangeable. Thus, they positively appreciate their gender identity and behave only in ways that are relevant with their concepts of gender (p. 3).

In fact, some studies have shown gender representation in textbooks. One of them is a study by Yang (2016, p. 674). The study analyzes gender by using visual analysis in two Hong Kong primary English language textbook series. It shows that females are portrayed having long rather than short hair and wearing dresses rather than trousers. The present writer concluded from this study that females are still portrayed according to traditional stereotypes. Another study by Maistry and Pillay (2014, p. 74) investigates gender representation in contemporary grade 10 business studies textbooks in South Africa. It shows that women are often shown in housework settings, whereas men are shown in various and wider occupations than women. It can be inferred that women are often associated with domestic work, while men are linked with non-domestic work (p. 74). One more study by Salamah (2014, p. 41) focuses on the gender analysis in an English textbook for seventh grade in Indonesia. It shows that gender representation in a textbook is biased because males are dominant in four out of six aspects related to Logsdon's theory of gender analysis in language teaching materials (p. 41).

The research gap between the previous studies above and the present study lies on two factors. First, the present study only analyzes one English textbook as the data source, so that the data is limited. Second, the English textbook of the present study is for sixth graders, whereas the English textbooks used in the previous studies were for 2<sup>nd</sup> - 5<sup>th</sup> graders (Yang), 10<sup>th</sup> graders (Maistry & Pillay), and 7<sup>th</sup> graders (Salamah).

From the previous studies above, it can be said that selecting a textbook has a huge impact in the teaching and learning process. Gender representation does matter in a textbook. Therefore, it is important for teachers at schools to be aware of gender representation reflected in the textbooks and how they can shape students' perceptions on gender in the future.

To find out gender representation in *English Chest Student Book for Sixth Grade*, this study employs Logsdon's theory. According to Logsdon (1985, as cited in Salamah, 2014, p. 21), there are six aspects in an analysis of gender representation in textbooks. Salamah (2014, p. 22) restates the six aspects as follows :

1. The number of male and female pictures, which means how many pictures of male and female are found in the textbook.
2. The number of males and females mentioned by names and pronouns, which means how many male and female names and pronouns are found in the textbook.
3. The male and female roles according to occupational roles, which means how many male and female roles are found in the pictures.

4. The games or sports that are performed by male and female, which means how many male and female games or sports are found in the pictures.
5. The number of male and female role models, which are either male or female as being a story teller telling his or her experiences in the texts, such as in reading passages in the textbook.
6. The pattern of mentioning male and female by names and pronouns, showing either male or female mentioned first in the sentences and illustrations, such as in conversations.

