

CHAPTER FOUR

FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the analysis of gender stereotypes and gender representation in the textbook to answer the first and second research questions. The first research question, which is about gender stereotypes, is answered by applying Baron and Branscombe's theory, whereas the second, which is about gender representation, is answered by employing the six aspects of Logsdon's theory. Those aspects are the number of male and female pictures, the number of male and female names and pronouns, the number of male and female occupational roles, the number of male and female games or sport, the number of male and female role models, and the pattern of mentioning male and female by names and pronouns. The discussion of the findings are presented as follows.

4.1 Gender Stereotypes

The present writer adapted Baron and Branscombe's theory (2012) of male and female stereotypes in society.

Some pictures found in the textbook *English Chest Student Book for Sixth Grade* portray stereotypes of male which are relevant with Baron and Branscombe's theory. Those pictures are discussed as follows.



Figure 4.1 : Competent

A male student demonstrating his perfect test result (scored 100), indicating the male stereotype as competent.

Figure 4.1 (Unit 2/ Lesson 2/ p. 44) shows the male stereotype as competent, which means “a capability to do or perform certain things successfully” (“Competent”). The Figure presents a boy student who has passed a test successfully and got a 100 score. It indicates that the boy student in the picture is competent.



Figure 4.2 : Self-confident

A boy delivering a speech confidently, indicating the male stereotype as self-confident.

Figure 4.2 (Unit 2/ Lesson 2/ p. 44) demonstrates the male stereotype as self-confident, which is defined as “a belief on oneself or one’s proficiency” (“Self-confident”). The Figure illustrates a boy who confidently delivers a speech, which is apparent from his lifted hand and convincing face while giving a speech. It can be inferred that the boy student is confident.



Figure 4.3 : Independent

A male employee handing his pay to his wife, indicating the male stereotype as independent.

Figure 4.3 (Unit 3/ Lesson 2/ p. 70) shows the male stereotype as independent. Independent refers to “not depending on another for source of revenue or survival” (“Independent”). The Figure presents a man who is an employee, which can be seen from his clothes. The man is indicated as a provider or bread winner, which is apparent from the money he earns at work. Therefore, it can be said that he is self-

sufficient and even able to give the money to his wife. It is safe enough to say that the man is independent.

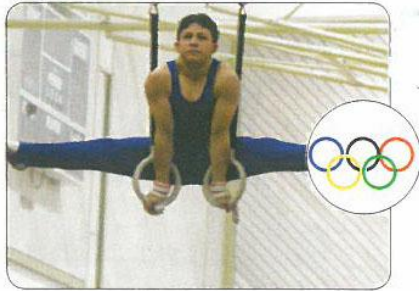


Figure 4.4 : Strong

A man performing gymnastics so well, indicating the male stereotype as strong.

Figure 4.4 (Unit 3/ Lesson 4/ p. 84) demonstrates the male stereotype as strong. Strong is “an ability to act upon a particular action well and powerfully” (“Strong”). The Figure illustrates an athlete with a muscular body who is performing gymnastics so well, which requires balance and strength. He can raise and keep his body balanced using gymnastic rings, that not every man can do. It can be concluded that the athlete is strong.



Figure 4.5 : Careless (1)

A boy spilling some drink, indicating the male stereotype as careless.



got up late
late for school

Figure 4.6 : Careless (2)

A boy looking shocked while holding an alarm clock, showing that he is late for something and therefore indicating the male stereotype as careless.

Both Figure 4.5 and Figure 4.6 (Unit 2/Lesson 2/ p. 44 and 46) show the male stereotype as careless. Careless means “not giving enough attention” (“Careless”). Figure 4.5 presents a boy who is not watchful while pouring the drink into the glass, so that he spills the drink. On the other hand, Figure 4.6 indicates a boy who got up late for school. He looks shocked while holding his alarm clock. The picture reveals that he has no concern with the alarm clock. The boys in Figure 4.5 and Figure 4.6 indicate that they are careless.

Beside portraying male stereotypes, the textbook also portrays the stereotypes of female which are relevant with Baron and Branscombe’s theory. Those pictures are presented in the following figures.



Figure 4.7 : Caring (1)

A woman happily playing with a baby, indicating the female stereotype as caring.



Figure 4.8 : Caring (2)

A girl is carefully pushing an old woman in a wheelchair, indicating the female stereotype as caring.



Figure 4.9 : Caring (3)

A girl happily playing with a baby, indicating the female stereotype as caring.

Figures 4.7, 4.8 and 4.9 (Unit 2/ Lesson 1/ p. 38 and Unit 3/ Lesson 2/ p. 70) present the female stereotype as a caring person. Caring is defined as “displaying kindness and strong desire to look after those who unable to care for themselves, especially refers to age or illness” (“Caring”). The three females in the Figures show how they perform with a strong desire to take care of babies and an old woman. It is because the babies and the old woman are considered people who need to be taken care of. It can be inferred that the three females in those Figures are caring persons.

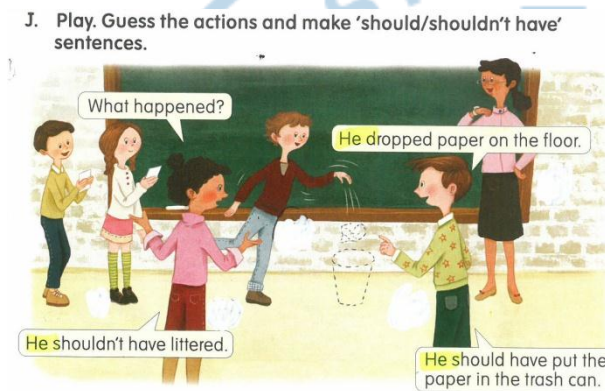


Figure 4.10 : Warm

A friendly female teacher in a fun teaching-learning situation, indicating the female stereotype as warm.

Figure 4.10 (Unit 3/ Lesson 4/ p. 81) demonstrates the female stereotype as warm, which means “having or showing friendliness and compassion” (“Warm”). Figure 4.10 implies a fun teaching-learning situation. The teacher looks friendly and affectionate as she makes the students feel comfortable and not afraid to be around her. It is safe enough to say that the teacher in the figure is a warm person.



Figure 4.11 : Dependent

A female receiving her husband's pay, indicating the female stereotype as dependent.

Figure 4.11 (Unit 3/ Lesson 2/ p. 70) can be an evidence for the female stereotype as dependent. Dependent is described as “a necessity to rely on someone or something for financial or other support” (“Dependent”). The Figure portrays a woman who is receiving her husband's salary, so that it can be said that the woman relies on her husband's financial support. It can be concluded that the woman in the Figure is dependent.



Figure 4.12 : Emotional (1)

A female student showing her sadness over her poor test result, indicating the female stereotype as emotional.

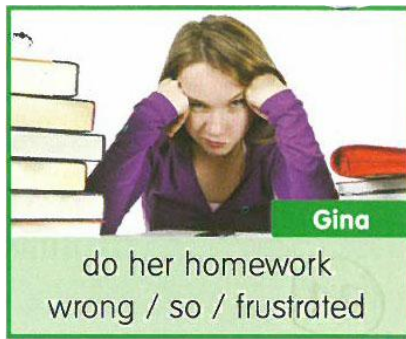


Figure 4.13 : Emotional (2)

A female student looking frustrated, indicating the female stereotype as emotional.

Figures 4.12 and 4.13 (Unit 2/ Lesson 2/ p. 44, 46, and 48) show the female stereotype as emotional, which is “displaying feelings easily and openly” (“Emotional”). The two girls in those Figures are openly expressing their feelings, which can be seen from their faces. The first girl is sad because she has failed a test, whereas the second one seems frustrated because of having lots of tasks, as is seen from the books beside her in Figure 4.13. Both girls in Figure 4.12 and Figure 4.13 indicate that they are emotional.



Figure 4.14 : Fashionable (1)

A plain male jacket and two colorful female jackets, indicating the female stereotype as fashionable.



Figure 4.15 : Fashionable (2)

A girl wearing colorful clothes and shoes, indicating the female stereotype as fashionable.



Figure 4.16 : Fashionable (3)

A girl wearing accessories and colorful clothes with patterns, indicating the female stereotype as fashionable.

Figures 4.14, 4.15 and 4.16 (Unit 1/ Lesson 3/ p. 28 and Unit 2/ Lesson 1/ p. 38) demonstrate the female stereotype as fashionable. Fashionable means “representing a current trend” (“Fashionable”). Based on the textbook, which is published in 2012, the current trend that will be presented is the trend in the year of publication. According to Chick Sensation blog (2012), the year 2012 was indicated

by the fashion trends using bold bright colors and inspired by the 70's fashion, which included polkadots and stripes. Figure 4.14 illustrates how colorful Kara and Dena's jackets are while Brad's only has one dark color. Figures 4.15 and 4.16 present two girls wearing clothes and shoes with different colors from head to toe. The girl in Figure 4.15 wears a pink shirt, a blue skirt, a pair of green shoes and she brings two yellow bags. The girl in Figure 4.16 wears a white shirt with purple polkadots, a blue skirt with two pink pockets, a pair of orange shoes and a yellow bandana. Figures 4.15 and 4.16 give evidences that females prefer wearing bright colors with various patterns on clothes. It can be inferred that females can follow fashion's changes in the modern era by representing the current trend, whereas males tend to be monotonous in fashion.

4.2 Gender Representation

4.2.1 Male and Female Pictures

After the male and female pictures in the textbook were counted, it was found that male and female were represented unequally in *English Chest Student Book for Sixth Grade*. The content analysis showed that of the 358 pictures in the textbook, the male pictures outnumbered the female pictures. According to the Theory of Gender Representation proposed by Logsdon (1985), this fact indicates that the gender representation in the textbook is biased.

Table 4.2

Male and Female Pictures in the Textbook

Unit	Lessons 1-4
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	Male	Female
1	18, 17, 14, 19 (Total 68)	14, 16, 8, 18 (Total 56)
2	19, 18, 8, 19 (Total 64)	16, 17, 6, 14 (Total 53)
3	12, 13, 20, 11 (Total 56)	13, 19, 21, 8 (Total 61)
	Total 188	Total 170

4.2.2 Male and Female Mentioned

After the mention of male and female by names and pronouns in the textbook within a sentence, exercise, reading text, and illustration such as in conversation were counted, it was found that male and female were represented unequally in *English Chest Student Book for Sixth Grade*. The content analysis showed that male was mentioned more frequently than female. According to the Theory of Gender Representation proposed by Logsdon (1985), this fact indicates that the gender representation in the textbook is biased.

Table 4.3

Male and Female Mentioned in the Textbook

Unit	Lessons 1-4	
	Male	Female
1	46, 6, 20, 17 (Total 89)	20, 19, 20, 16 (Total 75)
2	34, 36, 8, 26 (Total 104)	26, 37, 5, 25 (Total 93)
3	29, 7, 45, 11 (Total 92)	26, 16, 16, 15 (Total 73)
	Total 285	Total 241

4.2.3 Male and Female Occupational Roles

After the male and female role models in the textbook were counted, it was found that male and female were represented unequally in *English Chest Student Book for Sixth Grade*. The content analysis revealed that the female roles outnumbered the male roles in 35 pictures of occupational roles. According to the Theory of Gender Representation proposed by Logsdon (1985), this fact indicates that the gender representation in the textbook is biased.

Table 4.4

Male and Female Occupational Roles in the Textbook

Unit	Lessons 1-4	
	Male	Female
1	Student (4)	Student (3)
	Drink seller (1)	Teacher (2)
2	Student (3)	Student (3)
	Worker (1)	Teacher (2)
3		Caretaker (1)
	Student (2)	Student (2)
	Employee (1)	Teacher (2)
	Taxi driver (1)	Caretaker (1)
	Waiter (1)	Cashier (1)
	Athlete (1)	Baby sitter (1)
	Tour guide (1)	
	Total 15	Total 19

The result of male and female pictures of occupational roles shows that male is shown in various and wider occupations than female pictures.

4.2.4 Male and Female Games or Sports

After the male and female games or sports were counted, it was found that male and female were represented unequally in *English Chest Student Book for Sixth Grade*. The content analysis showed that in 32 pictures of games or sports, the male games or sports were mentioned more frequently than the female games or sports. According to the Theory of Gender Representation proposed by Logsdon (1985), this fact indicates that the gender representation in the textbook is biased.

Table 4.5

Male and Female Games or Sports in the Textbook

Unit	Lesson	Male	Female
1	1	Skateboarding Scooter	-
	2	Surfing Horse riding	Hopscotch
	3	Exercise	Exercise
	4	Dodge ball Paintball	Dodge ball Paintball
2	1	Biking Snowboarding	In-line skating
	2	American football	-
	3	Games console	Games console
	4	Horse riding Swimming Juggler	Acrobat Snorkeling Hiking
3	1	Biking	Biking
	2	0	Exercise
	3	Football	Basket Boxing
	4	Gymnastic Dance	In-line skating
Total :		18	14

The result of male and female pictures of games or sports shows that both male and female pictures are shown in wider and various games or sports.

4.2.5 Male and Female Role Models

After investigating the male and female role models in the textbook, which was done by counting either male or female as being a story teller telling his or her experiences in the texts, the writer found that male and female were represented unequally in *English Chest Student Book for Sixth Grade*. The content analysis presented that the male role models outnumbered the female role models in the 10 pictures of role models. According to the Theory of Gender Representation proposed by Logsdon (1985), this fact indicates that the gender representation in the textbook is biased.

Table 4.6

Male and Female Role Models in the Textbook

Unit	Lessons 1-4	
	Male	Female
1	0, 1, 1, 0 (Total 2)	0, 0, 0, 1 (Total 1)
2	1, 0, 0, 1 (Total 2)	0, 1, 0, 0 (Total 1)
3	1, 0, 1, 0 (Total 2)	0, 1, 0, 1 (Total 2)
	Total 6	Total 4

G. Read and answer the questions.

Dear Diary, July 15th

Today, I went on a tour of the zoo near our house. I learned a lot, and I helped the zookeepers. I watched them feed the animals, and I carried some of the food. Those animals eat a lot! It's hard work to feed them all.

The weather was extremely hot today. In fact, it was hot all week. Some of the animals got special snacks because of the heat. We made big ice cubes with fruit in the middle. Then, we gave the ice cubes to some of the animals. The polar bears got ice cubes with fish in the middle!

My favorite part of the zoo was the petting zoo. I gave baths to some of the pigs. Normally, they don't get baths, but the cold water made them happy.

Actually, some of the goats liked the water, too. They played with the water from the hose. I liked the petting zoo because I could get close to the animals. It was fun!

😊 Victor ..




Figure 4.17 : Role Models

A reading passage in the textbook showing male role model.

4.2.6 The Patterns of Mentioning Male or Female First

After the patterns of mentioning male and female were counted, it was found that males and females were represented unequally in *English Chest Student Book for Sixth Grade*. The content analysis showed that male was mentioned first more frequently than female. According to the Theory of Gender Representation proposed by Logsdon (1985), this fact indicates that the gender representation in the textbook is biased.

Table 4.7

The Patterns of Mentioning Male or Female First in the Textbook

Unit	Lessons 1-4	
	Male	Female
1	2, 1, 2, 2 (Total 7)	2, 3, 3, 2 (Total 10)
2	7, 1, 0, 3 (Total 11)	1, 2, 1, 3 (Total 7)
3	2, 3, 2, 3 (Total 10)	3, 0, 2, 0 (Total 5)
	Total 28	Total 22

K. Complete the chart.

Name <u>Greg</u>	What was he /she doing when he/she saw a dog? What was the dog doing?	He was walking in the park when he saw a very big dog. The dog was thinking about something. Maybe it was thinking about a bone.
Name _____	What was he /she doing when the telephone rang? When was it?	
Name _____	What was he /she doing when the teacher asked him/her a question? What was the question?	
Name _____	What was he /she doing when he/she saw a bird? What was the bird doing?	

Figure 4.18 : Patterns of Mentioning

An exercise in the textbook showing the patterns of mentioning male or female first.

4.3 Final Remarks

From the analysis of the pictures to describe gender stereotypes in *English Chest Student Book for Sixth Grade*, it was evident that the textbook has presented

the stereotypes of male and female that are relevant with Baron and Branscombe's theory. Therefore, it is safe enough to say that gender stereotypes reflected in the pictures in *English Chest Student Book for Sixth Grade* are in line with Baron and Branscombe's theory.

Furthermore, from the analysis of gender representation proposed by Logsdon, it was found that male has dominated in five aspects, which were male and female pictures, male and female mentioned, male and female games or sports, male and female role models, and the pattern of mentioning male and female first. On the other hand, female has only dominated in one aspect, which was male and female occupational roles. Therefore, gender representation of male and female in *English Chest Student Book for Sixth Grade* is biased.

To sum up, after investigating the pictures and texts in *English Chest Student Book for Sixth Grade*, the writer concludes that the textbook has not equally presented the gender representation of male and female. Therefore, it is safe enough to say that gender representation in the *English Chest Student Book for Sixth Grade* is biased.