CHAPTER ONE

INTRODUCTION

This chapter presents an overview of a study on gender representation in a textbook. It contains Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Problem, Limitation of the Study, and Organization of the Thesis.

1.1 Background of the Study

Textbooks are not only used in many subjects at school but also in the teaching-learning process of the English language. Teachers usually depend on textbooks in carrying out the lessons. Moreover, textbooks are helpful and supportive to reach the goals in the language teaching process. Textbooks typically provide teachers with lesson plans and teaching materials as they come in a package, just as Richard (2001, p. 1) says, "Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners." Textbooks give teachers ideas to make their own design of activities that are adapted from textbooks. Therefore, professional teachers have to be aware that having a good quality of textbooks is important for them.

Moreover, Baleghizadeh et al. (2011, p. 1010) state that textbooks are also important to help students reach their learning goals. By using high quality textbooks, students can learn optimally and keep track of their learning progress. To support this statement, Harmer (2007, p. 152) adds that textbooks let students learn both previous and the coming lessons, which means that students are given a chance to look back to previous lessons and practices for the upcoming topics. This suggests that having high quality textbooks as references is necessary for students, too.

However, textbook is not only a matter of piles of papers. Kerezty (2009, p. 3) argues that textbooks can shape students' views for they contain basic factual knowledge, norms, values and beliefs. Students can understand specific factual information when learning, also rules and expectations that instruct students what they should and should not do in social circumstances. Furthermore, they can comprehend and believe general standards that determine what is good and bad. For example, a conversation between a girl and her father from *English Chest* Grade 1 textbook teaches students to express gratitude. It is pictured that her father gives her a present and the girl says, "thank you." Indirectly, it gives students an understanding about a norm that we should always say "thank you" when recieving a gift. Having seen the influence that textbooks may bring, it is advisable for teachers and educators to analyze the textbooks before deciding to use them in the classroom.

Teachers not familiar with textbook analysis is a common phenomenon in Indonesia. A previous study by Salamah (2014, p. 1) shows that most Indonesian English teachers use textbooks without first doing a content analysis. Teachers

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argue that the analysis is time consuming and they do not know how to do it. Salamah (2014, p. 2) argues that there are some aspects to be analyzed before employing textbooks in teaching and learning contexts, including the vocabulary, illustrations, exercises, and social or cultural aspects, such as gender issues. That is why most teachers will think that conducting content analysis is complicated.

A general issue that is common to be analyzed in content analysis is curriculum analysis, which measures the textbook content against the national standard. Teachers should not focus only on the curriculum analysis but also on other aspects. One important aspect that teachers are likely to miss is gender representations in textbooks. Kizilaslan (2010, p. 3528) states that textbooks which have gender stereotypes might influence students' emotional and perceptive development. According to Brannon (2014, p. 160), gender stereotypes are caused by a belief that makes society see male and female differently due to their different characteristics.

To support Kizilaslan's statement, Kereszty (2009, p. 1) adds that one dominant gender, including rules and manners that are represented in the textbooks, can influence the social in life of the students. It is proved that textbooks are powerful enough to set or reset students' beliefs and perceptions. Salamah (2014, p. 3) states that women are typically pictured as a staying-at-home mother, doing household chores and taking care of the children, while men are portrayed as the bread-winner, working outside for a living or at the office. This may send messages to the students that men are superior and more respected than women.

This study attempts to reveal whether male and female are still portrayed stereotypically in an English textbook entitled *English Chest* Grade I written by Liana Robinson and published by Asta. This book is divided into three units; each has four lessons. This textbook is being used in a primary school in Bandung so that it is necessary to conduct this study and provide the school with some feedback and suggestions. This study uses visual analysis as the data analysis technique. Visual analysis is defined by Hanrahan et al. (2007, p. 3) as investigating data visually. This study is hopefully beneficial for teachers because they have to be aware of gender stereotypes contained in the textbook.

1.2 Statement of the Problem

This study will be conducted to answer the following research questions:

1. How are the male and female characters in *English Chest* Grade 1 represented in terms of clothing colors and hair length?
2. What influence do such representations have on the gender stereotyping in this textbook?

1.3 Purpose of the Study

The study will show:

1. The representations of male and female characters in *English Chest* Grade 1 in terms of clothing colors and hair length.
2. The influence of such representations on the gender stereotyping in the textbook.

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1.4 Significance of the Problem

By reading this thesis, readers can find:

1. Reasons why teachers should analyze textbooks before using them.

2. Visual analysis techniques to analyze gender representation in terms of clothing color and hair length in a textbook.

3. Some theoretical backgrounds to conduct another study in the same field.

1.5 Limitation of the Study

This study focuses on the analysis of the representations of male and female characteristics in terms of their clothing colors and hair length in one English textbook entitled *English Chest* Grade 1 published by Asta. The study is related to gender through visual analysis. This study will not analyze anything that does not correspond to statements of the problems above in the textbook.

1.6 Organization of the Study

This study is organized into five chapters. Chapter One is Introduction, which gives information about Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Problem, Limitation of the Study and Organization of the Study. Chapter Two is Theoretical Foundation, which provides some theories that are related to the topic of the study. Chapter Three is Research Methodology, which presents the Research Design, Subject, Data Collection Techniques and Data Analysis. Chapter Four presents Findings and Discussion, which gives 1) the representations of male and female in terms of their clothing colors and hair length in the textbook entitled *English Chest* Grade

1 and 2) the influence of such representations on the gender stereotyping in the textbook. Chapter Five contains the conclusion of the study. The next part is Bibliography, which provides the list of the books and the sources used in this study. Last, there is Appendix, which presents a copy of the book *English Chest* Grade 1.