

CHAPTER ONE

INTRODUCTION

This chapter presents Background of the Study, Statement of the Problems, Purpose of the Study, Significance of the Study, Limitation of the Study and Organization of the Study.

1.1 Background of the Study

Textbook is frequently used in the classroom. By using a textbook, teachers know how to plan and teach lessons. Besides, textbook may be accompanied by workbook, CDs, cassettes which can be beneficial for not only the teachers but also for the students. Hence, textbook is the most influential part of teaching and learning process for the purpose and the target of study. As Anjaneyulu (2014) describes, textbook is a very important element of teaching and learning process due to its aim and goal (p. 816).

For teachers, a textbook supports them to create an effective lesson but they need training and experience in adapting and modifying a textbook to fit the need of their learners. As Sasan and Amir (2010) state, textbook will support teachers to achieve their goal in the teaching and learning process as well as provide teachers to be able to adapt and modify some of the contents that match

the learners' need (as cited in Salamah, 2015, p. 1). However, teachers must be aware of their huge responsibility when it comes to their choice of textbooks and other materials because the teaching materials used will influence learners. According to Cunningsworth (1995), should ascertain that "careful selection is made, and that the materials selected closely reflect the aims, methods, and values of the teaching program" (as cited in Baleghizadeh and Rahimi, 2011, p. 1010).

However, it is found that textbooks have some weaknesses. As Graves and Bastrukmen (2010) believe, "textbook also have limitations which can lead to teachers' and learners' dissatisfaction with the course" (as cited in Gak, 2011, p. 79). First, textbook takes away initiative from teachers. As Hutchinson and Torres (1994) explain, the danger of using prepared text is that they can make teachers free from their responsibility . . . (as cited in Anjaneyulu, 2014, p. 817). As Sunggingwati and Nguyen (2013) found in their study, their participants, who are Indonesian teachers, used the questions provided in the textbooks rather than generate questions themselves in their reading lessons (p. 88).

Second, some textbooks include an irrelevant content for students. As Graves (2000) verifies, the danger of textbooks includes unrelated or unsuitable content for learners . . . (as cited in Anjaneyulu, 2014, p. 817). For example, according to Stev (2013), in a textbook entitled *Aku Senang Belajar Bahasa Indonesia* for sixth grade students, published by CV Graphia Buana, there is a short story entitled *Shepherd Boy and Wolf Parent*. Here is a sentence from this book: "the wolf parent suddenly transforms into a woman who works as a prostitute in the city due to her murky past" (Pornographic Story in Elementary

School Textbook, Reactions, para. 3). This story is not suitable for elementary students because it describes a woman who becomes a prostitute.

Third, teachers usually lack awareness in evaluating a textbook before using it to teach in a classroom. According to Salamah's (2014) experiences during PPKT (Praktik Profesi Keguruan Terpadu), she found that English teachers frequently use textbooks without checking the content. This is because "the teachers usually rely on a textbook provided by the school. They state that they have little knowledge of textbook analysis. Also, they argue that textbook analysis takes time" (pp. 1-2). As a result, there are some misunderstandings that can occur, for example: gender representation of the textbook which indirectly construct learners' gender view that will lead to gender stereotypes.

Therefore, it is important to study gender representation in a textbook. Such a study must be conducted because it helps teachers avoid gender bias that may exist in the textbooks. Consequently, the teacher is able to select the most appropriate textbook for their students. Thus, the representation of gender in the English textbook entitled *Backpack Gold 1* for First Grade of Elementary School Students was investigated. The textbook was chosen because it is used in several private primary schools in Bandung.

1.2 Statement of the Problems

This study attempts to answer the following questions:

1. How visualized male characters are represented in terms of hair length, clothes, color of their clothes in the English textbook entitled *Backpack Gold 1* for the first grade elementary school students?

2. How visualized female characters are represented in terms of hair length, clothes, color of their clothes in the English textbook entitled *Backpack Gold 1* for the first grade elementary school students?
3. What is the dominant character represented in the English textbook entitled *Backpack Gold 1* for the first grade elementary school students?

1.3 Purpose of the Study

1. To know how visualized male characters are represented in terms of hair length, clothes, color of their clothes in the English textbook entitled *Backpack Gold 1* for the first grade elementary school students.
2. To know how visualized female characters are represented in terms of hair length, clothes, color of their clothes in the English textbook entitled *Backpack Gold 1* for the first grade elementary school students.
3. To know the dominant character that is represented in the English textbook entitled *Backpack Gold 1* for the first grade elementary school students.

1.4 Significance of the Study

1. Readers

For the readers, the study is expected to provide information on how gender is represented in the English textbook entitled *Backpack Gold 1*.

2. Teachers

For the teachers, the study is expected to help them avoid any social issues that may exist in the English textbooks, such as gender bias.

3. Further researchers

For further researchers, the study is expected to be one of the references to conduct a deeper study about gender representation in any English textbooks.

1.5 Limitation of the Study

In this study, only one textbook is used for the analysis of the gender representation. Another limitation is that only visual analysis is used for the analysis of gender representation in the English textbook.

1.6 Organization of the Study

The present study consists of the following:

The first chapter is Introduction, which provides 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. The second chapter is Theoretical Foundation, which provides Theories and Previous Studies. The third chapter is Research Methodology, which provides Research Design, Data Collection and Techniques, and also Data Analysis. The fourth chapter presents Findings and Discussions. The fifth chapter presents Conclusion and Recommendation, followed by Bibliography and Appendices, which present the sample of data of one unit of the textbook and tables of data.