

CHAPTER ONE

INTRODUCTION

This introductory chapter presents the background of the topic, which the writer focuses on in this paper, related to gender stereotypes in a textbook for grade primary student book, and also two research questions about gender stereotypes in an English textbook.

1.1 Background of the Study

Schools need to have books as a guideline for what will be used in the teaching and learning process. Brown (2000, p. 156) claims that textbooks are standard books that is used in any branch of study in the teaching and learning process at school. Indeed, for Brown, the textbook is the most understandable and the most common form of material support for language instruction and is commonly used in language learning. Textbooks also help teachers to prepare quizzes and exams for their students, based on texts and pictures in the textbook. Therefore, since textbooks are commonly used in schools, it is important for teachers to do textbook analysis. Textbook analysis, including language classes,

should cover texts and pictures in the textbook because the students learn from the textbook.

Textbooks are one of the key factors that is essential to support the educational process, for both teachers and learners. Salamah (2015, p. 1) claims that textbooks are commonly used in many schools. Furthermore, she identifies that textbooks are an important resource and teaching material in education. Textbooks give specific benefits for teachers because textbooks contain presentation of material with examples, activities, and guidance for a course study. Teachers can adopt from the textbook or modify material in the textbooks in order to motivate the students. Hence, textbooks are very useful as well as play an important role in the teaching and learning process.

Textbooks have multiple advantages in the language classroom. Specifically, it is stated by Cunningsworth (1995, p. 83) that they become a resource for presentation of material and a source of activities for learners' practice and communicative interaction. Generally, they also provide a syllabus, a Table of Contents, ideas for classroom activities, a CD for listening, a self-directed learning guide and support for less experienced teachers who need to gain confidence.

Apart from the above aspects about textbooks, when choosing a language textbook, it is also necessary to consider which language skills are required for the teaching and learning process. All the language skills are covered in *English Chest 2: Student Book*, namely, listening, speaking, reading, and writing, which make this textbook appropriate for research. This textbook is suitable for visual learners because it contains many pictures that are colourful and eye catching; it is suitable

for auditory learners because it has a CD to listen to English songs to help the students learning based on real life situations; and it is also suitable for kinesthetic learners since some of the songs generate movement. Therefore, all the students do activities which are suitable for their learning style. The students have ample opportunities to imitate what they see, read and hear in the textbook and CD. For instance, they can imitate how to pronounce words correctly. The writer also thinks that this textbook provides simple words and explanations that are appropriate for their age. That is why this textbook is suitable for the students in Grade Two primary school to learn English.

Some textbooks, however, convey examples of gender stereotypes and gender bias. Gender is defined by American Psychological Association (APA, 2011, p 1), as the behavior that a culture associates with a person's biological sex. It is a term that defines males and females as having certain attributes of norms, rules, and social expectations (Sunderland, 1994, p. 7). Yang (2016, p. 675) states that gender has become an issue in many different countries until the present time.

Textbooks used by students can also influence their thinking, even from the illustrations. "... I feel that our textbooks will be better if we try to portray the world as it is and not as we would like to be" (O'Neil, 2012, as cited in Salamah, p. 3) Even though students have little awareness about gender representation and gender bias in an English textbook, children who learn from the English textbook can easily be reminded subconsciously about gender issues. For example, regarding the traditional colours of clothing, females often wore pink while males often wore blue (Ben-Zeev & Dennehy, 2014, p. 1). This traditional concept of colours could

influence the students' thinking that the pink colour is commonly worn by females whereas the blue colour is commonly worn by males. Thus, it is necessary to study gender representation in the English textbook, and this has become one of the reasons the writer analyzes this topic. The other reason the writer would like to analyze this topic is because the present writer thinks it is appropriate since this textbook for Grade Two has not been analyzed regarding the traditional colours of male and female yet. However, some other grades of this textbook have been analyzed, namely, Grade One and Grade Six, but no formal textbook analysis has been found for Grade Two. Therefore, this study fills in a research gap regarding an analysis of the textbook.

1.2 Statement of the Problem

Based on the above information, the following two statements of the problems are formulated as follows:

1. How are colours of clothing and hair length represented for males and females through visuals in the English textbook for Grade 2 primary school pupils entitled *English Chest 2: Student Book*?
2. Are males and females represented stereotypically in the photographs and line drawings of *English Chest 2: Student Book*?

1.3 Purpose of the Study

This study is conducted to find out:

1. How colours of clothing and hair length are represented for males and females through visuals in the English textbook for Grade 2 primary school pupils entitled *English Chest 2: Student Book*.
2. Whether males and females are represented stereotypically in the photographs and line drawings of *English Chest 2: Student Book*.

1.4 Significance of the Problem

The findings of this study are expected to give a significant contribution and a valuable input for the English foreign language teaching and learning process. Theoretically, this study is expected to enrich applied linguistic students regarding the aspect of visual analysis of an English textbook, especially concerning the topic of the portrayal of males and females through visuals in the pictures of an English textbook for primary school entitled *English Chest 2: Student Book*. The findings of the study can be used as one of the references for future visual analyses of English textbooks.

Practically, the result of this study is expected to be a consideration when teachers select a suitable English textbook for the teaching and learning process based on the criteria of visual analysis of gender. Referring to this study, teachers are expected to be able to select an appropriate English textbook to use in language teaching based on gender illustrations.

1.5 Limitation of the Study

This research focuses on identifying the portrayal of gender representation in *English Chest 2: Student Book* through visuals. This research is concerned with a portrayal of differences between males and females through a visual analysis in the pictures of *English Chest 2: Student Book*; particularly, the writer only analyses the two aspects, namely, colours of clothing (only blue and pink) and hair length for males and females in this textbook by looking at the photographs and line drawings from Unit 1 until Unit 3. The analysis only focuses on the pictures that the students see in the units of study in the textbook, and therefore excludes pages seven until nine since the pictures on these pages are the same as, the ones on pages 18, 19, 14, 15, 16, and 17 respectively since they are the same as the pictures in the units that the students study in the book. The cover is not analyzed because it is not part of the teaching and learning process.

1.6 Organization of the Study

This thesis is divided into five chapters. Chapter One is Introduction. In this chapter, the general description of the paper is elaborated. It includes 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. In this chapter, the theoretical framework that is relevant with the study serves as the foundation for the data analysis. Chapter Three is Research Methodology: This chapter discusses the method of the study. It covers the design of the research, subject of the study, data

collection and analysis of data. Chapter Four is Findings and Discussion; in this chapter, the findings of the research are presented and discussed. The last chapter is Chapter Five, which presents the conclusion. Finally, there is Bibliography and then Appendices, namely, tables of data in Appendix 1 and a sample of one unit from the textbook in Appendix 2.

