

CHAPTER ONE

INTRODUCTION

This chapter presents an overview of gender representation related to playing activities in the textbooks. This chapter is divided into six sections. There are Background of the Study, Statement of the Problem, Purpose of the study, and Significance of the Problem. Limitation of the Study and Organization of the Study. They will be presented respectively.

1.1 Background of the Study

In teaching, textbooks are considered to be powerful sources to help a teacher accomplish the teaching and learning process. Tom Hutchinson and Eunice Torres (1994, pp. 315–328) write about the importance of textbooks in teaching and learning English. They state, “We first consider the role of the textbook in terms of its normal day-to-day use in teaching and learning English.” They declare that textbooks have a vital and positive part to play in the everyday job of teaching and learning English. Textbooks play a very important role in EFL education since it is generally through textbooks that learners get acquainted with the target language’s culture and values. Apart from the above aspects about textbooks, when choosing a textbook, the visual aspect should be considered.

The textbook series entitled *My Pals are Here!* is suitable for visual learners because it contains many pictures that are colourful. The researcher also thinks that the textbooks *My Pals are Here! 1A*, is suitable for students in level kindergarten school to learn. This study attempts to analyse gender representation of playing activities in four English textbooks entitled *My Pals are Here! English 1A*, published in Singapore by Marshall Cavendish Education. These textbooks are used in a kindergarten school in Bandung.

Previous studies on textbooks in Indonesia found unequal representations between men and women, for example, in the study of Fadhila Yonata and Yan Mujiyanto (2017) entitled *The Representation of Gender in English Textbooks in Indonesia*. They analysed two textbooks that used regularly in Senior High School in Semarang, namely, *Bahasa Inggris* (henceforth BI) and *Aim High* (henceforth AH). They found that both *BI* and *AH* are similar in the domination of male over female in the exercises and images; they are also similar in depicting male characters engaged with higher education, social, and outdoor-based activities. (Yonata & Mujiyanto, 2017, p. 91). Another relevant study is by Azizah (2017), entitled *Gender Portrayal of English Textbooks in a State Islamic Junior High School in Gowa Regency, South Sulawesi, Indonesia*. Azizah's research was qualitative in nature. In the textbooks she analyzed, she found that the pictures show men being represented in powerful positions and women are represented in inferior positions (Azizah 2017, p. 220).

The previous studies above found that gender bias still exist in English textbooks used in Indonesia (Yonata and Mujiyanto, 2017; Azizah, 2017). So far there has been no study conducted using the textbooks *My Pals are Here!* to fill in

this gap from the previous studies in Chapter Two, the researcher decides to conduct a study on visual analysis in *My Pals are Here*.

1.2 Statement of the Problem

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

1. What is the percentage of the gender representation of boys and of girls in *My Pals are Here! English 1A*, through visual analysis of the pictures?
2. How are boys and girls represented in the pictures of playing activities in *My Pals are Here! English 1A*?

1.3 Purpose of the Study

The study has the intention:

1. To give the percentage of the gender representation of boys and of girls in *My Pals are Here! English 1A*.
2. To show how boys and girls are represented in the pictures of playing activities in *My Pals Are Here! English 1A*.

1.4 Significance of the Problems

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. This study is expected to give some input to applied linguistics students regarding the aspect of visual analysis of an English textbook, especially concerning the topic of playing activities through visuals in the pictures of the English textbooks entitled *My Pals are Here!* The findings of the study can be used as one of the references for future visual analyses of English textbooks. The result of this study is expected to be a consideration when teachers find 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 analysis. Teachers can find the reasons teachers should analyze textbooks before using them, a valid theoretical background to conduct another study in the same field by reading this study. Kindergarten teachers in particular can find:

1. Visual analysis techniques to analyze gender representation in terms of toys and play preferences in English textbooks, *My Pals Are Here! English 1A*.
Visual analysis techniques to analyze gender representation in terms of playing activities preferences in other textbooks.

1.5 Limitation of the Study

There are two limitations of this study. First, this study only focuses on the visual analysis of playing activities in the English textbooks *My Pals are Here! 1A*, with Judy Ling & Anne Smith as authors, published in Singapore by Marshall Cavendish Education. Second, only one textbooks are analyzed from the series of textbooks entitled *My Pals are Here*. These textbook is for kindergarten grade, which are specifically for kindergarten school.

1.6 Organization of the Study

This study is organized into five chapters, preceded by Acknowledgements, Table of Contents and Abstract. 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 a visual analysis of gender regarding playing activities. Chapter Five is the final chapter, presenting the conclusion for the total study. At the end of the study, Bibliography and Appendix can be found. The Appendix shows the complete material from one unit of *My Pals are Here! 1A*, also the coded data from the textbooks *My Pals are Here! 1A*.

