

CHAPTER ONE

INTRODUCTION

This chapter discusses the importance of representing gender equality in textbooks in schools and it is divided into six sections. They are 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. They will be presented respectively.

1.1 Background of the Study

School is a place for students to learn. According to Ching (2014) school becomes an important place for students to observe, imitate, achieve, apply, and reinforce their attitudes towards gender (p. 3). In addition, students will see the social world through gender depictions of the various roles and social status indicated in textbooks (Yeung, 2013 as cited in Ching, 2014, p. 4). Thus, the headmaster and the teachers has to get involved in choosing textbooks which depict gender.

Previous studies have already propounded several gender representations in textbooks. For example the study of Kinasih (2016) investigated gender representations in an English textbook for the seventh graders of Junior High School in Indonesia entitled *Bright* (p. 22). She found that gender bias and stereotypes present in the representation of males and females in occupational roles, hobbies, and activities (Kinasih, 2016, p. 30). Another study by Sari (2011) evaluated gender representations used in Yogyakarta, entitled *Learn English with Tito* published by PT. Mutiara Permata Bangsa. She found that male characters appears frequently in occupation context than females (Sari, 2011, p. 98). Moreover, Toci and Aliu (2013) as cited in Kinasih (2016) stated that textbooks that students use in classrooms might have an essential role in educating students, because in addition to being a source of information, textbooks is also used as a way to create students' views of everything that is acceptable in society (p. 22). Therefore, textbooks in schools become one of the significant roles in determining students' perceptions of their gender identity.

Previous studies of Azisah (2017), Kinasih (2016), and Sari (2011) found unequal representations between male and female in textbooks in Indonesia. For example, the study of Sari (2011) found that ordinary job, such as school cleaning, which is usually known with low salary, is represented by male (p. 95). Meanwhile, females are more known as high-spirited women who work as a journalist and a reporter (Sari, 2011, p. 96). Other previous studies on textbooks outside Indonesia such as Kuruvilla and Thasniya (2015) and Wu and Liu (2015) also found gender inequality between male and female. For example, the study of Kuruvilla and Thasniya (2015) found that males appear in specific roles like a

shopkeeper, a boatman, a lorry driver, a joker, a bullock carter and other roles that demand the use of tools and machinery, whereas females are represented as a fortune-teller, a fairy, and several roles relating to agriculture such as planting, hatchery, and many others (p. 21).

The issue about gender inequality might happen because the headmaster and the teachers are not aware of the gender inequality issue that might be embedded in textbooks. Since textbooks are one of the primary teaching materials which students used both in school and at home, gender inequality in textbook needs to be erased (Azisah, 2017, p. 218). Textbooks might also influence the teacher's primary role of facilitating learning such as in transmitting model of social behavior, norms and values, including those related to gender (Azisah, 2017, p. 218). Thus, it is necessary for us to promote gender equality in textbooks from this age because it is the appropriate time to develop into adolescents, categorize gender concepts, and get involved in the process of gender construction (Kinasih, 2016, p. 24).

The previous studies above found that gender bias still exists in primary English textbooks, especially in terms of sports or hobbies and occupations. However, none of them has ever evaluated an English textbook entitled *Aim High Student's 1* used in a junior high school in Bandung. With this in mind, the researcher will conduct a research specifies in gender representation in primarily English textbooks used in a junior high school in Bandung. This study will investigate whether or not, both male and female are represented equally.

1.2 Statement of the Problem

This study has two research questions as follows:

1. How does *Aim High Student's 1* textbook represent male and female characters in sports or hobbies?
2. How does *Aim High Student's 1* textbook represent male and female characters in occupations?

1.3 Purpose of the Study

The purposes of this study are:

1. To know how male and female characters are represented in sports or hobbies in *Aim High Student's 1* textbook.
2. To know how male and female characters are represented in occupations in *Aim High Student's 1* textbook.

1.4 Significance of the Study

This study is significant for three reasons. Through this study, school headmasters will be aware of gender bias in English textbooks; therefore, schools will be more selective in choosing English textbooks. In addition, through this study, teachers will be more careful in explaining the material and also in giving examples because English material might contain gender bias. Besides, the parents will be aware and will also check their children's English textbooks to ensure that the textbooks do not have gender inequalities and also help straighten their children's perceptions when gender inequality is found in the textbooks.

1.5 Limitation of the Study

The subject of the research is only one particular level in an English textbook used in one particular junior high school in Bandung, Indonesia. Moreover, in this study, gender is seen only from two sides; male and female because the Indonesian government applies a heteronormative standard where there are only two genders, male and female (Ena, 2014, p. 4). Therefore, the study only analyzed the frequency of sports or hobbies and occupations.

1.6 Organization of the Thesis

This study consists of five chapters, preceded by Preface and Approval Sign, Table of Contents, and Abstract. Chapter One is the Introduction, which includes six sections. They are 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 contains the analysis of Theoretical Foundation, which contains five sections. They are Gender Definition, Gender Representation Definition, Previous Studies of Textbook Analysis in Indonesia, Previous Studies of Textbook Analysis outside Indonesia, and Conclusion. Chapter Three is the Research Methodology which consists of four parts. They are Research Design, Subject, Data Collections Techniques and Data Analysis. Chapter Four is the Findings and Discussions which consist of two sections. They are the findings of Sports or Hobbies and the findings of Occupations. Chapter five is Conclusion, which includes two sections. They are the Summary and Recommendations. Finally, this study ends with Bibliography and Appendices.