

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter consists of six parts. Those 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**

Textbooks have an influential role in teaching and learning. Pesikan (2003) as cited in Eric (2013) also added that textbooks should be considered as one of the many sources which teachers can take in creating an effective lesson and may offer a framework of guidance and orientation (p. 73). However, Pesikan (2003) as mentioned in Eric (2013) found that textbooks contain implicit and explicit values which may show problematic issues such as gender inequality and are not good for socialization (p. 73). He also said that every textbook has both educational and upbringing role and its aspects is transferring and forming a desirable system of values (Pesikan, 2003, p. 73).

Gender bias still exists in textbooks. Gender bias in texts includes a common pattern in which females were represented less often than males and they were depicted in such gender-stereotyped ways (Blumberg, 2007, p. 4). Moreover, gender bias in formal curricula was seen in how girls are led away

from mathematics and science; while, boys were depicted to be left behind in reading and language skills (Blumberg, 2007, p. 4). Moreover, according to Mirza (2004), the portrayal of genders in English textbooks is in conformity with the social environment and status. Sakwa (2012) examined an English textbook entitled *English in Use, book 2* by Grant and Wang'ombe. The research of Sakwa (2012) found that there was a gender inequality as women were positioned to dominate in the kitchen and were portrayed helpless, weak, and emotional (p. 180). What is more, Craeynest (2015) found that there was a difference between the proportions in the texts and in the images. Male characters are more frequently shown in domains such as agriculture, science engineering and sports than their female counterparts, while women are predominantly engaged in activities related to health, education, leisure, and family (Craeynest, 2015, p. 41). Another previous study, Kunjapaa (2015) used textbooks from two English textbooks from different countries, there were *Finnish Smart Moves 3* and *Mexican Take Care! 2*. Kunjapaa (2015) found that males held the stereotypical positions of power, wealth, danger, and sports on the contrary, females were working in a subordinate position, taking orders.

Two previous studies in Indonesia also show that gender bias is present in English textbooks that are used in Indonesia. This is also proven by Gailea (2013), who found that an English textbook for senior high school used in Serang-Banten, Indonesia that she examined contains unequal treatment of women and men in all aspects of life (p. 5). Gailea (2013) found that males were pictured more than females. Moreover, Azizah (2016) who researched gender representation in an English textbook also found that females are invisible (p.

12). Azizah (2016) examined an English textbook used in State Islamic Junior High School. Azizah (2016) found that there were some stereotyped gender role. For example, female characters were depicted with entertainer roles and doing domestic jobs (Azizah, 2016, p. 97). However, the previous studies have not examined the colour and appearance which are related to the pictures and occupations in the textbook that are to be examined in this research. It leaves a gap to fill.

Accordingly, the researcher is interested in examining one of the English textbooks of junior high school entitled "*Pre-intermediate Students' Book New Success*" that is used in A school in Bandung. The researcher is interested in various representations and application of gender equality in English textbook as seen in clothing colors, occupations, and hair length.

## **1.2 Statement of the Problem**

The study has three research questions:

1. How are males and females portrayed in English textbook entitled *Pre-Intermediate Student's Book New Success* in terms of clothing colors?
2. How are males and females portrayed in English textbook entitled *Pre-Intermediate Student's Book New Success* in terms of occupations?
3. How are males and females portrayed in English textbook entitled *Pre-Intermediate Student's Book New Success* in terms of hair length?

## **1.3 Purpose of the Study**

The study has three purposes as follows :

1. To know how males and females are portrayed in English textbook entitled *Pre-Intermediate Student's Book New Success* in terms of clothing colours.
2. To know how are males and females are portrayed in English textbook entitled *Pre-Intermediate Student's Book New Success* in terms of occupations.
3. To know how males and females are portrayed in English textbook entitled *Pre-Intermediate Student's Book New Success* in terms of hair length.

#### **1.4 Significance of the Problem**

This study is significant in three ways. First, it can increase teachers' awareness of gender bias in textbook; therefore, teachers will be more careful when choosing the material to prevent gender bias. Second, the study can make the readers aware of gender bias in textbooks. Third, it can help other researchers to be interested in investigating gender inequality in textbooks.

#### **1.5 Limitation of the Study**

This study is limited by four aspects. Firstly, only one English textbook entitled *Pre-Intermediate Student's Book New Success* was examined. Secondly, the English textbook that was examined is only used in one of junior high schools in several schools in Indonesia. Thirdly, the topic of gender is only divided into males and females. Lastly, only the male and female characters' clothing colours, occupations , and hair length were discussed.

## **1.6 Organization of the Study**

This chapter is composed of five parts. The first chapter is the Introduction, which 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 Study. The second chapter is the Theoretical Foundation. The third chapter is about the Research Design, Subject, Data Collection Techniques, and Data Analysis. The fourth chapter is Findings and Discussion. The fifth chapter contains Conclusion and Recommendation, which are followed by Bibliography and Appendices. All chapters will be presented sequentially.

