

CHAPTER ONE

INTRODUCTION

This chapter discusses the introduction of this study. In addition, this chapter 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. They will be presented respectively.

1.1 Background of the Study

A textbook holds an important role in teaching and learning process. Besides, textbook serves as the most important teaching and learning guidance and instruction for the teacher and learner to do activities in the classrooms (Pinter, 2006, as cited in Sari, 2011, p. 85). Other than that, a textbook helps learners to obtain knowledge including exercises that they need and provides the teacher with many contents and exercises. According to Bahman and Rahimi (2010, p. 1), what is taught in classrooms, for example topics of reading passages or grammars help the learners to learn a language. Moreover, material from textbooks help the learners to learn and know about gender roles (Jean & Yuit, 2012, p. 2).

Gender equality deals with the condition in which the position of man and woman is equal and they get equal rights and opportunities (LeMoyne, 2011, p. 1). It is an important thing for learners; yet, it is difficult to find gender equality in real life, especially in English textbooks. . For example, in real life, people always think that men should have short hair, and it affects how men are portrayed. In the textbooks, men are shown as ones with short hair. Previous studies have shown that there are still gender inequality in the presentation of men and women in textbooks (e.g., Bahman & Rahimi, 2010, p. 277; Jean & Yuit, 2012, p. 2). For example, male characters have been used far more frequent than female characters (Jean & Yuit, 2012, p. 2). Another example is that male names and pronouns are used more than female names and pronouns (Bahman & Rahimi, 2010, p. 277)

Gender equality in textbook could be identified through visual contents, such as colour and pictures, or textual contents, such as firstness and adjective. For example, in the study of Azisah (2017, p. 221), males were illustrated in traditional male professions like a professional, a bus driver, a firefighter, and a taxi driver while females were illustrated as a teacher and a secretary. In the examination of nouns that are used to describe both genders; male bosses and friends were much more common than female ones (Stockdale, 2006). It shows that inequality in gender representation still exists in the textbooks.

Many previous studies in Indonesia investigated gender equality in English textbooks (e.g. Islam & Asadullah, 2016; Kinasih, 2016; Azisah, 2017). The study of Islam and Asadullah (2016) showed that there is high share of male in male-female distribution in junior high school English textbooks in Indonesia (55:45). Compared with the study of Asadullah (2016), the study of Kinasih (2016, p. 26)

showed that gender inequality and sexism which based on occurrence of female and male characters is less visible in the textbooks she investigated. It shows that in Indonesia, gender inequality still exists especially in English textbooks in Indonesia.

With this in mind, the researcher will examine a junior high school English textbook entitled *English in Mind*. Specifically, the researcher will investigate firstness (pronoun and proper noun) and hair length in the textbook. This study will discuss whether gender equality exists or not in junior high school English textbooks. Moreover, this study aims to give awareness both to teachers and learners in Indonesia that both men and women should be equally represented. Therefore, the number of gender inequality in textbooks might be balanced. In addition, the purpose of this study is to improve the quality of English textbooks regarding gender equality so that they can be a better guidance for the teacher and learners in demonstrating gender equality.

1.2 Statement of the Problem

This study has two research questions, they are as follows:

1. How does *English in Mind* represent women and men in its visual contents (hair length)?
2. How does *English in Mind* represent women and men in the use of firstness (pronoun and proper noun)?

1.3 Purpose of the Study

This study has two purposes, they are as follows:

1. To know how *English in Mind* represents women and men in its visual contents (hair length).
2. To know how *English in Mind* represents women and men in the use of firstness (pronoun and proper noun).

1.4 Significance of the Problem

This study has three important significances. First, the author of English textbooks who reads this study will be aware of gender equality in the content of textbooks. Therefore, the author can be more selective with this aspect when writing a textbook. Second, the publisher will be more aware of gender inequality in the content of English textbooks that they publish. The publisher can be more careful when checking the textbooks before publishing them. Third, readers who read this study will increase their awareness of gender equality and gender bias in English textbooks.

1.5 Limitation of the Study

This study has three limitations. First, this study only investigates one English textbook for 8th grade of junior high school. Second, this study is only limited to the analysis of firstness and visual content (hair length). Third, this study uses a quantitative method, and also uses content and visual analysis.

1.6 Organization of the Study

This study is divided into five chapters. Chapter One is Introduction that 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 that includes Introduction, Gender and Gender Equality, ELT in Indonesia, Previous Studies in Indonesia, Previous Studies from outside Indonesia, and Conclusion. Chapter Three is Research Methodology that includes Research Design, Subject, Data Collection Techniques, and Data Analysis. Chapter Four is Findings and Discussion and it is divided into two sections, the findings and discussion of hair length and the use of firstness. Chapter Five is Conclusion and Recommendation that includes Summary of the Finding and Recommendation. For Recommendation, it divided into two sections which are Recommendation for Schools, Teachers and Textbook' Publishers. Finally, this study ends with Bibliography and Appendices.