

# CHAPTER ONE

## INTRODUCTION

This chapter presents Background of the Study, Research Questions, Purpose of the Study, Significance of the Study, Limitation of the Study, and Organization of the Study.

### 1.1 Background of the Study

Textbook is one of the most common media used in teaching and learning process. Textbook is very helpful to help teachers fulfill the aims and objectives of their course. This is in line with Anjaneyulu's (2014) statement, "Textbooks are the most important elements of teaching process for the aims and objectives of a course." (p. 181).

However, there are still some disadvantages in using textbook as a teaching material. One of them is not all textbooks contain suitable materials for the learners. Richard (2001) and Ur (1996) stated that one of the disadvantages of using textbook is the textbook contain irrelevant contents (as cited in Awasthi, 2006, p. 4). Scott (1980) stated that as children spend a lot of times reading

textbook in the school, textbook may affect the children's attitudes, behaviour, and values (as cited in Yang, 2015, p. 2). Moreover, gender representation in textbooks have a big role in society. Kereszty (2009) claimed that the portrayal of "gender-specific expectations norms, and behaviours" in textbook might result to social inequalities happens in the society (as cited in Yang, 2015, p.2). Gender bias is a condition where one gender is become more favorable than the other as Mills (1995) stated that when we think deeply, most culture and its relationship with language treat women oppressively (p.1). Wrong selection of textbook could lead to a change in the students' perspective of society. As a result, if the teacher does not choose a suitable textbook to guide the students, it will not just affect the result of learning but also will affect the students' values, behaviour, and also attitudes. Kizilaslan (2010) also supported Scott's (1980) statement by stating that the development of children's affective and cognitive by the existence of gender stereotypes in textbook (as cited in Yang, 2015, p. 2). For example, if a kid being exposed to a book which direct or indirectly stated that men is more superior than women, when he grows up he might think that it is normal to treat women badly since he learned that in the book.

The impact of gender stereotypes existence could be worse if the teacher uses a textbook as one of their teaching aids without examining the textbook first. Cunningsworth (1995) stated that in textbook evaluation, teachers should examine the materials carefully, looking at the learners' need, the goals, the methods and each particular teaching program values (as cited in Anjaneyulu, 2014, p. 183). More clearly, in examining the textbook, teachers also need to pay more attention to the visual aids. In addition, Graves (2000) listed some of the dangers of using a

textbook in teaching process. One of the danger is “the irrelevance or inappropriacy of contents with the students” (as cited in Anjaneyulu, 2014, p. 182). The irrelevant contents are not limited to the textual context, there is a possibility of the appearance of irrelevant or inappropriate visual contents. To sum up, teachers should evaluate the textbooks first to avoid any exposure of unrelated or inappropriate contents to the students.

Based on all the experts’ assumptions that have been mentioned above, it is very important to evaluate a textbook before teachers could use the textbook to be one of their teaching aids. However, even if it is so important to evaluate the textbook, there are still lot of teachers who skip the evaluation as Salamah (2014) found that most English teachers in Indonesia use textbook without analyzing the content first because it takes time. Most teachers just use the textbook that is provided by the school because they do not have enough knowledge to analyze the textbook (Salamah, 2014, pp. 1-2).

There are some previous studies found related to gender representation in textbooks. The first one is a study from Yang in 2015. The main point of his analysis are male and female characters in several English textbooks, especially their hair length, clothing, and the colour of the clothing that represent each gender. Yang (2015) still found the existence of gender bias in textbooks in Hong Kong. The second is a study from Jannati (2015) in Indonesia. She discovered that gender stereotype still exist in pre-intermediate English textbooks. She found that women were portrayed as mothers, wives, or a babysitters. On the other hand, men had a bigger role and wider activities than women, such as being politicians, leaders and doctors.

Furthermore, the researcher decided to only analyze the target textbook by using visual analysis. When Yang (2015) analyzed the textbook for 3<sup>rd</sup> and 5<sup>th</sup> grade of elementary school and Jannati (2015) analyzed junior high school level, the subject of this research is a textbook for 4<sup>th</sup> grade of elementary school. Moreover, this study is conducted in Bandung, Indonesia. Therefore, it is very important to analyze the textbook especially in terms of gender representation. The study is needed to avoid the teachers to face some confusion in teaching process and also keep the students from the exposure of wrong view of gender representation especially gender bias. As a result, the teachers should be able to analyze the textbook before they use it as one of their teaching aid. This study will focus on Ling & Smith's "My Pals are Here!" English textbook 4A. The textbook is chosen because it is very popular, reprinted about five times since it was published in 2006 and the textbook is still being used in one of private elementary schools in Bandung.

## **1.2 Statement of the Problem**

This study attempts to answer the following questions:

1. How are male characters represented visually, especially in hair length, clothing, and the color of clothing in Ling & Smith's "My Pals are Here" English textbook 4A?
2. How are female characters represented visually especially in hair length, clothing, and the color of clothing in Ling & Smith's "My Pals are Here" English textbook 4A?

3. How does Ling & Smith's "My Pals are Here" English textbook 4A portray gender representation?

### **1.3 Purpose of the Study**

1. To examine how male characters are represented visually especially in hair length, clothing, and the color of clothing in Ling & Smith's "My Pals are Here" English textbook 4A.
2. To discover how female characters are represented visually in terms of hair length, clothing, and the color of clothing in Ling & Smith's "My Pals are Here" English textbook 4A.
3. To know how Ling & Smith's "My Pals are Here" English textbook 4A portrays gender representation.

### **1.4 Significance of the Study**

1. Readers

For the readers, this study is expected to provide information of how gender is represented in book Ling & Smith's "My Pals are Here" English textbook 4A.

2. Teachers

For the teachers, this study is conducted to help the teachers to have some references or informations related to gender representations so that they could analyze a textbook before deciding it to be their appropriate textbook for teaching.

3. Further Researchers

For further researchers, this study is expected to be a reference to conduct a deeper research about gender representation in any English books especially the one that is used in Bandung, Indonesia.

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

In this study, only one textbook is used to analyze the gender representation. This study is limited to the analysis of the human characters in Ling & Smith's "My Pals are Here" English textbook 4A. Non-human characters were not analyzed because there are just a small number of non-human characters appeared in Ling & Smith's "My Pals are Here" English textbook 4A and it was difficult to distinguish the gender. This study only used visual analysis to analyze the gender representation in Ling & Smith's "My Pals are Here" English textbook 4A.

### **1.6 Organization of the Study**

This study consists of five chapters. The first chapter, Introduction, which provides Background of the Study, Statement of the Problems, Purpose of the Study, Significance of the Problem, Limitation of the Study, and Organization of the Study. The second chapter is Theoretical Foundation, which provides the theories and previous studies related to gender representation. The third chapter is Research Methodology, which provides Research Design, Subject, Data Collection Procedure, and also Data Analysis. The fourth chapter is Findings and Discussions which also provides a comparison with the previous study. The last chapter is Conclusion and Recommendation. In the end, there are Bibliography

and Appendices. Bibliography contains the source of theories used in this research. Appendices contain a sample of one unit of Ling & Smith's "My Pals are Here" English textbook 4A, table of contents of "My Pals are Here" English Textbook 4A, table of male and female hair length, table of male and female types and color of clothing.

