

CHAPTER I

INTRODUCTION

1.1 Background of the study

Gender is the behaviors, norms, and roles associated with men, women, girls, and boys constructed in society. These characteristics were built by cultural expectations and norms. Gender is defined by Heren Puspitawati (2013) referring to the economic, social, political, and cultural attributes, also opportunities associated with males and females.

The APA (American Psychological Association) defined gender as the behaviors, feelings, and attitudes that refer to norms and cultural expectations (Mascolo, 2019). Gender affected all aspects of life, from labor and the economy to health, education, and domestic life. The importance of gender equality led the United Nations to include it in the 17 Sustainable Development Goals.

In The Global Gender Gap Report 2016, which is published by the World Economic Forum, Indonesia is in the 88th position out of 114 countries. The report means Indonesia still had gender issues in economic participation and opportunity, educational attainment, health and survival, and political empowerment.

That is proved by the phenomenon in Indonesia where gender is still a problem where equality is absent to be faced by a female. The role and status of females were created by the overarching culture (Hutajulu, 2015). Also,

the statement by Raharjo (1995), which is the image of a female, including gentle and obedient to males, a role as a household manager and a supporter for their husband's career. While the male has an image that belongs to as rational and aggressive, being the head of the family as the protector.

This culture is occurred in every aspect, including in school. Although school is expected to be a safe place, educational development problems are the gap in the quality of education.

The school still becomes a place that normalizes the existence of gender discrimination, especially against females. Reporting from the VOA Indonesia page, Komnas Perempuan said there were 67 cases of violence against females in the education area in 2015-2021.

In the classroom, Smith and Payne (2016) observed that students have their assumptions regarding the role of gender. One of the cases was researched by Wahyuningsih, and Komalasari (2014). They found out of 123 high schools in East Jakarta, only 32 schools had female student council leaders.

The specific case occurred in a public high school in Garut, West Java. Nadhifa, one of the female students decided to cancel being a candidate for student council leaders. She made the decision triggered by the environment supporting males to be leaders. That research found that female students interested in a particular subject may be discouraged when the environment tells them such a subject is not a feminine topic.

Another case was found by Ampera, D. (2012) that some school activities still have a gender bias. Schools located in Deli, Medan, and Binjai

still displayed male figures to dominate classrooms and assigned different roles to male and female students. It is confirmed when male students are asked to do labor-intensive work, while female students are given roles in the dining room and kitchen.

Such phenomenon validated the importance of school setting the fundamental knowledge of students, including behaviors that are related to gender equality. Underlying this problem, schools should have a proper function and role to establish the lessons gender-bias-free.

As one of the education institutes, school plays an important role in school. The United Nations recognized those problems and committed to resolving all cases including child socialization, equality of education, domestic and public work, sexual right and health, gender-based violence, and the balance of work and family responsibilities (Connel, 2005).

This has the same goal as a global movement led by UNESCO (United Nations Educational, Scientific and Cultural Organization), Education For All (EFA)'s goals: eliminate gender inequality for the gap and achieve gender equality. Also, one of the eight international development goals is about promoting gender equality and empowering women. The two goals are addressed in primary and secondary education.

Adopting the EFA goals, the school has the potential to influence students' thought about males and female, and also awareness related to the concept of gender bias. In the education field, Stockwell (2013) argued that gender equality is detected through the use of classroom language and the teaching-learning process. It meant gender equality involves the textbook as

teaching learning material. Sadker et all (2014) found serious concern regarding textbooks as material that students learn the most (80%-95%).

This is evidence of how necessary it is to review and pay attention to the contents of the textbook. The textbook material should present active participation between male and female equality. Nonaka et all (2012) connected the process of transmitting attitudes and social knowledge through textbooks which facilitate social change.

One of the subjects that textbooks as learning material is English learning material. It was stated by the Management of National Education book by the Ministry of Education and Culture Center for Educational Data and Statistic and Culture 2016 regarding the compulsory subjects of education includes 9 subjects of learning 24 hours per week.

As one of the subjects learned in school, English is viewed as the most common language spoken and taught in the world. Since the second world war, English has become the lingua Franca (English Foreign Language) in many domains, including business, international politics, and academia (Rowley-Jolivet, 2017).

In the book 'What Happens in Classrooms? Instructional Practices in Elementary and Secondary Schools (Chen et all, 1999) did the survey. Its result showed textbooks are used in 74% of class and 63% in homework. This made sense that supporting gender-friendly textbooks needs standard source information for learning instruments.

Brugeilles and Cromer (2009) emphasized that textbook material should have an impact in any particular society and across the world

statement. It would assist teachers to create an effective lesson to stimulate students to acquire a clear concept of the subject lesson.

Due to the Curriculum 2013 which is the current curriculum in Indonesia, schools are provided with English textbooks prepared by the government. Opoku-Amankwa (2010) explained that process-oriented research focuses on the life cycle of textbooks, which are the acquisition and authorship of manuscripts, the production process, selection, review, and distribution of books. Researchers found positive effects on students using traditional textbooks to mobilize supplementary knowledge. Thus, the textbook is an important part of the educational environment because teachers rely on them to teach the material and achieve teaching goals.

Moreover, Bruegilles and Cromer (2009) argued that textbooks are a vehicle to interpret and present the knowledge of norms, values, and models in social behavior through the content. Therefore, the school that presents the books must take note of the content of the textbook. As cited in Tegelström (2009), schools shall actively and consciously further equal rights and opportunities for males and females. While Opoku-Amankwa (2010) explained process-oriented research, Lubben and Campbell (2003) explained product-oriented research which explores textbooks as teaching media and visual communication methods, including gender material, cultural sensitivity, and textbook reading ability.

The previous study comes from Cynantia Rachmijati & Sri Supiah Cahyati entitled Gender Representation in English Textbook Grade X. This study examined the representation of gender in “*English Textbook Grade X*”

by Kemendiknas. This study analyzed the display of role, status, environment, culture, and community structures in illustrations and descriptions of the sentence. influence the relationship between males and females in society. The researchers found that the book has visual characters by 4,11%, mentioned characters by 28,77%, social activities by 57,54%, and domestic activity by 9,58%. The result showed the frequency of occurrence in males and females are 51,89% and 48,11%.

The second study Entitled Gender Representation in English Textbooks of 2013 Curriculum in an Islamic Junior High School in South Sulawesi Indonesia by Siti Azisah (2017). The method used in this research was qualitative research by using content analysis on the English textbooks. This study analyzed visibility (visible or invisible), equality (balance or imbalance), stereotyped or non-stereotyped, neutral or gender-based, progressive or non-progressive. The result showed male becomes superior, and it indicates there are still some gender stereotype and gender inequality between male and female.

The third study by Fahriany (2019) on “Gender Representation in English Textbooks for Islamic Junior High School Students”. The study investigated the gender representation in English textbooks for MTs Students. This research was conducted with the qualitative approach by analyzing gender-biased, gender positions, male and female positions, and the explicitly or implicitly presented gender representation in “English on Sky” Grade VIII for MTs/Junior High School. The result showed that the textbook represents

males dominantly. It means the gender positioning is unequal in the gender bias and gender stereotype.

At last, research on comparative content to analyze Malaysian, Indonesian, Pakistani, and Bangladeshi school textbooks (Islam and Asadullah, 2018) proved underrepresentation of females is systematic regardless of the text or pictures. The book designed female occupations to be less prestigious and traditional, their characters are passive and introverted, also being involved in domestic activities. While males represented having a professional role.

The four previous studies presented Gender Representation in English Textbooks. The research concluded that gender representation in that textbook is dominated by the male which means the inequality of gender representations in English textbooks is proven.

Puspitawati (2013) explained that gender equality might be the factor in realizing the rights and potential to achieve a balanced level of education, health, and political participation. Besides, the role of the curriculum is critical to ensure that males and females are given equal opportunities for success and advancement in schools. In addition, recent research conducted in various contexts such as Hong Kong, Sweden, Pakistan, Indonesia, China, Australia, and Japan, Lee (2014) revealed the existence of a hidden curriculum of gender inequality, stereotypes, and bias in textbooks, including English as a Foreign Language (EFL) textbooks. With these considerations, there is a need for investigating the representations of gender issues in textbooks.

The statement by Gharbavi and Mousavi (2012) that “Textbooks play important roles in determining the educational content and policy” brings researchers concern to discover gender representation in English textbooks.

The researcher realize that gender equality should be known in the learning material. To achieve the All (EFA)’s goals: eliminate gender inequality for the gap and achieve gender equality, the researcher will analyze how are females and males represented in Gender Representation in the English Textbook entitled “Stop Bullying Now” for SMA/ MA/ SMK/ MAK Grade XI published by The Ministry of Education and Culture of the Republic of Indonesia. The analysis procedure is adopted from Brugeilles and Cromer (2009) to measure variables of gender representation, which are: (1) analyzing and composing a list of selected main characters, (2) making pre-defined grids to invent the characters, (3) summarizing the information of character and each character in the summary table, and (4) analyzing the general representation of gender portrayal.

Based on that, the researcher will conduct the study entitled Gender Representation in the English Textbook entitled “Stop Bullying Now” for SMA/ MA/ SMK/ MAK Grade XI. The use of this book in formal study as a standard source of information in teaching and learning instrument in Indonesian Public Schools. The book is published by the Ministry of Education and Culture (MECI). Besides, this book is used by teachers in the learning process. In addition, the book "Stop Bullying Now" was chosen for analysis because previous research by Cahya et al (2020) stated that the book "Stop Bullying Now" is a good book category. Besides, the suitability of this

book in terms of content and presentation is determined by the BSNP which has good quality.

The importance of shared value regarding gender representation bring researcher to conduct the study aiming to answer research questions and create new knowledge. At the same time, findings from the study provide practical educational implications in terms of identifying possible ways to respond to the gender challenge, thus this study is expected to be a first move to achieve gender equality in education. This also enlightens teachers about the gender representation in the textbook and assists teachers in creating learning materials, to prepare and manage their lesson that promotes gender representation in the classroom.

In this opportunity, the researcher fully supports the United Nations' Sustainable Development Goal 5 which is to achieve gender equality and empower all women and girls.

1.2 Research Question

Based on the background of the study, the following is the research questions: how are females and males represented in Gender Representation in the English Textbook entitled "Stop Bullying Now" for SMA/ MA/ SMK/ MAK Grade XI?

1.3 Purpose of Study

The objective of this research is to understand the way males and females are constructed in learning materials. The construction of male and

female representation indicates the values and norms revealing the fact of society. The reveal would guide the pupils toward the gender role, then influence their behavior every single choice regarding their daily activities (Brugeilles and Cromer, 2009).

1.4 Scope of Study

This study was carried out based on Gender Representation in the English Textbook entitled “Stop Bullying Now” for SMA/ MA/ SMK/ MAK Grade XI. This study will focus on how females and males are represented in English Textbook by analyzing gender portrayal based on an analysis procedure adopted from Brugeilles and Cromer (2009) to measure characteristics of gender representation.

1.5 Significant of the Study

In general, this study is expected to reveal the gender representation. The researcher also expects this study to enlighten teachers about gender representation in the textbook, to prepare and manage their lessons then present the knowledge of gender in the classroom. This study is also expected to enhance students’ knowledge regarding gender representation.