

GENDER REPRESENTATION IN THE ENGLISH TEXTBOOK

(A Content Analysis of Pathway to English for Tenth Grade

Senior High School Published by Erlangga)



THESIS

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ABSTRACT

This research was aimed at analyzing gender representation in *Pathway to English*, one of the English learning sources. One of the criteria of a good learning source is that it represents gender equity. To ensure that a textbook represents equity, a study to the whole content of the textbook is needed. Gender representation of *Pathway to English* is interested to be analyzed because it is nationally used as the main sources of ELT in Senior High School in Indonesia. Therefore this textbook becomes the media for promoting and educating gender equity.

This is a qualitative research using content analysis. The data of this research were taken from the content of *Pathway to English* that represents gender relation. The data consisted of pictures and texts contained in the textbook and were analyzed by categorizing the content into visibility, occupations, games, firstness, domestic roles, and role models. The data of this research were gathered through document analysis. It was used to describe textual data in textbook.

The result of this research showed gender representation in *Pathway to English* textbook. The data was showed as follows: a) the number of visibility from pictures were 24 for females and 38 for males; b) the number of occupations from pictures and texts in the textbook were 23 for females and 55 for males; c) the number of games or sports were 5 for females and 21 for males; the number of firstness from dialogues were 4 for females and 11 for males; the domestic roles were 14 for females and 5 for males; the role models from texts and pictures were 14 for females and 37 for males. According to the data, there are still gender stereotypes in textbook. Overall, the author of *Pathway to English* textbook has tried to promote and educate gender equity in textbook.

Keywords: Textbook, Gender Representation

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CHAPTER I

INTRODUCTION

A. Background of Problem

In teaching and learning process of the English language, numerous elements could affect the outcomes of learning for students which elements support effective instruction. These are learning environment; clear and share outcomes; varied content, materials and methods; practice and feedback; complex thinking and transfer.¹ These five elements are complement and enhance one another. Additionally, according to Haryono, materials mean anything which is used to help for teaching language learners.² Therefore, these elements foster student comprehension with the goal of improving students' achievements in learning.

From several elements above, the textbook becomes one of the material resources that contributes a lot to the success of teaching and learning. This is because the textbook is a prominent role as main sources for education. According to Cunningsworth, some functions of textbook are as resources for presentation material, activities for learner practice and communicative interaction, simulations and ideas for classroom language activities, a syllabus, self-directed learning and supporting experienced for teacher.³ Besides, textbooks are also become a framework, syllabus, ready-made text and tasks, economy, convenience, guidance and autonomy.⁴ For teachers, textbook assistance, and support systems to achieve the aim of teaching and learning processes. Teachers also can save their time and focus on teaching processes without arranging assignments for students. They are

¹ "Elements of Effective Instruction",
www.greatschoolspartnership.org/resources/elements-of-effective-instruction/, (accessed at 11 June 2020)

² Y. M. Harsono. "Developing Learning Materials for Spesific Purposes". TEFLIN Journal, Vol. 18, No 2, August 2007, p. 170

³ Allan Cunningsworth, Choosing Your Coursebook (Thailand: Macmillan Education, 1998), p. 7

⁴ Penny Ur, A Course in Language Teaching, (Cambridge: Cambridge University Press, 2009), p. 184

able to modify and motivate based on student needs. For students, the textbook is a source to get linguistic input. They are allowed to learn before and review after the learning and teaching process. Consequently, one of the successful learning and teaching process factors is dependent on the textbook.

Besides, the abundant of published textbook EFL in commercial is challenging task for selection and evaluation. In general, textbook may be suitable for teaching and learning but it isn't including with guarantee for certain learning objectives. Also, there is no book which is designed for general consumption. For instance, every learner has different characteristics. The certain way for teaching is effective solutions based on student needs. However, developing a good-quality textbook needs comprehensive considerations of lot of aspects. According to Campbell in Ena determined some qualitative criteria for selecting a good textbook. First, the materials are unbiased and non-stereotypical. Secondly they should have comprehensive, complete, and inclusive view of society and its history.⁵ Third, materials should have diverse viewpoints. Consequently, the good materials should represent group equally without bias and stereotype which is related with gender issue.

Based on explanations above, gender issue may exist problems in textbook content which should be solved. Gender stereotypes are also still present in teaching materials.⁶In addition, as the increase of gender relation awareness among human being, the government of Indonesia has included gender mainstreaming program to educational aspects. The rules and evaluations strict have been established by Indonesia government for education sector. For gender equity policies, Ministry of Education and Culture No. 84 year 2008 about guideline of the implementation gender

⁵ Ouda Teda Ena. "*Gender Roles Representation in Indonesian School Textbooks: A Visual Content Analysis*", Sanata Dharma University, p. 5

⁶ *Gender Education and Training*, (Luxembourg: Publications Office of the European Union, 2016), p. 3

equity in education. It arranges that each unit of work in education sector should be integrated with implementation of gender.⁷ For textbook management, Indonesia government established National Education Standards Board (BSNP) and Center of Curriculum and Book (Puskurbuk). Those functions are managing the use of textbooks. It conducts the textbook development. Also, National Education Standards Board and Center of Curriculum and Book should supervise the textbook that used by consumer namely teacher and students in Indonesia. Moreover, it controls the evaluation process about textbook distributions either government or trade companies. Further, Indonesia government gives attention to avoid gender issue for textbook of educations. It can be seen for several policies. Thus, Indonesia has been developing gender equity through quality textbook progressively.

In fact, the gender bias still exist in textbook. Some research are discovered the gender inequity in textbook content. According to the result of study was done by Suhartono and Kristina that the representation of males in Indonesia textbook is much greater than females.⁸ Similar, Darni' and Abida' discovered a strong stereotypical image in the textbook that men dominate the public sphere and women the private sphere.⁹ Also, Fahriany, Alek and Wekke found the authors of English for MTs use image are used inequity or unbalance.¹⁰ These are some samples about gender inequity in textbook.

Based on the explanation above, it can be concluded that reviewing gender representation in a textbook is necessary to be done because it will help improving the quality of learning materials. Among many textbooks for students, there is a textbook that needs to be analyzed in relation to gender

⁷ Republik Indonesia, Undang-Undang Kemendikbud No. 86 year 2008 about Pedoman Pelaksanaan Pengarusutamaan Gender Bidang Pendidikan, Article 2

⁸ Suhartono and Diah Kristina, "*Gender Bias in Textbooks and Test Items of English Language Learning in The Indonesian Context*", 4th PRASASTI International Conference on Recent Linguistics Research, Vol. 166, 2018, p. 426

⁹ Darni' and Fithriyah Ida Nur Abida', "Gender Bias in Elementary School Language Textbook", *Interantional Journal of Gender and Women's Studies*, Vol. 5, June 2017, p. 128

¹⁰ Fahriany, Alek and Ismail Suardi Wekke, "Gender Representation in English Textbooks for Islamic Junior High School Students", *Kafa'ah Journal*, 8 (2), 2018, p. 149

representation. As a result, *Pathway to English* revised edition for tenth grade of Senior High School was published by Erlangga which has observed about gender representation in English textbook. The textbook was chosen because it is for national scale user and the implementation of curriculum 2013. This textbook is newest edition that has revised because of some considerations before. It also should reflect the criteria of good textbook based on Education Standards Board and Center of Curriculum and Book which is passed before. Based on considerations, this research was analyzed with title Gender Representation in The English Textbook (Content Analysis of *Pathway to English* for Tenth Grade Senior High School).

B. Operational Definitions

1. English Textbook

Textbook is main source for education sector which takes necessary role in teaching and learning process. Textbooks are the primary material used in teaching a foreign language and language and culture are inseparable.¹¹ Furthermore, the specific textbook for teaching and learning of language in Indonesian government is English Language Teaching textbook. ELT textbook is linguistic source for teaching and learning process. ELT textbook may influence students taught and behavior. Furthermore, most of teachers use textbook as main medium instructional and learning process.

Pathway to English textbook for tenth grade of Senior High School is conducted which is written by Theresia Sudarwati and Eudia Grace and published by Erlangga. It consists of ten separate teaching units, each covering all four skills of reading speaking, listening and writing. Each unit is separated into seven sub-unit. First unit, the title is “Look Around”. Second unit is ‘Let’s Learn More’. Third unit is ‘Cultural Awareness’. Fourth unit, the title is ‘Ways to Say It’. Fifth unit, the title is ‘Act It Out’. Sixth unit, the title is ‘Link It To’. And the last unit, the

¹¹ *Ibid.*, p. 151

title is 'Put in Practice'. This study focused to examine the content of textbook about gender representation.

2. Gender Representation

Gender representation is the way for depicting both gender in the textbook. The equity of depictions with respect to balance or imbalance, that is the fairness treatment gender representation. It is for assessing the how representation in pictures or texts for males and females. Imbalance or unequal representation is that one particular sex was predominant and the other was poorly represented in the texts and/or pictures. Balance or equal representation is both of gender quiet or same depictions in the textbook.

C. Research Questions

How is gender represented in Pathway to English Revised Edition for Tenth Grade Student Publish by Erlangga textbook?

D. Objectives and Significances of The Research

1. Objectives of the research

The objective of the research is:

To examine gender relation is represented in the Pathway Revised Edition for Tenth Grade Student Publish by Erlangga textbook.

2. Significance of the research

a. For writer

This research is expected to in-depth the knowledge about the representation gender in the textbook of Pathway Revised Edition for Tenth Grade Student.

b. For Readers

This research is expected to furnish information gender representation in *Pathway to English* textbook for tenth grade of Senior High School.

c. For other researchers

This research is expected to be able as reference for further research.

E. Review of Relevant Studies

Based on several sources such as journals and previous research related to this research that have relevance with the research topic, the following are the comparison result among previous researches.

The first, a thesis entitled Gender Representation in Indonesia EFL Textbook Exercise: A Critical Analysis of Buku Bahasa Inggris Exercise Published by Kemendikbud written by Aslim Zahri from Faculty of Education and Teacher Training Ar-Raniry State Islamic University Banda Aceh in 2018. The thesis provides some information which is related with systematically of gender representation research. Therefore, it can be acknowledge for this research.

The second research is conducted by the journal of Suhartono and Diah Kristina in 2018, the title is Gender Bias in Textbooks and Test Items of English Language Learning in the Indonesian Context. From the journal, there are two types of gender bias that in majority discovered in the textbook and the test items: the language use and the representation. It is also provided about some education conditions in Indonesia. Hence, the research is relevant to be used as reference.

The third, a journal entitled Gender Portrayal of English Textbooks in A State Islamic Junior High School in Gowa Regency, South Sulawesi, Indonesia written by Siti Azisah in 2016. From the journal, the knowledge about the gender bias, gender equity, cultural identity, gender role base on profession or and other roles which are closest related to the gender knowledge. So, it is available to be used as reference.

F. Structure of The Study

To create a logical, clearly, and systematically discussion of this research, the researcher created a framework to figure the structure of the research. It will be described in this research as follow:

Chapter I contains an introduction which consists of the background of the problem, operational definitions, research questions, objectives, and

significances of the research, review relevant studies, literature review, research method and structure of the research.

Chapter II contains about the theoretical basis of the gender representation in English textbook which is divided into several sub-chapters. First, textbook which divided into sub-topics including definition, function, criteria of good textbook, textbook in Indonesia, EFL textbook and textbook selection. Second, gender which divided into sub-topics including definition, relation between language and gender, gender stereotype and gender bias. Third, relation between gender and textbook divided into gender and textbook in education and gender representation in textbook.

Chapter III contains about the research method that consists of four sub-chapters: type of research, object data, techniques of data collection and technique of data analysis.

Chapter IV contains about the results of the research that consists of three sub-chapters. First is data description of Pathway textbook. Second, data analysis of Pathway textbook. Third is discussion.

Chapter V contains conclusion and suggestions.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the study of analyzing the English textbook of *Pathway to English* published by Erlangga, it can be concluded that the author of this textbook has tried to promote gender equity and avoid gender stereotype. Occurrences data of males are higher than females in all aspects for analyzing gender representation namely, visibility, occupation, game or sport, firstness, domestic role, and role model. For visibility, data shows that both gender represents equally. The other aspect is occupation which most of data portrayed male and female with same occupation principles. Female and male also depicted with same game or sport principle namely physical sport and playing instrumental of music. Further, firstness aspect shows that the dialogues are acceptable for general public without differentiating gender. Moreover, role model data shows that both male and female are depicted with almost same background of model. In other hand, there are still gender stereotype in textbook based on six aspect which domestic role has the highest occurrences of gender stereotypes. Therefore English textbook *Pathway to English* is still acceptable to be used by school because it has tried promote gender equity.

B. Suggestion

Based on the result of study, there are some suggestions that might be useful for the reader, teacher, students and further researcher. The suggestions are following:

1. For the teacher
 - a. Teachers are expected to be aware with gender issue that might influence students in learning process

- b. Teacher are expected to date with gender issue in education sector especially through journals and book.
 - c. Teacher are expected to select textbook before using for teaching and learning process based on good textbook criteria.
 - d. Teacher are expected be creative to modify learning and teaching process to avoid gender issue in textbook.
2. For the students
- a. Students are expected to be more aware and sensitive with gender issue to prevent the persistence of gender issue.
3. For the further researchers
- a. Researchers are expected for doing research with different aspects or exploring gender issue.



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