

**SEXISM IN JUNIOR HIGH SCHOOL ENGLISH TEXTBOOK USED IN
BOYOLALI**

MANUSCRIPT PUBLICATION



Name : Galuh Candra Pratomo
Number : S.200.100.016

**GRADUATE PROGRAM OF LANGUAGE STUDY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2011**

PENGESAHAN

NASKAH PUBLIKASI

**SEXISM IN JUNIOR HIGH SCHOOL ENGLISH TEXTBOOK IN BOYOLALI (2012):
GENDER ANALYSIS**

Telah disetujui oleh :

Surakarta, 17 Desember 2012

Pembimbing I

Dr.Phil.Dewi Candraningrum,M.ed

Pembimbing II

Drs.Abdillah Nugroho,M.Hum

**GRADUATE PROGRAM OF LANGUAGE STUDY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2011

ABSTRACT

GALUH CANDRA PRATOMO. S.200.100.016. *Sexism in Junior High School English Textbook in Boyolali (2011)*. Thesis. Department of Language Study. Post Graduate Program. Muhammadiyah University of Surakarta.

The objective of the research are to find the kinds of sexism in compulsory English textbook used in junior high school English textbook in Boyolali 2011. It starts from the grade VIII and IX.

The method used by the writer is qualitative method. The technique of collecting data is documentation. The data that is collected are in the form of expression that indicates sexism. The expression of sexism is taken from 5 compulsory books for junior high school students. They are used for the grade VIII and IX. The five compulsory books above consist of three publishers. They are Pakar Karya, Erlangga and the Department of National Education. There are 137 data found in this research. The process in data analyzing are giving a code on each data and then grouping the data on the same characteristic and classifying data into the kind of sexism and the last is how to write gender fair textbook.

The result of this research shows that there are expressions that indicate sexism. Those expressions can be categorized into the expression of women marginalization, women subordination, stereotypical element, workload and the last is sexist language. Those kinds of sexism expression appear in the context of picture and text. The expressions that indicate women marginalization have the highest total of the data. There are 66 data found of 137 data. From the two grades of junior high school English textbook, let's talk from the grade ix that published by Pakar Karya has the highest total of data, there are 53 data out from 137 data found.

There are several factors influence textbook's writers to write sexism in junior high school, there are socio cultural factors of why sexism occurred in textbook and writer's concept of the nature of men and women, sex and gender and other factor is government.

Key words: sexism, English textbook, language and society.

INTRODUCTION

The term of sexism becomes a popular word in discussion neither in spoken nor written related to social change in Indonesia since Abdurrahman Wahid (Gus Dur) release roles about gender in each institution not only in government but also in society. So, almost all of explanation about development program of society and non-governmental organization engaged in discussion and conversation about gender. Indeed, what does gender mean? From my observation, it still appears unclear, error understanding about what does the gender concept and related to women's effort for emancipation.

Unfortunately, however, the word Gender become a phenomenon, many people still don't understand that this word is a concept or culture created to develop dichotomy or differences between men and women. Gender is a concept that give describing how society determined roles of men and women which supported by religion, language, culture, tradition, education, economy, and all aspect of human life. The problem is decision of roles between men and women are inequality. In gender concept, the fact found the women are generally assumed to become inferior to many aspects of live; in short, women are located just where men's shadow fall. In the old culture; for example, women were completely determined as servants of men as if their existence were created and devoted only for the advantages of 'the manhood power'. They were made as the kitchen people, assigned as the house keeper and prohibited to taste school. In the majority of societies the world over, males have generally been a privileged and favored gender. Professionally, males have enjoyed a higher social status and more rapid upward mobility compared to females. Socially, female are often placed in subordinate and subservient roles as well. In fact, this reality is culture or social construction because women have a personal quality of intensity as men. But the present organization of society that relegates women to the domestic sphere and to menial duties. The evidence that women have capacity to manage institution and they were brilliant, more rapid and more correct.

Women's institutions are more rapid and more correct. You will often see men of high intellect absolutely stupid in regard to the atmospheric changes, the fine invisible links which connect the forms of life around them, while common women...will seize and delicate these with unerring discrimination.(Cathrine,2005:34.

B. LITERATURE REVIEW

There are several researchers who have conducted the study of gender evaluation. The first research was done by Sameer, *Advances in Gender and Education*, 2 (2010), 22-26. Printed in USA. 2010 Montgomery Center for Research in Child & Adolescent Development, with research entitled "English-Language Textbooks Reflect Gender Bias ". A Case Study in Jordan. The present study examines gender bias in English-Language school textbooks used in public schools in Jordan. The aim of the study is to explore the authors' treatment of jobs attributed to male and female characters. A content analysis of the discourse of textbooks used in grades 1 to 9 has been carried out. The results indicate that the textbooks reflect the culturally-prevalent gender bias. While males practice a variety of jobs and are portrayed as effective and dominant characters in the labor market, females practice traditional jobs such as teachers and nurses. The paper also addresses the implications of the gender-biased messages depicted in textbooks for learners' perceptions.

The second research was done by M. Kobia, John, from MasindeMuliro, 2009, University of Science and Technology, Department of Languages and Literature Education, Kenya, *The International Journal of Language Society and Culture*, with the research title "FEMININITY AND MASCULINITY IN ENGLISH PRIMARY SCHOOL TEXTBOOKS IN KENYA". This study examines the portrayal of gender images in primary school English textbooks using "Let's Learn English series" published by

Kenya Literature Bureau as a case study. The findings indicate under-representation of female gender in authorship, editorship, typesetting, photography and illustrating the LLE textbooks. The findings further reveal that male genders outnumber the female gender in usage of characters portrayed in illustrations, photographs, names and titles used to refer to the genders. The study shows that the LLE textbooks have tried to use gender inclusive, neutral and gender sensitive language. This is a descriptive study using both quantitative and qualitative approaches. Content analysis of male and female images was used in analyzing the portrayal of female and male gender in the 4 sampled “Let’s Learn English textbooks. The study was restricted to primary English School textbooks used in Kenya after the new curriculum was implemented. *Let’s Learn English* series were sampled for content analysis to examine the portrayal of gender images in the textbooks.

The third research is the third Haque, BRAC University Journal, vol. I, no. 2, 2004, pp. 21-32, with the research title; “DISCOURSE of GENDER: CONFLICTING IDEOLOGIES vs. SOCIAL POLICIES”. This paper is loosely based on some of the findings of two postgraduate researches—“Gender Bias in Malaysian English Language Textbooks Used in Secondary Schools” (M.A. Thesis) [32] and “Discourse of Exclusion: A Critical Discourse Analysis of Recruitment Advertisements” (ongoing Ph.D. thesis) [33]. Both the studies are descriptive in nature and focus to some extent on the notion of marginalization and / or exclusion of women from certain professions. It is undeniable the influence that ‘ideology’ has in shaping our thoughts and how we perceive the world at large, as is undeniable the significant role it plays in maintaining the balance of power in a society. It may seem ironic how a society tries to maintain this balance of power by empowering women with equal opportunities, and at the same time—unconsciously and sometimes consciously—suppresses them by taking for granted that the norms of equality will be respected and practiced by everyone. In Malaysia, the ideologies in some school textbooks seem to imply that women are appropriate for certain jobs which are recessive in nature while men for jobs that are more active in nature. In the employment sector,

the government is trying to promote women by giving them opportunities to engage themselves in all types of professions. However, some employees in the private sector do not seem to practice the government policies regarding equal opportunities and tend to reflect the ideologies of the textbooks: they tend to segregate certain jobs according to gender. This paper intends to compare the findings of two studies and elucidate how certain ideologies and policies are conflicting in nature and how they inhibit women from choosing career-advancing choices.

The forth research was done by Chaudhry, Associate professor, Department of Economics BahauddinZakariya University Multan Pakistan and Rahman PhD Scholar, Department of Economics BahauddinZakariya University Multan, Pakistan, European Journal of Economics, Finance and Administrative Sciences ISSN 1450-2275 Issue 15 (2009) © EuroJournals, Inc. 2009, with research entitled “The Impact of Gender Inequality in Education on Rural Poverty in Pakistan: An Empirical Analysis”. The main purpose of this paper is to investigate the impact of gender inequality in education on rural poverty in Pakistan using Logit regression analysis on primary data sets. The empirical analysis of this study is based on primary source of data collected through a household survey from the villages of MuzaffarGarh district of Punjab Province of Pakistan. The survey is based on simple random sampling and stratified random sampling techniques. Information was collected from the household head and other family members from 10 villages of three tehsils (MuzaffarGarh, AliPur and Jatoi) of District MuzaffarGarh. The format of the household survey questionnaire has covered various household's village specific and socio economic characteristics and information were collected through interview of the selected informants and district questioning of household head and other members of target population. The survey was conducted in the months of November-December, 2008. the present

study has attempted to analyze the impact of gender inequality in education on rural poverty in Pakistan by using cross-sectional data and Logit regression analysis. The main findings of the empirical analysis of cross-sectional data are as follows. (1) Gender Inequality in education has significant impact on rural poverty. Female-male enrolment ratio, female male literacy ratio, female-male ratio of total years of schooling of population, education of household head, female-male ratio of earners, age of household head, asset holding and land holding are significant variable having negative impact on the probability of being rural poor. (2) Household size and female-male ratio of members or sex ratio have strong positive relation with the rural poverty and the large presence of these variables increase the probability of being poor. It is concluded that the incidence of poverty is higher in households with lesser number of enrolled or literate females, low educational qualification of females, greater number of females, low or no female participation in earning activity, illiterate household head and large household size. Poverty is also influenced by physical asset and landholding. These findings of the study suggest the importance of a set of policies helpful for poverty alleviation and sustainable development. The policy implications are as follows .It is concluded that gender inequality in education has adverse impact on rural poverty. The empirical findings suggest that female-male enrolment ratio, female-male literacy ratio, Female-male ratio of total years of schooling, female- male ratio of earners and education of household head have significant negative impact on rural poverty. The results indicate that household size and female-male ratio (members) have strong positive association with the probability of poverty. The inverse relation between variables of gender inequality in education and rural poverty suggests that education provides more employment opportunities and rejects poverty in developing countries like Pakistan.

The fifth is research was done by FitriaDwiRahayu, with research entitled “Gender Bias in the English Text Book for the Students of Senior High School”. This paper attempts to analyze the different kind of gender biases are found in the English textbook for the students of senior high school. The research was carried out ethnographically to seven English text books.

In this research, the writer is dealing with the same issue that is gender issue. But in this research, for the subject, the writer focus one English Textbook for Senior High School and for the object, the writer focuses on finding the gender on textbooks for Senior High School by using the qualitative methodology

C. RESEARCH METHODOLOGY

Research method is a strategy employed in collecting and analyzing data to solve the problems that become the object of the study. In here, it will be explained more detail seven points, namely type of research, object of the study, sources of the data, technique of collecting data, technique for analyzing data, data coding and the triangulation of data

1. Type of the Study

An important factor that must be considered before carrying out the research is the research method. Research is the way of doing something. In this research, the writer uses qualitative research. According to Meleong (2007:82), qualitative research is type of research which results of describing the data in the written form or oral form.

According to Bogdan and Biklen (1997:10), the data collected in qualitative research is in the form of words and pictures rather than numbers. The written results of the research contain quotation from the data illustrate and substantiate the presentation. In addition, qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. In this research, the writer uses content analysis to analyze the data taken from English text book. In this paper, the data and the description of the answer concerned appear in words rather than in the number, so the writer do this research by using the qualitative research.

2. Object of the Study

The object of this research is sexism expression in Junior high school it starts from the VII until IX grade of Junior high school English textbook.

3. Type of the Data and the Data Source

a. Primary Data

The primary data will be got from the Junior High School English Textbook

b. Secondary Data

The secondary data will derive from the journal or article or study related with this research

4. Technique of the Data Collection

In this research, the method of collecting data is documentation, according to SuharsimiArikunto (1996:234), documentation is getting the data from the book, newspaper, document, agenda and etc. in this research, and the data is taken from senior high school English textbook, so the writer takes some steps to collect the data as follows:

1. Reading the Junior high school English textbook
2. Selecting and collecting the sentences, conversations, and pictures those are in the Junior high school English textbook.

5. Technique of the Data Analysis

To analyze the data, the writer itself takes steps from the descriptive research by:

1. Classifying the data from the data source based on the characteristic of male and female.
2. Identifying the problems faced in English textbook
3. Defining the conclusion

D. RESULT AND DISCUSSION

1. Sexism

There are 137 datum number, those data collected consist of 57 sentences, 8 conversations and 72 pictures. after the writer selects and collects the sentences, conversations and pictures that are appropriates to be observed, the writer gives a code on each data, after that, grouping the data based on the same characteristics, and the last, the writer classifying the data into kind of sexism. So, in this part, there are two terms, they are grouping the data in the same of characteristics and classifying the data into kind of sexism.

1. Grouping the Data Based on the Same Characteristics

There are nine groups based on these same characteristics, all of the data are represented in the table 1 until 6, namely : the profession for two gender, the characteristics that owned by two genders, the achievement and position for both of them, part of speech, suffix, and the kind of male and female activities that encountered in the textbook.

a. Profession

There are 20 professions that belong to the women and 44 professions belongs to the men. Based on the table above, they can be looked that a profession in the public role is more dominant owned by men instead of women, moreover, the table also shows that the male's professions are more prestigious than the professions owned by the female character. For instance, the profession such as secretary, teacher, shop assistance, barber refer to the female character, while, the profession such as doctor, pilot, businessman refer to the male character. It can be an assumption that there is an inequality toward women and men, so, it can be concluded that male has the higher position that the female side.

b. Achievement and Position

In the entire of English textbooks series, there are one achievement received by the women and five achievements belong to the men. It can be seen that the men often receive the achievement than women. Instead of that, it is become an indication that men here become superior to women.

c. Characteristic

Although, like shown in the table 3, the women characters are more than the men character, we can see that both of them is balance in the positive character, but, we also have to see that there is one character on the women (crying) in the datum 57, one character on the men (strong) can indicate that the women is in the poor condition than men, instead of that the character like angry indicates that the men to be more powerful than women. Moreover, like the datum number 105,106 and 129, strong is often given toward the man; it can be proof that there are two data shown in the table. In the datum number 97 shows that the men become superior in making the decision toward the girl, it is an indication that here the women is still become inferior to men

d. Activities

Many activities that shown in the entire English textbooks that there are many of men's activities those men always do more simple activity than women.

2. Classifying the Data into the Kind of Sexism

After the writer grouping the data into the table that indicate above, the writer classifies the data into the kind of sexism. There are five categories that indicate the kind of sexism, namely: indicating woman marginalization, indicating woman subordination, stereotypical elements, indicating workload and sexist language in junior high school English textbooks.

a .Indicating Woman Marginalization

The expression that indicate about the women marginalization can be seen through the different roles between men and women, women in this case are put in the domestic

role, while the men are put to the activities outside or public activities or public role. The classification of the data can be seen in the table 7.

b. Indicating Women Subordination

The terminology of women subordination seems to be the term of women marginalization because they are some relation one each other (Muthali'in,2001:31). In this case, the data that indicate the women are considered to become inferior to men, here, the writer use two terms indicated the women subordination namely sport, hobby and achievement, there are 22 data found, 14 data show the sport and hobby, 8 data show the achievement.

c. Stereotypical Element

Here, the stereotypical element is divided into two terms namely positive character and negative character, there are 23 data found. They are 20 data of positive character and 3 data of negative character

d. Indicating Workload

Here, the writer do not find the neither picture nor conversation that indicate workload, but the writer has classifying it into the part of the activities done by men and women.

e. Sexist language

The sexist language will be divided into two kind of sexist language such as part of speech and suffix

E. CONCLUSION, SUGGESTION AND REFFERENCE

A. Conclusion

After analyzing, the writer can draw the following conclusion:

There are many kinds of sexism found in the Junior High School English textbooks. According to the writer's analysis, there are five kinds or types of sexism, namely; women marginalization that is divided into public role and domestic role, women subordination that is

divided into sport and hobby and achievement, stereotypical element that is divided into positive character and negative character, workload and the last is sexist language that is divided into part of speech and suffix. The writer can conclude that mostly of the data are found in the third grade English textbook, because from 137 data found, there are 66 data found in it.

From the entire of the data, it can be counted the total of data as follows:

Indicating women marginalization, there are 66 data of 137 data found. Indicating women subordination, there are 22 data of 137 data found. Stereotypical element, there are 23 data of 137 data found Workload; there is no data that indicate workload in junior high school English textbooks. Sexist language, there are 26 data of 137 data found. Therefore, the grand total of data is 137 data. From this research, can be concluded that, there still many of inequalities between men and women in junior high school English textbook, it can be proved that here, female is still marginalized to male, for example in achievement, there are many of prestigious achievements are achieved by the men such as become the winner of the competition, getting scholarship etc. instead of that, it can be seen from the occupation between two gender (male and female)

c. Suggestion

For the text book writer, it could be better to write a gender fair text book in order there is no indication about the marginalization or subordination between women and men. Therefore, as a textbook writer, they should be able to write an equal role especially between male and female in order, there is no indication that in that textbook, the female is marginalized to men or there are no opinion that the men become superior to women.

The writer aware that this research is still far from perfect, so, here, the writer desire to all of the readers to give some suggestion to make this research become better for the next time. For another researcher, the writer deeply hopes that the next researcher will be able to make more complete research than this research, so that, it can be useful for the readers and also improve the quality of the textbook.

REFERENCES

- Arikunto, Suharsimi. 1996. *Prosedur Penelitian*. Jakarta: PT. Bina Aksara.
- Bogdan, Robert and Sari Knopp Biklen. 1982. *Qualitative Research for Education: An Introduction to Theory and Methods*. Newbury Park, CA: Sage Publications.
- Chaterine, Donovan, *Women Discrimination in Textbook* (<http://displace.mah.se/2043/8217.1/gender%20bias%20dalam%20pendidikan.dialogues/> accessed on march.2010 at 11.17)
- Chaundry, associate Professor, Department of Economic Baharudin Zakariya University Multan, Pakistan and Rahman Phd Scholar, Department of Economic Baharudin Zakariya University Multan, Pakistan.
- Coatez, Jenifer. 1998. *Language and Gender. A Reader*. Great Britain: Blackwell.
- Contanzo, Mark and Stuart Oskamp. 1993. *Gender Issues in Contemporary Society. USA: Introduction for Theory to Method*. USA: Allyn and Bacon. Inc.
- SAGE. Publication Inc.
- Eckert, p. 2003. *Language and Gender*. Cambridge. UK: Cambridge University press.
- European Journal of Economic, Finance And Administrative Science, “ *The Impact of Gender Inequality in Education, An Empirical Analysis, 2009*.”
- Fakih, Mansour. 2001. *Analisis Gender dan Analisis Sosial*. Yogyakarta. Pustaka Pelajar.
- Frawley, Timothy. 2005. *Gender Bias in the Classroom: Current Controversies and Implications for Teachers*. *Childhood Education*. Olney: Summer 2005. Vol 81, iss. 4; p.221 (7 pages)
- Haque, BRAC University Journal, Vol 1 No.2, pp 21-32’, *Discourse of Gender Conflicting Ideologies vs Social Policies*, 2004.
- Kereszty, Orsolya. 2009. *Gender in Textbooks. Practice and Theory in System of Education*. Volume 4 number 2. 2009. pg 1-pg 7
- Lakoff (1972:p.36) quoted in Eckert (2003:158) (*ibid*)
- Maehara, Yuki. 2010. *Learners Perception of Gender-Neutral Language in An EFL Textbook*. The Journal and Proceeding of Gale. Vol 3. pp 18-32
- Meleong, Lexy j. 2007. *Metodologi Penelitian Kualitatif*. Bandung. Remaja Rosda Karya

Muthali'in, Achmad. 2001. *Gender Bias Dalam Pendidikan*. Surakarta: Muhammadiyah University of Surakarta

Kobia, John, From Marsinde Muliro University of Science and Technology, Department of Language and Literature Education, *The International Journal of Language Society and Culture, Feminity and Masculinity in English Primary School Textbook in Kenya*, 2009.

Mukarto, Sujatmiko, Murwani, Josephine, Koeswara, Widya, *English on Sky SMP Book VIII*, Erlanga, 2007.

Mustofa, Mikdam Suryatin, Entin, *Bahasa Inggris Untuk Siswa Sekolah Menengah Pertama Dan Madrasah Tsanawiyah*, Titian Ilmu, Bandung, 2005.

Mustriana, Bachtiar, Bima, *Lets Talk IX*, Pakar Karya, Bandung, 2005.

Rahayu, Fitriadwi, *Gender Bias in the English Textbook for the Students of Senior High School*, 2010"

Sameer, *Advance in Gender Education, English Language Textbook Reflected in Gender Bias (A Case Study in Jordan)*, USA, 2010.

Siswanto, Jokodan Arini, Yuniarti Dewi, *Lets Talk VIII*, Pakar Karya, Bandung, 2005.

Stilt, Beverly. 1988. *Building Gender Fairness in Schools*. USA: Southern Illinois University press.

Wardhaugh, Ronald. 2000. *An Introduction to Sociolinguistic*. Oxford: Blackwell .

Wardiman, Antono, *English in Focus For Grade IX Junior High School*, Jakarta, 2008.