

## INTRODUCTION

### A. Background of the Study

*The term of Sexism* becomes popular word in discussion either in spoken or 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. 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? There still unclear about the concept of gender and its relation with the women emancipation

Unfortunately, however, the word Gender becomes phenomenon, many people still do not understand that this word is a concept or culture created to develop dichotomy or differences between men and women. Gender is a concept which describes how society determine the roles of men and women in relation to religion, language, culture, tradition, education, economy, and all aspects of human life. The problem is unequal roles between men and women. In gender concept, women are generally assumed to become inferior to many aspects of life, 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 have an education in their life.

In the majority of world societies, 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 cultural or social construction because women have a personal quality of intensity as men. But the present organization of society relegates women to the domestic sphere and to menial duties. The fact is that women have more capacity to manage institution

In this case, Women have more capabilities to do something as well as men do. 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; Donovan, 34.2005)

In the past century, there have been changes in society regarding attitudes and traditional roles. In Sweden for example, women can now vote and men are not laughed at home taking care of their children. Yet, women and men are still not an equal footing in society and there are still changes to be made to achieve equality. One area to start with is education.

In the US, the facts speak for themselves-today women are having a greater impact on business and politics than ever before. It wasn't until 1971, less than 40 years ago, that women were able to vote in Switzerland. Fast forward a few decades and following the most recent election, the Conceal Federal is now made up of a majority of women (four out of seven).

Women held 49 percent of the jobs in the US and 50 percent of all managerial positions. Even a report from the US department of Labor back from the US

Department of Labor back in 2006 noted that women outnumber men in such occupation as financial managers; human resource managers; educational administrators; medical and health service managers; accountants and auditors; budget analyst; property, real estate, and social community service managers.

There is much to be done as far as women achieving the upper echelons of leadership both politically and especially in business. Overall, significant progress has been made, although most European countries lag behind the United States. But have organizations adjusted to the new gender landscape that will in all likelihood continue to evolve? The rationale behind this gender sensitivity analysis is to identify gender gaps in the contents of the textbooks and develop/improve them from gender sensitive manner. It can contribute the school children to analyze changing social realities (different needs and interest, roles and relations, and access to control over resources) of women and men and develop the capacity to think critically from gender equity perspectives who have a different way of speaking from men, a way of speaking that both reflect and produces a subordinate position in society? Women's language, according to Lakoff (1972,p.36) as quoted in Eckert (2003:158) is rife with such devices as mitigations (Sort of, I think) and inessential qualifiers (really happy, so beautiful). This language, she went on to argue, renders women's speech tentative, powerless, and trivial; and as such, it disqualifies them from positions of power and authority. In this way, language itself is a tool of oppression – it is learned as part of learning to be a woman, imposed on women by societal norms, and in turn it keeps women in their place.

Educational processes and relations within the school system contribute to the formation of gender identity and maintenance of socially accepted gender roles. It can be socialized through classroom activities, teacher's treatments, and materials used in classroom, for example, textbook. According to Good, Woodzicka, and Wingfield (2010: 134) in Rahayu, (2010;.56), textbooks have been indicated for perpetuating Gender stereotypes through the images and language they use.

As an English teacher, teacher cannot avoid in using a textbook which is important in giving instruction at school. It is not only important for teacher but also for students to support and improve their knowledge of material well, if there are appropriate textbook guiding the teaching learning process, not only inside but also on the outside (Extra Curricular). Teacher and students can build and develop their knowledge, ideas, communicative competence better if they use qualified textbook.

The characters in textbooks have big effect for reader. If the content of textbooks refers to minimize the role of women, can actively do real psychological damage to female students. Studies found that girls and boys differ greatly in their psychological requirements in life. If this is not addressed, it may result in girls having problems such as poor self-images, ambiguous career goals, poor, or non existing career planning and a general failure to achieve their highs potential once they graduate from college.

English Textbooks for students of Junior High School are considered as particularly important, because they contain of the knowledge and skills such as, describing people or something, hobbies, showing ideas, sharing in daily activities

and stereotypes in the society based on gender that was socialized in school. For example, the girls tend to choose the secretary rather than automotive department in vocational school. In addition, in the daily activities, a girl tends to help mother in the kitchen or market than help father to finish his job.

Boyolali is located in Central Java province. There are many educational institutions from lowest to highest level. One of them is Junior High School. And all of them used textbooks. Every school has different kind of textbooks in all of subject, for example, in English Subject; every school used English Textbooks that published on 2008. The English textbooks for students of Junior High School used in Boyolali are likely five of many books that still employ such kinds of gender biased issues. *For example in Go ahead An English Course For Senior High school Students year X*, A male becomes character in pictures and texts of story could be easily found in these books. In such case, we usually make a gender-biased tendency by putting into the inferior occupation and violence. Many times we subconsciously assume that men more often a privilege to occupy the superior occupation; e.g. 'he', doctor, soldier, head master, manager, research engineering and speaker. While 'she' for a nurse, secretary, babysitter, cashier, and audience. Moreover, women are generally assumed to be more emotional than men; stupid, sad, crying are examples of words that are usually referred to woman. In these books, the following expression can be found: 'she is sad. And the women more often related to domestic and work in the kitchen. For example: Mrs. Indra buys ten kilograms of rice while *Andi often buys books, he never reads book review. Mother made four cups of copy, while my father*

*earns as much money as my uncle does. He works in the bank while She finished cleaning the house.* There also some sentences appointed to violence encountered by man to women. For example, *He hit her on the head with the TV set's remote control because he was unhappy with her work, He punched her on the back after accusing her of daydreaming, and the husband abused his wife brutally.* The writer is interested in conducting a research towards gender analysis in the English textbooks which are for students of Junior High School used in Boyolali. The research paper is entitled **SEXISM IN JUNIOR HIGH SCHOOL ENGLISH TEXT BOOKS USED IN BOYOLALI (2011); A GENDER ANALYSIS.**

#### **B. Statement of the Problem**

From the background of study, the writer focuses the study on “

1. What types of sexism reflected in English text book?
2. What sexism is the most problematic and frequently appears?
3. Why sexism occur in English text book?
4. How to write a gender fair text book?

#### **C. Objective of the Study**

In this research the objective of the study is to find the kinds of gender reflected in English Textbooks of Junior High School. It stars, VIII, and IX.

#### **D. Purpose of the Study**

This study has some purpose, namely:

1. To describe the types of sexism in Junior High School English text book.

2. To describe sexism that the most problematic and frequently appears.
3. To give reasons why sexism occurs in English text book
4. To explain how to write gender fair text book

## **E. Benefits of the Study**

There are two major benefits in this research; they are theoretical and practical benefits.

### **1. Theoretical Benefit.**

This research will give contributions to educations and gender studies, and then led us to have a deeper understanding of the sexism especially in textbook of English as a Second or Foreign Language Learning.

### **2. Practical Benefit**

#### **a. For the Educational Institution**

The result of this research could input to the National Education Department, particularly the directorate general of curriculum as a references for decision making related to curriculum material, considering the content of textbooks, not only in four skill of English material (speaking, listening, reading, and writing), but also in representing the male and female characters.

#### **b. For Other Researchers**

The extensive goal of this research could be used by the other researchers to conduct further analysis dealing with gender analysis in the second language learning.

## **F. Research Paper Organization**

The writer organizes the research paper into 5 chapters in order to make the reader understand the content of the research paper as follows: chapter I is introduction which consists of background of the study, focus of the study, object of the study, benefit of the study, and research paper organization. Chapter II is review of related literature which consists of previous study, notion of gender, notion of sexism, notion of textbook, notion of gender fair textbook and consequence of sexism English Textbooks of junior high school. Chapter III is research method. In this chapter the writer presents research method which covers type of the study, object of the study, source of data, technique of collection data, technique for analyzing data, data coding, and triangulation data. Chapter IV presents with the gender analysis and discussion. Chapter V presents conclusion, implication and suggestion.