GENDER BIASED ELEMENTS IN THE “INTERACTIVE ENGLISH” TEXTBOOKS FOR JUNIOR HIGH SCHOOL STUDENTS

IN GROBOGAN REGENCY

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2013
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On February 28, 2013

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TESTIMONY

I testify that in this research paper is no work that had been submitted to get the bachelor degree in any university and as far as I concern there is no work or masterpieces that had been written of published by someone-else except the written references that are referred in this paper and mentioned in bibliography.

If it is proven that there are some untrue statements in this testimony, I will hold full responsibility.

Surakarta, February 2013

The Writer

Dhita Tri Wahyuningsih
MOTTO

.......... *dan hanya orang-orang yang berakallah yang dapat mengambil pelajaran* (QS. Al – Baqarah Ayat 269)

If you want to be successful, make your heart as your best, experience as your adviser, cheerfulness as your sister, and hope as your guide

(NN)
DEDICATION

This research paper is dedicated to:

My beloved Bapak, Ibu,
Mbak Hesti, Mas Dado, Mas Dian, Nanda, Dinda, and
someone I love
ACKNOWLEDGMENT

Assalamu’alaikum wr. Wb

Alhamdulillahi robbil ‘alamin. Nothing is possible without permission of Allah SWT. Praise to Allah, who gives the writer her blessing and guidance, so the writer can finish her research paper entitled “GENDER BIASED ELEMENTS IN THE “INTERACTIVE ENGLISH” TEXTBOOKS FOR JUNIOR HIGH SCHOOL STUDENTS IN GROBOGAN REGENCY”

The writer realizes that it is impossible to finish the research paper without other people help. Therefore, the writer would like to express appreciation to those who have important roles in the writing process of this research paper.

1. Drs. Sofyan Anif, M.Si., as the Dean of Teacher and Education faculty of Muhammadiyah University of Surakarta,

2. Titis Setyabudi, S.S, M.Hum, as Head of English Department who gave the agreement for the writer’s title, for the research paper in addition to give the suggestion,

3. Drs. Djoko Srijono, M.Hum., as the first consultant for his support, guidance, valuable advices, and criticism during the process of writing this research paper,

4. Siti Fatimah, S.Pd, M.Hum., as the second consultant who has patiently given motivation, guidance, and criticism,

5. All lecturers of English Department for their teaching during her study,
6. Her beloved “Bapak and Ibu” for your love and affection, your pray, support and motivation,

7. Her beloved sisters “Mbak Hesti and Dinda”,

8. Her beloved brothers “Mas Dian and Nanda”,

9. Her dearest friend “Ryan” for everything, your pray, your patience, your support and your advice,

10. Her beloved brother-in-law “Mas Dado”, thank you for your good thought, and your idea,

11. All of “D’cezky’, ‘Rinem, Mami, Dian, Titi, Rete, Ila, and Adel’, thanks for your motivations, supports and your joke,

12. Her best friends in “Griya Sahira”, ‘Mami, Rinem, Momot, Duwex’, thanks for your joke and laugh, your crazy, and

13. Everyone that she forgets to mention one by one, she is sorry and thank you million times.

The writer realizes the research is far from perfections. Therefore, she would like to send gratefulness to the readers who are keen to give contribution in the variety of idea or positive criticism to create the research paper better. The writer expects this research paper would be advantageous to one and all.

Surakarta, 28 February 2013

The writer

Dhita Tri Wahyuningsih
TABLE OF CONTENT

TITLE .................................................................................................................. i
APPROVAL ........................................................................................................ ii
ACCEPTENCE .................................................................................................. iii
TESTIMONY ........................................................................................................ iv
MOTTO ............................................................................................................... v
DEDICATION ..................................................................................................... vi
ACKNOWLEDGMENT .................................................................................... vii
TABLE OF CONTENT ......................................................................................... ix
SUMMARY ....................................................................................................... xii

CHAPTER I : INTRODUCTION ........................................................................ 1
  A. Background of the Study ......................................................... 1
  B. Problem Statement............................................................... 4
  C. Objective of the Study........................................................... 4
  D. Benefit of the Study.............................................................. 4
  E. Research Paper Organization ............................................. 5

CHAPTER II : REVIEW OF RELATED LITERATURE.......................... 7
  A. Previous Study ................................................................. 7
  B. Notion of Gender ............................................................. 8
  C. Notion of Sex and Gender ............................................... 9
  D. Gender and Sociolinguistics .......................................... 9
  E. Gender, Language, and Society ..................................... 10
    1. Language and Society .................................................. 10
    2. Gender and Language .................................................. 11
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SUMMARY

Gender biased elements usually found in the textbooks. This research is aimed at (1) describing the kinds of gender biased elements that appear in “Interactive English” textbooks, (2) describing in what kinds of context of situations gender biased elements appear.

The writer uses descriptive qualitative method in this research. The object analyzed are gender biased elements of “Interactive English” textbooks. The data of this research is conversations in the textbooks. The data source of this research is the “Interactive English” textbooks for Junior High School students. In collecting the data, the writer uses document.

Having analyzed the data, the writer finds that (1) the kinds of gender biased elements are divided into three; women marginalization consists of role of marginalization and language marginalization, women subordination, and stereotypical element; (2) related to the describing in what kinds of context of situations, the writer find that gender biased element appear in informal.

Keywords: gender biased elements, English textbooks.