

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



PUBLICATION JOURNAL

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Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.

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Surakarta, 1 Maret 2013

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APPROVAL

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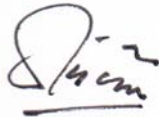
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**GENDER BIASED ELEMENTS IN THE “INTERACTIVE ENGLISH”
TEXTBOOKS FOR JUNIOR HIGH SCHOOL STUDENTS
IN GROBOGAN REGENCY**

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ABSTRACT

Gender biased elements usually found in the textbooks. This research is aimed at (1) describe the kinds of gender biased elements that appear in those “Interactive English” textbooks, (2) describe in what kinds of context of situations gender biased elements appear. The writer uses descriptive qualitative method in this research. The object used to be 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 find that (1) the kinds of gender biased elements are divided into three; a) women marginalization consists of role of marginalization and language marginalization, b) women subordination, and c) stereotypical element; (2) related to the describe in what kinds of context of situations, the writer find that gender biased elements only appear in informal.

Keywords: gender biased elements, English textbooks.

INTRODUCTION

Gender, according to Eckert (2003:9) is embedding so thoroughly in our institutions, our actions, our beliefs, and our desires, that it appears to us to be completely natural. According to Rubin (1975) as quoted in Glover and Kaplan (2000:xxiv) men and women are, of course, different. The idea that men and women are more different from one another than either is from anything else must come from somewhere other than nature.

Women 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) as quoted in Eckert (2003:158) is rife with

such devices as litigators (*Sort of, I think*) and inessential qualifiers (*really happy, so beautiful*). Women with their feminine characteristics are assumed to have a proper role in domestic sector, meanwhile, men with their masculine characteristics are classified as the people who deserve to have a role in public sector and earning money. Because women are assumed to be friendly and patient, the suitable jobs for women are secretary, nurse, stewardess, chasier, front officer and so on (Ahmad, 2001:34).

In English, the language tells us that so many words for unpleasant talk have a semantic feature of [+female] on them (Chaika, 1982:361). Further, Chaika states gender biased language affects everyone, both males and females. However, this fact has also been biased toward the male dominated language. Chaika also states that a person who is gabby, talkative, and gossipy and who acts as a nag, a shrew, a chatterbox must be a woman. Moreover, Chaika also initiates several questions dealing with stereotypical issues toward women; the questions are as follows:

What is a man? There are none. A woman is a nag when she asks for something too often. What is a man? Persistent. A woman who is complains or criticizes a shrew. What is man called in the same way? There is no single word for it. Women gossip, but man? They 'shoot the breeze', a far more pleasant and potent activity. (Chaika, 1982:362)

These are the proof of how English language is definitely a male-dominated language. Besides, in our culture, men are viewed as being the superior sex and this is reinforced by the use of biased terms such as 'mankind', which in facts refer to the whole human race, 'Policeman' and 'postman' are also the two examples of why English is assumed as a male-dominated and gender-biased language. Society as the language user has also created stereotypical male and female gender identities. 'Dear Sir' becomes the most used opening greeting in letters which are sent and received by people generally.

The compulsory "Interactive English" textbooks for Junior High School students in Grobogan Regency are likely three of many books that still employ

such kinds of gender biased issues. A name 'Dr. Anthony' (Dr. *Male name*) could be easily found in this book; meanwhile, there a single name with a considered-prestige academic title which refers to female name. In such case, we usually make a gender-biased tendency by putting into the inferior occupation. We subconsciously assume that men are having a privilege to occupy the superior occupation; e.g. 'he' for a doctor, businessman, professor, scientist, pilot and 'she' for babysitter, nurse, secretary. Moreover, women are generally assumed to be more emotional than man; *upset, sad, crying, angry* are examples of words that are usually referred to woman.

Based on the phenomena above, the writer is interested in conducting a research towards gender biased elements. The research paper is entitled: *Gender Biased Elements in the "Interactive English" Textbooks for Junior High School Students in Grobogan Regency.*

RESEARCH METHOD

This research uses a descriptive qualitative method. Because it is a descriptive qualitative research, the collected data of this research are descriptive. The object of this research is gender biased elements in the compulsory "Interactive English" textbooks for Junior High School students in Grobogan Regency. The English textbooks are chosen because in Interactive English textbooks we can see women are supposed to be inferior to men. In conducting this research, the researcher employs the "Interactive English" textbooks for Junior High School as the data source. The data of this research are conversations in the textbooks. In collecting the data, the writer uses document. So, the writer takes some steps in collecting the data, as follows:

1. Reading the compulsory "Interactive English" textbooks for Junior High School.
2. Selecting and collecting the utterances which are appropriate to observe.

In analyzes the data, the writer takes steps from the descriptive research. The writer analyzes the data by:

1. classifying data into several categories based on main theme of this research i.e 'gender-biased issues'.
2. analyzing the data based on the suitable theoretical perspectives.
3. drawing the conclusion from the result of the analysis.

RESEARCH RESULT AND DISSCUSSION

This research aims at exploring the phenomena of gender biased elements in the "Interactive English" textbooks. The writer uses the data analysis. Data analysis is conducted in order to answer the two problem statements. Based on the written data and pictures, the writer can finally to answer the two problem statements.

1. The kinds of gender biased elements in the "Interactive English" textbooks

There are three kinds of gender biased elements in the data source, they are: 1) Women Marginalization; a) Role of Marginalization, the marginalization towards women can be seen through the different roles between men and women. Men are positioned in the public role meanwhile women are put into the domestic role. In data, women are put in the job and activities considered as female jobs, namely cooking in the kitchen, makes daily needs and shopping to supermarket. b) Language Marginalization, when women are having a conversation, they are not associated with the topic which are considered as men's, women are assumed to holds the topics dealing with social life, raising children, cooking, book, life's trouble, and life-style. In data, women are having a conversation about cooking and lifestyle. 2) Women Subordination, the terminology of women subordination seems to overlap with the terminology of women marginalization because they are really related

each other; women are marginalized because they are subordinated (Ahmad, 2002:35). Subordinate is started from their assumption that women are inferior to men because women are weak. In data, women are cooking, shopping, that are suitable job for women. Subordination towards women can also be seen in the profession occupied by women. Women's jobs are lower than men's, e.g. babysitter, nurse, house works. 3) Stereotypical Element, stereotypical element is dealing with the attitude of giving negative mark towards particular group that causes disadvantages and unfairness (Achmad, 2001:37). Gender biased stereotype tends to put women in the negative side. In data, Clara looks upset. A woman character is more emotional than man.

2. The kinds of context of situations do gender biased elements appear

The writer figures out in what kinds of context of situation those gender biased element appear. Gender biased elements appear in these kinds of contexts in formal and informal. In data, the writer not found the formal context of situation.

CONCLUSION

From the research result and discussion, the writer could finally draw two conclusions. The two conclusions are as follows; 1) there are three kinds of gender biased elements in the data source, they are: (a) women marginalization is divided into two. They are role of marginalization and language marginalization. Role of marginalization; the marginalization towards women can be seen through the different roles between men and women. Men are positioned in the public role meanwhile women are put into the domestic role. Language marginalization; when women are having a conversation, they are not associated with the topic which are considered as men's, women are assumed to holds the topics dealing with social life, raising children, cooking, book, life's trouble, and life-style. (b) women subordination; the terminology of women subordination seems to overlap

with the terminology of women marginalization because they are really related each other; women are marginalized because they are subordinated (Ahmad, 2002:35). Subordination towards women can also seen the profession occupied by women, women's jobs are lower than men's. (c) stereotypical element; a stereotypical element is dealing with attitude of giving negative mark towards particular group that causes disadvantages and unfairness. Gender-biased stereotype tends to put women in the negative side in this case. 2) The writer gets one kind of context of situation that is in informal. The kind of context of situation is only in informal.

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