

CHAPTER I

INTRODUCTION

A. Background of Study

Gender is a combination of nature and culture, biological traits as well as learned behaviours (Ryan in Ena, 2014). In Indonesia, these combinations result two kinds of genders accepted: male and female. Actually gender in Indonesia can be categorized into quite balance or equal country in a matter of gender. The equality from the number of citizens, however, is not followed by the equality of several sectors especially in education. It also showed that Indonesia needs much more attention to creat equal gender especially in education.

However, the Government needs to know that access alone does not equate to education outcomes and in recent years more attention has been given to quality, relevance and achievement (ACDP, 2017). Gender equality in education also included of girls' and boys' experiences in school, in the terms of equal and fair treatment by teachers and the gender responsiveness of the curriculum, textbooks and learning materials, as well as the learning environment and education outcomes. Thus, students' experiences at school are expected giving big roles to the success. One of the students' learning experiences which can be optimized to achieve that goal deals with textbook and learning materials.

According to Fakir (2007 : 16) textbook is a book that contains of knowledge, derived from the basic competencies setting out in the curriculum, and compiled by KEMENDIKBUD (Indonesian Ministry of Education and Culture). It consists of the materials which have to be taught by the teachers in one year based on the syllabus. Some textbooks are usually equipped with additional resources, such as CDs for listening, videos, and also workbooks. They can assist teachers in improving the quality of student learning. Therefore, textbooks have an important role in teaching and learning

activity. So, the teacher know what he want to teach and what he want to do in the class by using a textbook.

According to Baleghizadeh and Amir (2011) said that for the teachers a textbook helps and supports them to achieve their goals in teaching process. They can modify and adapt the materials in order to get the student's need. It assists teachers to design the activity in the classroom as well. For students, a textbook is one of the resources that provide linguistic input. Richard (2001: 255) explains that a textbook provides an effective language model and input. In addition, it helps students to prepare what to learn next and to review what they have learned.

Textbook materials are arranged more closely related to wider educational and social context (Yang, 2011). Indonesian social context, with different cultures, consists of different views about gender, and from the cultures students can learn how female and male play their social role. As Taylor et al (2006) states, "The ways that gender is portrayed or represented in the culture – in mass media, schools, public discussion – provides us with our conceptual thinking about men and women".

Consequently, gender bias that may be contained in the textbook could influence student's thought about women and men. Although students have little awareness about gender bias, the concept of gender bias presented in the textbook unconsciously internalizes into their mind. For example, the textbook portrayed women as look after the children and do the chores at home. It could lead the students to think that those activities are only for women and men should not be in the kitchen. Whereas, women do not only relate to such activities now, they also work outside as men commonly do.

In this textbook containing of material, questions, and conversations. Conversation on the textbook can be either text or pictorial text. For example pictorial text on Junior High School textbook eighth grade, there are some picture of class situations. In pictures, teacher starts the lesson in front of class. The communication as bellow:

Female Teacher: Everybody, may I have your attention, please?

All students: yes, Ma'am.

Female Teacher: From now on we will use English in our class. **OK?**

We will use English in our class. **Siti, what did I say?**

Siti: We will use English in our English class.

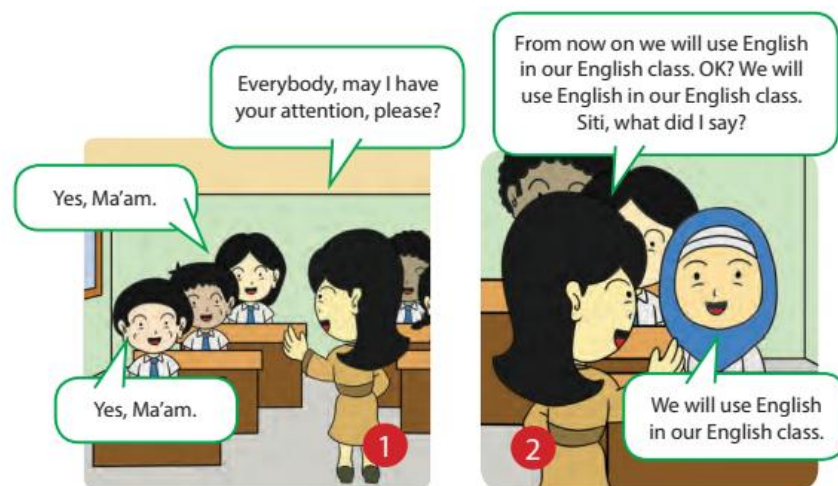
Female Teacher: **Hey Dayu, stop doing that, please.** What do you think? Are you ready to use English in the English class?

Dayu: I'm sorry, Ma'am. Yes, I am.

Female Teacher: **Edo, say it again, loudly.**

Edo: Yes, we are ready. We will use English in the English class.

(When English Rings a Bell; p. 4-6)



The dialogue above can be concluded that there is teacher and students' interaction in the class. The dialogue take place when the teacher starts an English lesson and the teacher wants to the students pay attention. *OK* is a word which means to ensure that all students in the class must use English. Teacher asks to Siti by using "*Siti, what did I say?*" to ensure that she pay attention for her class. It can be seen from the picture that Siti looks happy when female teacher ask to her. It means, she payed attention to female teacher in the class.



Teacher also gives a ban for students if there is students not to pay attention to the class. Dayu is a girl, so the teacher does not give some severe punishment. It can be seen from the picture that Dayu was surprised when the female teacher gives a question to her. It is different for men, he will get punishments like stands in front of the class with one foot or twisted ears or a little pinch. The teacher asks men student, Edo. In conversation, she asks him to speak loudly. That is because, in gender, men have seen that he is stronger than women, according to Achmad Muthali'in (Achmad Muthali'in : 82).

The reason why the researcher decides to choose a textbook for the data source of the study is a textbook that interesting and rare to be researched. Therefore, the researcher decides to choose *English Textbooks for Junior High*

School as the data source. There are several languages of males or females that can be found in the textbooks, between teacher and students will know that in textbook there is an insight of gender in every dialogue.

This research becomes important is gender bias is one important insight in education. So, the researcher would like to take research, entitled;
GENDER BIAS IN ENGLISH TEXTBOOKS OF BUKU SEKOLAH ELEKTRONIK FOR JUNIOR HIGH SCHOOL.

B. Problem Statement

Based on this background, the researcher focuses on 2 problems. The problems are following:

1. What are the types of sentences of gender bias in English Textbooks of Buku Sekolah Elektronik for Junior High School?
2. What are the aspects of gender bias of female or male teacher to student in English Textbooks of Buku Sekolah Elektronik for Junior High School?

C. Objective of The Study

The researcher find answers of the problem statement, thus the objective of the researcher are:

1. To find the types of sentence that used in gender bias of English textbooks for Junior High School.
2. To describe the aspects of gender bias of female or male teacher to student in English Textbooks for Junior High School.

D. Benefit of the Study

1. Theoretical Benefit

The result of the study will describe the aspects of gender bias and types of sentence used by female or male teacher to student in English Textbooks for Junior High School.

2. Practical Benefit

- a. Teacher

This study will give insight for teacher that there are several gender bias on textbook.

b. Future Researcher

This study will be the reference for the other researcher, especially study of gender bias.