

**GENDER BIAS IN ENGLISH TEXTBOOKS OF BUKU  
SEKOLAH ELEKTRONIK FOR JUNIOR HIGH SCHOOL**



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

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**PUBLICATION ARTICLE**

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## **PRONOUNCEMENT**

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## **GENDER BIAS IN ENGLISH TEXTBOOKS OF BUKU SEKOLAH ELEKTRONIK FOR JUNIOR HIGH SCHOOL**

### **Abstrak**

Tujuan penelitian ini adalah untuk (1) menemukan tipe kalimat yang mengandung bias gender, dan (2) menjelaskan aspek bias gender yang terkandung dalam buku pelajaran Bahasa Inggris SMP. Penelitian ini merupakan penelitian kualitatif yang menggunakan analisis konten. Sumber data dalam penelitian ini adalah buku pelajaran Bahasa Inggris SMP yang diterbitkan oleh Menteri Pendidikan dan Kebudayaan. Dalam mengumpulkan data, peneliti menggunakan metode dokumentasi. Peneliti menggunakan teori dari Frank (1972) untuk menemukan tipe kalimat dan menggunakan teori dari Nagatomo (2011) untuk menjelaskan aspek bias gender yang terkandung dalam buku pelajaran Bahasa Inggris SMP. Dalam penelitian ini, peneliti menemukan hasil dari penelitian, yang menunjukkan bahwa terdapat empat tipe kalimat dan tiga aspek bias gender dalam buku pelajaran Bahasa Inggris SMP oleh Kementerian Pendidikan dan Kebudayaan. (1) Empat tipe kalimat, yaitu kalimat deklaratif 33.3%, kalimat interrogative 30%, kalimat imperative 26.7%, dan kalimat seruan 10%. Kalimat deklaratif sebagai kalimat dominan yang digunakan guru saat mengajar di kelas. Dan (2) tiga aspek bias gender, yaitu visibilitas gender 36.7%, gender netral 33.3%, dan gender stereotype 30%. Gender visibilitas menjadi dominan aspek bias gender, karena guru sering menggunakan nama siswa dalam kalimat ketika mengajar di kelas.

**Kata Kunci :** bias gender, buku teks Bahasa Inggris

### **Abstract**

The objectives of this study are to (1) find the type of sentences which contained gender bias, and (2) explain the aspects of gender bias contained in the English textbooks for Junior High School. This research is a qualitative research using content analysis. The data source in this study is the revised edition of the English Textbook published by The Ministry of Education and Culture Republic of Indonesia. In collecting data, researchers used the documentation method. The researcher uses the theory from Frank (1972) to find the types of sentence and uses the theory from Nagatomo (2011) to explain aspects of gender bias contained in English Textbooks of Junior High School. In this study, researchers found the results of the study, which showed that there were four types of sentences and three aspects of gender bias in the English textbook of the Ministry of Education and Culture. (1) Four types of sentences, namely declarative sentences 33.3% , interrogative sentences 30%, imperative sentences 26.7%, and exclamatory sentences 10%. Declarative sentence as the dominant sentence used by teacher when teaching in the class. And (2) three aspects of gender bias, namely gender visibility 36.7%, gender neutral 33.3%, and gender stereotype 30%. Gender visibility as the dominant aspect of gender bias, because teachers often use names of students in sentences when teaching in the class.

**Keywords :** gender bias, English textbooks

## 1. INTRODUCTION

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 create 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.

There are seven previous study, the first study was conducted by Yonata and Mujiyanto (2017) that analyzed similarity and dissimilarity dominant gender between Bahasa Inggris (BI) textbook and Aim High (AH) textbook. The second study was conducted by Suhartono and Kristina (2018) has showed the result is language use and representation between Indonesia and Australia textbook. The third study was conducted by Alhumaid, A (2017) that analyzed gender in Arabic and French language. The next study was conducted by Nashriyah and Khairul, D (2018), the researcher discussed gender found in English textbook used by high school teachers in Banda Aceh grade X, XI, and XII. The next study was conducted by Kinasih (2016), from her research, she found gender bias and stereotypes that found in English textbook. The next study was conducted by Bataineh and Kayode (2018) indicated the types of sentence male and female teachers in textbook. The seventh study was conducted by Hafidhoh, Nur. L, et. al

(2018) indicate that there are found four gender aspects. They are gender stereotype, gender visibility, gender neutral and gender specific noun.

The last study by Hafidhoh Nur. L, et. al(2018) has similarity result with this research. The result of this study indicate that there are found four gender aspects. They are gender stereotype, gender visibility, gender neutral and gender specific noun. Similarly, this study has a similar with the researcher result and the data source. But, it has also the difference from the researcher's study. This study only focused on gender representation aspects on textbook Grade VII, while the researcher all grades in Junior High School.

The objectives of this study are to (1) find the type of sentences which contained gender bias, and (2) explain the aspects of gender bias contained in the English textbooks for Junior High School.

## **2. METHOD**

This study used qualitative research which type of research is content analysis by Weber's (1990. P. 9). He stated that content analysis is a method used to draw a valid conclusion from the text. The concept of content analysis is to find the dialogue contents. The design of research used the documentary to get some picture of dialogue, such as capturing of the dialogues and the pictures. The data was taken from English Textbook Junior High School entitled Bahasa Inggris for SMP/MTs K13 published by Ministry of Education and Culture Republic of Indonesia. The technique of collecting data are preparing the English Textbook, reading all the dialogues, taking aspects of gender bias, capturing the picture, and coding the data. The researcher used theory by Frank (1972, p. 220) to find types of sentence and also used theory by Nagatomo (2011) to describe the aspects of gender bias.

## **3. FINDING AND DISCUSSION**

### **3.1 Findings**

Based on data analysis, the researcher find the data as follow:



### 3.1.1 Table 1 Types of Sentence

Table 1. Types of Sentence

No.	Types of Sentence	Example	Quantity ( $\Sigma$ )	Percent (%)
1.	Declarative Sentence	- Good luck with your English test - The winner of the story-telling competition in this class is Lina.	10	33.3%
2.	Interrogative Sentence	- Hey, <u>Udin</u> . What are you doing there?" - Do you understand my question?	9	30%
3.	Imperative Sentence	- Prepare your best for the competition, will you? - Beni, have a seat. Go back to your group	8	26.7%
4.	Exclamatory Sentence	- Excellent! That's my girl! - Great! I think that is a beautiful invitation card	3	10%
			30	100%

### 3.1.2 Aspects of Gender Bias

Table 2. Aspects of Gender Bias

No.	Aspects of Gender Bias	Example	Quantity ( $\Sigma$ )	Percent (%)
1.	Gender Visibility	- Hey <u>Dayu</u> , stop doing that, please - <u>Siti</u> , what did I say? -	11	36.7%
2.	Gender Netural	- I think <u>you</u> need to read Chapter I, too - What do <u>you</u> think of the story? - Do <u>you</u> know what I	10	33.3%

		mean?		
3.	Gender Stereotype	- You are super - <u>You</u> run like a panther. - The winner of the story-telling competition in this class is Lina.	9	30%
			30	100%

### 3.2 Discussion

In this discussion of the finding, the researcher will discuss about the finding of the data which have been analyzed. There are two findings of the data, they are types of sentence and aspects of gender bias.

#### 3.2.1 Type of Sentence

The finding of types of sentence had showed in the table 4.1 that there are 4 types of sentences that found in English Textbook. It is supported by Frank (1972, p. 9) who said that that there are four types of sentence. they are declarative sentence, interrogative sentence, imperative sentence, and exclamatory sentence.

Based on the finding of data, the percentage of types of sentence are declarative sentences 33.3%, interrogative sentences 30%, imperative sentences 26.7%, and exclamatory sentences 10%.

#### 3.2.2 Aspect of Gender Bias

The finding aspects of gender bias had showed in the table 4.1 that there are 3 types of sentences that found in English Textbook. It is supported by theory from Nagatomo (2011) stated that there are 4 aspect of gender bias. They are gender visibility, gender neutral, gender stereotype, and gender firstness.

But, in the finding of data the researcher only finds three types of gender bias, they are gender visibility 36.7%, gender neutral 33.3%, and gender stereotype 30%.

The finding of the aspects of gender bias is also supported by Hafidhoh, Nur. L, et. al (2018) from English Journal Education. This study aims to find gender aspects on dialogues, reading texts, and pictures in a textbook with title When English Rings a Bell Grade VII. This study used descriptive qualitative approach.

The result of this study indicate that there are found four gender aspects. They are gender stereotype, gender visibility, gender neutral and gender specific noun.

#### **4. CONCLUSION**

Based on the finding of the research, the researcher can conclude from problem statement that the researcher has found types of sentence and describe the aspects of gender bias. The researcher raised the answer from objective the study that, the researcher found four type of sentence, such as: declarative sentences 33.3%, interrogative sentences 30%, imperative sentences 26.7%, and exclamatory sentences 10%. So, the most dominant the types of sentence in English Textbooks for Junior High School is declarative sentence with percentage 33.3%.

The researcher also described the aspects of gender bias in English Textbook with percentage are gender visibility 36.7%, gender neutral 33.3%, and gender stereotype 30%. So, the most dominant the aspects of gender bias in English Textbooks for Junior High School is gender visibility with the percentage 36.7%.

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