

CHAPTER I INTRODUCTION

A. Research Background

Gender equality talks about men and women having equal opportunities and human rights in various fields of life.¹ It is manifested of human rights. Gender equality exists to eliminate discrimination between the positions of women and men. Equality does not mean that women and men will become the same but that women and men have equal opportunities, treats, and human rights whether they are born male or female.²

There are differences between men and women. Sex is a biological condition of humans when they are born in the world. While, gender refers to masculinity and femininity on a social, cultural and psychological.³ The existence of gender in social life makes the men and women have to act based on stereotypes that exist in society. Women are required to look beautiful, graceful and serve, while men are required to be masculine, strong and brave.⁴ For examples, Men should not cry when they are sad. It wrong assumption. Crying is an expression of sad feelings that can be made by men and women as humans⁵. Gender stereotypes usually starts from families/parents, traditions and cultures that exist in their environment.

Gender bias is different from gender stereotypes. Gender bias is a condition that Prejudice someone because one party is considered superior to the others, this will lead to gender discrimination.⁶ For example, women are considered to play a role in taking care of children, rather than leading a company or having a good position in a company. Gender bias often occurs because they doubt the ability

¹ Lainchaur, et al., Gender Equality: Glossary Of Terms And Concepts, (Nepal: Unicef Regional Office For South Asia, 2017), 3.
<https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf>

² Lainchaur, et al., Gender Equality: Glossary....., 3.

³ Linda Lindsey, *Gender Sociological Perspectives: seventh edition*, (New York: Routledge, 2021), 6.

⁴ Nur Laila, et al., "Gender Representation on Reading Texts, Dialogues and Pictures in "When English Rings a Bell" for Grade VII Junior High School", *English Education Journal UNNES*, 8 (2) (2018), 149.
<https://journal.unnes.ac.id/sju/index.php/eej/article/download/21360/10095/>

⁵ Jonathan Rottenberg, et al., "Is Crying Beneficial?", *Association for Psychological Science*, Volume 17-Number 6 (2008), 400.
<https://www.researchgate.net/publication/230794250>

⁶ Lainchaur, et al., Gender Equality: Glossary....., 3.

of women to lead or occupy positions in jobs. However, job positions talk about the abilities that men and women can have.

The era is getting more advanced. The awareness of education in every individual is increasing. In Indonesia, the government has tried to provide equal education for women and men. It is one of human rights. Education is important for everyone to keep up with the times. This is where the role of education and educators is very important. Education is one of the main keys to instilling values and character that are considered good in society. It also has a very important role in supporting gender equality. The government can realize gender equality through education by providing equal opportunities for education of men and women from rich or poor families.⁷ Moreover, women's income will be the same as men's and this will also reduce the number of early marriages.⁸

Textbook is one of the important things in educating children in the school. It is a source of information. Textbooks created images of men and women.⁹ Students used textbooks to study not only when at school, but also used by students to study and do homework at home. Textbooks as facilities and guidelines for students to study at home or at school.¹⁰ Therefore, textbooks must have the standards of eligibility for a good book as determined by the government in Indonesia. Textbooks used by various groups of students, from elementary schools to college. It makes easier for students to understand the materials.

Nowadays, the use of textbooks is increasing. Teachers and students use textbooks as their handbooks to make learning more focused. It makes publishers publish many textbooks. However in reality, not all textbooks are good. Gender analysis in textbooks aims to find out whether the depiction of men and women are balanced or not. Analyzing textbooks aims to find out whether the textbook has complied the criteria for a good book or not. The criteria of good textbook must be have moral value, culture, and also gender

⁷ Jo Walker, et al., *The Power of Education to Fight Inequality*, (United Kingdom: Oxfam GB for Oxfam International, 2019), 16. https://www-cdn.oxfam.org/s3fs-public/file_attachments/bp-education-inequality-170919-summ-en.pdf

⁸ Jo Walker, et al., *The Power of Education*....., 16.

⁹ Arta Toçi, and Melek Aliu, "Gender stereotypes in current children's English Books Used in Elementary schools in the Republic of Macedonia", *American International journal of contemporary Research*, Vol. 3 No. 12; December (2013), 32. https://www.aijcrnet.com/journals/Vol_3_No_12_December_2013/6.pdf

¹⁰ Fadhila Yonata, and Yan Mujiyanto, "The Representation of Gender in English Textbooks in Indonesia", *Journal of Language and Literature*, 12(1) October, (2017), 92. <https://journal.unnes.ac.id/nju/index.php/LC/article/view/11473>

equality.¹¹ Here, the role of the teacher is needed to determine which textbooks are good and do not contain gender bias for their students.

Gender representations in the textbooks refers to gender that is acceptable for women or men in their social life.¹² It is to assess how to represent gender in pictures or text for men and women imbalance or not.¹³ Representations of gender in English textbooks must be balanced between women and men in work, leadership, taking care of children, cleaning the house and daily activities.¹⁴ Gender bias in textbooks is a condition where one gender is position superior to other gender depictions. What we see and read will affect our mindset. Gender bias in textbooks is certainly not good for the learning process of teenagers. Young people become critical of what they see and learn.

Some previous studies on gender representation in textbooks show that there are still many EFL textbooks in Indonesia contain gender bias. Agni Kusti Kinasih from Sanata Dharma University who did an analysis about Gender Representations in an English Textbook For The Seventh Graders Entitled *Bright: an English Course For Junior Highschool Students*. She found that gender is presented unequally in that gender bias and stereotypes have been found in the representation of females and males in occupational roles, adjectives, and hobbies.¹⁵

In similar vein, Hesti Miranda and Laela Hikmah have analyzed Gender Representation in the English Textbook “When English Rings A Bell” with used mix method (qualitative and quantitative). The result shows that female representation dominant in two aspects including the numbers of female/male, and nouns and pronouns. While, male are only represented in illustrations. The

¹¹ Sugeng Susilo, A., and Meilinda Dessy, “Gender Analysis in Bright English Textbook for Indonesian Junior High Schools”, *Language in India*, Vol. 18:6 June, (2018), 367. <http://languageinindia.com/june2018/sugengbrighthenglishtextbookfinal.pdf>

¹² Hesti Miranda, and Laela Hikmah, “Gender Representation in the English Textbook “When English Rings A Bell””, *Jurnal Perempuan dan Anak (JPA)* Vol.2 No.2, (2019), 47. <https://ejournal.umm.ac.id/index.php/JPA/article/view/9665>

¹³ Dhini Anjarwati, “Gender Representation in The English Textbook (A Content Analysis of Pathway to English for Tenth Grade Senior High School Published by Erlangga)”. (Thesis, IAIN Purwokerto, 2020), 5.

¹⁴ Fahriany, et al., “Gender Representation in English Textbooks for Islamic Junior High School Students”, *Kafa'ah Journal* 8, no.2 (2018), 149. <http://www.kafaah.org/index.php/kafaah/article/view/221/163>

¹⁵ Agni Kusti Kinasih, “Gender Representations in an English Textbook for The Seventh Graders Entitled *Bright: an English Course for Junior Highschool Students*”, *The 5th ELTLT conference proceedings*, October (2016), 22.

research conclude that there is unequal gender representation in the “When English Rings A Bell”.¹⁶

While, this study focused on describing gender representation of, reading text, and pictures in the English textbooks entitled “English in Mind (second edition)” for Seventh grade of Junior High School published by Center of Curriculum and Books and The Ministry of Education and Culture of the Republic Indonesia.

B. Research Focus and Scope

The focus of this research is to examine gender representation in junior high school textbook entitled English in Mind (second edition) for Seventh grade that published by Center of Curriculum and Books and The Ministry of Education and Culture of the Republic Indonesia, which can be in the form of dialogue texts, reading texts, and pictures in textbook which are material section and exercises in Welcome section A-D, Chapter 1-14, Vocabulary bank, Get it right!, and Project 1-4.

C. Research Question

Based on the phenomena and conditions in the background, this study endeavoured to address the following questions:

1. How is gender representations in textbook “English In Mind (second edition)” for Seventh grade?
2. What is the essence of gender representation in english textbook entitled “English In Mind (second edition)” for Seventh grade, and the contextualization in the current english teaching situation?.

D. Research Objectives

Based on the problem formulation, the aims of this study has objectives, as follows:

1. To describe about how the representations of gender in textbook “English in Mind (second edition) for Seventh grade, based on reading texts, dialogues and pictures.
2. To find out the essence of gender representation in english textbook entitled “English In Mind (second edition)” for Seventh Grade, and the contextualization in the current english teaching situation.

¹⁶ Hesti Miranda, and Laela Hikmah, “Gender Representation in the English Textbook “When English Rings A Bell””, *Jurnal Perempuan dan Anak (JPA)* Vol.2 No.2, (2019), 47. <https://ejournal.umm.ac.id/index.php/JPA/article/view/9665>

E. Research Significances

1. Theoretically

The results of this research are expected to be useful for readers to expand their knowledge of gender analysis in the textbook.

2. Practically

a. The Teachers

The results of this research are expected the teachers more be aware about gender representation in the textbook, and teachers are expected to evaluate the textbooks given to their students. The results of this study are also expected to make it easier for teachers to find good textbooks and do not contain gender bias.

b. The Authors of English Textbook

The results of this study are expected to make the authors more aware and pay attention to the depiction of gender in a balanced way in the next textbook.

c. The Other Researcher

The results of this study are expected to be a reference for other researchers to facilitate their research.

F. Definition of Key Terms

The researcher has listed the meanings are related to this study, as follows:

1. Textbook

Textbooks are media of learning process for students. It also helps teachers to make easier for them to deliver learning materials. It contains materials and exercises.

2. Gender Representation

Gender representation is a depiction of men and women in accordance with the culture that is acceptable in society.

3. Gender Analysis

Gender analysis is a process to find out gender roles in daily life, work, opportunities and rights that should be accepted by both men and women.

G. Organization of Thesis

1. Chapter I Introduction

This Chapter contains an overview of the issue that will be discussed and background that shows issues related to the research topic and also the reason why this research will conduct. There are seven parts in this chapter namely, Research

Background, Research Focus And Scope, Research Questions, Research Objectives, Research Significant, Definition of Key Terms, Organization of Thesis.

2. Chapter II Theoretical Review

Chapter II is literature review and also contains previous research studies that are relevant to this research. This chapter also show theoretical framework of this research.

3. Chapter III Research Methods

There are five parts of this chapter namely, Research Method, Data Source, Research Subject, Instruments and Data Collection Technique, and Data Analysis Technique.

4. Chapter IV Research Results and Discussion

This chapter contains research results and discusses research results based on research questions.

5. Chapter V Conclusions and Recommendations

This is the last chapter which presents a brief summary of the research results and also contains Recommendations.

