

CHAPTER I

INTRODUCTION

This chapter elaborates research background, research questions, research purposes and significance of the research, clarification of main terms and organizations of the research.

1.1 Background of the Research

Gender is a term that often used to classify people but actually it is not only the matter of being female or male biologically, but rather what society expects and molds of each person into what is accepted and thought of as being feminine or masculine (Healy, 2009, p. 92). Holmes (cited in Healy, 2009) mentions that gender describes the norms, social expectations and rules attached to femininity and masculinity (2009, p. 18).

Since young children have limited life experiences, media help shape their gendered identities, which, according to Taylor (2009), is the most basic dimension where children perceives their society and their standing in it (p. 308). Schools are the sites where inequities can be challenged and potentially transformed by selecting materials that represent identity group more equally that because schools in general and classroom in particular are among society's primary socializing institutions (Freeman & McElhinny, 1996, cited in McKay & Hornberger, 1997, p. 219; Adger 2001). The reading materials that the children use in school show males and females in various roles; the representation of males and females in those reading materials has a strong impact on how children view male and female roles in society (Witt, 2001). "Teachers can more effectively counteract and even neutralize gender bias in their classroom activities and attempt to prevent the formation of children's gender stereotypes if they are familiar with the factors that influence gender identity and gender stereotype development, and also if they understand the child's active role in gender identity formation" (Zaman, 2008). This idea is supported by Aina and Cameron (2011, p. 13) who state that "teachers have tremendous influence on how children develop ideas of gender and gender significance."

In recent years, the concept of gender has been considered as one of the most important aspects that need to be taken into account in education, as well as other fields. Many issues related to gender differences have been explored including the portrayal of gender in visual media, print and non-print media, especially in learning materials (see Evans & Davies, 2000; Toçi and Aliu, 2013; Cheung & Yang, 2010; Yasin et al, 2012). The intention of conducting the research in the field of gendered-content materials derived from the awareness in providing students with appropriate service, including learning materials, to avoid misconception of gender i.e. gender biasness and sexism (Evans & Davies, 2000; Yasin et al, 2012). There have been several studies that have analyzed gender bias and gender stereotypes in textbooks, but there little has been documented that solely focused on the texts used by the teacher as learning materials.

In recent years, much notable research has been conducted in the field of gender and discourse (see Sunderland, 2000; Sunderland et al, 2002; Mannynsalo, 2008; Healy, 2009; Sunderland, 2010; Hunt, 2011; Rashidi & Naderi, 2012; Litosseliti, 2013; Ellefsen, 2015; Pakuła, Pawelczyk & Sunderland, 2015). The research emphasizes on teaching materials, in the form of textbook texts, and classroom interaction, from gender representation towards discursive practices.

Concerning the importance of gender conception to the development of students' identity, the research is triggered to understand teachers' treatment of gendered text to find out the underlying ideology behind it. Among various kinds of learning materials presented, the research focuses on one kind of materials that is considered as the most powerful one; story. Stories are frequently claimed to bring many benefits since they provide examples of authentic language in social discourse manifested throughout the story (Wright, 1997; Garvie, 1990, cited in Cameron, 2001). One of the learning media that provide a fun and interesting way to learn is through narrative. Narrative has two characteristics: a good language and a good content (Noor, 2011, p. 17). The topic being issued in narrative texts or stories shows representation of reality, including the conception of gender (Narahara, 1998, cited in Aina & Cameron, 2011). Thus, it is important to consider the way(s) in which the way(s) gender ideology of teacher manifested in teaching practices especially in teaching narrative text.

The perceptions of teachers play a pivotal role in the way they acquire knowledge during pedagogical training, even to the point of influencing the interpretation of course material (Pajares, 1992, cited in Fajet et al, 2005). Teachers may use commercial materials i.e. textbooks or if they are not satisfied with the commercially made textbooks, they can adapt the text or design entire lessons with materials they create themselves like authentic materials (Gebhard, 1996, p. 90). Following a textbook has certain advantages. It saves time, and novice teachers can learn something about teaching from following a text and studying the accompanying teaching manual. However, following it without considering the effect on the students can trivialize the experience for the students (p. 106).

Thus, the intention to analyze gender ideology of teacher is attended by the research. The research is not only intended to attain information regarding what gender ideologies a teacher has, there is also classroom observation to find out what happens in the classroom where the teacher is teaching.

The findings of this research can be employed as suggestions planned to broaden EFL teachers' point of views (especially Indonesian teacher) in learning from resourceful experiences of gender ideologies of the observed teachers. Furthermore, it also can become an enrichment of existing theories related to teachers' gender ideologies.

1.2 Research Question

Based on the background of the problem above, it can be stated:

1. How is a pre-service teacher's gender ideology manifested in the talks around gendered texts?

1.3 Purposes of the Research

The purpose of this research can be stated as follows:

1. to find out the way(s) pre-service teacher's gender ideology manifested in the talks around gendered texts.

1.4 Significance of the Research

The research is expected to provide various significances as follows:

1. Theoretical Perspective. This research can enrich the existing theories of gender related to education, particularly in narrative texts as learning materials.
2. Practical Perspective. The result of this research can provide a reference for English teachers especially teachers in choosing learning materials for teaching and learning process in relation to gender issues. Teacher should select the material carefully to prevent the misleading message. This research can also help teachers in deciding how to present a text dealing with the relationship between language and gender.
3. For future researchers, the research can give benefits as a guideline to support their research. Furthermore, it is expected to be able to contribute to teacher self-development and method especially in presenting the gendered content materials.

1.5 Clarification of Terms

As a sustainability of convenience for this research, several main terms in this research are sufficiently specified as described below.

Talk around text refers to “a construction of textual and teacher authority in classroom discourse” (Baker & Freebody, 1989).

Gender refers to social expectations associated to male and female. Gender is one of the terms most frequently mentioned by feminist refers to the socially constructed knowledge, values, and practices connected to sex based differences. And it is used to distinguish social and cultural sexual identity from biological sex (Sunderland, 1994).

Teaching Ideology refers to a coherent and relatively stable set of beliefs, values, and attitudes which guides the pre-service teacher to execute actions and posit herself in society (classroom), closely related to power and issues of position in behaving, through which one can be evaluated (Barker, 2000; Levine & Adelman, 1993; Wodak & Meyer, 2009).

Gender Critical Points (GCPs), these are points at which something (including nothing) must happen, as they refer to parts of textbooks or texts in which gender is relevant, e.g. women/men are mentioned in some way which have the

potential of being a springboard for follow-up gender-oriented classroom interactions (Sunderland, 2000).

Gender Triggered Points (GTPs) are the GCPs which actually triggered gender-focused in-class discussions (so the potential of GCPs was utilized in this case) (Pakuła *et al*, 2015).

Gender Emerging Points (GEPs) are these bits and pieces of the textbook text (text is here, in accordance with CDA theorizations, understood also as pictorial representations, i.e. multimodal texts) which are not gendered in any way *per se* but they become gendered by the teacher, students or jointly by these two parties in the course of classroom interactions; e.g. one could imagine that cleaning windows is not in itself gendered, but in some cases we observed that it became gendered in the interactions we observed (Pakuła *et al*, 2015).

Educational Chit-chat is an extra-curricular discussion triggered by the teacher which focused on either gender or sexuality (and transmitting certain ideologies pertaining to these two concepts) without any explicit reference to the focus of a given class (Pakuła *et al*, 2015).

Teaching Practices are limited to series of discourses in teaching elicited from genuine teacher talks around gender in her classroom activities (transcribed from videotaped classroom observations and observer's field notes), and pre-service teacher's verbalized thoughts (gotten from interviews).

1.6 Organizations of the Paper

The presentation of the research will be organized in five chapters. Each chapter has subtopics which specifically elaborate detail information regarding different focuses. How the chapters are organized is as follows.

First chapter will be introduction. This chapter consists of background of the study, formulation of problems (including thesis statements and research questions), purposes of the research, significances of the research, and organizations of the research.

Second chapter will compile theoretical frameworks. This chapter consist of relevant theories, ideas and issues in which the principles and justifications

of the research will be grounded. This part will enable the research to strongly build foundation for better understanding.

Third chapter is research methodology which describes approaches and procedures, research designs, participant, data collection and data analyses all manifested in the research.

Fourth chapter will be findings and discussions. This chapter reports the result of the research. Besides reporting the result, the chapter will also promote an idea of discussions where the collected findings are available to be interpreted.

Last chapter will compile conclusions and suggestions. This chapter presents conclusions drawn from the research findings. In addition, suggestions for future research will also be included in this chapter.

1.7 Concluding Remark

This chapter has discussed the background of the research, research question, purpose of the research, clarification of terms, and organization of the paper. In the next chapter, this paper will discuss the literature review of the research.