

## **CHAPTER I**

### **INTRODUCTION**

This section covers the introductory research. It includes background of the research, research question, purpose of the research, limitation of the research, significance of the research, clarification of terms, and concluding remark.

#### **1.1 Background of the Research**

Nowadays, the awareness of gender matters in school textbooks progressively increases (Mineshima, 2008). Numerous researches have been conducted to investigate gender matters in textbooks and the result of different investigated English textbooks revealed that gender issues are still ‘problematic’ which means there are stereotypical portrayals between male and female characters as female was mostly discriminated and undervalued by comparing to male (Mineshima & Gouvia, as cited in Amerian & Esmaili, 2015, p.1038). Females mostly underrepresented in every sample: in the title, central role, picture and story (Mineshima, 2008).

Viewing the result of those researches, the recent research conducted to analyze gender portrayals in textbook through different perspective: not about the frequency or ratio of female and male appearances but this research focuses on analyzing how gender are portrayed in texts in the textbook. However, ideology of gender in texts is considered has great influence because it may affect students’ perceptions about gender roles. According to experts, textbooks used in school have paramount significance in educating students because they are source of information and in the same time create an image of what is tolerable in a society – society is reflected in the language (Toçi & Aliu, 2003, p.32; Lakoff, 1973 cited in Otwolski, 2003).

Gender portrayals in textbooks may remain in students’ minds; they will create their own images as male or female in the society and even change their

attitude about society and social actors. It means that content of textbooks mostly will affect students' beliefs about certain things and make them behave in a way that is believed the appropriate ones. Regarding this, experts stated that textbooks have a part of contributing to gender and social class asymmetry, also the gender bias in textbooks might spoil students' attitude and led to destructive attitude towards opposite sex (Holmqvist & Gjörup as cited in Toçi & Aliu, 2003; Esmaeili & Arabmofrad, 2014).

There are some previous researches about investigating gender issues in textbooks. Different kinds of approaches and frameworks have been conducted: quantitative, qualitative, and even both of them. This research focuses on analyzing how male and female are portrayed in order to find the meaning behind the texts related to the issues. Therefore, this research conducts content analysis in a secondary school English textbook for grade XI entitled "Bahasa Inggris", which is mostly used in Indonesia.

The result of this research can be useful in making the teachers to be aware in selecting and choosing texts for learning material, as students can be affected from any kind of media, include texts in textbooks. In addition, teacher can teach students to be critical toward any kind of texts, which consist gender issue.

## **1.2 Research Question**

The research is expected to investigate the problem classified in this question: "How are gender portrayed in an Indonesian secondary school English textbook for grade XI entitled 'Bahasa Inggris'?"

## **1.3 Purpose of the Research**

With reference to the problem investigation, the research is aimed at investigating how gender issues are portrayed in an Indonesian secondary school English textbook for grade XI entitled 'Bahasa Inggris'.

#### 1.4 Limitation of the Research

The limitation has been made to specify the problem in the research. The intention of this research is analyzing a secondary school English textbook grade XI in order to investigate how gender are portrayed in texts. All of texts in the textbook are selected based on gender representations involving females and/or males. Notwithstanding, if there is any other texts contain characters that characterized as “non-human”, the texts are analyzed as long as the characters have been gendered. In addition, if the text just has one particular gender either male or female only, it is considered as suitable with the text criteria as the aim of this research is to investigate how each gendered characters are portrayed in the texts. Thus, the research focuses on gender portrayals by applying content analysis as the analytical framework. Finally, the result of analysis will be further interpreted to reveal how gender portrayed based on framework of gender bias proposed by Diana Francis (2004).

#### 1.5 Significance of the Research

The research is expected to provide numerous significance: theoretically and practically. Theoretically, the result of this research is expected to reach related theories about gender in language focusing on analyzing how the author portrayed gender in textbooks. Also, the result of the research can be useful as reference for the future researchers used as reference by next researchers investigating the frames of gender portrayals in textbooks. Practically, the result of this research can make the material developers aware of creating or designing materials that shall consider gender issues, which portrayed in textbooks. In addition, for teachers, the results of the research can make them fully aware of gender issues in textbooks in order to choose materials that can make an equal perception to students. Accordingly, as gender matters cannot be eliminated from textbooks, teacher shall be able to use and manipulate biased

materials. It will help students to create their own views and perspectives about gender roles in society without being affected by textbooks.

### 1.6 Clarification of the Terms

As a sustainability of convenience for the research and to avoid misunderstanding, several terms will be briefly described and specified below.

**Gender**, roles of male and female in society. It is not always strict that male and female must have their own roles. It is possible for male to have female's role (for example as a househusband) and female has male's role (for example as workers).

**Gender portrayal**, a depiction of male and female roles through many aspects such as in texts, illustrations, and even both.

**Gender asymmetry**, an unequal or imbalance representations of male and female. It often shows unfair treatment or discrimination and trivializes other kind of gender (one gender is more powerful or important than the other one).

### 1.7 Organization of the Research

The proposal research is organized in five sections. Each section has subtopics, which specifically elaborate detail information regarding different foci. How the sections are organized is as follow.

**Chapter I**, this section is introductory research, which explains about the background of this research. It contains background, research question, purpose of the research, delimitation of the research, significance of the research, clarification of the main terms, organization of the research, and concluding remark.

**Chapter II**, this section is literature review, which elaborates about related theories that will be used as a basis in analyzing the problem of the research. It involves the explanation about gender in social context, Framing Analysis, previous researches, and concluding remark.

**Chapter III**, this section is research methodology, which elaborates about approaches and procedures on how the research is made capable of converging its objectives. It elaborates purpose of the research & research question, design of research, data collection, data analysis, and concluding remark.

**Chapter IV**, this section is the result of research, which presents the result of the research. Beside presenting the result, the chapter will also promote an idea of discussions where the collected findings are available to be interpreted. This chapter presents findings, discussions, and concluding remark.

**Chapter V**, this section is the last chapter in this research, which presents conclusions drawn from the previous chapter. In addition, suggestions for the future researchers are also be included in this chapter. This chapter covers conclusions and suggestions.

## **1.8 Concluding Remark**

This section has explained the introductory research. It has presented background, research questions, purposes of the research, limitation of the research, significance of the research, clarification of the terms, and organization of the research. Related theories will be elaborated in detail in the following section.