CHAPTER I
INTRODUCTION

This chapter encompasses the introduction of the research which covers background of the research, research question, aim of the research, scope of the research, significance of the research, research methodology, subject of the research, data analysis, clarification of terms, and organization of the paper.

1.1 Background of the Research

Recently, the concept of gender representation in education has been conducted by many researchers. They have been exploring the representation in visual arts, print and non-print media, especially in learning materials. One of the learning materials is textbooks. Textbooks play an important role in education. They include teaching and learning contents. The contents within the textbooks can represent a varied group of features. One of the features is gender. Gender is attached to the textbooks since it is merely displayed to construct a learning fulfillment. However, gender representation in the textbooks can lead into gender biasness, thus, studies on gender biasness and practices of gender stereotypes in school's textbooks have entailed a number of interests among researchers over the past decades (Yasin et al., 2012; Xiaoping, 2005).

Moreover, studies into the domain of gender stereotypes in English textbook and the effects on a society can be discovered back to the early 1900s (Yasin et al., 2012, p. 154). They also stated that since then, research on language and gender has been carried out extensively. The research towards gender stereotypes in the textbooks become the current interests since the stereotypes can dictate the textbooks' viewers to perceive negative traits of particular gender.

It is now important to define gender. Gender and sexuality are commonly related but partly distinct areas. According to McElhinny (2003, p. 23), the distinction between sex and gender is able to counter perspectives that consider differences and inequalities between men and women to sex or biology. Gender is a part of ideologies, values, and beliefs while sex is defined as socio-biological

view in which there are no cultural determinants of human life (McElhinny, 2003, p. 23).

Deliberate awareness about gender disparities is able to lead to conscious stages. The stages are being taken by the elements of the textbooks development. The elements are able to provide students with appropriate service to avoid sexist practices (Yasin et al., 2012, p. 154). For example, Mukundan and Nimehchisalem (2008) examined gender representation in Malaysian secondary school English language textbooks which revealed an absolute gender bias with men outnumbering women. The bias is against men, which means, they seem mostly to possess negative traits. Thus, consideration should be taken for further publications of any textbooks, particularly English textbooks. The textbooks should serve both females and males a greater range of roles, activities and settings. The range is considered important to be analyzed in accordance with Yasin et al. (2012, p. 155) who highlighted that providing balanced English textbooks in terms of roles, activities and settings for both females and males is a prominent step in reducing gender stereotypes.

Based on the writer's observation, English as Foreign Language (EFL) textbooks, as one of the language teaching and learning materials have been extensively used both by teachers and students. The textbooks have been widely known as one of educational tools. They are able to provide a structure of teaching, offer linguistic, cultural, and methodological support, direction of teaching and learning, and present variety (McGrath, 2002, pp. 10-11). In relation with gender representation, the content of textbooks attempt to display gender reinforcement as social division between females and males. Therefore, a number of English textbook evaluations have been emerging through research. Despite the fact that the amount of research on English textbook evaluation has been well-documented, unfortunately, there is a lack of research on English electronic books evaluation. Thus, this research intends to investigate one of English electronic books focusing on visual analysis to make meaning of gender representation.

1.2 Research Question

This research is carried out to find out:

1. How are females and males represented in *Buku Sekolah Elektronik/BSE* (electronic school book) for junior high school students entitled *English in Focus for Grade VII*?

1.3 Aim of the Research

This research is intended to discover:

1. How females and males are represented in *Buku Sekolah Elektronik/BSE* (electronic school book) for junior high school students entitled *English in Focus for Grade VII*.

1.4 Scope of the Research

Limitation has been made to specify the problem in this research. The limitation is intended to investigate how gender is represented in *BSE* entitled *English in Focus for Grade VII* through illustrations displayed in the book. The selected illustrations are assigned as graphic or commercial art that is formed for client to fulfill the particular assignments. As Zeegen (2009) stated that illustrations are the works to fulfill particular tasks. Thus, the illustrations in this research do not include photographs, charts, tables and diagrams.

Furthermore, the illustrations have been specified to gender representation involving the appearances of females and males. This situation implies that any other illustrations beyond both females and males are not taken into account. Thus, this research focuses on gender representation by applying the theoretical framework of visual analysis proposed by Kress and van Leeuwen (2006).

1.5 Significance of the Research

This research is expected to provide various significances as follows:

1. To theoretical frameworks, this research can enrich the existing theories of gender representation and the relation to the English textbooks.

2. To students and teachers, this research can be a consideration to employ or not *BSE* for teaching and learning in relation to the existence of gender differences.

3. To future researchers, this research can give benefits as a guideline to support their research. Also, it can be a door of exploration in order to provide supportive information for later research.

1.6 Research Methodology

This research employs descriptive qualitative research design. Qualitative research is the research which involves data collection procedures in a sense of open-ended data to be analyzed without employing statistical measurement (Dörnyei, 2012, p. 24). Furthermore, qualitative research is also related to qualitative phenomenon and involves quality or kind . The data procedures of this research cover two steps, namely, selection of illustrations from *BSE* entitled *English in Focus for Grade VII* and interpretation of illustrations.

1.7 Subject of the Research

The research involves one of *Buku Sekolah Elektronik/BSE* (electronic school books) for junior high school students presented in the table below:

Table 1.1

Authors	Year	Title	Place of publication	Publisher
Wardiman, A. Djusma, M. S. Jahur, M. B.	2008	*English in Focus for Grade VII*	Jakarta	Pusat Perbukuan Departemen Pendidikan Nasional

1.8 Data Analysis

This research adapts the steps taken by Yasin et al. (2012) in their research of visual analysis of a Malaysian English school textbook in the relation to gender. The steps are as follows:

1. Finding the unit of analysis consisting of illustrations in the books.

2. Determining each illustration into two main criteria; a) the presence of participants b) the existence of gender of either female or male.

3. Examining the representation of gender in the selected illustrations by conducting visual analysis based on Kress and van Leeuwen (2006) grammar of visual design.

4. Examining whether or not gender stereotypes remain in the selected illustrations.

1.9 Clarification of the Terms

To avoid misunderstanding, there are some terms that have to be clarified. The terms are as follows:

1. *Buku Sekolah Elektronik/BSE* (electronic school book): One of the books that is regulated by the Ministry of Education and Culture of Indonesia. The book can be downloaded, copied, and printed by society (*Acknowledgement of BSE English in Focus for Grade VII*).

2. Gender: A socially determination which perceives ideas and practices of what it is to be female or male (Reeves & Baden, 2000, p. 3).

3. Gender stereotype: A belief about the psychological traits and characteristics including the activities which are appropriate to men or women (Brannon, 2004, p. 160).

4. Sex: Biological characteristics categorizing someone as either female or male (Reeves & Baden, 2000, p. 3).

   In addition, sex refers to an individual's biological status and is typically categorized as male, female, or intersex (i.e., atypical combinations of features that usually distinguish male from female). There are a number of indicators of biological sex, including sex chromosomes, gonads, internal reproductive organs, and external genitalia (*The Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients, adopted by the APA Council of Representatives*). Furthermore, according to *The Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients, adopted by the APA Council of Representatives*, gender refers to

the attitudes, feelings, and behaviors that a given culture associates with an individual's biological sex. The behavior of ccompatibility with cultural expectations is referred to as gender-normative. The behaviors that are viewed as incompatible with these expectations constitute gender non-conformity.

5. Sexism: A belief which differentiates sexes biologically, thus, those sexes are given unequal treatment (Brinkerhoff et al, 2008, p. 201). Additionally, sexism is

   a. prejudice or discrimination based on sex; especially discrimination against women; or

   b. behavior, conditions, or attitudes that foster stereotypes of social roles based on sex.

   (http://www.merriam-webster.com/dictionary/sexism)

6. Visual grammar: According to Kress and van Leeuwen (2006) visual grammar is:

   A quite general grammar of contemporary visual design in 'Western' cultures, an account of the explicit and implicit knowledge and practices around a resource, consisting of the elements and rules underlying a culture-specific form of visual communication. (p. 3)

1.10 Organization of the Paper

This research consists of five chapters. The organization of the chapters is as follows:

1. CHAPTER I: Introduction

   This chapter presents background of the research, research question, aim of the research, scope of the research, significance of the research,

research methodology, subject of the research, clarification of terms, and organization of the paper.

2. CHAPTER II: Literature Review

    The second chapter provides theoretical views of gender representation, visual grammar as the main analysis of this research, the findings of previous research and other supportive information which are related to this research.

3. CHAPTER III: Research Methodology

    This chapter encompasses research methodology which covers overview of the methodology, design of the research and analysis of data.

4. CHAPTER IV: Findings and Discussion

    This chapter provides result of data analysis.

5. CHAPTER V: Conclusion and Suggestion

    The last chapter provides conclusion of the research based on the result of data analysis. Furthermore, it also states suggestions for the betterment of further research.