

## **CHAPTER I**

### **INTRODUCTION**

This chapter introduces the present study. It presents the background of the study, the research questions, the objective of the study, the significance of the study, the scope of the study, clarification of key terms, and organization of the paper.

#### **1.1 Background of the study**

Commonly found in a classroom, a textbook is a product of curriculum that has an important role in supporting the teaching and learning process in the classroom. A textbook is an important teaching tool that helps teachers to prepare and run a lesson (Toci & Aliu, 2013). In addition, a textbook also contains norms, values, and beliefs underlying the presentation of course materials (see Crawford, 2004; Widdowson, 2007; Widodo, 2018). Thus, evaluation of a textbook is needed because it can criticize the implicit message which is contained in textbook.

Evaluation of a textbook should not only focus on language-based topics such as tenses, adjectives, and verbs but also pay attention to the social aspects that may be implicitly presented. According to Madjid (2002, p.85 as cited in Sari, 2011), an important aspect that needs to be explored in textbook evaluation is gender issue in education. In other words, gender issue often appears in verbal communication such as a textbook.

Textbook analysis from a gender perspective is important because a textbook—source of information—can easily become a tool for promoting gender bias (Stockdale, 2006). The effect of gender bias has a dangerous influence on the cognitive and behavioral development of young learners which have been recognized since the 1970 (Lee & Collin, 2009). In addition, gender consideration is important especially, to assist the students to create their own ideas and make their own judgment without being affected by textbook (Toci & Liu, 2013), to avoid the harmful real-world and damaging pedagogical consequences especially for females (Lee, 2014), and to guarantee the provision of balanced and gender-sensitive education (Salami & Ghajarieh, 2015).

Research on gender representation in English textbooks has emerged since the 1970s (Lakoff, 1973; Hartman & Judd, 1978) in line with the awareness of gender equality in education. Afterward, studies of gender has become increasingly popular among researchers either from western countries which studied gender issue in the western context (Kingston & Lovelace, 1978; Hellinger, 1980; Porreca, 1984; Peterson & Lach, 1990; Bowker, 1996; Sunderland, 1998; Graci, 1999; Dominguez, 2003; Stockdale, 2006) or Asian countries which studied gender perspective in Asian context (Gharbavi & Mousavi, 2012; Jean & Yuit, 2012; Yasin et al., 2012; Toci & Alliu, 2013; Lee, 2014; Bakar, Othman, Hamid, & Hasyim, 2015; Ebadi & Seidi, 2015; Esmaeili & Arabmofrad 2015; Jannati, 2015; Salami & Ghajarieh, 2015; Gebregeorgis, 2016; Lee, 2018) as all the resarchers believe that gender issues can influence teaching and learning processes in the classroom practice through the use of the textbooks.

Responding to the gender issue in textbook materials, Indonesian researchers (Sari, 2011; Ena, 2013; Damayanti, 2014; Emilia, Moecharam, & Syifa, 2017; Yonata & Mujiyanto, 2017; Ariyanto, 2018) also conducted research to reveal gender representation in EFL textbooks. Their investigations showed that Indonesian textbooks which have been scritinized displayed males more prominent than females, the gender roles were presented in asymmetrical manner. In other words, male characters appear more often and hold important roles of participant than females, and there was gender bias or gender stereotype in the content of textbooks.

Although numerous studies in the different countries have analyzed gender issue in ELT materials, many previous researchers who investigated gender representation in the textbooks focused less on comprehending the relation between gender and language. They only concentrated on the frequency or ratio between male and female appearances in occupations, traits, activities (Evan & Davis, 2000; Lee & Collins, 2009; Gharbavi & Mousavi, 2012; Yasin et al., 2012; Yang, 2015; Yonata & Mujianto, 2017). An important aspect that has not been largely investigated is the relation between the author's view in writing textbooks and gender representation, and only a few studies have explored the notion. For example, Kingston and Lovelace (1978) investigated sexism in educational

materials such as, textbooks and children's literature. Based on their findings, it is found that the authors showed men and women displayed differently in educational materials. Afterward, Sari (2011) conducted research to complete the understanding about the editor's reasons underlying the representation of gender in the textbooks. Furthermore, in Indonesian context, most of data sources used are textbooks for elementary or junior high schools (Sari, 2011; Damayanti, 2014; Emilia, Moeharam, & Syifa, 2017; Ariyanto, 2018) and only few researchers focus on textbooks of senior high school to investigate gender representation (Ena, 2013; Yonata & Mujiyanto, 2017).

Based on the background discussed above, the present study seeks to examine gender representation in two EFL textbooks for Indonesian senior high school. The representation is explored from the systemic functional linguistic perspective. This study also examines the consistency between the authors' view on gender and its realization in the textbooks that they have written.

## **1.2 Research questions**

This study seeks to find the answers to the following questions:

1. How is gender representation realized in the process types in the language?
2. To what extent is the authors' view realized in the representation of gender in the textbooks?

## **1.3 Objectives of the study**

Following up the research questions above, this study attempts to investigate how gender is represented in the two EFL textbooks for Indonesian senior high school and the extent to which the authors' view is realized in the representation of gender in the textbooks.

## **1.4 Significance of the study**

This research is expected to contribute to discussions on gender issues in education. For the practice of textbook writing, it is expected that this study will inform textbook authors, material developers, and policymakers so that they will be more aware of gender inequality issues presented in course materials. It is also

expected that EFL teachers enhance their critical awareness of gender issue in classroom practice.

### **1.5 Scope of the study**

This study focuses on two English textbooks written for the tenth and twelfth grades of senior high school students. The textbooks are published by the Ministry of Education and Culture of the Republic of Indonesia (see Appendix 1). The data includes the written texts in the form of reading passages, dialogues, and exercises. In addition, this study also involves the authors of the two English textbooks.

### **1.6 Clarifications of key terms**

#### **a. EFL textbook materials**

In this research, EFL textbook materials can be defined as the main media for teaching English in most face-to-face classroom settings. EFL textbook materials support the teaching and learning process in the classroom.

#### **b. Gender**

Gender is a characteristic or trait that is pinned to a particular sex based on cultural or social construction.

#### **c. Transitivity System**

Transitivity system is one aspect discussed in systemic functional linguistics (SFL) that concerns the experiential meaning, a type of meaning that reveals how language is used as a tool for representing reality. Transitivity involves three components, namely processes, participants and circumstances. In this study, transitivity is used to explore gender representation in the textbooks.

### **1.7 Organization of the paper**

This paper consists of five chapters. The first chapter covers the background of the study, the research questions, the objectives of the study, the significance of the study, the scope of the study, and clarification of key terms. Chapter two presents the literature review focusing on gender, transitivity system, and

textbooks. Chapter three presents the method of the present study covering the research design, data collection procedure, and data analysis procedure. Chapter four presents the findings of the study along with the discussion of the findings. This chapter includes how gender is represented in the text and how the authors' view is realized in the gender representation. Finally, chapter five concludes the present study and offers some suggestions.