

CHAPTER I

INTRODUCTION

A. Background of The Research

Numerous factors can influence students' learning outcomes in the English language teaching and learning process, and some of these factors support successful instruction. Learning environment; consistent and shareable outcomes; diverse content, resources, and methods; practice and feedback; complex thinking and transition are some of these. These five elements work together to strengthen and complement one another.¹ Another important element is the material which materials refer to everything that is used to assist in the teaching of language learners. As a result, these components promote student comprehension with the aim of raising students' academic achievement.

The textbook, as a result of the information gathered, becomes one of the content tools that greatly contribute to the success of teaching and learning. This is due to the textbook's importance as the primary source of knowledge. Some textbook roles, according to Cunningsworth, include presentation content, exercises for learner practice and communicative engagement, simulations and ideas for classroom language activities, a syllabus, self-directed learning, and teacher support.² Furthermore, textbooks have evolved into a structure, syllabus, ready-made text and tasks, as well as a source of economy, flexibility, guidance, and autonomy.³ To achieve the goal of teaching

¹ Y.M. Harsono, "Developing Learning Materials for Specific Purposes". *TEFLIN Journal*, Vol. 18, No.2, TEFLIN Journal.

² Allan Cunningsworth, *Choosing Your Coursebook*, (Thailand: Macmillan Education, 1998), p.7.

³ Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 2009), p.184.

and learning, students need textbook assistance and support system.

Teachers can also save time by focusing on teaching processes rather than planning tasks for students, and they can change and inspire students depending on their needs. The textbook serves as a source of linguistic input for students. They are permitted to read related to the learning and teaching process and to review afterward. As a result, one of the most important aspects of an effective learning and teaching method is the textbook.

Furthermore, selecting and evaluating the previous literature textbooks on EFL in the commercial market is a challenging work. In general, textbooks are appropriate for teaching and learning, but they do not guarantee the achievement of specific learning goals. There is also no book that is intended for general use. Every learner, for example, has unique characteristics. Successful strategies based on student needs are a certain form of teaching. However, creating a high-quality textbook necessarily involves careful consideration of a wide range of factors, as well as the establishment of certain qualitative standards for choosing a good textbook. First, the materials are unbiased and non-stereotypical. Secondly they should have comprehensive, complete, and inclusive view of society and its history.⁴ Third, materials should have a variety of perspectives. As a result, good materials should equally reflect all groups without discrimination or stereotypes that are relevant to gender issues.

According to the previous explanations, there could be gender issues in textbook material that need to be resolved. Gender stereotypes can also be seen in educational materials. In addition, as people's

⁴ Ouda Teda Ena. *“Gender Roles Representation in Indonesian School Textbooks: A Visual Content Analysis”*, (Yogyakarta: Sanata Dharma University, 2010) P.5.

understanding of gender relations grows, the Indonesian government has implemented a gender mainstreaming program in educational settings. The Indonesian government has set strict rules and assessments for the education sector.

Gender equity policies are outlined in Ministry of Education and Culture No. 84, which was issued in 2008. It is a framework for implementing gender equity in education. It specifies that each unit of work in the education sector be integrated with gender equality implementation.⁵ The Indonesian government founded the National Education Standards Board (BSNP) and the center of Curriculum and Book Management to handle textbooks (Puskurbuk). Managing textbook use is one of these features. It is in charge of textbook growth. In addition, the National Education Standards Board and the center for Curriculum and Book should manage textbooks used by Indonesian consumers, such as teachers and students. Gender in Indonesia has improved as a result of gender equality, but this has resulted in other issues. One of them is a work-related problem. There are women who work in male-dominated fields. It is clear that women are working in occupations that are unsuitable for them. It's a delicate subject that has the potential to be an issue.

Based on the above, it can be assumed that reviewing gender representation in textbooks is important in order to improve the standard of educational materials. There is one textbook, among many for students, that needs to be examined in terms of gender representation.

B. Formulation of The Problem

⁵ Republik Indonesia, Undang-Undang Kemendikbud No.86 year 2008 about "Pedoman Pelaksanaan Pengarusutamaan Gender Bidang Pendidikan, Article no.2.

The writer had described the following research problems based on the context of the problem:

1. How is male represented in **Breakthrough a course in English Communication Practice and English Unlimited Textbook?**
2. How is female represented in **Breakthrough a course in English Communication Practice and English Unlimited Textbook?**

C. The Objective of The Research

The study aims to determine what gender status is appropriate in **Breakthrough a Course in English Communication Practice** and **English Unlimited** textbook based on the problem statements. In addition, the aim is to determine which male and female roles are appropriate for their gender position in both textbooks.

D. Significances of The Research

a. For writer

This study is intended to help writers to gain a better understanding of gender roles in ELT (English language Teaching) and to give more knowledge about gender bias in language that may exist in both of the textbook.

b. For Readers

This study is expected to inform readers about the gender role in ELT textbooks.

c. For other researchers

This study is intended to serve as a guideline for future researchers interested in gender position in ELT textbooks and expected to provide to be one of references to conduct a deeper study about gender representation in the both of the textbook.

E. Limitation of the Problem

Based on the identification of problems, this research focuses on gender position in ELT (English Language Teaching) textbooks for the college students. There are two textbooks which be analysed in this research. The first textbook entitled **Breakthrough a Course in English Communication Practice** by J.C Richards M.N Long. The textbook was chosen because it was applied in English Department as Reading Textbook in language Class. The Second textbook entitled **English Unlimited** by Alex Tilbury, Theresa Clementon, Leslie Anne Hendra, & David Rea. The textbook was chosen because it was applied in the Islamic Religious Education department as an English Coursebook.

F. Previous Study

Gender studies in English textbooks have been carried out by researchers. Dhini Anjarwati's previous research is titled "**Gender Representation in The English Textbook (A Content Analysis of Pathway to English for Tenth Grade Senior High School Published by Erlangga).**" The aim of this study was to look at how gender is represented in Pathway to English, one of the English learning resources. Gender equality is one of the defining characteristics of a successful learning resource. A review of the entire content of the textbook is needed to ensure that it reflects equity. The gender composition of Pathway to English is important to investigate because it is widely used as the primary source of ELT in Indonesian Senior High Schools. As a result, this textbook serves as a platform for advocating and informing gender equality. This is a content analysis-based qualitative study. The information for this study came from the material of Pathway to English, describes gender relations. The information was categorized

which into prominence, professions, sports, firstness, domestic positions, and rolemodels, and the data consisted of pictures and text from the textook. Document analysis was used to compile the data for this study.⁶

The second thesis is "**The Study of Gender Role in Elt (English Language Teaching) Textbooks For Eleventh Grade Students**" which is done by Ani Syela. The gender position in ELT (English Language Teaching) textbooks for Eleventh Grade Students is examined in this study. The research aims to: (1) determine what gender status is equivalent in the textbooks Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI semester 1 and Pathway to English for SMA/MA Grade XI; and (2) determine what male and female roles are appropriate in both textbooks based on their gender position. Content analysis was used as the research technique. Female or male pictorial representation or illustration, character, female or female mention, role models, behaviours, and pattern of mentioning female or male were all examined in this study's data. The study reveals that in both ELT textbooks, the male gender role is more dominant than the female gender position. However, two aspects of the first textbook depict an equal gender role, while the entire second textbook depicts an unequal gender position. The first is the mention of female or male; both female and male were listed 250 times in the textbook. The number of role models is the second factor. In the first textbook, there are only two role models, one female and one male.⁷

The third is "**Gender Representation in the English**

⁶ Dhini Anjarwati, Thesis: " *GENDER REPRESENTATION IN THE ENGLISH TEXTBOOK (A Content Analysis of Pathway to English for Tenth Grade Senior High School Published by Erlangga*". (Purwokerto: IAIN Purwokerto, 2020).

⁷ Ani Syela, Thesis: "*The Analysis Of Gender Position In Elt (English Language Teaching) Textbooks For Eleventh Grade Students*". (Banten: UIN Banten, 2018).

Textbook (A Content Analysis of Bright for Seventh Grade Student Published by Erlangga)” which is done by Ummu Salamah. The objective of this study is to see whether gender is represented equally in the English textbook for the seventh grade student. The object of the study was the English Textbook entitled *Bright: An English Course for Seventh Grade Junior High School Student* by Nur Zaida, and it was published by Erlangga in 2014. Number of female/male names listed, number of female/male roles, number of female/male games, number of female/male role models, and trend of mentioning female/male names were the six aspects of research suggested by Logsdon. Males dominate in four areas: pictures, female/male roles, female/male sports, and female/male role models, according to the findings of this research. Females were more evident in two ways: the number of female/male names listed and the pattern of female/male names mentioned. As a result, gender is reflected unequally in *Bright: An English Course for Junior High School Students in Seventh Grade*.⁸

The fourth is **“Representation of Gender in English Textbooks in Indonesia”** which is done by Fadhila Yonata and Yan Mujiyanto. The study describes the similarities and differences of the representation of gender in English textbook in Indonesia. The textbooks are Bahasa Inggris (BI) written by Widiati, Rohmah, and Furaidah for non-native speakers, and Aim High (AH) written by Falla and Davies for native speakers. In the exercise and photos section, it was discovered that BI and AH are identical in terms of male dominance over female. Furthermore, both textbooks portray male characters involved in higher

⁸ Ummu Salamah, Thesis *“Gender Representation in the English Textbook (A Content Analysis of Bright for Seventh Grade Student Published by Erlangga)”*. (Jakarta: UIN Jakarta, 2014).

education, social, and outdoor-based activities in similar ways. Furthermore, BI and AH differ in that BI has no single female or equal shared dominance in all sections, while AH has female dominance in the course material and equal shared dominance in the reading passage and conversation section.⁹

The Fifth is **“Gender and Visual Images: Looking back how stereotypes are presented in textbook”** which is done by Putri Elbalqis, M. Sayid Wijaya, and Rohmatillah. This study used two components of gender schema theory – feminine and masculine characteristics, as well as feminine and masculine professions – in a descriptive qualitative study with a content analysis style. The data was collected using documentation. The researcher used Ary's three stages to complete the data analysis. The findings revealed that males and females were described similarly in terms of traits, but they were depicted differently in two areas: several female pictures were described with short and curly hair, and many male pictures were depicted with bangs on their hair. Furthermore, many females were described as having darker skin, while many males were described as having bright skin.

The occupations aspect revealed that some occupations were only described for males while the occupations; teacher, meal server, biker, hospital work, and the child care activity, were described for both males and females. Overall, it could be said that gender stereotypes still dominantly appeared in male and female pictures. Additionally, the presentation of the male and female picture showed that male pictures were being the majority, with 265 (54.75%) were male pictures, while

⁹ Fadhila Yonata & Yan Mujiyanto. The Representation of Gender in English Textbooks in Indonesia. *Language Circle: Journal of Language and Literature*, vol 12(1), 91-101.2017.

219 (45.25%) were female pictures, it meant that male and female were presented unequally in this textbook. This research is related to the previous research. In an ELT (English Language Teaching) textbook, gender is discussed. The standard of the textbook used in this analysis is what sets it apart from the others. This study examined a textbook for college university students, while previous research looked at a textbook for junior high school students.¹⁰

¹⁰ Putri Elbalqis and M Sayid Wijaya, '_Gender and Visual Images : Looking Back How Stereotypes Are Presented in Textbook_', *English Education: Jurnal Tadris Bahasa Inggris* Vol.13 (2), 2020, 80-103.