

CHAPTER I

INTRODUCTION

1.1 Research Background

As a cultural reflection, people communicate the language related to interpersonal relationships (Kashima, 2014). In addition, the language may impart the concept of the relationship between people in a culture. Communication between two people or more is a process of delivering a code in the form of sounds, sentences, words (Aitchison & Wardaugh, 1987). While, language can be defined as a method of expressing ideas and emotions in the form of signs and symbols (Hoque, 2019). In line with this, Hickey (2014) states that language can be described as a communication system between an individual and a social phenomenon. Several aspects influence the use of language in a particular group of people, one of them is the environment. Gender's role in communication plays a crucial part in shaping how men and women use the language. It is based on cultural beliefs and social stereotypes (Heilman, 2012; Mahmud, 2015; Phillips, 2005). The use of language differently reflects the social reality and how we view the world (Barr & Atkins, 1975; Coates, 1996; Lakoff, 1973; Litosseliti, 2006). It is also related to the power of men and powerless language for women. Women's language was described as weak and unassertive, occupying the powerless social position (Barr & Atkins, 1975; Coates, 1996). Similarly, men have a high tendency to occupy a higher position in society.

Lakoff (1973) introduced the different speeches between women and men. She stated that their belief and social culture control the different language uses. Women are expected to use more polite language, have an exemplary manner in speaking, and avoid using a strong intonation. Additionally, women are disempowered by using "powerless" language (Eckert & Ginet, 2003). This powerless language can be a part of discrimination that affects women's positions. Cameron (in Dewi, 2016) maintained that the different language uses between men and women emerged due to the speakers' complex social position.

Gender inequality needs to be considered in many aspects, and education is no exception. UNESCO (2015) created a policy to equalize the position between men and women in societies reflected in educational materials. The policy prioritizes gender equality in any global post-15 education agenda programs. It has been stated that the inequalities of gender happen due to systematic discrimination and gender stereotyping. In education, the representation of gender can be seen through textbooks given. Textbooks are valuable media for introducing norms and values to students (Yonata et al., 2017). Some researchers have analyzed how gender-biased constructions are represented in the textbook (Ariyanto, 2018; Dabbagh, 2016; Barton & Sakwa, 2012; Hameed & Ansa, 2012). The result revealed that the inequality issues between men and women still existed in literacy, especially in the textbook story. It implicitly creates students' belief about organizing their behavior based on the material given (Hameed & Ansa, 2012; Taylor, 2003). It provides a possible chance for students to practice gender ideology and create certain judgments towards themselves.

Some of the reasons why textbook is essential to be analyzed related to gender issues in education are: 1) Textbooks are used by almost 80% of the learners and teachers as the material resources and instruction of learning (Blumberg, 2008). 2) Textbooks provide the factual information of the subject matter and as the main tools in shaping behavior and ideology for children and how they are guided (Nasrullah, 2016; Paudel & Khadka, 2019). 3) textbooks are indicated to have the potentials for introducing social norms and values. It consciously or unconsciously provided gender-bias contents in the textbooks (Dabbagh, 2016; Nasrullah, 2016; Setyono, 2018; Rachmijati & Cahyati, 2014; Yonata et al., 2017).

The analysis more emphasizes the language textbooks as the medium to transfer ideologies (Ahmad & Shah, 2019; Barton & Sakwa, 2012; Hameed, 2014; Lee & Collins, 2014; Lee & Mahmoudi-Gahrouei, 2020; Lestariyana et al., 2020; Paudel & Khadka, 2019; Rachmijati & Cahyati, 2014; Sari, 2011; Setyono, 2018). The results maintain the importance of textbooks and reading materials to raise gender awareness among students and teachers (Anggawati et al., 2018; Blangsinga et al., 2021; Dewi et al., 2018; Maheswari et al., 2020; Puspawati et al., 2021; Suwastini et al., 2020; Anggawati et al., 2018). The finding showed the imbalance between males and females regarding dominant appearances, domestic roles for women, occupational roles, and feminine and masculine characterizations. Female characters were given the limitation of participation, presence, and proposition in English textbooks (Barton & Sakwa, 2012, Curaming & Curaming, 2020; Emilia et al., 2017; Gharbavi & Mousavi, 2012; Lee, 2019; Lee & Mahmoudi-Gahrouei, 2020; Lestariyana et al., 2020; Paudel & Khadka, 2019). The patriarchal ideologies have been imparted by giving more space

for male characters in physical attributes and activities (Ahmad & Shah, 2019; Curaming & Curaming, 2020; Damayanti, 2014; Emilia et al., 2017; Gharbavi & Mousavi, 2012; Lee, 2019; Paudel & Khadka, 2019; Shamsuddin & Hamid, 2017). Besides, the professional occupations were frequently dominated by male characters, such as judges, lawyers, managers, scientists, CEOs, and police officers. While, female characters were assigned to traditional and domestic roles, such as housewife, nurse, and teacher (Ahmad & Shah, 2019; Barton & Sakwa, 2012; Gebregeorgis, 2016; Curaming & Curaming, 2020; Julianti et al., 2019; Lee, 2019). The labor division is closely related to the feminine and masculine characterization. The representation of female characters for being weak, independent, and caregiving, strengthens the powerless position of women (Bahman & Rahimi, 2010; Hameed & Ansa, 2012; Lee, 2016; Lee & Collins, 2010). Additionally, female characters were illustrated as more emotional, passive, nurturing, trivial, empty-headed. In opposite, male characters were produced as rational, physically strong, and brave. These descriptions emphasize both genders' masculine and feminine characterizations have to be.

Predominant male characters and stereotyped characterization were also found in Indonesian EFL textbooks. It has been analysed in textbooks of elementary school (Damayanti, 2014; Sari, 2011), Junior High School (Ariyanto, 2018; Blangsinga et al., 2021; Emilia et al., 2017; Julianti et al., 2019), and Senior High Schools (Rachmijati & Cahyati, 2014; Setyono, 2018; Yonata et al., 2017). The findings showed that the imbalance between spare and traditional stereotypes was imparted in English textbooks. Male characters mostly took the dominant roles and placed female characters as passive ones (Rachmijati & Cahyati, 2014; Sari, 2011; Suhartono &

Kristina, 2018; Setyono, 2018; Yonata et al., 2017). They were illustrated as the receiver of the action, affected by the active characters, or simply being listeners to male characters' speech (Damayanti, 2014). In addition, female characters were primarily illustrated in domestic roles, placing male characters as professional workers (Blangsinga et al., 2021; Suhartono & Kristina, 2018).

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The depiction of gender stereotypes is a part of multicultural societies—for instance, Indonesia is one of the countries that apply a patriarchal system. The system gives men the dominant roles in many aspects of culture (Millett, 2000). It subconsciously influences the materials in the textbooks. Moreover, Indonesia is a primarily Islamic population that strictly follows principles of how men and women

need to behave and hold particular social and cultural beliefs (Setyono, 2018). Those beliefs construct personal and social distance between men and women. Since Islamic culture is followed, some responsibilities are held between men and women. Men have to provide for the family's needs, and women have to take care of and nurture their children. It was proved by the preliminary observations that; the existence of traditional stereotypes was still dominated and overshadowed by the male characters.

In contrast, from a liberal feminist's perspective, it maintains that every human being has the same potential, dan rationality (Suwastini et al., 2020). Some deconstruction traits have been found to equalize gender positions in an Indonesian context. It depicted women with double positions as wives and workers (Lestariyana et al., 2020; Setyono, 2018). Blangsinga (2021) reported the result of feminine traits in the characters. Some female characters were illustrated to live independently, be hard-working, and have power. The character cursed the male character that implicitly created the perception that women can be powerful as men. The depiction of women tried to criticize men, revealing that women have the same rationality and logic (Julianti et al., 2019). It is possibly against the patriarchal definition of women. Those descriptions were identified as a part of an improvement in depicting both characters in the balance description. This improvement also shows the women and girls have the same potential as men and boys. However, it is still weak to show that textbooks have already made certain efforts in balancing the representation between men and women. Some deconstruction traits were found more being intense ambivalent.

In recent years, several studies have focused on visual images, such as studies by Ariyanto, 2018; Damayanti, 2014; Lestariyana et al., 2020, and help increase gender

awareness towards gender inequality language and visual analyses. But there is still much to analyze the efforts in deconstructing the existing traditional stereotypes. Therefore, this research has been done since there is still a lack of study in analyzing the deconstruction of binary oppositions in language and visual images in shaping gender awareness among Indonesian students. The present study tried to analyze an English textbook for the Eleventh grade of Senior High School entitled "*Bahasa Inggris: Stop Bullying Now, Stand Up, Speak Out*". The analysis has been done to find the efforts of deconstructing the inequality of men and women. It supported the government's policy to equalize genders' position in every educational program. The book was chosen with consideration of representing the Indonesian culture.

1.2 Problem Identification

Gender awareness still needs to be increased as the efforts decrease discrimination towards women in societies. Most of the researchers, those are Ariyanto (2018); Barton & Sakwa (2012); Curaming & Curaming (2020); Gharbavi & Mousavi (2012); Lee (2019); Lee & Mahmoudi-Gahrouei (2020); Lestariyana et al. (2020); Paudel & Khadka (2019); Shamsuddin & Hamid (2017); Suhartono & Kristina (2018); Rachmijati & Cahyati (2014); Sari (2011); Yonata et al. (2017), have found gender imbalance representation in English textbooks. They also tried to analyze how English textbooks depicted traditional stereotypes in the material contained. The lack of teachers' and students' gender awareness is the main reason why analysis of English textbooks is a must. The deconstruction of binary oppositions is already imparted in the materials, yet the awareness is still lacking. This study analyzed the evidence of

gender deconstruction as the efforts in equalizing gender's position. The problem is highlighted, considering that the patriarchal are firmly embedded in Indonesian culture.

Education can impact on bridging the gender gap. Many women and girls have been imparted to be summative, passive, weak, and subordinate to their male counterparts from a young age. The impact is they are less valued than men. The cultural expectation, especially for the Islamic population, reinforces cultural norms and expectations to continue the cycle of male patriarchy. Considering children spend most of their time studying and living in the classroom, it was the best way to use women's and girls' time to take a right in societies. Therefore, it was necessary to introduce the stereotypical traits imparted in the materials, especially in the English textbook for eleventh grade for senior high school students. The consistent information is delivered to create a new perception toward gender conception for students.

1.3 Statement of the Problems

- 1.3.1 How are gender stereotypes represented in the Indonesian English Textbook for the Eleventh Grade of Senior High School?
- 1.3.2 How is the deconstruction of gender depicted in the Indonesian English Textbook for the Eleventh Grade of Senior High School?

1.4 The objective of the Study

Based on the formulation of problem statements, the objective of the study is described below:

1.4.1 To illustrate how gender stereotypes are represented in the Indonesian English Textbook for Eleventh Grade of Senior High School

1.4.2 To elaborate gender deconstruction in the Indonesian English Textbook for Eleventh Grade of Senior High School.

1.5 Significance of the Study

The result of this study is expected to give theoretical and practical significance. The significances are explained in detail below:

1.5.1 Theoretical Significance

This result is expected to increase people's awareness of women's quality in some aspects, especially English textbooks. It has been maintained that textbooks need to be bias-free since almost 80% of the learners use them as learning sources and instructions (Blumberg, 2008). This study is expected give contribution to highlight the gender bias and empower the ideology of feminists that appear in the educational system, especially in textbooks. By applying textual analysis from McKee (2003), this study can enrich the example of textual analysis that possibly has ideologies imparted in characters' representation. The findings enhance how an English textbook depicts gender inequality and the deconstruction of binary opposition in the materials. It was analyzed by applying the theories of Lakoff (1973), Coates (1996), and Millett (2000).

1.5.2 Practical Significance

1. Practical Significance for Students

For learning a language, students are helped to know the use. It is to avoid promoting the understanding of the inaccurate social and cultural reality through the English language as the norm of societies. Gharbavi and Mousavi (2012) argue that gender-biased textbooks possibly contribute to female students' language learning, including feelings of exclusion, alienation, devaluation, and lower expectations.

Besides learning the language, this study's result contributes to building students' gender awareness towards the kinds of discrimination and equality depicted in English textbooks, especially for Second Grade students of Senior High School. The findings help students be aware of traditional stereotypes through the language between male and female characters. Gebregeorgis (2016) maintained that a robust education and socialization medium significantly impact students' perceptions, knowledge, and attitudes about gender quality. It builds students' sensitiveness and awareness of gender issues.

The awareness of gender equality impacts students to think critically about their conditions. Students are expected to understand that the different language used between men and women in the materials does not represent societies. Students possibly anticipate gender inequality and need to respond to the gender-biased content for not accepting it immediately.

2. Practical Significance for Teachers

This study's result will help teachers understand the inequality between gender and gender bias in the textbooks. Dabbagh (2016) and Harashima (2005) stated that the discrimination towards women is reflected in language use and inappropriate illustrations. The differentiation between men and women needs to be decreased to awaken the bias towards women through language. Therefore, the results of this research are expected to encourage teachers to strengthen the effort of deconstructions found and applied in daily activities.

Barton & Sakwa (2013) argue that teachers have to analyze the materials critically before using them in the classroom. It is done to avoid students' negative perceptions and be insensitive to gender stereotypes and as a guideline for teachers for raising awareness about gender-biased constructions in society. Moreover, the deconstruction supported the balance between men and women in students' perceptions. Such understanding will gradually eliminate patriarchy and support the effort to achieve equality between men and women.

Critical thinking toward gender-bias traits are important issues to be included on teachers' learning activities. Certain activities associated for both genders, without marginalization, expecting, can increase and cooperate the efforts in deconstructing the binary oppositions implanted in the English textbook for the seventh grade of senior high school.

3. Practical Significance for Other Researchers

This study can reference other researches on sociolinguistics, gender studies, applied linguistics, and feminisms. The gender representation and

gender deconstruction found can lead to similar studies in the future. It is expected can enrich the information related to the analysis of gender deconstruction in text and visual aspects. The limitation of this study can be used as a reference in developing and analyzing a similar field, such as creating a book that reflects fewer gender stereotypes.

The findings of deconstruction in language and image aspects can be used as the starting points to analyze the critical issues of deconstruction towards gender concepts. Other researchers may do a deeper analysis on the effects of the deconstructive traits in educational materials and how it promotes students to the gender norms in society. Content analysis is expected to highlight more efforts that have been contained in the language materials in encouraging teachers and students to be sensitive towards discrimination through language use between boys and girls. Furthermore, a gender-equitable solution may encourage boys and girls to be interested in non-stereotypical options in subject choice.

1.6 Scope and Limitation of the Study

This study is limited to the representation of male and female characters in language aspects and visual images in the Indonesian English textbook entitled "*Bahasa Inggris: Stop Bullying Now, Stand Up. Speak Out*" for the Eleventh Grade of Senior High School. The language aspects were analyzed by Lakoff (1973) and Coates (1996)' theories, while the deconstruction of binary opposition took the feminist

perspective of Kate Millett. Additionally, it is limited in Indonesia's social and cultural aspects, as Indonesian publication and for Indonesian students.

