

CHAPTER I

INTRODUCTION

This chapter will explain some points of the introduction. They are background of the study, statement of study, objective of study, significance of the study, scope and limitation, and definitions of key terms.

A. Background of Study

There are many differences between men and women. To some extent, these are captured in the stereotypical images of these groups. Stereotypes about the way men and women think and behave are widely shared, suggesting a kernel of truth. However, stereotypical expectations not only reflect existing differences, but also impact the way men and women define themselves and are treated by others.

Gender is a multifaceted and multilevel concept involving not only state policies, institutional organizations, and cultural inheritance, but also psychological development and the process of socialization. Gender role acquisition and development are one faced of gender role stereotypes asymmetries.¹

Children acquire gender role concepts as early as 2 years of age, by which time they internalized certain gender role messages, transmitted by their parents,

¹ Collins, Laura J., Bron B. Ingoldsby, and Mary M. Dellman, "Sex-role Stereotyping in Children's Literature: A Change From the Past," *Childhood Education*, Vol. 60 (1984), 278-285.

that become the basis of gender role stereotypes.² One of the sources contributing to this process is the print media. Weitzman and her colleagues in 1972 analyzed award-winning children's picture books and they found clear gender role stereotypes depicted in these.³ As these researchers indicated, the stereotypes not only mirrored cultural values, but also provided the means of persuading children to accept these values. Collins et al. in 1984 confirmed that male-female differences had decreased. Negative stereotypes of women's roles had changed as well, in that when women played central roles they were no longer depicted in the traditional ones of mothers or wives. Nor were they portrayed as being passive and weak.⁴ However, when women's roles were not central, gender role stereotypes were still apparent. Witt in 1996 has confirmed that in currently used children's readers, the ratio between male and female characters is 3 to 2 and males are still described with stereotypically masculine qualities, while female characters tend to be more androgynous.

Following the powerful influences of family and parents, school is the importance one to facilitate the students in learning process. It is a formal institution of learning. It can supply equal space for overall growth and development of girls

² Kuhn, D, "Sex-Role Concepts of Two- and Three-Year Olds," *Child Development*, Vol. 49 (1978), 445-451.

³ Lamug, Corazon B. (1997), "Content Analysis of Filipino Children's Schoolbooks for Gender Role Stereotypes," Paper presented at the 9th Asian Workshop on Child and Adolescent Development, 22-25 Sept., 1997, Universiti Brunei Darussalam, Brunei.

⁴ Witt, Susan D, "Traditional or Androgynous: An Analysis to Determine Gender Role Orientation of Basal Readers," *Child Study Journal* 26: 303-319. (1997), "Parental Influence on Children's Socialization to Gender Roles," *Adolescence*, Vol. 32 (1996), 253-259.

and boys, but it takes a principal role in gender socialization, by evaporating the traditional values, attitudes and notions of the society through various teaching learning practices.

Curriculum is important part of schooling that covers teaching and learning materials, classroom practices, evaluation and assessment procedures and language policy. Within the children grow up as female or male in the society and applies as the powerful tool to transmit and transform the culture, values, attitudes and beliefs of the society to the learner.

Another part, textbooks that constitute the most significant components of the curriculum have a significant role in educating children not only sources of knowledge and information but also as instrumental in developing appropriate values and gender role perceptions.

Gender bias often manifests itself in English as a Second Language (ESL) textbooks with an over-representation of males⁵ and with women often being caricatured and assigned stereotypical roles and reactions. Men tend to occupy more powerful positions and have a greater range of occupational roles⁶ while, generally, women are of inferior status.⁷

⁵ Ansary, H., and E. Babaii, *Subliminal sexism in current ESL/EFL textbooks*. *Asian EFL Journal* 5. <http://www.asian-efl-journal.com/march03.sub1.php> (accessed May 28, 2010). 2003

⁶ Gupta, A.F., and A.L.S. Yin, "Gender representation in English language textbooks used in Singapore schools", *Language and Education* 4, 1990. P: 29–50.

⁷ Harashima, H.D, "Sexual bias in an EFL textbook: A case study", *In JALT Conference Proceedings*. (Tokyo: JALT, 2005).

Gender-biased language in textbooks can affect students adversely and it creates an oppressive world for them because this gender-biased language most often is unjustified and unfair.⁸ Studies of gender and language have found that gender bias and gender stereotypes in written text and pictures have deleterious effects for female students.⁹ These effects include feelings of exclusion, devaluation, alienation and lowered expectations. We believe that there are a lot of textbooks which represent females only as housewives or show fewer females than males in their texts and illustrations.

According to Sadker and Zittleman students spend as much as 80 to 90 percent of classroom time using text books and teachers take a majority of their instructional decisions based on the text book. In the text books, generally men and women are differentiated on the basis of the gender stereotypes defined in relation with the social practices. Rao and Gayathri found that in the textbooks a large number of occupations are assigned exclusively to the male characters as compared to women, the women are depicted only in the roles of wife and mother. It basically confirms the stereotyped sex roles for males and females.¹⁰

Nowadays, there are many English textbooks that use by the teacher to make learning and teaching process run successfully, for the example LKS *FOKUS*

⁸ Cameron, D, *The feminist critique of language: A reader*. (London: Rutledge, 1990), 13.

⁹ Lesikin, I, "Determining social prominence: A methodology for uncovering gender bias in ESL textbooks", in D. R. Hall & A. Hewing (Eds), *Innovation in English Language Teaching* (pp.275-282). London: Rutledge. (2001).

¹⁰ Sadker, David.and Karen Zittleman, "Gender Bias from Colonial America to Today"s.

and another books. But, the English textbook that used by the teacher in MI YPSM AI MANAAR TIRON is *FOKUS*. It is an English textbook with Character building and Assessment, Mid-term Test and Final Test. And also thus contain of image from the sub-chapter. The teacher of MI YPSM AI MANAAR TIRON said that *LKS FOKUS is a good book*, because of the material and the image that provide in the textbook. So, the students can interest and easy to understand the material. In English textbook, especially for class three, four and five provide many images that show the differentiated the gender roles in every activity.

There are several reasons why the researcher has chosen to analyze only the pictures in these texts. Firstly, at the elementary school level, textbooks tend to contain more pictures than words. In these textbooks, pictures are often large, placed on prominent areas of a page, where words and sentences are often used in a supplementary manner, in the way of captions. For these reasons, it is clear that the pictures were equally if not more important than the words in these texts. Secondly, visual representations are more likely to make an impression than words and sentences, in particular for younger students. Moreover, visual representations are a form of short-hand for written words, and as such their impact on young minds is not likely to be affected by language abilities such as the extent of vocabulary or speed of reading. We are of course not denying the value of analyzing words, sentences and stories; however we do believe that at the primary school level, an analysis of pictures is likely to be more fruitful.

Based on the statement above, the writer takes the title “**An Analysis on Gender Stereotype in The Pictorial Depictions in Elementary School English Textbook Published by FOKUS in Academic Year 2017/2018**”.

B. Research Question

Based on the background above, the writer formulates it into questions as follow:

1. What are the components of gender stereotype?
2. How are the gender stereotypes represented in the pictorial depictions for elementary school English textbook Published by FOKUS in Academic Year 2017/2018?

C. Objective of Study

Based on the problem that stated in the previous points, this study directed to analyze

1. Investigating the components of gender stereotype have been compiled elementary school English textbook Published by FOKUS in Academic Year 2017/2018.
2. Analyzing how the gender stereotypes represented in the pictorial depictions for elementary school English textbook Published by FOKUS in Academic Year 2017/2018.

D. Significance of the Study

The research expected to provide theoretical, practical and professional benefit.

1. Theoretical benefit

The result of this study expected to enrich the theories of English textbook in Indonesia especially for Elementary School. The findings of the research may be used as reference for the analysis on gender stereotype in English textbook for EFL learners and the students of STAIN KEDIRI.

2. Practical benefit

The result of this study will uncover how are the gender stereotypes represented in the pictorial depictions for elementary school English textbook at MI YPSM AL MANAAR TIRON. The findings of this study expected to help the teacher to choose the good book for the students in teaching and learning process.

3. Professional benefit

The result of this study will uncover how are the gender stereotype represented in the pictorial depictions for elementary school English textbook at MI YPSM AL MANAAR TIRON. The result of this research can help educational institution to improve or develop English textbook. In addition, the educational institution can develop the proportion of the picture in English textbook.

E. Scope and Limitation

Based on the research, the researcher focuses on analyzing gender stereotype in the pictorial depictions for elementary school English textbook at MI YPSM AL MANAAR TIRON especially for class four, five and six on the first and second semester. This research analyzing from the four components on gender stereotype that is found by Deaux and Lewis in 1984, but the researcher takes three of them. The three components are (1) role behaviors, (2) physical characteristics, and (3) occupations.

F. Definition of Key Terms

To make it clear for the readers to comprehend the topic discussed in this study needs to define the key terms.

1. Gender roles

A gender roles are set of societal norms dictating the types of behaviors which are generally considered acceptable, appropriate, or desirable for people based on their actual or perceived sex or sexuality. According to the World Health Organization (WHO) defines gender roles as “socially constructed roles, behaviors, activities and attributes that a given society considers appropriate for men and women.

2. Gender Stereotypes

According to Alice Eagly in 1987 theory states that gender stereotypes are the expectation arose out of the natural differences between male and females, these social and cultural expectations for men and women.

3. Pictorial depiction

Pictorial is illustrated by or containing pictures of or relating to the art of painting and drawing pictures, the pictures themselves, or their makers to representation of something and reference conveyed through pictures.

4. English textbook

“English textbook is an English primary or secondary book which used by the students as a guidance to achieve the learning process”. The writer takes English textbooks which is LKS *FOKUS* that published in 2017/2018 for class four, five and six on first and second semester.

5. MI YPSM AL MANAAR TIRON

MI YPSM AL MANAAR TIRON is an Islamic Elementary school that use an English textbook, it is LKS *FOKUS* that published in 2017/2018 to make successful in teaching and learning process.