

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents some literatures of this study. In this chapter, the researcher explain some literatures about gender roles and gender stereotypes, stereotyped of women and men, English textbook and previous textbook research.

#### **A. Gender Roles**

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. Gender roles are usually centered on conceptions of femininity and masculinity, although there are exceptions and variations.

Working in the United States, Talcott Parsons developed a model of the nuclear family in 1955, which at that place and time was the prevalent family industrial-age American perspective with a more liberal view. The Parsons model was used to contrast and illustrate extreme positions on gender roles. Model A describes total separation of male and female roles, while Model B describes the complete dissolution of gender roles.<sup>11</sup>

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<sup>11</sup> Franco-German. *TV Station ARTE* (<http://www.arte-tv.com>), Karambolage, August 2004.

1. Education

Model A describes total role segregation of male and female roles. For example, gender specific education, high professional qualification is important only for the man, while Model B describes the integration of roles. For example, Co-educative schools, same content of classes for girls and boys, same qualification for men and women.

2. Profession

Model A describes total role segregation of male and female roles. For example, the workplace is not the primary area of women; career and professional advancement is deemed unimportant for women, while Model B describes the integration of roles. For example, for women, career is just as important as for men; equal professional opportunities for men and women are necessary.

3. Housework

Model A describes total role segregation of male and female roles. For example, housekeeping and child care are the primary functions of the woman; participation of the man in these functions is only partially wanted, while Model B describes the integration of roles. For example, all housework is done by both parties to the marriage in equal shares.

4. Decision

Model A describes total role segregation of male and female roles. For example, making in case of conflict, man has the last say, for example in

choosing the place to live, choice of school for children, buying decisions, while Model B describes the integration of roles. For example, neither partner dominates; solutions do not always follow the principle of finding a concerted decision; status quo is maintained if disagreement occurs.

#### 5. Child care and education

Model A describes total role segregation of male and female roles. For example, woman takes care of the largest part of these functions; she educates children and cares for them in every way, while Model B describes the integration of roles. For example Man and woman share these functions equally.

However, these structured positions become less a liberal-individualist society, and the actual behavior of individuals is usually somewhere between these poles. According to the interactionist approach, roles (including gender roles) are not fixed but are constantly negotiated between individuals. In North America and southern South America, this is the most common approach among families whose business is agriculture.

Gender roles can influence all kinds of behaviors, such as choice of clothing, choice of work and personal relationships, and parental status.<sup>12</sup>

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<sup>12</sup> Brockhaus: Enzyklopädie der Psychologie, 2001.

## B. Gender Stereotypes

Stereotypes are generalization about groups that are applied to individual group members simply because they belong to that group, and gender stereotype is generalization about the attributes of men and women.<sup>13</sup>

Alice Eagly in 1987 offers yet another explanation of gender development that is based on socialization. Eagly's social role theory suggests that the sexual division of labor and societal expectations based on stereotypes produce gender roles. Eagly in 1987 distinguishes between the communal and agentic dimensions of gender-stereotyped characteristics. The communal role is characterized by attributes, such as nurturance and emotional expressiveness, commonly associated with domestic activities, and thus, with women. The agentic role is characterized by attributes such as assertiveness and independence, commonly associated with public activities, and thus, with men. Based on Eagly in 1987 that behavior is strongly influenced by gender roles when cultures endorse gender stereotypes and form firm expectations based on those stereotypes.

As Eagly suggests, gender roles are closely linked with gender stereotypes. Stereotypes are "overgeneralized beliefs about people based on their membership in one of many social categories"

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<sup>13</sup> Bauer, C. C., & Baltes, B. B. (2002). *Reducing the effects of gender stereotypes on performance evaluations*. *Sex Roles*, 47 (9–10), 465–476.

Gender stereotypes have been defined as beliefs about the behaviors and characteristics of each sex.<sup>14</sup> Based on this conception, developmental researchers have determined levels of stereotype knowledge by using the relatively simple method of assessing when children are able to associate gender groups and sex-type characteristics. For example, in popular stereotype tests, when children infer that a woman is more likely to cook than a man, we assume that they know and are using gender stereotypes. But this is only one way stereotypes are used. Adults also make stereotypic inferences based on knowledge of a sex-typed attribute rather than on a person's sex. For instance, when adults "guess" that a long haired person is more likely to wear a dress than trousers, they are basing their prediction on gender-related knowledge concerning the co-occurrence of masculine and feminine characteristics.

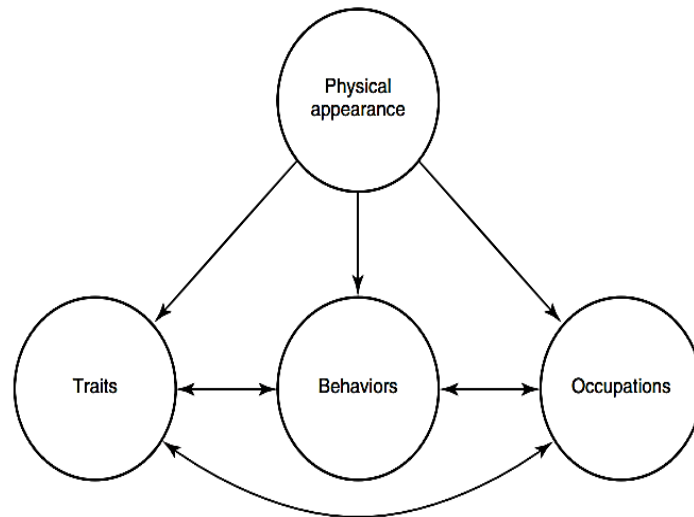
Based on the Deaux and Lewis in 1984 component model (designed to account for adult stereotyping) where gender stereotypes are viewed as a set of associations between gender labels (i.e., "male," "female ") and gender related, content-specific beliefs. Beliefs are organized by content areas (e.g., occupations) and are labeled "components" of the stereotype. Presumably for children, just as for adults, there are at least four main components: *role behaviors, occupations, traits, and physical appearance*.<sup>15</sup> Each component has a masculine and a feminine

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<sup>14</sup> Del Boca, F. K., & Ashmore, R. D., "Sex role stereotypes through the life cycle". In L. Wheeler (Ed.), *Review of personality and social psychology*. (Beverly Hills, CA: Sage, 1980), Vol. 1, 163-192.

<sup>15</sup> Deaux, K., & Lewis, L. L., "Structure of gender stereotypes: Interrelationships among components and gender label", *Journal of Personality and Social Psychology*, 46, 1984, 991-1004.

version. For instance, within the occupation component, the masculine version would include "plumber," whereas the feminine version would include "nurse."



#### **Deaux and Lewis's Model of Gender Stereotyping (1984)**

As Figure shows, when people have information about behaviors, they make inferences about traits, and information about occupations can affect judgments about behaviors. However, physical appearance affected judgments about the other components more strongly than information about traits, behaviors, or occupations influenced judgments about appearance. In addition, specific personal information can outweigh gender as a factor in subsequent judgments about a person.<sup>16</sup>

The explanation about the four components of gender stereotypes are:

1. Personality traits

<sup>16</sup> \_\_\_\_\_, *Gender Stereotypes: Masculinity and Femininity*, (Newsweek: 2000), 170.

The contents of gender stereotypes the traits that are perceived as uniquely characteristic of women versus men turn on the dimension of independence-interdependence. Men are stereotyped as independent, agentic, and goal oriented; women are stereotyped as interdependent, communal, and oriented toward others.<sup>17</sup> For example, women are often expected to be accommodating and emotional, while men are usually expected to be self-confident and aggressive.

## 2. Role behaviors

Traditionally, men have been viewed as financial providers, whereas women have been viewed as caretakers. Hartman and Judd in 1978 found that females were usually assigned fixed and settled domestic tasks such as cooking, baking, cleaning, polishing, mending, sewing, and washing, while males do the painting, gardening, repairing, and taking out the garbage.<sup>18</sup> Ansary and Babit in 2003 found that women were shunted towards more traditional stereotyped roles such as doing the dishes, cooking, serving food, setting the dinner table and taking care of children.<sup>19</sup> Other example, some people expect that women will take care of the children, cook, and clean the home, while

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<sup>17</sup> Eagly, A. H., & Steffen, V. J., "Gender stereotypes stem from the distribution of women and men into social roles", *Journal of Personality and Social Psychology*, 46 : (1984), 735-754.

<sup>18</sup> Hartman, P., & Judd, E., "*Sexism and TESOL materials*", (TESOL Quarterly, 12 (4): 1978), 383-393.

<sup>19</sup> Ansary, H., & Babit, E., "*Subliminal sexism in current ESL/EFL textbooks*", (Asian EFL Journal, 5 (1). Retrieved from <http://www.asian-efl-journal.com/march03.sub1.php>: 2003).

men take care of finances, work on the car, and do the home repairs. Here, there some kinds of role behaviors like domestic roles and household responsibilities.

### 3. Physical characteristics

Physical characteristic related to the physic, skill and activities in outside. For example, women are expected to be thin and graceful, while men are expected to be tall and muscular. Men and women are also expected to dress and groom in ways that are stereotypical to their gender (men wearing pants and short hairstyles, women wearing dresses and make-up. On physical characteristics, there are some kinds that are gendered skills, gendered dress codes, and school activities. Then, men do something difficult and crude to do like climbing, fishing, washing motorcycle, etc. On physical characteristics, there are some kinds that are gendered skills, gendered dress codes, and school activities.

### 4. Occupational roles

Occupational roles are another form of sexism in the representation of females and males.<sup>20</sup> The sexism against women may be reinforced by the biased portrayal of women's occupations.<sup>21</sup>

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<sup>20</sup> Porreca, K. L, "Sexism in Current ESL textbooks". (TESOL Quarterly: 1984), 705-724.

<sup>21</sup> Esen, Y, "Sexism in school textbooks prepared under education reform in Turkey", (Journal for Critical Education Policy Studies: 2007), 5(2).Retrieved from <http://www.jceps.com/?pageID=article&articleID=109>.



Occupational roles in textbooks serve as the models for students and have an impact on their life aspirations. Physical characteristics and occupations have also been considered consistent or inconsistent with masculine or feminine roles. For example, some people are quick to assume that teachers and nurses are women, and that pilots, doctors, and engineers are men.<sup>22</sup>

A gender stereotype consists of beliefs about the psychological traits and characteristics of, as well as the activities appropriate to, men or women. Gender roles are defined by behaviors, but gender stereotypes are beliefs and attitudes about masculinity and femininity. The concepts of gender role and gender stereotype tend to be related. When people associate a pattern of behavior with either women or men, they may overlook individual variations and exceptions and come to believe that the behavior is inevitably associated with one gender but not the other. Therefore, gender roles furnish the material for gender stereotypes.<sup>23</sup>

Gender stereotypes are very influential; they affect conceptualizations of women and men and establish social categories for gender. These categories represent what people think, and even when beliefs vary from reality, the beliefs can be very powerful forces in judgments of self and others, as the headline story for this chapter showed. Therefore, the history, structure, and function of

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<sup>22</sup> *Gender Roles And Stereotypes - Theory, Family, Development, Women, and Theory* - JRank Articles.html

<sup>23</sup> Ibid.

stereotypes are important topics in understanding the impact of gender on people's lives.<sup>24</sup>

Gender roles and stereotypes affect couple and family interaction. Often, for example, the division of household labor is based on gender. Traditionally, white women in heterosexual couples remained at home and completed most of the domestic labor, while their male partners worked outside the home to provide the family income. Although women have increasingly joined the workforce over the past thirty years, they continue to do the majority of the household labor. Lawrence Kurdek studied white, heterosexual, gay, and lesbian couples without children. He found that heterosexual and gay couples were more likely than lesbian couples to divide household labor so that one partner did the majority of the work.

Gender roles often become more differentiated when men and women become parents. According to Walzer that overall, women provide more direct care for and spend more time with children. This care includes taking responsibility for the mental work of gathering and processing information about infant care, delegating the tasks related to infant care, and worrying about infant health and well-being. In sum, the unequal division of both household labor and childcare, with women doing the bulk of the work, is thought to contribute to the reported lower marital satisfaction for women.

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<sup>24</sup> Good, Glenn E.; & Sherrod, Nancy B. *The psychology of men and masculinity: Research status and future directions*. In Rhoda Unger (Ed.), *Handbook of the psychology of women and gender*. (New York: Wiley, 2001). (pp. 201–214)

Gender roles and stereotypes affect men and women in other ways. Specifically, men and women may be judged by how well they conform to traditional stereotypes. In his theory of masculine gender role strain, Joespech Pleck asserted that boys and men are pressured to fulfill a standard of masculinity. Pleck, Sonnenstein, and Ku asserted that boys and men, for example, who do not fulfill the standard often suffer from low self-worth. Other lifelong consequences befall men who experience traumatic socialization practices such as rites of passage that entail violence. Even men who successfully fulfill the standard of masculinity suffer psychologically or emotionally from rigid constraints on acceptable parenting roles for men. Richard Lazur and Richard Majors contend that gender role strain is pronounced with men of color. Men of color must balance the dominant standards of masculinity with their cultures' standards of masculinity in an effort to fulfill both satisfactorily. In addition, men of color must overcome prejudice and other obstacles to fulfill the standards of masculinity. The result is increased gender role strain for men of color. Likewise, white women and women of color may be constrained by standards of femininity, such as the pressure to have children.

Gender stereotypes can also affect men's and women's performance. Stereotype threat is defined as "an individual's awareness that he or she may be judged by or may self-fulfill negative stereo-types about her or his gender or ethnic group" (Lips 2001, p. 33). Research indicates that stereo-type threat can negatively affect performance by increasing anxiety. For example, Steven Spencer, Claude

Steele, and Diane Quinn found that women performed significantly worse than men on a math test when the participants were led to believe that the test would probably produce gender differences. In contrast, women and men performed equally well when the participants were led to believe that the test did not produce gender differences. These findings suggest that negative stereotypes can and do negatively affect performance even when the stereotype has not been internalized or incorporated into the view of the self.<sup>25</sup>

### C. Stereotypes of Women and Men

In the previous study on the title “*Gender Stereotypes Masculinity and Femininity*” in chapter 6 on page 161 discussed children’s acceptance of the rigid formulation of what is acceptable for women and men, but gender stereotyping is not unique to children or even to contemporary society. The current gender stereotypes, especially those about women, reflect beliefs that appeared during the 19th century, the Victorian era.<sup>26</sup> Before the 19th century, most people lived and worked on farms where men and women worked together. The Industrial Revolution changed the lives of a majority of people in Europe and North America by moving men outside the home to earn money and leaving women at home to

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<sup>25</sup> *Gender Roles And Stereotypes - Theory, Family, Development, Women, and Theory* - JRank Articles.html

<sup>26</sup> Lewin, Miriam, “*Rather worse than folly?*” *Psychology measures femininity and masculinity*: 1. From Terman and Miles to the Guilfords (pp. 155–178); and *Psychology measures femininity and masculinity*: 2. From “13 gay men” to the instrumental–expressive distinction (pp. 179–204). In Miriam Lewin (Ed.), *In the shadow of the past: Psychology portrays the sexes*. (New York: Columbia University Press: 1984), 161

manage households and children. This separation was unprecedented in history, forcing men and women to adapt to different environments and roles. As men coped with the harsh business and industrial world, women were left in the relatively unvarying and sheltered environments of their homes. These changes produced two beliefs: the Doctrine of Two Spheres and the Cult of True Womanhood.

The Doctrine of Two Spheres is the belief that women's and men's interests diverge women and men have their separate areas of influence<sup>27</sup>. For women, the areas of influence are home and children, whereas men's sphere includes work and the outside world. These two spheres are different, with little overlap, forming opposite ends of one dimension. This conceptualization of opposition forms the basis not only for social views of gender, but also for psychology's formulation of the measurement of masculinity and femininity.

#### **D. English textbook**

Textbooks, in particular, which are presented to students as a preferred and authoritative source of knowledge, play a key role in shaping the students' images of the social world and its actors.

English textbook is the material that create especially design for English that used by the teacher to make the learning and teaching process run well. It has

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<sup>27</sup> Ibid, 162

been especially selected.<sup>28</sup> Teacher have to know the good textbook that use to teach the students. It means that the teacher not only know the content but also know well the advantages and how to use the textbook itself. So, the cleverness and right decision must have by the teacher in selecting suitable textbook for the students.

The textbook that selected by the researcher is *LKS FOKUS* at MI YPSM AL MANAAR TIRON. The book was chosen because it is particularly well-known and popular in elementary schools especially at MI YPSM AL MANAAR TIRON. The sery of textbooks recommended for use in schools in this era, which means that the guiding principles for quality printed textbooks (content, learning and teaching, structure and organisation, language, and textbook layout).

#### **E. Previous Textbook Research**

One form of gender role is gender stereotype, with males occupying a wider range of social and occupational roles, and women engaging mainly in domestic and nurturing tasks, both textually and visually. For example, Frasher and Walker's in 1972 American study of early reading textbooks found that adult males were presented in a wide range of occupations outside the home in 196 stories, compared to females' representation in a limited range of occupations, in only 52 stories. In contrast, 165 stories showed mothers as 'homemaker-shopper'

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<sup>28</sup> McGrath, "*Materials evaluation and design for language teaching*", (Edinburg : Edinburg University Press, 2002), p:8

while only 14 stories showed fathers in this role. Additionally, girls were more often presented in quiet activities and boys in physically active ones. This gender stereotyping in school texts seems to have continued to the present day.<sup>29</sup>

In Good and Gooden's in 2001 examination of American children's picture books, most of the roles performed by women were traditional ones (e.g. mother, washerwoman), while male adults were illustrated in a variety of roles, but were seldom seen caring for children or grocery shopping and never seen doing household chores. Similar gender disparity patterns have also been found in some Asian textbooks.<sup>30</sup> For example, Yi's in 2002 study of Chinese social studies texts showed that 100% of soldiers and scientists were male, whereas 100% of teachers and 75% of service personnel were female. Guo and Zhao in 2002 analyzed elementary language textbooks, finding that females made up only about one-fifth of the historical characters depicted. In Guo and Zhao's words, gender stereotyping renders females 'dull' and 'lifeless' (351).<sup>31</sup>

In recent decades a number of researchers have turned their attention to gender stereotyping and the under representation of females in school textbooks and children's books. Earlier studies of the depiction of gender roles in Hong Kong textbooks include Yau and Luk's in 1988 study of Chinese history and social

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<sup>29</sup> Frasher, R., and A. Walker, *Sex Roles in Early Reading Textbooks*, (*The Reading Teacher*: 1972): 741–749.

<sup>30</sup> Good, A. M., and M. A. Gooden, *Gender Representation in Notable Children's Picture Books: 1995–1999*, *Sex Roles* 45: 2001, 89–101.

<sup>31</sup> Zhao, H. *Gender Construction and Negotiation in the Chinese EFL Classroom*. (Newcastle upon Tyne: Cambridge Scholars Pub: 2011)

studies in junior secondary textbooks, Au's in 1992 study of social studies, Chinese language and health education in primary textbooks, and the Equal Opportunities Commission's in 2000 report on the nature and extent of stereotyping in printed educational materials, including textbooks and examination papers.

The same types of behavioral stereotypes have been noted by most of these researchers: women are typically depicted as passive, dependent, generally weak and physically attractive, men as active, independent and strong.<sup>32</sup> Meanwhile, men are depicted as occupying a wider range of social and occupational roles, with women largely restricted to domestic and nurturing domains<sup>33</sup>. Men consistently outnumber women, textually and visually.<sup>34</sup> On a more positive note, some recent studies have noted an improvement in the representation of women in newly-written books and in revised editions of some texts. For example, Gooden and Gooden's study in 2001 revealed a large increase in female main characters compared with those found in Ladow's earlier study in 1976 (23% vs 10%). Clark and his associates in 2004 examined a sample of 19 American high-school history textbooks published in the 1960s, the 1980s and the 1990s, finding that the mention of women increased over time.<sup>35</sup>

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<sup>32</sup> Hartman, P.L. and Judd, E.L., "*Sexism and TESOL materials. TESOL quarterly*", (1978), 383–393.

<sup>33</sup> Cincotta, M.S., "*Textbooks and their influence on sex-role stereotype formation*". (Babel: 1978), 24–29.

<sup>34</sup> Britton, G.E. and Lumpkin, M.C, "*For sale: subliminal bias in textbooks*". (The reading teacher: 1977), 40–45.

<sup>35</sup> Jackie F.K. Lee & Peter Collins, "*Construction of gender: a comparison of Australian and Hong Kong English language textbooks*", (Routledge, Journal of Gender Studies: 2014)., 123-124.



In the previous research also show that gender stereotypes do not only exist in personality traits but in three more areas as well; namely, masculine and feminine roles, occupations and physical characteristics.<sup>36</sup> To be more precise, we attribute certain roles to each gender, such as the head of the house or the caretaker of children and certain occupations to men and women such as the truck driver and the secretary respectively and certain physical characteristics, such as broad shoulders and grace respectively.

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<sup>36</sup> Deaux, K. & Lewis, L. *Structure of Gender stereotypes: Interrelationships among Components and Gender Label*. *Journal of Personality and Social Psychology*, 46, (1984), 991- 1004.