

## CHAPTER I

### INTRODUCTION

#### A. Background

In the past of few years, Indonesia has been on the right system of gender equality. Currently, Indonesia has been changing gender equality in education such as the reaching of Millennium Development Goals for gender equality in *Program Keaksaraan* for 15- 24 years old people (ACDP Indonesia, 2013). Gender equality in education is the same treatment, policy and chance in learning process to male and female. The intended social change, values, norms and models of social behaviour, including gendered attitudes were presented in a textbook.

Gender and cultural norms can be found on school textbook. So, contributions of a textbook to social change, which the present study tries to assess gender representation incorporated in it. Appearances of gender norms can be found in educational materials. If a language contains words and phrases that indicate prejudice against a particular gender group, these gender biases may be imparted to children through textbooks in the form of linguistic sexism (Lee, 2014).

The study of gender in textbook has been studied in several countries such as Japan, Hong Kong, Ethiopia, Iran, Turkey, Uganda, Kenya. The last research in Japanese textbook found that a mere frequency count of masculine and feminine pronouns leads to the conclusion that females have

better visibility in contemporary textbooks (Lee, 2014). Then, gender stereotyping in two Hong Kong primary English language textbook series were not found (Yang, 2016).

The investigation in Ethiopia textbook revealed that the textbook depicts female characters in lower positions in both activity and attribute based representations. However, in the texts that involve the characters directly, female characters are made as interactive as male characters. Moreover, women characters are made to identify themselves as moral persons who are environmentally aware and responsible parents (Gebregeorgis, 2016). The study in Iran shows that there is still gender biased in the textbook. Findings from the analysis reveal that the discourse of compulsory heterosexuality is endorsed in the textbooks, and that men and women are represented within existing Iranian culture (Salami & Ghajarieh, 2016).

However, there is a lack of analysis in EFL textbook using Critical Discourse Analysis (CDA), especially to find gender representation in Indonesia. To fill this gap, the present study will analyze the gender representation in Indonesia EFL textbook using the models of analysis 'Social Actor Network' proposed by Van Leeuwen (2008), which is grounded in CDA.

## B. Formulation of the Problems

The formulation of the problems in this research are as follows:

1. How are male and female represented in the high school textbook?
2. How does the representation reflect ideological assumptions on gender in Indonesian EFL textbook?

## C. Operational Definitions

To avoid misinterpretation of the research, it is important to explain the operational definitions, as follows:

1. School textbook                      Pathway to English for Grade XI” for Special Program (*Program Peminatan*) written by Sudarwati & Grace (2014) and published by Penerbit Erlangga.
2. Gender representation              the representation of male and female in the textbook.
3. Gender equality                        equal treatment or perception of both gender (male and female) in every sector included education.
5. Gender norms                         gender roles, ideas about how women and men should be and act.

#### **D. Aims of Research**

The present study intends to analyze gender representation and ideological assumptions on gender in selected English textbooks of Indonesia high school “Pathway to English for Grade XI” for Special Program (*Program Peminatan*) written by Sudarwati & Grace (2014) which this book is based on K-13 (*Kurikulum 2013*). For this purpose, the textbook was analyzed by using Critical Analysis Discourse Approach.

#### **E. Uses of the Research**

##### **1. Theoretical Use**

Theoretically, this study utilizes the theory of critical discourse analysis in analyzing gender and ideology on Indonesian textbook.

##### **2. Empirical Use**

The results of this research provide empirical insights into the contribution of gender equality for male and female in education.

##### **3. Practical Use**

The results of this research use to criticize gender inequality in textbook which is a part of education and its contribution to the gender equality in education.