

## CHAPTER I

### INTRODUCTION

This study aims to examine the portrayal of gender in the dialogue of the ‘Talk Active’ English textbook. This chapter overviews the background, research questions, purposes, significance, conceptual framework, scope, and previous study.

#### A. Background to Study

Textbooks are crucial in the Indonesian education system as guide materials for learning to help students use language. Textbooks are one of the material resources that significantly contribute to the success of teaching and learning (Alexopoulos et al., 2022). It can facilitate organized learning for students, enabling teachers to prepare for their classes properly. The Minister of Education and Culture’s Regulation No. 8 of 2016 Article 2, paragraph 2 requires textbooks used in educational institutions to be gender-neutral (Permendikbud, 2016). Academic units must not contain gender bias in textbooks, yet there are still many misunderstandings regarding gender issues in textbooks. Academic units must eliminate gender bias from textbooks, but there are still numerous misconceptions about gender issues in these educational materials. Textbooks may inadvertently reinforce traditional gender stereotypes by depicting some unequal roles for men and women. Gender-based constraints can limit students’ understanding of behavior, thus perpetuating inequality.

English textbooks consist of content such as language, text, dialogue, and pictures. This content will represent gender in English textbooks. The content included in textbooks has a significant impact on shaping the social roles of students, as Thornbury (2015). Educational materials can contain language and sexism that may show unequal treatment towards a specific gender, which can be absorbed by students (Zare-ee & Hejazi, 2018). It makes gender sensitive and crucial to discuss because of gender stereotype bias one of gender, resulting in the absence of gender equality. UNICEF (2017) argued that gender equality refers to treating men and women equally.

Gender bias between men and women in textbooks can be analyzed through dialogue. Sunderland (1998) recognized how a biased textbook could result in unequal speaking exercises for male and female characters. It is difficult to anticipate the impact of a biased text on learning.

Several studies have examined how gender is depicted in English Language Teaching (E.L.T.) textbooks using methods like discourse analysis, document analysis, and content analysis. The first study from Vidari (2022) aimed to assess gender representation in three tenth-grade English textbooks using Logsdon's theory. Documentation was used to obtain data for descriptive qualitative research. The textbooks analyzed were 'Talk Active' by Yudhistira and other books. Johansson (2009) investigated the speaking activities and dialogues in EFL textbooks currently used in Swedish secondary schools. Four textbook series were selected, and four typologies were examined. The typologies include the quantity of started conversations, turns taken, and the number of characters and words used. The study used quantitative data in the form of percentages.

This research investigates how language and gender are represented in E.L.T. English textbooks, especially in the dialogue. The study concentrated on how male and female characters are depicted in the book, the language used to describe them, and their roles in the discourse. The study occurred in Indonesia, where English is taught as a second language. The book for this research is 'Talk Active,' published by Yudistira, and includes the emancipated curriculum (curriculum Merdeka). The book contains dialogues in English learning for grade 10 students.

## **B. Research Questions**

Based on the background above, the researcher formulates some problems as follows:

1. What is the visibility of male and female language in the '*Talk Active*' English textbook dialogue?
2. How is gender represented in the '*Talk Active*' English textbook dialogue?

## **C. Research Purposes**

The research purposes are:

1. To describe the distribution visibility of male and female language represented in the dialogue of the '*Talk Active*' English textbooks.
2. To describe gender representation in the dialogue of '*Talk Active*' English textbooks

## **D. Research Significance**

This research has two significances, namely theoretical and practical significance:

1. Theoretical Significance

This study is expected to increase the knowledge of the researchers, the readers, the teachers, and the students about language and gender representation in English textbooks of '*Talk Active*' in Emancipated Curriculum Edition for eleventh-grade Students and validate previous findings.

2. Practical Significance

Several essential parts of this research are relevant to its practical significance, especially for EFL teachers, students, authors, and researchers.

a) For EFL Teachers

Instructors are expected to gain new perspectives and generate additional concepts. This research can assist instructors in improving teaching standards, helping students learn English, and overcoming problems related to English language teaching.

b) Students

This research is expected to help students become more aware of gender equality, not blame one gender, and respect each other in the future.

c) Textbook writers

This research is expected to deepen knowledge about gender representation in textbooks, and writers can improve teaching materials for the future placement of women and men equally so that there is no bias in gender.

d) For Researchers

This study is expected to help other researchers find sources of information related to gender representation in textbooks. It can provide new experiences for the author in teaching and learning speaking skills. It can find answers regarding teacher perceptions of implementing gender representation in teaching, speaking, and conversation.

**E. Conceptual Framework**

Indonesia had a Ministry of Women Empowerment and Child Development since 1978. However, all stakeholders, including the education sector, should work together to raise awareness about gender discrimination and women's marginalization. For instance, examples of language use in English textbooks can readily replicate gender-biased oppositions and patriarchal hierarchies (Suwastini et al., 2023). The portrayal of weak women and language that undermines their status as speakers can have a detrimental impact on the opinions of students toward female students and limit their behavioral, linguistic, and social responsibilities. We must recognize and address such

issues to promote an inclusive and equitable educational environment from the English textbook.

Gender representation refers to how both sexes are depicted in textbooks. As Linton et al. (2020) state, imbalance or unequal representation refers to the over-representation of one gender and the under-representation of the other in texts or images. To thoroughly examine how gender representation in textbooks can be done by exploring some of the components in the textbooks. Bachore (2022) emphasizes the examination focused on words, phrases, sentences, paragraphs, passages, tales, and pictures that convey gender representations.

This research deals with content analysis of gender and language representation in the dialogue of English textbooks. In researching language and gender in a dialogue, it is necessary to pay attention to several important things, including language, gender, and dialogue features. Tymson's (1998:8) classification of communication imbalances between men and women: male style: focus on information, Report style of speaking, goal-driven, Single-task approach, Succinct language, working towards a destination, and needing to know the answers. Female style: Focus on relationships, rapport style of speaking, process-oriented, multi-task approach, storytelling style of speech, on a journey, and wanting to ask the right questions.

According to Tymson's explanation, how men and women communicate tends to have differences in how they express the contents of their heads. These communication differences between the sexes may impact men's and women's expectations in various life domains. Men and women communicate differently, which can be a source of gender inequity. As proven by Tannen (1990), communication between men and women is characterized by specific traits that she terms "genderlect styles." These disparities are widely regarded as the primary catalyst for miscommunication between the two genders.

## **F. Previous Study**

Several researchers have investigated Language and Gender Representation in ELT English Textbooks using content analysis:

The first previous study was conducted by Shallaita et al. (2021). The study used content analysis techniques from textbooks, interviews, and questionnaires. This approach uses both qualitative and Quantitative methods. This study focused on examining written texts and photos in ELT textbooks issued by Erlangga Publishing in terms of percentages of gender emergence, as well as gender-related activities and jobs.

The second previous study was carried out by Bachore M (2022), Which used a quantitative data analysis approach. This research analyses textbook units (passages, dialogues, phrases, and images), descriptive (frequency counts and percentages), and inferential (chi-square) statistical approaches, as well as the content analysis approach used in this study.

This study is the third analysis of gendered language representation in an English textbook used in Indonesian junior high schools by Suwastini et al. (2023). The research is based on a qualitative design and focuses on the ELT textbook ‘When English Rings a Bell’ for grade seven students. The study examines five categories of monologues and dialogues in the textbook. Data was collected through document analysis of conversations fulfilled.

The fourth previous study, conducted by Nurcholifah et al. (2023), analyzed visual and textual data in ELT textbooks meant for ninth-grade students in Indonesian junior high schools, focusing on gender equality in education. The researcher concluded that the textbook authors have created a balanced resource that can help junior high school students increase gender awareness and eliminate gender misunderstandings by exposing them to material that expresses positive viewpoints of both men and women. The research design used Qualitative Content Analysis and a Descriptive Research Design to arrive at these conclusions.

The last study, by Johansson (2009), examines the dialogues and speaking activities in twelve EFL textbooks used in Swedish secondary schools. The selected textbooks belong to four series: Happy, Time, and what is Up? and Wings Base Books. The primary objective of this study is to determine whether there is a disproportionate representation of male or female characters in textbook dialogues. The study is divided into four typologies based on the frequency of dialogues initiated, turns taken, characters, and words used. According to the findings, all textbook series over-represented male or female characters to varying degrees. Furthermore, the analysis demonstrates that while a textbook series may over-represent one gender, this does not imply that every textbook over-represents the same gender. The findings display that instructors must be aware of gender-biased textbook discourses to provide equitable opportunities for all students.

The difference between this research and previous research is that the book selection is based on an ELT textbook named '*Talk Active*' by Yudistira, an emancipation high school curriculum. In addition, content analysis was used to collect the data, which focused on dialogue. Tannen, Poulou, Tymsons, and Johansen support the theory of dialogue. This study uses a qualitative research design, adding semantic concepts to make it easier to analyze a language text.