GENDER NEUTRALITY IN TEXTBOOK "BAHASA INGGRIS " FOR ELEVENTH GRADE STANDARDIZED TEXTBOOK OF 2017 CURRICULUM FROM THE MINISTRY OF EDUCATION AND CULTURE.

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Abstract

This article seeks to investigate gender neutrality in the English textbook "Bahasa Inggris," which is used in the XI Grade of Senior High School and is published by the Ministry of Education and Culture of Indonesia in its revised edition 2017. Gender issues in Indonesia are critical in all aspects of life, including education, particularly physics textbooks. Physics textbooks, as common learning resources in the science classroom, should present gender neutrality to encourage women's contributions to science. They are frequently regarded as less capable than men in science. However, few studies of gender representation in physics textbooks are conducted in Indonesia. As a result, the current study looks into gender neutrality in Indonesian physics textbooks. A descriptive qualitative approach was used. Visibility, firstness, masculine generic construction, activity, and occupation are the five elements. In terms of quantity, males dominated four aspects: visibility, firstness, masculine generic construction, and occupation, while females were more visible in the activity aspect. Despite this, the numerical disparity was not significant in any aspect except visibility. However, in terms of quality, visibility, and activity, it was discovered that female and male are presented fairly in English textbooks at the high school level by involving females in all aspects, implying that females are now considered as important and useful as males.

Keywords: gender neutrality, textbook analysis, senior high school.

INTRODUCTION

The word "gender" refers to the classification of nouns, adjectives, or pronouns as masculine, feminine, or neuter. (Hornby, 1995:450). Gender is the difference between men and women in roles, functions, rights responsibilities, and behaviours that are shaped by social values, culture and customs of community groups that can change according to time and local conditions. Responsibilities and behaviours are shaped by social values, culture and customs of community groups that can change according to time and conditions.

Gender is physical between men and women to separate human characteristics in terms of roles, behaviour, mentality and emotional characteristics between men and women who develop in society. The difference in roles, functions, and responsibilities between women and men in socializing was not a problem at first but with the gap in social roles between men and women it is this which causes jealousy and is the beginning of the forerunner of gender discrimination, where one gender feels neglected and feels lagging behind other genders. These days equality is a topic that is being discussed in society. This discussion starts from all aspects of life start from education, economy, social, culture and politics.

Language plays an important role in this situation. The use of language is sensitive to aspects of life and patterns of interaction so that it is indicated that differences in social experience between men and women have a certain effect on language behaviour. Therefore, language is seen as a reflection of society. Gender can be identified from a linguistic perspective as well. In this context gender primarily refers to the classification of nouns into gender classes which, in most languages, are divided into three gender categories; masculine, feminine and neuter. It is typical for articles and adjectives to take different forms in order to "agree" with the gender of the noun. For example, the agreement between boy and his is based on the relationship involving the male entities. It can be said that languages such as English, Spanish, German, French etc. For example, the settlement among boy and his is primarily based totally on the connection concerning the male entities. It may be stated that languages inclusive of English, Spanish, German, French etc. have grammatical gender. In these languages, gender is essential for

constructing sentences and communication (Yule, 1996: 90-91).   Nowadays gender in language has a tendency to be as a substitute apparent and, therefore, many humans do now no longer even be aware it. Linguistic stereotypes can be found in different ways. Renner points out two common ways, in morphology and semantics (Renner, 1997:3-5). Semantics is the study of meaning. Semantics examines symbols or signs that express meaning, the relationship of meaning to one another, and its influence on humans and society. Therefore, semantics includes words, their development and changes.

Linguistic differences are merely a reflection of social differences, and as long as society views men and women as different, and unequal, then the differences in the language of men and women will continue to exist. Therefore, get Gender knowledge and understanding are not automatically. we need education about gender knowledge, it should be learned from the family, society, and culture. In this case, education is important to take this role. How the people related to the education system can learn gender equality. It is because education aims to learn about morals and behaviour. As stated by (Faridi, A, 2014: 72)

So, education should contain non-discrimination knowledge and content because it is part of the educational goal to create a dignified civilization. the responsive educational environment is developing a gender-responsive curriculum and teaching/ learning materials. Teaching learning materials can be found in a school textbook. (Mustapha,2013:455) recognizes that "textbooks are often viewed by learners as authoritative", which would lead to students having great respect for the language and perhaps also the norms portrayed in their textbooks. Acknowledges that "textbooks are regularly considered with the aid of using beginners as authoritative" (Mustapha,2013:455), which might cause college students having excellent recognize for the language and possibly additionally the norms portrayed of their textbooks. From that statement, it can be understood that gender inequality may be found in teaching and learning materials, like a textbook. a textbook is one of the teaching aids that can be a crucial tool to build students 'attitudes toward world life. It can be simply defined as a medium for providing materials and also sometimes exercises that are used as a basis for the course.

The use of textbooks inside and outside the classroom may indicate this as a potential tool for introducing social norms and values. As guidance, students mostly use the textbook to facilitate them in self-studying both at school and at home. It is important to know about gender on textbook. The ideal EFL textbook should represent both genders equally. In the other hand, people should aware if there are hidden values that embedded on the textbook.

Finally, the researcher hopes that this study will assist teachers in avoiding social issues such as gender bias that may be present in textbooks, and teachers are expected to select the most appropriate and appropriate textbook for use in the teaching and learning process. As a result, the researcher carried out research. about gender neutrality in the English textbook for XI Grade Students published by the Ministry of Education and Culture of Indonesia. This book is the English textbook that is used by every school in Indonesia for the learning process for eleventh-grade students. It was the main English textbook used by the English teachers as teaching material to fulfill the 2013 curriculum.

METHOD

The method that used descriptive qualitative approach because it described gender representation of reading text and picture of an English textbook. Based on Nunan (1992, pp.4-6) descriptive qualitative research is research which method is not experimental research, the data is qualitative and the analysis is interpretative.

The data of the present study were taken from the "Bahasa Inggris" for grade XI Senior High School students was published by the Center of Curriculum and Books in 2017. This book is approved by BSNP (Badan Standar Nasional Pendidikan) as an agency of National Education Standard, as part of Ministry of Education and Culture of Indonesia.

The instrument of the collecting data used in this study "Content Analysis of and English Textbook" is the researcher as well as the textbook itself. As has been explained by Creswell (2017:164) "an instrument is a tool for measuring, observing, or documenting data."

Some steps were taken to collect the data. They read the textbook, identify the reading texts from the textbook, classify the data, and then analyze the data.

The second step was to read or examine all of the data. The researcher read all of the data in this step, which included the reading texts and dialogues from each chapter of the textbook.

The third step was to code all of the data. In this step, the researcher classified each word, sentence, or paragraph of the textbook's reading texts and dialogues into specific categories based on the theme of analysis, then commented on or coded them. Porecca's (1984) framework served as the basis for the analysis theme. Gender visibility, gender firstness, gender neutral, and gender specific nouns were among them. As a result, the researcher used that theme to categorize every single reading text or dialogue.

The fourth step was to use the coding process to create a description of the setting or people, as well as categories or themes for further analysis. From the coding process, a description of categories of themes for analysis was generated. In Chapter I, for example, the researcher discussed the gender visibility of dialogue.

The data had to be interpreted as the final step. It entailed interpreting the findings or results from qualitative research. Porecca's (1984) gender analysis was used to analyze the data. Gender representation can be seen in four different ways, according to the study. Gender visibility, gender firstness, gender neutrality, and gender specific nouns were among them.

RESULT AND DISCUSSION

There were 2 (two) contents of textbook researched. They were the reading texts and dialogue. Both of them were analyzed in six aspects namely visibility, Occupational, Activities, Firstness. masculine generic construction.

1. Visibility

gender visibility. It is a presence of female and male characters in text. The number of female or male characters can be name, title, family relationship and occupation. Gender visibility for female is like Mrs, Siti, She, mother, etc. then gender visibility for male is like Mr, Situmorang, He, Father, etc.

Table 4.1

Chapter	SEX	Number
I	Female	7
	Male	8
II.	Female	2
	Male	2
III.	Female	17
	Male	16

IV.	Female	-
	Male	-
V.	Female	9
	Male	5
VI.	Female	11
	Male	9
VII.	Female	-
	Male	-
VIII.	Female	9
	Male	6

Enrichment	Sex	Number
Can Greed Ever Be Satisfied	Female	45
	Male	57
Bullying: A cancer must be eradicated	Female	15
	Male	5
Hopes and dreams	Female	-
	Male	21
Vanity, what is the price	Female	82
	Male	25
Benefit of doubt	Female	4
	Male	65
The last leaf	Female	37
	Male	15
Father of Indonesian education	Female	1
	Male	46

2. Firstness

The second is firstness which investigates pattern of mentioning female/ male's name (e.g. Siti and Davy), noun (e.g. sister and brother), and surname with title (e.g. Mr. Pujiyanto and Mrs. Pujiyanto) within a single phrase. In this textbook shows female and male firstness equally. Sadly, this textbook shows nine male first patterns while female first pattern is only one Overall, like visibility, this aspect also shows male majority in the term of quantity which may indicates females are male's follower.

Table 4.2

Chapter	Female First	Male First
1.		
2.		
3.		
4.	Siti with Davy	• Minister and Madame Ramponneau • Monsieur and Madame

		Loisel
		• Mr. and Mrs. Rahmad Riyadi
		• Mr. and Mrs. Pujiyanto
		• Mr. and Mrs. Eri Utomo
		• Mr. and Mrs. Wibowo
		• Mr. and Mrs. Situmorang.
5.		
6.		
7.		
8.		

Enrichment	Female First	Male First
Can Greed Ever Be Satisfied		
Bullying: A cancer must be eradicated		
Hopes and dreams		
Vanity, what is the price	Her and her husband	
Benefit of doubt		Rancho and his wife
The last leaf		
Father of Indonesian education		

3. Masculine Generic Construction

Masculine Generic Construction The third aspect is to see whether or not masculine generic construction is truly generic, including both female and male, or exclusively male referenced. In the term of quantity, as it can be seen in the table 4.3, the textbooks show more male referenced. Thus, three aspects are led by male in the quantity term so far.

Table 4.3

Chapter	Female referenced	Male referenced
I.		Fisherman
II.		
III.		
IV.		
V.		
VI.		
VII.		
VIII.		

Enrichment	Female referenced	Male referenced
Can Greed Ever Be Satisfied		Fisherman
Bullying: A cancer must be eradicated		
Hopes and dreams		Mankind
Vanity, what is the price		
Benefit of doubt		Postman, gentleman
The last leaf		
Father of Indonesian education		

4. Activity

The next aspect is activity which shows an unexpected result. Unlike the three aspects before, the textbooks show the activities done by female also show more options. Females are not always potrayed doing the chores at home anymore. Unfortunately, there are still some gender stereotype traits that addressed to women. For example: the text provided in chapter enrichment discuss bullying action happens in the school. Unfortunately, most of the bullying victims in the example of the text are female student. It indicates that women are weak like are always stereotyped. Although some other activities still show gender bias such as mom is serving meals and father is working to afford money for family, overall, the textbooks are fair enough in presenting female and male activity with evidence that has been given in the previous paragraph or see the table below.

Table 4.4

Activity		
Chapter	Female	male
I.	Working her project paper, serving hotel visitor, discussing which movie to watch, working as store attendant.	Book a hotel room, discussing which movie to watch, Return his shirt for a refund.
II.	Reading opinion article.	Talking to his friend.
III.		
IV.		
V.	Reply a letter, shopping.	Writing a letter, snorkelling.
VI.		Reading an article on smoking
VII.		
VIII.		

Activity		
Enrichment	Female	Male
Can Greed Ever Be Satisfied		Fishing
Bullying: A cancer must be eradicated		

Hopes and dreams		Speech
Vanity, what is the price	Dancing the ball room	Dancing the ball room
Benefit of doubt	Preparing food	Sell the crops, write a letter, reading the letter
The last leaf	Sleeping, drawing	Lying in her bed, painting
Father of Indonesian education		Writing a newspaper

5. Occupation

The last aspect is occupation. Although all textbooks do not describe women only as a mother, the result indicates that men scope of occupations is wider than women. This is evidenced by the big difference of occupation's amount presented for female and male. Actually, the compiler of those textbooks must consider this aspect seriously because the textbook can guide them to be what they want to be after graduating high school.

Table 4.5

Chapter	Female	Male
I.	Concierge hotel, store attendant	
II.		Fisherman
III.		
IV.		
V.		
VI.		
VII.		
VIII.		

Enrichment	Female	Male	Neutral
Can Greed Ever Be Satisfied		Fisherman	
Bullying: A cancer must be eradicated			
Hopes and dreams		President	President
Vanity, what is the price		Little clerk in government office.	Little clerk in government office
Benefit of doubt		Postman, Postmaster, employees, farmer	Postman, Postmaster, employees, farmer
The last leaf		Doctor, painter	Doctor, painter
Father of Indonesian education		Politician	Politician

CONCLUSION

After conducting the research in the English textbook used in XI Grade of Senior High School published by the Ministry of Education and Culture of Indonesia, it is concluded that, first, the textbook is female dominated in the reading texts. Second, the textbook is male dominated in picture. From side gender visibility concludes that the picture is more dominated than female. The domination is not only in appearance but also in the message of the pictures. They show that males are more powerful than female. They show that males are masculine and strong and females are feminine and weak. Third, the textbook contains gender stereotypes. They show that males are powerfull, masculine and freedom while females are powerless, femininity and domestically works.

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