

A Study Of Gender Equality Values - Based Cross Cultural Understanding In EFL Textbooks (A Content Analysis in EFL Textbooks At Senior High School In Serang-Banten)

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Abstract

Gender in getting equality is never ending issue in language education because it is closely related to the equal representation between men and women. This study is aimed at investigating the treatment of gender inequality in EFL textbooks for tenth and eleventh Grade of Senior High School, and also to investigate the differences and similarities culture between Indonesian and European (American) women who related to the women position in society life. The sources of the data are English textbooks. This research was conducted by using descriptive analysis method to analyze data on gender inequality content in EFL Textbooks of Senior High School in Serang City-Banten. Besides that, it is also analyzed the concept of gender in America and Indonesia to find out the differences and similarities in the two cultures. The result of study shows that EFL-electronic textbooks for tenth and eleventh Grade of Senior High School still present gender bias which represent unfairness and inequality treatment to images of women. Besides that it found the similarities of American and Javanese women related to gender equality because this condition caused traditional view and patriarchal ideology. Therefore the textbooks still showed unequal right between women and men.

Key Words: Gender equality, Cross Cultural Understanding, Textbook at Senior High School

INTRODUCTION

Gender inequality issue is very noticeable in language textbooks. According to Otloski (2003:12), the roles assigned to women in some textbooks are the stereotypical roles of mother and homemaker. The depiction of women in such stereotypical roles only helps to reinforce the outdated notion that women stay at home and men go out work. Gender bias learning material can also be found in gender bias language or sexist-language. That kind of language has implanted gender inequity to the student. Thus, gender awareness process is very important in the world of education by straightening up several aspects such as curriculum, textbook, teaching method, and teaching guide lines (Garis Besar Program Pengajaran/GBPP)¹.

In order to adjust those global challenges, Indonesia government through Departemen Pendidikan Nasional tries to respond several problems, such as issues on the democracy, human right, and gender through curriculum reform. These issues, especially gender inequality problem still find in EFL textbooks which used the curriculum of education unity level or school's need (KTSP standar isi 2006). The problems have been accommodated in the 2004 curriculum, which is known as Competence Based Curriculum (CBC). Additionally, Depdiknas in rumusan kerangka Dasar reformasi Kurikulum, stated that the learning material should cover cultural competence, to enhance the students to put themselves as good as in the cultural system and pluralistic society values arrangement. This shows that government's effort to realize equality in Indonesia education has also encompassed gender issue. However, textbook publishers' responses on government's policy are often sluggish. Publishers tend to slow down on textbook revision due to prevent material loss.

However, nowadays most of English textbooks only focus on language itself. It is really rare that textbook concerns with global issues especially gender inequality which represents balanced relationship between female and male. According to Hamdan (2010:1) school textbooks play a crucial role in determining pupils' worldview of female and male roles in society². Furthermore, Cunningsworth (1995:7) concluded roles of a textbook; as a presented material, as a source of classroom activities, as a source of grammar, vocabularies, intonation for students, as a syllabus. Therefore, a textbook should cover all aspects of learning; stated and/or hidden curriculum. Gender issue in Education can be affected by materials used in teaching learning activities. In order to promote gender equality, English textbooks are expected to be neutral³.

Related to gender inequality content of a textbook, the researcher tries to find out whether or not EFL textbooks which are used at Senior High School in Serang City- Province Banten contain gender inequality because in this level, students are stated to be exposed to introduction to life in the society. Therefore, students should not be

¹ Outloski, Marcus. 2003. Ethnic Diversity and Gender Bias in TEFL Textbooks.

² Hamdan, Sameer. 2010. English-Language Textbooks Reflect gender Bias: A case Study in Jordan. Advance in Gender and Education

³ Cunningsworth, A. 1995. Choosing Your Coursebook. Oxford: Heinemann

adjusted to textbook which exposes them with gender inequality. Beside that, she tries to find out the concept of gender relation varies in different societies, especially American and Indonesia women (javanese) because gender relation includes both ecological and cultural factors. This information is important for students to learn Cross Cultural Understanding subject which related to the topic of gender inequality.

Based on the problem identification, the question of this study is formulated as follow:

- a. How is gender inequality being treated in EFL textbook for Tenth Grade of Senior High School in Serang City?
- b. How is the concept of gender in America and Indonesia (javaness), and what are the differences and similarities in both of them.

METHODOLOGY

The Study is conducted by using descriptive analysis method to analyze data on gender bias content in English textbooks of Senior High Schools In Serang – Banten, and based on the analysis of textbooks, it can be analyzed the differences and similarities between American and Javaness women related to the treatment of gender inequality.

2a. Research Design

This research was designed based on the following table.

Research Question	Variabel	Instrument	Subject	Statistic all Tool
To what extent do the English textbook In Senior High School contain gender inequality?	Gender inequality Content in Senior High School English Textbook of Gender Bias in the tendency to be unfair in one decisions by strongly favoring one sex.	Critical sheet	English Textbooks for Senior High School level used in Serang city	Frequency and Percent age

2b. Data Collection Technique.

The procedure of collecting data was done in the following ways;

- a. Categorising the problems
- b. Composing the category, items, and criteria of the critical sheet according to the literature review
- c. Looking for information about what textbooks are used at Senior High school in Serang City-Banten
- d. Deciding the source of the data (textbooks which will be analyzed)
- e. Collecting and calculating gender inequality content in textbooks
- f. Based on calculating gender inequality, it analyzed the differences and similarities
- g. Analyzing the data to get the answer for the research problem

2c. Data Analysis Technique

Each book will be read and analyzed on the visibility of female and male character, the linguistic bias, sex-roles, and sex-roles and behavior portrayed. Visibility is determined by a count of female and male images, a record of sex of the main character, and a record of the sex in historical event and development. And then, linguistic bias is analyzed based on the guidelines for the non-sexist use of language. The last, sex-roles and behavior are examined by account of the sex working outside and inside home, a record of the sex with particular talents, and a record of the sex's behavior. Based on the analysis, it finds out the factors that caused gender inequality in American and Javaness women life. Related to this problem it can be found the differences and similarities in treatment of gender inequality.

RESULT AND DISCUSSION

In summary, the total items of all English Books tenth grade of Senior High School, can be calculated and finally presented them in a form of percentage, it can be seen in the following table:

No	CATEGORY	Look Ahead Grade X	Look Ahead Grade XI	Total
VISIBILITY OF FEMALE AND MALE		%	%	%
1	Female (F)	3,14	3,83	6,97
2	Male (m) Images	5,28	6,16	11,44
3	Neutral images	1,28	3,05	4,33
4	F as main Character	3,71	2,33	6,04
5	M as main Character	6,14	3,83	9,97
6	F in Historical event and developments	1,71	0,67	2,38
7	M in Historical developments	3,71	1,67	5,38
LINGUISTIC BIAS		%	%	%
8	Generic use of the woman to refer person or people	9	6,67	15,67
9	Generic use of the man to refer person of people	16,28	9,83	26,11
10	Use of married woman's first name	2,71	6,16	8,87
11	Use of husband's name	0,71	2,17	2,88
12	Use of woman lady ie female gender word forms to refer one's profession	0,28	0,05	0,33
13	Use of man male to refer one's profession	2,14	1,67	3,81
14	F be mentioned before M	1,14	5,16	7,30
15	M be mentioned before F	2	7,16	9,16
STEREOTYPE D GENDER ROLES AND BEHAVIORS		%	%	%
16	F work outside home	2,57	1,67	5,23
17	M Work outside home	5,14	2,66	6,81
18	F work inside home/do home	1,85	1,67	3,52
19	M work inside home/do home management duties	0,29	0,16	0,45
20	F. Have art talent, sport ability, intellectual competence communicative skill f have art talent F have sport ability f have intellectual competence	0,29	4,16	4,45
21	F. Have art talent, sport ability, intellectual competence communicative skill f have art talent F have sport ability f have intellectual competence	0,42	0,33	0,75
22	Active F	1,42	0,05	1,47
23	Active M	0,71	0,05	0,76
24	Passively active F	0,29	0,67	0,95
25	Passively active M	1,28	0,29	1,57

Related to the data table above, it can be found out that the 25 items still described female and male with unequal right in all aspect of life in society based on the textbooks. It will be explained clearly in discussion section.

Based on the data, it can be interpreted that all of the books examined contain gender inequality. The result of the study showed that overall male were pictured more than female (Male=11,44%, F=6.97) and gender neutral images were 4,33%. Males were also more often pictured as main character by 10%, while females were only shown

6,04%. The textbooks put more stories of male achievements than the females, for example the textbooks presented the stories of profession, famous people, history stories, and the dialog. It is shown in percentage which are 5,23% for female and 7% for males.

The use of sexism language also appeared in the textbooks male generic words are often used. They were shown in 26,11%, while female generic words were only shown in 15,67%. For example the textbooks used generic words such as school girls and school boys to refer students. There are 2,88% for husband's name and 8,87% for married women. In the form of one's profession, there are 3,81% profession stereotype-word of linguistic bias category refer to female's profession 0,33%. And next item in the linguistic bias category is the order of males are mention before females are mentioned before males which is shown in 9,16% and 7,30% for order of females are mentioned before male and male before female is still far from equal.

In the role and behavior analysis, there are 7% males were portrayed to work out side home while females were only portrayed 5, 23%. The textbooks showed female in such careers such as teacher, secretary, and nurse, while male in such careers such as doctor, professor, president, and manager. And next females were portrayed to or home management duties-job 3,52%, while males were portrayed by 0,45%. The textbooks showed females to do home manegement duties-job, for example, clean house, cook, was, while males were only showed washing car. Male was also showed cooking, however "the cooking" is purposed to show his profession.

Discussion of Each English Book of Senior High School year X and XI

1. In analyzing data of Look Ahead for first grade, it is found in all unit of the book, in the analysis of male as main character, males were described more dominant than female, for example, the reading subjects put stories, biographies, which most of them place males. And it is also the main character such as, a myth, a feble story which the chracter animal: "The Black Cat", "The Lion and The Mouse", "The Mouse Deer and the Crocodile" are males. The use of sexism language also appeared in this book, the use of husband,s name was more often presented to portray married woman. In the next item in the linguistic bias category is the orders of males are mentioned before male, which are shown the higher point of males than females.

In the role and behavior analysis, male were higher point more dominant than females to work outside home. The textbooks showed females in such careers such as teacher, nurse, and secretary are appropriate for women, while males were in such careers doctor, professor, manager. On the other hand males are lower point to do or have home management duties-job than females. The textbooks showed females in such duties such as cleaning the house and cooking. Males were only showed to wash the car. Futher in the item of art talent, sport ability and intellectual competence male were portrayed higher point than females because men are regarded to have power.

2. The data analysis on Look Ahead for Second Grade of Senior High Scholl pictured males more than females. For example, the textbook put mppe pictures of males than female. In addition, males were also more often pictured having contribution in historical events and development. On the other hand, the number of females and males as main character were equal, for example, the textbook put stories (legend, folktale, feble). It si only fable to place males are higher than females as main character.

Based on, it can be seen taht the textbook still portraye males higher than females. The uses of sexism language also appeared in this book. Generic words such as guys to refer listener is often used. In category, female generic words is never appared. Husband's is portrayed married woman, for example Mrs.Wilson, it does not use hername. The variation of mentioning female before male and male before female showed male higher than female.

In the role and behavior analysis, males were higher point to work outside home than females, for example the job; docter, manager, professor (male) and teacher nurse secretary for female. And females were higher point than males to do management duties-job. The textbok showed females in such careers such as go to the market, cleaning the house, washing and cooking, while males were only showed washing car, reading, and watching television.

3. Cultural Cross

Cross-cultural studies reveal an immense diversity in human social relations because human creativity and cultural adaptations to different circuntances ceate a rich and complex mosaic of the different possibilities of human life. As a result of the cultural basis for gender, what it means to be a woman or a man varies across cultures (Andersen, 1997:20)⁴. In analazing gender bias, de Beauvoir (in Scmitz,2007:189) argues gender studies analyze the ways in which such constructions proceed and act, they look at the effects they have on our society, and they ask which mechanisms make these contructions appear to perfectly "natural" to all actors. And gender studies too, want to achieve a change in the relationship between women and men⁵.

⁴ Anderson, Margaret L. 1997. Thinking About Women: Sociological Perspectives on Sex and Gender. Allyn and Bacon.

⁴ Semitz, Thomas,A. 2007. Modern Literary Theory and Ancient Texts: Blackwell Publishing

Based on the analysis of text books above, in history, women in over the world are treated unequal as men in getting equal right all aspect of life. Both American women and Javaness women faced discrimination so they struggle to gain equal treatment. Keephart and Jedlika (1991:330) stated that in the declaration of sentiments there are three basic objectives which demanded by American women; 1) To free the persons and property of married women from the absolute control of their husbands and establish wives as a legal personality. 2) To open the doors of higher education to all women. 3) To procure full political rights for women. Whereas Indonesian women Movement had the stronges demand that there were three basic objectives demanded: 1) To reform a marriage legislation. 2) To acquired wider opportunities in all levels of education for all women. 3) To give employment opporunities in various fields of work and have the same right in dividing of property (Wieringa,2000;26)⁶.

Beauvoir (in Scmitz:2007:188) stated that our education and socialization familiarize us with such gender roles at such an early stage of our lives that we hold them to be completely natural. We are so used to believing that men are (and should be) active, rational, and strong; women on the other hand, passive, emotional, and tender. And further, in the past people believed that women should not work outside the house or if they worked, teir jobs didnt require intellectuality. According to Goldinn (1993;129) an ideology of women's inferiority is a long-standing characteristic of American culture and remains something of a barrier to women participan in professiona work. Related to the description, it showed that both American women and Javaness women have the same experience in gender problem⁷.

CONCLUSION AND SUGGESTION CONCLUSION

Based on the analysis, the researher can conclude that all the English books taken for data which used in teaching English subject still contained gender inequality. On the gender inequality item, it can be said that EFL text books do not comply the students'needs in the introduction with the life in the society. The sex role messages being given in the English subject are still consistent with out-dated stereotypes. These ideas influence students to accept the status quo in the information of their own gender identity. Futhermore, it is found the similarity both American women and Javaness women fight to acquire the equal right in all aspect of life. This discrimination still influenced the writers'ideas in writing text books.

SUGGESTION

Based on the conclusion above, it can be given the suggestion as follows: 1) Understanding of gender inequality subject should be known and realized by the writers of English books and publishers so that the materials of English subjects do not describe the stereotype. 2) the result of research is important information for the government, writers and English teachers to design the English subject.

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⁶ Wieringa, Saskia, Eleonora. 1999. Penghancuran Gerakan Perempuan di Indonesia: Gerba Budaya.

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