# AN ANALYSIS ON GENDER-BASED TASK IN THE TEXTBOOK LITERATURE OF SENIOR HIGH SCHOOL IN CURRICULUM 2013

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**Abstract**: The purpose of this study was to investigate gender-based tasks in the textbooks of the 10th grade high school class of 2013. This study used qualitative descriptive method, in the processing of data from high school textbooks only the focus of research on a 10th grade student textbook consisting of nine chapters. the results of this study indicate that the dialogue examined in chapter I shows that there are two dialogues without mixed male and female, the two dialogues are different in turn and the number of words widely used by female than male. For chapters 4, 5, and 9 the results are balanced between turn taking and words used by both male and female. In chapters 3, 6, and 7 there is an imbalance of gender-based positioning in gender-based tasks. While in Chapter 8 no gender-related tasks were found. However, gender-based tasks appearance with various activities such as gender positions in dialogue, as pronouns of male and female, firstness, pictures of gender and family.

*Keywords*: Gender, Based Task, Textbook, and Curriculum.

**Abstrak**: Tujuan penelitian ini adalah untuk menyelidiki (gender-based task) tugas berbasis jender pada buku teks kurikulum Sekolah Menengah Atas (SMA) 2013 kelas 10. Penelitian ini menggunakan metode kualitatif deskripsi, dalam pengolahan data dari buku teks SMA ini hanya fokus penelitian pada buku teks siswa kelas 10 yang terdiri dari sembilan bab. hasil penelitian ini menunjnukan dari dialog yang diteliti pada bab I menunjukkan bahwa ada dua dialog tanpa campuran laki-laki dan perempuan, kedua dialog tersebut berbeda secara giliran dan jumlah kata banyak digunakan oleh perempuan daripada laki-laki. Untuk bab 4, 5, dan 9 hasilnya seimbang antara (turn taking) giliran dan kata-kata yang digunakan baik laki-laki maupun perempuan. Pada bab 3, 6, dan 7 terdapat ketidak seimbangan posisi (appearance) penampilan gender (gender-based task) dalam tugas berbasis jender. Sedangkan pada Bab 8 tidak ditemukan jenis tugas yang berhubungan dengan gender. Meskipun demikian, (gender-based task) tugas berbasis jender muncul dengan berbagai kegiatan seperti posisi gender dalam melakukan dialog, sebagai pronomina person dia laki-laki dan dia perempuan, firstness, gambar-gambar meliputi pekerjaan gender dan keluarga.

*Kata kunci*: Gender, Based Task, Textbook, and Curriculum.

## I. INTRODUCTION

In Indonesian's educational system, textbooks were considered as the main components of the curriculum. They determined the content, the methods, and the procedures for teaching and learning in the classroom. They also provided a systematic syllabus for teachers to follow in teaching a certain subject. In Indonesia, the textbooks were designed by the authorized publishers based on the latest curriculum. Once a newly invented curriculum was launched by National Education Department of Indonesia, a number of competitive publishers would involve professional instructional material writers to design or develop new textbooks which are in line with the curriculum. In addition, teachers must also apply new approaches, methods, and techniques to suit the new curriculum.

In English Language Teaching field, our educational system had implemented different curricula for the sake of improving learners' proficiency level and coping with the challenges of the global world. Some recent curricula which had been launched by Education National Standardization Board (Badan Standar Nasional Pendidikan/BSNP) and implemented in Indonesian's ELT were Competency-based Curriculum (Kurikulum Berbasis Kompetensi/KBK), School-based Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP), and the most current one, 2013 Curriculum (Kurikulum 2013). Along with the continuous changing in the curriculum, consequently English textbooks must be developed, adapted, or revised based on the prevailing curriculum.

In this study is focusing of analysis of textbook curriculum 2013 as the curriculum was done by whole the school throughout of Indonesia since 2014 and the textbook of using by the teacher and students are textbook was develop and revised based on the curriculum 2013. So, the appropriate textbook is

compulsory distribute by the central government as major control of education in Indonesia particularly in textbook available. Thus, in this study is analyze the content of the textbook of curriculum 2013 in senior high school in grade 10 especially analysis in gender based-task in any activity in the task of the book.

The method used in this paper is qualitative research method with content analysis technique. Research using qualitative content analysis focus on the characteristics of language as communication with attention to the content or contextual meaning of the text. The text data can be categorized print media such as articles, books or manual, and this research used English textbooks as data to analyze the aspects of equal gender which found in these books. According to Neuendorf (2002:15), content analysis is as in-depth analysis using quantitative or qualitative technique of messages using a scientific method and is not limited as to the types of variables that may be measured. Furthermore, Wahyuni said that the goal of content analysis is to provide knowledge and understanding of the phenomenon under study (2012; 122). Thus, content analysis is using a method for the subjective interpretation of the content of the text data through the systematic classification process of coding and identifying themes or patterns.

The data in this research is student's English Textbooks for Senior High School Grade 10 of curriculum 2013. The English textbooks are written by Indonesia government by education affair that are Pathway to English for Senior High School Grade 10. The reasons for selecting English textbooks are that it is the key area of study of the researcher; secondly language is secondary concern of this research and thirdly as a main subject it gets more time and attention in schools' timetables. Based upon the objectives, mentioned above, following research questions are formulated:

1. How is gender encoded in English for Senior High School Grade 10?
2. Whether or not, gender representation differs in English for Senior High School Grade 10?

## II. REVIEW OF LITERATURES

There are many kinds of qualitative analysis that discuss and present the representations of gender; however, most of people recognize this term just has deep relationship with gender roles and biological sex. Furthermore, One's biological sex is directly tied to specific social roles and the expectations. Judith Butler (1983) considers that, the concept of being a woman to have more challenges, owing not only to society's viewing women as a social category but also as a felt sense of self, a culturally conditioned or constructed subjective identity. Social identity refers to the common identification with a collectivity or social category that

creates a common culture among participants concerned. According to social identity theory, an important component of the self-concept is derived from memberships in social groups and categories; these is demonstrated by group processes and how inter group relationships impact significantly on individuals' self-perception and behaviors. The groups of people belong to therefore provide members with the definition of who they are and how they should behave within their social sphere.

Philosopher Michel Foucault stated that human as sexual subjects, they are the object of power, which is not an institution or structure, rather it is a signifier or name attributed to "complex strategically situation". Because of this, "power" is what determines individual attributes, behaviors, etc. and people are a part of an ontologically and epistemologically constructed set of names and labels. Such as, being female characterizes one as a woman, and being a woman signifies one as weak, emotional, and irrational, and is incapable of actions attributed to a "man". Butler said that gender and sex are more like verbs than nouns. She reasoned that her actions are limited because she is female. "I am not permitted to construct my gender and sex willy-nilly," she said. "This is so because gender is politically and therefore socially controlled. Rather than 'woman' being something one is, it is something one does."

Talk about gender ofcourse that means talk the position of two sides between man and woman. In basic explanation gender is talk about the sex male and female, but it is of importance to mention Judith Butler's work Gender Troubles (1990). Butler contributes with her widely known queer theory, according to which, "gender" is open to interpretation by each individual. In Gender Troubles, she expresses a concern over how gender is not necessarily decided by the biological sex of a person.

Since 1948 start comes out the problems about the gender, which the women try to ask about the equality of gender between woman and man. That causes of women relize of their fact of having behind from man almost in all aspect of life, then they want claim their right in case of the EMANSIPASI WANITA. In Indonesia at 12 Juli 1963 rise the kind of the motion which pioner by the Indonesian Women succesfull declared a foundation as the place for woman. In Mexico City 1975 held World Conference International Year of Woman-PBB make some decisions in the equality of man and woman in case:

a. Education and job.
b. The pri27ruty of woman development .
c. Expansion of woman in country development.

In Copenhagen 1980 held Wold Conference UN Mid Decade of Women, that has result of UN Convention

on the Elimination of all Form of Discrimination Agains Woman (CEDAW).

We can conclude that gender is one of thing that we should consider has very big position in our live, especially when we talk about the equality of gender which is the biggest thing that women want.

On the other side there is a connection between language and gender, because in some case we can define that language between man and women is quiet different. The connection between language and gender is furthermore described in Christopher E, Renner's review of sexism in ESL (English as a second language) textbooks in a paper called Women are busy, tall and beautiful – Looking at sexism in EFL material (1997). He examines the role language plays in constructing and maintaining stereotypical principles. For Renner, it is important to eliminate sexism in the language classroom in order to provide an environment where every pupil can learn on equal terms. And also Martha Jones, Catherine Kitetu and Jane Sunderland study in "Discourse Roles, Gender and Language Textbook Dialogues: who learns what from John and Sally?" (1997) aims to analyze gender bias in dialogues presented in popular textbooks designed for ESL textbooks. In their research, the three authors´ main concern is to scrutinize the effects a textbook may have on a pupil's language proficiency.

Affixes: contribute to distinguishing words between genders. One example is the suffix –ess, as in "waitress" or "hostess", the suffix stresses that the referents it is a female rather than a male person. The suffix –man functions in the same way, creating masculine words like "policeman", "fireman" etc. (Mills, 1995:89-95).

It was very interesting lessons are planned round topic and material given in gender English language use. Related to that, Stefan, 2012 stated that it is clear that there is a variance by gender in common English language usage. This can lead to sex bias, even in EFL teaching materials. Whereas the materials examined had minimal sex bias, the goal must be to attempt gender neutrality. It is crucial that everyone involved in the education process be acutely aware of the factors which lead to such bias. The singular benefit of this will be to enhance teaching materials and practices, which will lead to an enriched and more efficient student learning experience.

So, language and gender in study second language have some important thing to be analyzed, such as; gender and language learning; gender, language learning and ability,; second/foreign language acquisition and the four skills; motivation/investment; language learning styles and strategies; classroom interaction; the 'what' of teaching: English as a non-sexist language?; teaching materials; language testing; teachers, professional organizations and gender, what can teachers do? Teacher action and teacher education; new theorizations of language and gender; language learners' identities; masculinities: boys, men and language learning.

Abolaji, 2013 stated that It is interesting to note that the concern about gender in language education studies (in learning materials and environment) that started not many years ago has grown so large and results of the undertakings have not only impacted on the educational sector but also on society at large with the attendant outcome of empowering women for national development in some countries. Government bodies and international organizations and non-governmental organizations recognize the contributions these studies make and have been funding research in the area with follow-up actions that have made tangible contributions to development. Since most studies are scattered in journals, monographs and websites, a handy textbook of collection of materials/studies from various countries might be a welcome idea in the near future. Gender in learning materials should continue in under-researched sites just as studies on talk around the text should follow text studies. However, the impact of sexist and progressive texts should also be examined together with the uptakes of stakeholders on text and talks. Bar-placing on methods (data collection and analysis) might not be necessary if we are to promote flexibility that will create the atmosphere for robust research.

## III. DISCUSSION
### a. Material

First grade textbooks currently used in high school its curriculum 2013. The description of the textbooks is presented in (Table 1):

**Table 1.** Book description

| Title | Publisher/author | Grade | Date of publication | Number of Chapter/page |
|---|---|---|---|---|
| English Book Curriculum 2013 | Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. | X10 | 01 January 2014 | 9 / 116 |

### b. The Analysis of Gender Based-Task

There are two dialogues in the chapter two each of dialogue is without mixing of gender as male and female. There is no mixing gender between male and female in chapter 1 and 2, therefore, we would like to take account to analysis both of the dialogue in comparing which of both dialogues are more words are using and turn each of performer. Thus, the constraints in dialogue is given there

is no generous change given to the dialogue in more complete.

**Chapter 1 and 2**

Extract: 1: Dialogue 1. Gender Issues
"English for Senior High School Curriculum 2013, X1":
Dialogue Showing care.



The gender analysis based on "English for Senior High School Curriculum 2013, X1" unit E Task E page 23 Chapter 2 Extract 1.

In this dialogue is about showing care, all of performer is male among Rama, Imran, Rido and Ramon. Based on the dialogue given, we analysis that each of the performer such as Rama as the first appear in the dialogue has one time turn and 22 words are used by him. The second performer Imran has three times turn and first turn he used 11 words, second turn is 11 words, third turn is 13 words. All those words used by Imran is 35 words. The third performer is Rido, he has one time turn with 10 words are used. The last performer is Ramon has one time turn with 15 words are used. All words are used by the performers in this dialogue are 127 words.

Based on the analysis of the dialogue above that first turn in this dialogue has one time turn but led of the three performers of using words with 22 words used. The second performer has three times turn and led the others of performer of amount word used with 35 words. While both for the last performer each has 10 for Rido and 15 for Ramon. It means that the writer of this dialogue given the turn of each performance is based on the limited situation not based on the need of the situation of the dialogue given.

Extract: 2: Dialogue 2. Gender Issues
"English for Senior High School Curriculum 2013, X1":
Dialogue Complimenting. .



The gender analysis based on "English for Senior High School Curriculum 2013, X1" unit D Task D page 19 Chapter 2 Extract 2.

In this dialogue is about giving complimenting. All of performers is female Rahmi and Sinta. They are talking about how to give and respond of compliments, each of them have turn and different amount of words are they used in the dialogue situation. The first is Rahmi with 9 turns and have 56 words utterance and each of turn she utterance with different of amount of words depend on the situation of the dialogue needs. While Sinta the second performer, she has 8 turns with 75 words utterance and each of turn is different words is using, the shorter words she utterance is in the first turn with 4 words only that answering of Rahmi in asking of condition "*Hi. Good and you?*"and the longest words she utterance is in the 6th turns with 16 words.

Based on the analysis of dialogue above indicate that both of performer have different turn,9 turns for the first performer (Rahmi) and 8 turns for second performer (Sinta). Despite of second performer got turn less than first performer she utterances with 75 words, while the first performer have 9 turns with 56 words she utterance. It means that both of the performer have different amount of turn and word are they used.

To compare both the dialogue are given above between male and female in term of analysis of using turn and word is really different. For instance, let have look at the first dialogue "*in showing care*" with male only

without participating of female and with 4 males are there, but the turn and word are they used is limited and shorter. While in the second dialogue with the title "*complimenting*" all of performers are females with the 9 turns and 56 words for the first performer and 8 turns and 76 words for the second performer and both of the performers are longest and many turns then the first dialogue. It means, that the most prominent both of the dialogue given above is female while the male is less turns and words are they used. Thus, the dialogue make by the author of the book curriculum 2013 for the 10 grade high school student is based on the situation of the title of the dialogue. Therefore, both dialogue is not mixing between male and female, the second is to long words are used both female in the second dialogue, while in the first dialogue is shorter than the second.

**Chapter 3-4.** Gender based-task Analysis



There are three participants in the conversation above, Characters mean those men and women given proper names in the textbook and in the illustrations accompanying the dialogues or reading passages. Each character has been given a single count. For instance, names that are mentioned more than once in each unit are counted as one. Therefore, first names, last names, and full names of males and females with a title such as Bayu, Santi and Riri. These figures indicate the number of occurrences of character roles, and the repetition of Bayu's name in the conversation shows the relation between male/female characters named in the abovementioned units. In the illustrations, the total figures are three person. Consequently, male typescript appeared more often than female in the illustrations; while in the text the difference is minimal, there is one more male occurrence than female. The conversation is also showing between woman and man hobbies, such as Bayu wants to spend his weekend by fishing, then Riri and Santi choose cooking as the same choice. It shows that the character between female and male as being feminine and masculine.

On my view, the results of this observation clearly demonstrate that language of the texts in the conversation being selected describe part conversation of gender between of females and male in their character. Language is found to be not working as far as the matter of gender characters and depiction is concerned. Whether, it is field of adjectives, generic constructions, semantic roles allocated to each gender or order of coupling for each gender, females gender beat males in number of choice.

This conversation communicates the design in which men are more valuable than women and consequently it is asking and responding to them as first members with females like Riri and shanty which very close to show Indonesian women's name and Bayu is representing Indonesian name's boys. On the other hand, generic constructions are often use contrary expression, there are still few occurrences.

I think that the expressions use to depict characters belonging to each gender group change from text to text. Both genders' members are describing with traits like courage and wisdom and in others, they were passive and shy. Yet, it is a common observation that the positive expression like "that is good idea, that sound is like very good idea, etc" are more frequently connected with female and males respect each other although different choice.

In addition, males is described with help of adjectives more often than the female gander. Thus this trend clearly reveals that adjectives are used in language of these textbooks in accordance with the cultural stereotypes. The final category of language chosen for this study is of semantic roles. Likewise all other categories of linguistic analysis, it also reveals an atmosphere of gender favoritism. In all fields defined for this variable, females are hardly visible thus rarely active; while males were not only abundant in number, they also

full majority of spaces as energetic and meaningful participants of main courses actions held in texts. Additionally, female characters are more repeatedly the objects of action rather than actors, the values rather than variables and the possessions rather than possessors. Generally, an atmosphere of gender favoritism is colorful in majority of the features of language in the selected texts.

Furthermore, to analyze the order in which the dominant speaker(s) utterance(s) occurred in conversations, the times in which exchanges are made are counted. Turn-taking in conversation is defined by Sinclair and Coulthard (1995:2) and J.C. Richards (1993:130) as what a speaker says, who says what before the other, and who asks for or gives information. In twenty-two conversations, the four units are analyzed.

Three conversations are begun by a female speaker talking to a female activity, and then responded by female speaker interacting with male, and three dialogues take place with two female Characters. All conversations take place in informal settings. Based on the above, it can be concluded that the author don not show any sign of linguistic or hidden bias.


Source: Dokumen Kemdikbud
Picture 4.2

**1. Dina** : Hi, Yuni. What's your daughter doing these days?
**Yuni** : Oh, she's in college. In fact, she plans to graduate this June.
**Dina** : That's_____! (1) You must be very proud of her.


Source: Dokumen Kemdikbud
Picture 4.3

**2. Fuad** : Hi Abdel. _____? (2)
**Abdel** : Oh, I'm going to take the driving test tomorrow.
**Fuad** : That's great, Abdel_____! (3)


Source: Dokumen Kemdikbud
Picture 4.4

**3. Tuti** : How is your business, Ria?
**Ria** : _____ (4) I've sold 100 items these two days.
**Tuti** : Congratulations! That's a _____ (5) right now.
**Ria** : _____ (6).


Source: Dokumen Kemdikbud
Picture 4.5

**4. Rudi** : You look gorgeous in this wedding dress! _____ (7).
**Ian** : Thank you very much, _____ (8) so.


Source: Dokumen Kemdikbud
Picture 4.6

**5. Ihsan** : You look so cute in the _____ (9)
**Ali** : Oh, thanks for _____ (10) that. By the way, congratulations for winning the 1st prize of the writing competition last week.
**Ihsan** : How nice of you to say that.

There are five pictures presenting in congratulation each other in different setting, such as graduation day, drive training, business environment, weeding party, and studying which deal with congratulation expressions. The

duties as human being to show our respective can be divided from some points of view. Especially there are some of duties can be implied in the pictures in congratulate each other's.

A reason for the imbalance between men and women (as husband and wife or collogues) in the textbooks is not only gender-related; it is also a matter of status inequality. In other hand, Many women hold lower-status occupations, and textbooks need to take this into consideration in order to create a balance between female and male language, salutation, or respectable as human duties and right. I also discovered that while men talk to women, women ask more questions, bringing up the men's topics and providing conversational support. If this is mirrored in the textbook dialogues, female learners will spend more time practicing supportive rather than assertive use of language I point out that the use of congratulations' in different setting reflects inequality even more because in a many places with an even number of males and females, males will almost always be asked to read the male dialogue, and females will be asked to read the female dialogue. If dialogue roles are not evenly distributed, it means that all learners may not get equally good achievement opportunities. For example in the picture of task above male and male, female and male or female and female described how they congratulate each other as who have relationship. These right and duties, there is no differences between woman and man in given salutation or respectable. Because in many cases in this life there is no border to bring high the respectable by deliver congratulation to our friends, collogues, partner, and other by their best achievement and effort.

**Chapter 5.** Gender based-task Analysis



In this chapter, the title of the lesson is about the describing people, the writer of this book was using the picture and texts to convey the gender as a represent male and female. Besides that, this paper puts one example of picture above that took from the book. The whole of pictures that are used deal with teachers and students in sport activites and teaching learning process, and also the writer has taken a picture from ceremony of family.

Futhermore, the texts that are used by the writer consist of short conversation in differ topic, and descriptive text. So that, this paper found thirty five pople of male and thirty five people of female. Both of female and male are described in different setting.

**Chapter 6.** Gender based-task Analysis



In this part, the title of matereial is about visiting ecoutousism destination. Futhermore, the writer of this book shows one example of animation picture as a represent of gender in this lesson. Based on the whole contents in this chapter, the paper found two male only, and they found in the picture that were proposed by the writer. But, for the female is empty in presenting the gender. They can be seen from the entire of texts and picture that were used. Thus, this lesson only takes male as a represent of gender.

**Chapter 7.** Gender based-task Analysis



Grammar review at pages 88 chapter 7, at passive voice example explained that active voice example contain with subject "Mary" and the subject is a women and because of the object her son in complete sentence "Mary helps her son" indicated that the subject is a mother who has an activity to take care and help her son, and many other kinds of housework as a housewife.

But for the passive sentences will not indicate that Mary is a mother, we can see for the complete passive sentence formed "The son is helped by Mary". Mary here can be only a girl who helped a son because of her care.

**Chapter 8.** Gender based-task Analysis

In this chapter is not really has something that we can discuss about gender. Almost all tasks in this chapter only discuss the information and examples of announcement itself. Only at the beginning of chapter we can see the picture of a guy who is giving the announcement. If we talk about the gender in this chapter, we only can identify it explain by using names and word she or he. Some of these words we can find at the question in task of this chapter. Like in vocabulary exersise no 7. Eventhough her mid-semester project is due next month, Fahmida is planning to finish it today. She does this to minimize_____ circumstances. Here we clearly see gender discribe by using name " Fahmida " and also the word "she".

The other exmaple is in the grammar review in this chapter only use word he : a. He is trying to deny the evidence that the police have presented. b. His denial appears very ridiculous. Chapter 9 can not gives us enough of the ilustration about gender, it diffenerent with the other chapters which are gave us a lot of ilustration or example about the gender. Let see at the other chapter we can find much of picture of man and woman or even the convertation between boys and girl which can help us to see how much the gender discuss in a chapter, but in this chapter we only can see view of example about it.

**IV. CONCLUSION**

Considering above evidence that gender based-task is used in textbook curriculum 2013 at senior high school grade 10 are varieties. Nine chapters are given by the book have been analysis by the writer which is the used of turn and amount of words each of performance between male and female and other analysis in the next chapter is appearance/visible with many kinds of activity for instances gender position in doing dialogues which male and female giving compliments ect., as personal pronoun he/she, firstness, pictures giving which include of gender occupation and family. Meanwhile, gender centered language also appearance in part of the chapter of the textbook.

Hence, as the source of the teaching learning of English Foreign Language and one of the most prevalent educational tool used in the learning process the textbook should be appropriate based on the student needs like that also the gender based-task must be based on the gender position as for instance in complimenting are dominance of female as their nature. So, otherwise the use of textbook would be bias in terms of gender based-task.

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