

REPRESENTASI GENDER DALAM BUKU TEKS ELT YANG DI PUBLIKASIKAN PEMERINTAH INDONESIA

Gender Representation in Indonesian Government Endorsed ELT Textbook

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Abstrak

Penelitian ini di latar belakang oleh tantangan akademik terkait dengan perubahan kurikulum terbaru yang disebut dengan kurikulum Merdeka. Penelitian ini bertujuan untuk mengetahui representasi gender dalam buku teks Bahasa Inggris yang berjudul "Bahasa Inggris : Tingkat Lanjut" untuk kelas XI di sekolah menengah atas yang di terbitkan oleh Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia, 2022. Penelitian ini menggunakan metode kuantitatif. Sumber data dari penelitian ini, peneliti menfokuskan pada 4 teks cerita tentang teks Naratif. Peneliti mengumpulkan data dengan cara membaca teks cerita satu persatu, kemudian memilih dan mengelompokkan kata-kata yang menyebutkan gender laki-laki dan perempuan didalam teks cerita dan yang terakhir peneliti menghitung untuk menemukan perbedaan frekuensi dari gender laki-laki dan perempuan. Dari hasil analisis dapat disimpulkan bahwa Dari total jumlah kata pada teks cerita 1 sampai 4, sebanyak 3.275 menunjukkan hasil yang terbagi menjadi dua kelompok, yaitu pada gendered words laki-laki persentasenya 0,48% dan pada perempuan persentasenya 2,38%. Sedangkan pada kata ganti feminim dan maskulin persentase laki-laki sebesar 1,00% dan perempuan 3,29%. Dari 4 teks cerita, persentase yang dihitung oleh peneliti menemukan bahwa ada lebih banyak perempuan daripada laki-laki baik pada kata gendered words maupun kata ganti feminim dan maskulin.

Kata Kunci:

Buku Teks
Gender
Representasi

Keywords:

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Abstract

This research is motivated by academic challenges related to the latest curriculum change called the Merdeka curriculum. This study aims to determine gender representation in an English textbook entitled "English: Advanced" for class XI in senior high schools which was published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2022. This research uses a quantitative method. The data source of this study, the researcher focuses on 4 story texts about narrative texts. The researcher collected data by reading the story texts one by one, then selecting and grouping words that mention male and female gender in the story text and finally the researcher counted to find differences in the frequency of male and female genders. From the results of the analysis it can be concluded that from the total number of words in story texts 1 to 4, as many as 3,275 show results which are divided into two groups, namely in male gendered words the percentage is 0.48% and in female the percentage is 2.38%. Meanwhile, for feminine and masculine pronouns, the percentage for male is 1.00% and for female is 3.29%. Of the 4 story texts, the percentage calculated by the researcher found that there were more female than men in both gendered words and feminine and masculine pronouns.

INTRODUCTION

The era of globalization and modernization that has hit the world in all aspects of human life has pushed various issues and mainstreams. One of them is a paradigm shift that places male and female on

equal status, rights, obligations and treatment (Mulyani, 2014). The concept of gender emphasizes the distinction between roles and responsibilities as male and as female that are created and internalized in habits and family life, in the culture of the society in which we live. The desired expectations of how to be

a female and how to be a male, both expectations for their characteristics, attitudes and behavior. In social life, the desired expectations are about how to be a female and how to be a male, both expectations for their character, attitude and behavior.

As stated in Law Number 20 of 2003 concerning the Indonesian National Education System, four policies have been established in the education sector, including equity, the relevance of education to development, the quality of education and educational efficiency. Efficient education is also based on Unity of Indonesia as stated in the fifth precept, namely social justice for all Indonesian people (Kencana et al., 2018). That female have the same rights as male. In this regard, the teaching process in educational institutions plays an important role in elaborating and realizing the direction of development, especially as a benchmark to see whether development in the education sector can create gender equity both at the level of preparing human resources and treating human resources.

Education as a learning institution has implications as an agent that facilitates and provides teaching materials, one of which is textbooks. Textbooks are products of the curriculum or can be said as curriculum documents that have an important role in supporting the teaching and learning process in the classroom (Mutimatul & Lukmana, 2020). Textbooks have psychological implications for students, so students can know gender values in textbooks, to eliminate gender bias and discrimination in them. The criteria for a good textbook will show the relationship between female and male in society based on roles, status, environment, culture, and community structure.

Academic challenge is related to the latest curriculum change which is called Merdeka curriculum. With the change the way of learning that might bring about a change in gender bias, because prioritizing one gender can be seen from several connections with cultural background (Mohammed et al., 2022).

Therefore teaching materials in the form of English textbooks in senior high schools must already contain the issue of gender equality, both in pictures and in writing, so that gender inequality or bias that occurs is slowly straightened/improved, and finally their mindset about the concept of gender get right early.

This study analyzes English textbooks to see how gender representation is described in the story text of the textbook entitled "Bahasa Inggris : Tingkat Lanjut" for eleventh graders published by Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2022. The researcher will examine the story text in textbooks and explain how gender is represented.

METHODOLOGY

In this study, researchers used quantitative research which is adapted in research (Johansson, 2019). This method is used to describe the contents of textbooks. One of the aims of this method is to identify bias, prejudice, or propaganda in textbook presentations. In this research, what is taken is the number of written words describing the characters of female and male characters. Representation of men and women in textbooks Data is collected and then summed to see a comparison of male and female gender representations in the textbooks that have been examined in this analysis.

The data source for this study was an English text book for eleventh grade students entitled "Bahasa Inggris : Tiingkat Lanjut", which was published by Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2022. This textbook was prepared by the Government in order to meet the need for quality, inexpensive and equitable educational books in accordance with the mandate in Law no. 3 of 2017 Decree of the Ministry of Education, Culture, Research and Technology number 56/M/2022 dated 10 February 2022.

In this study, researcher only focused on 4 story texts, namely the first story text found on page 17 unit I about Legend entitled "The Legend of N'daung Snake". The second story text is on page 44 unit 2 about Fairy Tale entitled "The Goose Girl". Then the third story text is found on page 73 about Fantasy entitled "The lion, the witch, and the wardrobe". And finally the text of the story on page 111 entitled "Garlic and Shallots". Of the four story texts, all of them fall into the Narrative text type.

Book presentations are designed in the form of various learning activities to achieve competency in the Learning Outcomes. This book is used in education units implementing the Merdeka Curriculum and can be visited on the official account https://buku.kemdikbud.go.id/katalog/_buku-panduan-guru-bahasa-inggris-tingkat-lanjut-untuk-sma-kelas-xi.

FINDING AND DISCUSSION

As a result of this thesis, the researcher finds answers to research questions. The research questions have been answered using tables and classifying vocabulary that mentions gender in English textbooks according to the data analysis technique in this study. In this study, there are two types of gender pronouns that are grouped, namely gendered words and feminine and masculine pronouns which have been described in chapter 3 of this study entitled Comparison Gender Representation in Indonesian Government Endorsed ELT Textbook and the research question is "how is the representation of gender in ELT textbook?". The researcher found results about gender representation in English textbooks based on questions.

The results of this study are shown in the form of a table which shows the gender frequency representation of the 4 story texts. Frequency is obtained by using calculations in the form of percentages adapted from the Guttman scale, namely:

$$P = a/b \times 100\%$$

Information :

Q : Percentage

a : Number of male/female gangers

b : The total number of vocabulary words in the story text

The findings are explained as follows:

After analyzing the data, the researcher explained the percentage results above into 4 parts, namely, the first part of the story text entitled "The Legend of N'daung Snake" (text 1) showed the result that gendered words contained 0.37% male and female as much as 4.40%. Meanwhile, for feminine and masculine pronouns, there are 0.25% male and 2.76% female from the 795 words in the story text. The second part of the story text entitled "The goose girl" (text 2) shows the result that in gendered words there are 0.34% male and 1.04% female. Meanwhile, for feminine and masculine pronouns, there are 0.23% male and 4.41% female out of 860 words in the story text.

Then in the third part 3 in the story text entitled "the Lion The Witch, and The Wardrobe" (text 3) shows the result that in gendered words there are 0.67% male and 0.40% female. Meanwhile, for feminine and masculine pronouns, there are 2.43% male and 1.62% female from the 738 words in the story text. The last part of the fourth part of the story text entitled "Bawang Putih dan Bawang Merah" (text 4) shows that in gendered words there are 0.56% male and 3.51% female. Meanwhile, for feminine and masculine pronouns, there are 1.24% male and 4.08% female from the 738 words in the story text.

Of all the total words in story texts 1 to 4, a total of 3,275 showed the results were divided into two groups, namely in gendered words, the percentage of male was 0.48%, and female was 2.38%. while for feminine and masculine pronouns it was 1.00% and female it was 3.29%. Of the four 4 story texts, the percentage calculated by the researcher showed that there were more females than males in

both gendered words and feminine and masculine pronouns.

CONCLUSION

Textbooks have psychological implications for students, so it is very important to know gender values in textbooks, to eliminate gender bias and discrimination in them. The criteria for a good textbook must show the relationship between female and male in society based on roles, status, environment, culture, and community structure. The concept of gender is the difference between the roles and responsibilities of male and female that are created as social beings living in a family, in the culture of the society in which we live.

Based on research, it turns out that the comparison of gender representation in English textbooks for grade eleven based on the Unity of Indonesia profile already shows a gender balance between female and male. As the results of the study show that there is a clear comparison of the percentage of gender from the four narrative texts about legends, fairy tales and fantasies, where the female sex is more dominant than the male. In conclusion, inequality has been fought for and balanced, previously only male were always prioritized, now women have been highlighted a lot, especially in story texts that have fulfilled the requirements of an Merdeka curriculum based on Unity of Indonesia.

SUGGESTION

Related to the conclusions above, the researcher suggests that for teachers or later there will be an update on the contents of the book, it is better if the stories in textbooks are more varied so that gender inequality does not occur in them. Because from the story text units 1 to 3 there are still many stories about female characters compared to men in the story. Stories about legends, fairy tales and fantasy are not only about female but can also be added to stories about male, for example there is the legend of Si Malin

Kundang, tales about Aladin, Pinocchio and others. So that gender equality is more balanced in textbooks in accordance with the Merdeka curriculum which uses the Unity of Indonesia profile.

Next, the researcher suggests those who wish to continue this research and want to know more about gender representation in textbooks. In addition to story text, which is analyzed in this study, you can see dialogue, pictures and can also compare books published last year with the latest books.

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