

CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, scope and limitation of the study, statements of the problem, purposes of the study, significances of the study, and definition of key terms.

A. Background of the Study

Narrative text is very important to be taught in the school. It is because narrative text tells about story that can make students interested to learning language. In another side, Narrative text tells stories that use imaginative language and expressing the emotion, frequently through the use of imagery, metaphors, and symbols. Students need to know how narrative texts work and how to read narrative texts because stories are used for many important purposes. The important purpose of narrative text is to entertain, to gain and holding a reader's interest.

However narrative text itself has massive role for language teaching. For example, when students know about the narrative elements such as conflict, setting, and some elements of narrative text, they automatically follow the storyline. The storyline lead the students getting the meaning. In this context, knowing and understanding literary narrative elements develops higher level thinking skills and analysis especially in language teaching (Barkhuizen & Benson, 2013).

There is a problem, when textbook for language teaching that provides narrative texts still offer narrative text with cultural problem, for example, how a woman representation in narrative text is mostly narrated in inferior, lower status, role, and inferior than a man. In cultural studies, it is called gender inequality. Automatically this can influence students to understand it indirectly. This issue attracts this research to analyze gender representation in English Textbook for Vocational High School Grade X Published by Yudhistira.

English Textbook for Vocational High School Grade X Published by Yudhistira consists of three narrative texts especially folklores: (1) Putri Tangguk, (2) Jaka Tarub and Nawang Wulan, (3)

Baturaden. Each story highlights a point that a woman representation in each stories are represented in inferior position than a man characters.

Putri Tangguk tells a woman namely Putri Tangguk who lived with her husband and her children. In the story, Putri Tangguk was not able to cook because of no rice in the barn. it is to be told that Putri Tangguk is not able to go home because the rain fell down heavily. The rain made the road very slippery. Putri Tangguk had an idea to throw the rice on the road and they were able to step on it. After that event, Putri Tangguk had a bad dream. Putri Tangguk is punished by an old man who is a god of the rice to do not have a lot of rice anymore.

Jaka Tarub and Nawang Wulan tell a handsome man namely Jaka Tarub who wanted to have a very beautiful wife. in the story, Jaka Tarub stole one of fairies shawls in the waterfall. That made one fairy could not fly back to the sky. Jaka Tarub and Nawang Wulan also got married and had a baby girl. Because of Nawang Wulan was a fairy, she used her magic in cooking, and other activities. Then, Jaka Tarub made a mistake and caused Nawang Wulan lost her magic. Suddenly When Nawang Wulan went to the silo, she found her shawl. Nawang Wulan flew to the sky and never came back.

Baturaden tells about the forbidden love story between a servant and a king's daughter. A servant namely Suta. Suta always helped a king's daughter. In the story, they fall in love with each other. The King refused their relationship and threw Suta in jail for having the nerve to ask the princess to marry him. The princess made a plan to break her lover out of jail. Then they run far away and rest near the river. There they get married and start a family.

From those folklores that are provided by English Textbook for Vocational High School Grade X published by Yudhistira, there is gender representation in which women character are represented implicitly in inferior role. Textbook materials are planned related closely to wider educational and social contexts (Yang, 2011: 77-88). Teaching language has relation with teaching culture. In other side, learning literature is able to help students understand a storyline and getting moral value from the story. It is able to be manifested or implemented in their life.

There are some reasons the researcher analyzes gender representation in narrative texts in English Textbook for Vocational High School Grade X Published by Yudhistira. First, narrative texts such as Putri Tangguk, Jaka Tarub and Nawang Wulan, Baturaden show gender representation when women character are inferior than men character. Second, those narrative texts are taught to the students in vocational high school, and it is very important to analyze it. The most important thing this research is able to give pedagogy implication toward education that females and males are equal in the context of gender representation, there is no superior or inferior.

B. Scope and limitation of the Study

Based on the background of the study above, the researcher can make scope and limitation of the study. The scope of the study is cultural-pedagogy analysis. The cultural-pedagogy analysis consists of many aspects, for example language, art, music, religion, and some of aspects pedagogy. This research is about cultural understanding of gender equality in pedagogical field, in this case is English textbook. In other side, the limitation of the study is gender representation in English Textbook for Vocational High School Grade X Published by Yudhistira.

C. Research Questions

In the context of gender representation in English Textbook for Vocational High School Grade X Published by Yudhistira, there are two research questions that will be proposed, it will be written as follows:

1. How are female characters narrated in English Textbook for Vocational High School Grade X Published by Yudhistira?
2. What representations do the narrative texts produce in English Textbook for Vocational High School Grade X Published by Yudhistira?

D. Purposes of the Study

Based on the research questions above, the purposes of this study can be written as follows:

1. This study purposes to describe how female characters narrated in English Textbook for Vocational High School Grade X Published by Yudhistira.
2. This study purposes to describe what representations the narrative texts produce in English Textbook for Vocational High School Grade X Published by Yudhistira.

E. Significances of the Study

Based on the purpose of the study that have been shew above, there are some significances in this study, it can be written as below:

1. For EFL teachers, this study is able to be a reference as learning material for the students in writing and reading skills.
2. For students of English education department, this study is able to give an understanding of gender representation in English Textbook for Vocational High School Grade X Published by Yudhistira.
3. For the researcher, this study can be used as a reference for the next research and giving a new perspective of gender representation.
4. For other researchers, this study can be used as a reference for other objects of study.
5. For education, this research can provide sample, issue, and method to analyze English textbook and its cultural problem.

F. Definitions of the Key Terms

Definition of the key terms has a huge role to guide the reader understands about this study. The definition of the key terms can be known as below:

1. English Textbook
Textbook itself means a book which is used for the study of a subject. Textbook is also known as lesson book that teachers and students have as the basis of language course (Ur, 2012:

183). In this context, English textbook means a book which is used for the study of a English.

2. Narrative Text

Narrative text means a story with problematic events and trying to find the resolutions to solve the problems. It is also a text which tells a story to entertain and inform. According to Ayres which is quoted in Lisa M. Given, (2008: 545), narrative texts means “a form of discourse that has been solved by writing.”

3. Gender

Gender itself means a set of categories. The categories are masculinity and femininity. According to Lippa (2005: 4) it is mostly defined as “terms of variations within each sex—variations in individuals’ masculinity and femininity”.

4. Gender and Language

Gender and language tends to a topic of sociolinguistics that explains the differences between the language of men and women in using their language. According to Eckert & McConnell-Ginet (2003:34) it reflects “pre-existing categories (male and female), but as part of what constructs and maintains these categories”.

5. Gender Representation

Gender representation can be seen in spoken, written, and visual texts. In spoken and written texts, gender can be represented by the choice of words. According Yang (2014) representations are based on stereotypes and gender representation means gender stereotyping.

