

PROMOTING SOCIAL JUSTICE THROUGH RESEARCH

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What is social justice?

- ▣ Social justice is about fairness and equality of opportunity shared in the society (Smith, Stenning, & Willis, 2008).
- ▣ When we intend to evaluate social justice in our society according to whether persons have opportunities, we must involve evaluating not a distributive outcome but the social structures that enable or constrain the individuals in relevant situations (Young, 1990 in Smith, Stenning, & Willis, 2008).

injustice

- ▣ Problems in social justice arise when policies that were made affect the fair distribution of benefits and burdens between different individuals or groups (Clayton & Williams, 2004).

Social Justice and Education

- ▣ Educational theorists in the 1950s and 1960s used to discuss 'social justice', referring only to questions of social class.
- ▣ In the 1970s and 1980s came the inclusion of gender and race.
- ▣ During the 1980s and 1990s there was an increasing realization that different claims for equality (class, race, gender, sexuality and disability) could not easily be dealt with together (Griffiths, 2003)

promoting social justice

- ▣ Therefore, promoting social justice means that the society has to aim at making condition for self-development available for each member of society (Young, 2000 in Smith, Stenning, & Willis, 2008).
- ▣ Therefore, it is also the responsibility of any researchers to promote social justice through their research.
- ▣ It is expected that research results contribute to the achievement of fairness and equality of having opportunities.

Research

- ▣ To know
- ▣ To understand
- ▣ To advocate change
- ▣ To change

Research

- ▣ We can promote social justice by conducting research that promote social action for a change, advocate social change, empower marginalized groups, and reveal social injustice.

literary works often promote social injustice

- ▣ Mark Twain, Joseph Conrad
- ▣ Bias Language
 - Nigger
 - Mulato
 - Half breed
 - Savage
 - Black figures

learning materials sometimes promote social injustice

- ▣ Evaluating the visual images used as illustrations in the English electronic textbooks for grades ten, eleven, and twelve in Indonesia
- ▣ The analysis focused on whether these e-textbooks accommodated the religious, gender, ethnic, and socioeconomic diversity of the students.

ethnicity

- ▣ First, the result showed that Melanesian ethnic groups were under represented in all English e-textbooks examined.
- ▣ The Melanesian images of human, animals, and objects were markedly lower in numbers compared to the Austronesian and foreign ones.

Religion

- ▣ Second, it showed that in the e-textbooks examined only Islam and Christianity were represented by human images.
- ▣ Christianity, Hinduism, and Buddhism were represented by the images of objects in the English e-textbooks series.
- ▣ Confucianism was not represented at all in the e-textbooks series.

Gender

- ▣ Third, the study showed that there were gender bias and gender stereotypes in the visual images used as illustrations of the English e-textbooks for high school in Indonesia.
- ▣ Women were underrepresented in the overall English e-textbooks examined.

Images showing gender stereotypes



SES

- ▣ Fourth, the study showed that most of the visual images represented the mid SES group.
- ▣ Finally, the study also showed that the writers of the English e-textbooks adopted English as an international language paradigm.

CONTENT ANALYSIS



VISUAL ANALYSIS OF
E-TEXTBOOK FOR SENIOR
HIGH SCHOOL IN INDONESIA

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Click to **LOOK INSIDE!**

Sociolinguis-chic

DANGER-KEEP OUT !

危险，请避开！

BAHAYA-JANGAN DEKAT !

அபாயம்-அருகில் வராதீர்கள் !

Fenomena Bahasa
yang Menggelitik

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Conclusion

- ▣ Researchers should reveal the existence of any social injustice in order to raise awareness of the unjust reality of social life.
- ▣ Social research should advocate social change, empower marginalized groups, and reveal social injustice.