Authors: Salsabila V.A., Maolida, E.H., Nuraini W.

TRANSITIVITY ANALYSIS: GENDER REPRESENTATION IN TWO ENGLISH TEXTBOOKS FOR TENTH GRADE STUDENTS

Vina Aini Salsabila[1], Elis Homsini Maolida[2], Winda Nuraini[3]

vinasalsabila@unsur.ac.id
elishomsini@unsur.ac.id
windanuraini18@gmail.com

Suryakancana University

ABSTRACT

Textbook is learning material that can affect student's perspective and thinking. Therefore, it is necessary to pay attention to several things such as gender equality contained in the textbook, either explicitly or implicitly. This paper concerns gender representation in two English textbooks assessed by the National Education Standards Agency and Cambridge University Pers. The framework of systemic functional linguistics proposed by Halliday & Matthiessen (2014) is utilized in this study. The research used a qualitative descriptive analysis focusing on the textual data obtained from the 10 selected texts related with the gender roles of the characters. The result indicates that male was found to be more frequently represented in roles of Participants, Process and Circumstantial. In this case, females are almost invisible and marginalized in both textbooks. Four types of transitivity were found in the first book and they represented male as characters whose activities related to business or industry with high desires, rational and a traveler whereas female represented as characters whose activities related to education and household. The second book contains six types of transitivity process, it is represented male as strength, attentive, talk much and female as a nurturing, beautiful, complaisant and cheerful. In summary, there is unequal representation between male and female in both textbooks.

Keywords: English textbooks, Gender, Systemic functional linguistics, Transitivity system

INTRODUCTION

The issue of gender has received considerable critical attention for many countries in recent years including Indonesia and it is taken into account in many aspects of life, one of them is in the education field. Emilia, Moecharam, Yunita and Laela (2017) state that gender has become an emerging issue in education because it influences how teachers and students develop a social commitment to teaching and study practice. Many issues concerning gender in education have been

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investigated, including the portrayal of gender in learning materials especially in textbooks. Regarding this, the type of learning material that has been widely used in schools, particularly in Indonesia is textbook. Textbooks play an important role in educating children; they are sources of information while also creating an image of what is acceptable in a society (Toci & Aliu, 2013). It can also be used as a way to promote gender equality.

However, most textbooks portray women's invisibility in literature and the media, which should be the primary concern of educators and publishers (Emilia, et al., 2017). They further mention that "the fact that women do not receive as much attention as men in textbooks often lead to heavy gender bias, which mostly materialize in the order of mentioning the pair of sex like the naming of he/she, where he always comes first, or Mr. and Mrs". This will affect students' perspective as women and men in the society. Hence, gender has emerged as a crucial issue in the educational field especially in the textbooks themselves.

The analysis of textbooks from a gender perspective is important since textbooks are the major sources in schools where students learn how to conduct themselves (Toci & Aliu, 2013). Everything presented in books will influence their beliefs about certain things and cause them to behave in the most appropriate way. An analysis of the language used in the textbooks is a medium through which ideas and ideology of the speakers are influenced by various social contexts that can be traced (Emilia et al., 2017). Thus, how gender is installed in one specific discourse—classroom discourse, as this study is concerned with—can be identified through language.

To date, many studies have investigated gender, especially in textbooks (Emilia et al., 2017, Toci & Aliu, 2013, Wengrum, 2020, Wengrum, 2020 and Agni et al., 2020). Based on previous research elaborated by many researchers, gender issues deserve to have more attention especially in English textbooks. This study tries to find out gender represented using transitivity analysis in English textbooks for tenth grade students. The representation is explored from the systemic functional linguistic perspective.

THEORETICAL FRAMEWORKS

This research presents a brief of theories related to this research. It includes the definition of linguistics, applied linguistics, systemic functional linguistics, transitivity system, gender, textbook.

Linguistics
Linguistics is concerned with the nature, structure and variation of language that is produced and interpreted by humans in speaking, writing and signing. Linguistics deals with scientific study about human language (Promkin, 2000). Theoretical linguistics often refers to generative linguistics. It is to characterize the nature of human linguistics knowledge or competence that is used to explain what speakers know which permits them to speak and comprehend speech or sign (the languages of deaf) (Promkin, 2000). The field of linguistics is not limited to

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grammatical theory but includes a number of subfields, which are suitable for most of the sciences concerned with phenomena as complex as human language.

Applied Linguistics

In 2011, James Simpson described the term applied linguistics as the academic field which connects knowledge about language to decision making in the real world. Applied linguistics is concerned with current social issues such as culture, ethnicity, gender, identity, ageing, and migration. The role of applied linguists is to draw conclusions from aspects of language study that are relevant to such decision-making. In this sense, applied linguistics provides a bridge between theory and practice (Simpson, 2011).

Systemic Functional Linguistics

Halliday's Systemic Functional Linguistics is the standard reference text and the relationship between grammar, meaning and discourse. Theoretically, SFL views language as functionally organized. These functions are technically known as metafunctions; underlie and generate language structures (Simpson, 2011). Halliday & Matthiessen (2014) identify textual, interpersonal and ideational as the types of metafunction. Textual metafunction describes the use of language to indicate another mode of meaning that relates to the construction of text. Theme and rheme are the grammatical patterns of textual metafunction. Interpersonal metafunction is to enact our personal and social relationship with the other people and to give information or question, give an order or make an offer, and express our appraisal of and attitude towards whoever we are addressing and what we are talking about. Mood system is the grammar pattern of this metafunction. Ideational metafunction is a resource for construing our experience of the world. Halliday & Matthiessen (2014) divides the ideational metafunction into logical and experiential. The grammatical pattern of this metafunction is transitivity.

Language provides theory of human experience. It can be used to examine any text whether verbal or visual, and be able to analyze why a text means, what it does and why it is valued. SFL has never simply been a theory of language but it has always been intended to be applied to understand how people make and exchange meanings in a broad range context.

Transitivity System

The system of transitivity according to (Halliday & Matthiessen, 2014) provides the lexicogrammatical resources for interpreting a quantum of change in a sequence of events as a figure – as a configuration of elements centered on a process. The elements of transitivity system that represented in the clause potentially have three components, the process itself which is expressed by the verb phrase in the clause, the participants which are typically realized by noun phrase in the clause and the circumstances that usually expressed by adverbial or prepositional phrase (Halliday and Matthiessen, 2014).

Transitivity is an analysis of the representation of reality or many-faceted phenomenon that 'means' in many different ways. It can be explored from many

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different points of view. The three main processes in the transitivity system are material, mental and relational. While behavioral, verbal and existential are the least distinct of the process types that have no clearly defined characteristics of their own. Conclusively, transitivity is a clause system that affects not only the verb serving as process, but also participants and circumstances which can represent what, why and how the phenomenon means.

Transitivity Process
According to Halliday there are six different types of transitivity process which are based on the verb phrase that is used, those are material process, mental process, relational process, verbal process, existential process, and behavioral process. Halliday & Matthiessen (2014) argue that material process is process of doing and happening. There are two participants that involved in this process, those are actor and goal. The actor is the entity who or which one does something. While goal is one to which the process is extended. The second process of transitivity is mental process talks about the abstract things that humans thought or feel. Mental process is generally classified into four types: emotive or reactive also known as feeling, cognitive or thinking and perceptive or perceiving through the five senses (seeing, thinking, hearing, etc) and desiderative as wanting. The participants of mental process, are senser and phenomenon. Behavioral process is another type of transitivity process. Behavioral process can broadly be defined as the process that typically human physiological and psychological behavior like breathing, coughing, smiling, dreaming and starting. The participant on this process called behaver who is a conscious being.

Another type of transitivity process is the verbal process. The verbal process is the process of 'Saying' which includes all kinds of symbolic exchange of meaning. The participant in this process is called sayer. In addition to the Sayer, there are three other participant functions called receiver, verbiage and target. Whereas relational process states of being and having. Each of these comes in two distinct modes of being, these are attributive and identifying. The last type of transitivity process is the existential process that represents something that exists or happens.

The Concept of Gender
Gender has become the concentrate of today's linguistics research, which distinguishes male and female in acquiring language. According to Holmes and Meyerhoff (2003) as cited in (Hadiyati et al., 2018) women and men do not generally choose linguistic options for the purpose of creating masculine and feminine identities but it used to constitute roles in a gendered way. Gender is subconsciously and constantly produced and reproduced out of human interactions, out of social life, and is the texture and order of that social life (Lorber, 2003 as cited in Emilia et al., 2017). Aljuaythin (2018) uses the term gender to refer to the social and cultural values, practices, and roles that differentiate males from females; hence, gender roles are not natural but are

acquired to meet society's expectations of gender identities. Interaction between humans can produce a behavior like what is believed to be for men and women, giving women and men certain roles according to biology, social status and culture regarding gender roles. Blackstone (2003) points out that gender roles are determined by various expectations which individuals, groups, and societies have of individuals based on their sex, as well as the values and beliefs about gender that each society has. Gender roles are roles that men and women are expected to play based on their gender (Blackstone, 2003). Based on Emilia et al., (2017) the role of gender is represented by three main aspects. First, consider the number of male and female characters who appear in the process. Second, circumstantial elements related to men and female characters, and finally, the vocabulary used to describe men and women.

Textbook
Textbooks as of social practice in class are teaching materials that provide opportunities for students to carry out social actions in the target language as Widodo (2018) said that textbooks are an instructional guide that helps learners engage with these value-laden texts in order to expect them to learn the appropriate ways of thinking, behaving, doing, valuing, and being in the world. Textbooks and learning materials have the power to transmit knowledge, build skills, and shape the way learners interact with the world.

With the ultimate goal of establishing internationally accepted standards of quality in the development of textbooks and learning materials. UNESCO (2005) provides the following criteria for good and standardized books and other teaching materials: 1) essential to a quality, right-based education for all; 2) the products of the larger process of curriculum development, of which regular review, reform, and revision are seen as natural competence; 3) incorporate human rights principles in their content and integrate pedagogical process that teach resolution to conflict, gender equity, non-discrimination and other practices and attitude "learning to live together" in their instructional design; 4) facilitate learning toward specific measurable outcomes which take multiple perspective, learning styles, and modalities (including knowledge, skills, and attitudes) into account; 5) take into account the conceptual level, linguistic environment, background and needs of the learner as key factors in shaping the contentment and design; 6) facilitate learning in ways that encourage active and equitable participation by all learners involved in the learning experience, and; 7) Affordable, durable and accessible to every learner.

METHOD
This research used qualitative descriptive as a research method. The main data source in this study is textbooks that were assessed by the National Education Standards Agency and Cambridge University Pers. To collect the data, researchers used some procedural steps involved in a document analysis; 1) selecting the textbook, 2) reading the whole contents in the textbook, 3) sorting the text to be analyzed and 4) analyzing the data. In analyzing the data, this study is based on

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what Creswell (2012) said that data analysis is conducted concurrently with gathering data, making interpretations, and writing reports.

FINDINGS AND DISCUSSIONS

Based on the analysis of textual data employing the transitivity system of SFL, there are six types of transitivity processes: material, mental, relational, behavioral, verbal and existential in the two English textbooks. The following tables will state some findings related to the types of transitivity and circumstances in the two English textbooks.

Table 1. The Distribution of Transitivity in English for SMK

			Types of Process				
M/F	Material	Mental	Relational		Behavioral	Verbal	Existential
			Attributive	Identifying			
M	33	15	7	1	-	4	-
F	4	-	4	-	-	-	-
	37	**15**	**11**	**1**	**-**	**4**	**-**

Table 2. The Distribution of Transitivity in English in Mind

			Types of Process				
M/F	Material	Mental	Relational		Behavioral	Verbal	Existential
			Attributive	Identifying			
M	32	32	2	-	-	9	2
F	13	4	10	-	1	7	-
	65	**36**	**12**	**-**	**1**	**16**	**2**

Table 3. The Distribution of Circumstance in English for SMK

Types of Circumstances	Subtypes	Frequency		Total
		Male	Female	

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Extent	Distance	1	-	1
	Duration	1	-	1
	Frequency	-	-	-
Location	Place	15	4	19
	Time	13	-	13
Manner	Quality	-	-	-
	Comparison	-	-	-
	Degree	1	-	1
	Means	1	-	1
Cause	Reason	-	-	-
	Purpose	1	-	1
	Behalf	-	-	-
Contingency	Condition	-	-	-
	Default	-	-	-
	Concession	-	-	-
Accompaniment	Comitative	1	1	2
	Additive	-	-	-
Role	Guise	1	-	1
	Product	-	-	-
Matter		-	-	-

Angle	Source	-	-	-
	Viewpoint	1	-	1
Total		**36**	**5**	**41**

Table 4. The Distribution of Circumstance in English in Mind

Types of Circumstances	Subtypes	Frequency		Total
		Male	Female	
Extent	Distance	-	-	-
	Duration	-	-	-
	Frequency	2	-	2
Location	Place	19	7	26
	Time	11	4	15
Manner	Quality	1	-	1
	Comparison	-	-	-
	Degree	4	-	4
	Means	1	-	1
Cause	Reason	1	-	1
	Purpose	2	1	3
	Behalf	1	-	1
	Condition	-	-	-

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Contingency	Default	-	-	-
	Concession	-	-	-
Accompaniment	Comitative	2	4	6
	Additive	-	1	1
Role	Guise	2	-	2
	Product	-	-	-
Matter		-	-	-
Angle	Source	-	-	-
	Viewpoint	1	1	2
Total		**47**	**18**	**65**

The result showed that in the first book male dominated characters, processes and also circumstances. Five types of transitivity processes found in the first book. Those are material process, mental, relational, behavioral and verbal process. In the material process the role of gender represents male as characters who work for jobs and do activities related to business or industry while female tends to relate with education. It is in line with the previous studies of Agni *et al,*. (2020) who found the men's professional activities, roles, and jobs are more diverse than women's.

Another type of transitivity process found in the first book is the mental process. In this process, male is depicted as figures who have high desires, rational and masculine. These findings are supported by Aini *et al.,* (2021), which claimed that men exhibit traits such as wrath, curiosity, ego, foresight, understanding, wisdom, compassion, spirituality, and so on. Whereas, female is not found in this process.

In the relational process, male defined as a traveler and female is defined as related to the household. This result is also supported by Agni et al., (2020) who argue that female is suggested to do domestic activities such as dealing with home-related activities. The last process found in the first book is the verbal process. Participants in the verbal process were dominated by male, no female participants were found. It represents that male is the one who talks more than the female. Circumstantial of location is the most dominant type of circumstance in

the first book. The male also dominated types of circumstantial include of location. It can be represented that the activities of male are vary greatly

In the second book, there are six transitivity processes found. The first is the material process. In this process, male is depicted using action verbs that require strength and female are represented by action verbs related to education. Furthermore, Aini *et al.,* (2021) also stated that female character's more traditional. They are primarily restricted to nurturing and caring occupations such as teacher, housekeeper, and so on. The second process is the mental process, female in this process tend to be physically described as beautiful. Whereas man is seen as being attentive. The next process is relational. In this process female described as a complaisant similarly with Agni et al., (2020) found that female represented by using adjectives related to their emotions, age, and appearance. The fourth process is a behavioral process where male participants were not found and the female was described as a cheerful person. Another process type found in the second book is the verbal process. The male and female participants are almost equal even though the number of male participants is more than female. However, it can be represented that female did not talk much. The last process that is found in the second book is an existential process. The female participant is not found, therefore this process just exists the male. Beside the process, male also dominated the number of circumstances, especially in the circumstance of location wherein places to do activities are not diverse as much as male.

CONCLUSION

After completing the entire process for this investigation, analyzing the data, and discussing the findings particularly in processes, participants, and circumstances. The result indicates that there is unequal representation between male and female in both textbooks. In the textbooks, the appearance of female is less represented than male. Male was found to be more frequently represented in roles of Participants, Process and Circumstantial. In this case, female is almost invisible and marginalized in both textbooks. Even when female is depicted, there is a tendency to rely on stereotyped perceptions of them, such as "nurturing" as seen in depictions of female as mother, wives and teacher

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