

THE GENDER CONSTRUCTION IN DIALOGS PRESENTED IN “INTERLANGUAGE” ENGLISH TEXTBOOK

Salwa Atika Dewi

IAIN Tulungagung, East Java

Abstract: One of the social aspects is gender. Gender is description of roles and responsibility between male and female in social context. Gender is important issues to be discussed because of always become controversial issues. The researcher tries to find out the impact of language to the society. Hopefully, the readers of textbook would be aware of stereotyping gender, which constructed in what they read. Of course, it is can be construct their mental and knowledge. As we know, textbook is not only as media to help teaching and learning process. It is also can be one of the products which have intention to sell. The central framework in this study was transitivity which the part of Systemic Functional Grammar. The data of this study are texts or written dialogues which consist of male and female characters. The source of data is e-book of “Interlanguage” English textbook for student in eleventh grade of senior high school. The gender construction of the textbook is: female is dependent, emotional, and nice. Male is decision maker and rational.

Keywords: Gender Construction, Dialogue, Gender Stereotypes

Language is communication tools which can be used to express all aspects of life and contained culture value of society. Language has very massive power in society level. Wardhaugh (1988: 113) on Pujiastuti (2009: 455) explain that words not only a sequence of phoneme, but also contains load of mind. Language that used of the speaker always indicates internal variation as effect of social background variety.

The one of social aspect is gender. Gender is description of roles and responsibility between male and female in social context. The term of gender usually associated with gender stereotypes. Guimond et al (2006: 222) states that gender stereotypes are beliefs about the characteristics of women and men as a group, rather than characteristics that are seen to apply to the self. So that, the distinctions of gender characteristics between male and female are not related with biologist factors of them. The gender stereotypes of male and female in society especially in Indonesia such as male are rigid, active, rational, independent, aggressive, superior, and strong. Then, female are spoiled, passive, emotional, dependent, defensive, inferior, and weak.

Certainly, the gender aspect is also existed in education. From of that, Indonesia as one of member of UNESCO (*United Nations Educational Scientific and Cultural Organization*), signed Dakar Agreement about Education for All policy which would be formulated some important things about gender equality in primary and secondary education near of 2005 and attain education equality near of 2015.

Gender inequality in education is can be covered by gender values and the role that existed in the textbook, so gender construction in the textbook can be influenced on the mindset of the student. The gender stereotypes are can be shown in textbook, especially in dialogues which is use verbs and adjectives by male and female characters. Certainly, the content of textbook there is no freedom of perception and mind's construction from the writer. To find out the gender construction, the researcher conducted Transitivity theory as the part of Systemic Functional Grammar (SFG) on an English textbook used in Indonesian Eleventh Grade Student of Senior High School. The book is "*Interlanguage*" that published by national education department (Departemen Pendidikan Nasional). Systemic Functional Grammar (SFG) it can be used to analyze the text's structure. This theory is coming from M.A.K Hallyday in 1985. Hallyday is concerned to illustrate how the analysis of transitivity might contribute to an understanding of the particular mind-style which is projected in a text. The term of transitivity is point out how speakers encode language in their mental picture of reality and how they account the experience of the world around.

Principally, the researcher tries to find out the construction of gender. Hopefully, the readers of textbook would be aware of stereotyping gender which constructed in what they read. Of course, it is can be construct their mindset, knowledge, or moreover can be construct their gender ideology. As we know, textbook is not only as media to help teaching and learning process. It is also can be one of the products which have intention to sell.

METHODOLOGY

The method of this study is library research which then to be qualitative approached. Library research is not only a collect theories from various source or that reviewing literature but it also leads to proposing new theories which contribute to the body of knowledge. Then, to analyze the gender construction, the researcher used Transitivity theory which part of Systemic Functional Grammar (SFG) to analyzed text.

Considering that this study was library study, the main instrument of this study was the researcher herself. The researcher planned to select and collect the data of this study based on her knowledge about critical discourse analysis and some other theories related to this study and based on her own experience reading the dialogue in "*Interlangauge*" English textbook.

The Data of this study are texts or written dialogues which have correlated with term of gender. The researcher focuses on male and female dialogues, also analyze the dialogues of male and male or dialogues of female and female which only tell about male's or female characters and stereotypes. The researcher collected the data by using documentation technique by documentation

technique. To analyze the data, the researcher used three steps; these are organizing the data, summarizing the data, and interpreting the data.

Then, the Data Source is “Interlanguage” English textbook that used by student in the eleventh grade of senior high school, which available in printed book and electronic book (e-book). This textbook is created by Joko Priyana; Zayin Adib Muhammad; Eka Denis Machfutra, and published by National Education Department (2008).

FINDING

The data of the researcher got here was dialogue presented by female and male characters. The researcher analyzes 4 text and codes every utterance. The researcher was concerned to analyze the transitivity theory which was a part of Systemic Functional Grammar. We knew that transitivity is point out how speakers encode language in their mental picture of reality and how they account the experience of the world around. The analysis was based on a clause in dialogues. The researcher analyzed four text dialogues which had criteria: 1) The character of the dialogue was both of female and male which would be indicated by the name. 2) The act was about daily activities. 3) The dialogue contained the stereotypes of gender.

This stage was separated by four parts. These were Material processes, Verbalization Processes, Mental Processes, and Relational Processes. Then, every part was classified based on Processes which were used by female characters and male characters in dialogues.

Material Processes

Material processes are about process of doing. The elements in material processes are Actor and Goal. Actor represents the doer of the process. Goal is represents the person or entity that be affected by the process. There is one more element. That is Circumstances, elements which provide extra information about ‘how’, ‘when’, ‘where’ and ‘why’ of the process. But this element is can be deleted. The analysis is can be summarize in the table as below:

Table 1. The summary of Material Process usage

Gender	No.	Intention Process	Supervention Process
Female	1.	I've borrowed	I can't find one of the books
	2.	Please help me find it!	I haven't checked it
	3.	I was finishing reading the book	I'd have to move the desk
	4.	I read the book here in my room after school	
	5.	I'll just ask my mom	
	6.	Your brother read it this morning	
	7.	Left it in the living room	
	8.	I've been looking for this book all afternoon	
	9.	We have to rush to the library	
	10.	It's closed	
	11.	I'll help you	
	12.	I've been waiting for this moment	
	13.	He's been sacked	

	14.	He put a stone inside my bag	
	15.	I reported it to the school principal	
	16.	He was punished	
Male	1.	We'll find it	—
	2.	You might have dropped it	
	3.	Let's move the desk together	
	4.	My finger was squeezed	
	5.	I'm leaving	
	6.	I'm moving to Semarang	
	7.	My father sends me to a boarding school in Semarang	
	8.	I am leaving tomorrow morning	
	9.	He put rubbish in my locker and some pebbles into my bag	

The summary of the Material Processes usage can be arranged in the form of frequency of the Material Process usage in the following table.

Table 2. The frequency of Material Process usage

No.	Types of Material Processes	Frequency	
		Female	Male
1.	Intention Process	16 times	9 times
2.	Supervention Process	3 times	0

Verbalization Processes

Verbalization processes is about saying. The elements of verbalization processes are Sayer, Target, and Verbiage. Sayer is an individual who speaks. Target is addressee to whom the process is directed. And then Verbiage is about that which is said. In this part, the researcher only find one verbalization process which used by female characters. The utterance is 'I read the book here in my room after school. Then, my mom told me to buy some sugar'.

The summary of the Verbalization Process usage can be arranged in the form of frequency of the Verbalization Process usage in the following table.

Table 3. The frequency of Verbalization Process usage

No.	Gender	Frequency
1.	Female	Once
2.	Male	0

Mental Processes

Mental processes are about processes of sensing. The elements in mental processes are Senser and Phenomenon. Senser is the conscious being that is perceiving, reacting or thinking. Phenomenon is about which is perceived, reacted to or thought about. The analysis is can be summarize in the table as below:

Table 4. The summary of Mental Process usage

Gender	No.	Perception Process	Reaction Process	Cognition Process
Female	1.	I'm listening	I felt a bit relieved now	I think two days ago
	2.	I heard all you said just now	Don't hesitate	I don't think so
	3.		I don't want you to leave me	I don't remember where I left the book
	4.		I love you	I think you're a good guy as well
	5.		I don't want you to go	
	6.		I agree with you	
	7.		I love you too, Denias	
	8.		Don't worry Adib	
	9.		She wants to speak to you	
	10.		I love you so	
Male	1.	I'll see if the book is there	I love you	I know
	2.		I don't deserve her at all	I understand that it's for our better future
	3.		I love you very much	You know
	4.		He deserved harsh punishments	I don't know what to do
	5.			I always think of her
	6.			I don't think
	7.			She thinks of me that way

The summary of the Mental Processes usage can be arranged in the form of frequency of the Mental Process usage in the following table.

Table 5. The frequency of Mental Process usage

No.	Types of Mental Processes	Frequency	
		Female	Male
1.	Perception Process	2 times	1 times
2.	Reaction Process	10 times	4 times
3.	Cognition Process	4 times	7 times

Relational Processes

Relational processes are about being. Relational Processes is can be signal that a relationship exists between two participants but without suggesting that one participant effect the other in any way. Relational processes are divided by three relationships. The elements of relational processes are Carrier which as the topic of the clause and Attribute which is a description or comment about topic. The analysis is can be summarize in the table as below.

Table 6. The summary of Relational Processes usage

Gender	No.	Intensive Process	Possessive Process	Circumstantial
Female	1.	He is no longer the student of our school	—	—
Male	1.	She's the one who always smiles to me	—	—
	2.	She is too adorable and cute		
	3.	She's too perfect		
	4.	She's beautiful, smart, diligent, helpful, friendly, and hard working		

The summary of the Relational Processes usage can be arranged in the form of frequency of the Relational Processes usage in the following table:

Table 7. The frequency of Relational Process usage

No.	Types of Relational Processes	Frequency	
		Female	Male
1.	Intensive Process	Once	4 times
2.	Possessive Process	0	0
3.	Circumstantial	0	0

After having those analysis above, the researcher can be conclude that there were some gender construction which was brought by the author of the textbook, that is by the transitivity, female express the requirement of 'help' to another person. Male more express 'decision' to do something. Then, the female more often express 'want' and 'love'. In other hand, make more often express 'think'. Moreover, the female is associated with good characteristics and physical appearances. All in all, it has mean that "Female is dependent, emotional, and nice. Male is decision maker and rational".

DISCUSSION

The researcher conclude that the gender construction brought by the writer of the textbook, including gender stereotype. As we know before, there were gender stereotype on society such as; male and female in society, especially in Indonesia such as male are rigid, active, rational, independent, aggressive, superior, and stronger. Then, the female are spoiled, passive, emotional, dependent, defensive, inferior, and weak.

All in all, the researcher sump up that in the basic of the interpretation of the whole meaning of gender construction "Interlanguage" English textbook. After having those analyses above, the researcher can conclude the gender constructions brought by the textbook, female express the requirement of 'help' to another person. Male more express 'decision' to do something. Then, the female more often express 'want' and 'love'. In other hand, make more often express 'think'. Moreover, the female is associated with good characteristics and

physical appearances. All in all, it has means that female is dependent, emotional, and nice. Male is decision maker and rational.

CONCLUSION AND SUGGESTION

The researcher found the result of the analysis that in the mental process there were 16 intentional process and 3 supervision process which used by female characters. Then, 9 intentional process and no one supervision process used by male characters. In the verbalization process only found 1 sentence in female characters. In the mental process used by female characters, there were 2 perception process, 10 reaction process, 4 cognition process. Then, the mental process used by male characters, the researcher found 1 perception process, 4 reaction process, 7 cognition process. Next, in material process, there were 1 intensive process which used by female characters and 4 intensive process which used by male characters.

After analyzing the data by the aspects, here is the gender construction in “Interlanguage” English textbook. That is female express the requirement of ‘help’ to another person. Male more express ‘decision’ to do something. Then, the female more often express ‘want’ and ‘love. In other hand, male more often express ‘think’. Moreover, the female is associated with good characteristics and physical appearances. All in all, it has means that “Female is dependent, emotional, and nice. Male is decision maker and rational.”

The gender construction which was found above had mean that there were gender inequality of gender stereotyping. We know that the school textbook reflects how social practices treat gender matters. The choices of language and pictures in the textbooks are socially determined by how people construe social roles between women and men. On the other hand, the school textbooks can also be described as texts which are part of a wider discourse. Within this discourse, the school textbooks are produced and interpreted in a framework shaped by the EFL discourse community in Indonesia. All in all, the gender construction is related with mental of the learners. How the gender constructs in the textbook, it also constructs the mentality of the reader, which proper with what they read. We should aware how the content of the book, especially for our children and studied.

Based on the conclusion, the researcher formulates the suggestions for the reader or other researchers to conduct further research about finding gender construction. In accordance with the limitations of this research, several points were recommended. Firstly, for further research, the researcher recommended to collect and observe the author or ‘maker’ of the data before implement analysis. Second, the researcher recommended reading in specific subject and discussing it to the expert on the subject. It makes focus and easier to understand the theory. Beside for the further research, the researcher also suggests for user of the textbook, especially for the teacher. For the teacher, the researcher recommended to be aware on content of textbook before using it in teaching learning process.

REFERENCES

- Pujiastuti, Sri. 2009. *Kesantunan Berbahasa sebagai Pencegah Terjadinya Tindak KDRT dan Perceraian*. In Siti Harini Sastriyani. (Ed). *Gender and Politics* (p.454-459). Yogyakarta: Tiara Wacana.
- Guimond, Serge et al. 2006. *Social Comparison, self-stereotyping, and Gender Differences, in Self-Constructual*. *Journal of Personality and Social Psychology* Vol. 90, No. 2, (pp. 221-142)