The Representation of Gender Stereotype in the Narrative Texts Provided in the ELT Textbook for Junior High School Students

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Abstract
The purpose of this study is to know whether or not there is a gender stereotype representation in the narrative texts provided in the ELT textbook for junior high school students. The researcher used Haliday's transitivity analysis and Fairclough framework as an indepth identification method of Critical Discourse Analysis (CDA). Based on the research result, there are 100 processes embedded to the male characters and 40 processes embedded to the female characters. This shows a significant gap which means that the male characters of the narrative texts are portrayed as more dominant than the female.

Keywords: Gender Stereotype; Transitivity Analysis, Narrative Texts

There are many kinds of texts that are provided in the textbooks. One of them is the narrative text. However, writers will very likely manipulate their stories influenced by how they act, feel, and think as well as their values in their context. There are certain values that might be inappropriate for the students in the present contexts. One of the values that are inappropriate is gender stereotype. Nowadays, it is known that gender stereotype should be avoided in all sectors including in education because it gives many disadvantages to students.

With respect to textbooks, especially those which contain narrative texts, it needs more concerns. It is because the exposure to narrative texts which contain certain values can, hence, give contributions to the development of the students' characters. Consequently, if the values embedded in the narrative texts are not appropriate to their culture, it can be problematic. Based on the explanation above, the researcher was interested in conducting a research entitled "The Representation of Gender Stereotype in the Narrative Texts Provided in the ELT Textbook for Junior High School Students".

A. Gender Stereotype in Education
Gender stereotypes have been institutionalized for long. It can be seen below the table of the elements of stereotyping of women and men which shows what society expects towards women and men. Walter (1978), in The Cult of True Womanhood, depicts what society expect to woman in around 19th century. Pleck (1983) in Male Sex Role Identity shows what are expected by society to men.

Table 1: Elements of Stereotyping of Men and Women

The Cult of True Womanhood	Male Sex Role Identity
Piety: True women were naturally religious	No Sissy Stuff: A stigma is attached to feminine characteristics
Purity: True women were sexually uninterested	The Big Wheel: Men need success and status
Submissiveness: True women were weak, dependent, and timid	The Study Oak: Men should have toughness, confidence, and self-reliance.
Domesticity: True Women's domain was in the home	Give 'Em Hell: Men should have an aura of aggression, daring, and violence

(Source: Walter (1978) and Pleck (1983))

By the comparison above, it can be concluded that women are religious, pure, submissive, responsible for doing chores and feminine. Meanwhile, men are defined as those who are not allowed to act feminine, tough, independent, need success and status, daring and do viollence.

In the teaching and learning process, gender stereotypes are also reproduced. Stanworth (1983 in Holmes and Mayerhoff, 2003) found that teachers encourage the boys to be more assertive in classroom interaction and that the girl students admired most those boys who demonstrate most ability to do so. On the other hand, girls who are able to do the same ability were not admired at all. In this way, hegemonic male domination and female subordination are maintained.

B. Narrative Text

Thornborrow and Coates (2005) argue that the study of narrative has emerged as an object of enquiry in many disciplinary contexts, not only in literary studies. Many disciplinaries ranging from sociolinguistics to social anthropology and beyond also study about narratives. This is because narrative is not limited by the cover of the books. It has an important role in our daily life. Therefore, there are many researchs from different disciplinaries whose object is narrative.

Narrative is commonly related to the notion of story. However, defining narrative as 'story' can be problematic. Sacks (in Thornborrow and Coates, 2005) says that anybody might have known that 'it's a story'. But how do we know? What is it that defines a stretch of talk as 'narrative'? Therefore, it is important to find the formal structure of narrative as well as its function.

Based on the definition of narrative stated by Abbott (2002), Bruner (1990) and Thornborrow and Coates' (2005) reference to Aristotle's, there are two requirements to categorize certain stories into narrative. First, there has to be a sequence of narrative clauses (containing verbs in past tense) in real time order of the events described. These constitute as narrative 'core'. The second is that a story has to have a beginning, a middle, and an end. Ricoeur (cited by Richardson in Phelan and Rabinowitz (2004) adds 'plot' as the requirement. He believes that the foundation of narrative is "plot". Plot is "the intelligible

whole that governs a succession of events in a story. A story is made out of events to the extent that plot makes events into."

METHODOLOGY

This research use a mixed of both qualitative and quantitative method. The quantitative technique is going to be used to compare between the number of occurrences of particular processes embedded to female characters and that to male characters. The processes are characterized into material, mental, behavioral, verbal, existential, and relational. These data of the frequency and kinds of particular processes embedded to male and female actors will be used to access the tendency of gender stereotype of both genders. Meanwhile, an indepth analysis of the processes aimed at investigating the tendency of stereotype wil be done by using the qualitative technique. The transitivity analysis of male characters and female characters will be compared. This happened under the description stage of CDA. Then, it will pass the interpretation stage and explanation stage according to Fairclough's framework.

Bogdan and Biklen (1982:27) propose that the qualitative research involves the researcher himself/herself as the key instrument. Because of this reason, there is a close association with both participants and activities within the settings. It is one of the strengths of the qualitative approach because it allows the researcher to see and document the qualities of interaction. As the primary instrument, the researcher has the role of planning, collecting, analysing, and reporting the research finding.

In addition, this research also used a table of the data sheet that consisted of the note of the clauses, process types, and the frequencies of occurrences of sentences produced by males and females in the narrative texts in the EFL textbooks. The form of data sheet can be seen as follows.

Table 2: The Data Sheets of the Findings of Kinds of Process Types of Female/Male Characters in Narrative Texts.

No.	Title	Type of Processes	Male	Female
	Sangkuriang	**Ma**		
		Bh		
		Me		
		Ve		
		Re		
		Ex		
Total				

Note:

Ma : Material Process   Ve : Verbal Process

Bh : Behavioral Process   Re : Relational Process

Me : Mental Process   Ex : Existential Process

The transitivity analysis data were interpreted using Fairclough's framework. The data then delivered quantitatively to show and compare the number of the process embedde on the characters of the story.

These data then interpreted by relating text to interaction – by means of seeing the text as the product of a process of production, and as a resource in the process of interpretation. After that, the explanation stage will be conducted to relate interaction to social context – with the social determination of the processes of production and interpretation, and their social effects.

FINDINGS

After examining the ELT textbook, the researcher found two narrative text. The texts are included inside a chapter explaining narrative text. The title of the texts are Sangkuriang and The Golden Star-Fruit Tree.

The first story, Sangkuriang, consist of three main characters. They are two male characters, Tumang and Sangkuriang, and one female character, Dayang Sumbi. This story shows a quiet obvious stereotype towards a certain gender. For example, the male characters were portrayed as brave, strong, love to hunt to the forest, and tend to do more physical things than the female character. Meanwhile, the female character is portrayed more of a thinker than a doer. The writer portrayed her as someone who love to knit but lazy to take her own falling tool back. This clearly shows the writer thoughts of both genders. Especially when they describe the male characters as strong, do things physically and think more logically, while the female character is just a kind hearted woman who think with her heart and tend to care more of her feeling than logic.

On the other hand, the other story only shows male as the characters. We only have a glimpse of the female characters when reading the whole story. The main characters are two brothers, the son of a late wealthy man. While the writer portrays the characters differently, one as a kind man and one as a greedy man, it still shows the same intention as the first story. They are more of a logical thinker. Furthermore, the story also shows an unfair treatment towards a certain gender. The female characters only appear for a minor role with no direct speech. This can be seen

To make sure of the findings, further identification was done by doing the Halliday's transitivity analysis. The whole story was divided into clauses that later sorted out into 6 processes. Those are Material Process, Relational Process, Mental Process, Existential Process, Verbal Process and Behavioral Process. This identification showed that, of the 2 narrative texts, the processes embedded to male characters outnumber the processes embedded to female characters.

The details of the findings are as follows:

1. The data findings of the kinds of processes embedded to male characters in the narrative texts

The following table shows the data of the number of occurences of processes embedded to male characters. It shows also the rank from the most frequently appeared processes to the least.

Table 3: **Number of Occurrences of Processes Embedded to Male Characters**

No.	Processes	Number of Occurences
1.	Material	69
2.	Relational	13
3.	Mental	11
4.	Existential	4
5.	Verbal	2
6.	Behavioral	1
Total		100

The findings show that there are 100 processes embedded to male characters in the narrative texts in ELT textbooks for Junior High Schools issued by Indonesian Ministry of Education and Culture. All six kinds of processes appear. Material Process is the most frequent process which appears 69 times. Meanwhile, Relational Process appears 13 times, Mental Process appears 11 times, Existential Process appears 4 times, Verbal Process appears 2 times and Behavioral Process appears only 1 time.

2. The data findings of the kinds of processes embedded to female characters in the narrative texts. The following table shows the data of the number of occurences of processes embedded to female characters. It shows also the rank from the most frequently appeared processes to the least.

Table 4: **Number of Occurrences of Processes Embedded to Female Characters**

No.	Processes	Number of Occurences
1.	Material	23
2.	Relational	4
3.	Mental	4
4.	Existential	4
5.	Verbal	4
6.	Behavioral	1
Total		40

The findings show that there are 40 processes embedded to female characters in the narrative texts in ELT textbooks for Junior High Schools issued by Indonesian Ministry of Education and Culture. All six kinds of processes appear. Material Process is the most frequent process which appears 23 times. Meanwhile, Relational Process, Mental Process, Existential Process and Verbal Process appears 4 times each. While Behavioral Process appears only 1 time.

DISCUSSION

Those findings show that, overall, the processes embedded to male characters outnumber the processes embedded to female characters. Table 4.3 shows the comparison of occurrences of each processes embedded in both female and male characters.

Table 5: **Comparison of Processes embedded to Male and Female Characters**

No.	Processes	Number of Occurences	
		Male	**Female**
1.	Material	69	23
2.	Relational	13	4
3.	Mental	11	4
4.	Existential	4	4
5.	Verbal	2	4
6.	Behavioral	1	1
Total		100	40

Based on the table above, three processes appear more frequently in male characters. Those are Material, Relational, and Mental. The gap is relatively wide. The gap of Material Process, Relational Process, and Mental Process respectively are 46, 9, and 7 occurrences. Meanwhile, the only process embedded to female characters that outnumbers the male's is Verbal Process, with a close gap of 6 occurrences. While the othe two, Existential Process and Behavioral Process appear at the same amount of frequency, respectively 4 and 1 occurences.

The representation of male is more dominant compared to female characters in the narrative texts. However, when considering the pattern of participant representation in a text from the perspective of ideology it is useful to have some general sense of the sorts of participants which tend to be construed grammatically as powerful and of those which are construed as less powerful or even powerless.

CONCLUSIONS

The representation of male is more dominant compared to female characters in the narrative texts. However, when considering the pattern of participant representation in a text from the perspective of ideology it is useful to have some general sense of the sorts of participants which tend to be construed grammatically as powerful and of those which are construed as less powerful or even powerless. Based on the three stages of the Fairclough's Critical Discourse Analysis, it can be concluded that the narrative texts in the textbooks are said to be stereotypical to gender. This sterotype is both determined and determinative.

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