CHAPTER III
METHODOLOGY

This chapter presents the methodology of the present study. This includes the research design, the participants, data collection procedures, data analysis procedures, and the timeline of this study.

3.1 Research Design

In examining the research problems namely the gender representation in the two Indonesian senior high school EFL textbooks and the realization of the authors' view in the representation, this study employs a descriptive qualitative design. It is used in this study to describe, understand, and interpret a phenomenon (see Creswell, 2008; Lichtman, 2006), i.e. gender representation in the textbooks. The gender representation is identified qualitatively by examining the clauses in the text in terms of their transitivity realization. In addition to the qualitative description, some descriptive quantification is used to see trends in the representation. The authors' view is identified by examining their responses to the interview questions. The realization of this view in the gender representation is examined through the descriptive qualification and quantification.

3.2 Data collection

This study employs different data collection techniques to seek rich data from various sources and to ensure the credibility (see Cresswell, 2007, 2012; Hamied, 2017; Yin, 2003). There are two types of data collected in this study, i.e. the texts obtained from the two EFL textbooks and the interview transcripts taken from the interview with the authors.

3.2.1 The texts from the two EFL textbooks

In this study, the texts are needed to examine the representation of gender. The texts were obtained from the two EFL textbooks involving the reading passages, exercises, and dialogues. The textbooks were written for Indonesian senior high school students under the supervision of Ministry of Education and

Culture through *Pusat Kurikulum dan Perbukuan, Balitbang*. The textbooks include *Bahasa Inggris SMA/SMK/MAK/KELAS X* and *Bahasa Inggris SMA/SMK/MAK/KELAS XII*. Although these textbooks were available online, they were gained from the publishers.

Both textbooks were selected for in-depth analysis for some reasons. First, the textbooks were recommended by the government to be used in public schools in Indonesia as a pioneer of the implementation of the new curriculum in Indonesia, i.e. the 2013 curriculum. Second, the textbooks contain exercises, activities, and reading passages which potentially represent the gender issues. Third, the textbooks were written by Indonesian authors who understood the Indonesian ELT context. Finally, both teachers and students could easily access the textbooks since they are available and could be downloaded freely from the Indonesian Ministry of Education and Culture's official website.

3.2.2   Interview

The interview was conducted to the authors of the two EFL textbooks. The interview explored the authors' views regarding gender issues in education, especially in Indonesian context. The data are to be compared with the gender representation in the textbooks (text analysis) to see whether the view is consistent with the representation.

The interview was conducted through direct or face-to-face conversation with the authors. A semi-structured interview was applied in this research. The researcher arranged a list of questions in advance, but this can be asked in a flexible order and with a wording that is contextually appropriate (see Gibson & Brown, 2009).

In doing the interview, although the participants were able to speak English as they were English lecturers, the researcher used Bahasa Indonesia rather than English. It was done to dig richer and more detailed data, to avoid miscommunication, and to build harmonious rapport with the participants so that they could be more comfortable and could express their arguments fully (see Andrews, 1995; Filep (2009). The interview questions were adapted from several

sources (Brugeilles & Cromer, 2009; Iorga, Toma, & Dobre, 2016; Kingstone & Lovelace, 2014; Kivekäs, Nikulainen, & Dung, 2010). The interview was recorded to ensure the validity of the data gathered. The recording was then transcribed so that it could be easier to analyze.

3.3 Data analysis

Analysis of data includes the analysis of texts gained from the textbooks to see the representation of gender in the texts and the analysis of the authors' responses to the interview questions to examine their view on gender issues in educational context.

3.3.1 Analysis of data from textbooks

In analyzing the data collected from the two textbooks, the functional framework proposed by Halliday & Matthiessen (2004) is used. The analysis focuses on the realization of transitivity in the texts. The analysis consists of three steps as explained below.

The first step is data identification. In this step, the clauses containing gender representation were sorted based on the male and female character. In other words, the analysis firstly focused on the 'linguistic-gendered' clauses (see Sunderland 2000, cited in Damayanti 2006). The clauses were taken from reading passages, exercises and dialogues. These 'linguistic-gendered' clauses should involve at least one of the genders, male or female. In this step, the male characters were signed as "(M)", while female characters were signed as "(F)", as exemplified below.

My mother runs the house and my father was a barista.

   F   M

The clauses were further analyzed by identifying the transitivity realization in every clause. In this case, elements of the texts indicating the processes, participants, and circumstances were identified. Processes are normally realized in verbs, participants in nominal or adjectival groups, and circumstances in nominal, adverbial, or prepositional groups.

The second step was classification based on the transitivity theory in classifying the participant, process and circumstance. The participants consist of actor, sayer, senser, existent, behaver, and carrier. Meanwhile, the processes include material, verbal, mental, behavioral, existential, and relational processes. The circumstances include circumstantial information such as location, time, manner, matter, accompaniment, and angle.

For example:

[3.1]

I (M)	work	in a tourism resort
Actor	P: material	Cir : loc : place

[3.2]

I (F)	like	music
Senser	Pr: mental affection	Phenomenon

The last step was descriptive quantification. The quantification was intended to examine trends which emerged in the data. The quantification revealed the distribution of participants, processes, and circumstances within the male and female groups.

3.3.2 Analysis of data from interview

The interview was conducted in 6th of November 2019. It was done to gain the information about the authors' views on gender issues especially in education. The transcribed data were organized, coded, and interpreted based on the themes emerging from the answers to the questions. The format of interview data analysis can be seen below.

Table 3.1
Format for Interview Data Analysis

Authors	Question	Excerpts	Theme	Code
1st author	Q1		Textbook	Role
	Q2		Gender	Ways, etc.
	,etc.			
2nd author	Q1			
	Q2			
	,etc.			

3.4 Timeline of the study

The research was conducted from April 2019 to December 2019, as shown in the following table.

Table 3.2
Timeline of the research

No	Activity	Time
1	Collecting the EFL textbooks for Indonesian senior high school.	Week 3 of April, 2019
2	Analyzing the senior high school English textbooks for the tenth grade	Week of 2 of May 2019
3	Analyzing the senior high school English textbook for the twelfth grade	Week of 2 June 2019
4	Interview	Week of 1 November 2019
5	Data analysis process	September, October November, 2019
6	Consultation and revision on data analysis	November-December 2019