

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the procedure in conducting the study. It is mainly about the elaboration of the research design, which is further organized into two important sections, namely, data collection and data analysis. Data collection covers the steps taken in selecting what materials to be studied. Data analysis, in addition to this, is an elaboration of how the collected data were processed and analyzed to result in some meaningful findings.

3.1 Research Design

This study is a qualitative case study intended to unpack the representation of gender in three English textbooks for elementary school students. What becomes the case is the representation of gender which is constructed in the context of learning materials in three English textbooks. By looking at the relationship between the case and the context of its occurrence, this study attempts to explore some possible explanations of how texts can serve as a potential tool to transmit subtle ideas and stereotypical contents to their readers. The utilization of appropriate analytical tools such as the system of transitivity and some principles adopted from Critical Pedagogy proposed by Freire became the main frames in analyzing the case.

3.2 Data Collection

Several steps were undertaken to collect the data for this study, namely (1) selecting potential sources of data, (2) determining parts of the textbooks to be further analyzed to answer the previously formulated research questions, and (3) making decision on the number of texts to analyze.

The selection of the data sources, to begin with, was mainly influenced by two important considerations: practicality and usability. Practicality here means that the sources of the data are not difficult to find, while usability means that the three English textbooks are used in a real teaching situation in elementary school classrooms. The three English textbooks entitled *Speed Up English 4*, for elementary students grade 4, *Speed Up English 5*, for elementary students grade 5, and *Speed Up English 6*, for elementary students grade 6, were selected based on these considerations. These books are practical to use and in fact used in the real teaching and learning English in many elementary schools including the school in which the researcher has been teaching for almost two years.

Only three textbooks were selected to be the sources of data in this study. These textbooks were published by the same publisher, Yudhistira, and were written by the same female authors. The table below shows the detail information of the books:

Table 3.1 Detail information of the textbooks analyzed

Books	Author(s)	Pages	ISBN
Speed Up English 4 (SU4)	Dra. Rita Kurniawan and Dra. Naning Partini	135	979-746-477-6
Speed Up English 5 (SU5)		126	979-746-478-4
Speed Up English 6 (SU6)		129	979-746-479-2

3.2.1 Categorization of text

From the three textbooks, the analyses were specifically directed to three kinds of texts: (1) selected reading passages, (2) dialogues, and (3) exercises. Reading passages often contain many ideas about gender and how it is constructed in real life situations. These ideas are often implicitly stated or intentionally hidden by the author. Dialogues, in addition to this, are also potential since they can reveal how spoken texts are created by men and women respectively, or how they are used to indicate or say something about their gender identity.

As an example of language in action, dialogues may potentially reveal many valuable things about language in relation to social interaction, one of which is the interaction or relationship between men and women. Finally, exercises were chosen since it was assumed that many sentences used in the exercises carry gender related contents, which are potentially stereotypical. When students receive these exercises as something natural, they can unconsciously keep these in mind without questioning whether they are right or wrong.

The texts were purposively selected to make sure that they contain what this study tries to look for. The following table (table 3.2) presents a detailed distribution of the data to be further analyzed. From three textbooks, there are altogether 285 textual forms which can be categorized into three parts.

Table 3.2. The distribution of the text to analyze

Texts to analyze	Books			Total
	<i>Speed Up English 4</i>	<i>Speed Up English 5</i>	<i>Speed Up English 6</i>	
Reading Passages	12	12	90	114
Dialogues	37	50	20	107
Exercises	18	20	26	64
Total				285

3.2.2 Categorization of participants

Some texts may only present *male* or *female* participants, others may present both sexes simultaneously. The texts in this study were chosen mainly by considering that they represent an equal distribution of gender categories as participants in the clauses. The categories of gender are classified into: (1) *female*; (2) *male*; (3) *mixed-gender*; and (4) *unclear*.

The categories of *male* and *female* participants can be analyzed by looking at the noun and pronoun used in each clause, such as *she* for female and *he* for male participants. In the case of name, each participant can be classified into the category according to her or his gender. For example, in the Exercise 7 of *Speed Up English 5*, page 38: 'Rani has not taken a medicine this morning' and 'Rama has not eaten some rice yesterday'; 'Rani' is a name for female character while 'Rama' refers to a male character.

In addition to *male* and *female*, *mixed-gender* was used to refer to words such as ‘they’, ‘the children’, ‘the students’ that represent both gender categories. Meanwhile, when there is no explanation or illustration indicating to whom a noun refers, it is then classified as *unclear* participants. See the examples below:

Notes:

RP = Reading Passage

EX = Exercise

TB = Textbook

C = Clause

1. Males as participants:

(RP2TB4)

C1	This	is	my father.
	carrier	attributive: intensive	attribute

C2	He	is	a lawyer.
	carrier	attributive: intensive	attribute

C3	He	is	the best father	in the world.
	carrier	attributive: intensive	attribute	circ: place

2. Females as participants:

(RP12TB4)

C1	I	am	Miss Made.
	carrier	attributive: intensive	Attribute

C2	I	am	an English teacher.
	carrier	attributive: intensive	Attribute

C3	I	am	from Bali.
	carrier	attributive: intensive	Attribute

3. Mixed gender as participants:

(RP1TB6)

We (22 girls and 18 boys)	are	happy	in our classroom
carrier	attributive: intensive	attribute	circ: place

4. Unclear participants:

(EX17TB5)

Who	are	they?
attribute	attributive: intensive	Carrier

According to the examples above, *male* and *female* can be identified based on name and pronoun of Participants used in the clause (e.g. *my father* and *he* refer to male; *Miss Made* refers to female). They can also be categorized as male or female according to pictures which represent the clause (see the appendices).

Meanwhile, the labeling of *mixed-gender* and *unclear* participants are based on the name and pronoun of Participants and the pictures which represent them. Surprisingly, it was found that it was more difficult to categorize *mixed-gender* and *unclear* participants than to categorize the participants into *male* and *female*. Several pronouns such as ‘they’ and ‘we’ can be categorized as mixed-gender if they contain two gender categories at the same time, which are male and female. Nouns such as ‘students’, ‘doctors’, ‘teachers’, ‘nurses’, etc. can also be categorized as mixed-gender if only the pictures represent them as male and female participants. *Unclear* participants are used when the nouns and pronouns in the clauses have no explanation whether they refer to *male*, *female* or *mixed-gender*.

3.3 Data Analysis

After the data were collected, two steps of data analysis were then conducted. First, to reveal how gender is constructed and represented in the texts, the analysis of transitivity was carried out. Second, to further explain how this gender representation can potentially influence the process of teaching and learning, some principles from Freire's theories of critical pedagogy were then applied.

The system of transitivity was basically used to investigate how something is represented in a clause. Through the idea "clause as representation", Halliday (2004) breaks down the process of the analysis into three main parts: (1) Participants, (2) Processes, and (3) Circumstances. This analysis was intended to see how reality and human experience are materialized in texts. In simpler words, Gerot & Wignell (1994, p.52) define the process of transitivity analysis as "who=does=what=to=whom, who/what=is=what/who, when, where, why or how function!"

Though four gender categories were used, the *participants* in the analysis were mainly categorized into *male* or *female* as the indicator of gender. The *processes*, in this case, might appear in several possible process types as follows:

(a) Material process, which expresses the process of 'doing' (Gerrot and Wignell 1994). Some examples taken from *Speed Up English 4* (p.65) can illustrate this kind of process:

Andi's Father	is watching	TV	in the living room.
actor	Pr: material	goal	circ: place

Andi's mother	is cooking	in the kitchen.
actor	Pr: material	circ: place

Examples (1) and (2) show a similar process but contain different participants. The participant in the first clause is male while the second one is female. Both genders are construed as the Actor of 'doing' something (i.e. watching and cooking). Andi's father (male) is described to do something typically related to that of male's while Andi's mother (female) is portrayed to do something which is closely related to being female world (cooking).

(b) Mental processes, which is the process of "sensing: feeling, thinking, perceiving" (Gerrot and Wignell 1994). The participants of this process are Senser and Phenomenon, as shown in the table below (taken from *Speed Up English 6* p.54):

Tina	likes	cooking.
Senser	Pr: mental	Phenomenon

Toto	likes	playing guitar
Senser	Pr: mental	Phenomenon

(c) Relational Process, which is concerned with defining or describing participants (Egins 2000). For example, in *Speed Up English 4* page 5: “He is my father. He is a lawyer.”

(d) The circumstances, as the last part, give some additional information in relation to situations. They give some answers about “when, where, why, how, how many, and as what” (Gerot & Wignell, 1994). From the analyzed texts, some circumstances in relation to *place and time, manner*, and possibly *cause* become the target of the analysis.

By looking at the distribution of the relations among three parts (participants-processes-circumstances) across the clauses, some predominant patterns may appear, further indicating how “gendered” participants are presented in what processes and in what circumstances. The patterns that are resulted from the transitivity analysis served as the basis for drawing conclusions about gender representation in the three English textbooks.

This gender representation was further analyzed through the lens of critical pedagogy proposed by Freire as cited in Giroux (1991). Several principles that are used to guide the analysis include (1) focus on the issue of difference in an ethically challenging and politically transformative way, (2) emphasis on creating new spaces where knowledge can be produced in accordance with students’ experiences, and (3) representation of knowledge as the active construction rather than transmission of particular ways of life.

By holding to those principles, this study attempts to make some deeper explanation on how texts as teaching materials can connect theory with social practice in people's daily life. For example, according to the analysis of transitivity, the number of particular gendered participants that is represented in the texts indicate a sign of inequality. Critical pedagogy then is used to explain further that this 'inequality' can potentially affect students' perception to think that one gender is better than another. In other words, it can be concluded that textbooks can be considered as having non-neutral representation to transmit knowledge to the students.

