

CHAPTER 2

LITERATURE REVIEW

A. Theoretical Review

1. Language and Gender

Language and gender are closely related and have been the focus of research in the fields of sociolinguistics and discourse analysis. Various studies have examined how language not only reflects but also shapes and reinforces gender identities and roles in society (Cameron, 2005; Coates, 2015). Differences in gender-oriented language use can be seen in speaking styles, word choice, and pragmatic strategies used. Scholars argued that these differences are not the result of biological factors but rather social and cultural constructions (Eckert & McConnell-Ginet, 2013).

One of the early approaches in the study of language and gender was the deficit model introduced by Lakoff (1975). This model stated that the language used by women tends to have distinctive features such as the use of hedges (expression of uncertainty), tag questions, and more polite forms of language, which reflect women's lower social status. However, this approach was later criticized by the dominance model, which argued that language differences between men and women are more related to power inequality in society (Spender, 1980). Furthermore, the difference model developed by Tannen (1990) emphasized that differences in communication styles between men and women stem from different socialization processes and different communication goals.

Moreover, every society has social constructs that shape expectations of men and women in various aspects of life. Smith (1985) identified several patterns of factors that are often associated with masculine and feminine characteristics. Men are generally associated with dominant, aggressive, masculine, independent, active, assertive, competitive, and instrumental. Meanwhile, women are more often associated with being

expressive in showing emotions, neat, kind, sensitive, feminine, helpful, passive, and expressive.

These characteristics also influence the roles that men and women play in everyday life. Men are often associated with more goal-oriented and leadership roles, while women are more associated with emotional expression and sensitivity to the social environment. In many societies, men are responsible for economic, social, and political aspects, while women play a role in maintaining the welfare of the family and household.

2. Gender Representation

Gender is a term used to describe nouns as masculine, feminine, or neuter (Stromquist & Fischman, 2009). This understanding of gender also leads to the concept of gender equality, which is an effort to ensure that individuals, regardless of gender, have equal access to existing opportunities, resources, and rights (UNICEF, 2017). Thus, the struggle to achieve gender equality requires structural changes in the social system, mindset, and culture that are more inclusive and non-discriminatory. The concept of gender also refers to the social construction of different roles, behaviors, and expectations between men and women in society. These differences are often formed from the culture and social norms that develop in a region, which can ultimately influence how individuals view gender roles in various aspects of life including education.

In building gender equity in education, all aspects of the system including access, opportunities, and outcomes must be provided to everyone regardless of gender (Kuteesa et al., 2024). Furthermore, achieving gender equity in education requires not only access but also the content and delivery of education by incorporating multiple perspectives and addressing gender bias in the curriculum (Klein, 2007). Textbooks, classroom interactions, and teaching practices must be scrutinized for potential gender bias. The portrayal of male and female roles in educational materials can influence the distribution of learning and limit opportunities for both genders (Mollaeva, 2017). Professional development for educators is also key,

ensuring that they are equipped to recognize gender assumptions in their teaching methods.

Gender representation in educational contexts, particularly in textbooks, refers to the way male and female characters are depicted in teaching materials, including their roles, traits, and relationships in various contexts. These representations can reflect or shape gender stereotypes that exist in society, thus influencing how students understand and construct their identities (Santonniccolo et al., 2023). This is because English textbooks in educational institutions contain text and visual images, which play a role in building meaning (Yanuar, et al., 2021). The importance of fair and balanced gender representation in English language teaching lies in its ability to provide positive role models for students, which can contribute to the formation of inclusive and diverse identities. When students see balanced representations of different genders in textbooks, they can understand that both males and females have equal abilities and roles in society, thus encouraging them to explore their potential without being trapped in the constraints of gender stereotypes (Lee, 2014).

Including diverse and inclusive gender representation in textbooks is essential to reflecting the diversity of society and creating a more equitable learning environment. When textbooks feature a variety of roles and characters that encompass a range of gender identities, races, and social backgrounds, students can see that everyone has a place in society, which can increase their sense of connectedness and empathy (Gharbavi & Mousavi, 2012). With positive and diverse gender representation, students can understand that a person's abilities and potential are not determined by their gender. This helps them appreciate differences and reduces prejudice and stereotypes that often arise in social contexts, also facilitates interactions and the formation of social identities in the process of making meaning. (Lee & Collins, 2008; Andriani, et al., 2024).

3. ELT Textbook

Textbooks serve as a map that outlines the general content of the lesson and provides a structured framework that ensures coherence for each lesson and the course as a whole (Richards, 2014). This organized structure helps students follow the lessons more easily and provides teachers with systematic guidance to meet the learning objectives at each stage. Furthermore, the effective use of textbooks in English language teaching is essential, as it improves language skills, builds grammar proficiency, and strengthens communication skills (Gün, 2023).

In Indonesia, ELT textbooks are often adapted to meet local contexts to make them more relevant to students' needs. Textbooks originating from English-speaking countries generally refer to cultures and situations that are less familiar to Indonesian students, so teachers select and adapt resources that are appropriate to students' "life worlds," including their home cultures and experiences (Setiawan, 2023). In addition, several studies have shown that the original materials in ELT textbooks do not always meet the needs of students in Indonesia, especially in terms of different cultural values and communication styles (Marcellino, 2008). Such adaptations are important to help students feel closer to the materials, as well as to ensure that they are able to use English practically in everyday life contexts in Indonesia. Therefore, adapting materials that are culturally relevant and appropriate to local needs is an important step in the use of ELT textbooks in Indonesia.

The process of selecting and evaluating textbooks in English language teaching involves criteria and methods to ensure the material is suitable to the curriculum and students' needs. Teachers and institutions use checklists to assess whether textbooks meet certain educational criteria, such as clarity, coherence, and factual accuracy (Ramadhania et al., 2019). In addition, evaluation methods can include content analysis, which looks at whether the material reflects learning objectives and offers a variety of tasks and exercises that support reading, writing, speaking, and listening

skills. Moreover, Tomlinson (2001) stated that this process also often involves material developers making proper assessments of the efficiency of the material for those who use it through teachers, supervisors, administrators, and material developers.

4. Emancipated Curriculum

The Emancipated Curriculum is an educational policy in the form of a guideline issued by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia to provoke independence as well as to ensure that students learn freely (Ma'ruf, 2024). The curriculum was designed to deal with the forces of digitalization and globalization — demanding skills like critical thinking, creativity, collaboration, and speaking. They also enable students to study based on their interests and skills. As a result, students are free to explore several issues further, which contributes to greater autonomy and competence in their skills (Kemendikbudristek, 2024).

In addition, this curriculum restricts the teaching of English as a foreign language as part of basic education, offering a more flexible framework and emphasizing functional communicative competence. In this curriculum, English is not a subject but a means of communication, which starts from the contextual and real-life experiences of students so that they understand the usage and context of English in a more relevant way. Moreover, the Emancipated Curriculum allows teachers to modify the materials to students' conditions, which leads to more personalized and interest-based learning (Wahyudi et al., 2023). This is done to encourage the student's motivation and interest in the learning of the language, especially at the basic education level, at which the learning has to be fun and meaningful.

In its implementation, textbooks have the task of offering customized and contextual aspects. Textbooks developed based on the Emancipation Curriculum are in line with important features that focus on students and support active learning. ELT textbooks are deliberately

designed in such a way that students are given space to learn according to their interests, abilities, and education, thus upholding the attributes of flexibility and independence in the Emancipated Curriculum. Furthermore, textbooks also promote other activities that emphasize the development of 21st-century skills such as critical thinking and collaboration (Novia et al., 2024), which are relevant to the Emancipated Curriculum.

5. Systemic Functional Multimodal Discourse Analysis (SF-MDA)

Systemic Functional Multimodal Discourse Analysis (SF-MDA) is an approach to text and discourse analysis that looks at different modes of communication, such as verbal, visual, gestural, and spatial, working together to construct meaning. In SF-MDA, each mode has a specific function in the construction of meaning, making this approach particularly relevant in the context of textbook analysis, especially ELT textbooks, where text, images, and layout interact to convey messages to students (Jewitt, 2009). The link between systemic functional linguistics and multimodal analysis in textbooks lies in how these textual and visual modes complement and reinforce language learning and other content. In addition to analyzing written language, SF-MDA also looks at visual elements, such as images or diagrams, which are often used in textbooks to reinforce certain concepts or values (Kress & van Leeuwen, 2006).

5.1 Visual Grammar

Visual Grammar, according to Kress and van Leeuwen (2006) is a framework used to analyze visual elements in multimodal texts, helping to understand how images function communicatively. This framework is based on three main visual meta-functions. First, the representational meaning focuses on how images depict actions, events, and relationships between objects or figures in the visual; it shows how something is represented in the visual world. Second, the interactive analyzes the relationship between the image and the viewer, such as how the angle of view, distance, and eye contact in the image affect the way the viewer

interacts with the image. Third, the compositional meaning is concerned with the arrangement of visual elements in the image, including aspects such as balance, emphasis, and information provided through the layout of the image. These three meta-functions work together to shape meaning in visual representations, allowing for a deeper analysis of how visuals are used in communication. The following is a further explanation of the three meta functions by Kress and van Leeuwen (2021):

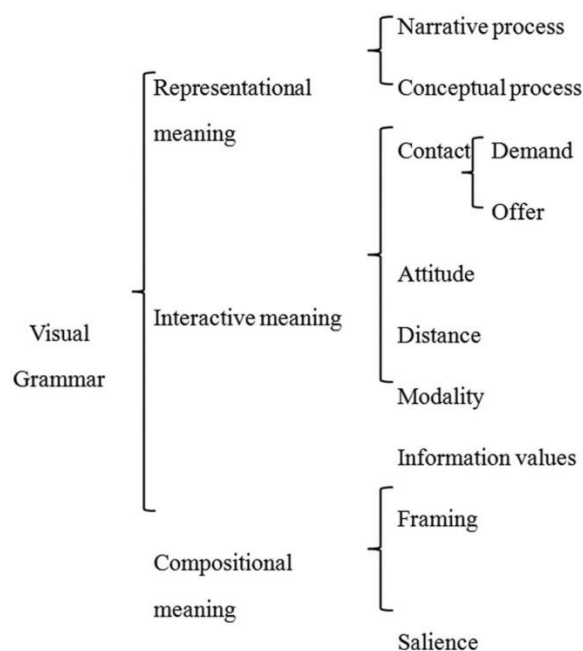


Figure 2.1 Meta-Functional Framework of Visual Grammar (Ping, 2018)

1. Representational Meaning

Representational meaning can be defined as how elements in an image represent aspects of the real world, whether through actions, events, or concepts. This meaning also explains how images can convey messages about the subjects they display.

There are two types of representational meaning:

- a. Narrative representation: This type of representation displays visual elements that show a specific action or process. There are often "vectors" or elements in this type that suggest movement to connect the subject to the object and show actions or

interactions between objects. This narrative representation depicts a process or story in one image so that the viewer can understand the action or sequence of events visually without words.

- b. Conceptual representation: This type focuses not on actions or events but on depicting the characteristics or attributes of an object or subject. This representation shows the important or symbolic properties shown by the depicted elements and serves to provide information about identity, category, or classification that is static without movement.

2. Interactive Meaning

Interactive meaning can be defined as the way an image interacts with its viewer. Some of these visuals are meant to situate the viewer in a specific way and foster a bond between the focus of the image and the viewer. There are several aspects to it, namely:

- a. Contact is a depiction of the subject forming a visual interaction with the viewer through gaze or eye contact, which results in a 'demand act' or 'offer act'.
 - a) Demand: usually performed by the direct gaze of the represented symbol toward the viewer (Wang, 2023). This direct gaze, whether from a person, animal, or other object, demands the viewer's attention and often implies a request or call to action. Depending on the facial expression and context of the image, demand can also create an intimate or even challenging impression.
 - b) Offer: performed without direct visual contact (Wang, 2023). In such a situation, the image provides information that can be seen without direct interaction. The audience becomes only an observer who is not emotionally involved.
- b. Attitude relates to the perspective or viewing angle of an image that can affect how the viewer sees the subject. Attitude consists

of two main components, namely horizontal and vertical angles, each of which has a different psychological effect. Horizontal angles relate to whether the viewer feels involved or detached from the subject in the image, while vertical angles indicate a sense of power or subordination in the image.

- c. Distance, according to Wang (2023), distance can indicate how close participants are. As in everyday life, shorter distances usually mean closer relationships. In visual discourse, the choices of “close-up shot,” “medium shot,” and “long shot” indicate interpersonal relationships from intimacy to separation. A “close-up shot,” which focuses on the participant’s head and shoulders or torso above the waist, indicates an intimate or personal relationship. A “medium shot,” which shows the participant’s full body, indicates social distance when people are conducting business or other interactive activities. A “long shot,” which shows the full body and background, identifies the distance between strangers.
- d. Modality, in visuals is concerned with the perception of reality or credibility of the image. The modality of an image depends on technical and aesthetic elements such as the use of color, detail, lighting, and texture. It determines how real or factual the image appears to the viewer. In addition, it influences how the viewer perceives the truth or value of the information contained in the image.

3. Compositional Meaning

Compositional meaning can be defined as the way visual elements are arranged in an image to create unity and cohesion. It works with representational and interactive meaning to create a meaningful and balanced composition. Some of its key aspects are:

- a. Information value refers to how the position of elements in a visual composition shapes its meaning. Elements placed in

different places, such as left-right, top-bottom, or center-edge, have certain informational values that help convey a message (Zhao, Djonov, & van Leeuwen, 2014).

- b. Saliency is a term that refers to the attempt to make certain elements stand out visually in order to draw the viewer's attention and make them stand out from others. More prominent elements may be more prominent in size, color, or position, and the higher the saliency of an element, the more likely it is to be the focus of the viewer's attention (O'Halloran, 2008).
- c. Framing allows visual elements in a composition to be separated or grouped by visual boundaries such as lines or empty spaces, which indicate whether they are a single entity or a stand-alone entity (Bezemer & Kress, 2008).

5.2 Transitivity

Halliday stated that transitivity is one of the important aspects of the ideational meta-function, which focuses on how actions, actors, and events are expressed through language. Transitivity analyzes the semantic roles played by participants in a sentence, including who performs the action, what the action is, and to whom or what the action is directed. This is part of the ideational meta-function that helps construct reality and experience in language. In the transitivity system, actions are classified into several types of processes. Material processes describe physical actions or real events, while mental processes relate to internal activities such as perception, desire, or thought. Relational processes indicate the relationship between two entities, for example, when something is defined or explained, and verbal processes relate to communication, such as speaking or writing (Halliday & Matthiessen, 2004). Through transitivity, language analysis can reveal how reality is constructed through grammatical structures and lexical choices.

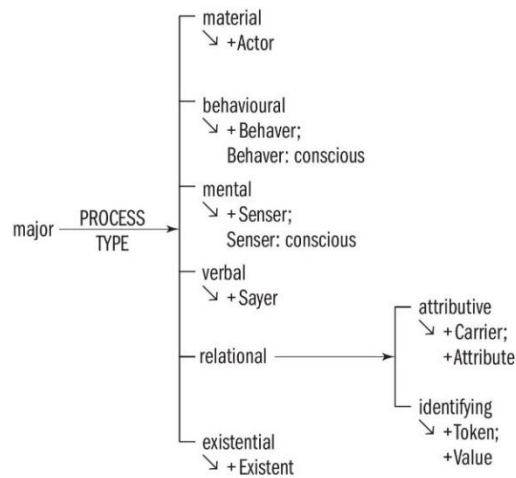


Figure 2.2 Transitivity Major Type of Process

Below is the explanation of each process by Gerot and Wignell (1994):

1. Material process: the process of doing something materially. The idea that an entity can physically do something to another entity is related to this process. Therefore, a clause with a material process must have a doer (Participant) and action (Process). The *Actor* is an entity that does something; additionally, an entity can be the goal of the process extension or direction. The *Goal* is an entity that can be targeted.

Table 2.1 The Example of Material Process

The chef	cooked	a delicious meal.
Actor	Material	Goal

2. Behavioral process: the process that occurs physiologically and psychologically. The *Behaver* is the only necessary Participant; although they are conscious beings, the process is doing, not feeling.

Table 2.2 The Example of Behavioral Process

He	smiled	at the beautiful sunset
Behaver	Behavioral	Range

3. Mental process: feeling, thinking, and observing are all part of the mental process. There are three categories: affective or reactive (feeling), cognitive (thinking), and perceptive (seeing through the five

senses). Sener and Phenomenon play a role in the mental process. Because only a conscious person can feel, think, or see, the *senser* is considered a conscious being. In addition, what is felt, thought, or seen is called a *phenomenon*.

Table 2.3 The Example of Mental Process

She	remembered	details of the meeting
Senser	Mental: Cognition	Phenomenon
The news	surprised	Us
Phenomenon	Mental: Affect	Senser

4. Verbal process: process, or more precisely, giving a symbolic signal. This is usually represented by two different clauses. The projected clause encodes the source of the signal (Sayer) and the verbal process, and the projected clause embodies what is said. Not only is the mental process projected, but the projected clause and the projected one are also analyzed independently. Furthermore, the Sayer (the source of the signal) is not always conscious. In addition, three other participants who may be responsible for the verbal process are the Receiver, the individual to whom it is addressed. The Target is the person who is verbally acted upon (insulted, praised, etc.). Range/Verbiage is the term for verbalization itself.

Table 2.4 The Example of Verbal Process

He	asked	her	a difficult question
Sayer	Verbal	Receiver	Verbiage

5. Relational process: In relational processes, states of being (including having) are important. Processes can be categorized according to whether they are used to finding something or assigning qualities to something; they are identifying processes that assign identity and attributive processes that assign qualities. Both processes have their

distinctive Participants. In identification processes, the participant roles are token and value, while in attributive processes, they are carrier and attribute.

Table 2.5 The Example of Relational Process

Barry Tuckwell	is	a fine horn player
Carrier	Attributive	Attribute
Barry Tuckwell	may be	the finest living horn player
Token	Identifying	Value

6. Existential process: this is a process of existence. Verbs of existence such as "be", "exist", and "arise", indicate the existential process. Additionally, any phenomenon can be considered as *existent*. In addition, if the existential clause contains a situational element, the element is thematic.

Table 2.6 The Example of Existential Process

There's	a unicorn	in the garden.
Existential	Existent	Circumstance: place

Transitivity not only discusses the type of process (material, mental, relational, etc) but also the role structure involved in the process. This structure includes Actor-Goal for material processes, Sensor-Phenomenon for mental processes, and other structures depending on the type of process. In gender analysis, this role structure is important because it can indicate who is shown as doing the action, who receives it, who is thinking, and who is being described.

Furthermore, the main focus of this study is on the participants and the circumstances involved. Participants show who is involved in the process, while the circumstance explains the context around the process. By examining both participants and circumstances, this study can reveal

how gender roles are not only seen from who is doing the action, but also from how the context of the action is presented.

Visual Grammar and Transitivity complement each other in analyzing textbooks as multimodal texts because they allow for a comprehensive analysis of visual and verbal elements. Visual Grammar by Kress and van Leeuwen (2006) helps understand how visual elements, such as position, color, and composition shape meaning. Transitivity by Halliday (2004) analyzes how actions, actors, and events are expressed in language. When used together in the analysis of ELT textbooks, these two approaches help explore the relationship between visual and verbal representations, including how gender is depicted.

B. Study of Relevant Research

There are several studies that examine gender representation in ELT textbooks. Swara and Mambu (2024) used a content analysis approach to examine gender inequality and stereotypes in foreign-sourced ELT textbooks in an Indonesian school. The results showed that gender inequality and stereotypes persist, and textbooks often associate certain roles with certain genders and assign unequal roles.

Another research conducted by Salsabila, Maolida, and Nuraini (2023) attempted to find out gender representation in two ELT textbooks assessed by the National Education Standards Agency and Cambridge University Pers using a systemic functional linguistics framework, such as transitivity as a tool for analyzing the textual data of both textbooks. The results showed that both textbooks have unequal gender representation between males and females.

Moreover, Muzdalifah, Safrina, and Gunawan (2021) investigated gender features that emerged as represented in the elementary school textbook published by *Tiga Serangkai* using visual grammar theory to analyze the visual elements of the textbook. The results showed that there are stereotypical portrayals in the representation of both genders, making it inequitable.

Furthermore, Ariyanto (2018) examined the representation of males and females in the Indonesian ELT textbook produced by the Ministry of National

Education using critical micro-semiotics to analyze the gender stereotypes presented in the textbook through visual and verbal texts. The results showed that gender equality has not been depicted in the textbook and still showed stereotypical gender differences.

These studies show that gender inequality and stereotypes are still common in ELT textbooks in Indonesia. Most studies use content analysis or visual grammar theory to examine the differences in roles between males and females. However, this research applies to a systemic functional multimodal discourse analysis approach to ELT textbooks of the Merdeka curriculum for grade three at the elementary school level to reveal how gender representation is constructed through text and visual elements.