

THESIS

**GENDER ROLE REPRESENTATION IN EFL TEXTBOOKS
FOR JUNIOR HIGH SCHOOL STUDENTS FROM A
MULTIMODAL PERSPECTIVE**



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MASTER OF LINGUISTICS

FACULTY OF HUMANITIES

UNIVERSITAS AIRLANGGA

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THESIS

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Universitas Airlangga, Surabaya

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DECLARATION OF AUTHORSHIP

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university and to the best of this candidate's knowledge and belief, it contains no material previously published by the other persons except where due reference is made in the text of the thesis.

Surabaya, 19 July 2018

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ABSTRACT

This research focuses on the gender role representation that exists in the EFL textbooks of Junior High School seen through verbally and visually. The theories used in this present study were transitivity system by Halliday (2004) and the multimodality approach from Kress and Leeuwen (2006). The qualitative method applied since it concerned with descriptive analysis, and interpretations of how the linguistic elements and visual elements are represented the males and females participants in EFL Junior High School Textbooks in terms of the involvement activities. The result shows that the male participants represented in the EFL textbooks of grade 7 performing activities that more varied than the female participants in the leisure time and performing activities that spend more energy than the female participants. Whereas, the female participants who are only active in the routine activity, represented performing routine activities such as washing clothes and going for a walk which described verbally and visually. Further, the female participant given more responsibilities and more performing activities that drain the energy than the male participants. Moreover, the male and female participants given equal responsibilities and the activities performed by male and female participants drain more energy, which can be seen through visually. The responsibilities, the energy required and the time for performing activities by the female participants are more varied than the male participants since the female participants active in both of leisure and routine activities verbally. Furthermore, the male participants have more responsibilities, requires more energy and need more time in performing the action in the leisure and routine activities than the female participants visually

Keywords: *Gender, Gender role, EFL textbooks, Transivity System, Multimodality.*

DEDICATION

I dedicated this thesis to my husband and my family. My husband, M. Imam Nasrulloh for always being patient and supporting me. My parents, Soetrisno and Wahyut Sutyani for believing me for all the decisions I have taken up to now and always supporting me through this process. To my brother, Firman Setyo Pratomo, for always prays for me since day one.

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