CHAPTER IV

FINDING AND DISCUSSION

This chapter presents about the finding and discussion about the gender construction that presented in the "Interlanguage" English Textbook.

A. Finding

The data of the researcher got here was dialogue presented by female and male characters. The researcher analyze 4 text and codes every utterance as well begin 1 up to 50.

The researcher was concerned to analyze the transitivity theory which was a part of Systemic Functional Grammar. We knew that transitivity is point out how speakers encode language in their mental picture of reality and how they account the experience of the world around. The analysis was based on a clause in dialogues. The researcher analyzed four text dialogues which had criteria: 1) The character of the dialogue was both of female and male which would be indicated by the name. 2) The act was about daily activities. 3) The dialogue contained the stereotypes of gender. As we known before, according to Guimond et al (2006: 222) states that gender stereotypes are beliefs about the characteristics of women and men as a group, rather than characteristics that are seen to apply to the self. So that, the distinctions of gender characteristics between male and female are not related to biological factors to them. It can be seen that all of the differences of gender roles are formed of culture and not permanently. The gender stereotypes of

male and female in society, especially in Indonesia such as male are rigid, active, rational, independent, aggressive, superior, and strong. Then, the female are spoiled, passive, emotional, dependent, defensive, inferior, and weak.

This stage was separated by four parts. These were Material processes, Verbalization Processes, Mental Processes, and Relational Processes. Then, every part was classified based on Processes which were used by female characters and male characters in dialogues.

1.1 Material Processes

Material processes are about process of doing. The elements in material processes are Actor and Goal. Actor represents the doer of the process. Goal is represents the person or entity that be affected by the process. There is one more element. That is Circumstances, elements which provide extra information about 'how', 'when', 'where' and 'why' of the process. But this element is can be deleted.

The researcher divided this stage into two parts. The first part was material processes used by female characters. And the second was material processes used by female characters. It would be made easier and clearer to analysis.

a.   Material Processes used by female characters

Data 1 page 81:

Ayu: *Oh, terrific you're here.* **I can't find one of the books that I've borrowed.** **Please help me find it!**

Analysis:

There were three clauses which as material processes of Ayu's said. The first was "I can't find one of the books". The configuration as below:

Actor	Process	Goal
I	can't find	one of the books

This clause was active. The doer or Actor (Ayu), has been placed first, whereas the object affected (Goal) has been positioned last. The utterance "find" is Action Process and subdivided into Supervention Process where the process just happen. But the word "can't" indicate that Ayu unable the act.

The second clause was "that I've borrowed". This is as supporting clause before. The word "borrowed" was included as Intention Process. The configuration as below:

Connector	Actor	Process
that	I	've borrowed

The third clause was "Please help me find it!". This clause was ask to do something from another people. The configuration as follow:

	Process	Goal	process	Goal
Please	help	me	find	it!

In that clause there was no actor. Ayu was positioned as the goal. The words "help" and "find" was Intention Process. It is indicated that Ayu need another act from the other people.

Data 2 page 81:

Ayu: *I think two days ago while **I was finishing reading the book**.*

Analysis:

This clause was supporting clause by the first clause. It was including active clause. The doer or Actor (Ayu), has been placed first, whereas the object affected or Goal (the book) has been positioned last. There were two words which as the material process. The first was "was finishing" that included in Action Process and subdivided into Intention Process. The second was "reading" as the Intention Process. It was indicated the activities of the Actor (Ayu) to the Goal (the book). Then, it would be seen in the configuration as below:

Actor	Process	Process	Goal
I	was finishing	reading	the book

Data 3 page 81:

Ayu: ***I read the book here in my room after school****. Then, my mom told me to buy some sugar.*

Analysis:

The sentence of "I read the book here in my room after school" was part utterance which said by Ayu. The configuration as follow:

Actor	Process	Goal	Circumstances
I	read	the book	here in my room after school

This sentence was active sentence. The doer or Actor (Ayu), had been placed first whereas the object affected or Goal (the book) had been positioned last. The material process was "read" which included Action Process and subdivided into Intention Process, where the actor perform the act voluntary.

Then, the utterance "here in my room after school" was the Circumstances which inform where and when the process happened. The word "my room" indicated of Ayu's bed room. And the word "after school" indicated that Ayu was studied.

Data 4 page 81:

Ayu: ***I haven't checked it because I'd have to move the desk.***

Analysis:

The sentence above had two clauses. It would be drawn in configuration as bellow:

Actor	Process	Goal
I	haven't checked	it

Connector	Actor	Process	Goal
because	I	'd have to move	the desk

The first clause was "I haven't checked it". In this clause, the Actor was "I" or can be known as Ayu. The word "checked" was as Action Process which was involved in Supervention Process (the process just happen). But, the words "haven't" was indicated that Ayu unable the act. The word "it" as Goal was referred to "the book" which was stated by Ayu in utterances before.

The second clause was "I'd have to move the desk". There was Action Process "to move" which include as Supervention Process. And "the desk" as the Goal that affected by the action. The words "'d have" indicated that the Actor cannot act the act to the Goal. It had meaning that the desk was heavy and the Actor there was no enough power to move the desk. These two clauses were

connected by Connector "because" that indicated the first clause was affected by the second clause. It had meant that the second clause was happening early before the first clause.

Data 5 page 81:

Ayu: **I'll just ask my mom**; *probably she knows where it is.*

Analysis:

In the clause "I'll just ask my mom" was the active form. Because the doer or Actor, had been placed first, whereas the object affected or Goal had been positioned last. The configuration as below:

Actor	Process	Goal
I	'll just ask	my mom

In this case, the Actor was Ayu, and the Goal was "my mom". The words "'ll just ask" were included the Action Process and subdivided into Intentional Process. Therefore, the Actor in consciously acts the action. This was indicated that the Actor required a relief from the other people, in this case from her mother.

Data 6 page 81:

Mother: **Your brother read it this morning, and left it in the living room.**

Analysis:

The sentence above had two clauses and included as the active sentence where the doer had been placed in the first, whereas the object affected or Goal had been positioned last. The configuration as below:

Actor	Process	Goal	Circumstances
Your brother	read	it	this morning

Connector	Process	Goal	Circumstances
and	left	it	in the living room

The first clause was "Your brother read it this morning". The actor of this clause was "your brother" which referred to Ayu's brother that stated in the dialogue before. "brother" was meant as boys who younger than Ayu in the Ayu's family. There was action process "read" which included in Intention Process. The Goal of that clause was "it" which referred to the book that sated on the dialogue before. The words "this morning" become as the Circumstances.

The second clause was "left it in the living room". There was Intention Process "left" in this clause. The Circumstances were in the living which as the place of the action. The first and second clause was connected by connector "and", which indicate there were two activities.

Data 7 page 81:

Ayu: *Oh my goodness! Why didn't he tell me?* ***I've been looking for this book all Afternoon.***

Analysis:

In that utterance, there was "I've been looking for this book all afternoon" as the material process. The configuration as below:

Actor	Process	Goal	Circumstances
I	've been looking for	this book	all afternoon!

The actor was I (Ayu). "'ve been looking for" as the intention process. The goal was "this book". And the circumstances was "all afternoon".

Data 8 page 81:

Ayu: *Yes, I know but he has to learn some manner mom.* **We have to rush to the library before it's closed.** *Oh, thanks for finding the book for me mom.*

Analysis:

There were two clauses in that utterance. The first clause was "We have to rush to the library" which was active form and the second clause was "it's closed" which was passive form. The configuration as below:

Actor	Process	Goal	Connector	Goal	Process
We	have to rush	the library	before	it	's closed.

In the first clause, the Actor was "We". "have to rush" was Action Process and included to Intention Process. The goal was the library. There was connector "before" which connected the two clauses. This was indicated that the first clause should be done early.

In the second clause, was known as passive form. The Goal was "It" that known as the library. The process was "'s closed" which as intention process. There was no actor in this clause. The reader can be predicted "by who?".

Data 9 page 308

Virga: *Don't worry Adib.* **I'll help you.**

Analysis:

The utterance of "I'll help you" was active form. "I" or Virga as the Actor. The Intention Process was "'ll help". Then, the Goal was "you" or in this case was Adib. This was indicated that the Actor wants to give relief to the Goal. It would be seen in this configuration below:

Actor	Process	Goal
I	'll help	you

Data 10 page 308:

Ayu: *Adib, it's me. Ayu. I heard all you said just now. I'm very happy.* ***I've been waiting for this moment***

Analysis:

There was sentence "I've been waiting for this moment" as the Material Process, and include Intention Process. The configuration as follows:

Actor	Process	Goal
I	've been waiting for	this moment

It was able to see that the actor of the act "have been waiting for" was "I" or Ayu. The Goal was "this moment. It was indicated that Ayu just act "wait" for something what she want to another people".

Data 11 page 314:

Virga: *Hi Denias. Do you know what has happened to Adib?* ***He's been sacked.*** *He is no longer the student of our school.*

Analysis:

In that utterance, there was material process "He's been sacked". This sentence was passive form. The object affected (Goal) was placed first, whilst the agent (Actor) was shifted towards the end of the sentence. But in this case, the Actor was deleted. The configuration as below:

Goal	Process
He	's been sacked

The Goal (object affected) was "He" or known as Adib. The action process of "'s been sacked" was include Intention Process which the actor perform the act voluntary, but there was no actor in this case. So, the reader would be guess "by who".

Data 12 page 314:

Virga: *He did? What a naughty boy. You know, **he put a stone inside my bag** and I didn't know when he did it.*

Analysis:

The configuration of the clause "he put a stone inside my bag" as below:

Actor	Process	Goal	Circumstances
He	put	a stone	inside my bag

The explanation of the configuration as follows:

The word "He" as Actor. The Process was "put". "a stone" was the goal, and "inside my bag" as Circumstances. If we read this entire clause, it was indicate that the 'whose' which was affected by the act was Virga.

Data 13 page 314:

Virga: ***I reported it to the school principal.***

Analysis:

The configuration of that sentence as below:

Actor	Process	Goal	Circumstances
I	reported	it	to the school principal

This sentence was active form. The Actor was "I" or Virga. The Intentional Process was reported. Then, "it" as the Goal, and the Circumstances were "to the school principal". This was indicated that something happened to the Actor and couldn't save herself. So, she informed it to the other person who had authority to do something.

Data 14 page 314:

Virga: ***He was punished.***

Analysis:

The configuration of the sentence as below:

Goal	Process
He	was punished

From the configuration above, it was seen that sentence was passive form. The object affected (Goal) was placed first, whilst the agent (Actor) was shifted towards the end of the sentence. The Goal of that sentence was "He" that indicates

male character. Then, "was punished" as the Action Process. The act was carried out by the actor. But in this case, the Actor was deleted. So, the reader would be guess "by who".

b. Material Processes used by male characters

Data 15 page 81:

Denias: *OK, don't panic. I'm sure **we'll find it**. When was the last time you saw the book.*

Analysis:

There was a clause "we'll find it" in that utterance. The configuration as below:

Actor	Process	Goal
we	'll find	it

From the clause above, it was identified that the Actor was "we". The Intention Process was "'ll find". Then, the Goal was "it". The word "we" indicate that the actor was more than one person.

Data 16 page 81:

Denias: *Have you checked under your bed? It's a low bed. **You might have dropped it.***

Analysis:

From the utterance above, there was a clause "You might have dropped it" as the Material Process. The configuration of that clause as below:

Actor	Process	Goal
You	might have dropped	it

The clause above was the instruction to do something. The actor was "You". The Intention Process was "might have dropped". Then, the Goal was "it" that indicated as the bed.

Data 17 page 81:

Denias: ***Let's move the desk together.***

Analysis:

The sentence above was the instruction to do something. The Action Process was "Let's move". The goal was "the desk", and the Circumstances were together. In this sentence there was no Actor. But, the word "together" indicate that the speaker and the listener of this sentence where the doer of the act. The configuration as below:

Process	Goal	Circumstances
Let's move	the desk	together

Data 18 page 81:

Denias: ***My finger was squeezed.***

Analysis:

The sentence above was passive form. The Goal was "My finger". Then, "was squeezed" as Process. In that sentence there was no actor, or the actor was deleted. The reader would be wonder "by who?". The configuration as follows:

Goal	Process
My finger	was squeezed

Data 19 page 308:

Denias : ***I'm leaving.***

Analysis:

The clause above was Action Process. The components just Actor and Process. The Actor was "I" (Denias) and the Process was "'m leaving". The configuration as follow:

Actor	Process
I	'm leaving

Data 20 page 308:

Denias : *I mean* ***I'm moving to Semarang.***

Analysis:

The clause "I'm moving to Semarang" was Material Process. The configurations as below:

Actor	Process	Circumstances
I	'm moving	to Semarang

This clause was active. The doer or Actor (Denias), has been placed first. The utterance "'m moving" was Action Process and subdivided into Intention Process where the actor performed the act voluntary. There was Circumstances as the places "to Semarang".

Data 21 page 308:

Denias : *No.* ***My father sends me to a boarding school in Semarang.***

Analysis:

In that sentence "my father sends me to a boarding school in Semarang", the Actor was "My father". "sends" as Action Process. The Goal was "me" or Denias. Then, the Circumstances were "to a boarding school in Semarang". This indicated that the speaker not the doer of the action, but as the Goal who affected by the action. The configuration as follows:

Actor	Process	Goal	Circumstances
My father	sends	me	to a boarding school in Semarang

Data 22 page 308:

Denias :   ***I am leaving tomorrow morning.*** My flight departs at 7.

Analysis:

There was configuration as below:

Actor	Process	Circumstances
I	am leaving	tomorrow morning

This clause was active. The doer or Actor (Denias), had been placed first. The utterance "am leaving" was Action Process and subdivided into Intention Process where the actor performed the act voluntary. There were Circumstances as the time of the process "tomorrow morning".

Data 24 page 314:

Denias :   Oh. Once, ***he put rubbish in my locker and some pebbles into my bag***.

Analysis:

The configuration of the sentence "he put rubbish in my locker and some pebbles into my bag" as below:

Actor	Process	Goal	Circumstances	Connector	Goal	Circumstance
he	put	rubbish	in my locker	and	some pebbles	into my bag

This clause was active. The doer or Actor "he", had been placed first. The actor indicates the male actor, but not the speaker. The utterance "put" was Action Process and subdivided into Intention Process where the actor performed the act voluntary. There were two Goal. The first was "rubbish". The second was "some pebbles". There were two Circumstances as the places of the process. The first was "in my locker", and the second was "into my bag". Both of the Circumstance there was a possessive form "my". Then, there was Connector "and" to connect the first Goal and Circumstances with the second Goal and Circumstances.

Table 4.1. The summary of Material Process usage

Gender	No.	Intention Process	Supervention Process
Female	1.	I've borrowed	I can't find one of the books
	2.	Please help me find it!	I haven't checked it
	3.	I was finishing reading the book	I'd have to move the desk
	4.	I read the book here in my room after school	
	5.	I'll just ask my mom	
	6.	Your brother read it this morning	
	7.	Left it in the living room	
	8.	I've been looking for this book all afternoon	
	9.	We have to rush to the library	
	10.	It's closed	
	11.	I'll help you	
	12.	I've been waiting for this moment	
	13.	He's been sacked	
	14.	He put a stone inside my bag	
	15.	I reported it to the school principal	
	16.	He was punished	

Male	1.	We'll find it	—
	2.	You might have dropped it	
	3.	Let's move the desk together	
	4.	My finger was squeezed	
	5.	I'm leaving	
	6.	I'm moving to Semarang	
	7.	My father sends me to a boarding school in Semarang	
	8.	I am leaving tomorrow morning	
	9.	He put rubbish in my locker and some pebbles into my bag	

Table 4.2. The frequency of Material Process usage

No.	Types of Material Processes	Frequency	
		Female	**Male**
1.	Intention Process	16 times	9 times
2.	Supervention Process	3 times	0

1.2 Verbalization Processes

Verbalization processes is about saying. The elements of verbalization processes are Sayer, Target, and Verbiage. Sayer is an individual who speaks. Target is addressee to whom the process is directed. And then Verbiage is about that which is said.

a.   Verbalization Processes used by female characters

Data 25 page 81:

*Ayu :   I read the book here in my room after school. Then, **my mom told me to buy some sugar.***

Analysis:

On the utterance above, there was sentence "my mom told me to buy some sugar". The configuration of the sentence as below:

Sayer	Process	Target	Verbiage
My mom	told	me	to buy some sugar

The individual who speaks or Sayer was "my mom". Then, the Verbal Process was "told". Target of the Sayer was "me" or in that context as Ayu. There was non-derogatory sense or Verbiage "to buy some sugar". It was indicated that Ayu's mother asked Ayu to buy sugar. The activity which is usually does by a girl.

b. Verbalization Processes used by male characters

The researcher didn't found Verbalization Process used by male characters on the four text dialogues which was stated on the explanation above.

Table 4.3. The frequency of Verbalization Process usage

No.	Gender	Frequency
1.	Female	Once
2.	Male	0

1.3 Mental Processes

Mental processes are about processes of sensing. The elements in mental processes are Senser and Phenomenon. Senser is the conscious being that is perceiving, reacting or thinking. Phenomenon is about which is perceived, reacted to or thought about.

a. Mental Processes used by female characters

Data 26 page 81:

Ayu: **I think two days ago** *while I was finishing reading the book.*

Analysis:

The configuration of "I think two days ago" as below:

Senser	Process	Circumstances
I	think	two days ago

Senser of that clause was "I" or Ayu. There was Cognition Process "think". Then, the Circumstances was "two days ago". In this clause there was no Phenomenon which was perceived, rusted or thought.

Data 27 page 81:

Ayu: **I don't think so. But I don't remember where I left the book.**

Analysis:

There were two sentences which indicate as Mental Process. First, the sentence was "I don't think so". There was "I" or Ayu as Senser. Then, "don't think" as the Cognition Process, and "so" as Circumstances. The configuration drawn as below:

Senser	Process	Circumstances
I	don't think	so

The second sentence was "But I don't remember where I left the book". There was connector "but" after the first sentence. Senser of this sentence was "I". Then, Cognition Process was "don't remember". The Phenomenon was "where I left the book". The configuration as below:

Connector	Senser	Process	Phenomenon
But	I	don't remember	where I left the book

Data 28 page 81:

*Ayu: Yes, you might be right. **I felt a bit relieved now.***

Analysis:

The configuration of sentence "I felt a bit relieved now" drawn as configuration below:

Senser	Process	Phenomenon	Circumstances
I	felt	a bit relieved	now

It would explain that "I" as Senser. The word "felt" was Reaction Process. Then, "a bit relieved" as Phenomenon, and "now" as "Circumstances".

Data 29 page 308:

*Ayu: **Don't hesitate. I'm listening.***

Analysis:

There were two clauses in that utterance. The first was "Don't hesitate". There was no Senser in this clause. Only Reaction Process "Don't hesitate". It was indicated that the speaker tries to confine the listener.

The second clause was "I'm listening". "I" was Senser and "'m listening" as Perception Process. It was also indicated that the speaker tries to confine the listener. The configuration as below:

Senser	Process
I	'm listening

Data 30 page 308:

Ayu: *What are you talking about?* ***I don't want you to leave me. I love you.***

Analysis:

There were two sentences in the utterance above. First, "I don't want you to leave me". Senser if this clause was "I". There was Reaction Process "don't want". Then, "you" was Phenomenon, and "to leave me" was Circumstances. It was indicated feelings of sadness and request to stay by the speaker. The configuration as below:

Senser	Process	Phenomenon	Circumstances
I	don't want	you	to leave me

The second sentence was "I love you". The word "I" or Ayu was Senser. There was Reaction Process "love". Then the word "you" was Phenomenon. The configuration as below:

Senser	Process	Phenomenon
I	love	you

Data 31 page 308:
Ayu: *Oh,* ***I don't want you to go.***

Analysis:

The Senser of sentence "I don't want you to go was "I" or Ayu. The words "don't want" were Reaction Process. The Phenomenon was "you". Then, "to go"

was Circumstances. It was indicated feelings of sadness and request to stay by the speaker. The configuration as below:

Senser	Process	Phenomenon	Circumstances
I	don't want	you	to go

Data 32 page 308:

Ayu: Yes, ***I agree with you.*** *You will get better education there.*

Analysis:

The Senser of sentence "I agree with you" was "I" or Ayu. Then, "agree" was Reaction Process, and "with you" was Phenomenon. The configuration as below:

Senser	Process	Phenomenon
I	agree	with you

Data 33 page 308:

Ayu: Okay. ***I love you too, Denias.*** *Good luck with your study there.*

Analysis:

The configuration of sentence "I love you too, Denias" had been drawn a below:

Senser	Process	Phenomenon	Circumstances	
I	love	you	too	,Denias

The word "I" or Ayu was Senser. The Reaction Process was "love". Then, "you" was Phenomenon, and "too" was Circumstance. There was mentioning "Denias" that indicate as the name of the "you" on Phenomenon.

Data 34 page 308:

Virga: ***I think you're a good guy as well.***

Analysis:

The sentence above was included Mental Process. The word "I" was Senser. The Reaction Process was "think". Then, "you're" was Phenomenon, and "you're" was Phenomenon. The Circumstances was "a good guy as well". The configuration as below:

Senser	Process	Phenomenon	Circumstances
I	think	you're	a good guy as well

Data 35 page 308:

Virga: ***Don't worry Adib.*** *I'll help you.*

Analysis:

There was Reaction Process "don't worry". Then, the Phenomenon was "Adib". It was indicate that Ayu try to eased to Adib. The configuration as below:

Process	Phenomenon
Don't worry	Adib

Data 36 page 308:

Virga: *Listen. I'm with Ayu now.* ***She wants to speak to you.***

Analysis:

The configuration of sentence "She wants to speak to you" as below:

Senser	Process	Phenomenon
She	wants to speak	to you

It would be explained that word "She" as Senser. There was Reaction Process "wants to speak". Then, "to you" was Phenomenon.

Data 37 page 308:

Ayu: *Adib, it's me. Ayu.* **I heard all you said just now.** *I'm very happy. I've been waiting for this moment.*

Analysis:

There was Sentences as Mental Process "I heard all you said just now". The word "heard" was Perception Process. Then, the Phenomenon was "all you said just now". The configuration of this sentence as below:

Senser	Process	Phenomenon
I	heard	all you said just now

Data 38 page 308:

Ayu: **I love you so.**

Analysis:

The configuration of "I love you so" would be drawn as below:

Senser	Process	Phenomenon	Circumstances
I	love	you	so

Senser of that sentence was "I". The word "love" was Reaction Process. Then, Phenomenon was "you", and the Circumstances was "so".

b. Mental Processes used by male characters

Data 39 page 81:

Denias: It's OK. Now, ***I'll see if the book is there.***

Analysis:

The configuration of "I'll see if the book id there" as below:

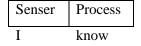| Senser	Process	Connector	Phenomenon
I	'll see	if	the book is there

The Senser of the sentence above was "I" or Denias. There was Perception Process "'ll see". Then, "the book is there" was Phenomenon. There was connector if before the Phenomenon which indicated the sender not sure where was the book.

Data 40 page 308:

Denias: ***I know.*** *It's hard for both of us.* ***But I understand that it's for our better future.***

Analysis:

There were two sentences as Mental Process of the utterances. The first was "I know", which had configuration as below:

Senser	Process
I	know

Senser of that configuration was "I" or Denias. Then, the word "know" was Cognition Process.

The second sentence was "but I understand that it's for our better future". There was Connector "But" before the sentence. The Senser was "I". The word "understand" was Cognition Process. Then the Phenomenon was "that it's for our better future". The configuration as below:

Connector	Senser	Process	Phenomenon
But	I	understand	that it's for our better future

Data 41 page 308:

*Denias: Don't worry, Ayu. **You know I love you.** But I have to go.*

Analysis:

The sentence "You know I love you" was included Mental Process. Actually, in the sentence there were two clauses. The first was clause "You know". The Senser was "You" or known as Ayu. The Process was "know" which was included to Cognition Process. Then, the second clause was "I love you". Senser of this clause was "I" or Denias. The word "love" was included Reaction Process. Then, the Phenomenon was "you". The configuration as below:

Senser	Process	Senser	Process	Phenomenon
You	know	I	love	you

Data 42 page 308:

*Adib: **I don't know what to do.** I really don't.*

Analysis:

The sentence "I don't know what to do" was included to Mental Process. The Senser was "I". There was Cognition Process "don't know". Then, the Phenomenon was "what to do". The configuration of the sentence as follow:

Senser	Process	Phenomenon
I	don't know	what to do

Data 43 page 308:

Adib: ***I always think of her but I don't think she thinks of me that way.***

Analysis:

Actually, there were two sentences in that utterance. Between two sentences were connected by Connector "but" which indicate hesitation. The first sentence was "I" always think of her". The Senser was "I". After Senser, there was Circumstances "always". Then, it was followed by Process "think" which was included Cognition Process. The Phenomenon was "of her" which indicate female. The configuration as below:

Senser	Circumstances	Process	Phenomenon	Connector
I	always	think	of her	but

The second sentence was "I don't think she think of me that way". Actually, in this sentence there were two clauses. The first clause was "I don' think". The Senser was "I" or Adib. Then, the words "don't think" was included Cognition Process. The second clause was "she thinks of me that way". The Senser was "she" which indicate female. The word "think" was included Cognition Process. The Phenomenon was "of me", and the Circumstances was "that way". The configuration as below:

Senser	Process	Senser	Process	Phenomenon	Circumstances
I	don't think	she	thinks	of me	that way

Data 44 page 308:

Denias :   *I don't think that it's a good idea. She is too adorable and cute. **I don't deserve her at all.***

Analysis:

The configuration of "I don't deserve at all" as below:

Senser	Process	Phenomenon	Circumstances
I	don't deserve	her	at all

The Senser of that sentence was "I". The Process was "don't deserve" which include Reaction Process because felt that didn't be have earned something cause of the qualities which he have. The Phenomenon was "her". Then, the Circumstances was "at all".

Data 45 page 308:

Adib: *Really? **I love you very much.***

Analysis:

The Senser of sentence "I love you very much" above was "I" or Adib. The word "love" was included Reaction Process. Then, the Phenomenon was "you:, and the Circumstances was "Very much. The configuration of that sentence as below:

Senser	Process	Phenomenon	Circumstances
I	love	you	very much

Data 46 page 314:

Denias :   ***He deserved harsh punishments.***

Analysis:

The configuration of "He deserved harsh punishments" as below:

Senser	Process	Phenomenon
He	deserved	harsh punishments

The Senser was "He" which indicate a male. The word "deserved" was Reaction Process. Then, the Phenomenon was "harsh punishments". It was indicate that the speaker felt to earned something cause of the qualities which he have.

Table 4.4. The summary of Mental Process usage

Gender	No.	Perception Process	Reaction Process	Cognition Process
Female	1.	I'm listening	I felt a bit relieved now	I think two days ago
	2.	I heard all you said just now	Don't hesitate	I don't think so
	3.		I don't want you to leave me	I don't remember where I left the book
	4.		I love you	I think you're a good guy as well
	5.		I don't want you to go	
	6.		I agree with you	
	7.		I love you too, Denias	
	8.		Don't worry Adib	
	9.		She wants to speak to you	
	10.		I love you so	

Male	1.	I'll see if the book is there	I love you	I know
	2.		I don't deserve her at all	I understand that it's for our better future
	3.		I love you very much	You know
	4.		He deserved harsh punishments	I don't know what to do
	5.			I always think of her
	6.			I don't think
	7.			She thinks of me that way

Table 4.5. The frequency of Mental Process usage

No.	Types of Mental Processes	Frequency	
		Female	Male
1.	Perception Process	2 times	1 times
2.	Reaction Process	10 times	4 times
3.	Cognition Process	4 times	7 times

1.4 Relational Processes

Relational processes are about being. Relational Processes is can be signal that a relationship exists between two participants but without suggesting that one participant effect the other in any way. Relational processes are divided by three relationships. The elements of relational processes are Carrier which as the topic of the clause and Attribute which is a description or comment about topic.

a.   Relational Processes used by female characters

Data 47 page 314:

Virga: *Hi Denias. Do you know what has happened to Adib? He's been sacked.* ***He is no longer the student of our school.***

Analysis:

The Relational Process of that utterance was "He in no longer the student of our school". The Carrier (roughly the topic of the clause) was "He" which indicate a male. Then, "is" was Intensive Process, and the Attribute was "no longer the student of our school". The configuration as below:

Carrier	Process	Attribute
He	is	no longer the student of our school

b.   Relational Processes used by male characters

Data 48 page 308:
Adib :   *You know.* ***She's the one who always smiles to me.***

Analysis:

From of the sentence "She's the one who always smiles to me", we knew that the Carrier was "She" which indicate a female. There was Intensive Process "'s". Then, "the one who always smiles to me" was Attribute (a description or comment about topic). The configuration as follow:

Carrier	Process	Attribute
She	's	the one who always smiles to me

Data 49 page 308:

Adib : *I don't think that it's a good idea. **She is too adorable and cute**. I don't deserve her at all.*

Analysis:

The configuration of sentence "She is too adorable and cute" as below:

Carrier	Process	Attribute
She	is	too adorable and cute

The Carrier was "She" which indicate a female. The Process was "is". Then, the Attribute was "too adorable and cute". Adorable and cute was appearing of the physical term of the female.

Data 50 page 308:

Adib : *But, **she's too perfect. She's beautiful, smart, diligent, helpful, friendly, and hard working.***

Analysis:

There were two sentences on the utterance above. The first was "she's too perfect". The configuration as below:

Carrier	Process	Attribute
she	is	too perfect

Carrier of that sentence was "she" which indicate a female. There was Intensive Process "is". Then, the Attribute was "too perfect". The first sentence was explained by the second sentence. The sentence was " She's beautiful, smart, diligent, helpful, friendly, and hard working". The configuration as below:

Carrier	Process	Attribute
She	is	beautiful, smart, diligent, helpful, friendly, and hard working

Carrier of that sentence was "She". The Process was "Is". Then, the Attribute was "beautiful, smart, diligent, helpful, friendly, and hard working". These all terms showed the physical appearance and characters of "perfect" assumption of female.

Table 4.6. The summary of Relational Process usage

Gender	No.	Intensive Process	Possessive Process	Circumstantial
Female	1.	He is no longer the student of our school	—	—
Male	1.	She's the one who always smiles to me	—	—
	2.	She is too adorable and cute		
	3.	She's too perfect		
	4.	She's beautiful, smart, diligent, helpful, friendly, and hard working		

Table 4.7. The frequency of Relational Process usage

No.	Types of Relational Processes	Frequency	
		Female	**Male**
1.	Intensive Process	Once	4 times
2.	Possessive Process	0	0
3.	Circumstantial	0	0

After having those analysis above, the researcher can be conclude that there were some gender construction which was brought by the author of the textbook, that is by the transitivity, female express the requirement of 'help' to another person. Male more express 'decision' to do something. Then, the female more often express 'want' and 'love. In other hand, make more often express 'think'. Moreover, the female is associated with good characteristics and physical appearances. All in all, it has mean that **"Female is dependent, emotional, and nice. Male is decision maker and rational"**.

B. Discussion

Gender is becoming controversial issues associated with gender and stereotypes. Gender construction will be found by using a specific analysis in the framing of Transitivity which part of Systemic Functional Grammar.

The analysis of the transitivity system investigated the instances of the material processes, verbalization processes, mental processes, and relational processes in an attempt to suggest who has more power of doing things, and how this power is accomplished and realized through the study of the processes focused. This study aims to call people's attention to the power of language in the

construction of reality, and to provoke a deeper understanding specifically in gender relations in order to contribute to a greater social awareness. In this case, the social relation is a student and teacher in school.. Hopefully, the readers of textbook would be aware of stereotyping gender, which constructed in what they read. Of course, it is can be construct their mindset, knowledge, or moreover, can be construct their gender ideology. As we know, textbook is not only as media to help teaching and learning process. It is also can be one of the products which have an intention to sell.

After having those analyses above, the researcher can conclude the gender construction brought by the writer of the textbook, including gender stereotype. As we know before, there were gender stereotype on society such as; male and female in society, especially in Indonesia such as male are rigid, active, rational, independent, aggressive, superior, and stronger. Then, the female are spoiled, passive, emotional, dependent, defensive, inferior, and weak.

All in all, the researcher sump up that in the basic of the interpretation of the whole meaning of gender construction "Interlangauge" English textbook. After having those analyses above, the researcher can conclude the gender constructions brought by the textbook, female express the requirement of 'help' to another person. Male more express 'decision' to do something. Then, the female more often express 'want' and 'love. In other hand, make more often express 'think'. Moreover, the female is associated with good characteristics and physical appearances. All in all, it has means that female is dependent, emotional, and nice. Male is decision maker and rational.