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DO MALE AND FEMALE STUDENTS REPRESENT THEIR EXPERIENCES DIFFERENTLY? A TRANSITIVITY ANALYSIS OF STUDENTS' TEXTS

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Abstract: This study explores the way male and female students use process types in recount texts to represent their experiences. To attain these goals, the qualitative design was employed and the main data were the students' recount texts. The texts were then analysed using the transitivity framework, proposed by Halliday (1994), to unveil the representation of experiences by male and female students. The results indicate that the students from both genders have a quite identical way of representing their experiences. Both groups use a lot of Material, Mental and Relational-Attributive processes. The domination of these processes is high likely to be influenced by the social function and generic structure of Recount texts. Thus, in terms of process types, instead of gender, the genre has more influence on how students represent their experiences.

Keywords: gender, recount texts, representations, systemic functional linguistics, transitivity

INTRODUCTION

Representations of the world are often influenced by gender identities. The way men and women see realities, events, things, even concepts might differ from one another. For example, the Ultimate Fighting Championship (UFC) might be seen as exciting, intriguing, and chivalrous by most men, but represented as fierce, brutal, and violent by most women.

This different representation, however, cannot be identified and understood entirely unless it is expressed by using a system of language (Hall, 2013). As a consequence, men and women have not only a different representation of the world, but also different language choices.

As for the choices of language, it is believed that it can be a tool to perpetuate particular gender stereotypes that are already present in society. It applies not only to positive stereotypes but also to the negative ones. For instance, the excessive use of swear words by men could validate a stereotype that being aggressive is one of the men's characteristics. Similarly, the excessive use of hedging by women in arguing, could confirm that being indecisive is one of the women's images (see Newman et al., 2008; Lakoff, 1977 as cited in Mulac et al., 2013). Thus, when the stereotypes are constantly perpetuated, both advantages and disadvantages resulted from these stereotypes will also continue to occur and could lead to gender bias. In this regard, McClure (1992, p.39 as cited in Mineshima, 2008) view language to be "a primary factor through which gender biases are explicitly and implicitly perpetuate." It suggests that when the language used is in line with the stereotypes, then the values, expectations, and roles—which are usually unequal or bias—will be continuously replicated to the next generations (Kamler, 1993).

Language use as representations can be investigated critically using a transitivity system (Halliday, 1994; Gerot & Wignell, 1994; Eggins, 2004) The transitivity system is an analysis tool to depict how writers make sense of experiences, represent the pattern, and construct a mental picture of the reality (Halliday, 1970 as cited in Song, 2013). Therefore, it can be said that the way people make meaning of their experiences can be examined by utilising the transitivity system.

Furthermore, transitivity can also be a tool to investigate the connection between language and ideology (Matu, 2008). The ideology, in this case, covers beliefs, attitudes, and perceptions about something (van Dijk, 2006). Hence, by analysing spoken or written language through the transitivity system, the ideologies of its language users can also be identified. For example, Opara (2012) has succeeded in finding feminism as the main ideology in Emecheta's texts; and Dai (2015) found out that the linguistic devices and choices in a mobile phone advertisement vividly represent women's androgynous concept and the view of gender equality in society. In other words, it is possible to find the ideology lying beneath a particular text through the utilisation of the transitivity system.

Transitivity has also been used for over 20 years as an analysis tool by studies in education settings. Most researchers in this area focus on the utilisation of transitivity to reveal gender representation in textbooks, e.g. Damayanti (2010), Yang (2014), Rais (2017), Emilia et al. (2017), Aljuaythin (2018), Pontiaka (2019), and Santosa (2020). These studies are considered vital since textbooks –as one of the main sources of English learning—possibly bring values that could be absorbed by both teachers and students.

If the textbook contents reflect gender bias or asymmetry in its representation, then it is likely that both teachers and students maintain the value.

Unfortunately, there is not much research connecting the results of transitivity analysis and gender, particularly in student-composed texts. Whereas, this area of research topic also need to be explored because it is essential to know how students represent their own gender and view other gender as well—whether or not they preserve the biased representation. Some of the known research about the connection are those conducted in early 90s by Kamler (1993), Uriz et al. (2008), and Williyen & Bumela (2016). Kamler has examined how two primary school students—one male and one female—in Australia construct gender by analysing their free-topic texts; and Úriz et al. involved Spanish Secondary School students to discover gender differences in writing personal recount texts. Meanwhile, Williyen & Bumela (2016) investigated EFL learners from both genders to see how they use process types in narrative texts. Different patterns of language use between male and female participants are found from both studies.

From these studies, it can be seen that despite many researchers have explored the connection between representations and gender, the limitations are still found, especially in terms of coverage of research. So far, these studies mostly cover primary and secondary schools. Meanwhile, one of the unexplored areas is vocational schools. The exploration is considered critical since the vocational school students are categorised as teenagers that highly receptive to ideologies and it has a considerable influence on their identity (Garbarino, 1990). If in this research the students show gender stereotypes in using language, then it is also possible for them to maintain gender bias that is subconsciously taught in society. Gender bias itself is undesirable since it prevents people in society give the equal treatments for both genders in all life aspects. It, moreover, results in discriminations and stereotyping genders—which most women struggle to erase since 1970s until now. (See Williyen & Bumela, 2016)

As for the analysis tool, transitivity generally involves three main components, namely processes, participants, and circumstances. However, in this article particularly, the use of processes became the main concern. It is then used as a tool to discover the way students from both genders express their own experiences in recount texts. Hence, this research aims to examine how male and female students use process types to represent their experiences through recount texts.

LITERATURE REVIEW

Language is a tool to introduce gender to an individual. Since their childhood, people have received much exposure to gender concepts conveyed via 'taken-for-granted' interaction in the culture (Hasan, 1986 as cited in Kamler, 1993). Wood (1994) describes the interaction contributing to the introduction of gender including interaction with parents, teachers, and peers. Through these interactions, Wood further suggests, both men and women will sense how the other's perception, attitude, and action toward them. For instance, parents do not allow their boys to play dolls and cook because it is for girls, and do not allow their girls to play energetic and competitive games because it is for boys. By doing so, individuals will see which behaviours, expectations, and social values are attached to their gender.

At the moment language is used to introduce gender concepts, it also serves as a tool through which gendered behaviour is realised and reflected. Knowing the social expectations and values, men and women are likely to perceive and behave based on values, norms and expectations learned in society. One of the behaviours is in using language, both spoken and written. Newman et al. (2008) and Ning et al. (2010) find out that men and women use language differently in several aspects, e.g. the choice of words and phrases, amount of talking, intonation, the choice of speech act patterns, the use of hedging also the choice of topic.

Those findings show language itself either consciously or subconsciously is used by men and women to reflect and realise their gendered behaviour. Sunderland (2000) believes that this gendered way also happens in education such as in literacy practices, language tests, and performances. She, furthermore, emphasises that in this case language as a tool through which the differences are realised "may play a role in the further gendering of students, that is, in shaping their masculinities and femininities" (Sunderland, 2000, p. 151). In relation to this, McClure (1992, p. 39) as cited in Mineshima (2008) also believes that language is "a primary factor through which gender biases are explicitly and implicitly perpetuate". Thus, not only for introducing and reflecting gender concepts, language also serves simultaneously as a tool for perpetuating gender ideas including gender issues.

To see that language does its roles, such as reflecting gender concepts and perpetuating gender issues, representation theory is taken into account. Representations can simply be defined as "the production of meaning through language" (Hall, 1997, p.16). It is about how someone makes sense of an event or a thing in their mind and expresses it using language.

From the definition, it is suggested that there are two primary systems involved in a process of representation. The first system is a system that includes a correlation between a series of concepts in someone's mental state and all entities or events in the real world (Hall, 1997). This system is vital to make meaning because it helps people to understand to which things or events that a concept refers. However, it is important to know that the series of concepts in this system not only cover a concrete object and events that can be perceived by the five senses, but also an array of abstract things, such as love, hate, freedom, and happiness.

The second system of representation is language. In this case, language is a system of representation that is used to express the correlation between concepts and things or events (Hall, 1997). Hall emphasises that language in this case does not always in form of words, but it can also be realised by sounds and images. Regardless of its form, however, language as a system is also significant for someone to exchange and share the concepts in their mind. Without sharing the concepts, they could not understand each other

Interestingly, either the first or second system could be different from one person to another. Concerning the first system, the 'conceptual maps' or concepts that are carried around in people's minds could be various one to another as the result of different ways in making sense of the world (Hall, 2013, p. 3)

Accordingly, when women make sense of their gender, for example, they could interpret it as a gender that is compassionate, nurturing, and attractive (Wood, 1994). But, men might interpret 'women' differently, that is as a weak, unaggressive, and emotional gender (Wood, 1994). The different conceptual maps about women could be influenced by how they see this gender in their society.

In conclusion, representation is a process of producing meaning by employing language. In this process, two representation systems are needed. The first is conceptual maps, which are the results of making sense of the world. The second is language as a tool for expressing the concepts to other people. Besides, both of these representation systems might be different among individuals, but it can also be similar in general – which enable people to share the meanings and identify them as members of a culture.

To explore more comprehensively and meticulously representation in language, in written or spoken form, Halliday (1994) introduced a tool called transitivity system. The transitivity system is defined by Halliday (1994) as the way to express experiential meaning, a type of meaning that shows how the language is used as a tool representing reality (see also Eggins, 2004). In other words, by employing transitivity to analyse

texts, it is possible to know how someone sees and makes sense of the reality they experience.

As it is said by Halliday (1994), Gerot & Wignell (1994), Eggins & Martin (1997) Eggins (2004), and Emilia (2014), transitivity usually involves the analysis of *processes*, *participants*, and *circumstances*, which are three components of clauses that realize experiential reality. The explanation of each component is described as follows:

- a. Processes are the element of clauses showing “what’s going on” and realised in verbs or verbal groups, e.g. the word ‘tortured’ in “*Last week, he tortured Yamada family.*”
- b. Participants are the entities involved in the process and represented in nominal groups. It can be people, things, or even abstract concepts, e.g. the word ‘he’ and ‘Yamada family’ in “*Last week, he tortured Yamada family.*”
- c. Circumstances are expressed using adverbial groups and prepositional phrases, specifying where, when, how something has happened, e.g. the word ‘last week’ in “*Last week, he tortured Yamada family.*”

However, in this article particularly, the analysis only explores the type of processes (Halliday, 1994) involved in students’ recount text.

The Halliday’s (1994) process itself covers six main types namely *material*, *mental*, *verbal*, *behavioural*, *existential*, and *relational processes*. Relational processes are then divided into *identifying* and *attributive processes*. Additionally, in transitivity analysis, sometimes the processes emerge in causative construction. This involves one additional process type, that is, *causative processes*. Therefore, in this study, seven types of processes will be used to analyse the text. A brief explanation and examples of the processes are elucidated below.

The first is Material processes. The process is also called the process of doing since it shows how an entity performs a particular action (Eggins, 2004). To identify this process, the question “*what did X do*” can be posed. If a verb can answer the question appropriately, then it belongs to material processes.

Here is an example of material processes in an analysis:

They	avoided	the scar tissues.
	Pr: Material	

(taken from Eggins, 2004, p.217)

The second one is Mental processes. This process contains thinking and feeling meaning (Halliday, 19943 as cited in Eggins, 2004, p. 225) or as Bloor and Bloor (2004, p. 116) state, the ones which describe “state of mind and psychological events.” In other words, it

has to do with activities relating to cognition, affection, and perception. An example of mental processes in analysis table is as followed:

So	I	thought	I	'd give	blood.
		Pr: Mental		Pr: Material	

(taken from Eggins, 2004, p. 233)

The next process is Behavioural processes. The behavioural processes are the intersection between material and mental processes. It happens since behavioural processes involve not only physiological but also psychological aspects (Gerot & Wignell, 1994; Eggins, 2004). Some verbs that belong to this type of process are *smile, look, laughed, listen, and learn*. An example of behavioral processes in an analysis table:

She	sighed	with despair.
	Pr: Behavioral	

(taken from Eggins, 2004, p.234)

The fourth process is Verbal processes. It can simply be called as processes of saying or signaling symbol. Thus, when an entity conveys any symbol or message, then the verb used here is classified as verbal processes. Examples of verbal processes are as follow:

In direct speech form:

I	said,	" Can	you	Avoid	the scar tissue?"
	Pr: Verbal			Pr: Material	

In indirect speech form:

I	asked	them	to avoid	the scar tissue
	Pr: Verbal		Pr: Material	

(taken from Eggins, 2004, p. 236)

Besides these four processes, there are Existential processes. This process shows the existence of an entity. It usually involves the word 'there' at the beginning of the clause which has no representational function (Gerot & Wignell, 1994). Several words that realise existential processes include *be, exist, arise, and occur*. An example of an existential process in a clause is as described below.

There	was	an old woman	at the door
	Pr: Existential		

(taken from Halliday & Matthiessen, 2014, p. 309)

The next process is relational. This process represents "states of being" and "states of having" (Gerot & Wignell, 1994; Eggins, 2004). Based on its use, this process can either establish an identity for something or give quality to something. Each

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function causes this process categorised into *identifying processes* and *attributive processes* and has another sub-categorisation into *intensive*, *possessive*, and *circumstantial*. The difference among those types is elucidated in the examples below:

You	are	the skinniest one here
	Pr: intensive	

The bomb	was	her boyfriend's
	Pr: possessive	

The operation	took	one hour
	Pr: Circumstantial	

You	are	very skinny
	Pr: intensive	

You	Have	8 pints of blood
	Pr: possession	possessive:

The operation	lasted	one hour
	Pr: circumstantial	

(taken from Eggins, 2004, p. 240-247)

Finally, there are causative processes. In transitivity analysis, sometimes the aforementioned process types appear in causative construction. This construction involves an agent or initiator who initiates the participant to perform a process type, either process of doing, saying, sensing, or being (Eggins, 2004). Moreover, this construction also involves another process, called Causative processes. This Causative process is usually realised using verbs 'make', 'compel', 'get', 'have', and 'let' (Halliday & Matthiessen, 2004). The example of causative construction involving an agent and a Causative process is as follow:

He	made	his girlfriend	carry	the bomb	onto plane	the
	Pr: Causative		Pr: Material			

(taken from Eggins, 2004, p. 224)

Since this article focuses the analysis on recount texts, a brief explanation of this text type is needed. Three aspects need to be explained about recount texts: (1) social function, (2) generic structure and (3) linguistic features. In terms of social function, this text type is used to retell events to the readers and give evaluation of its significance (Gerot & Wignell, 1994; Butt et al., 2000). Thus, in recount texts, the writers usually chronologically express their experiences and sometimes gives some comments about them.

Recount texts have three primary stages. First is orientation, that illustrates what, where and when the experiences happened and who involved in it (Knapp & Watkins, 2005). Second is sequences of events. In this stage, the writer tells the readers about what happened chronologically. The last is re-orientation. This stage is optional. So, not all recount texts own this part. In this stage particularly, the readers are brought back to the present time after being involved in past experiences. Here, the writer might also give some evaluation of how s/he feels about the whole experiences in the text.

The last aspect of recount texts is its linguistic features. Gerot and Wignell (1994) also Knapp and Watkins (2005) summarize the lexico-grammatical features in recount genre. They comprise (1) focusing on specific participants, (2) using action verbs, particularly material processes, (3) involving circumstances of time or place, (4) using past tense, (5) employing temporal sequences, and (6) using mental processes when it comes to part involving evaluation and reflection.

METHOD

This study used an analysis text as the main method. The data for the text analysis were collected from one state vocational school in Bandung. The selection of the site was a result of the preliminary observation, which found out that the number of female students is greater than the male ones. This condition generates the greater needs of gender-responsive teaching rather than in other schools. Thus, this site was considered suitable for this study. Moreover, this research involved 36 eleventh grade students—26 female and 10 male—from pharmacy major, aged around 16 year-old. The selection was considered appropriate since in this grade the students have learnt recount texts—which became the main data of this study.

Meanwhile, the samples encompassed six male and six female students of selected population. This number is regarded sufficient for the investigation since the sample of descriptive qualitative study is relatively small yet intensively examined and produces a considerable amount of information (Polit & Beck, 2020). Since the participants were selected purposefully based on the demand of research question, the students involved here are those who have learned and produced recount texts.

As for the students' recount texts, they were exclusively and purposefully produced for the study. Therefore, by being involved in the writing process, the students were already aware and willing to give their writing as the data of this study. To produce the data, several steps were undertaken. First, a class of eleventh grade students in pharmacy major were asked to write a piece of recount text with a free-topic choice. Thus, the students could compose a text with any experience they have. In this process, the students were allowed to open dictionary to ease students' difficulties in writing. Moreover, the process was under supervision of two people, the researcher and a volunteer. The purpose of this supervision is to ensure validity of the data and to prevent students' plagiarism, especially from the internet.

After the texts were produced, the second step was choosing 12 pieces of students' texts as samples of this study. These 12 pieces of writings consisted of six male students' and six female students' texts. These texts, either male or female students', were from three levels of achievement: high, middle, and low achievers. The level of achievements was decided according to students' grade in writing skill taken from the English teacher's document. The distribution of the data can be seen as follows:

Table 1. Distribution of data

Level of Achievement	Gender	
	Male	Female
High achiever	2	2
Middle achiever	2	2
Low achiever	2	2

The last step was validating data. The data validation was conducted by analysing texts based on their generic structures and linguistic features. This step was taken to make sure that the texts were categorized into recount texts.

After being collected, the texts were then analysed using the transitivity system suggested by (Halliday, 1994). This system was selected due to its thorough analysis of all grammatical aspects in each clause. Consequently, the texts were broken down into

clause chunks. Then, the process types of clauses were identified (Halliday, 1994; Eggins, 2004).

The next step after the process-type identification was presenting the result in a table of frequency. The table contains the number of processes employed in the texts and it was used to see the trends appeared both male and female students' texts. Then, the results from both gender texts were compared.

Moreover, the findings were discussed critically in relation to representation theory and its genre (e.g. Gerot & Wignell, 1994; Hall, 1997; Emilia, 2014) also with gender issues (e.g. Tannen, 1990). The discussion was also associated with relevant previous studies that investigate student-composed texts, such as Kamler (1993), Kanaris (1999), and Uriz et al. (2008).

FINDINGS AND DISCUSSION

Halliday (1994) classifies process types into two main groups of processes, i.e. process of doing and process of being, plus one additional process. Processes of doing comprise four processes, i.e. Material, Mental, Behavioral and Verbal processes. Material processes are the ones showing how an entity performs a particular action. Mental processes are the processes "which encode meanings of thinking or feeling" (Halliday, 1994 as cited in Eggins, 2004). Behavioral processes are the intersection between Material and Mental processes and Verbal processes are the processes whose function is to mention an experience in verbal symbols. Meanwhile, processes of being consist of two processes, i.e. Existential and Relational processes. Existential processes are defined as the processes that show the existence of an entity, while Relational processes are those which represent "states of being" and "having" (Gerot & Wignell, 1994; Eggins, 2004). The Relational processes are then classified into Attributive and Identifying processes. Finally, in addition to the two process groups, Causative processes are applicable to show how an agent/initiator initiates the action or makes someone do something (see Eggins, 2004).

In this study, all processes in either male or female students' recount texts are identified and calculated. The results of the overall process type analysis in the male students' recount texts are presented in Table 2.

As seen in Table 2, it is found that in general there are 123 processes in male students' recount texts and 134 processes in those of the female students. The processes in male students' recount texts consist of 61 Material processes (49.59%), 29 Attributive-relational processes (23.58%), 14 Mental processes (11.38%), 9 Behavioral processes (7.32%), 4 Verbal processes (3.25%), 3 Identifying-relational processes (2.44 %), 1

Existential process (0.81%), and 2 Causative processes (1.63%). Meanwhile, in female students' recount texts the processes comprise 83 Material processes (61.94%), 21 Attributive-relational processes (15.67%), 10 Mental processes (7.46%), 7 Verbal processes (5.22%), 7 Identifying-relational processes (5.22%), 3 Behavioral processes (2.24%), 2 Existential processes (1.49%), and 1 Causative process (0.75%).

The distribution of processes indicates that the predominant processes in both male and female students' recount texts are Material, Attributive-relational, and Mental processes. The vast number of these three processes is explicable because they are considered the dominating processes in various genres of English texts, e.g. in recount texts, expositions, narratives, even in medical research articles (see Matthiessen, 2004; Emilia, 2005; Sari, 2013; Salsabil, 2014; Zheng et al., 2014; Ginting, 2015).

Table 2. Distribution of process types in the male and female students' recount texts

No	Types of Processes	Male		Female	
		f	%	f	%
1	Material Process	61	49.59	83	61.94
2	Mental Process	14	11.38	10	7.46
3	Behavioral Process	9	7.32	3	2.24
4	Verbal process	4	3.25	7	5.22
5	Existential process	1	0.81	2	1.49
6	Relational Process				
	a. Attributive	29	23.58	21	15.67
	b. Identifying	3	2.44	7	5.22
7	Causative process	2	1.63	1	0.75
	TOTAL	123	100	134	100

In this study, the domination of Material, Mental, and Attributive-relational processes appear to be influenced by the social function and generic structure of the recount genre. The social function of recount texts is for retelling events to inform and give an evaluation of their significance (Gerot & Wignell, 1994; Butt et al., 2000). To attain this social function, the students need to describe the contexts and the events – which is mostly about what they did and what they sensed –sometimes they also need to include their comments about the experiences. To do so, in the present study the

students use Material processes to narrate the events, which is usually in the form of tangible physical things and actions (see Eggins, 2004), and employ Attributive-relational processes to convey more detailed information about the events by giving characteristics of participants and situations (see Emilia, 2005). They also utilise Mental processes in their texts to describe what they sensed and perceived in their experiences, and to show their subjectivity through a personal comment in the text (see Zheng et al., 2014).

Furthermore, the generic structure of recount texts could also be the reason for the high proportion of Material, Mental and Attributive-relational processes in both male and female students' texts. To see whether or not the use of these processes can be associated with the generic structure, the use of process types in each stage of recount text is presented in Table 3.

In general, Table 3 shows two main pieces of information, i.e. the use of process types and the dominating processes in each stage. In respect of process use, it is obvious that either in male or female students' texts all process types are mostly used in the Event stage. In male students' texts, the Event stage contains 93 processes, and in female students' texts, it covers 103 processes. The wide use of process types in the Event stage is apparent because recount texts basically retell events.

Table 3. The use of process types in the stages of male and female students' recount texts

No	Processes	Orientation		Events		Re-orientation		Total
		M	F	M	F	M	F	
1	Material	13	16	48	64	0	3	144
2	Mental	2	0	12	10	0	0	24
3	Behavioral	1	0	8	3	0	0	12
4	Verbal	0	0	4	7	0	0	11
5	Existential	0	0	1	2	0	0	3
6	Relational							
7	a. Attributive	9	6	19	14	1	1	50
	b. Identifying	0	1	1	2	2	4	10
8	Causative	0	0	2	1	0	0	3
	TOTAL	25	23	95	103	3	8	257

Table 3 also shows that in each stage of both male and female students' texts, there are different dominating processes. In the Orientation stage, the dominating processes are Material and Attributive-relational processes. They occur 13 and 9 times in male students' texts, and 16 and 6 times in female students' texts. In the Event stage, on the other hand, the most frequently used processes comprise Material, Mental and Attributive-relational processes. In male students' texts, they occur 48, 12, and 19 times, while in female students' texts they appear 64, 10, and 14 times. In the Re-orientation stage, moreover, the dominating process is only the Identifying-relational process, where it occurs 2 times in male students' texts and 4 times in those of the female students.

Domination of the aforementioned processes might have to do with the function of each stage. The first is Orientation stage. The function of Orientation stage is to build "a context for understanding what is to follow in the subsequent stages" (Rothery & Stenglin, 1997, p. 236). In this respect, the presence of Material processes domination in this stage might be caused by students' attempt to build the context of their story by creating a background of the story or what happened in the first place, which is usually expressed in tangible physical actions. Additionally, to build the context, telling what happened is not enough. Some detailed information about who involved, where, and when the action happened is also important to help the reader understand the beginning of the story (see Butt et al., 2000). Therefore, Attributive-relational processes are also employed in a high proportion in this stage by giving some attributes to the actions and participants of the story.

The second is Events stage. Since the function of this stage is to tell readers about the important events or activities of the story in a chronological manner (see Knapp & Watkins, 2005), it is reasonable that Material, Mental, and Attributive-Relational processes dominate with a bigger proportion than in Orientation stage. Similar to those in the Orientation stage, the Material process in this stage is used for representing a chain of tangible physical activities or events. Because this stage is the heart of the story, a wider range of process types are used here. In other words, the students do not only focus on physical activities, they can also involve their mental activities like what they sensed, what they perceived, and what they felt in the story. To express these activities, Mental processes are employed. That is why Mental processes are also dominant in this phase. More than that, like in the Orientation stage, the presence of Attributive-relational processes in great numbers is aimed to give more detailed information about the story by assigning attributes to the events and participants in the story. Therefore, the students' experiences can be understood completely by the readers.

Next, the third is Re-orientation stage. This stage is aimed to bring back the readers into the present after talking the past events (Mackin-Horarik, 2002). As regards the process domination, this stage is the one which is dominated by the Identifying-relational process with 2 and 4 occurrences. Apparently, it happens because to fulfil this stage's purpose the student writers chose to give evaluation or impression of what they have been through in the story. For example, MH#2 gives an evaluation and impression of his experience by writing *"It was very nice experience, so it's (the) unforgettable moment"*. Thus, among other processes, Identifying-relational is preferred. However, the use of Relational processes—Identifying type, especially—to give evaluation here is different from what Gerot and Wignell (1994) have expressed. They believe that when it comes to parts involving evaluation and reflection, mental processes are employed.

Equally important, in Table 3, it also found that not only does this stage lacks Material and Attributive-relational process, it also lacks the use of all process types. This minimal usage of processes might be affected by the optionality of the 'Re-orientation' stage in recount text. As mentioned by Gerot and Wignell (1994), Butt et al. (2000), Knapp and Watkins (2005), 'Re-orientation' stage is not obligatory. It is potentially because of the main social function of recount texts itself, that is to retell events sequentially. Therefore, in this study, only some of the male and female students choose to write this stage in order to give an evaluation of their experience.

Therefore, in general, both male and female students employ types of processes in their recount texts in an almost similar way. It is proved by the striking use of Material, Mental and Attributive-relational processes in both groups. At stage level, this similarity is maintained. Either in male or female students' texts, the great number of deployment of Material and Attributive-relational process is encountered in Orientation and Event stages and a noticeable portion of Identifying-relational process in Re-orientation stage occurs. In other words, gender issues do not arise in the use of processes within recount texts because in this case the genre's social function and generic structure seem to give more influence.

The findings, however, contradicts with the studies conducted by Kamler (1993), Kanaris (1999) and Uriz et al. (2008). In those studies, it is discovered that both genders shows different language representation, and each gender maintain their own stereotypical traits within the texts. The absence of gender issues in the current study caused by the limitation and different scope of this study. For instance, this research has only discussed the whole process types area without examining the linguistic realisations of the process. Meanwhile, Kamler (1993) only focus on material processes, yet the linguistics choices on semantic level are discussed. Kanaris (1999) and Uriz et al.,

(2008), on other hands, focus the analysis on the participants and process type elements of the transitivity as well as their linguistics realisations. In other words, to find gender issues in the student texts, especially in the current study, linguistic realisations on semantic level should be discussed further.

CONCLUSIONS

This study has examined the way students from both genders represent experiences in their Recount texts. Focusing on the process, it is found that Material, Mental, and Relational-attributive process occur more frequently in both male and students' texts. This frequent occurrence of the processes is high likely influenced by the social function of Recount texts, that is, retelling experiences in chronological ways. In addition to social function, the distribution of processes is also affected by the generic structures. Therefore, from this lexicogrammatical level, influence of gender aspect is vague. In contrast, the influence of genre aspect is visible in the texts.

The reason why gender issues are invisible here is because the realisations of word choices with its semantic meaning remains unexplored. Therefore, to investigate gender issues more thoroughly and deeply, further researchers can also take into account the participants elements of transitivity and critically review the semantic meaning of the linguistic choices in students' texts.

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