GENDER STEREOTYPES IN *HARRY POTTER AND THE PHILOSOPHER'S STONE*: A SYSTEMIC FUNCTIONAL ANALYSIS

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ABSTRACT

Gender stereotypes are common in children literature, as well as the illustrated picture books that preschoolers love to read. Males are generally portrayed with characteristics of strongly aggressive, competent and achievement oriented, while females show many more passive characteristics, such as lacking competence, dependent and submissive, i.e. females demonstrate characteristics that are considered as less desirable by society. These gender stereotypes would subconsciously influence children's development of self-consciousness behavior and thought and shape their beliefs on gender roles. Seeing that *Harry Potter* series has gained much popularity especially among children and teenagers, the best-selling children literature can influence children and teenagers in terms of their perspectives and behaviours towards gender roles. This paper attempts to investigate to what extent does the author, J. K. Rowling, confirm or challenge the gender stereotypes in the portrayal of the main male and female characters through her lexical choices. Halliday's transitivity system is used to examine the lexis that Rowling chose to describe the characters in the novel. The examination of the processes and participants in the text will show whether *Harry Potter* is gender-stereotyped or not. Several scenes which contain descriptions about the main male and female characters of the first book in the *Harry Potter* series - *Harry Potter and the Philosopher's Stone* published in 1997 will be analyzed. Findings should show gender stereotypes in the author's choices of words.

Keywords: transitivity, Harry Potter, gender stereotypes, Halliday, SFL