

## CHAPTER I

### INTRODUCTION

This chapter contains an introduction with background, the problems' scope, problem identification, research questions, study objectives, and significance.

#### 1.1 Background of the research

Literature can be understood as a series of languages that describe past, present, and future predictions. Literature can also be understood as reflecting people's lives through beautiful language. Arafah et al. (2021) explained that since literary works often represent life at one time, there are numerous advantages to the reader's life. Therefore, literature is too important to ignore (Arafah & Kaharuddin, 2019).

Nowadays, most people define literature as a written work containing aesthetic merits produced by authors (Arafah et al., 2021). Laurensen and Swingewood (1972) argue that literature as a mirror of age deals with when literary works are created and set. Arafah et al. (2021) stated that literature can be defined as a piece of written work with artistic merits created by the author (Arafah et al., 2021). Further, he mentioned that literature can build its own world due to its limitless imagination.

Literary work is a personal expression of feelings, including ideas, motivation, and confidence. Literary work is a miniature world created by authors to appreciate that the world cannot be separated from the authors' knowledge, experience and environment. Irmawati et al. (2020) argue that literary works are referred to as social products with several life benefits. Literature may take several forms: written (as in poetry and novels) or performed (as in theatre). It represents the human condition in reaching the purpose of life. The novel expresses aspects of human life, such as culture, love, and existence, since it tells human activities and describes what happens and surrounds us.

As a kind of literary work, a novel is generally thought to contain about 100,000 words or more; therefore, a novel is a longer narrative



story (Kenny, 1966: 103). Meanwhile, Santosa and Wahyuningtiyas (2010: 47)

defined a novel as a product of society. The community shaped the novel as novel members of the public based on irrational emotional impulses in society. Tourmina (2005: 185) states that novels deals with a human character in a social situation, man as a social being. Tourmina further says that in the novel, not only is the character's plot being told, but it also illustrates the environment and the culture in which the story develops (2005: 185). As a result, the novel is admired by most people and has the power to influence its readers' mindset because it reflects their life in society.

As a literary work, novels, especially children, can be an alternative medium for many people to learn. Children can learn about moral values depicted by the characters in the novel. Apart from that, children will also indirectly learn about how women and men are depicted through the characters in the story. So, it is essential to see how authors represent gender in literary works.

Oakley (1972) states that "sex" is biological term, while "gender" is a psychological and cultural one. Furthermore, gender is a set of roles that can be seen from appearance, clothing, attitudes and personality which indicate whether someone is masculine or feminine (Mose, 2007: 3). So, these socio-cultural constructed roles differentiate the positions of women and men in life, so women and men receive different treatment in education, economics, work, and the public.

Unfortunately, gender construction on women hurts women because it positions women in a disadvantageous position in the public and even in domestic. For example, women are always required to do household work in the domestic domain. The demand for gender equality is the desire of women to have the same opportunities as men and to equally obtain rights in the domestic and public sectors.



In the family, masculine and feminine are introduced from childhood. In addition, a new tradition has emerged in pregnancy celebrations called a

"gender reveal party." The concept typically involves a creative announcement, where the baby's gender is revealed through various means, from cutting into a cake to releasing coloured balloons. If the baby's gender is a boy, the colour should be blue, while if she is a girl, the colour should be pink. It is because pink is identified with women while blue is identified with men (Culloch, 2011: 26). However, color should not determine a person's identity. When children get older, they learn gender roles through imitation or learn to observe by watching what other people say and do (Weiten, 1989: 465).

Furthermore, children must begin to place themselves in gender identities and roles that have been socially constructed. For example, girls are no longer allowed to play games intended for boys, and girls are allowed to be spoiled, sulk, and cry. On the other hand, boys even avoid pampering and are not allowed to cry; boys are starting to receive warnings that "men should not cry." Boys are also required to do more physical activity because they are considered stronger. Even in games, boys are not allowed to play with dolls because playing with dolls is considered a girl's game.

However, literary works are practical mediums for teaching children such as science, moral values, character values, and religious values because literary works are supported by story structures that help children to understand better the things contained in science and the teaching of moral values (Butzow et al., 2000: 4). It indicates that many things contained in literary works can influence and teach readers (children). So, parents need to be observant in providing reading materials suitable for children to read because not all children's literary works can positively impact their mindset. It can be seen in fairy tales such as Cinderella and Snow White, which illustrate the existence of gender construction in the story. So, it can influence readers' or children's views on the differences between men and women that have been constructed.



The basis for this research study is gender representation in literature. The researcher believes that literary works widely

circulated among the general public should be reviewed for their contents. With this in mind, the researcher has selected two novels for children as the focus of the study. The novel *Princess Between Worlds* by E.D Baker was published in 2016. Elizabeth Dawson Baker is an American children's novelist who gained international recognition with her debut novel, *The Frog Princess*, in 2002. *Princess Between Worlds* was selected as the research object because it is one of the most popular novels for children worldwide. It is crucial to choose popular novels as the objects of study to determine whether they still exhibit gender biases. In this case, the researcher can scrutinize whether the development of the concept of feminism, which advocates gender equality, is reflected in the works of authors.

To analyze gender representation in the novel, the researcher uses Oakley's theory about the definition of gender. Oakley (1972) states that being a man or a woman, a boy or a girl, is as much a function of dress, gesture, occupation, social network, and personality as possessing a particular set of genitalia. From Oakley's theory, the researcher can analyze gender representation in children's literary works.

## 1.2 Scope of the Research

To guide this research to the object of writing, the researcher focuses on this writing and how the authors present gender in children's literary works. The researcher uses the theory of gender from Oakley. Therefore, the researcher limits the study of her works by choosing *Princess Between Worlds* by E.D Baker.

## 1.3 Identification of Problems

1. The way author explained gender through the characters of the stories.
  2. The differences between male and female authors explained gender.
- Gender identity, role and relations are depicted in both stories.



#### 1.4 Research Questions

Based on the background explained above, research can be formulated as follows:

1. How is male represented in *Princess Between Worlds* novel?
2. How is female represented in *the Princess Between Worlds* novel?

#### 1.5 The Objective of the Research

Based on the research question mentioned above, the researcher will formulate the objective of the research as follows:

1. To find out how males are represented in *Princess Between Worlds* novel.
2. To analyze how females are represented in *Princess Between Worlds* novel.

#### 1.6 Significance of the Research

The results of this research are expected to be useful for all those engaged in literature and academia, with a specific focus on feminism and children's literature. The research has two crucial meanings, both in terms of theoretical and practical significance:

##### 1. Theoretical benefit

This research is vital because it provides a framework for understanding and critiquing the ways in which children's literary narratives influence and reflect the social construction of gender. This is an important step to encourage fairer representation and support healthy gender identity development in children.

##### 2. Practical benefit

Research on gender in children's literature has broad theoretical benefits in developing literary, social, cultural, educational, and child development theories. This allows for a deeper and more critical understanding of gender roles in literary works and their impact on young readers



## CHAPTER II LITERATURE REVIEW

background, pertinent ideas, theoretical approach and conceptual framework.

## **2.1 Previous Related Studies**

Gender has been debated in various fields and various possibilities for many years. The researcher presents some studies related to this research, which might be considered while discussing the following issue concerning gender in children's books: the representation, stereotype, role, or characterization of the gender itself. These previous studies also allow the researcher to observe how scholars or researchers considered gender in many disciplines, specifically in the literature sector. Here are several studies that discuss gender;

The first research related to this study is Gender Stereotyping and Under Representation of Female Character in 200 Popular Children's Picture Books and It is An Update Research In Twenty-First Century by Hamilton et al. (2006), which discussed one particular media where gender is represented. It gathers many books from Award Winners and non-award winner books. They explored sexism in top-selling books from 2001 and a 7-year sample of Caldecott award-winning books. They also considered author-sex relationships regarding gender in picture books and analyzed them to test for changes in representation and stereotype portrayals since the 1980s. They find nearly twice as many males as female titles and main characters. Female characters are still under- represented in children's picture books. Boys appear in 53% more pictures than girls. A comparison of their book samples to 1980s and 1990s books does not reveal reduced gender stereotypes.

The second research is Gender Representation in the English Textbook by Salamah (2014). The study focuses on the six aspects of analysis suggested by Logsdon: the number of female/male pictures, the number of female/male mentioned, the number of female/male roles, the



number of female/male games, the number of female/male models, and pattern of mentioning female/male names. The results show that males dominate in four aspects: pictures, female/male roles, female/male games, and female/male role models. Females were more visible in two aspects: the number of females/males mentioned and the pattern of mentioning female/male names. Therefore, gender is represented unequally in Bright: An English Course for Seventh-Grade Junior High School Students.

The third research is The Representation of Women's Dependence on Men in Little Women by Asriyanti et al. (2022). This study aims to describe the representation of women's dependence on men in Little Women. The data for this study were gathered from the talks of the characters in the novel Little Women. This research data is collected from Cinderella Complex syndrome through their actions and words. The research showed that the level to which characters are affected by the Cinderella Complex varies depending on how it influences their thoughts and behavior, either consciously or unconsciously. Meg's most dominant Cinderella Complex is Fear of losing femininity, and the most dominant factor is self-concept. Jo's character only relies on man as the aspect and persona maturity as the factor. Meg and Jo were unconsciously reflected by Cinderella Complex syndrome.

The fourth present study is entitled Gender Representation in Classic Fairy Tales: A Comparative Study of Snow White and the Seven Dwarfs, Cinderella and Beauty and the Beast (2023). The research focuses on the portrayal of gender representation reflected in these fairy tales. Unlike previous studies, this research focuses on traditional fairy tales and employs a qualitative methodology that involves close reading and content analysis. The research found that Grimm's Snow White and the Seven Dwarfs and Cinderella portray traditional gender stereotypes. Snow White and Cinderella support the domination of masculinity and submissive femininity.



ame time, Beauty and the Beast does not describe the traditional roles because the tale makes its female protagonist accessible to her life. The researcher used a

feminist point of view to analyze gender representation in the selected stories. This study is expected to highlight the importance of critically analyzing gender roles in children's literature and the need for more diverse and complex representations of gender in fairy tales and other literary works.

After reviewing the previous relevant studies above, the researcher noted similitude and distinctions between the previous studies and the current study in terms of topic and approaches. These previous studies show that the research topics revolve around gender stereotypes depicted in classic novels. Although the subject matter of this investigation is similar to the previous studies, the researcher used different objects and methods. In this research, the researcher analyzed *Princess Between Worlds* from the perspective of gender by Oakley. The researcher analyzed the novel with the theme of gender as reflected in two children's famous novels. This research will be new.

This research will be the most updated research regarding gender in children's literature because it uses popular novels today. Apart from that, there is still a lack of literary study that raises gender issues in children's literary works, even though this is the most urgent thing to research because childhood is the beginning of the introduction to literature.

## **2.2 Theoretical Background**

Through this chapter, the related theories about the research are elaborated more to give an understanding of how to build the research hypothesis. The theories are related to variables that are related to this research, such as feminism.

### **2.2.1 Feminism**

Feminism is based on the term 'feminine,' which refers to women. According to Moore in Barry (2010: 144), feminism, women, and femininity are interconnected positions. As a political women's movement, feminism aims to achieve equality with men, as women and men do not hold similar





positions in politics, economics, culture, and society. John Stuart Mill's essential opinion is that there is no justice if a community or gender dominates another one (Arivia, 2003: 54).

Humm, in her book *Feminism*, explained that the first declaration that describes 'women' as a distinct social category with unequal status dates back to Aphra Behn (1640-1689) (1992: 2). Behn is one of the first professional female literary writers in English. She is a great inspiration for many women authors and was the first woman to achieve such recognition.

Fiss (1994) stated that feminism is the idea of social and political movements to reach women's equality. Feminism is women's voice, where women struggle in all spheres of human life (Asriyanti et al., 2022). It is considered a struggle to achieve the same rights, opportunities, and dignity that men have in society (Raj & Davidson, 2014). It has raised much in the western upper-class society, and women have fought for women's suffrage and reproductive rights (Agger, 1998). The rise of feminism in Europe occurred as "women of all classes became increasingly aware of how their sex influenced their life chances and experiences" (Fuchs & Thompson, 2005). It endeavours to end the dominance of men over women and provide equal rights between women and men in all fields ranging from household issues to politics (Kuleli, 2019).

According to Sutanto (2017), women face negative stereotypes in society, women are viewed as weak, emotional, and homemakers, and they are even viewed as sexuality tools in a relationship. This is why women are regarded as second-class to men, and women are denied the right to control their own lives. Feminism explains and suggests directions for the change in social and environmental factors, tries to highlight the proposed interventions for women's intrapersonal and interpersonal concerns, and provides a perspective for evaluating the social and environmental experiences of groups and individuals, regardless of sex or gender. It has

the lives of millions of women (Anderson, 2016).



Some feminist study results reveal that the cause of women's inferiority is that women are culturally constructed in sexual relations such as man's wife, as the sexual object of male desire, mother, housewife naturally or biologically men and women different where sex hormones and associated with either femininity or masculinity and linked to stereotypical female and male behaviours (Betty Friedan, 1963).

Frieze and McHugh (1998) argued that feminism is a continually evolving construct in that it rejects essentialism and universalism in favour of incorporating reflexivity and multiplicity in its approach. Similarly, Hooks (2000) stated there are "as many versions of feminism as there are women". When we consider the multitude of ways that women can embrace feminist values and live out their feminist identities, it becomes essential to value and honor each woman's understanding of feminism and how she lives out her experiences as a feminist (Baber & Allen, 1992).

## **2.3 Pertinent Ideas**

This part consists of essential pertinent research ideas, including gender representation, gender identity, gender roles, gender relations, children's literature and novels.

### **2.3.1 Gender representation**

Before exposing gender representation, the whole thing that should be known is the definition of sex and gender. Sex is the difference between women and men that is innate from birth as a gift from God. Oakley (1979) states that "sex" is the biological term: "gender" is a psychological and cultural one. Meanwhile, gender is a concept that differentiates women and men based on socio-cultural construction (Oakley, 1979). It is because gender is seen from a socio-cultural perspective; gender roles arise as a result of differences in people's perceptions of women and men. This on is manifested in some social and cultural tasks.



Scott (1986) states that gender is a way to reinforce social construction regarding the division of roles that are considered appropriate because of gender differences. Women are built to play more roles in the domestic world while men are in the public world. It is based on the thinking of the primitives who say that men are hunters and must always move outside the home; meanwhile, women are gatherers, so women are tasked with managing agriculture and doing activities in the house.

Such cultural barriers still exist and tend to be accommodated by modern society, especially in the capitalist system. According to feminists, the division of labour based on gender not only harms women but is also no longer relevant if applied in modern society (Lamphere, 1993: 77-87).

So far, sex and gender are considered as two different things applied to heterosexuals, so what about people who have homosexual, lesbian, and transgender tendencies? Butler (1999:11) expresses an opinion about gender-related issues in this case. She also says the concept of gender that uses binary opposition is not a normal and natural thing because there are many problems. He also says that gender and sex are two the same thing and do not have any differences at all. Further, Butler (1999:33) determines that sex is not just a cultural inscription. Sex and gender are performative things here and after, known as the theory of performativity. Butler developed this theory in the 90s. She said there is no gender identity behind gender expressions. Besides Salih (2002), identity is formed performatively and repeatedly until the original identity is reached. Gender is not just a process; it is a specific type of process from a set of activities that are repeated.

In addition, gender representation is images of women or men reflected to them, which may be objectionable. However, it shows how their lives are valued and represented in the public sphere (Whelehan, 2004).

This means that the gender represented in the novel reflects what is role for women or men in their lives. Gender representation gives description for women and men in the textbook. Oakley (1972) states that being a man or a woman, a boy or a girl is as much a function of



dress, gesture, occupation, social network and personality as possessing a particular set of genitalia.

### 2.3.2 Gender identity

Gender identity is a feeling as men and women, obtained by some children growing up by the time they are three years old. That is in line with Maccoby (1999), who conveys that children can differentiate between male and female adults in their middle or late three years. Weinreich and Saunderson (2003) define identity as a person's overall idea of oneself, where this idea is formed in the present, and there is continuity between how a person forms himself in the past and how he forms himself in the future. Several aspects of a person's identity form a complete self-identity. These aspects include ethnic identity, racial identity, socioeconomic identity, and gender identity. These components cannot be separated from a person's self-identity. In line with the definition of identity according to Weinreich & Saunderson, define gender identity as part of a person's complete identity in which there is continuity between a person's ideas about gender and the past and future hopes related to gender (Weinreich & Saunderson, 2003).

Referring to this definition, Weinreich also tries to explain again that a person's gender identity is the result of past experiences and is continuously related to a person's expectations according to their gender identity. Gender identity is taste as male and female, which some children acquire when they are three. That goes with Maccoby's (1999) statement that children can distinguish between adult males and adult females in their middle or late three years.

Barnhouse in *Identitas Wanita* (1992:12) says that identity and culture are concepts of both men and women. The identity of men and women is made by culture, such as patriarchy. Patriarchy indicates that men are dominant in society women because men have power, whereas the power of men is used to dominate women. The disadvantage for women is that they accept being subordinate without complaining (Mill in *Subject of Woman* (1869). The cultural concept



that women are inferior and men are superior must be changed. Cultural construction is the main point of Feminism and Anthropology (1988) by Moore. Feminist anthropology is only concerned with cultural construction.

In studying gender identity in children, Lindsey(1990:29) has several theories called gender learning theories, namely (1) identification theory, (2) social learning theory, (3) cognitive development theory, and (5) gender schema theory.

First, the identification theory comes from Freud that preschool children develop a sexual attraction to parents of the opposite sex genitals and then, at the age of 5 or 6 years, leave the power to withdraw this because of anxious feelings. After that, they identify with parents of the same gender similarly by unconsciously adopting people's characteristics of parents of the same sex (Lindsey, 1990: 29). However, nowadays, many child development experts reject this opinion because children can identify themselves as a particular gender even though their parents are of the same gender as her/his is not inside the family (Santrock, 2002: 283). For example, boys will be masculine even in the family where they live; there is no father figure and neither a daughter.

Second, social learning theory says that attraction to parents is unrelated to the child's physical development. Social learning theory believes that different socialization of each child will cause children to have different understandings of gender (Renzetti and Curran, 1992: 32). Socialization is very clearly visible in the way parents choose the colour of clothes for their children to wear (blue for boys and pink for girls). When children are older, parents also play a role in choosing toys that are considered suitable for girls (such as dolls and cooking toys) and toys for boys (such as trucks, robots and guns) (Kimmel, 2000: 122-126).

According to social studies theory, children are also influenced by what they observe in the world around them. This creates resistance to



socialization, which becomes problematic, for most of society thinks men and women should be. Gender social studies emphasize that s gender development occurs through observation

and imitation of gender behaviour (Santrock, 2002: 283). Gender social studies theory argues that parenting, peers, media influence, school friends, and teachers are essential in influencing individuals.

To overcome gender stereotypes prevalent in media (television) and children's books, the media and children's books are expected to describe women in independent roles and men as non-aggressive. It is hoped that socialization like this can provide an implicit message about how women and men should act to shape the child to be masculine or feminine (Renzetti and Curran., 1992: 35).

Third, cognitive development theory about gender determination (gender typing) in children occurs after they develop a concept about gender. This theory was originally developed by Kohlberg (1966), which argues that gender development takes place in the following way: when a child realizes that she is a girl, she will always try to do jobs that are intended for girls because she thinks that she would get a reward if she did the job (Santrock, 2002: 285). When children grow up, their cognitive development also changes, and their understanding of gender also changes.

Furthermore, Kohlberg (1966) states that the development of gender determination, especially at the age of 6-7 years, as conservation skills develop and children consistently understand themselves as a man and as a woman, children will organize the world they are based on gender, such as choosing models which same as their gender. This shows that children's gender development is not only influenced by biological and social development but is also influenced by cognitive factors.

Fourth, schema theory is a cognitive structure, a network of associations that organizes and guides individual perceptions. The gender schema associates the world from a woman's and a man's point of view (Santrock, 2002: 286). Santrock further explains that gender schema theory states that Individual attention and behaviour are guided by the internal

on to conform to gender-based socio-cultural standards and  
ces.



Gender schema theory suggests that "gender determination" occurs when individuals are ready to encode and organize information according to what is considered appropriate and typical for men and women in a society. While Kohlberg's cognitive theory suggests that specific cognitive requirements – gender constancy – are essential for gender determination, gender schema theory suggests that a general willingness to respond to and categorize information based on culturally defined gender roles provides material for children's gender determination activities.

Although some researchers show that the emergence of gender fixation in children is related to their level of cognitive development, experts also point out that young children are more knowledgeable about gender roles. Today, gender schema theorists recognize gender determination as one of the most critical aspects of gender role development and that other cognitive developments are also significant.

Discussing gender learning theories provides researchers with insight into how children receive gender learning in their lives. This theory is also helpful for researchers who are analyzing gender construction in children's literature written by children. Children aged ten to twelve are greatly influenced by things outside themselves, such as parents, peers, teachers, media and culture, in determining their gender. Furthermore, this gender determination will be reflected in the literary works they create.

Role equals eliminate the emphasis on apparent differences between men and women. Men and women have roles that are not too different in life. Men may do housework, and women are allowed to do activities outside rather than to fulfil other people's needs. Gender roles played by men and women are socialized in such a way. The socialization process of gender roles of being a man or a woman is implemented in various ways, starting from differentiation, choosing clothing, colours, accessories, games and treatment by local socio-cultural provisions.



### **Gender Role**

Gender roles are patterns of behaviour that have been approved by groups (Hurlock, 1986:156). There are two gender roles developed



in society: traditional gender roles and egalitarian gender roles. Traditionally, inside and outside the home, women were oriented towards fulfilling needs and serving others. Women are expected not to work outside the home, except for shopping purposes; most of the responsibilities of women are for nurturing and caring for the household (Hurlock, 1986), and a man acts as a funder, protector, and family leader (Baroon, 2003: 199).

Gender role is defined as the "socially significant activities that men and women engage in with different frequencies." Those activities become roles expected to be followed by men and women to fulfil their appropriate masculine or feminine parts (Brannon, 2017: 109).

Best (2003: 11) explains that gender stereotypes frequently justify gender roles. As our gender is considered to be constructed by society, it has a significant function in establishing our respective individuality, the way we view ourselves and how we pertain to others. Our gender also strongly influences how we are treated by society as a whole (Tyson, 2006: 108). Thus, the social categories of sex shaped by society establish roles that are expected to be performed by specific categories of gender. These imposed roles of gender have existed in human culture for a long time, developing stereotypes in the society we live in.

According to Brannon, gender stereotype is made out of beliefs about the traits, characteristics, and appropriate activities of men or women (Brannon, 2017: 46). It can be concluded that gender stereotyping leads to the beliefs about how men and women should behave accordingly to the roles that have been assigned to each gender. Therefore, the issues of gender stereotypes and gender roles are related to one another.

Aside from giving descriptions of how people think about men and women, gender stereotypes also regulate what men and women should be. It provides limits on what traits and behaviours are supposed to be possessed by men and women (Prentice & Carranza in Brannon, 2017: 53).

Men are considered to be more aggressive than women, stereotypes perceived uncritically will justify the act of thinking all





men as more aggressive than all women, disregarding the variation in aggression of both genders.

Tyson (2006: 87) stated that it is unacceptable for men to fail at anything they try as it indicates failure in one's manhood, especially when a man fails to provide economic support for his family. It is seen as the most demeaning failure of a man as he is deemed to have failed at performing what is considered his biological role as a provider. This indicates that in our society, men are expected to be the economic providers of their families and achieve a certain degree of success to show their manhood.

On the contrary, women are instead expected to do caretaking roles at home and not be focused on achieving a successful career because it is seen as not showing femininity. As explained by Tyson (2006: 88), the patriarchal concept of femininity is correlated to frailty, modesty, and timidity; thus, succeeding in business and earning money is not considered feminine.

These stereotypical ideas about gender roles are assumed to promote the limitation of men's and women's behaviours, desires, thoughts, and feelings, for they must conform to the traditional roles constructed by society. Brannon states that gender stereotypes affect conceptualizations of women and men as they form social categories that depict what people think (Brannon, 2017: 46). Gender stereotypes form the beliefs that are used as judgments towards men and women by establishing the classifications that may not resemble men and women in reality.

Deaux and Lewis (2017: 54) identified a variety of components that are central to gender role stereotyping, "The content of gender stereotypes may be analyzed into four separate components that people use to differentiate male from female--- traits, behaviours, physical characteristics, and occupations".

The stereotypes presented through domestic role behaviours cast men responsible for "external" activities, whereas women have a more



significant role in "domestic" activities. Amato and Booth state, "Traditional attitudes stress the dichotomy between the husband-breadwinner and wife-homemaker mother, and the differential power relations implied in these specialized roles" (Amato & Booth, 1995: 58). Traditional gender norms expect women to stay at home and do the house chores while men are expected to provide adequate economic support for his family as the leader of the household. These roles in domestic behaviours construct stereotypes that determine how both genders are expected to perform in the household.

Tyson states that gender roles define men as rational, strong, protective, and decisive. In contrast, women are described as emotional (irrational), weak, nurturing, and submissive (2006: 85). Gender roles impose men to be strong, physically and emotionally, and it would not be appropriate for men to cry as crying indicates weakness (Tyson, 2006: 87). Tyson also elaborates about how anger and other violent emotions are the only emotions typically allowed in men because those violent emotions are seen to be blocking out fear and pain, which are some of the behaviours that men are expected not to have (Tyson, 2006: 88). Even one feminine or unmanly act performed by a man could lower his status as a man and this emerges the avoidance of feminine behaviours (Koenig, 2018: 2).

Regarding physical appearance, society also expects men and women to conform to masculine and feminine qualities. For instance, men are expected to wear pants. Women, on the other hand, are associated with feminine clothing like skirts and dresses. Another example is how society sees cosmetics as an exclusively feminine property, reinforcing that men should avoid cosmetics to show manliness.

#### **2.3.4 Gender Relations**

As a result of social and cultural construction, gender relations also experience dynamics. Pre-primitive societies that are still wild adhere to the I system, in which women are more dominant in forming tribes and clans. The Minangkabau people still embrace this system.



Internal and external factors influence gender relations in society. Internal factors, in this case, are biological and genetic factors. The physical form of women who are relatively more minor than men is considered weaker and subsequently leads to male domination over women. Only men may be able to deal with it in some natural conditions because they have a relatively more muscular physique than women. External factors that affect gender relations are the arrival of new religions, for example, Judaism and Christianity, that look down on women (so they are considered misogynistic religions) and ultimately also cause changes in gender relations in society (Atmazaki, 2007: 49). In Indonesian society; gender relations tend to change over time. The relationship between men and women depicted through the relationship between mother and father becomes an example for children in learning gender relations.

In children's literature, both written by children and written by adults, gender identity, roles, and relations are depicted both implicitly and explicitly. Researchers will analyze this in more depth. Therefore, children's stories in this study are seen as a particular site to display ideological effects on gender identity, gender roles, and gender relations that can potentially shape the attitudes of its readers, in this case, children readers.

### **2.3.5 Children Literature**

Children's literature or literary works intended for children first developed in folklore or fairy tales (Zipes, 2007: 1). Fairy tales or children's folklore began in the 19th century when the industry evolved. The first industrial revolution, the end of the 18th century until the beginning of the 19th century, inspired the European romantic movement with the idea of childhood in rural life, natural beauty and feelings and children's folklore as well is considered a reflection of socio-political changes and is greatly influenced by changes occurring in the world (Smith, 2008: 24).

Furthermore, the development of children's literature entered the tradition with the publication of books for children published by / Publishes in 1744 with the title "A Little Pretty Pocket-Book", and



in 1765 Newbery published a book entitled "History of Little Goody Two Shoes" which in the form of a work of fiction written by Oliver Goldsmith (Norton, 1983: 45). Until now, children literature has developed, both in written and oral form.

According to Huck et al. (1989: 7), children's literature is a literary work that makes children the centre of the story. The content of children's literature is in the form of children's experiences and knowledge that can be reached and understood by children. Children's literature books can tell stories about anything, even things that adults consider absurd, for example, stories about animals that can talk and act like humans (Nurgiyantoro, 2005: 7).

Nodelman (2008: 147) suggests that children's literature can be defined as literary works that appeal to the interests, needs and preferences of child readers and attract children's hearts. Children's literature is generally delivered in an exciting format, for example, storybooks full of interesting pictures, some in square shapes, apple shapes, bag shapes, and shirt shapes.

Furthermore, Hunt (1993: 61) explains that children's literature must start with the needs of children. He also explains that children's literature can be defined as books that are read by, specifically suitable for, and specifically satisfy a group of members who are now called children. Tarigan (1995: 5) also says that children's literature is books that place the child's eye as the central observer, the child's eye as the focus.

There are three conditions for a literary work to be considered a children's literary work, namely (1) the main character is a child, (2) the relationship between ideas, themes and language is simple, and (3) it also contains moral teachings (Obi et al., 2010). Another requirement for children's literature is that the stories told must be able to provide information about life experiences and teach morals in living life. Children's

also always contains values that influence children, such as social, historical, and ideological (Hunt, 1993: 1).



Good children's stories or literature must be attractive. This is something that must be prioritized in children's literature. Children's stories will be interesting if the story elements are balanced so that each structural element complements the others and every part is present and feels reasonable. This is similar to what has been stated by Huck et al. (1989: 16-17), who said that a good children's story must contain two things for the reader: personal and educational values.

A children's literature is said to have good personal value if (1) it gives pleasure to children, (2) offers narrative as a way of reasoning, (3) develops children's imagination, (4) provides a variety of experiences, (5) develops interpersonal views. (insight opinion) on human behaviour, and (6) can present general (universal) experiences. Children's literature is said to have good educational value if (1) it can develop children's language skills, (2) it can develop storytelling skills, (3) it can develop reading skills, (4) it can support writing skills, and (5) it can expand insight into the treasures of children's literature (Lynch-Brown and Tomlinson, 2003: 21-20). In line with this, Nurgiyantoro (2005: 35) states that children's literature significantly contributes to developing children's personalities in the process towards maturity as humans with a clear identity.

Nurgiyantoro's opinion shows that children's literature significantly contributes to children's development, including determining or assigning gender to children. In this regard, Phye (2001: 383) says that gender is one of the microcosm ideologies found in children's literature. Therefore, messages about gender roles and gender identity transmitted through texts are thought to influence the future behaviour of children who read these literary works as they identify their role in society. The depiction of gender construction between adult authors and children's authors may not be the same. This is because the influence of age, education and life experience between children's authors and adult authors is also different. This is the cussion in this research.



From the opinions expressed, children's literature is literary works that contain stories about the world of children, conveyed in language that children can accept. In addition, children's literature must be able to describe feelings and emotions, which is appropriate for the child's age. Good children's literature must contain values that can be utilized by young readers, including gender constructions that child readers may also imitate.

### **2.3.6 Princess between Worlds Novel**

A novel is a piece of prose fiction of a reasonable length. Even a definition as toothless as this, however, is still too limited. The prose is not included in any book. Novels in verse exist, such as Pushkin's Eugene and Vikram Seth's (Eagleton, 2005: 1). The word "novel" comes from the Italian word "novella," which means "news story," and now it refers to a wide range of writings whose only common ground is narrative prose (Cudden, 2001: 272).

The novel concerns "the real life of past or present future." Hogart (Teeuw: 2017) said that good literature (novel) recreates the sense of life, the life of emotion, the life of the mind, the individual life and the social life, the object-laden world. Good literature (novel) recreates the immediacy of life. In the novel world, a hero breaks with society because of his search for authentic values, so some people stay oriented towards using values in the real world.

Novels are romances, but romances that must navigate the harsh realities of contemporary civilization. Nothing less than the mystical instruments of romance will suffice if you want to conjure a happy ending from the refractory problems of the natural world like the Victorian novelist. There are remnants of 'premodern' styles like myth, fable, folk-tale, and romance blended in with 'modern' ones like realism, reportage, psychological inquiry, and the like in the Bronte, George Eliot, Hardy, and Henry James (Eagleton, 2005: 2)



According to Kennedy et al. (2009), a novel is an extended work of prose narrative. They further vivify that the novel implies a book-

length composition with abundant characters, varied scenes and a broader coverage of time than a shorter work provides. Nnyagu (2015) maintains that a novel is a type of extended prose fiction that uses characters, plot, theme and setting to convey its message. Similarly, according to Baldick (2004), novels are "nearly always extended fictional prose narrative." Further, Kennedy et al. (2009) say that the novel has evoked lengthy commentary from scholars and critics as the most famous literary genre from the late eighteenth century to our own time. According to them, the novel is the most pliant and indefinable of contemporary literary genres.

## 2.4 Theoretical Approach

Unger (1992: 170) in *Women and Gender* defines sex as biological differences in genetic composition, reproductive anatomy, and function. Gender is not something we are born with or have, but something we do (West and Zimmerman 1987) -something we perform (Butler, 1990). Further, Sterling (2000) stated that labelling someone a man or a woman is a social decision. We may use scientific knowledge to help us make the decision, but only our beliefs about gender, not science, can define our sex. Furthermore, our beliefs about gender affect what kinds of knowledge scientists produce about sex in the first place.

One of the first feminist scholars to use the concept of sex and gender, Ann Oakley, contends, "Gender is a matter of culture, to the social classification of men and women into 'masculine' and 'feminine' (Oakley, 1985). He argues that sex can be constant, but gender is always variable across societies. Gender has no biological origin. The connections between sex and gender are not really 'natural' at all. In other words, one is not born a 'man' or a 'woman'. One cannot be merely declared a man or woman just based on their genitalia, hormones and chromosomes (sex), but they become the 'man' or the 'woman' according to the identity they create in the in which they are born (gender). The first philosopher to make the on between sex and gender, Simone de Beauvoir, in





her classic work *The Second Sex*, sums up this argument as "one is not born a woman, but instead becomes a woman (Beauvoir, 1956).

According to Rathus, sexuality is the way we view and express ourselves as sexual beings (Rathus, 2009: 3). Generally, sexuality is thoughts, sexual feelings, attractions and behaviours towards other people. According to Judith Butler, sexuality is not just a social construction but a kind of performance with all the attributes it wears (Butler, 1990). This attribute is a kind of label given by society. Therefore, it is fluid and impermanent. The attributes determined by the dominant society in a place and time differ from the dominant culture in different places and times.

The term 'gender' is usually preferred when focusing on social behaviour and relations between women and men (Cameron and Kulick 2003: 19). gender is a cultural construction. It is neither fixed, nor does it directly result from a person's sex (Butler 1990: 6). Simone de Beauvoir already observed in the last century that "one is not born, but rather becomes, a woman" (Beauvoir 1989: 267. Solely being born with the genitals of a woman does not make one a woman. Being a woman, and being a man for that matter, is something we learn (Cameron and Kulick 2003: 21).

A sex category soon develops into a gender status after birth by the way babies of different sexes are treated differently. From birth onward, gendering is done because gender is a social institution, an important category that we use to organize our lives. Gendering is legitimated not only by society's values but also by religion, law, and science. Once people are put into gendered categories, they are expected to behave according to the norms that are related to their gender (Lorber 1994: 55).

Since gender represents a significant way we structure our social lives, gender statuses are differentiated. Although people differ in their talents, personalities, and interests, there are only two categories they can be in our society: man or woman. What women and men do is not determined necessary for this categorization because even if they do the





same things and behave similarly, gender as a social institution will insist that their actions and behaviour are perceived as different (Lorber, 1994: 58).

Finally, gender is seen as a process that constantly creates and recreates social differences between men and women. People learn what is expected of their gender through social interaction throughout their lives and then behave in expected ways, thereby creating and maintaining gender categories (Lorber, 1994: 59). This idea that gender is continually constructed was also taken up by Critical Discourse Analysis, which is used for the study of this paper and will be discussed in more detail below.

As for the terms used throughout this paper, it should be mentioned that though sometimes used by researchers in differing contexts, the oppositions 'woman' and 'female' are used concerning gender and not biological sex in this thesis. This is because the study includes not only women and men but also girls and boys, husbands and wives, sisters and brothers. Referring to all of these using the terms 'woman' and 'man' would be confusing. Therefore, 'woman' and 'man', 'female' and 'male' refer to gender throughout this thesis.



## 2.5 Theoretical Framework

