

## CHAPTER I

### INTRODUCTION

This chapter presents introductions including background of the research, identification of problem, scope of problem, research questions, objective of research, significance of research, and sequence of the research.

#### 1.1 Background of The Research

Literary work is the result of an author's imagination or life experience which is poured into written form. It serves as a reflection of reality, a product of art, and a window to an ideology, everything that happens within a society can be written, recorded in, and learned from the piece of literature (Ahmed, 2017, p. 129). Through literature, authors express their feelings, ideas, and emotions.

There are three types of literary works: prose, poetry, and drama. One type of literary work is prose (novel). It is the most popular form of literature in the world. This form of literature is the most widely circulated, due to its wide communication power to the public. As literature, novels can be divided into two groups of high literature and popular literature.

Literary works described various aspects of human life such as social problem. Social problems are often a central theme in literary works, as writers try to reflect the struggles and issues present in the society they live in. Racism, poverty, violence, gender inequality, war and conflict, environmental issues, and so on can be assessed and felt through literary works.

According to Abdulkarim et al., (2017, p. 83), gender inequality refers to the obvious or hidden disparities among individuals based on their gender. It can manifest in various ways, including disparities in opportunities, education, employment, wages, healthcare access, representation in leadership positions, and social treatment, as well as gender-based violence, discrimination, and stereotypes. Gender inequality is considered a social, economic, and political

which hinders the progress and well-being of individuals and societies, and is a fundamental violation of human rights.



This inequality is not only related to the unequal distribution of resources and opportunities, but also involves structures that often support or reinforce the dominant position of one gender over the other. With this dominant position, one gender is more advantaged, while the other is disadvantaged. In this case, women are more likely to experience gender inequality compared to men.

The form of gender inequality changes from time to time, it depends on social conditions and the position of women in society at that time. In Anglo-Saxon era (5th century - 1066), women had some legal rights, such as the ability to own land and inherit property, but they were generally considered inferior to men. Women often played domestic roles, managing households and caring for children (Higham and Ryan, 2015).

According to Layser (2002), the status of women gradually declined during the Medieval period (1066 - 15th century) with the influence of Norman feudalism and the Catholic Church. Women became more subordinate to men, and their primary role was same with women in Anglo-Saxon era as raising children and managing the household. In early modern period (16th - 18th century), women's roles is not only domestic, but some gained prominence in areas like literature and the arts . Beside that, although education for women was limited, but some upper-class women received tutoring in subjects like music, languages, and etiquette.

Gender inequality of women remains an important issue as it prevents the creation of a harmonious society. It is a significant human rights problem that can be observed through literature, especially novels.

Many writers put gender inequality into their work, one of them is Charles John Huffam Dickens or often known as Charles Dickens. Charles Dickens was a famous writer in England during the Victorian era. Charles Dickens' novels often portray the social conditions of British society in the 19th century that impacted the daily lives of people at the time. Charles Dickens took on very important and social social themes of the Victorian era. Through his novels, Charles brings his main characters to situations full of tragedy and despair due to



these social problems, thus showing readers how important it is to try to overcome these social problems.

One of Charles Dickens' best works that contains gender inequality is the novel *Oliver Twist* (1838). *Oliver Twist* is a classic novel by Charles Dickens that follows the story of a young orphan boy named Oliver who navigates the harsh realities of 19<sup>th</sup> century in London. It portrays gender inequality, showcasing the challenges, injustices, and limitations faced by women in a male-dominated society during the Victorian era. Women in *Oliver Twist* are depicted as vulnerable and powerless, facing social and economic disadvantages.

The novel's depiction of these female characters underscores the broader theme of gender inequality by highlighting how women, irrespective of their social class, are subjected to the oppressive structures of a patriarchal society. Through characters like Nancy, this novel explores the various dimensions of gender inequality and the pervasive nature of patriarchal oppression.

Nancy, a young woman who is part of the criminal underworld, exemplifies the struggles faced by women forced into precarious and dangerous situations due to their socio-economic conditions. Her character vividly illustrates how women, particularly those from lower social classes, are often left with limited choices and are subjected to systemic exploitation and violence. Despite her strength and resilience, Nancy's life reflects the harsh realities faced by many women in similar positions.

Nancy's experiences in the novel reveal the complexities of gender inequality. Her involvement in the criminal underworld is not a result of personal moral failings but rather a consequence of the socio-economic constraints and lack of opportunities available to her. This portrayal emphasizes that gender inequality is not merely an issue of individual circumstances but is deeply rooted in societal structures that perpetuate and reinforce the subjugation of women.

In analyzing the gender inequality of women in *Oliver Twist*, the researcher structuralism approach by Robert Stanton, and theory of gender inequality our Fakihi. Mansour Fakihi is an activist from Indonesia who was known as nity organizer who facilitated various society development training and



consulting on organizational development since 1978. During his life, he was involved in the world of thought and movements for human rights, which he expressed in his works. In 1993 -1997, Mansour Fakih served as country representative of OXFAM United Kingdom and Ireland representing Indonesia in developing community development programs with a gender and human rights perspective. Through OXFAM, Mansour Fakih introduced gender analysis and various other gender approaches more comprehensively to Indonesian social movement activists. Apart from that, Mansour Fakih was also a gender training specialist and management consultant at the Canadian International Development Agency “Woman Support Project” from 1997 to 2001.

*Oliver Twist* is a novel that remains popular today. Many researchers use the novel as an object of literary research. However, the researcher found that these research focuses on Oliver as the main character and does not specifically focus on other characters, particularly the female characters. From the explanation above, the researcher is interested in making research on *Oliver Twist* novel entitled “Gender Inequality in *Oliver Twist* by Charles Dickens (1838)”. The first reason is that *Oliver Twist* was written by a famous novelist in the Victorian Era, namely Charles Dickens. The second reason is although many of researchers used *Oliver Twist* as an object of research, but there is no research that talking about gender inequality. Many of previous research discussed about social inequality, but it did not discuss about gender inequality in the *Oliver Twist*. And the last reason is because gender inequality is still exist until now in our social life.

## 1.2 Identification of Problem

Based on the background of the research above, the researcher summarizes these problems such as:

1. Social injustice is depicted through stark class differences and the unjust treatment of the poor, who lack access to basic rights or opportunities to improve their circumstances.

Poverty is portrayed through the living environment and the oppressive conditions that force the poor to live in suffering.



3. Child labour is depicted through the brutal exploitation of poor and orphaned children, who are forced to work hard in inhumane conditions, both in orphanages and in the criminal world.
4. Criminality is portrayed through poverty and social injustice, which push characters, especially children, into the criminal world as the only way to survive.
5. Corruption is depicted through the abuse of power by officials and orphanage managers, who treat the poor and children cruelly for personal gain.
6. Gender inequality is depicted through the injustice and exploitation experienced by women, who are often trapped in dangerous situations without support or a way out, illustrating how society, especially men, grants them few rights or protection.

### **1.3 Scope of Problem**

To carry out the study, the researcher needs to limit the study in gender inequality reflected in novel *Oliver Twist* by Charles Dickens.

### **1.4 Research Questions**

Based on the background above, the researcher formulated the problem into several questions, as follows:

1. What are the forms of gender inequality reflected in novel *Oliver Twist*?
2. How do the female characters portrayed by Nancy resist the gender inequality in novel *Oliver Twist*?

### **1.5 Objective of research**

The objective of the research as follows:

1. To describe about the forms of gender inequality reflected in novel *Oliver Twist*.
2. To explain the way female character portrayed by Nancy resist the gender inequality in novel *Oliver Twist*.



### **Significance of Research**

The result of this research was expected to contribute both theoretical and significance for the development to literary study.

## **1. Theoretical Significance**

Theoretically, the result of this research hopefully can increase insight and knowledge about literature especially about gender inequality. This research can give some information about gender inequality in novel *Oliver Twist* for lecturer and student. And for the next researcher it is also expected to be useful information for other researcher who will analyze novel especially to the same object as that research.

## **2. Practical Significance**

Practically, the result of this research is expected to be able to add references to literary studies regarding gender inequality. And also, both writers and readers can apply the message of the novel which is still referential to life today.

### **1.7 Sequence of The Research**

This research consists of five chapters. It begins with first chapter that explains introduction including background, identification of the problem, scope of problem, research questions, objective of the research, significance of the research, and sequence of the research. Second chapter contains literature review which will provide previous related studies, theory related to the topic of this research and theoretical framework. Third chapter contains research methodology including research design, source of the data, technique of collecting data, and technique of analyzing data. Fourth chapter contains the elaboration related to finding of investigation. This chapter is the main chapter of this research where the finding also will be discussed. Fifth chapter contains conclusion, implication and also suggestion for further study.



## CHAPTER II

### LITERATURE REVIEW

This chapter contains literature review which will provide previous related study, structuralism approach, theory of gender inequality, and theoretical framework.

#### 2.1 Previous Related Study

In the previous section, the researcher discussed previous related studies from several sources as a reference, comparison, and a strong foundation for this research.

The first research is “A Reflection of Charles Dickens’ Childhood Experiences in *Oliver Twist*” written by Nofrita (2010). This research aims to discuss the life experiences of *Oliver Twist* during the industrial revolution in England where these experiences were also found in Charles Dickens’s Childhood. In discussing this novel, the author uses the author’s biographical approach as the main theory to analyse Charles Dickens’ childhood life as depicted in his novel. The author also uses mimetic theory to find out the description of the social situation at the time the novel was written. In addition, the author uses a comparative method that compares the novel and the author’s life. And in writing the thesis, the author uses several methods, namely the literature method used for data collection; qualitative method to explain the data and descriptive method for its description. The result of this research is that this novel is a reflection of Charles Dickens’ social life in his childhood which can be seen from the experiences by *Oliver Twist* in his life journey.

The second research is “An Analysis of Defense Mechanisms in the main Character of *Oliver Twist*, A Novel by Charles Dickens (A Psychological Approach)” by Prasetyo (2010). The objectives of this research are to analyze the cause of frustration in *Oliver Twist* and to analyze the types of defense mechanisms

oping with his frustrations. The researcher uses Sigmund Freud’s theory of defense mechanisms to analyze the novel. The results of the analysis is that *Oliver Twist*’s defense mechanisms were mainly driven by the frustration caused





by the environment, conflict over internal standards and also personal limitation. The frustration by environment was a result of the blocking of id's impulse by the environment. The personal frustration was triggered by the personal limitation. And the conflicts were triggered by conflict between id and superego. Thus, the frustrations pushed Oliver Twist to employ ego defense mechanisms in order to survive. The employment of defense mechanism successfully helped him in coping with his frustration. The ego defense mechanisms used by Oliver Twist were: repression, displacement, projection, rationalization, undoing, regression, suppression, somatization, substitution and the identification with the aggressor.

The third research is "Oppression Reflected in Charles Dickens' *Oliver Twist* Novel (1837): A Sociological Approach" by Jumiaty (2015). The objective of this research is to reveal the existence of oppression in England as reflected in Charles Dickens' *Oliver Twist* Novel. The research analyses Charles Dickens' *Oliver Twist* novel in a term of structural elements and analysis the England society during industrial revolution in the late of nineteenth century based on sociological perspective. The outcome of the study draws the following conclusions. Firstly, based on the structural analysis of the novel, it is created based on the social phenomena in England during industrial revolution in the late nineteenth century. Secondly, Charles Dickens criticizes the social condition inside the country which reveal the social injustice such as oppression which is divided into five parts, namely exploitation, marginalization, powerlessness, cultural imperialism and the last is violence. It also reveals the needs of government to create justice in order to create peace and save children.

The fourth research is "The Portrayal of Female Characters in Dickens' Novel *Oliver Twist* and *Great Expectations*" by Aldukhina (2016). The objectives of this study are to investigate Charles Dickens' presentation of women and the effect of his perception of women on shaping female characters in his novels *Oliver Twist* and *Great Expectations*. The writer employs expressive criticism in analyzing

. Based on critically analysis, the writer concluded that Dickens' childhood experiences and unsuccessful marriage shaped cruel and odd female characters in his novels. In *Oliver Twist*, we find cruel mothers and mothers-in-law like as Mrs. Mann





and Mrs. Sowerberry. In *Great Expectations*, we find a cruel sister Mrs. Joe, Miss Havisham, and Estella who are all representatives of odd women.

The last research is “A Feminist Analysis on Women’s Struggles in Breaking Gender Inequality As Seen in Nevil Shute’s *A Town Like Alice*” by Saputri (2018). The purpose of this research is to describe the kinds of gender inequality which are experienced by women, and to explain the struggles of the women in breaking gender inequality in Nevil Shute’s *A Town Like Alice*. The researcher used feminist literary criticism and liberal second-wave feminist perspective in analyzing the novel. The first result of this research shows that there are four kinds of gender inequality practice experienced by women found in the novel. The practices of gender inequality analyzed in the novel are marginalization, subordination, stereotype, and violence which are experienced by women in the novel. The second result is the struggles done by women in breaking gender inequality, namely by expressing opinion, boosting self-esteem, establishing sisterhood, refusing to get married, and having a career in public sphere.

From a few explanations of previous research above, each has similarities and differences between one another, likewise this research. The similarities between this research and some of the studies listed above are that they both use the novel *Oliver Twist* by Charles Dickens as an object of research using qualitative descriptive methods. Although it has a similar object, this research certainly has a difference or renewal from previous studies, which lies in using a foundation or tool to analyze research material such as theory or approach. Here researcher uses structuralism approaches and gender inequality theories as well as theories relevant to the research variables. While other studies use different theories and approaches, such as author’s biographical approach and mimetic theory by Nofrita (2010), Sigmund Freud’s theory by Prasetyo (2010), sociological approach by Jumiaty (2015), and expressive criticism by Aldukhina (2016).

Different from the four previous studies mentioned above, the research by Saputri (2018) is similar to this research in terms of the theory used, they both use gender inequality theory by Fakih. However, the research object and approach



used are different from this research. Saputri (2018) uses the novel *A Town Like Alice* by Nevil Shute using a feminist literary criticism approach.

Although Aldukhina (2016) discusses female characters in *Oliver Twist*, but his research does not discuss the issue of gender inequality completely and only studies fallen women and prostitutes that are portrayed in *Oliver Twist*. Therefore, this research is expected to complement the issues raised previously.

## 2.2 Structuralism Approach

Structuralism is widely used by researchers to analyze literary works by observing the elements contained in literary works. According to Teeuw (1984, pp. 135-136), literary structuralism is a process that emphasizes the intrinsic elements of literary works. Structural analysis is the most basic thing for revealing the meaning of literary works through discussing the elements that are structurally related to each other. Therefore, a literary work is referred to as a building with a structure or system. Thus, every change that occurs in an element will result in the relationship between elements changing as well (Pieget, 1995).

The purpose of structural analysis itself is to dismantle, explain in as much detail as possible the relationships and connections of various aspects which together form a meaning that can be understood and comprehended. This includes examining how different parts of the text interact, overlap, and contribute to the overall meaning. By revealing these interrelationships, structuralism provides a framework for understanding how meaning is constructed, how different texts relate to each other, and how readers interact with and interpret literary works.

The theory of literary structuralism is a theoretical approach to literary texts that emphasizes the overall relationship between various elements of the text (Taum, 1997). This theory is considered an objective approach to literary analysis. It views literary works as autonomous entities, standing independently from external factors such as the author's intentions, the reader's response, or the socio-cultural context. It means that the literary works is analyzed based on its internal

nts and their relationships, without reference to external influences.

Structuralism theory was first put forward by Ferdinand de Saussure in the 1900s in France through his work entitled *Cours de linguistique generale*,



published in 1916. According to Saussure (1988), structuralism analysis in linguistics focuses on how texts can appear, not the meaning of the text itself. Therefore, Saussure took a synchronic approach which did not focus on the historical aspects or evolution of language, but rather on the system that forms language. Saussure considered linguistics to be autonomous, where language phenomena could be explained and analyzed without basing it on anything outside language.

Theory of structuralism has a fairly long evolutionary historical background and is developing dynamically. Structuralism opposes mimetic theory (which holds that literary works are imitations of reality), expressive theory (which considers literature primarily as an expression of the author's feelings and character), and opposes theories that consider literature as a medium of communication between the author and his readers. In its development, there have been many different, even contradictory, concepts and terms.

In the book *Histoire du Structuralisme* published in 1991, Francois Dosse explains that the popularity of structuralism began to increase in Europe, especially France, in 1966 (Dosse, 1998, p. 77). The years 1967 to 1978 were a period of intense dissemination of structuralism ideas and their use in science, such as anthropology (Clude Levi-Strauss), film criticism (Christian Metz), history of thought (Michel Foucault), literary criticism (Roland Barthes), psychology (Jacques Lacan), philosophy (Jacques Derida).

Then, in 1915, the use of structuralism in literary works itself was started by the Russian formalists. They hold the principle that a literary work can stand alone without involving biographical, psychological, ideological and sociological data, but instead focuses on the literary work itself (Dosse, 1998, pp. 53-54).

One of the structural theories known in the world of literature is Robert Stanton's theory. Stanton states that the elements used in analyzing the structure of literary works divides into three parts, namely story facts, themes and story devices.

Story facts consist of plot, character, setting, while story media consist of title, point of view, language style and tone, symbolism, and irony (Stanton, 2007, p. 22).



### 2.2.1 Story Facts

#### 1. Plot

Plot is the logical interaction of various thematic elements within a text, which leads to a change in the original situation presented at the outset of the narrative (Klarer, 1999, p. 15). Similarly, Forster (1927, p. 130), “a plot is also a narrative of events, the emphasis falling on causality.” More broadly, a plot can be understood as a series of events in a story (Stanton, 2007, p. 26). Like other elements, flow has its own laws; the plot should have a beginning, middle and end that are real, convincing and logical, can create various surprises, and give rise to and end tensions (Stanton, 2007, p. 28). A fictional story will not be recorded clearly if the author does not explain the events or plot in the story through the roles of the characters in the novel. So that, writers with their writing style can affix their writing with ideas or ideas so that the stories can be related to each other.

The plot structure typically consists of the following elements:

- a. Exposition: Introduction of the story, including characters, setting, and the basic situation.
- b. Rising Action: A series of events that build tension and develop the main conflict, leading up to the climax.
- c. Climax: The most intense, exciting, or important point of the story, where the main conflict reaches its peak.
- d. Falling Action: Events that occur after the climax as the story starts to wind down, leading towards resolution.
- e. Resolution: The conclusion where conflicts are resolved, and the story comes to a satisfying end.
- f. Denouement (optional): The final part of the story where any remaining loose ends are tied up, providing closure beyond the resolution.

#### 2. Character

Character is the actor depicted in the narrative, possessing traits, notions, and motivations that drive the plot forward or contribute to its development. According to Barnet et al. (1963, p. 62), a character is a figure



that appears in a literary work such as novel, poetry and drama. Normally, a story consists of several characters one or more of these characters. Characters are usually used in two contexts. The first context, character refers to the individuals who appear in the story. The second context, character refers to the mixture of various interests, desires, emotions and moral principles of these individuals (Stanton, 2007, p. 33).

### 3. Setting

According to Stanton (2007, p. 35) setting is the environment that surrounds an event in the story, a universe that interacts with ongoing events. Setting denotes the location, historical period, and social surroundings or atmosphere in which the action of a text develops (Klarer, 1999, p. 25). Similarly, Abrams (in Stanton, 2007, p. 35), background or setting is also referred to as a fulcrum, suggesting the meaning of place, time, and the social environment in which the events to be told occur. The setting of place refers to where the story happens. It includes the geographical location (like a city, village, or country), specific sites (like a house, street, or forest), and sometimes the physical environment (like weather or climate). On the other hand, the setting of time refers to when the events of a story take place. It includes the historical period, specific year, season, or time of day that influences the plot, characters, and mood. Additionally, the social environment refers to the social conditions and cultural context in which the story unfolds. It includes the societal norms, traditions, class structures, economic systems, and moral values that influence the characters' lives and decisions. Therefore, having a setting in a story will make the story feel more real for the reader. The setting helps describe the process by which the stories occur in a work. Moreover, the setting of a story can have a more direct relationship with the overall meaning and general meaning of a story (Tarigan, 1985).



#### Theme

Theme is an aspect of a story that is similar to meaning in human experience. It prioritizes aspects of life which will then have certain values that

encompass the story. The theme will make the story focused, unified, focused and influential. The beginning and end of the story will be fitting, appropriate and satisfying with the theme. Barnet et al. (1963, p. 62) said that theme is the meaning or point of the story. Themes are points that are relevant to a story and details of a story (Stanton, 2007, pp. 36-37). The theme must have several criteria: (1) It must prioritize the details of a story, (2) It must not be affected by all the story details which contradict each other, (3) It must not follow evidence that is vaguely explained, (4) Explained clearly by related stories (Stanton, 2007, pp. 44-45).

### **2.2.3 Story Devices**

#### **1. Title**

The title is always relevant to a work so that the two form one unit. This opinion is acceptable when the title refers to the main character or a particular setting. If the title refers to a detail that is not prominent, the title will be a clue to the meaning of the story in question (Stanton, 2007, p. 51).

#### **2. Point of view**

The term point of view or narrative perspective, characterizes the way in which a text presents persons, events, and settings (Klarer, 1999, p. 21). Similarly, Stanton (2007, pp. 52-53), point of view is the position of the center of consciousness where we can understand every event in the story. Furthermore, Stanton stated that the author must choose his point of view carefully so that the story he tells has the right effect. The point of view is divided into four main types, namely (1) first-person, the main character tells the story in his own words, (2) second-person, the story is told by a non-main character (minor character), (3) third-person limited, the author refers to all characters and positions them in the third person but only describes what one character can see, hear, and think, (4) third-person unlimited (omniscient), the author refers to each character and positions them as a person third. The author speaks freely about everyone and everything. There are no limits to the time, space, or character the author is in access (Stanton, 2007, pp. 53-54).



### 3. Language Style

Ducrot and Todorov (1993, p. 44) said that language styles is the method of conveying the same information by employing multiple expressions and associated diverse versions of language that are employed in various situations and demands. Language style in the world of literature is the author's way of using language in a literary work. Even though two authors use the same plot, characters and setting, the results of their writing can be very different. These differences generally lie in language and spread across various aspects such as complexity, rhythm, sentence length, detail, humor, concreteness, and the number of images and metaphors. A mixture of these various aspects will produce a style (Stanton, 2007, p. 61).

### 4. Tone

One element that is closely related to style is tone. Richards described tone as "the expression of a literary speaker's or attitude to his listener" (1929, as cited in Abrams, 1999, p. 218). Similarly, according to Stanton (2007, p. 63), tone is the author's emotional attitude displayed in the story. Tone can come in various forms, whether light, romantic, ironic, mysterious, quiet, dreamlike, or full of feeling. When an author is able to share feelings with the character and when those feelings are reflected in the environment, tone becomes synonymous with atmosphere.

### 5. Symbolism

Abrams (1999) defines a symbol as "anything which signifies something; in this sense all words are symbols." In literature, however, it refers specifically to "a word or phrase that signifies an object or event which in its turn signifies something, or has a range of reference, beyond itself" (p. 311). Similarly, according to Stanton (2007, p. 65), a symbol in literature is a thing with both a literal and figurative meaning that helps the reader to understand the story better. This literary device can refer to a word, an object, or a setting the author uses in the text to focus readers' attention on the message. Symbols are concrete and factual details that have the ability to evoke ideas and emotions in the reader's mind. In fiction,





symbolism can produce three effects each depending on how the symbol in question is used. First, symbols that appear in an important event in the story show the meaning of that event. Second, a single symbol is displayed over and over again to remind the reader of some constant element in the story universe. Third, a symbol that appears in different contexts will help readers find themes.

## **6. Irony**

According to Abrams (1999, p. 135), irony is understood as the intentional concealment or distortion of reality, not for the purpose of deception, but to generate particular rhetorical or aesthetic effects. In general, irony is a way of showing that something is contrary to what has been previously thought. In the world of fiction, there are two types of irony that are widely known, namely dramatic irony and ironic tone. Dramatic irony or irony of plot and situation usually arises through a diametric contrast between appearance and reality, between a character's intentions and goals and the results, or between expectations and what actually happens. Tone irony or verbal irony is used to refer to a way of expression that expresses meaning in the opposite way (Stanton, 2007, p. 72).

Structuralism theory certainly has its own advantages and disadvantages.

### **1. Advantages of Structuralism Theory**

- a) Does not require knowledgeable literary reviewers.
- b) Literary studies become positivistic (can be measured, proven, ascertained by the elements, and can be achieved).
- c) As a basic step for other theories.
- d) Try to do justice to literary works.
- e) Research becomes more detailed and deeper because it dismantles the elements in more detail.
- f) Many give feedback to writers of literary works to be more careful.



## 2. Disadvantages of Structuralism Theory

- a) Literary works are alienated from context/ahistorical (released from their history).
- b) Releasing literary works from literary background and previous works.
- c) Ignoring the author as the originator of the idea, the objectivity of the interpretation is doubtful.
- d) Regardless of socio-cultural relevance.
- e) There is a tendency to be synchronic (looking more at the sequence in the literary work).
- f) Requires strong literary theory.

The method of applying structural analysis in literary works, especially prose fiction, can be done by identifying, studying and describing the functions and relationships between intrinsic elements of fiction. For example, describing intrinsic elements such as plot, characters, characterization, setting, point of view, theme and message. After that, we know the function of each element in supporting the whole and how the relationships between the elements are to form a unified meaning. This integration can be seen from the relationship between one event and another, its relationship to non-chronological jumps, its relationship to character characterization, to the background and so on.

### 2.3 Theory of Gender Inequality

Gender is different from sex. Sex is determined biologically and genetically acquired differences between males and females, according to their physiology and reproductive capabilities or potentialities. It is universal and mostly unchanging, without surgery. While gender is related to the characteristics inherent in male or female identity which are socially or culturally constructed (Fakih, 1996, p. 8).

Gender refers to the economic, social, political, and cultural attributes and activities associated with being women and men.



Gender differences are not a problem as long as it do not cause problems. However, in reality there are many gender inequality caused by gender differences. Fakihi (1996, p. 12) argues that gender differences cause various inequalities, both for men and especially against women. The society as a group that creates gender division behaviour to determine based on what they consider to be a necessity, to distinguish between men and women. The problem of gender inequality does not need to occur if there is a common relationship between men and women in a social context, such as the existence of mutual respect, humanizing and upholding mutual understanding. But as is often seen so far women are more often experiencing gender inequality by placing women below the level of men in social relations. This condition aroused the awareness of some women to fight for gender equality. The feminism movement cannot be separated from the realization of gender equality. The basic commitment of feminists is achieving gender equality and rejecting inequality against women.

According to Fakihi (1996) in his book entitled “*Analisis Gender dan Transformasi Sosial*” there are five forms of gender inequality includes marginalization, subordination, stereotypes, violence and workload. The following is an explanation of the form of gender inequality. These five forms of gender inequality cannot be separated, because it is interrelated and influence each other dialectically.

### **2.3.1 Gender and Women’s Marginalization**

Marginalization is a process of the impoverishment caused by gender differences. Gender assumptions can be used to marginalize a person or group. Women are the aggrieved party than men in this gender inequality. There are several differences in types and forms, places and times as well as mechanisms in the process of marginalization of women due to gender differences. In terms of sources, it can come from government policies, beliefs, religious interpretations, traditional beliefs and habits or even scientific assumptions (Fakihi, 1996, p. 14).

can be concluded that, marginalization of women is a process where re placed in a marginal or neglected position in society. So women’s



position is less advantageous than men in various aspects of life. As a result of this marginalization, women often do not have the same access and rights as men.

The marginalization of women not only harms women themselves, but also society as a whole. When women cannot participate fully and equally, their potential cannot be fully utilized, which in turn can hinder social and economic development.

### **2.3.2 Gender and Women's Subordination**

In the context of gender, subordination is a condition where one gender is considered inferior, weaker, or powerless compared to the other gender. This is a form of inequality that often results in discrimination and the inability to access equal opportunities in various aspects of life, such as in family, work, education and society in general. According to Fakihi (1996, p. 15), women tend to be placed in less important positions than men. So that women are under the control or domination of other groups (men).

Women's subordination places them in inferior positions, where their control, rights, and access are often limited by social norms and men. Women who are in subordinate positions are often not involved in making important decisions, both in the family and in society. Decisions regarding finances, children's education and daily life are usually made by men. This causes women to lose personal freedom. They may be regulated in terms of who they interact with, when and where they can go, and what activities they can engage in. In many cultures that place women in subordinate positions, there is strict control over women's bodies, including their rights to reproduction, marriage, and sexual health.

### **2.3.3 Gender and Stereotype**

Fakihi (1996, p. 16) believes that generally stereotype is an image or description to a person or group. In the concept of gender, stereotypes refers to the labeling or marking of a particular gender based on the characteristics or role of man and women. Gender stereotyping presents a serious obstacle to the achievement of gender equality and feeds into gender discrimination, limiting the rights and opportunities of men and women in various aspects of life.



### 2.3.4 Gender and Violence Against Women

Gender-related violence is violence that arises from gender norms and roles as well as from unequal power relations between women and men. Violence is specifically targeted against a person because of his or her gender, and it affects women disproportionately. It can manifest in various forms such as, physical, sexual, and psychological harm (including intimidation, suffering, coercion, and/or deprivation of liberty within the family or within the general community). Fakih (1996, p. 17) argues that basically, gender-related violence is caused by the inequality of power that exists in society.

Fakih (1996, pp. 17-20) divides forms of violence into eight parts, they are:

1. Forms of rape violence against women, including marital rape. Rape occurs when a person is forced to obtain sexual services without the relevant volunteer. This irrelevance often cannot be expressed due to various factors, such as fear, shame, economic and social or cultural compulsion, there is no other choice.
2. Physical beatings and attacks that occur in the household, including the torture of children.
3. Forms of torture that lead to genital organs.
4. Violence in the form of prostitution.
5. Violence in the form of pornography. This type of violence includes non-physical violence, which is harassment in which a woman's body is made an object for one's benefit.
6. Violence in the form of forced sterilization in family planning.
7. Covert violence, such as holding or touching certain parts of a woman's body in various ways and opportunities without the willingness of the owner of the body.
8. The most common crime committed against women committed in the community is known as sexual harassment.



#### Gender and Women's Double Burden

Another form of gender inequality is double burden. Double burden is a burden that is received by one gender more than the other gender. Fakih (1996,

p. 21) said that the assumption that women have nurturing and diligent qualities has resulted in all domestic household work being the responsibility of women. As a consequence, women carry out their duties as breadwinners and also as people who are responsible for domestic work without the help of men. The causes of the double burden are traditional gender norms, conservative family structures, unsupportive policies and regulations, and unrealistic social expectations. This is a form of gender inequality that is often overlooked, but has a significant impact on women's lives.

Gender inequality is a general idea or theory which postulates that women has been treated as inferior to men in almost all sections of society. Marginalization, subordination, stereotypes, violence and double burdens are forms of gender inequality that are interrelated and mutually reinforcing in creating gender injustice. The existence of stereotypes can strengthen views that cause women to experience marginalization and subordination. When someone is in a marginalized position and is considered less important, this can lead to violence, both physical and non-physical. Apart from that, stereotypes can also cause individuals to experience a double burden, where they have to bear excessive responsibility in various aspects of life. Although marginalization and subordination are related, they have significant differences. Marginalization focuses more on exclusion and deprivation of access to resources and opportunities, while subordination highlights hierarchies and unequal positions of power. The combination of these forms of inequality reinforces unjust structures in society, creating an environment in which certain genders are more vulnerable to discrimination and injustice.

## 2.4 Theoretical Framework

In a research, the existence of a theory is very important. The existence of a theory in research makes the research acceptable for clarify because it is based on a a theory. This research uses structuralism approach by Robert Stanton and theory of gender inequality by Fakih theory to identify gender inequality that reflected in

*Oliver Twist* by Charles Dickens (1838). As for the theory of gender / from Fakih (1996), it is divided into five aspects that are women's



marginalization, women's subordination, women's stereotype, women against violence, and women's double burden.

The following is the theoretical framework of this research.

