CHAPTER II

LITERATURE REVIEW

This chapter consists of four sections. In sections one, the writer explains the English words as the first content of the literature review. Sections two explores on language and gender including a discussion on gender stereotype. Moreover, the gender stereotype theories in children literature is explained further in section four. The last section explains about the previous studies related to this study.

2.1   English Words

In every language, words are fundamental units in every sentence. According to Harley (2006, p. 3) word, then,is a minimal unit of speech having a meaning. When you know a language, you know words in that language, that is, which sequences of sounds are related to specific meanings and which are not (Fromkin, Rodman & Hyams, 2003, p.286). Moreover, they explain that each word in your mental lexicon includes other information as well, such as whether it is a noun, a pronoun, a verb, an adjective, an adverb, a preposition, or a conjunction. In English, the words can be divided into two classes they are open class or content words and closed class or function words. Open class words not considered as the core of the language because it can accept addition or replacement of new words (Fromkin, Rodman & Hyams, 2003). While closed

class is the contradiction of open class word, it is not expected to change, there is no items that can be added.

The typical of the open class words are the class of nouns, verb, adjectives and adverb or so called content words that deliver the meaning of a sentence. It has meaning and can be compared to structural grammatical words also potentially infinite. Content words denote concepts such as objects, actions, attributes, and ideas that we can think about like *children, anarchism, soar, and purple* not (Fromkin, Rodman & Hyams, 2003, p.73). Moreover, Biber, Conrad & Leech (2002, p.15) stated that lexical words or content words in English includes nouns (e.g angel, truth, hotel), verbs (e.g punch, build, remember), adjectives (e.g weak, smooth, slow), and adverbs (e.g slowly, hopefully).

In contrast, closed class word contains function word which the membership are fixed and limited. A function word is acquired later than a content word which its function to interpret units containing lexical words. Therefore, the one that contain the meaning is the content word. For instance, English has only four coordinators: and, or, but, and (rarely) nor. Moreover, prepositions, coordinators, auxiliary verbs, and pronouns can be included on function words (Biber, Conrad & Leech, 2002, p.16).

This study focuses on content words which consist of noun, verbs, adjectives, and adverbs. First, noun words such as book, girl, gold, information are common nouns. Words such as Sarah, Oslo, and Microsoft (names) are proper nouns (Biber, Conrad & Leech, 2002, p. 20). Moreover, Biber (2002) suggested many characteristics of nouns, they have inflectional and derivational suffixes.

Some are countable and the other are uncountable and can not have a plural form (e.g gold, information) as well as contain more than one morpheme such as compound nouns: bomb + shell, bridge + head, clothes + line. Furthermore, the nouns could be grouped into synsets or sets of cognitive synonyms that each of it expressing a distinct concept and interlinked by means of conceptual-semantic and lexical relations (WordNet, 2014).

According to Gelderen (2002), lexical verbs are various wether can be in the form of past, present, or any kinds of tenses, or active and passive voice. Besides, lexical verbs are in the form of 'open' group which is unlimited and productive means that the English language is always adding new lexical verbs, it function only as main verbs. On the other hand, according to Declerck, Reed & Cappelle (2006), auxiliaries verb have little or no lexical meaning. They help to form complex verb forms which express either a grammatical notion (like 'passive', 'progressive', or 'tense') or one or more modal ideas. So, auxiliaries meanings are more schematic (i.e. more 'skeletal', more 'abstract', less 'full') than lexical verbs.

Moreover verbs in verbal communication are containing two concepts that naturally used, one is primary verb and the other is secondary verb. According to Dixon (2005), primary verb is denoting some activity or state. Meanwhile, Secondary verb could modify some other verbs semantically. Primary verb divided into two, there are Primary A and Primary B. Dixon (2005, p.96) states that Primary A verb types is verbs that must have noun phrases (not complement clauses) in subject and object slots. Primary A verb types are including motion

and rest, affect, giving, corporeal, weather and others. On the other hand, according to Dixon (2005, p.97) Primary B verb types may have noun phrases filling subject and object slots but they also allow—as an alternative—a complement clause to fill one of these slots.

Primary B verb types are containing attention, thinking, deciding, speaking, liking, annoying and others [see table 2.1].

Table 2.1 Verb Types

No	Primary A verb types		Primary B verb types	
	Types	**Definiton**	**Types**	**Definition**
1.	Motion and rest	• Motion refers to a mode of motion. • Rest refers to causing something to be in a particular position of rest, e.g. open, close, shut	Attention	The verb finds out something about an impression through use of eyes, or ears, or nose, or the taste-buds in the tongue, or the tactile feelings in the skin.
2.	Affect	The verb is as an agent moves or manipulates something (referred to as the Manip role) so that it comes into contact with some thing or person.	Thinking	The verb is as cogitator (who is generally human) has in mind some thought
3.	Giving	Giving is the verb that indicates the nature of the giving activity	Deciding	The verb is as a Decision-Maker (who is generally human) thinks to themself that they will follow a certain course (of action).
4.	Corporeal	This type covers	Speaking	The verb that is

		verbs dealing with bodily gestures		reflecting the important role that language activity has in our lives
5.	Weather	The verb makes up a complete clause, but the impersonal subject it has to be added, effectively have no semantic roles at all.	Liking	The verb expresses the nature of the feeling.
6.	Others	The rest of Primary A types that do not have critical properties in terms of the syntactic topics	Annoying	The verb is as an experiencer gets a certain feeling about a Stimulus. i.e frighten, terrify, scare, shock, upset, surprise; offend; delight
7.			Others	All of these types include some verbs which take complement clauses and some which do not.

The next member of the content words discussed in this chapter is adjective. According to Fromkin, Rodman & Hyams (2011) adjective generally not only precede the nouns they modify (i.e. an asleep lion) but also follow their verb. Moreover, Fromkin, Rodman & Hyams (2011, p.569) explained that adjective is the syntactic category, also phrasal category of words that function as the head of an adjective phrase, and that have the semantic effect of qualifying or describing the referents of nouns, e.g., tall, bright, intelligent.

Then, Yule (2010, p.82) stated that adjective are words used, typically with nouns, to provide more information about the things referred to (**happy** people, **large** objects, a **strange** experience). There are several types of adjective

class those are dimension, physical properties, speed, age, color, value, difficulty,

volition, quality, human propensity, and similarity (Dixon, 2005), [see table 2.2].

Table 2.2 Adjective types

No	Adjective Types	Example
1.	Dimension	big, great, short, thin, round, narrow, deep
2.	Physical Property	hard, strong, clean, cool, heavy, sweet, fresh, cheap, quiet, noisy corporeal subtype, e.g. well, sick, ill, dead; absent; beautiful, ugly
3.	Speed	quick (at), fast (at), slow (at), rapid, sudden
4.	Age	new, old, young, modern
5.	Colour	white, black, red, crimson, mottled, golden
6.	Value	(a) good, bad, lovely, atrocious, perfect; (b) odd, strange, curious; necessary, crucial; important; lucky
7.	Difficulty	e.g. easy, diffcult, tough, hard, simple
8.	Qualification	definite subtype, e.g. definite, probable, true, obvious possible subtype, e.g. possible, impossible usual subtype, e.g. usual, normal, common likely subtype, e.g. likely, certain sure subtype, e.g. sure correct subtype, e.g. correct, right, wrong, appropriate, sensible
9.	Human Propensity	fond subtype, e.g. fond (of) angry subtype, e.g. angry (with/at/about), jealous (of), mad (about), sad (about) happy subtype, e.g. anxious, keen, happy, thankful, careful, sorry, glad (all taking about); proud, ashamed, afraid (all taking of) unsure subtype, e.g. certain, sure, unsure (all taking of or about), curious (about) eager subtype, e.g. eager, ready, prepared (all taking for), willing clever subtype, e.g. clever, adept, stupid; lucky; kind, cruel; generous (all taking at) honest subtype, e.g. honest (about/in/at), frank (in/about) busy subtype, e.g. busy (at/with), occupied (with),

		preoccupied (with), lazy (over)
10.	Similarity	like, unlike, similar to, diferrent from, equal to/with, identical to, analogous to, separate from, independent of, consistent with

The last member of the content words explained in this chapter is adverb. According to Fromkin, Rodman & Hyams (2011, p.569) adverbs are words used, typically with verbs, to proide more information about actions states and events (slowly, yesterday). Some adverbs (really, very) are also used with adjectives to modify information about things (**Really** large objects move **slowly**. I had a very **strange** experience **yesterday**). Moreover, according to Fromkin, Rodman & Hyams (2011, p.569) adverb is the syntactic category, also lexical category of words that qualify the verb such as manner adverb like quickly & time adverbs like *soon*. The position of the adverb in the sentence depends on its semantic type, e.g., John will soon eat lunch, John eats lunch quickly. Adverb classified into adverb of manner, adverb of degree, adverb of place and adverb of time (Biber, 2002) [see Table 2.3].

Table 2.3 The Adverb Categories

No.	Categories	Definition
1.	Adverb of manner	Adverb that express information about how an action is performed
2.	Adverb of degree	Adverb that describe the extent of a characteristic
3.	Adverb of place	Adverb that express distance, direction, or position
4.	Adverb of time	Adverb that express position in time, frequency, duration, and relationship

2.2   Language and Gender

It is widely issued that there is a differences of language style used by men and women in area study of sociolinguistics. In article entitled Language and Women's Place published in 1972 by Robin Lakoff stated that the language use of men and women is different, he said that those differences is influenced by the gender identity constructs by the society.

The societies construct men and women differently. Men and women are socially different in that society lays down different social roles for them and expects different behavior patterns for them (Lindsey, 1990, p.49). The common phenomena is usually men and women stereotyped based on their biological condition to distinguish their gender identity. It is generally assumed that men tend to be more aggressive than woman because they have higher level of testosterone, while the smaller left hemisphere in women are usually constructed as the opposite to each other in which women are usually constructed more negatively.

Eckert and Ginet (2003, p.35) stated that men are strong, women are weak; men are brave, women are timid. As the matter of fact, it is depicted on the character of Popeye on Popeye The Sailorman which always protect Olive from danger. Moreover, Eckert and Ginet (2003, p.35) judged that men are aggresive, women are passive. For example, in the cartoon of Popeye The Sailorman, the character of Brutus are always trying to tease Olive. It shows that man more aggresive while woman are passive. The difference in the use of language betwen

man and woman leads to gender stereotype. This topic is discussed in the next paragraphs.

Stereotyping has been the actual issue among the societies. Cameron argued (as cited in Talbot, 2003) that stereotyping involves a reductive tendency: to 'stereotype someone is to interpret their behavior, personality, and so on in terms of a set of common-sense attributions which are applied to whole groups. There are some examples of stereotyping such as 'Chinese are smart', 'England are good at football'.

Stereotyping can also happen in gender. The term "stereotype" in language and gender is often used to refer to prescriptions or unstated expectations of behavior, rather than specifically to representational practices (Talbot, 2003, p.472). For example, Damasti (2013) stated that females are commonly noted for their nurturant characteristics by being with family and child frequently and also engaging intensely in domestic settings, such as room and home as the theory of Eckert and Ginet (2003,p. 35) explained above. That explanation is the general example of the stereotypical behavior to show how women 'should' behave in their life.

Taylor (as cited in Taylor, 2003) states that there is a code for practicing the judgements between woman and man. Both women and men have ideological messages which embedded throughout culture. As declared by Cameron (2003, p.452), that gender ideologies are specific to their time and place: they vary across cultures and historical periods, and they are inflected by representations of other social characteristics such as social class and ethnicity. Moreover, she emphasized

if in any definable social groups, women and men are generally different. As in common view, women are not equal to men in many aspects of life. Simply, men dominate in almost every aspects of life. This is emphasized by patriarchal gender ideologies assuming that men should dominate women, have such an authority to control them, and rule or dictate them what to do.

Further, gender construction in the society tends to build a view how to be female and male as the society constructs. Argued by Cameron (2003, np.452), the gender differences is found in the use of language, that is, whatever men's language is, women's language is not. She added that the study of language ideologies includes examining the texts and practices in both spoken and written representation of language. Even more, she defined that the representations of gendered linguistic behavior are extremely variable historically and culturally. In general perception, women are viewed againts the similar linguistic idea that identified by qualities such as repeticence, modesty, deference, politeness, empathy, supportiveness and cooperation.

In research conducted by Fuertes and Olivera (2007), when they examine lexical gender in written business English using corpus methods, they found that for each women referred to in the corpus, there are more than 100 occurences for man. It shows that in business world's written texts, generally the authors make reference to men more often than to women.

Gender stereotyping can also be found in literary works although it is limited because in written texts there is no intonation as in spoken language. For example, Jones and Myhill (2007) studied gender differences, focusing on specific

linguistic characteristics such as usage of adverbials, repetition on of the same words, especially nouns, and the use of synonyms and hyponyms. The result showed that there were brief differences in linguistic characteristics between the sexes. These gender stereotypes are also can be found in children literature that will be explained further in the next sub-chapter.

2.3 Gender Stereotypes in Children Literature

Gender is something that we acquire since early age from the construction that built by the society. Eckert & McConnell-Ginet (2003) stated that children learn gender initially by having other people do gender for them; they get gender everywhere, from experience in all settings. It is embedded in the family, the neighborhood, church, school, as well as from media (p.33).

When children begin to acquire language, they are exposed to kinds of literatures such as tales, poetry, novels, cartoon film, children TV shows and movie that has genre for children. It is obvious that movie is one example of a literary work. In movies, children not only watching the action of the characters but they are also read the subtitle of the movie. At this process they are also starting to learn about gender roles is an essential part of their knowledge construction (Nair & Talif, 2010, p.137).

As children grow older, they naturally will acquire how to define themselves as their kind of gender. Taylor (2003, p.301) points that by the age seven, perhaps as early as age four, children begin to understand gender as a basic

component of self. Dionne (2010) argues in her article that children imitate the activities and attributes that related to masculinity and femininity.

Therefore, when children are exposed to stereotypical construction of masculinity and femninty, it is more likely that it may inhibit their development and have damaging effects as stereotypical representation of occupations and profession could encourage them to choose particular fields of employment (Nair et al., 2010; Dionne, 2010). That statement make a possibility to conduct research in children's literature to reveal the gender stereotype view inside.

2.4   Previous Studies

There are three studies that are closely related to this study. They are the article by Crowe and Stephen's entitled *Gender Differences in Preschool Children's Language and Movement,* the article by Zaini et al entitled *Gender Differences In The Language Use Of Malaysian Teen Bloggers,* and thesis by Damasti Amandara entitled *Male and Female Representation In The Grimm's Fairy Tales: A Corpus- Driven Approach.*

First, Crowe and Stephens (2008) observed six preschool-age children (3 boys and 3 girls) with a mean age of 3 years, 5 months examining gender differences in language and movement during 20 minutes of free play which coded for total number of words produced and intensity level of movement, with two minutes of nonverbal and verbal interaction during play coded as movement-related, social, or play augmentation.

The result showed that the girl used language more often to augment their play and to accompany their movement than boys, whereas the boys had sligtly more social utterances than girls. The similarity of this study with Crowe and Stephens' s (2008) article is observing the language use between male and female at children age. While the difference, they focus on spoken language only while this study focus on written language as the dialogue of the movie subtitle.

Second, the study of language and gender in *Gender Differences In The Language Use of Malaysian Teenage Bloggers* article conducted by Amir et al., (2012) investigates the differences in language use by female and male Malaysian teenage bloggers who use blog as a diary to express their daily issues about life that aims to examine the gender differences observed in the language features used by male and female teenagers in their blogs. The same as the writer's study that investigate language and gender of written texts, in this case subtitle format.

Moreover, this study is not exposing the differences of language and gender in teenager age, but limited in children literature. The result of the study show that there are differences between male and female bloggers in frequencies of five language features which are intensifiers, hedging, tag question, empty adjectives and adverbs.

Last is taken from the research conducted by Amandara (2013) from English Department of University of Airlangga. She investigated the noun collocates used to represent the male and female characters in the Grimm's Fairy Tales stories. The similarity between this study and Amandara's (2013) is that both studies emphasized the differences between man and woman language use,

specifically in content words. On the other hand, the difference is that in this study the writer not focus on the noun only as one component of content words. The writer's object is movie as one of children literature while Amandara (2013) observed children's books. The result of her study shows that female character tend to spend her time in domestic area.