

CHAPTER I

INTRODUCTION

1.1 Background of the study

Language is the basic means of communication in human life. Language is important for society to express their feeling and opinion through oral or written at national and international level. International relation among nations will be impossible without the presence of English. It is to the fact that English is an international language that has reached every aspect of our everyday life. Furthermore, language plays important role in distinguish and characterise gender through communication or daily conversation of both men and women.

The relation between language and gender has been observed by many researchers since 1970s until now. However, most of them only focus on the language used by adults. For example, Lakoff (1975) marked the beginning of the twentieth-century linguistic interest in sex differences about female speech known as the 'Lakoff's hypothesis'. Lakoff asserted that women are more likely to use empty adjectives such as 'divine', 'charming', and 'lovely'; precise colour terms such as 'magenta', and 'aquamarine'; intensifiers such as 'so', 'really', and 'very'; and qualifiers such as 'not exactly' and 'a bit'. In addition, women use more tag questions, more hedges, more rising intonations and more polite forms than men do. Lakoff assumed that these characteristics of 'women's language' are a result of linguistic subordination. A woman must learn to speak 'women's language' to

avoid being criticised as unfeminine by society. As a result, women appear to be lack of authority, seriousness, conviction, and confidence in their conversation.

Spender (1999) assumed a radical view of language as embodying structures that sustain male power. She examined the view of the male as norm and becomes an idea of patriarchal order. She also explained how men dominate the conversation, interrupt their conversational partners and are more successful at having the topics they bring up. Her analysis drew a summary to what is now known as the 'male dominance' approach characteristic of studies of language use and gender.

Another researcher, Holmes (2008) also stated that women and men used contrast linguistic forms. She claimed that women are more linguistically polite than men. Moreover, women tend to use more of the standard forms than men do, while men use more of vernacular forms than women do; for example women prefer to use formal language in a conversation even with her close friends; "Would you mind to accompany me to go to bookstore?" "Yes, I'd love to".

Basically, all of those previous studies have examined language and gender in a society and kind of spoken language used by adults. The relation between language and gender can actually be observed as well among children, not only adults. We should recognize that most children love imitating language or word of what they have heard or read. We may also know that children language is influenced by their parents particularly their mother as they spend much time with mother instead of father. Furthermore, since children are able to read a book, children are able to describe gender of word or language as it is given

to them. Nowadays, children are unconsciously able to identify the word of gender not only by watching television but also by reading children's book.

There are several researchers that have shown the gender differences in the use of language in the books for children. Eckert and Ginot (2003) states that language and gender of children's literary works introduce some words related to the word 'boy' and 'girl' as children read and see the picture in the story book. Meyerhoff (2006) has shown how language also plays important roles in children's personal identity as they grow up and interact in society. This means that gender stereotype can also be observed from the books read by children.

A stereotype is a set of beliefs about the characteristics or attributes of a group (Judd & Park, 1993). These beliefs distinguish a particular group from other groups by describing differences among groups. Consequently, gender stereotypes are beliefs about the characteristics or attributes of men and women, boys and girls. Almost all children become aware of gender stereotypes regardless of family attitudes or values because the mass media and peer interactions, especially at school, expose most children to messages about gender (Maccoby, 2002; Martin & Fabes, 2001). The same case can be seen in the exposure of books for children.

Morris (2003) explains that gender stereotype represents some assumptions about characteristics of both feminine and masculine in which phenomenon is happened during child's development. Parents treat their children differently since they were born; starting from clothes until toys. We may notice that parents have given gender differentiated toys such as dolls for girls, and trucks or guns for boys. The writer also finds some phenomena among parents and

their children in her surroundings about dictation that boy must not cry and girls must be an obedient girl.

In this study, the gender stereotypes will be observed from popular children books, particularly fairy tales book. Fairytales play a major role in reinforcing gender stereotypes as well as transmitting society's expectations to children (Louie, 2012). The way in which gender is performed in these stories contributes to the images that children develop about their own roles in society. Taylor (2003) notes that Children's pre-school books are an important cultural mechanism for teaching children gender stereotypes. Children's books present values and beliefs from the dominant culture, including gender ideologies and scripts or language. Ideological messages about gender are embedded throughout our culture, and when women and men use them as standards of comparison to make judgments about themselves or about others, we may say that they are practicing gender ideology. For example, when we try to describe the culture of beauty, women may use cosmetics, style of dress, and even a certain colours in order to adjust their appearance so that the beauty is shown. The example also characterize that women are beautiful; while men are handsome.

Amandara (2011) also describes that selected words such as *his* or *her* may represent the characteristics of male and female in occupations. In her analysis of Grimm's fairy tales, Amandara shows that male do hard work such as being criminal as thief and robber until being leaders or scientist. Female has limited occupations either becomes male counterpart or domestic activities such as

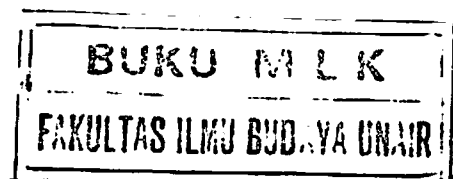
servant. This will show a stereotype to young readers, particularly female readers, that certain occupations are not available for them.

The children books selected in this study are *Hans Christian Andersen Fairy Tales*. It contains 138 stories and publishes under copyright of The Floating Press in 2010. In his literary works, Hans Christian Andersen not only wrote down existing tales, but created many of his own (Gadd, 2007). According to Gadd, Andersen himself had had a particularly tough life and many of his heroes, such as *The Ugly Duckling*, were thought to be representative of his own life. These traumas left a definite trace in his writings, which is one of the reasons Andersen's work—including his tales and stories—goes far beyond traditional children's literature. Most Andersen short stories have left a moral legacy about life, its struggles, human nature and the beautiful innocence of childhood as he experienced. Why these tales have survived over the centuries is testimony to their inherent value, and symbolic reference to aspects of our lives and growth as people, sadly lacking in most of the cartoons we see today.

From their first publication in the mid-nineteenth century to today, Andersen's fairy tales have remained continuously in print in numerous languages and has been translated into more than 150 languages included Indonesian (Frandsen, 2013). *Hans Christian Andersen Fairy Tales* not only provides myth in the story, but also present an imagination of children world in which children should be interested to read it and adapt it into their real world. Makala (2013) asserts that Andersen retellings of traditional Danish fairy tales and the many fairy tales he created have been read and reread by generations of young people around

the world. The writer sees that most of children love pretending to be one of the characters of a children story book they have just read. This present study examines the concept of gender stereotype used in *Hans Christian Andersen Fairy Tales* which focuses in the word of 'boy', 'girl', 'prince' and 'princess'. This study tries to determine the collocates related to the nouns 'boy', 'girl', 'prince' and 'princess'.

The term collocation generally refers to the way in which two or more words are typically used together. For example, we talk about *heavy rain* but not *heavy sun*, or we say that we *make* or *come to a decision*, but we don't *do a decision*. So, *heavy rain* and *make a decision* are often referred to as collocations and we say that *heavy* collocates with *rain*, or that *heavy* and *rain* are collocates of each other. McCarten (2007) analysed that collocates of verbs such as *have*, *get*, *make*, and *do* are referred to *delexical verbs*. These are verbs which don't have a lexical meaning of their own, but take their meaning from the words that they collocate or are used with. For example, the verb *make* has a different meaning in each of the expressions *make a cake*, *make a decision*, and *make fun of*. So it is sensible to teach verbs of those expressions, as collocations, instead of trying to identify and differentiate basic meanings. McCarten also shows the most frequent collocates of the certain words such as *make* and *do* that come after the word instantly as in *make sure* and words that come two or more words after it as in *make a difference*, *make a huge mistake*. Since these units of analysis are nouns, the chosen collocates comprise adjectives and verbs.



Languages make an important distinction between two kinds of words—content words and function words. Nouns, verbs, adjectives, and adverbs are categorised as *content words*. These words denote concepts such as objects, actions, attributes, and ideas that we can think about like *children, anarchism, soar, and purple*. Content words are sometimes called the *open class* words because we are able to add new words to these classes, such as *digitalise, blog, keyboards, and tweet* (Fromkin et al, 2011: 39). Nouns can be identified as those words that can be inflected for plural. Nouns may have many modifiers, as in *tall, black, male, domestic, shorthaired cat*. Another explanation is that there are forms of nouns. McCarthy (2002: 34) describes that based on its classification; nouns can be distinguished into countable nouns and uncountable nouns. Uncountable nouns are seen as denoting an undifferentiated mass or quantity, while countable nouns are performed exact number of a quantity. Most countable nouns in English have two forms: a singular and a plural.

There are two main classes of modifying words in English—adjectives and adverbs. Adjectives are chosen because they are the modifiers of nouns. In modifying nouns, adjectives can be derived from nouns, nouns from verbs, verbs, and so on (McCarthy, 2002: 54). Adjectives also perform three forms of comparison; that give additional meaning to noun which it is attached to. Verbs are also selected because they show the action performed by the nouns.

1.2 Statement of the problems

There is main research question which covers the phenomenon of gender stereotype in *Hans Christian Andersen Fairy Tales* that will be examined by the writer as follow:

- How does gender stereotype represent in *Hans Christian Andersen Fairy Tales*?

In order to answer the main question above, the writer will analyse through several sub-questions namely:

1. What are the similarities and differences in the adjectival collocates of the words 'boy' and 'girl'?
2. What are the similarities and differences in the verbal collocates of the words 'boy' and 'girl'?
3. What are the similarities and differences in the adjectival collocates of the words 'prince' and 'princess'?
4. What are the similarities and differences in the verbal collocates of the words 'prince' and 'princess'?

1.3 Objectives of the study

Based on the statement of the problems, the objectives of this study is to determine gender stereotype which represents in *Hans Christian Andersen Fairy Tales* through analysis below:

1. The similarities and differences in the adjectival collocate of the words 'boy' and 'girl'.

2. The similarities and differences in the verbal collocate of the words 'boy' and 'girl'.
3. The similarities and differences in the adjectival collocate of the words 'prince' and 'princess'.
4. The similarities and differences in the verbal collocate of the words 'prince' and 'princess'.

1.4 Significance of the study

The writer hopes that this study will contribute to a better knowledge and understanding about gender stereotype of male and female characters particularly in children literature based on corpus linguistics analysis. The result of this study may also interest other researcher to expand their research on language and gender by applying corpus analysis to have empirical data for their further research. For instance, by conducting research on different children books that enriches other findings in children literature.

By comprehending gender stereotype of male and female characters in *Hans Christian Andersen Fairy Tales*, parents and educators may give a better understanding to deal with children characters in fairy tales so that they will know how to introduce language to their children. Furthermore, the findings of this study can become a review for the publishers and authors of children books to provide more examples in introducing male and female characters in their future works.

1.5 Definition of Key Terms

- Gender** : Gender is the very process of creating a dichotomy by effacing similarity and elaborating on difference, and even where there are biological differences; these differences are exaggerated and extended in the service of constructing gender. Therefore, gender is a social arrangement, and every individual's gender is built into the social order. (Eckert & McConnell-Ginet, 2003, p. 13)
- Stereotype** : A stereotype is a set of beliefs about the characteristics or attributes of a group (Judd & Park, 1993)
- Child** : A person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger (www.unicef.org)
- Fairy Tales** : Fairy tales is a fantasy which takes place in human world and they are full of imagination and even magical events; it does not happen in our time or our world, but they take place in human creation. (Kronborg, 2009)

CHAPTER II LITERATURE REVIEW