# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Study

Gender has always been an interesting topic to discuss especially in the last several decades. The term gender first developed for social analysis by Oakley (1972). "Gender is a primary way of signifying relationship of power" (Scott, 1988). For example, according to Sanders (2002) the role image of men is always stronger than women, more aggressive, competitive, superior, independent, simple and more focus, gallant and suitable for work outdoors. While women are weak, care for details since they have an ability of good motoric, loving and humane.

Gender can also influence the use of language, for example is the research conducted by Fuertes-Olivera (2007) entitled "A Corpus-Based View of Lexical Gender in Written Business English". The research shows that Business English is mostly men not women. It indicates on the corpus table results which is segmented by the group of several aspects, such as *form of address* which shows a higher percentage of Male form (Mr) than female form (Mrs, Miss, Ms). Another table indicates *professional title*, and it shows that the higher percentage still refers to male than female. Almost all of the business settings are dominated by males, particularly because of the management position is filled by males, and there are many more trades and professions filled by males.

The research conducted by Fuertes-Olivera encourages the writer to conduct further research. However, instead of focusing on business text, the writer would

like to analyze a general text. In this case the writer chose a grammar book entitled *Understanding and Using English Grammar* written by Betty Schrampfer Azar and published in 2002. The writer chose this book because the author of this book, Azar, is a teacher and the author of several English grammar workbooks that are a staple in the ESL teaching industry. As many reviews that the writer read on the *www.amazon.com* about this book from its customers, many of them are using this book is for studying English as a second language. For the reason, this book presents complete tenses including verb tenses, modals, passive voice, gerunds and infinitives, singular and plural, adjective clauses, noun clauses, connecting expressions, and conditional sentences. In addition, this book is also used at the English Department, Faculty of Humanities, Airlangga University for the Grammar Class.

In analyzing the lexical items related to the gender categories, the writer uses the corpus linguistic approach. Corpus linguistic is the analysis of nature which occurs in language on the basis of computerized corpora. In this case, the writer uses gender categories by Hellinger (2001) which introduces a number of terminological distinctions beyond the typological level and focuses more directly on the representation of women and men in a language.

The first gender category is grammatical gender. It is an inherent property of the noun. It controls agreement between the noun (as the controller) and some gender-variable (as a satellite element) and an article, adjective, pronoun, verb, numeral or preposition (as a target). Majority of languages included in the project belong to this group, such as: Arabic, Czech, Danish, Dutch, French, German,

Greek, Hebrew, Hindi, Icelandic, Italian, Norwegian, Polish, Romanian, Russian, Serbian/Croatian/Bosnian, Spanish, Swedish, and Welsh, (Hellinger, 2001).

The second gender category is lexical gender. "Lexical gender refers to the existence of lexical units which is carrying the semantic property [female] or [male] respectively, which may in turn relate to the extra-linguistic category of referential gender (or "sex of referent"), e.g. mother, son, father, uncle, etc", (Hellinger, 2001).

The third gender category is referential gender. Hellinger (2001) relates this category to linguistic expressions to a non-linguistic reality; more specifically. Referential gender identifies a referent as ''female'', ''male'' or ''gender-indefinite''. For example, "a personal noun like Germ. *Madchen* 'girl' is grammatically neuter, has a lexical-semantic specification as [female], and is generally used to refer to females. However, an idiomatic expression like '*Madchen fur alles'* (girl for everything) may also be used to refer to males", Hellinger (2001).

The fourth gender category according to Hellinger (2001) is social gender. "Social gender refers to the socially imposed dichotomy of masculine and feminine roles and character traits; it arises from stereotypical assumptions about what are the appropriate social roles for women and men, including expectations about who will be a typical member of each class", Hellinger (2001). Since English does not have grammatical gender and referential gender, the gender categories stated by Hellinger (2001) which is suitable in this research are social gender and lexical gender.

The writer found a number of interesting examples about gender issues that exist in the grammar book of Azar. For example in the first chapter of this book, we can find the following sentences "She mopped the kitchen floor". The example Azar use is a fraction of example of gender stereotypes that exist around us. 'She' who is doing the work 'mopped the kitchen floor' is an example of the female gender stereotype that women are identical with household chores.

Another example is "The chef is in the kitchen. He is tasting the sauce". This is a very common gender stereotype that most of chef is often associated with men, and most famous chefs are men, such as Jamie Oliver, Gordon Ramsay and many more. Gordon Ramsay also has a reality show called "Hell's Kitchen" whose contestants are mostly men.

Based on the background explained above, the writer would like to analyze further on the lexical words related to gender categories in Azar's Grammar Book. According to Radford (1999 : 125-139), he stated in his book that lexical words is part of word classes which signify concrete objects, activities, ideas, events, states, properties, or just a dictionary words with specific meanings. According to Dixon (2005), the major word classes in lexical words are nouns, verbs, adjectives. Therefore, in this study, the associated words can be noun, verb and adjective since adverb are derived from adjective only. For the analysis, this research is based on the collocations. Collocation is a way to define a sequence of words or terms that co-occur more often than would be expected by chance. (Baker et al., 2006)

## 1.2 Statement of the Problem

Based on the background of the study, the writer formulated the research questions as follows:

1. What nouns and verbs are commonly associated with men in *Understanding and Using English Grammar third Edition* by Betty Azar?

2. What nouns and verbs are commonly associated with women in *Understanding and Using English Grammar third Edition* by Betty Azar?

3. What are the similarities between the associated words for men and women found in *Understanding and Using English Grammar third Edition* by Betty Azar?

4. What are the differences between the associated words for men and women found in *Understanding and Using English Grammar third Edition* by Betty Azar?

## 1.3 Objectives of the Study

Based on the background of the study and the statement of problems, these are the object of the study as follows:

1. To determine nouns and verbs that are commonly associated with men in *Understanding and Using English Grammar third Edition* by Betty Azar.

2. To determine nouns and verbs that are commonly associated with women in *Understanding and Using English Grammar third Edition* by Betty Azar.

3. To determine the similarities between the associated words for men and women found in *Understanding and Using English Grammar third Edition* by Betty Azar.

4. To determine the differences between the associated words for men and women found in *Understanding and Using English Grammar third Edition* by Betty Azar.

## 1.4 Significance of the Study

In this study, the writer wants to find out how Azar depicts men and women in her grammar book entitled *Understanding and Using English Grammar third Edition*. This study is expected to increase the knowledge of corpus linguistics especially on word choice and will reveal how particular words (including noun, verb, and adjective) are associated with a particular gender.

Therefore, we will be able to know whether gender stereotype is prevalent in this grammar book or not. The result of this study will inform teacher whether it is necessary to modify their lesson to ensure gender balance in giving and making examples during a grammar class.

## 1.5 Definition of Key Terms

1. Lexical Items        : One that has or seen as having, a lexical opposed to grammatical meaning (Matthews, 2007)

2. Social Gender        : Masculine and feminine roles and character traits' (Kramarae &Treichler, 1985)

4. Lexical Gender       : The existence of lexical units such as mother, son, etc., carrying the semantic property [female] or [male]. (Hellinger & Bußmann, 2001)

5. Corpus Linguistics   : A scholarly enterprise concerned with the compilation and analysis of corpora that concerned typically. Not only with what words, but also structures or uses are possible in language use (Kennedy, 1998)

# CHAPTER II

# LITERATURE RIVIEW