

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Gender equality is one of the important aspects in society, both with women and men. Discrimination or woman inequality in terms of gender in various regions has various characteristics and levels, one of which is that women have limited opportunities related to programs and activities in the community. Every man and woman want to have the freedom to do something without any gender inequality. For example: work, be a leader, and have a higher education. According to Wilson (1975), the differences between women and men are the result of socio-cultural construction resulting in different roles and tasks. These differences makes women always left behind and neglected their roles and contributions in family life, society, nation, and state. Social construction places women and men in a different class. Men are identified with the bourgeois class, and women as the proletariat.

There is a difference or inequality between rights of women and men or the factors that hinder the realization of equality are because to the delay in development of science in the society or attitudes people in that place who still glorify the traditions of the past. Wadud (2006: 16) work is actually anxiety intellectual writer on gender inequality in society. One of the causes of gender inequality in social life is because of the ideology of the interpretation of the Qur'an doctrine which she considered patriarchal bias. In

order to obtain a relative interpretation objectively, a commentator must return to the basic principles in the Qur'an as her paradigm framework. That is why Wadud requires a entitled understands the word view.

*Mulan* is a Historical Fiction Novel was released in February 2020 and was written by Elizabeth Rudnick's. Elizabeth Rudnick's is a writer, editor, and literary agent who focused on helping writers and creators bring their stories to life. During her twenty years publishing career, she has worked with a wide range of talents and loves all parts of the publishing process. Elizabeth Rudnick's was born in 1989 in Herlev, Denmark. Elizabeth began her career as an editor at Disney Hyperion and a piece of her heart has always stayed in that world. Whether it is working on line edits, brainstorming a character's backstory, or big picture problem solving, Elizabeth takes the time to get to know each author and the world they are creating to best aid them in the process of bringing a book to life. During her tenure at Disney Hyperion she had the privilege of working with authors such as Melissa de la Cruz, James Ponti, Tui T. Sutherland, Kathryn Williams, Catherine Hapka, Helen Perelman, and many more. When not working with authors as an agent or freelance editor, Elizabeth is writing herself and has adapted over thirty books, including the best-selling *Cinderella and Beauty and the Beast*, as well as original stories based on hit films like *Frozen*.

The novel *Mulan* tells the story of a young Chinese woman, female warrior from the period of the Northern and Southern dynasties (420-589 AD), who disguises herself as a man to fight in her father's place. As a child,

*Mulan* was burdened with the tasks of bringing honor to her family, while at that time the kingdom did not allow a women to join the war. But in *Mulan's* family there is no male member other than her own father. His father's old condition makes *Mulan* run away from home with her father's equipment and armor, without thinking what other soldier will do to her if her disguise as a man is exposed. She later joined other soldiers and took pre-war training. It can be seen that gender inequality used in the Chinese government in that century, that a women could only stay at home and could not participate in military activities. In fact, in the novel, *Mulan's* character can survive on the battlefield and save her soldiers friends who should even smarter and stronger than her. *Mulan's* character in the novel is an independent women and does not depend on anybody, which is conflict with women in society at large and destroy stereotypes about women in society.

The writer decide to analyze gender inequality in novel *Mulan* because, this topic could inspire person, and as a prospective literary scholar, her heart is drawn to the era of "Gender equality" and "Women's rights" either in the past , today, or in the future. The writer argues that women can get the same rights as a men.

## **1.2 Statement of Problem**

Based on the background above, the problem of this study are formulated as follows.

1. What are the phenomena of gender inequality in the novel?

2. How is the gender inequality seen through socio-cultural context in Novel?

### **1.3 Objective of the Study**

The objective of this research is to get the answer of the question in the statement of the problem. Then, there are two objectives proposed to be conducted in this study, namely:

1. To find out the phenomena of gender inequality in the novel.
2. To describe the gender inequality seen through socio-cultural context in the novel.

### **1.4 Scope of the Study**

In writing the thesis, the scope is to analysis according to the chosen topic. The Analysis focused on the phenomena of gender inequality in the novel. Then, this research is also concerned on the way of gender inequality seen through socio-cultural context in the novel. This is taken because the protagonist is a woman named Mulan. Mulan, the protagonist takes being affected a lot by the occurrences of gender inequality in the novel. Therefore, two main points are discussed in the analysis.

### **1.5 Significance of the Study**

Theoretically to give information and the writer hopes that this studies can give a contribution to those who are interested in deep literary research

about gender inequality. Practically to give moral lesson to the writer and to increase knowledge to others when they make the same topic for their thesis.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Sociology of Literature**

Sociology of literature is a literary theory that analyzes a literary work based on in social relations. The goals of sociology are the same as the other social sciences, but people view social events in their own way. According to Damono, (1979: 1) “In literary studies discourse, sociology of literature is often defined as an approach in literary studies that understands and evaluates literary works by considering social (social) aspects”. Sociology of literature is research that focuses on the object of human study by environment. Wellek and Warren (in Suaka, 2014: 34) said “that in general literary studies with Sociology is divided into three, namely: sociology of writers, sociology of literary works, and sociology reader The theory of sociology of literature”. While, Wolf (in Faruk, 2013: 77) gives the definition that “Sociology of literature is a formless, poorly defined, scientific discipline. consists of empirical studies, and various experiments on somewhat more general theories that each only has something in common in terms of dealing with literary relations with the community”.

Endraswara (2011: 77) states that the “sociology of literature is a branch of literary research that reflective”. According to Ratna (2013: 3), “the purpose of sociology is to increase understanding of literature in relation to society, explaining that fiction does not contradict reality. Literary works are clearly constructed imaginatively, but the imaginative framework cannot be

understood outside of its empirical framework, literary works are not merely individual phenomena but also social phenomena”. According to American literary critics Wellek and Warren, “the sociology of literature can be classified into three problems, as quoted from the book *Sociology of Literature, A Brief Introduction*. First, the sociology of the author which questions social status, social ideology, and other matters concerning the author as a producer of literature. Second, the sociology of literature is concerned with the literary work itself, so that the subject of the study is what is implied and its purpose in literary works. Third, sociology of literature is concerned with the reader and the social influence of literary works”.

## **2.2 Gender**

Gender is a visible difference between men and women when viewed from the values and behavior. Gender is a set of characteristics that are tied to and distinguish masculinity and femininity. Gender according to Muhtar (2002), “that gender can be interpreted as social sex or community connotations to determine social roles based on gender”. According to Abdullah (2004: 11) “The term gender refers to the differences in the character of men and women based on socio-cultural construction, which relates to the nature, status, position, and role in society”. According to Fakhri (2000 : 76) defines “gender as an inherent trait of men and women as a result of social and cultural construction”. Cleves (2007: 2) states “gender as a set of roles which, like costumes and masks in the theater, convey to others that we are feminine or masculine”. This particular set of behaviors (which

includes appearance, dress, attitude, personality, work inside and outside the home, sexuality, and family responsibilities) together polish our “gender roles”. Umar (1998 : 99) argues that “gender is a cultural concept that is used to identify differences in roles, behavior and so on between men and women who develop in a society based on social engineering”.

Nugroho (2008) in his writing related to gender studies entitled: Gender and Public Administration defines “gender as a socio-cultural construction related to the relationship between Men and women which is constructed by the socio-cultural system in which both are located. Social construction is constructed by power, whether political, economic, social, and cultural”.Based on some understandings gender above, a gender can be defined as gender is not nature, therefore gender is related to the belief process how men and women should play a role and act in accordance with the values prevailing in society, as well as the social and cultural provisions in which they are located.

### **2.3 Gender Inequality**

Gender inequality assumes that men and women are not equal and that gender has an impact on a person's life experience. Discrimination based on gender still occurs in all aspects of life, all over the world. Gender inequality is a form of treatment difference based on reason gender, such as roles, exclusion or favoritism that results in there is a violation of the recognition of human rights, equal rights between men and women, as well as basic rights in



the social, political, economic, cultural and other fields. The following are some of the causes of gender inequality according to Nursyam (2003) based on a sociological view which states that “first, a woman is only placed at home. So this fact does not support women to need higher education. Second, there is a psychological view of the position of women as wives who accompany their husbands without the need for more education. This is supported by the ancient view that marrying young is more honorable than being a spinster. The third cultural views of society that adhere to the notion that women are not human figures who need more education. In fact, women are seen as complementary to men”.

Amnesty (2021) says that, During the French revolution, The Declaration of the Rights of Man and of the Citizen, one of the pioneering rules of civil rights ratified in 1789, referred to human rights as the rights of all men, not human rights.). This statement indirectly does not recognize women as human beings with human rights. Before the 18th century, women were still not considered as rational human beings with common sense who were entitled to have equal rights with men. As a result, women do not have the right to vote and be elected in politics. According to Wollstonecraft (1792) books entitled "A Vindication of the Rights of Women". According to her, “women are not inferior human beings. The achievement gap between women and men is not caused by the lack of women's abilities, but the lack of opportunity and access due to the stigma that limits women's freedom to choose and develop their quality of life”. An example of gender equality for women is that women get space for politics, have the same property rights as

men, and get the highest formal education opportunities. And for the example of gender inequality against women that often occur today is a physical and non-physical violence perpetrated by husbands against their wives in the household and gender inequality in Mulan's novel which depicts that woman should only be at home and not freely do things outside the habits of women in that century. one example of the phenomenon of gender inequality described by Fasih (1997) is "violence", physical or non-physical attack by one of the gender, family, society, and the State against other genders. All human beings, regardless of gender, have the right to develop their personal abilities, pursue careers and make choices without being limited by rigid stereotypes about gender roles. Gender equality is one of our human rights as human beings. The right to live well, free from fear and free to make life choices is not intended for men, women also have the same rights in essence.

One example of gender inequality is violence, understanding gender violence requires an understanding of the context of gender identity, as well as a situational analysis of the impact that occurs on gender in a social context. A broader understanding of violence does not only discuss violence on a physical level but also in a cultural context so that violence can mean more than persecution. Gender itself is a socio-culturally constructed hierarchical classification system Fu (2015) where there is a polarization between genders that is more dominant than other genders. This causes a fundamental problem: gender as a binary and hierarchical model that constructs society in asymmetric power relations. The polarization of masculine and feminine gender leads to power oppression such as sexism,

patriarchy, misogyny, transmisogyny, heteronormativity, and homophobia are the forerunners of gender inequality itself Fu (2015). Gender violence then develops into violations and threats as a consequence of racism, class discrimination, and poverty in the gender dimension. Another important dimension that is closely related is structural violence which is essentially normalized violence. In the international political dimension, gender violence is a matter of concern. Now many international organizations, both government and non-governmental affiliated are trying to combat gender violence, especially against women.

Gender inequality effect is also detrimental to the economic growth of a country/region. Gender inequality in education will result in low human capital productivity so that economic growth is also low. Klasen and Lamanna (2009), Research show gender inequality effect in direct and indirect education negative effect on economy growth.

#### **2.4 Gender Inequality through Socio-Cultural Context**

Women are often the object of marginalization in social and cultural contexts. Women are often excluded from decisions that occur in social and cultural life. As reported by UNESCO about the position of women in the social and cultural sphere. The UNESCO report on gender equality, heritage and creativity demonstrates the need to enhance debate, research and awareness-raising regarding equal rights, responsibilities and opportunities for women and men, girls and boys in the areas of heritage and creativity. The

report points out symptoms encountered in other areas of socio-economic life: limited participation of women in decision-making positions; discrimination in certain activities; restricted opportunities for continuing education, capacity building and networking; women's unequal share of unpaid care work, poor conditions of employment (e.g., part-time, contract or informal work) as well as gender stereotypes and fixed ideas about culturally appropriate roles for men and women, not necessarily based on the consent of those involved. (UNESCO, 2014).

Further, expectations about attributes and behaviors appropriate for women or men and about the relations between women and men – in other words, gender – are shaped by culture. Gender identities and gender relations are critical aspects of culture because they shape the way daily life is lived in the family, but also in the wider community and the workplace (Johanna in Yimer, 2016).

In line with the above opinion, Jon in Yimer (2016) explains that many women in organizations have to function alone or in small, disconnected numbers surrounded by men. They have experiences that are different from, and less favorable than, those of women who are more able to form alliances with other women. The point is to escape becoming individually visible tokens. Kanter is certainly sensitive to the relative power of men and women as it derives from their placement in the larger social system and to relate considerations concerning competing vested interests and direct discrimination.

Far more women than men consume cultural goods and more regularly. Although there is a majority of women enrolled at university courses related to culture and the arts, the professional world does not mirror this pattern in terms of career progression. “ Unequal access to decision-making roles in cultural professions ”: Despite the strong feminine presence in cultural professions, men’s chances of career progression in that field are better than women’s (glass ceiling) and they also have more choices of career paths. (Pujar, 2016).