



GENDER INEQUALITIES IN MALE-AND-FEMALE
RELATIONSHIPS FOUND IN ARUNDHATI ROY'S
NOVEL

THE GOD OF SMALL THINGS

A Final Project

Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Sastra in English

by

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2006

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FOUND IN ARUNDHATI ROY'S NOVEL THE GOD OF SMALL THINGS*

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar karya saya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan/ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/*final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Yang membuat pernyataan

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That which Allah wills (will come to pass)! There is no power but with Allah (The Noble Qur'an, Al-Kahfi: 39).

*The important thing is not to stop questioning
(Albert Einstein).*

Behind the great man, there is a good woman.



To all my jovial family;
Bapak H. Nurlichan, Ibu Hj. Sri Purwati, Mbak Evi, Mas Amin, Dik Uwing,
Mas Ung, Mbak Nita, Mas Halimi, Dik Ifan , and Dik Fina.
You are the jewel of my life.



ACKNOWLEDGMENTS

Bismillahirohmanirrohim.

Alhamdulillahirrobbilalamin. First of all, I want to express my highest gratitude to ALLAH SWT, who always shows me what is best for me and who always teaches me how to be calm in dealing with obstacles and difficulties.

In the process of writing this final project, I am very thankful to Mr. Subur L. Wardoyo, M.A., Ph.D. and Mr. Drs. Alim Sukrisno, M.A., my two wonderful advisors. Without their help, constant encouragement and inspiring ideas, this final project would have never been completed.

I would like to thank Mr. Drs. Januarius Mujianto M.Hum and Mr. Drs. Ahmad Sofwan, Ph.D, respectively as the chairman and secretary of the board of examination as well as the team of examiners, especially examiner one Mrs. Dra. Dwi Anggani L.B, M.Pd., who had given useful comment, criticism, suggestion and advice for the improvement of this final project. I also express my sincere thanks to all lecturers of the English Department of Semarang State University.

Most of all, I would like to express how grateful I am to the folks around me especially my mother, my father, my brothers, my sisters, my best friends (Ana, Lia, and Uut), my jovial friends (Dwee, Ardest, Eve, Marcel, Ari, and Akhlis) and all English Literary community of 2001. My deepest appreciation is dedicated to my beloved “Kakak” who has given me his love, happiness and affection in this life.

I also would extend my gratitude to some other people who have provided me help in many ways in making this study complete. Forgive me that I could not put your names here, but believe me you will always be the treasure of my heart. I will not ever forget your kindness.

Semarang, March, 2006

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ABSTRACT

Hidayah, Nufikha. 2006. Gender Inequalities In Male-and-Female Relationships Found in Arundhati Roy's Novel *The God of Small Things*. Final Project. English Literature. Semarang State University.

This final project is aimed at analyzing gender inequality issues existing in Roy's novel *The God of Small Things*; which kinds of gender inequalities found in the novel; and how gender inequalities are reflected in the novel.

The object of the study is Roy's novel *The God of Small Things*. The data of the study are in the form of words, phrases, sentences, explicit sentences, as well as implicit sentences. The data of this study are collected by doing the following steps: reading the novel carefully for many times, identifying the data related to gender inequality issues, inventorising the data, classifying the data, selecting the data and at last reporting the data into appendixes. There are several techniques to analyze the data. They were exposing, enumerating, explaining, interpreting and the last one is concluding. The interpretation and the explanation are done from the point of view of feminism theory.

Based on the analysis, I can conclude that there are five concepts of gender inequalities. They are gender and women marginalization, gender and subordination, gender and stereotype, gender and violence, and the last gender and burden. Besides, the result of the analysis of Roy's novel is that there was social convention in which more power and prestige were awarded to men than women. It had conferred greater authority on men than on women. In the global descriptions, women were always regarded as submissive, emotional, dependent, conforming, nurturing and affectionate and powerless people. On the other hand, men were portrayed as dominating, ambitious, independent, aggressive, competitive, self-confident and powerful.

Those images were created power inequalities at that time, mostly in the marriage relationship. Men were regarded as more powerful and they had more authority in the family than women. The condition placed women in position of victims so that it created male-dominant and female-subordinate situations.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Gender is one of the basic categories in our social life. Popenoe (1983: 170) states 'gender is the social and psychological traits associated with masculinity and femininity, whereas sex is the biological traits of males and females'. In short, as a biological trait, 'sex is constant for all members of population' (Popenoe, 1983: 170). Then, in broad sense, gender is socially and culturally determined so it is subject to variation.

Talking about gender, it automatically corresponds to male and female. The distinction between male and female is a universally organized principle in social life. As adults, men and women typically assume distinctive gender-linked roles as husbands or wives and as fathers or mothers.

In our society, the relationship between male and female is organized in marriage. This relationship will exist when two people are interdependent, that is when one person influences the other. However, sometimes there is an imbalance of power in their relationship. Social convention has conferred greater authority on men than it has on women. Moreover, wives are taught to look up to their husbands and to defer to their husbands' wishes.

Nowadays, this problem is regarded as an outdated and unfair thing. In a relationship between men and women, they should ideally be equal in power. Power inequalities in male-and-female relationships have created gender inequalities.

Moreover, power inequalities create an opinion that males dominate in their relationship to women. This view places women in a position of victim and creates a male-dominanted situation. In fact, men are not all-powerful in all aspects of their lives and that women are not always completely powerless or subordinate.

Gender differences have created gender inequalities, both for male and especially for female. Fakih (1999: 12) defines gender inequality as ‘a system and structure in which either male or female becomes a victim of the system’. To understand how gender differences cause gender inequalities, we can see from some manifestations of gender inequalities as what Fakih (1999: 12-13) says below:

Gender inequalities are manifested by forms of inequalities, they are; gender marginalization, gender subordination or no important in political decision, gender stereotype, gender and violence, and gender and burden.

Gender is one of social problems which are not only discussed on television, newspaper, or others mass media but which also can be found in novels. Talking about novels, a novel is one kind of literary works. Hornby (1995: 845) defines novel as ‘a book length in prose about either imagery or historical characters’.

Besides, novel represents actual lives of human beings either in a classical or modern way. Sometimes, it also raises social problems from a society, and then they will be represented it in the form of a novel. In addition, novel is frequently the reflection of reality. Because gender issue is part of reality, we may find it in a novel. One of the most prominent novels that I have read in discussing gender issue is *The God of Small Things* by Arundhati Roy.

In order to understand deeper about the case of gender, I want to discuss the topic “Gender Inequalities in Male-and-Female Relationship” as the object of my study that can be found in Roy’s novel *The God of Small Things*.

1.2 Reasons for Choosing the Topic

This study has been conducted on the basis of the following reasons:

1. The content of the story of Roy’s novel is very delightful and interesting. It is about human nature set in Kerala-India in the 1960s. This novel also provides a poignant lesson in the destructive power of caste system, moral values, gender inequalities and political bigotry in general. Therefore, the readers will get some lesson of life, understand the topic and get something new by reading this literary work.
2. In Roy’s novel, gender inequalities in male-and-female relationship can be found. This phenomenon is quite interesting to be explored. It will be useful for the readers if they know exactly what gender inequalities and their sex role differentiations in the society are.
3. This novel has not been very much discussed by the students of the English Department of UNNES so that it is worth exploring.

1.3 Statements of the Problem

The novel *The God of Small Things* presents some problems. They are:

- a. Are the concepts of gender inequalities found in the novel *The God of Small Things*? If gender issue is found in it, the next question to be developed is found in question b below:

- b. Which gender inequalities in male-and-female relationships are reflected in the novel *The God of Small Things*?
- c. How are gender inequalities in male-and-female relationships reflected in the novel *The God of Small Things*?

1.4 Objectives of the Study

The objectives in analyzing the novel *The God of Small Things* are as follows:

- a. to prove the concepts of gender inequalities found in the novel if the evidence exists; if the evidence is positive, the other objectives are:
 - b. to analyze which gender inequalities in male-and-female relationship are reflected in the novel, and
 - c. to analyze how gender inequalities in male-and-female relationships are reflected in the novel.

1.5 Significance of the Study

The result of the study is expected to be able to give the following benefits:

- a. to help the readers in general to understand how gender inequalities happen in a society, and
- b. to become a basis or reference for researchers interested in doing investigation on gender issue.

1.6 Outline of the Study

In order to present clear descriptions about the study to the reader, this study presents a systematic organization as follows:

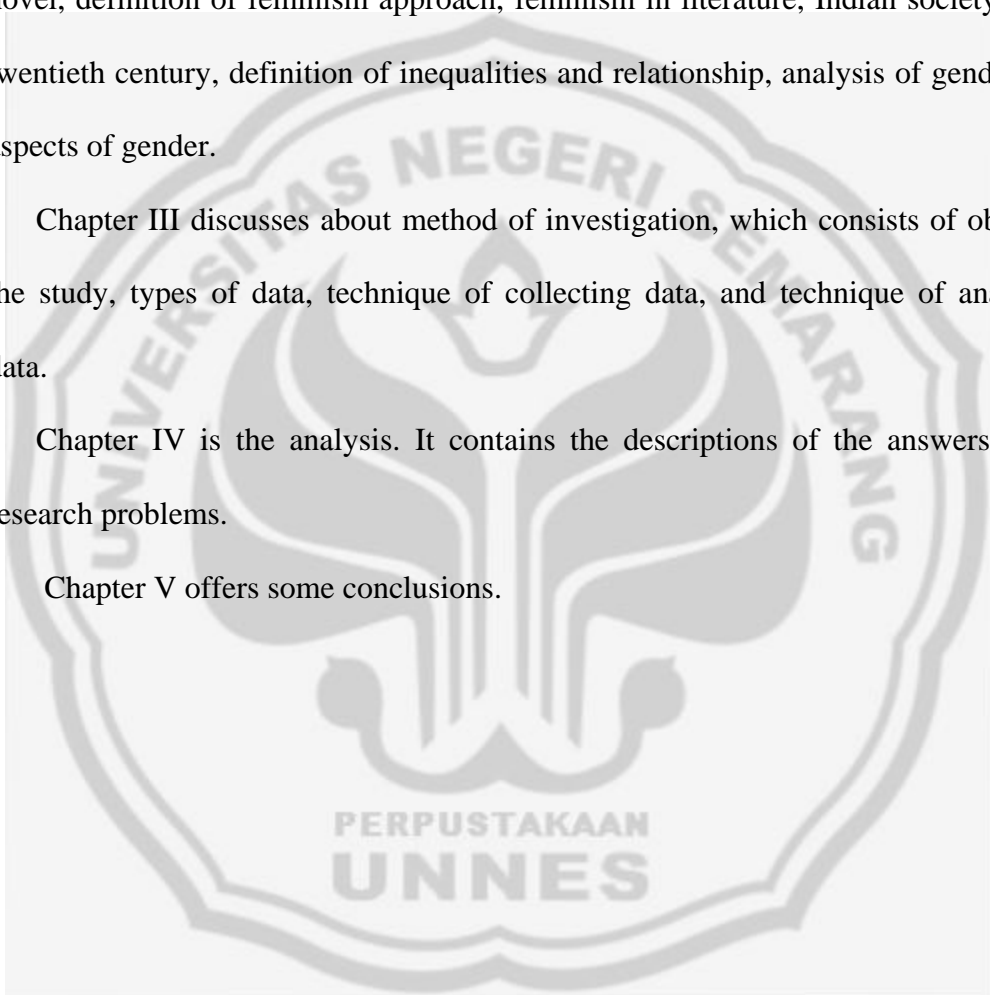
Chapter I covers general background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the study.

Chapter II talks about review of related literature. It contains the definition of novel, definition of feminism approach, feminism in literature, Indian society in the twentieth century, definition of inequalities and relationship, analysis of gender, and aspects of gender.

Chapter III discusses about method of investigation, which consists of object of the study, types of data, technique of collecting data, and technique of analyzing data.

Chapter IV is the analysis. It contains the descriptions of the answers to the research problems.

Chapter V offers some conclusions.



CHAPTER II

REVIEW OF RELATED LITERATURE

To know about gender inequalities in Roy's *The God of Small Things*, first of all I will discuss about definition of novel, feminism approach, feminism in literature, Indian society in the twentieth century, definition of inequalities and relationship, gender analysis, and the last is aspects of gender.

2.1 Definition of Novel

There are many kinds of literary works, Rees (1973: 3) says that 'literature can be divided into some genre. They are prose fictions, poetries, dramas or plays, auto/biographies, and essays. Whereas novels, plays, short stories and poems are kinds of literary works'.

One kind of literary works is novel. Benton (1968: 673) in *The Encyclopedia Britannica* defines novel as 'a fictitious prose narrative or tale of considerable length (now usually a long enough to fill one of the real life of past or present time are portrayed in a plot of more or less complexity)'.

Furthermore, in *An Introduction to Fiction, Poetry, and Drama*, Kennedy (1983: 231) states that 'a novel is a book length story in prose, whose author tries to create the sense that while we read, we experience actual life'.

From the above descriptions, we can say that novel is a fictitious work. It means that its story comes from the author's original ideas and is not taken from a real event or something that really happens to someone's life. Although the content of the novel

is just an imaginary one, it can happen in our daily lives and may represent a real life which happens in the past or which still goes on.

Talking about novels, the book as chosen as the object of the study is also one of them. This novel is talking about relationship especially female and male relationship. Thus, it talks about gender related issue. In order to understand deeper about female and male relationship, we need to discuss issue about feminism.

2.2 Feminism Approach

Talking about feminism, there has not been any agreed definition for the term of feminism and it probably will never have despite all protestations. There are many definitions of feminism, but all are informed by certain shared concerns.

At a political level, Cameron (1992: 4) says that 'feminism is a movement for full humanity of women'. She adds, women must, as a precondition to any wholesale change in values, be liberated from their present subordinate position with its multiple reactions, exclusions, and oppressions such as relative poverty, economic dependence, and sexual exploitation, vulnerability to violence, poor health, overwork, and lack of civil and legal right.

As an intellectual approach, feminism seeks to understand how current relations between women and men are constructed. This approach involves several interrelated activities, i.e.; it tries to describe the condition of women's lives, now and in the past. Cameron (1992: 4-5) gives an explanation of those conditions. She states 'feminists have inevitably paid attention to the differences between women and men.

If they are not natural but constructed, how are they constructed? If they tend to subordinate women to men, how and why does that happen?’

Feminist theory has advanced various accounts and examined the influence of some factors. An example is the sexual division of labor, present in some degree in all society in which some tasks are women’s and others are men’s. As Cameron (1992: 5) states ‘men’s work is economically and socially valued; while women’s usually is not’.

In addition, Cameron (1992: 5) says that ‘other feminists have considered the role of sexuality. Sexual violence against women is widely practiced and frequently condoned at the same time’.

There is, ironically, a fact that most women are supporting feminist ideals while denying being identified as feminists. A number of conditions have caused most of women being alienated from the movements for women’s rights. Wolf identifies some of them as the mistakes of mass media, as follows:

The articles in mass media about women movements are partial. They describe that while working women cannot speak loudly and clearly of feminism at the place where they work, feminists cannot do such thing in any mass media (Wolf, 1999: 99).

As Wolf (1999: 139-140) observes that ‘the situation in mass media does not fit the fact that women dilemmas are actually complicated and getting more ambiguous. The two choices often contain equal intellectual and emotional demands’. She also explains that women want to work and take care of children; women do not like pornography and are interested in sexually expressing themselves; women want their rights to go to the war and do not want to kill anybody. To choose one of the two

choices they need a great social energy. But high-class publishers avoid women issues. Women magazines are afraid of being too close with feminist track, and feminist publishers themselves are afraid of being too far.

In the same book, Wolf (1999: 99) adds that 'other cause of women feminism is that a common misunderstanding that feminism and lesbianism are the same things and that feminism as anti-family and it hates men'.

Furthermore, Wolf (1999: XXIV) says that there are always two approaches in the debates of feminism. First is what she calls *victim feminism*, which shows women in mystical and pure sexual role, led by the spirit of mother. Emphasizing on the violence against women is its way to get women's rights. The feminism identified by Wolf is one of many causes of men and women's alienation from movement of feminism. She states that feminism is responsible for the biggest part of inconsistent, negative, and chauvinistic thoughts, and all the regressive things' (Wolf, 1999: 99).

Second is what she calls *power feminism*, which takes women as ordinary people who are sexually and individually not better or worse than men as their partner. This feminism claims women's rights based on a simple logic; women indeed have those rights. This group of feminists know that ambition, aggression, competition, hope of autonomy, and also destructive and rude attitudes are women's as well as men's traits. Both ideas are the result of learning and basic nature. They understand that both men and women should learn to control those demands and take women as grown-up human beings. This feminism does not fight against men as a gender but the power held by men, which is not proportional. It is false to judge that men are better than women.

Based on the concept of power feminism, there is a stage. At this stage, every woman has to have the word 'feminism' as a theory that tells about personal self-esteem and all women's self-esteem. Wolf (1999: 205) says, 'confessing, "I'm a feminist" is the same as saying "I'm a human"'. There is a simple awareness of women's desire whether they like the result or not. Therefore, at this stage, Naomi Wolf is a feminist; Germaine Greer is a feminist; Indira Gandhi; Mother Theresa is a feminist, and Arundhati Roy is also a feminist. Here, 'feminist' is a word that is owned by every woman who works with all her power.

The concepts of feminism are often used in the work of literature so that feminism in literature also important to be discussed. The explanation of this issue will be given below.

2.3 Feminism in Literature

According to Cameron (1992: 1), 'feminists do not consider language as a side issue or a luxury but an essential part of struggle for liberation'. Literature is one of the uses of language used by feminist in the struggle for liberalism. Many women, whether they confess of being feminists or not, write novels, short stories, plays, poems, lyrics, and also nonfictions. The examples of nonfiction are essays, textbooks, journals, and so on. Some of women's literary works might be in contrast with feminists' ideas, but the writers are called feminists, anyway, because they work with all their power which is possessed by women but not by men.

Women's experiences expressed in women's literary works can be discussed in the light of feminism. The discussion might be the language style, the content, and also the writers themselves as well as the place and the time in making of the works.

The concepts of feminism can be found in the novel *The God of Small Things* by Arundhati Roy. The writer is from India. Therefore, its customs, cultures, and geographies influence the story so that it is necessary to give little review about India.

2.4 Indian Society in the Twentieth Century

Roy's novel tells about Indian community. Therefore, most of the story in the novel takes place in India. Talking about India, it is one of the states in Asia. It consists of some part of areas including Kerala. In term of Indian society, an Indian society is divided into many castes from the lowest to the highest one. [Http://www.Yahoo.com](http://www.Yahoo.com) mentions that Portuguese travellers who came to India in the 16th century first used the caste system in India. The caste dictates not only one's occupation, but also dietary habits and interaction with members of other castes.

Usually, the members of the highest caste have more wealth and opportunities than those of the low one. The lowest caste was regarded as The Untouchable Society. They are discriminated by the authority. They cannot get well education and good job and position although they have capability and chance to get them.

In terms of women, an Indian society still regards that women usually have a lower role than men. In some places in India, the societies also regard them as a burden. Traditionally, a woman who is married to a man from a lower caste would be

expelled from her caste. Her family would not regard her as belonging to their society.

In India, the caste discrimination has been against the law since 1950. But, sometimes we still see that in India, there are gender discriminations and inequalities, especially for women and The Untouchable society. Then, the government has to make programs and try to raise the living standard of the untouchable by receiving them in schools, political institutions, or even in legislature. Urbanization, economic development and industrialization are beneficial for the untouchable society by breaking down caste barriers. In cities, Indian members from different castes are constantly in close contact that forced them to interact with one another.

Talking about caste system in India, it is full of discrimination. Sometimes, discrimination causes inequality. So, issue about inequality will be available below.

2.5 Definition of Inequalities and Relationship

Gender and relationship particularly between male and female are related to each other. Sometimes, the relationship is not balanced. However, in analyzing gender issue, this study focuses on the analysis of power inequalities in male and female relationships.

Talking about power inequalities, there are no fixed definitions about power inequality and relationship. Here, the definition is connected with male and female correlation. However, in this subsection the meaning of inequalities will be defined word by word by effort.

In *The Oxford Learner's Dictionary*, Hornby (1995: 229) says that 'inequality is lack of equality'. In other words, inequality is an imbalanced condition.

Besides, Smelser (1981: 194) states that 'inequality can be defined as a condition in which people do not have equal access to social rewards'. In principle, he adds that 'anything that is valued and viewed as scarce can be seen as a reward to which people that can have unequal accesses'.

According to Sears (1985: 229) who quotes Kelley's opinion, 'relationship is that two people have mutual influence on each other, that they are independent'. In short, relationship is the connection between two persons who influence each other.

Based on the definition above, the concepts above can be connected with male and female relationships. After discussing inequality between male and female relationships, we can conclude that in the connection between male and female who have mutual influence and interdependence to each other, there is an imbalance of power and unequal access. Moreover, the imbalance of power can happen in marriage relationship and dating. The imbalance of power usually places male in a greater power condition than female.

The issue of male and female relationships is related to gender. Moreover, gender is related to the topic of the analysis so that it is necessary to give detail information about gender issue.

2.6 Gender Analysis

As we know, there are only two sexes in our life, but there are many concepts of gender, which reflect social ideas about masculinity and femininity. The terms of sex

and gender are different so that it is important to distinguish them in order to understand and separate the concept of gender from sex. So, there will not be misconceptions about them.

In modern morphological literature, gender is used when it is not dealing with the biological differences between male and female individuals. Meanings of these biological differences are the focus of attention. Hence, Chabot (1996: 40) states, that:

‘Sex’ denotes the biological, and ‘gender’ denotes the cultural and social dimensions of the difference between men and women. This terminological distinction is based upon the premise that ‘male’ and ‘female’ are predominantly natural objects.

According to Popenoe (1983: 170), ‘gender is the social and psychological traits associated with masculinity and femininity whereas sex is the biological traits of males and females’. In short, as a biological trait, sex is constant for all members of population. Then gender in a broad sense is socially and culturally determined. So it is subject to variation.

Besides, Ortner and Whitehead as quoted by Chabot (1981: 1) states that:

Gender is what men and women are what sorts of relations do or should obtain between them. All of these notions do not simply reflect or elaborate upon biological ‘givens’, but are largely products of social and cultural processes.

After discussing gender analysis, we can also discuss gender issue from many aspects. Those are as follows:

2.7 Aspects of Gender

This subchapter will explain about aspects of gender. Spencer (1985: 272) says, ‘gender is a social–psychological fact–the awareness of being a member of one sex

or the other. Sex is the biological fact of being male or female'. In other words, gender is a social and cultural dimension, whereas sex is natural. Further, he states that gender has two aspects; they are gender identity and sex role.

2.7.1 Gender Identity

According to Spencer (1985: 275), the term of gender identity is often used interchangeably with sexual identity. It refers to whether one considers oneself a male or female. Whereas the term sex role is often used interchangeably with gender role. It consists of the culturally defined set of behaviors that are considered appropriate for each sex in a society. In other words, gender identity almost never changes but sex roles may change.

Hence, Spencer (1985: 275) also says that there are certain unusual cases in which sex and gender identities do not match. So, we can say that they have two gender identities. In modern term, it is usually called androgyny (Spencer, 1985: 275).

2.7.2 Sex Role

Spencer (1985: 275) states:

Sex role can be used interchangeably with gender role, which consists of the culturally defined set of behaviors that are considered appropriate for each sex in a given society. Gender roles are not natural, but cultural so that they are determined by social agreement instead of biology.

This definition is not related to Social Psychology.

In '*Social Psychology*', Zanden (1984: 445) states 'gender roles are sets of expectations that define the ways in which the members of each sex should behave'.

Furthermore, Skrynek and Snyder as quoted by Zanden (1984: 445) define sex role as follows:

Usually men are typically stereotyped as dominant, independent, competitive, self-confident, aggressive, and logical. But, then, women as submissive, dependent, emotional, conforming, affectionate and nurturing. Gender roles frequently elicit from men and women's behaviors that confirm their stereotypes.

The behavior for each sex is determined by social agreement. For this, Taylor et al. (1997: 317) made a table of the common gender stereotypes, as follows:

TYPICAL MAN	TYPICAL WOMAN
aggressive	gentle
unemotional	cries easily
likes math and science	enjoys art and literature
worldly	does not use harsh language
ambitious	tactful
objectives	religious
dominant	interested in own appearances
competitive	aware of feelings of others
self-Confident	strong need for security
logical	talkative
acts as leader	neat in habits
independent	dependent

In our society, there are also inequalities based on sex, which are called gender inequalities. These concepts are reflected in gender inequality manifestations. Fakhri (1999: 12-13) divides them into six categories. They are:

- a. gender and women marginalization,
- b. gender and subordination ,

- c. gender and stereotype,
- d. gender and violence, and
- e. gender and burden.

Each definition and reflection of gender inequality manifestations will be discussed clearly in Chapter IV.



CHAPTER III

METHOD OF INVESTIGATION

The method is divided into several parts i.e. the object of the study, types of data, technique of collecting data, and technique of analyzing data.

3.1 Object of the Study

The object of the study is a novel entitled *The God of Small Things* written by Arundhati Roy. The novel contains 400 pages and divided into 21 chapters.

3.2 Types of Data

This study needs data, which are in the form of words, phrases, sentences, messages, and the hidden meaning found in the novel.

3.3 Technique of Collecting Data

In collecting the data the writer uses many steps; they are:

1. reading the novel entitled *The God of Small Things* at least more than three times in order to analyze the novel,
2. identifying the data. Here the word identifying means the activity of separating between data and non-data by marking, underlining, and bracketing the suspected data in the novel and then, numbering them. Let see

two examples of data below:

1. {“Chacko said, ‘What’s yours is mine and what’s mine is also mine’”}
{(Datum no. 27).}

2. “Every night he beat her with a brass flower vase. The beatings weren’t new. What was new was only the frequency with which they took place. One night Papachi broke the bow of Mamachi’s violin and threw it in the river” (Datum no. 20).

To make it clear, if a datum is in a form of a written dialogue, it uses bracketing and numbering but if it is in row sentences, only parts of sentences use under lining and numbering are needed.

3. inventorising the data into a table. This table contains about columns of data number, form of data, and the data location. The identified data will be inventorized in the table below:

Datum Number	Form of Data	Found in		
		Page	Paragraph	Line
1.	Explicit Sentences	5	23	All
2.	Written Dialogue	8	43	1-3
etc.				

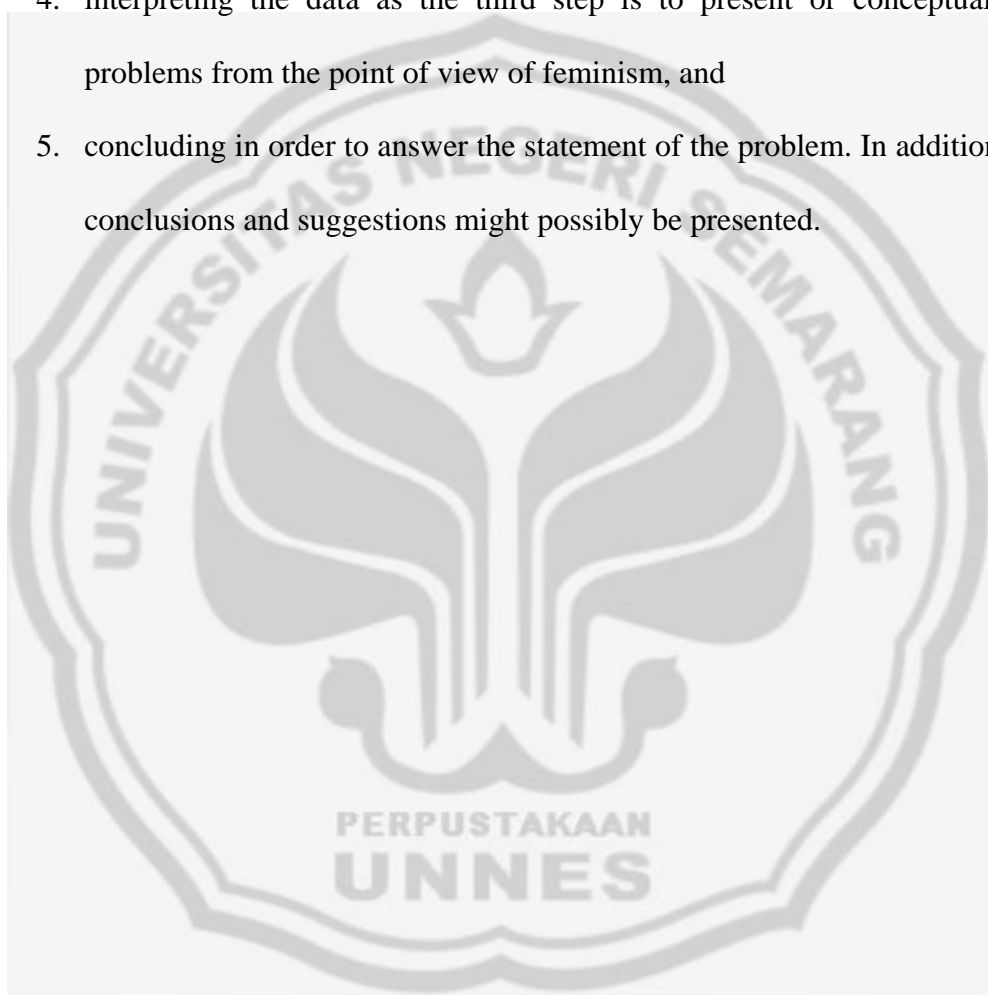
It means that datum no. 2 is in form of written dialogue found on page 5, paragraph 43, and in lines 1-3 of the paragraph

4. classifying the data based on the related research questions,
5. selecting the relevant data. As the list was done, the next thing to do is to select all of the listed data that will be dealing with the topic of analysis, using relevancy technique, and
6. reporting selected data in appendices.

3.4 Technique of Analyzing Data

The steps of the data analysis are:

1. exposing the data in order to reveal the problems,
2. explaining the data. The data will be explained clearly until all the evidence was found,
3. enumerating the data. The data will be listed one by one and demonstrated into a table,
4. interpreting the data as the third step is to present or conceptualize the problems from the point of view of feminism, and
5. concluding in order to answer the statement of the problem. In addition, some conclusions and suggestions might possibly be presented.



CHAPTER IV
DATA ANALYSIS

This chapter is devoted to analyzing the data. The analysis will be divided into three (3) subchapters. They are as follows:

4.1 Are the Concepts of Gender Inequalities Found in the Novel?

This subchapter contains an analysis to answer the above question, which is aimed to prove whether there are the concepts of gender inequalities or not. In order to answer this problem, we have to refer to Appendix C, which contains 37 as shown in the table below. The data will be analyzed using the technique of exposition, enumeration, and explanation. The result can be seen as follows:

Datum No.	Form of the Data	Found In				About
		Page	Chapter	Paragraph	Line	
2.	Written Dialogue	8	I	43	1 – 3	Gender and Violence
4.	Explicit Sentences	15	I	74	4 – 11	Gender and Women Marginalization
7.	Explicit Sentences	37	I	98	6 – 8	Gender and Violence
10.	Explicit Sentences	36-37	II	9	All	Gender and Stereotype
13.	Explicit Sentences	38	II	20	1-7	Gender and Subordination
15.	Explicit Sentences	42	II	36	1-4	Gender and Violence

16.	Explicit Sentences	45-46	II	52	All	Gender and Women Marginalization
17.	Explicit Sentences	47	II	60	1-5	Gender and Burden
18.	Explicit Sentences	47	II	60	8-12	Gender and Stereotype
19.	Explicit Sentences	47	II	61	1-4	Gender and Burden
20.	Explicit Sentences	47-48	II	61	10-14	Gender and Violence
21.	Explicit Sentences	48	II	64	All	Gender and Burden
22.	Explicit Sentences	48	II	65	All	Gender and Women Marginalization
23.	Explicit Sentences	50	II	71	7-12	Gender and Subordination
24.	Explicit Sentences	50	II	73	All	Gender and Violence
25.	Explicit Sentences	57	II	110	9-13	Gender and Women Marginalization
26.	Written Dialogue	57	II	III	1-4	Gender and Burden
27.	Written Dialogue	57	II	III	5-6	Gender and Women Marginalization
28.	Explicit Sentences	59	II	125	All	Gender and Subordination
29.	Explicit Sentences	65	II	155	All	Gender and Stereotype
31.	Explicit Sentences	161	VII	33	All	Gender and Violence
33.	Explicit Sentences	166	VIII	10	All	Gender and Violence
34.	Explicit Sentences	168	VIII	21	4-8	Gender and Stereotype
35.	Explicit Sentences	169	VIII	22	All	Gender and Stereotype

36.	Explicit Sentences	170	VIII	29	6-9	Gender and Subordination
37.	Explicit Sentences	171	VIII	30	All	Gender and Subordination
38.	Explicit Sentences	180	VIII	65	5-10	Gender and Violence
39.	Explicit Sentences	180-181	VIII	66	All	Gender and Violence
40.	Explicit Sentences	181	VIII	67	1-9	Gender and Violence
41.	Explicit Sentences	181	VIII	68	2-9	Gender and Violence
42.	Explicit Sentences	225	XI	53	1-3	Gender and Violence
43.	Written Dialogue	225	XI	53	4-5	Gender and Women Marginalization
45.	Explicit Sentences	245	XIII	45	4-8	Gender and Stereotype
46.	Explicit Sentences	245	XIII	48	All	Gender and Stereotype
47.	Explicit Sentences	246	XIII	56	1-5	Gender and Violence
48.	Explicit Sentences	247	XIII	61	4-7	Gender and Burden
49.	Explicit Sentences	249	XIII	75	3-10	Gender and Burden

From the above table, we can conclude that there are five (5) concepts of gender inequalities, which are found in the novel. The occurrences of the above concepts are:

1. gender and women marginalization,
2. gender and subordination,
3. gender and stereotype,

4. gender and violence, and

5. gender and burden.

The most dominant concept seen from its frequency of occurrence is gender and violence. It occurs thirteen (13) times.

To prove whether or not a datum demonstrates a certain problem as indicated in the table above, here are some examples and explanations. Let us see the following data.

“Ammu finished her schooling the same year that her father retired from his job in Delhi and move to Ayemenem. Papachi insisted that a college education was an unnecessary expense for a girl, so Ammu had no choice but to leave Delhi and move with them. There was very little a young girl to do in Ayemenem other than to wait for Marriage proposals while she helped her mother with the house work” (Datum no. 13)

The braced utterances above are datum no. 13. The underlined sentence shows gender assumption, which can create subordination to women. This assumption can be in education. Women are deemed unnecessary to have high education because finally they will be back to take care of households. From the context of the sentence above, Papachi prohibited his daughter to continue her education because she was a woman and high education was unimportant for her. Ammu, his daughter, had to follow him to come back to Ayemenem. All evidence above proves that there is a problem of gender and subordination.

The next example of the problems is gender and violence. There are 13 data which support the problem of gender and violence. Below is one of the examples of the data, which shows the problem.

{ “**Every night he beat her with a brass flower vases.** The beating weren’t new. What was new was only the frequency with which they took place. One night Papachi broke the bow of Mamachi’s violin and threw it in the river” (Datum no. 20). }

The above sentences show the anger and cruelty of Papachi toward her wife, Mamachi. Look at the bolded sentence. Papachi’s anger and cruelty are shown in those sentences. Papachi always beat his wife without any reasons. Besides, he also committed violence either to his wife or his daughter. Let us see another datum, which shows the problem of gender and violence below.

{ “On her scalp, carefully hidden by her scanty hair, Mamachi had raised crescent-shaped ridges. **Scars of old beatings from an old marriage.** Her brass vase scars” (Datum no.33). }

Another example of the problem is gender and women marginalization. Gender and women marginalization deals with the legacy of wealth. Let us see the following datum.

{ “Chacko said, ‘what’s yours is mine and what’s mine is also mine’ “(Datum no. 27). }

The written cut dialogue above is datum no. 27. The dialogue was between Chacko and his sibling, Ammu. The dialogue took place in the Pickles factory when they talked about their parents’ wealth. Although they did the same jobs, but Ammu did not have the same right like Chacko. Chacko had the authority and opportunity to get all the family properties. It was because Chacko was the only son of the family.

Furthermore, gender stereotype is also found in the novel. Below is one of the examples of the data, which shows the problem.

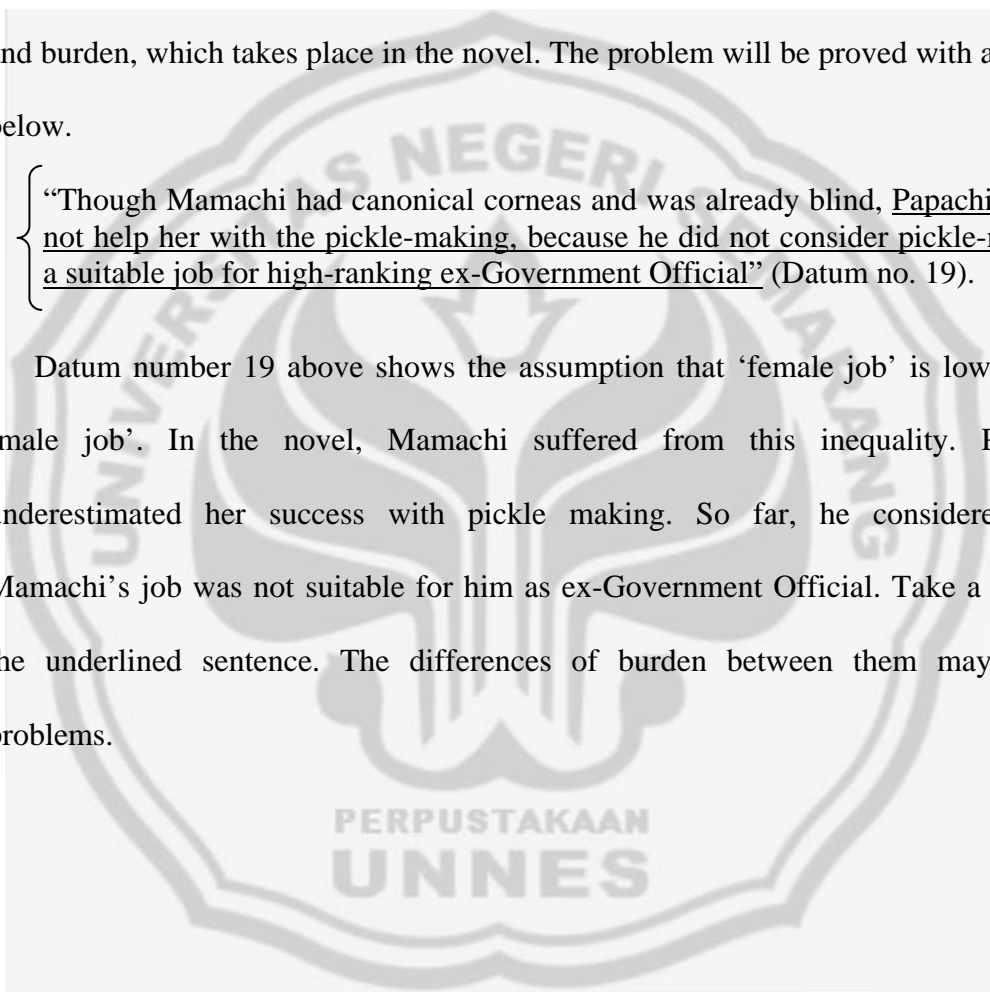
{ “Chacko was a self-proclaimed Marxist. *He would call pretty women who worked in factory to his room, and on the pretext of lecturing them on labor rights and trade union law, flirt them outrageously.* He would call them Comrade, and insist that they call him Comrade back (which made them giggle). *Much to their embarrassment and Mamachi’s dismay, he forced them to sit at table and drink tea*” (Datum no. 29).

The italicized sentences above show that there is sexual harassment toward women labors. They had to accompany and serve her boss. From the explanation above, we know that there is a problem of gender stereotype in the novel.

There is the last example of gender inequality issues. It shows the issue of gender and burden, which takes place in the novel. The problem will be proved with a datum below.

{ “Though Mamachi had canonical corneas and was already blind, Papachi would not help her with the pickle-making, because he did not consider pickle-making a suitable job for high-ranking ex-Government Official” (Datum no. 19).

Datum number 19 above shows the assumption that ‘female job’ is lower than ‘male job’. In the novel, Mamachi suffered from this inequality. Papachi underestimated her success with pickle making. So far, he considered that Mamachi’s job was not suitable for him as ex-Government Official. Take a look at the underlined sentence. The differences of burden between them may cause problems.



4.2 Which Gender Inequalities in Male and Female Relationships are Reflected in the Novel?

This subchapter will analyze what kinds of gender inequalities which are reflected in the novel. This novel seems to present five (5) concepts of gender inequalities and they need to be confirmed. The concepts of gender inequalities are gender and women marginalization, gender and subordination, gender and stereotype, gender and violence, and the last is gender and burden. In order to make the answer clear, here are some definitions and explanations of them, as follows:

4.2.1 Gender and Women Marginalization

Fakih (1999: 14) states that ‘there are different kinds and forms, places and times, and mechanism of women marginalization process because of gender differences. It comes from government policies, beliefs, religions, traditions, and customs or even science assumptions. Fakih’s concept about gender and women marginalization is supported by six (6) data found in the novel. They are data number 4, 16, 22, 25, 27 and 43. Those data are provided in Appendix D.

Besides, women marginalization happens not only in working places, but also in a family life and in a society. This treatment, for example, can be in a legacy right. In Indian custom and tradition, there is right difference in the legacy of inheritance between men and women. [Http://website.lineone.net/~jon.simmons/roy/tgostb/htm](http://website.lineone.net/~jon.simmons/roy/tgostb/htm) mentions that children from divorced mother have no right to get an inheritance. Moreover, this website states that there is also right difference in the distribution of inheritance between a son and a daughter.

4.2.2 Gender and Subordination

In *Analisis Gender dan Transformasi Sosial*, Fakhri (1999: 15) suggests that in fact, gender assumption can create subordination to women. Subordination happens because gender occurs in all different forms from place to place and time to time. The assumption is that women are irrational or emotional. Thus, they cannot be leaders and placed in important positions.

The manifestation of gender subordination can be found in education. Education seems an unimportant thing for women because eventually they will do the domestic roles such as; taking care of children and households. Nevertheless, everyone has the right to get higher education. However, Indian society considers that women positions in education are extremely low. Fakhri's concept about gender and subordination is supported by five (5) data found in the novel. They are data number 13, 23, 28, 36, and 37. The data are represented in Appendix D.

4.3.3 Gender and Stereotype

Deaux and Kite as quoted by Taylor, Peplau and Sears (1997: 310) define gender stereotype as 'a belief about the personal attributes of females and males'. This stereotype always creates an inequality. For example, people regard that the main duty of a woman is to serve her husband. Men are portrayed as the authority whereas women are shown as sex objects or as doers in domestic roles.

Next, Taylor (1997: 315), quoting Fiske's opinion, states that 'women are often in lower position than men'. In other words, we can say that the implicit message of that statement is the wife's role is to cater and please her husband. Those statements

above are supported by seven (7) data, which are found in the novel. They are data number 10, 18, 29, 34, 35, 45, and 46. Those data are provided in Appendix D.

4.3.4 Gender and Violence

Fakih (1997: 17) defines violence as ‘an attack or assault to someone’s integrates of psychologically or physically’. In the same book, he adds that violence caused by gender bias is called gender related violence. There are many kinds and forms of criminals, which can be categorized as gender related violence. One of them is physical attack in the household or domestic violence. As we know, most cases of gender related violence is rape and sexual disregard. Sometimes, men use their power and strength to harass women. Unfortunately, women are often used as objects. Further, Fakih’s concept about gender related violence is supported by thirteen (13) data. They are data number 2, 7, 15, 20, 24, 31, 33, 38, 29, 40, 41, 42, and 47. The data are represented in Appendix D.

In the novel, violence toward women is one of the problems of gender inequalities. In marriage relationship, violence actions are often committed by husbands to their wives. Sometimes, wives become the victim of a violent action done by their husbands.

4.3.5 Gender and Burden

Fakih (1997: 209) states that there is a society assumption that ‘female job’ is lower than ‘male job’ and her job categorized as ‘not productive job’. Therefore, it is not calculated in the national economy statistic. This assumption makes women identical to their gender role. They handle and are responsible for all domestic chores. For

middle and high class, this burden is given to domestic workers and most of domestic workers are women.

In daily life, women and men often use their basic talents and motivation in distinctive, gender-linked ways. Traditionally gender roles prescribed a division of labor sex and coffered great power on men (Taylor, Peplau & Sears, 1991: 333).

Furthermore, gender and burden were not stated directly in the novel, but implied. We can see that men were regarded as more competent either in skill, motivation or work habit than women were. Women were considered to be the workers who have less ability to make decision. They had a small opportunity to explore their capability and to be promoted because they were less employable. Those statements above are proved with four (4) related data. They are data number 17, 21, 48, and the last is 49. Those data are provided in Appendix D.

4.3 How are Gender Inequalities in Male and Female Relationships Reflected in the Novel?

This subchapter aims to analyze how gender inequalities are reflected in the novel. In order to analyze this problem, we have to refer to Appendix F, which contains eleven (11) related data.

In the novel, gender inequalities are reflected through the characters both major and minor. To make it clear, look at the explanation and interpretation below. The explanation and interpretation will be given through its gender manifestation and through people who suffers from those gender inequalities.

4.3.1 Gender and Women Marginalization

As the explanation in the previous subchapter, women marginalization happens not only in working places, but also in a family life and in a society. This treatment, for example, can be in a legacy right. In Indian custom and tradition, there is right difference in the legacy of inheritance between men and women.

There are four (4) related data which support the concepts of gender and women marginalization which will be explained one by one. Let us see the datum below.

{ “Though Ammu did as much as Chacko, whenever he was dealing with the food inspectors or sanitary engineers, he always referred to it as *my factory, my pineapples, and my pickles*. Legally, this was the case because Ammu, *as a daughter, had no claim to the property*” (see datum no. 25, Appendix F). }

The evidence above is datum number 27. The italicized phrases above prove that there are the problems of gender and women marginalization. As described in datum 25 above, Ammu, one of the characters in the novel reflects this inequality. Ammu who is Papachi’s daughter did not have the same right as Chacko who was Papachi’s son. The son in a family tended to dominate and got all the family’s properties though they did the same job. Look at another datum below, which supports the previous explanation.

{ “Chacko said, ‘*what’s yours is mine and what’s mine is also mine*’ “(Datum no. 27, Appendix F). }

The evidence above is datum number 27. The italicized phrases show that in India men dominats everything in his family. We can see from the datum above, Chacko had more opportunity and authority to get everything from his precuts, but Ammu did not. However, Mamachi paid more attention and affection to Chacko than Ammu.

The explanations above show us that in India men dominate parents' wealth and inheritance while women do not. Indian society regards that women's life depends on men.

Furthermore, there is also another datum, which supports the problems of gender and women marginalization. The datum will be presented below.

“She subscribed wholeheartedly to the commonly held view that a married daughter had no position in her parent's home. *As for a divorced daughter – according to Baby Kochama, she had no position anywhere at all.* And as for divorced daughter from a love marriage, well, words could not describe Baby Kochama's outrage. *As for a divorced daughter from intercommunity love marriage – Baby Kochama chose to remain quivering silent on the subject*” (see datum no. 16, Appendix F).

The above evidence is datum number 16. The italicized sentence in the line 2 from the above datum, saying “*as for a divorced daughter – according to Baby Kochama, she had no position anywhere at all*” shows that an Indian woman does not have position in her society, especially when they are divorced. The society does not regard her as honored women anymore, just like Ammu. She was divorced from her husband, Baba, because of many reasons. Although her decision was better for herself and her children, but she has to face bad consequences, such as the people surrounding her starting to avoid her.

Next, the italicized sentence in the line 4 from the above datum, saying “*as for a divorced daughter from intercommunity love marriage – Baby Kochama chose to remain quivering silent on subject*” proves that a divorce has bad effects not only for a wife herself, but also for her children. Let us see another datum below, which supports that condition.

“From school to school *she* spent her holidays in Ayemenem, largely *ignored* by Chacko and Mamachi (Grown with sorrow, slumped in their bereavement like a pair of drunks in a toddy bar) and largely *ignoring* Baby Kochama. In matters related to the raising of Rahel, Chacko and Mamachi tried but couldn’t. They provided the care (food, clothes, and fees) but withdrew the concern” (see datum no. 4, Appendix F).

The word *she* above is referred to Rahel. Rahel is Ammu’s daughter. Moreover, the words *ignored* and *ignoring* prove that Ammu’s family gave different treatments between Rahel and Sophie Mol (Sophie Mol is Margaret’s daughter who is married to Ammu’s brother, Chacko). Ammu’s mother, Mamachi, gave more affection to Sophie Mol than to the twins, Rahel and Estha (Ammu’s children). The twins did not get love, affection and property from their family although they needed those all. For example, when Rahel came to Ayemenem all the members of the family ignored her.

From the analysis of the fourth data above, we can say that discriminatory treatment in the novel is related to gender problem. In this case, Rahel as a female child and grandchild in India suffered more from that situation. The data prove that in Indian society, only male children have more chance to get everything from their family. The reason is because male is the next generation of the family.

4.3.2 Gender and Subordination

As we know that the manifestation of gender and subordination is closely related to education. The data from the novel confirm that such a manifestation regards that education seems unimportant for women. However, in fact, everyone has the right to get education in her or his life. Nevertheless, an Indian society considers that women position in education is extremely low.

There are two (2) related data, which support the analysis of gender and subordination. They are as follows:

{ “Ammu finished her schooling the same year that her father retired from his job in Delhi and move to Ayemenem. *Papachi insisted that a college education was an unnecessary expense for a girl, so Ammu had no choice but to leave Delhi and move with them.* There was very little a young girl to do in Ayemenem other than to wait for Marriage proposals while she helped her mother with the house work” (see datum no. 13, Appendix F).

The italicized sentence above shows that there is gender discrimination in education toward women. The prove can be found in the phrase above saying “*a college education was an unnecessary expense for a girl*”. Besides, the other phrase saying “*Ammu had no choice*” has a hidden meaning. The word “*no choice*” can be interpreted as having no chance. This means that Ammu is hopeless to get education. That meaning seems to present that there is subordination in Ammu’s life. So, we can conclude that there is the alienation of a woman from getting a proper education proves the existence of gender and subordination in the novel.

As described in the datum above, Ammu reflects this inequality. She did not have the chance to obtain higher education like Chacko. It is proved by the word “*move*” which reveals Papachi’s prohibition. Her father prohibited her to continue her study. He thought that if women had to continue their educational upbringing would waste his money. She could not get what she deserved except waiting for marriage proposals while she helped her mother with the housework.

Meanwhile, we can find that women education is almost equal with men. The fact of equality in getting education is proved by datum number 23 below.

“It was during a few months they spent in Vienna that *Mamachi first lesson on the violin*. The lessons were abruptly discontinued when Mamachi’s teacher, Launsky-Tieffenthal, made the mistake of telling Papachi that his wife was exceptionally talented and, in his opinion, potentially concert class” (see datum no. 23, Appendix F).

The italicized sentence above shows that women can get education like men. However, only a high and mid level person who can get high education. Thus, we can say that pursuing education depends on people’s social status and wealth. The higher their social statuses are, the more chance to get higher education is.

We can see from the datum above that Mamachi, one of the characters in the novel, got the opportunity to have a private education in music although it was not a formal education. When she was in Vienna, she had a private teacher who taught violin was Launsky-Tieffenthal. The problem happened when her teacher told Papachi that his wife was talented and had the chance to conduct a concert. Knowing that statement, Papachi got angry. So, he prohibited his wife to follow the violin class again.

From the explanations of the two data above, we can conclude that although women have the same right to get high education like men, in Indian society education for women is still regarded as an unimportant thing. Women are portrayed as passive people who can do nothing even though in fact they have capability and intelligence to do something meaningful and worthwhile.

4.3.3 Gender and Stereotype

Gender stereotype is a belief about the personal attributes of females and males. This stereotype always causes an inequality. Men are portrayed as the authority whereas women are regarded as sex objects or as doers in domestic roles.

There are two (2) related data, which prove the existence of gender and stereotype. Let us see the data below.

“Chacko was a self-proclaimed *Marxist*. He would call pretty women who worked in factory to his room, and on the pretext of lecturing them on labor rights and trade union law, flirt them outrageously. He would call them Comrade, and insist that they call him Comrade back (which made them giggle). Much to their *embarrassment* and Mamachi’s dismay, he *forced* them to sit at table and drink tea” (see datum no. 29, Appendix F).

The italicized sentence above is datum number 29. The contextual meaning of the italicized sentence proves that there are personal attributes between male and female. There is a belief that women’s job is to serve men. The belief shows that there is a problem of gender and stereotype.

The word “*Marxist*” in the datum proves that one of the characters in the novel was a Marxist. Chacko, one of the characters in the novel who declared himself to be a Marxist. The datum reveals that Marxists are free to do whatever he likes to women including harassing them. This freedom of harassing women is in line with the information in the introduction, saying: “*according to Chacko, if someone declares himself as a Marxist, he is free to do everything*”. He deemed that sexually harassing women labors belonging to The Untouchable People was part of his privilege. On the one hand, when he was lonely, he called some women labors to accompany and serve him. On the other, the labors did not have power and courage to refuse him. However, their sacrifice was not free. Chacko gave them some money or gifts.

Based on the explanation above, the labors in the novel reflect gender stereotype of accepting the fact of being mal - treated without being able to protest. The workers particularly women were underestimated by their boss. Not only did they work in a pickle making, but they also had to serve their boss too.

The next evidence which shows the problem of gender and stereotype is datum number 18 provided below.

“Papachi for his part, having trouble coping with the ignominy of retirement. He was seventeen years older than Mamachi, and realized with a shock that he was an old man when his wife was still in prime” (see datum no.18, Appendix F).

The italicized sentence above shows that Mamachi also reflects gender and stereotype. As described in the datum above, Mamachi’s success in making pickles made Papachi disappointed. Papachi considered that he was the best in his family. He thought his wife was not capable of doing business. He would be emulated by Mamachi new business, which was very commercial soon after his retirement from government service in Delhi. He was afraid that Mamachi would ignore him because she was still young when he retired.

From the explanations above, we can conclude that Mamachi reflects gender stereotype in her marriage relationship with Papachi. The gender and stereotype was reflected in the fact that Papachi was dominant in his wife’s life. As a husband, he had more power and right to do anything to his wife. He controlled his wife’s behaviors including his wife’s income. Yet, Mamachi was a submissive wife who always abided by her husband’s orders. She just kept silent and became an obedient wife who followed all her husband’s advice.

4.3.4 Gender and Violence

As we know, most cases of gender related violence are rapes and sexual infringements. Sometimes, men use their power and strength to do sexual violence. Unfortunately, women are often used as the objects.

To analyze the problem of gender and violence, there are three (3) related data which support the analysis. Look at datum number 33 below.

{ “On her scalp, carefully hidden by her scanty hair, Mamachi had raised crescent-shaped ridges. *Scars of old beatings from an old marriage*. Her brass vase scars” (see datum no.33, Appendix F).

The italicized phrase above shows the problem of gender inequalities. The problem is proved with the phrase, saying “*scars of old beatings from an old marriage*”. The phrase means that violent action toward women happened in marriage relationship. The violence is proved with the present of physical mark as a result of beatings. In the novel, in marriage relationship, violent actions are often committed by husbands to their wives.

As described in the above datum, Mamachi reflects the violent action. She became the victim of violent actions committed by her husband, Papachi. Frequently, Papachi beat his wife when he was in tired condition. He could not control his emotion when he was angry and Mamachi would become his target. Let us see another datum below which supports gender and violence problem.

{ “*Every night he beat her with a brass flower vases*. The beating weren’t new. What was new was only the frequency with which they took place. One night Papachi broke the bow of Mamachi’s violin and threw it in the river” (see datum no. 20, Appendix F).

The italicized sentence above shows that violent actions toward wife still happened in family life. The datum above proves that Papachi had bad habits to his family members although he was a government officer. Chacko, their son, had to interfere to stop his father when he was molesting Mamachi. Because of being disturbed by his son, he got angrier with his wife and it means more beatings.

The violent actions toward women in the novel are found not only in a small society like in a family but also in a big community. The datum below confirmed the fact.

{“Rahel worked for a few months as a waitress in an Indian Restaurant in *New York*. Twice she saw men being shot through their car windows. And once a man who had been stabbed, ejected from a moving car with a knife in his back” (see datum no. 7, Appendix F).

The word *New York* above shows that violent actions also happened not only in poor country and developing country, but also in a developed country like USA.

The above datum also describes that Rahel (one of the characters in the novel), frequently saw a woman being violated by the criminals when she worked at an Indian restaurant in New York. The violence happened because of some factors. One of the factors is law crisis in the country. The laws or policies made by the government are often violated by the society in their community itself.

The descriptions of gender related violence above show that gender and violence can lead to discrimination.

4.3.5 Gender and Burden

To analyze the problems of gender and burden, look at datum number 19 below.

{ “Though Mamachi had canonical corneas and was already blind, *Papachi would not help her with the pickle-making, because he did not consider pickle-making a suitable job for high-ranking ex-Government Official*” (see datum no. 19, Appendix F).

The italicized sentence above shows that the characters of the novel also suffer from the problem of gender and burden. In this case, Mamachi suffered from this inequality. Although Mamachi was successful with her pickle making, Papachi still underestimated her. He never helped her with the pickle making though his wife had already been blind. He considered that this job was not suitable for ex-Government official. Because he took a dim view of his wife’s low-level business, he often beat her without any reasons.

The explanations above show that women’s job is still underestimated by men. Women are not eligible to have good jobs like men and to get higher position in business. Their proper jobs are to serve their husbands, take care of households and mind children. They do not have the chance to get everything that they want like men have.

As we know that concepts of gender and burden deal with the differences between female job and male job. Female job is often categorized as not a productive job. This makes assumption that females are only responsible for all domestic tasks. For middle and high class, this burden is given to domestic workers and most of domestic workers are women.

Finally, we can conclude that women are considered as the workers who have less ability to make decision. They have a small opportunity to explore their capability and to be promoted because they are less employable.



CHAPTER V

CONCLUSIONS

Based on the analysis in the previous chapter, we can conclude that there are five (5) concepts of gender inequality issues which exist in the novel. Those gender inequality issues are reflected in their manifestations. They are gender and women marginalization, gender and subordination, gender and stereotype, gender and violence, and the last gender and burden.

Furthermore, in the novel, gender inequalities are reflected through the characters both major and minor. For example, Mamachi (one of the characters in the novel who is Papachi's wife), Ammu (Mamachi's daughter), Rahel (Ammu's daughter), and women labors in the novel suffered from those inequalities. They get discriminatory treatments either from their family and society. This discrimination is often committed by men, such as their husbands, bosses or even their fathers.

Those conditions placed women under men's power particularly in marriage relationship. This social convention has conferred greater authority on men than women. This problem happens because people still regard that women are always powerless or subordinate and the society place them in a position of victim. This assumption creates a male-dominated situation, whereas men are more powerful and they take total-control in their family.

From the above conclusions, here are some suggestions in order to minimize those gender inequalities toward women. It can be suggested that the world will be better off, if we realize that God creates human beings to live together, respect each other, and give affection to one another.

There are no differences between men and women. If every human being does the right things, it will be no more discriminatory treatment in human relationship. This discrimination causes gender inequality in human beings especially in male and female relationship. The root of this evil practice lies outside the gate of schools, working places and other public places.



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Appendix A
The Overall Data

Datum No	Form of the Data	Found In				About
		Page	Chapter	Paragraph	Line	
1.	Explicit Sentences	5	I	23	A11	Gender Inequality
2.	Written Dialogue	8	I	43	1 – 3	Gender and Violence
3.	Explicit Sentences	8	I	44	1 – 3	Gender Inequality
4.	Explicit Sentences	15	I	74	4 – 11	Gender and Women Marginalization
5.	Explicit Sentences	17	I	84	A11	Gender Inequality
6.	Explicit Sentences	36-37	I	89	5 – 10	Gender Identity of Female
7.	Explicit Sentences	37	I	98	6 – 8	Gender and Violence
8.	Explicit Sentences	37	I	107	1 – 7	Gender Identity of Female
10.	Explicit Sentences	36-37	II	9	All	Gender and Stereotype
11.	Explicit Sentences	37	II	10	1-2	Gender Identity of Male
12.	Explicit Sentences	37	II	11	All	Gender Identity of Female
13.	Explicit Sentences	38	II	20	1-7	Gender and Subordination
14.	Explicit Sentences	40	II	26	1-5	Gender Identity of Female
15.	Explicit Sentences	42	II	36	1-4	Gender and Violence

16.	Explicit Sentences	45-46	II	52	All	Gender and Women Marginalization
17.	Explicit Sentences	47	II	60	1-5	Gender and Burden
18.	Explicit Sentences	47	II	60	8-12	Gender and Stereotype
19.	Explicit Sentences	47	II	61	1-4	Gender and Burden
20.	Explicit Sentences	47-48	II	61	10-14	Gender and Violence
21.	Explicit Sentences	48	II	64	All	Gender and Burden
22.	Explicit Sentences	48	II	65	All	Gender and Women Marginalization
23.	Explicit Sentences	50	II	71	7-12	Gender and Subordination
24.	Explicit Sentences	50	II	73	All	Gender and Violence
25.	Explicit Sentences	57	II	110	9-13	Gender and Women Marginalization
26.	Written Dialogue	57	II	III	1-4	Gender and Burden
27.	Written Dialogue	57	II	III	5-6	Gender and Women Marginalization
28.	Explicit Sentences	59	II	125	All	Gender and Subordination
29.	Explicit Sentences	65	II	155	All	Gender and Stereotype
30.	Explicit Sentences	73	II	204	3-6	Gender Inequality
31.	Explicit Sentences	161	VII	33	All	Gender and Violence
32.	Explicit Sentences	162	VII	37	All	Gender Inequality
33.	Explicit Sentences	166	VIII	10	All	Gender and Violence

34.	Explicit Sentences	168	VIII	21	4-8	Gender and Stereotype
35.	Explicit Sentences	169	VIII	22	All	Gender and Stereotype
36.	Explicit Sentences	170	VIII	29	6-9	Gender and Subordination
37.	Explicit Sentences	171	VIII	30	All	Gender and Subordination
38.	Explicit Sentences	180	VIII	65	5-10	Gender and Violence
39.	Explicit Sentences	180-181	VIII	66	all	Gender and Violence
40.	Explicit Sentences	181	VIII	67	1-9	Gender and Violence
41.	Explicit Sentences	181	VIII	68	2-9	Gender and Violence
42.	Explicit Sentences	225	XI	53	1-3	Gender and Violence
43.	Written Dialogue	225	XI	53	4-5	Gender and Women Marginalization
45.	Explicit Sentences	245	XIII	45	4-8	Gender and Stereotype
46.	Explicit Sentences	245	XIII	48	All	Gender and Stereotype
47.	Explicit Sentences	246	XIII	56	1-5	Gender and Violence
48.	Explicit Sentences	247	XIII	61	4-7	Gender and Burden
49.	Explicit Sentences	249	XIII	75	3-10	Gender and Burden
50.	Explicit Sentences	270	XIV	11	1-6	Gender Identity of Female
51.	Explicit Sentences	270-271	XIV	13	1-5	Gender Identity of Female

Appendix B

The Classified Data Supporting the First Problem

Datum No	Form of the Data	Found In				About
		Page	Chapter	Paragraph	Line	
2.	Written Dialogue	8	I	43	1 – 3	Gender and Violence
4.	Explicit Sentences	15	I	74	4 – 11	Gender and Women Marginalization
7.	Explicit Sentences	37	I	98	6 – 8	Gender and Violence
10.	Explicit Sentences	36-37	II	9	All	Gender and Stereotype
13.	Explicit Sentences	38	II	20	1-7	Gender and Subordination
15.	Explicit Sentences	42	II	36	1-4	Gender of Violence
16.	Explicit Sentences	45-46	II	52	All	Gender and Women Marginalization
17.	Explicit Sentences	47	II	60	1-5	Gender and Burden
18.	Explicit Sentences	47	II	60	8-12	Gender and Stereotype
19.	Explicit Sentences	47	II	61	1-4	Gender and Burden
20.	Explicit Sentences	47-48	II	61	10-14	Gender and Violence
21.	Explicit Sentences	48	II	64	All	Gender and Burden
22.	Explicit Sentences	48	II	65	All	Gender and Women Marginalization
23.	Explicit Sentences	50	II	71	7-12	Gender and Subordination

24.	Explicit Sentences	50	II	73	All	Gender and Violence
25.	Explicit Sentences	57	II	110	9-13	Gender and Women Marginalization
26.	Written Dialogue	57	II	III	1-4	Gender and Burden
27.	Written Dialogue	57	II	III	5-6	Gender and Women Marginalization
28.	Explicit Sentences	59	II	125	All	Gender and Subordination
29.	Explicit Sentences	65	II	155	All	Gender and Stereotype
30.	Explicit Sentences	73	II	204	3-6	Gender Inequality
31.	Explicit Sentences	161	VII	33	All	Gender and Violence
32.	Explicit Sentences	162	VII	37	All	Gender Inequality
33.	Explicit Sentences	166	VIII	10	All	Gender and Violence
34.	Explicit Sentences	168	VIII	21	4-8	Gender and Stereotype
35.	Explicit Sentences	169	VIII	22	All	Gender and Stereotype
36.	Explicit Sentences	170	VIII	29	6-9	Gender and Subordination
37.	Explicit Sentences	171	VIII	30	All	Gender and Subordination
38.	Explicit Sentences	180	VIII	65	5-10	Gender and Violence
39.	Explicit Sentences	180-181	VIII	66	all	Gender and Violence
40.	Explicit Sentences	181	VIII	67	1-9	Gender and Violence
41.	Explicit Sentences	181	VIII	68	2-9	Gender and Violence
42.	Explicit Sentences	225	XI	53	1-3	Gender and Violence

43.	Written Dialogue	225	XI	53	4-5	Gender and Women Marginalization
45.	Explicit Sentences	245	XIII	45	4-8	Gender and Stereotype
46.	Explicit Sentences	245	XIII	48	All	Gender and Stereotype
47.	Explicit Sentences	246	XIII	56	1-5	Gender and Violence
48.	Explicit Sentences	247	XIII	61	4-7	Gender and Burden
49.	Explicit Sentences	249	XIII	75	3-10	Gender and Burden



Appendix C

The Selected Data Answering the First Problem

Datum No	Form of the Data	Found In				About
		Page	Chapter	Paragraph	Line	
2.	Written Dialogue	8	I	43	1 – 3	Gender and Violence
4.	Explicit Sentences	15	I	74	4 – 11	Gender and Women Marginalization
7.	Explicit Sentences	37	I	98	6 – 8	Gender and Violence
10.	Explicit Sentences	36-37	II	9	All	Gender and Stereotype
13.	Explicit Sentences	38	II	20	1-7	Gender and Subordination
15.	Explicit Sentences	42	II	36	1-4	Gender of Violence
16.	Explicit Sentences	45-46	II	52	All	Gender and Women Marginalization
17.	Explicit Sentences	47	II	60	1-5	Gender and Burden
18.	Explicit Sentences	47	II	60	8-12	Gender and Stereotype
19.	Explicit Sentences	47	II	61	1-4	Gender and Burden
20.	Explicit Sentences	47-48	II	61	10-14	Gender and Violence
21.	Explicit Sentences	48	II	64	All	Gender and Burden
22.	Explicit Sentences	48	II	65	All	Gender and Women Marginalization
23.	Explicit Sentences	50	II	71	7-12	Gender and Subordination

24.	Explicit Sentences	50	II	73	All	Gender and Violence
25.	Explicit Sentences	57	II	110	9-13	Gender and Women Marginalization
26.	Written Dialogue	57	II	III	1-4	Gender and Burden
27.	Written Dialogue	57	II	III	5-6	Gender and Women Marginalization
28.	Explicit Sentences	59	II	125	All	Gender and Subordination
29.	Explicit Sentences	65	II	155	All	Gender and Stereotype
31.	Explicit Sentences	161	VII	33	All	Gender and Violence
33.	Explicit Sentences	166	VIII	10	All	Gender and Violence
34.	Explicit Sentences	168	VIII	21	4-8	Gender and Stereotype
35.	Explicit Sentences	169	VIII	22	All	Gender and Stereotype
36.	Explicit Sentences	170	VIII	29	6-9	Gender and Subordination
37.	Explicit Sentences	171	VIII	30	All	Gender and Subordination
38.	Explicit Sentences	180	VIII	65	5-10	Gender and Violence
39.	Explicit Sentences	180-181	VIII	66	all	Gender and Violence
40.	Explicit Sentences	181	VIII	67	1-9	Gender and Violence
41.	Explicit Sentences	181	VIII	68	2-9	Gender and Violence
42.	Explicit Sentences	225	XI	53	1-3	Gender and Violence
43.	Written Dialogue	225	XI	53	4-5	Gender and Women Marginalization
45.	Explicit Sentences	245	XIII	45	4-8	Gender and Stereotype

46.	Explicit Sentences	245	XIII	48	All	Gender and Stereotype
47.	Explicit Sentences	246	XIII	56	1-5	Gender and Violence
48.	Explicit Sentences	247	XIII	61	4-7	Gender and Burden
49.	Explicit Sentences	249	XIII	75	3-10	Gender and Burden



Appendix D

The Selected Data Answering the Second Problem

Datum No	Form of the Data	Found In				About
		Page	Chapter	Paragraph	Line	
2.	Written Dialogue	8	I	43	1 – 3	Gender and Violence
4.	Explicit Sentences	15	I	74	4 – 11	Gender and Women Marginalization
7.	Explicit Sentences	37	I	98	6 – 8	Gender and Violence
10.	Explicit Sentences	36-37	II	9	All	Gender and Stereotype
13.	Explicit Sentences	38	II	20	1-7	Gender and Subordination
15.	Explicit Sentences	42	II	36	1-4	Gender of Violence
16.	Explicit Sentences	45-46	II	52	All	Gender and Women Marginalization
17.	Explicit Sentences	47	II	60	1-5	Gender and Burden
18.	Explicit Sentences	47	II	60	8-12	Gender and Stereotype
19.	Explicit Sentences	47	II	61	1-4	Gender and Burden
20.	Explicit Sentences	47-48	II	61	10-14	Gender and Violence
21.	Explicit Sentences	48	II	64	All	Gender and Burden
22.	Explicit Sentences	48	II	65	All	Gender and Women Marginalization
23.	Explicit Sentences	50	II	71	7-12	Gender and Subordination

24.	Explicit Sentences	50	II	73	All	Gender and Violence
25.	Explicit Sentences	57	II	110	9-13	Gender and Women Marginalization
26.	Written Dialogue	57	II	III	1-4	Gender and Burden
27.	Written Dialogue	57	II	III	5-6	Gender and Women Marginalization
28.	Explicit Sentences	59	II	125	All	Gender and Subordination
29.	Explicit Sentences	65	II	155	All	Gender and Stereotype
31.	Explicit Sentences	161	VII	33	All	Gender and Violence
33.	Explicit Sentences	166	VIII	10	All	Gender and Violence
34.	Explicit Sentences	168	VIII	21	4-8	Gender and Stereotype
35.	Explicit Sentences	169	VIII	22	All	Gender and Stereotype
36.	Explicit Sentences	170	VIII	29	6-9	Gender and Subordination
37.	Explicit Sentences	171	VIII	30	All	Gender and Subordination
38.	Explicit Sentences	180	VIII	65	5-10	Gender and Violence
39.	Explicit Sentences	180-181	VIII	66	all	Gender and Violence
40.	Explicit Sentences	181	VIII	67	1-9	Gender and Violence
41.	Explicit Sentences	181	VIII	68	2-9	Gender and Violence
42.	Explicit Sentences	225	XI	53	1-3	Gender and Violence
43.	Written Dialogue	225	XI	53	4-5	Gender and Women Marginalization
45.	Explicit Sentences	245	XIII	45	4-8	Gender and Stereotype

46.	Explicit Sentences	245	XIII	48	All	Gender and Stereotype
47.	Explicit Sentences	246	XIII	56	1-5	Gender and Violence
48.	Explicit Sentences	247	XIII	61	4-7	Gender and Burden
49.	Explicit Sentences	249	XIII	75	3-10	Gender and Burden



Appendix E

The Classified Data Supporting the Third Problem

Datum No	Form of the Data	Found In				About
		Page	Chapter	Paragraph	Line	
2.	Written Dialogue	8	I	43	1 – 3	Gender and Violence
4.	Explicit Sentences	15	I	74	4 – 11	Gender and Women Marginalization
7.	Explicit Sentences	37	I	98	6 – 8	Gender and Violence
10.	Explicit Sentences	36-37	II	9	All	Gender and Stereotype
13.	Explicit Sentences	38	II	20	1-7	Gender and Subordination
15.	Explicit Sentences	42	II	36	1-4	Gender of Violence
16.	Explicit Sentences	45-46	II	52	All	Gender and Women Marginalization
17.	Explicit Sentences	47	II	60	1-5	Gender and Burden
18.	Explicit Sentences	47	II	60	8-12	Gender and Stereotype
19.	Explicit Sentences	47	II	61	1-4	Gender and Burden
20.	Explicit Sentences	47-48	II	61	10-14	Gender and Violence
21.	Explicit Sentences	48	II	64	All	Gender and Burden
22.	Explicit Sentences	48	II	65	All	Gender and Women Marginalization
23.	Explicit Sentences	50	II	71	7-12	Gender and Subordination

24.	Explicit Sentences	50	II	73	All	Gender and Violence
25.	Explicit Sentences	57	II	110	9-13	Gender and Women Marginalization
26.	Written Dialogue	57	II	III	1-4	Gender and Burden
27.	Written Dialogue	57	II	III	5-6	Gender and Women Marginalization
28.	Explicit Sentences	59	II	125	All	Gender and Subordination
29.	Explicit Sentences	65	II	155	All	Gender and Stereotype
31.	Explicit Sentences	161	VII	33	All	Gender and Violence
33.	Explicit Sentences	166	VIII	10	All	Gender and Violence
34.	Explicit Sentences	168	VIII	21	4-8	Gender and Stereotype
35.	Explicit Sentences	169	VIII	22	All	Gender and Stereotype
36.	Explicit Sentences	170	VIII	29	6-9	Gender and Subordination
37.	Explicit Sentences	171	VIII	30	All	Gender and Subordination
38.	Explicit Sentences	180	VIII	65	5-10	Gender and Violence
39.	Explicit Sentences	180-181	VIII	66	all	Gender and Violence
40.	Explicit Sentences	181	VIII	67	1-9	Gender and Violence
41.	Explicit Sentences	181	VIII	68	2-9	Gender and Violence
42.	Explicit Sentences	225	XI	53	1-3	Gender and Violence
43.	Written Dialogue	225	XI	53	4-5	Gender and Women Marginalization
45.	Explicit Sentences	245	XIII	45	4-8	Gender and Stereotype

46.	Explicit Sentences	245	XIII	48	All	Gender and Stereotype
47.	Explicit Sentences	246	XIII	56	1-5	Gender and Violence
48.	Explicit Sentences	247	XIII	61	4-7	Gender and Burden
49.	Explicit Sentences	249	XIII	75	3-10	Gender and Burden



Appendix F

The Selected Data Answering the Third Problem

Datum No	Form of the Data	Found In				About
		Page	Chapter	Paragraph	Line	
4.	Explicit Sentences	15	I	74	4 – 11	Gender and Women Marginalization
7.	Explicit Sentences	37	I	98	6 – 8	Gender and Violence
13.	Explicit Sentences	38	II	20	1-7	Gender and Subordination
16.	Explicit Sentences	45-46	II	52	All	Gender and Women Marginalization
18.	Explicit Sentences	47	II	60	8-12	Gender and Stereotype
20.	Explicit Sentences	47-48	II	61	10-14	Gender and Violence
23.	Explicit Sentences	50	II	71	7-12	Gender and Subordination
25.	Explicit Sentences	57	II	110	9-13	Gender and Women Marginalization
27.	Written Dialogue	57	II	III	5-6	Gender and Women Marginalization
29.	Explicit Sentences	65	II	155	All	Gender and Stereotype
33.	Explicit Sentences	166	VIII	10	All	Gender and Violence