

CHAPTER I

INTRODUCTION

1.1 Background

Every literary work made by poets, authors, novelists and other writers always contains stories from parts of human life. They tell what they feel, witness, and what they imagine as a result of seeing social phenomena, whether they are currently happening or are historical in nature. From these experiences and thoughts, then they pour it into verses or narratives to form a literary work. Jones (1968:1) states “literature is just another way we can experience the words around us through our imagination.” This means that literary works are closely related to life. The dialectic of life is sometimes described in literary works. As a work, literature clearly has a beauty that encourages someone to read and enjoy it. There are several main forms of literature in this world. Taylor (1981:13) mentions the main forms of literary works, including: prose, drama and poetry. Among the main literary genres that contain literary appreciation, especially in the complex principle of literary autonomy, is poetry, because poetry is the painting of certain words that produce a new world, namely the world of texts.

Poetry has its own characteristics that distinguish it from other literary works. According to Shumaker (1965:10) poetry is “the poet’s ideas or thoughts that flow as a medium to express certain perceptions, feelings, and thoughts.” This means that every poet writes his poetry creatively by involving broad and deep feelings, perceptions, and thoughts on a phenomenon. He uses the arrangement of

words that have meaning to stir the soul of the reader. Poetry also consists of various elements. Perrine (1978) mentions these elements include word forms, forms, rhyme patterns, rhymes, ideas, or issues that have meaning in the poet's life to be conveyed to readers, listeners, through certain techniques and aspects. The language used in poetry is also different. The meaning of poetry is always different from one person to another, because everyone has their own interpretation.

For some poets, poetry is written as their medium to speak in order to express their thoughts. Sometimes these things are born based on the objective situation that is happening, the conditions experienced, felt or seen, and the imagination of a symptom or situation that is heard. All poets have their own characteristics in writing. Some poets make nature the object of poetry. There is also the use of love, rural or urban as an object. There are also poets who use life experiences, ranging from good or bad experiences that they have seen or experienced themselves. In fact, sometimes poets use poetry to criticize social, economic-political situations and other problems that occur in society. In this research, the researcher chose poetry as the material to be researched because poetry is a literary work that has its own value, uniqueness and characteristics.

Currently, many poems are written with the theme of emancipation due to conditions that arise in society. In addition, there are several female poets who write poetry with a touch of feminism. For example the exclusion of women from the realm of production, the position between women and men in everyday life, discrimination and also sexual violence that occurs in women's lives. Some

people try to explain the theme using a feminist perspective. Ilyas (1997:1) defines feminism as awareness of the unequal gender distribution experienced by women, covering various perspectives, both within the family and in the social environment that encourage awareness of both women and men which is then manifested in actions with the aim of changing inequality. Feminism is a political act that fights for the emancipation of women in several aspects such as equality in politics, the economy, free from bad stigma, not excluded, free from sexual violence and other social aspects.

In general, feminism considers women's oppression to be caused by a two-headed monster that continues to undermine women's justice in society, namely capitalism and patriarchy. However, in subsequent developments imperialism and the presence of new countries emerged, so that feminism as a means of struggle for women's emancipation focused on issues of production and reproduction, that there was an unfair gender division of labor and women were seen as mothers who carried out social reproduction that was not seen as work. The oppression of women according to Engels (1884) has been going on for a long time, even since the transition of human work from hunting and raising livestock to the agricultural era. This means that women have experienced systematic oppression in historical developments. In line with what Gimenez (2016:2) says "the oppression of women has social origins, and is not something natural, nor is it an accidental relationship between women and men".

Engels (1884) provides an analysis of how social relations can be changed, perverted, due to a radical change in the human productive force when livestock

activities arise. According to him, in pre-historic times, the discovery of ways to raise animals by tribal communities could increase their prosperity, whereas in primitive communal era, they never enjoyed such things. However, this prosperity simply increases the social status of men. This is because men are in control of these activities. Women are excluded from social production. This means that women are isolated in household chores, so they have no power over the main food production. Whereas it is the basis for the creation of equal status and power between men and women in the previous society. Engels' analysis provides an understanding that the condition of women's oppression is not something "natural", but occurs because there have been certain changes in the history of the development of society. From the transition of work, too, has given birth to a patriarchal system because women are excluded from the main production.

Patriarchy, said Engels (1884) is a political organization that distributes power unequally between men and women to the detriment of women. This means that there is gender inequality between men and women so that women are excluded from main work activities (in the public sphere) to domestic work (housework). This situation continues to this day, women are the number two creatures, they are always under men. Fasih (1996) assesses gender inequality as a system and structure that makes men, and especially women, victims. He also explained that gender inequality is manifested in various forms of injustice, for example: the process of economic impoverishment, the notion of being unimportant in political decisions, the formation of stereotypes through negative labeling, violence, longer and longer work, and the socialization of the ideological

values of gender roles. That foundation is also the reason for feminism to fight for the liberation of women. Manifestations of gender inequality cannot be separated, because they are interrelated and related, and influence each other dialectically. Feminists believe that the 'nature' of women is only menstruation, pregnancy, childbirth and breastfeeding. The rest can be exchanged between men and women for the creation of an egalitarian society, such as economic and political rights.

One of the poets who use a touch of feminism in her work is Charlotte Perkins Gilman. Gilman (1860-1935) was a fiction, nonfiction writer, lecturer, sociologist and social critic of the time period of the Reconstruction to Industry movement in which important social changes occurred for women. Her work talks a lot about women's rights. She opposed social hierarchies who believed that women were naturally inferior to men. The protest strongly opposes the supremacy of masculinity and high social sovereignty by making patriarchy the root cause of ill-treatment, as well as the preservation of gender mechanisms that cause women to be subordinated to being the number two creatures in the state. Researcher took three of Charlotte Perkins Gilman's poems for research: *To the Indifferent Women*, *Locked Inside*, and *Boys Will Be Boys*.

As the title suggests, this study wants to describe the emancipation of women contained in the selected poems of Charlotte Perkins Gilman. The reason the researcher chose Charlotte Perkins Gilman's work is because her poems talk about the situation of women, and the poems chosen are phenomenal poems. In this study, the researcher wanted to examine from the point of view of women, and the focus of this research was on feminism.

1.2 Statement of the Problems

1.2.1 What are the forms of gender inequality contained in by Charlotte Perkins Gilman's selected poems?

1.2.2 How is the struggle for feminism in by Charlotte Perkins Gilman's selected poems?

1.3 Scope of the Research

This research discusses the description of the situation of gender inequality and efforts to fight for women's gender justice contained in Charlotte Perkins Gilman's selected poems.

1.4 Objectives of the Research

Based on the formulation of the problem above, the objectives of this study include:

1.4.1 To identify the forms of gender inequality contained in Charlotte Perkins Gilman's selected poems.

1.4.2 To research the struggle of feminism in Charlotte Perkins Gilman's selected poems.

1.5 Significance of the Research

Theoretically, this research is expected to provide knowledge to readers in researched literary works using a feminism approach. There is also knowledge about women's issues. Meanwhile, for practical purposes, it is hoped that it can help readers in analyzing literary works to understand historically the experiences

of women in Charlotte Perkins Gilman's selected poems. It can also increase understanding of feminism which can be used as a reference to fight against women's oppression in order to achieve an egalitarian life.

1.6 Review of Previous Researchs

To support this research, the researcher tried to look at several other journals related to this research. For example, what Ramadhan (2012) wrote, "The Portrayal of Woman's Spirit in Charlotte Perkins Gilman's Poem 'The Mother's Charge': A New Criticism Analysis" which aims to find out the female soul in Charlotte Gilman's poem Described in "The Mother Charge" applying the new critical theory and using the close reading method. The results of the research conducted show that, Charlotte Gilman through the new criticism gives us the knowledge that by exploring figurative language and interpreting the image of the condition of women in women can be revealed clearly and the depiction of the spirit of women is supported by figures of speech and imagery.

The difference between this researched, apart from the poetry analyzed, Rafmi focuses more on figures of speech and imagery, although in his discussion he also refers to women's issues. While the researcher focuses more on feminism by depicting gender inequality, as well as efforts to achieve gender justice in Charlotte Gilman's poetry.

The second researches, is Frag and Humood (2019) about "Woman's Emancipation and Her Economic Independence in Charlotte Perkins Gilman's Selected Poems". They explain, Gilman through his poetry, tries to highlight how women can make radical changes in society by participating in public life

effectively. In other words, Gilman calls for the emancipation of women from the rigid ties of the household through economic independence. They think that if women are given equal opportunities with men in truly human activities, society will benefit not only from their direct work, but also that children will eventually have two fully human parents with real responsibilities. Gilman also opposes the idea that women cannot successfully combine career and marriage. On the contrary, economic independence will free women to become full members of society and achieve balance with themselves. Switching from domestic services to social services, they will enter into the organic social as a functional part of the social body.

The difference between this Researches, Frag and Humood see if the emancipation of women can be done with economic independence. Meanwhile, researcher see that women's emancipation is not limited to economic problems, but also by exposing the bad patriarchal culture that causes gender inequality, and achieving women's political rights.

1.7 Theoretical Framework

In supporting this research, to analyze the forms of gender inequality and the struggle for gender equality in the poems of Charlotte Perkins Gilman, the researcher uses several explanations of theories and concepts described below:

1.7.1 Definition of Feminism

Feminism is basically an awareness of the oppression of women in society, in the workplace and in the family, as well as conscious action by women and men to change this situation. In general, feminism is an ideology of women's

liberation, which is inherent in all of its views: that women experience oppression because of patriarchal culture and a political-economic system that does not favor women, as human beings, being number two in society. Bell Hook (2000: 8) in *Feminism Is for Everyone: Passionate Politics* provides a simple definition of feminism: “Feminism is a movement to end sexism, sexist exploitation, and oppression”. This ark of women’s struggle is a complex idea that has very different meanings and connotations for people from generation to generation, ethnic identity, sexual orientation, social class, nationality, and myriad identities. Ritzer (2004:448) says “Feminism is a type of critical social theory that is included in the social, political, economic, and historical contexts faced by unjust people”.

Feminism is a series of social movements, political movements, and ideologies that have the same goal, namely to define, build, and achieve gender equality in the political, economic, personal, and social spheres. The feminist movement has been and continues to campaign for women’s rights, including the right to vote, hold political office, work, get a fair wage, equal pay and eliminate the gender pay gap, to own property, get an education, enter contracts have equal rights. In marriage, and to have maternity leave, not only that, Alice Echols (1989) reveals that feminists also seek to ensure access to legal abortion and social integration, as well as to protect women from rape, sexual harassment, and domestic violence. Even changes in dress and acceptable physical activity are often part of the feminist movement.

The presence of feminism is to create an egalitarian life order by dismissing the inferiority of women over the superiority of men which is supported by the patriarchal system and capitalism. You can't limit the struggle of women to just fighting one of them, but must fight both. The presence of feminism is also not to oppose other liberation movements or separate from other movements. She is one in any liberation movement, because for feminists it is impossible to achieve women's liberation without confronting the enemy who oppresses the people in general, and it is impossible to struggle to be free from oppression in general without taking part in the struggle for women's liberation.

Meanwhile, Humm (1990:74) in *The Dictionary of Feminist Theory* holds that feminism combines the doctrine of women's equality (an organized movement to achieve women's rights) and the ideology of social transformation that aims to create a world for extraordinary women. He also said "Certain terms in contemporary theory, such as work, family, patriarchy, and sexuality, are used to summarize the basic experiences of women". Davies (1996:62) in his book 'Gender Theories in Education' states that "Feminism is the recognition of women for their equality with men and their demand to access roles and positions in public life which are traditionally considered the domain of men".

The beginning of the 18th century can be called the starting point for the history of feminism. Although there has been a debate for women who do get a position recognized by society, feminism was not very developed at that time. Currently, what appear is women who write works that show the demand for equal rights, especially in the field of education. Later, the women became

interested in the new ideas that arose after the French revolution. They imagine that the relations between genders that currently exist are abolished and appear in the form of various associations that want to stop male domination and deny how to be female at that time (Hannam, 2007: 6).

Around the mid-18th century, women in Europe, North America, and the colonies of Canada, New Zealand, and Australia first founded groups and communities aimed at achieving women's social, economic, and political change and development. These organizations became centers of the historical feminist movement. They continue to educate and get women to express their thoughts. They want their ideology to be recognized in the future. They write an autobiography, memoir or history which we will recognize as the initial feature of the emergence of feminism (Hannam, 2007: 7).

“Women and men should have equal opportunities, that women should no longer be discriminated against on the basis of their gender, and that women and men should get the same pay for the same work, she's likely to say yes and so do most men. -male” (Rosenstand, 2006: 566). Women come in colorful life with lots of charm. They describe strength, perseverance, patience, fortitude, intelligence, obedience, perseverance and extraordinary intelligence. Men will never experience to endure the pain of childbearing and even risk their lives for it. Friedan (1963: 75) “I never knew a woman, when I was growing up, who used her mind, played her own role in the world, and also loved, and had children”.

1.7.2 Gender

Gender in a broad sense is ideas and expectations that can be exchanged between men and women. Gender is basically a notion of feminine and masculine character, abilities, and expectations, of how men and women should behave in various situations. These ideas are disseminated through the intermediary of family, school, friends, religion, media and so on. It is through these intermediaries that gender is reflected in the roles, social status, political and economic power, between men and women (Bruynde, Jackson, Wijermans, Knought and Berkven, 1997:7).

Meanwhile, Fakhri (1996) revealed that “to understand gender, the word gender and the word sex must be distinguished.” The definition of sex is the interpretation or division of the two sexes from a biological standpoint inherent in humans. Biologically, men have a penis, Adam’s apple (laryngeal prominence), and produce sperm. While women have the means of production such as a uterus, produce eggs (ovum, oocyte, ova), have a vagina, and have a means of breastfeeding. The difference naturally exists in male humans and female humans while at the same time distinguishing the two. Although at this time in certain portions can be changed through surgery, but naturally the difference is carried over from birth.

According to Fakhri (1996) the concept of gender is an inherent trait of men and women that is socially and culturally constructed. For example, women are gentle, beautiful, emotional or motherly. While men are seen as strong,

rational, and mighty. These traits are actually interchangeable, meaning men can be gentle, emotional and maternal. Likewise, women can be rational, strong and mighty.

In its development there is confusion and perversion of the meaning of what is called sex and gender. There is a confirmation of understanding that is not in place in the community. What is actually gender, because it is basically a social construction, is actually considered as nature which means biological provisions or 'god provisions'. For example, there is an assumption that educating children, managing and maintaining the cleanliness and beauty of the household (domestic affairs) are often considered as "women's nature". In fact, the problem is a cultural construction in a society. The work of taking care of children and the house can be done by men.

1.7.3 Forms of Gender Inequality

Gender differences are not really a problem. However, gender differences give birth to injustice for men and especially for women. Gender inequality is a system and structure in which both men and women are victims of the system. Gender inequality is manifested in various existing inequalities. Fasih (1996: 12-21) describes five gender inequalities, including:

1.7.3.1 Marginalization (removal)

The exclusion of many women occurs in the economic field. However, women work only for themselves or just looking for additional income, causing many women to find jobs that do not have a strategy, both

in terms of salary, job security, and the status of the work they get. Also because women are considered not to have analytical skills, women are only given jobs that are technical and routine in nature. However, the marginalization of women does not only occur in the workplace, but also in the household, community, or culture and even in the country. In the family, women are culturally and religiously excluded from the main breadwinners. As a result, they only take care of the children and serve their husbands.

1.7.3.2 Subordination (conquest; positioned after men)

Gender views can actually lead to subordination of women. There is an assumption that women are irrational, emotional which causes them to be unable to lead so they must be placed in unimportant positions. This means that women are considered unimportant in public decisions. For example, they are not involved in the election. They can't run for office to sit in government seats to make policies, or most simply when women are not allowed to go to school, or are often found in families who have limited finances and have to make a decision to send their children to school, the boys get top priority. Marginalization causes women to be subordinated. They must be submissive and submissive under the superiority of men.

1.7.3.3 Negative Stereotypes (negative general perception; negative labeling or labeling)

In general, Stereotypes are labeling or marking of a particular group. Labeling also often occurs in gender, to the detriment of them. For example, when women dress up as an attempt to attract the attention of the opposite sex, every case of violence or sexual harassment is always associated with this stereotype. Even if there are rapes experienced by women, society tends to blame the victims. Society tends to assume that the main task of women is to serve their husbands. Women often experience negative labeling, such as spoiled crybabies, seducers, gossipers and others.

1.7.4 Political Poetry

Political poetry is basically a union between politics and poetry. In David Orr's (2008) work "The Politics of Poetry" poetry and politics are linked by expression and feeling, although both are a matter of individual perception. Political poetry is always connected to people's feelings, and politics is connected to current events. Poetry can also be a political reference and have a real impact on political perceptions.

Just like poetry, and politics, Political poetry can clearly attract readers because politics and poetry express views, with political poetry often defined as: "a particular political situation; rooted in an identifiable political philosophy; addressed to certain political actors; written in a language that the intended audience can understand and appreciate; and finally, offered in public forums where it can have maximum persuasive effect," (David Orr: 2008)

A number of critics have the opinion that political poetry cannot exist, even they argue that politics does not enter and cannot be combined with the traditional definition of poetry. A. L French (1968) criticized the work of the influential seventeenth-century poet, John Dryden. A.L French says most of the credit Dryden receives for his political message is not the quality of his poetry for its mediocrity. A.L French claims drynden relies a lot on exaggeration to convey the message and content of the theme. French's statement casts doubt on the inherent difficulties of political poetry: Attempts to include the literal (Political), can destroy the fantastical and imaginative qualities that make poetry what it is.

1.7.4.1 Feminist Political Poetry

Feminist political poetry aims to promote the principles and political ideas of feminism through poetry (Shyama: 2018). The author expresses feminist ideas and principles even though they are not people who are directly or even active in the political movement of their time. Shyama (2018) says “Many feminist movements, however, have embraced poetry as a means of communicating with public audiences through anthologies, poetry collections, and public reading”.

Formally, feminist political poetry is more often to challenge the notion of language and meaning. According to Whitehead (1996) this is because feminists usually prioritize women’s experiences as valid and worthy of attention, as well as because they seek to highlight the life experiences of minorities and other less privileged subjects. Also sometimes feminist political poetry seeks to embody the experience of

certain women and of certain forms of oppression depending on related identities such as race, sexuality, gender presentation, disable or immigration status.

Whitehead (1996) states that feminist political poetry “has no identifiable date of birth,” but he argues that there are several main characters who may be identified as key early proponents of feminist ideas, and who conveyed their politics with feminism. Perhaps Sappho can be called the first feminist poet, at least because he wrote about female homosexuals in ancient Greece, a culture that at that time was not considered and prohibited.

Feminism of the early twentieth century was a pivotal moment for the rise of the suffragist movement, and poets responded to this political moment by writing debates about whether women should have the right to vote or not. In *Suffrage Songs and Verses*, Charlotte Perkins Gilman criticizes rich women. The reason is because they lead an easy life, than deny the lives of other women who suffer. Then there was Alice Duer Miller (1874-1942) who wrote mocking poems for anti-suffrage supporters. The poem was published in the *New York Tribune*, a popular news outlet at the time.

1.7.5 Elements of Poetry

In composing a captivating poem, or to look at a charming poem, there are eight main elements that are often found in researching poetry. “The main feature of these eight data units is that they provide easy-to-read flow, synchronized

expression, and meaning required for composition” (Jones: 1968). However, in this study, researchers only took some of them:

1.7.5.1 Theme

Every poem has a theme. It is not disclosed randomly. Several thoughts and expressions are matched together, to give the poem an appropriate theme. In fact, the theme can be interpreted as the atmosphere of a poem. Literally what the author wants to express through his words. They can be thoughts, feelings, observations, stories, or experiences.

1.7.5.2 Symbolism

Symbolism is a pragmatic expression in poetry. In poetry, the expression is usually indirect. Instead, it creates the use of some symbolic and virtual elements and themes to encourage hidden meanings behind words. Symbolism is used to provide further reflection on the poem.

1.7.5.3 Figurative Language

“figurative language is language that uses figures of speech and language that cannot be taken literally to captivate the reader’s interest and convey our ideas in a more entertaining way” (Perrine: 605). Language like this often appears in a poem to make the reader more fascinated although sometimes there needs to be a different interpretation in interpreting figurative language. Using figurative language is more effective for saying what the individual means than with “direct statements because figurative language gives people imaginative pleasure, it is a way to bring additional imagery into verse, is a way of adding emotional

intensity to statements that are otherwise only informative, are a way to say a lot in a short compass,” (Perrine: 605).

There are several types of figurative language which are applied in this research to help get a deeper meaning to find out the poet’s intent. However, the researcher only took a few to use in research Charlotte Perkins Gilman’s Selected Poems. The types of figurative language are explained as follows:

1.7.5.3.1 Simile

Simile is a figurative of speech that is stated explicitly by comparison with a conjunction. As according to Perrine (605), “Simile is a comparison expressed by the use of several words or phrases, for example, such as, of, similar to, resembles, or seems to be”.

1.7.5.3.2 Metaphor

Meanwhile, Perrine defines metaphor as a direct comparison made between things that are basically different. A metaphor compares two things that are fundamentally different, but always have a comparable object. Like the statement “the world is a stage”. This quote compares two things, namely: the world and the stage. The two words have different referents or real meanings, but they can be equated. In a sense, the world is associated as a place for humans to play a role in their lives, such as creating evil lies, or basically the theater is a miniature world or a theater, which tells the reality of human life.

1.7.5.3.3 Repetition

A poet often repeats certain lines or entire stanzas at intervals to emphasize a certain idea. Repetition is a figure of speech, where a word or group of words is repeated for a poetic effect. Repetition is found in poetry that denotes a special musical effect or when a poet wants to focus on an intent that is very close to something.

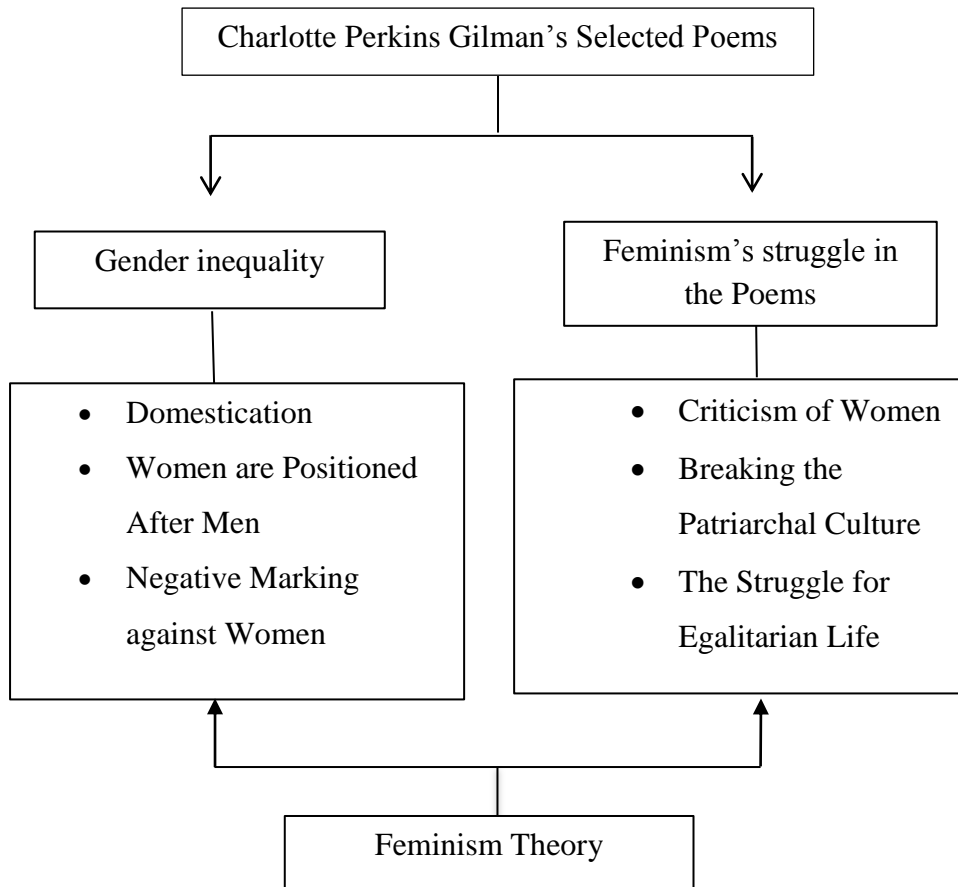
1.7.5.3.4 Hyperbole

“Hyperbole, or exaggeration, is only exaggeration and, but exaggeration in the service of truth,” (Perrine 646). This exaggerated statement can have several effects such as humorous, serious, fantastical, restrained, convincing, and unconvincing. For example, when someone says “I will love you for a thousand years” this shows that his love is genuine and will continue to be so, will not fade with time, even if he is given another thousand years of life.

1.7.5.5 Imagery

Perrine (594) defines image as “representation through the language of sensory experience”. The imagery is intended to provide a certain picture of certain things and situation it can also be the writer’s feelings. This is very effective in giving effect to people who read poetry about feelings to understand what the author feels. Imagery is descriptive and imaginative which is manifested in material form through words.

1.8 Conceptual Framework



Based on the chart above, the focus of this research is the analysis of feminism viewed from two factors; forms of gender inequality and the struggle for gender justice. This research will use descriptive method.

1.9 Method of the Research

1.9.1 Research Design

To answer the problems mentioned in section 1.2, the researcher conducted a literature study. This study used descriptive qualitative method. This method is used because the analysis of forms of gender inequality and women's emancipation in Charlotte Gilman's poetry is chosen in words, not numbers.

1.9.2 Data

This research uses two types of data; primary data and secondary data. The main data is taken from the selected poetry of Charlotte Perkins Gilman. While the supporting data are taken from references related to the main data. References include the author's biography, Political, Social, Economic and Cultural Situation of America during the author's lifetime, Gender Injustice, Patriarchal System close to published poetry and the application of feminism.

1.9.3 Data Collection

In summary, the steps for data collection are as follows:

a. Reading Poetry

The first technique is to read the poems by Charlotte Perkins Gilman. Researchers read the work of Charlotte Perkins Gilman repeatedly and continuously to understand the message or what Charlotte Perkins Gilman wants to convey from the poems.

b. Literature research

Then, the researcher uses literature study to find and combine data in poetry.

c. Internet Browsing

After that, the researcher surf the Internet to find various materials to support this research. This technique is clearly very helpful in finding comparative data to be used as a reference as well as to show the authenticity of this study.

d. Taking Notes

Poetry and reference data based on the formulation of the problem by paying attention to and highlighting words; and

e. Perform Analysis.

1.9.4 Data Analysis

a. Classification

Researcher classifying the contents of the poems related to the formulation of the problems. This classification is adapted to the depiction of forms of gender inequality in the poems of Charlotte Perkins Gilman. In addition, classifying the contents of the poems related to the emancipation of women in the poems of Charlotte Perkins Gilman.

b. Interpretation

In this section, the researcher interprets the content of the poem in accordance with the formulation of the problem. So, that the interpretation does not experience bias from what you want to convey.

c. Explanation

After classifying, then interpreting, then the researcher draws an explanation that is in accordance with the formulation of the problem based on the theory or approach used.