

CHAPTER II

UNDERLYING THEORY

This chapter deals with the theory of socialist feminism in analyzing *Dreams of Trespass* novel. The researcher will divide this chapter into four parts. They are notion of socialist feminist, the major principle of socialist feminist, against gender inequality, and structural element of the novel.

A. Notion of Socialist Feminist

Socialist feminism is the women movement that focuses on economic determinism as the primary source of inequality. Socialist feminism views the freedom toward women both the public and domestic spheres can only be research by working to end women's inequality both the economic and social. Andersen, (1983: 235) socialist feminists is "a more radical perspective that sees the origins of woman's inequality in the system of capitalization and patriarchy". Classical socialists, in fact, see the inequality of woman as stemming primary from capitalism, in which woman are defined as the property of man and the accumulation of profit necessitates the exploitation on woman's labor.

Socialist feminism begins around the middle and the late of nineteenth century in Western Europe and North America. Therefore, it appears is "influenced by the spread of industrial capitalism, rapid industrialization, urban poverty, family upheavals, and role transitions spawned" (Mandell, 2003: 8). There are five aspects which supported

women in oppressed condition according socialist feminism viewed (Mandell, 2003: 11).

First, socialist feminism analyzes the role of the household in propping up the entire capitalist system of reproducing gender, race, sexual, and class relations. It views women in domestic work unpaid, undervalued, and rendered invisible within the home. Besides, women who have chances go in public they should considered their responsibility in domestic (Mandell, 2003: 11).

Second, socialist feminism analyzes the relation of women as wage earners to modes of production. Women have low wage earners than men. It is supported by ideology in which men are seen to be breadwinners who need to pay a wage sufficient to support their dependent wives and children.

Third, socialist feminism analyzes the relation of women and social class. Women have contradictory class status as wives carrying the status of their male partners and as workers imbued with their own class positions.

Fourth, socialist feminism analyzes the family role in the ideological socialization of women, men, and children. The family role is completely representing the stereotype behavior. Men are socialized into competitiveness, aggressiveness, rationality, and independence that suitable for public sphere.

Fifth, socialist feminism analyzes the concept of praxis, consciousness rising, and ideology. It stressed on examining and understanding experience and on connecting personal experience to the structures that defines women life.

B. Major Principles of Socialist Feminist

The major principles of socialist feminism include women's position, women's right, women's role and women's participation.

1. Women's Position

Addressing to women's position based on the ideas of socialist feminism women becomes oppressed. Women's position is socialized in many subordinated place. Women are subordinated in all aspect of life both domestic and public sphere. Women's positions are under men authority and power (Mandel, 2003: 12). It is determined by the patriarchal system. Women only become the symbol of pleasure for men in life.

Women's position in domestic sphere is under the men authority. Their position in domestic sphere is their first responsibility such as wives and mothers. On the other hand, women who worked in public sphere are "generally paid lower wages than men even for the same work" (Bonvillain, 1995: 136). It seems to be the cause of gender inequality toward their position in life (Mandell, 2003: 20).

From the statement above, the writer concludes that women's position is socialized innate place and in all aspect of life both

domestic and public sphere. Besides, women positions are under the men authority and power.

2. Women's Right

Socialist feminists' analyzes women's right in common inequality. Socialist feminist effort toward women's right is "women's equality entirely in term of men's existing rights" (Mandell, 2003: 213). Therefore, women's right means women have equal opportunities in all aspects of life. They have right to participate in the public (Mandell, 2003: 213). They have right in education and law. Besides, equal opportunities both in social an economic access (Mandell, 2003: 6). Unfortunately, women's right does not completely exist throughout women history.

Women in domestic obtain to be slave rather than the head of family. Women are constructed by the social custom to honor and respect the men as the leader of their life (Bonvillain, 1995: 214). It means, men have authority to make decision toward women in the domestic sphere. All of the women do must be permitted by the men.

However, women's rights are inferiority not only in domestic sphere but also in public. It can be seen that women's right to participate in politic is limited. "Many laws limited the rights of women. They could not vote or sit on juries" (Jordan, 1992: 303). In fact, law limited women's right. They were "not even entitled to

protection against physical abuse. A husband had “the legal right to beat his wife with reasonable instrument” (Jordan, 1992: 303).

3. Women's Role

Socialist feminist views women's role in patriarchal system closed to the domestic sphere. Since birth, parents interact differently with children depending on their sex, and through this interaction parents can instill different values or traits in their children on the basis of what is normative for their sex. This internalization of gender norms can be seen through the example of which types of toys children are typically given (“feminine” toys often reinforce interaction, nurturing, and closeness, “masculine” toys often reinforce independence and competitiveness) that parents give to their children.

Education also plays an integral role in the creation of gender norms. Gender roles that are created in childhood permeate throughout life and help to structure parenting and marriage, especially in relation to work in and outside the home.

Naturally, women's role treated in household jobs. They remain responsible for house and children (De Beauvoir, 1993: 143). Besides, marriage women intend to carry on the feminine function to have sex and pleasure (De Beauvoir, 1993: 449). It becomes the consequences for marriage women to have any sexual activity (De Beauvoir, 1993: 143). Women's role in public sphere is always in subordinate position. It is because the men were socialized for achieving success in a

capitalist economy (Bonvillain, 1995: 12). As the result, men control women in all aspect of public sphere. It can be seen that most men have jobs in privilege place than women. However, men are assuming the role of "care giver" more and more in today's society. Education plays a major factor in this. The more education a male or female receives, the less likely they are to hold roles within the house distinctly based on one's sex. Males are doing more cooking, cleaning, and house-hold "chores" than they were in the 1950s.

4. Women's Participation

Throughout history, women generally have fewer participation and career opportunities than men do. They do not have equal right with man in citizenship with a reason that women are less rational. When women married, they have duties to her family such as taking care children, introducing and educating them about the best of morality, and adjusting herself as wives.

Socialist feminist effort toward women's participation is equal participation to men in order to share in the social and economic resources of society. Women's participation both domestic and public spheres are in second place. Their lack participation clearly happened in patriarchal system.

Women's participation in domestic sphere is under the men power and authority. Women's participation in the domestic sphere is closed to be "wives and mothers" (De Beauvoir, 1993: 457). They

must serve their husband and care their children. Besides, they have responsibility to keep their house perfect such as washing and cooking.

Women's participation in public sphere is under the men domination. Men dominated the public sphere as long as the women histories. Women's participation in public is like men pleasure. They become the employees for the men company owners.

The owners of company views woman workers "better adapted, cheaper, more more easily controlled" (Bonvillain, 1995: 161). The fact, women's participation in public is only for the men fortune.

From the statement above, the writer concludes that women should have liberation movement to fight subordination toward women's participation in life. Women should have equal opportunity and chance the same as men, because until now women are still under men authority.

C. Against Gender Inequality

1. Social Gender Inequality

Social gender inequality is "constructed within social relationships in which women in a general are less powerful" (Mandell, 2003: 294). Social gender inequality toward women emerged "when the social and culture powers are stronger than her own sense of self, she is objectified" (Mandell, 2003: 125). Objectification means "the greater the loss of individual self and the

greater the social appropriation of a women' experience, feelings, and existence" (Mandell, 2003: 125).

Social inequality is "organized and reproduced in the social context by various practices and relationships in society" (Mandell, 2003: 126). It means that women are in subordinated position both in domestic and public. The writer means that social inequality influenced the women relationship in the society. Women give a various values to the society when they are in subordinate position both in domestic and public sphere.

Maternity, the natural biological role of women, has traditionally been regarded as their major social role as well. Socially, the resulting of stereotype custom take a woman's place at home. From the statement above, the writer concludes that social gender inequality is constructed within social relationships in which women in a general are less powerful. It seems that, women are under men's authority, everything they do, anything they want dealing with social thing should not cross to men's right and authority.

2. Economic Gender Inequality

Economic inequality can be defined "any economic advance that threatens a worker's job or well being, it is usually an expression of power made by someone in authority" (Mandell, 2003: 254). It refers to "man in position of economic power over women" (Mandell,

2003: 254”). There are both in domestic and public sphere men have economic power.

Economic gender inequality happened when men are “employed as laborers in local and distant towns and women remain at home” (Bonvillain, 1995: 217). In fact, women who perform domestic duties are unpaid. Hence, women are “dependent on money earned exclusively by men”. Therefore, women’s economic is dependence on their husbands (Bonvillain, 1995: 217). It is used to justify their subordination and lack of social worth.

Economically, men in public sphere are always controlling women in work place. The effects of women’s workers are keeping women marginalized and vulnerable. There are “unequal pay structure that currently exists between women and men” (Mandell, 2003: 252). For example, women and men who worked in full-time and permanent jobs, women’s average earning was only \$18,050 compared to men’s \$29,328 average wage (Mandell, 2003: 252). It means women still carry the burden of women’s inequality especially in earning. In contrast, men are “given economic rewards in higher wages, more prestigious jobs, and greater authority in the workplace” (Bonvillain, 1995: 170).

Furthermore, in capitalist economies women are “relatively low wages and under unstable conditions” (Bonvillain, 1995: 170). From the statement above, the writer concludes that in economic gender

inequality, women are better depending on their husband. It is good for a woman to be a housewife than to be an employer. Men are seeking for money, then wives will receive it and use it.

3. Religious Gender Inequality

Religious is observant of religious laws and practices. The underlying reasons for gender inequality can be found in the patriarchal structure of the cultural background of every ethnicity, nation or people. Also all religious communities, whether Jewish, Muslim, Hindu, traditional or Christian, give more power to men than to women.

Religious beliefs and practices powerfully influence social contract gender in universe. It is because “religion is among the domains that most influence their construction of reality and society” (Bonvillain, 1995: 204). Religious gender inequality is the differences of religious doctrine toward the relationships between women and men among “justifications of prevailing cultural construct of gender” (Bonvillain, 1995: 204).

Therefore, the expression a beliefs through religious gender inequality can be seen by symbols and lean how people conceive of themselves and how it organizes human lives (Bonvillain, 1995: 204). For instance, the symbolism in Indian castes often takes women subordinated to men in every societal domain as long as they life (Bonvillain, 1995: 210). Here, daughter live under authority of their

fathers, wives are subservient to their husbands, and widows are dependent on their son's or brothers" (Bonvillain, 1995: 210). A women's duty is to serve her husband.

Another women's subordinate position in religious such as on the ritual Paraphernalia in South America often use sacred trumpets. Here, men "eventually seized controls of the ritual instruments, either through stealth or struggle, and have since denied women access to them" (Bonvillain,1995: 207). On the other hands, women are "presently not supposed to overhear sounds made by sacred horns or to understand song sung by men in secret rituals associated with the instruments" (Bonvillain, 1995: 207).

From the statement above, the writer concludes that women are also facing discrimination although in religious world. They are still under men power and authority.

4. Law Gender Inequality

Law is rule enacted by community or country, body of rules by which order and justice is maintained. Law inequality is the legal institution that women "who patiently endure inequality, and silently bears insults, will soon become unjust, or unable to discern right from wrong" (Wollstonecraft, 1992: 90). Women still retained a few privilege in law. Law gender inequality happened not only in codes of laws but also in customary law. It is because both laws take women in subordinate position. However, the most codes of laws denied women

access to masculine positions (De Beauvoir, 1993: 108). Men maintain the women.

For instance, women are under the guardianship of her father, who sent her into a convent if she failed to marry later, and if she did marry put her and her property and children completely under her husband's authority (De Beauvoir, 1993: 108). Sex discrimination in codes law in the definition of crimes existed in some areas of the United States. For instance, a woman who shot and killed her husband would be accused of homicide, but the shooting of a wife by her husband could be termed a passion shooting. Furthermore, the natural inferiority of women greatly influenced the status of women in customary law.

From the statement above, the writer concludes that the law gender inequality is the position where women are having different treatment in the law. Women are considered to be the first who did the mistake. Men are always more powerful than women.

5. Political Gender Inequality

Political gender inequality is close to women. "No better off her political rights were none and the mores were severe" (De Beauvoir, 1993: 108). Women do not participate as much as men due to the law. If they participate they use more non-conventional ways. They are more engaged in social movements and non-governmental organizations than in governments, parliaments or political parties.

Political participation can also be measured by means of political representation. Representation means that legally authorised citizens should be elected to the parliament and form the government. Generally the parliament should be a mirror of the society. All groups should be represented equally. Thus, many feminists believed that a cooperative society based on socialist economic principles would respect the rights of women. Women's political participation and representation is not democratic.

The causality of the power gap between women and men is very difficult to be explained. There are lots of reasons for female under-representation: family background, cultural and religious background, gender identity, education, age, job, income, and time budget, all these influence the political career of a woman. Furthermore, following a long list of inequality were resolutions for equitable laws, equal educational, equal job opportunities, and the right to vote. Hence, women enjoy participating in political domain.

From the statement above, the writer concludes that politic gender inequality is the discrimination of women in politic area, where women are always having lower position than men have. For example: if there is an election of president and vice president, a woman is better to be a vice president than to be the president. Man is the first then woman is second.

6. Educational Gender Inequality

Educational gender inequality is “the experiences of male and females differ greatly in classrooms as do the outcomes of schooling of occupation and monetary reward” (Mandell, 2003: 273). It can be seen from the different type of education for females who were to spend most of their lives in the private sphere while male who were to spend their lives in the public sphere (Mandell, 2003: 273).

For instance, women often study to category housewife than study science and technology (Mandell, 2003: 280 - 283). Hence, there was discrimination within the educational system (Mandell, 2003: 283). Furthermore, there were different salaries paid to men and women teachers. The averages of women in Canada have only a high school education. Hence, they are appropriate to become member of the paid of labor force. For instance, 75 percent between the ages of 25-44 are in the labor force that work for clerical, sales, or service positions and earned on average about \$13.000 a year (Mandell, 2003: 281-282).

From the statement above, the writer concludes that educational gender inequality is a discrimination in education to women. Men are having higher education than women. Therefore, men will get better effect of education than women itself. For example: women will get different job, different salaries, and different position than what the men get.

D. Structural Element of the Novel

The structural elements of *Dreams of Trespass* are made up of some elements that jointly form the structure of the novel. The structural elements comprise the characters and characterization, setting, plot, point of view, style, and theme.

1. Character and Characterization

Character is the element of fiction that focuses on the individual involved in the plot; these are usually human but could be animals or even forces of nature. Generally a plot will feature a protagonist, the major character, and an antagonist who engineers an obstacle to the goal of the protagonist. Novels will usually be a number of secondary or minor characters whose lives intersect with the main character in a variety of ways.

Characters must be realistic; they must act and sound like people in the situations we find in the plot of the novel. Characters must be internally consistent; any change in a character must be caused by the circumstances or the actions of some other character. Some characters are flat, stereotypical: the handsome prince, the heroic soldier, the lovely princess, the evil counselor. Strong characters are rounded; they exhibit the full range of human emotions and reactions to people and events.

Character is an imagined person who inhabits a story (Kennedy, 1983: 65) in Koesnosoebroto. In general, the role of character will prosper when the characterization can show

individuality in his role so that the reader will easy to understand the nature of character itself. Characters traits can involve attitudes, skill, preferences, psychological drives, and any other specific quality the novel creates for a character. The characterization can be analyzed physically, mentally, morally, and socially. Considering the role of the characters in the story, there are more and less important characters.

2. Setting

Setting is the physical description of the place in which the story occurs. Setting can also encompass the patterns of images in a work. References to colors or weather conditions or natural phenomena like a garden or a river or an ocean can form a motif that weaves its way throughout a novel. Sometimes the setting is an essential element of the story; sometimes the setting can take on aspects of character in a story. Abrams describes setting as “the general location and the historical time in which the action occurs in a narrative or dramatic work, while the setting of an episode or scene within a work is the particular physical location in which it takes place” (Koesnosoebroto, 1988: 29).

3. Plot

Plot is the sequences of happening in a story. A plot is also a narrative of events, but its emphasis is on causality. A plot also requires intelligence and memory, intelligence because the reader picks up a fact and relates it to other facts and memory because it is the

ability to recall facts. A plot does not depend solely on the sequence of events, but on the relationship between events, the way that one event might cause another and so on and so on. The plot arises from conflict. A character is presented in a situation and then something happens and he or she is faced with an obstacle to a goal. A plot is selective: an author does not portray every moment in the life of the character but only those moments that advance the story.

4. Point of View

Point of view is “the method of narration that determines the preposition or angle of vision, from which the story is told” (Pickering and Hooper, 1981: 71-72). Point of view can be defined as the perspective of the story teller. It can be divided into three categories, first person, second person, and third person.

Koesnosoebroto (1988: 88), wrote that first point of view is the way to tell the story where the author disappears into one of one character, who tells the story in the first person. A story told in the first person point of view is told by a character within the story. The first person can be a major character or minor character.

In second person point of view, when the photographer of the cinema is not established a character in the scene, the audience feels that the direct address being made to the camera speaks to the audience directly. Third Person Points of View In a story told in the third person, the author tells the story. Authors can choose to limit

themselves to one or a handful of points of view or can choose to be omniscient.

5. Style

Style is usually confined to mean the element of language that may reflect on author's originality in writing. The author's style is an important point to make what actually the author wants to say through the story. Abrams in Nugiyantoro (1995: 289-310) points out that there are many things involve in style, for example; diction, grammatical structure and rhetorical.

a. Diction

It refers to author's choice of word. An author, when choosing the word to his/her work, he/ she will choose the word that appropriate to his idea in order to get a certain effect and established.

b. Grammatical Structure

It means the suggestions of sentences structure. In creating the sentences, the authors are free in using the language. It can be in the repetition abbreviations, or desperation in order to get the aesthetics effect. This is called foregrounding as one of the characteristics of literary language.

c. Rhetoric

Rhetoric is the manner of using the language to get esthetic. It refers to the author's way to express the language in order to

make the readers know his idea. Rhetoric consists of figurative language and imagery.

1) Figurative language

Figurative language can be divided into two parts: Figurative of thought or tropes and figure of speech or rhetorical figure schemes.

a) Figure of thought or tropes

The trick of language that is close to the literal meaning used by an author called figure of thought. There are five prominent of figurative of thought; simile, personification, hyperbole and paradox. First, simile is “used for direct comparison and explicit which used a certain tasked word and an explicit marked such as; like, as, as if, resemble, and others.

Second, metaphor is “the figure of phrases to describe something of two different classes in order to show the same qualities and to make it more forceful”.

Third, personification is “the figurative language, which provides the nature fixed object with nature of man properly. Until it can attitude and behave like man. It means by representing human form”.

Four, hyperbole is “a language style which emphasizes meaning which full of exaggerated and the last,

paradox language style which emphasize phrases; expressing forward and stressing element insight”.

b) Figure of speech or rhetorical figure of schemes

The effectiveness of literature work is influenced by the whole of sentence structure. Sometimes there are some conspicuous sentence structures in a literature work that can give the other impression.

Figurative of speech talks about this conspicuous sentence structure. It can be a deviation for the other. This conspicuous sentence structure is written by author in order to get the aesthetic function.

2) Imagery

Imagery is the use of the word and sentences expresses by the author. It has the function to make the readers imagine, feel and concrete a condition in the story that is actually abstract.

6. Theme

Theme is the central idea of the story. Theme is the author's way of communicating and sharing ideas, perceptions and feelings with the reader or of probing and exploring the puzzling questions of human existence with the reader. Theme is not the issue or problem or subject with which the work deals but rather it is the comment or statement the author makes about the subject as it necessarily and

inevitably emerges from the interplay of the various elements of the work.

Kennedy (1983: 103) states that the theme of a story is whatever general idea or insight the center story reveals. A theme is a moral or a message, that reflected what the happenings, what the story is about. Theme is organically related to the total structure of a novel. Every aspect of the plot, characters, point of view, and setting in a novel contributes in some way to the theme of that novel.

E. Theoretical Application

In analyzing *Dreams of Trespass* novel, the writer uses socialist feminist approach. Later the discussing focusing on major issues of feminist, they are women's position, women's right, women's role, and women's participation. Besides, the writer uses the issues of gender inequality to analyze and to answer how gender inequality which is reflected in *Dreams of Trespass* novel by Fatima Mernissi.