

## CHAPTER I

### INTRODUCTION

In this chapter the researcher will presents the introduction of the research. It describes background of the study, previous study, limitation of the study, problem statement, objectives of the study, benefits of the study, research method, and research paper organization.

#### **A. Background of the Study**

Human rights are the basic rights and freedoms that belong to every person in the world. They are fundamental things that human beings need in order to flourish and participate fully in society. One of the most crucial rights for people is education because education is the key of life. Cole (2006) states that:

Everyone has the right to education. (It) shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory ... (and) shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace (Cole, 2006: 1).

In several countries, there are some differentiates of rights. Men are able to get their rights in having formal education while women are discriminated to stay at home to serve men's needs. A right to have formal education is the rights of everyone. Education must be given to all people in the world both men and women without discrimination. To reach this purpose, they need an equality of education so there are nothing differentiates happened in their life. Equality of education is how to educate people in every gender, ages, and cultures. Thom in Cole (2006) states that:

Gender was raised, but it was raised as a general social question, that is, the issue of whether girls and boys should receive a separate sort of education as a whole, not whether one girl should receive a different sort of education from another. No one asked what the implications were for equality in this; rather, whether boys and girls

required a fundamentally different organization of education (Thom in Mike Cole 2006:26).

In society, women have the lower position than men. In man's view, women do not have equality in several aspects. Women have little position on freedom and they do not even have respect in any meaningful sense. They have a limited chance to enter some profession because they cannot get a formal education. They do not deserve to get education and job that is why women are difficult to get job. Society considers women have no ability to do something. It means that women cannot express what they want to do. These conditions make women try to struggle for her right to get the same equality to get their best education. Paludi (2010) states:

The socialization of girls influences gender differentiation in personality characteristic and values. For example, girls are often socialized to believe that when they become women, they should place other things ahead of their career advancement, such as home and family. Even if women do not hold these values as primary, they are often perceived as holding these values by the corporation; corporate managers do not promote people to positions of power who do not hold career as their main priority. To complicate this situation, women who do not hold these "traditionally feminine realms" sacred, as society deems they should, maybe harshly judged by this "failure of femininity". Women are still, to certain extent, expected to value children and taking care of the home and family as a priority; women who deviate from this convention are often viewed with judgment and derision (Paludi, 2010: 29).

Equality is not always about treating everyone the same, but it is about treating people in such a way that the outcome for each person can be the same. This means putting things in place to support people to achieve similar outcomes. If we treat women the same education like we do with a man, women can be a founder of success in the world. Many great women had been gave big influences to the world. In Indonesia we have Cut Nyak Dien as a national hero from Aceh, then R.A Kartini a woman who gives her life to struggle the women emancipation, and then several world's figure such as Indira Gandhi (India Prime Minister), Corazon Aquino (A President of Philippine), then Benazir Bhutto (Pakistan Prime Minister).

Inequality of education for girl can be reflected in the literary works, especially in the writing. Writing can be realized in the kind of script, short story,

novel, memoir, etc. Here, the researcher only focuses on the memoir as object to do a research paper. *I am Malala* is the great memoir in the middle 2013 by Malala Yousafzai and Christina Lamb.

First author is Malala Yousafzai. Malala Yousafzai came to public attention at the age of eleven by writing for BBC Urdu about life under the Taliban. Using the pen name *Gul Makai*, she often spoke about her family's fight for girl's education in her community. In October 2012, Malala was targeted by the Taliban and shot in the head as she was returning from school on a bus. She miraculously survived and continues her campaign for education. In recognition of her courage and advocacy, Malala was the winner of Pakistan's National Youth Peace Prize in 2011 and was nominated for the International Children's Peace Prize in the same year. She is the youngest person ever nominated for a Nobel Peace Prize. She was one of four runners-up for *Time* magazine's person of the year and has received numerous other awards. Malala continues to champion universal access to education through the Malala Fund, a nonprofit organization investing in the community – led programs and supporting education advocates around the world (Malala, 2013).

Second author is Christina Lamb. Christina Lamb is one of the world's leading foreign correspondents. She has reported on Pakistan and Afghanistan since 1987. Educated at Oxford and Harvard, she is the author of five books and has won a number of awards, including Britain's Foreign Correspondent of the year five times, as well as the Prix Bayeux-Calvados, Europe's most prestigious award for war correspondents. She currently works for the Sunday Times and lives in London and Portugal with her husband and son (Malala, 2013).

When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education. On Tuesday, October 9, 2012, when she was fifteen, she almost paid the ultimate price. She was shot in the head at point-blank range while riding the bus home from school, and few expected her to survive. Instead, Malala's miraculous recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to

the halls of the United Nations in New York. At sixteen, she has become a global symbol of peaceful protest and the youngest nominee ever for the Nobel Peace Prize. *I Am Malala* is the remarkable tale of a family uprooted by global terrorism, of the fight for girls' education, of a father who, himself a school owner, championed and encouraged his daughter to write and attend school, and of brave parents who have a fierce love for their daughter in a society that prizes sons (Malala, 2013).

There are four reasons why the researcher interested in analysing *I am Malala* memoir. First reason is *I am Malala* is an inspiring story. It tells the struggle by a young girl named Malala. She is very strong girl. Although she was shot by the Taliban, she never scares and keep stand for the education especially for girl's education. With her struggle, at sixteen, she became a global symbol of peaceful protest and the youngest nominee ever for the Nobel Peace Prize.

Second, *I am Malala* is a great memoir that tells women's life in a patriarchy environment where they must struggle for their freedom. *I am Malala* also a realistic historical memoir; the memoir gives us the historical women's life includes women's position, women's role, women's right, and women's participation in Pakistan.

Third, the plot of this novel is interesting. First chapter of this novel tells about the condition of Swat Valley, where Malala was born. How Malala enjoy her childhood before the Taliban came to the swat valley. Then the next chapter until the last chapter, the author makes the story more alive and detail. The chapters are well organized by a chronological order. Each chapter contains causal connections and it directed into a main theme.

The last reason is the education factor. It can be a scale or literature review for other researchers who will use the same novel, issue, or approach. It gives positive contribution to the development of the large of knowledge and to enrich the literary study especially in Muhammadiyah University of Surakarta (UMS).

Based on the reasons above, the researcher will use the Feminist theory as an approach to analyze this memoir, because the content of this memoir contains of the

story about woman's struggle in educational inequality. By so doing, the researcher gives the title: **“INEQUALITY OF EDUCATION FOR GIRLS REFLECTED IN MALALA YOUSAFZAI & CHRISTINA LAMB'S *I AM MALALA* (2013) MEMOIR : A FEMINIST APPROACH”**.

## **B. Literature Review**

There are two research papers that using *I Am Malala* as the object of research in Muhammadiyah University of Surakarta. First research paper entitled **“VIOLATION OF HUMAN RIGHT REFLECTED IN MALALA YOUSAFZAI & CHRISTINA LAMB'S *I AM MALALA* (2013) MEMOIR: A SOCIOLOGICAL APPROACH”** by Niken Lestari. She analyzes several violations for human rights by using sociological approach. She finds several violations of human rights such as educational discrimination, violation of freedom to speak up, shooting people by the Taliban, etc.

Second is **“PERSONALITY OF MALALA REFLECTED IN MALALA YOUSAFZAI & CHRISTINA LAMB'S *I AM MALALA* (2013) MEMOIR: A PSYCHOANALYTIC APPROACH** by Caecilia Tiewuk Novyanti. She analyses the personality of Malala by using psychoanalytic approach. She analyses how Malala survives her life under the Taliban and how Malala can be a good figure for all peoples by seeing at her individual psychology. Both of research papers are still in the process of finishing in order to getting bachelor degree in of education in English department.

## **C. Problem Statement**

The problem of the study is **“How is the educational inequality for girls reflected in Malala Yousafzai & Christina Lamb's *I am Malala* (2013) memoir? “**

#### **D. Limitation of the Study**

In this research, the researcher gives limitation to focus on inequality of education for girls in *I am Malala (2013)* memoir by Malala Yousafzai with Christina Lamb by viewing from feminist perspective.

#### **E. Objectives of the Study**

Based on the problem statement above, the researcher formulates the objectives of the study are as follows:

1. To analyze *I am Malala* memoir based on its structural elements.
2. To analyze *I am Malala* memoir especially for educational inequality for girls by using a Feminist Approach.

#### **F. Benefits of the Study**

The researcher hopes this research can be useful for the other. The researcher expects the benefits of the study into two, they are as follows:

##### **1. Theoretical Benefit**

This study is expected to give a new contribution and information to the larger body of knowledge, particularly the literary studies on *I am Malala (2013)* by Malala Youzafzai with Christina lamb.

##### **2. Practical Benefit**

The study is expected to fulfill the final project of the researcher for getting bachelor degree of education in English Department of Muhammadiyah University of Surakarta (UMS).

#### **G. Research Method**

##### **a. Type of the study**

In this study, the researcher applies a qualitative research in which the researcher does not need a statistic to collect, to analyze and to interpret the data. In

brief, qualitative research in this research is employing the method of collecting, describing, classifying, and analyzing the data and then drawing conclusion.

By using qualitative method, this research is aimed to describe inequality of education for girls at *I am Malala* memoir based on the feminist approach. The data sources are library and literary data. The steps to conduct this research are (1) determining the type of the study (2) determining the object of the study (3) determining data and data source (4) determining technique of data collection, and (5) determining technique of data analysis.

#### **b. Object of the Study**

The object of the study is *I am Malala (2013)* memoir written by Malala Yousafzai & Christina Lamb. It will be analyzed by using feminist approach.

#### **c. Type of the Data and Data Sources**

There are two data sources that are needed to do this research, namely primary data sources and secondary data sources.

##### **a. Primary Data Source**

The primary data source is *I am Malala (2013)* memoir written by Malala Yousafzai & Christina Lamb.

##### **b. Secondary Data Sources**

The secondary data sources are from other sources related to the study, such as website, dictionary, and some books that support the analysis.

#### **d. Technique of the Data Collection**

The methods of collecting data are documentation the picture and note taking with the following steps:

##### **a. Reading the original memoir for several times**

- b. Determining the object that will be analyzed
- c. Taking notes of important thing both of primary and secondary data source
- d. Classifying and determining the relevant data
- e. Browsing on the internet to search the information that relates with the memoir.

**e. Technique of the Data Analysis**

The technique used in analyzing the data is descriptive analysis. It concerns with structural elements of *I am Malala (2013)* memoir written by Malala Yousafzai. The collected data are interpreted and analyzed in detail by using feminist approach. Then the writer draws conclusion based on the analysis.

**H. Research Paper Organization**

The research paper organization of “Inequality of Education for Girls Reflected in Malala Yousafzai with Christina Lamb’s *I am Malala (2013)* Memoir: A Feminist Approach” consist of six chapters which are presented as follows: Chapter I is introduction of the research that includes the background of the study, literature review, problem statement, limitation of the study, objective of the study, research method, and research paper organization. Chapter II presents the underlying theory consisting of the notion of feminist approach, the major principles of feminist approach by Nancy Mandell and structural elements of the memoir by describing character and characterization, setting, a point of view, plot, theme and of the memoir and a brief discussion. Chapter III consists of the social background of Pakistan at the least of 20<sup>th</sup> century and the beginning of 21<sup>st</sup> century. Chapter IV is structural analysis of *I am Malala* memoir. Chapter V contains feminist analysis of *I am Malala* Memoir. Finally the last chapter is about conclusion and suggestion.