

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

In this chapter, the approach and theory used to analyze the data source are explained. Previous researches that analyzed the same data source or used the same theory and approach are also mentioned. The chapter ends with the theoretical framework, which shows the relation between the approach, theory, and research problems.

2.1 Feminist Approach

Feminist approach, or feminist literary criticism, is based on feminism (Barry, 2017). Feminism is known to be a social movement fighting for equal rights and opportunities between women and men. According to hooks (2015), however, feminism is a movement with the aim to stop sexism, sexist exploitation, and sexist oppression. She argued that in defining feminism as fighting for equal rights, people would think that women wanted to have the same rights as men. This view made people think that feminists were anti-male. The movement stopped having this view when women found that women could also be sexists.

Sexism is the root of the problems in feminism (hooks, 2015). Every individual internalized sexist thought and action since birth. This means that anyone, regardless of gender, can be sexist. In this regard, patriarchy or male domination, which was the main problem fought by feminist, is not because of men only. Furthermore, not all men wanted to be sexist. As hooks (2015) wrote, "... [men] fear letting go of the benefits. They are not certain what will happen ...

So they find it easier to passively support male domination even when they know in their minds and hearts that it is wrong” (p. xiii). Therefore, sexism is hard to be stopped when everyone internalized it and be sexist, intentionally or not, which means that feminism is needed to end sexism.

Feminism does not only fight for women’s right in the workplace and politics, but also in academic setting and literature (hooks, 2015). Barry (2017) wrote that feminism created feminist approach in literary criticism, which is also known as feminist literary criticism or feminist criticism. The feminist approach began in the 1960s (Plain & Sellers, 2007). The focus of the approach had been to emphasize that gender is socially constructed because of women’s portrayal in books by male authors and that gender inequality is because of patriarchy. However, the focus grew from only white male domination to include other races, all social classes, and sexualities until early 1990s. It also has grown again by drawing works from other studies, one of which is queer theory.

Queer theory, also known as queer study, primarily discusses about gender and sexuality (Barry, 2017). Sexuality or sexual orientation is the aspect that determines a text to be analyzed with queer theory. Before having the present name, the study was called lesbian and gay theory or criticism. The term “queer” was a term used to insult gay people. The terms “queer theory” and “queer study” were accepted institutionally in 1990. The study shares the same view as feminism, which is to fight for equality regardless of sex, gender, and sexuality. However, feminist criticism mostly focuses on women whereas queer theory mostly focuses

on queer people, such as lesbians and gays. One of the significant queer theories is gender performativity theory proposed by Judith Butler used in this research.

2.2 Gender Performativity

Before discussing about gender performativity, it is important to discuss about four things that affect one's gender first. The four important things are sex, sexuality, identity, and gender norm. They are important because they influence how an individual perceives and expresses his or her gender. It might seem as though sex or gender norm is the most important, if not both. However, the other three contribute as much as sex in affecting gender. All four of them are discussed below.

The first important aspect in studying gender is sex. Sex is regarded as the biological way to differentiate bodies, usually based on the genital or reproductive organs, chromosomes, and hormones (Wilchins, 2019). The body is differentiated into two, male and female, or male/female binary. There is also a sex called intersex which means the person cannot be categorized into either of the binary, such as having both male and female's reproductive organs. In order to fit the norm, the intersex person would have to get a surgery to be either of the sexes (Butler, 2004).

The second important aspect is sexuality. Sexuality or sexual orientation is the sexual desire or attraction. Sexual attraction is normally towards the opposite sex (Butler, 2007). This means that normally, males are sexually attracted to females whereas females are sexually attracted to males. Nevertheless, there are people who are not attracted to the opposite sex. The prominent examples are

lesbians and gays, or respectively females attracted to females and males attracted to males.

The third aspect in studying gender is identity, specifically gender identity. Identity is how or what a person identify his or herself, therefore gender identity is how a person identifies his or her gender (American Psychological Association, 2015; Wilchins, 2019). The identity is not always the same as how it seemed, especially their gender. Two examples are drag queens and drag kings. Most drag queens are gay men who dress as women and most drag kings are lesbian women who dress as men (Wilchins, 2019).

The fourth or last aspect is gender norms. Norms are the behavioral standards accepted and considered normal in a society (Wilchins, 2019). This means that gender norms are the socially accepted behavioral standards based on genders. The genders are male and female, known as the gender binary. As mentioned above, males have to be masculine and be attracted to females whereas females have to be feminine and be attracted to males. These are examples of gender norms which follow the standards of heterosexuality. Butler (2007) used the term “heterosexual matrix” to talk about heterosexuality as the norm.

Heterosexual matrix is a concept suggested by Judith Butler in her book titled “Gender Trouble: Feminism and the Subversion of Identity” in which she discussed gender performativity. In heterosexual matrix, sex, gender, and sexuality are considered natural or innate and the gender expresses the sex (Butler, 2007). The sexes are male and female, genders are masculine man and feminine woman, and sexuality or desire, as Butler wrote, is towards the opposite sex.

People are assumed to be and appear as either of the binary and be heterosexual, she called this gender coherence.

The assumption in reality is not always correct. As Butler (2004) said, “we cannot predict on the basis of what gender a person is what kind of gender identity the person will have, and what direction(s) of desire he or she will ultimately entertain and pursue” (p. 79). A person’s appearance does not always show his or her sex, gender identity, and sexual identity, especially because one does not cause the others (Butler, 2004, 2007). An example is when two butch females are attracted to each other; they are females who appear masculine but are not attracted to feminine man or woman who are their opposites as assumed.

Gender norms seem similar to heterosexual matrix. However, heterosexual matrix only explains the social condition by relating heterosexuality with the norm. Norms, on the other hand, are “a measurement and a means of producing a common standard” (Butler, 2004, p. 50). This means that gender norms require people to look and behave in certain ways according to each person’s gender, which is expected to be according to his or her sex as in heterosexual matrix.

Butler (2004) said that norms are different from rules and laws as norms are implicit. They are not explicitly or directly coerce people to live in a way that are similar to each other. If someone behaves as expected by the norms in his or her society, he or she is normal. However, if someone does not meet the expectations, he or she will be socially punished. An example of the social punishment is the discrimination in employment towards a gay person (Butler, 2007).

As it can be seen, sex, sexuality, identity, and gender norms influence how someone expresses his or her gender. Even though neither of them causes the others, they seem related because of heterosexual matrix and gender norms. A person's sex, sexuality, and identity may not be considered normal in his or her society, but he or she should appear "normal" because of the societal pressure. Otherwise, the person would be punished by the society. It is important to note that different society has different norms, therefore terms such as masculine and feminine does not have a universal meaning (Butler, 2004).

In contrast, Butler (2007) argued that gender does not follow sex. She wrote that "if gender is the cultural meanings that the sexed body assumes, then a gender cannot be said to follow from a sex in any one way" and "even if the sexes appear to be unproblematically binary [...], there is no reason to assume that genders ought also to remain as two" (Butler, 2007, p. 9). Therefore, there is no need for gender to be divided into two in the same way as sex. She also argued that gender is not a "being" but a "doing," or in other words, gender is an act rather than a state or condition. The act is done repeatedly which makes the illusion of a fixed gender. Butler (2007) called this gender performativity.

Furthermore, Butler (2007) argued that gender identity does not exist prior to gender. It is "a personal/cultural history or received meanings subject to a set of imitative practices" (Butler, 2007, p. 188). The person's view of other people's gender influences his or her performativity of gender which creates his or her gender identity. Normally, the gender appears to be natural by having gender coherence. This coherence is "desired, wished for, idealized" that the body acts

performatively according to the standards (Butler, 2007, p. 185). Hence, gender is repeating acts constrained by the concept of gender binary (Butler, 2007, 2011).

Butler (2007) also suggested that there is no natural, original, or primary gender. In heterosexual matrix, as well as gender norms, male/female, masculine man/feminine woman, and attraction to the opposite sex/gender are considered the original. However, heterosexuality can be seen in homosexuality as well, for instance, in butch/femme lesbian relationship. Butch lesbian's masculinity can be seen as doing the role of the man and femme lesbian's femininity seen as doing the role of the woman. Both heterosexual and homosexual relationships are copies of the idea of the original.

As gender is a doing, it can be seen from the person's way of speaking, physical appearance, and behavior. Based on the way the person speak, appear physically, and behave, he or she can be said to have conformed or fail to conform to gender norms (Butler, 2007). Not conforming or failing to conform to gender norms is called gender nonconformity and the doer is called gender nonconforming person (American Psychological Association, 2015). The opposite is gender conformity and gender conforming person. In this research, they are considered as the types of gender performativity.

2.2.1 Gender Conformity

Butler did not use the term "gender conformity" in her books, but she used the terms "conform" and "conformity." She wrote "the political options that follow from such a totalizing view of heterosexist power are (a) radical conformity or (b) radical revolution" (Butler, 2007, p. 165). She meant that there

are only two ways to face heterosexism (discrimination towards people who are not heterosexual) and one of them is radical conformity. Conformity refers to “comply with prevailing norms or expectations” (Scott, 2014, p. 220). By “radical conformity,” Butler meant to comply with the gender norms completely.

Gender conformity therefore means to be in accordance with gender norms. Since each society has different societal expectations, there is no set of rules that can be applied everywhere (Butler, 2004). It can only be said that people should behave as expected by their society according to their sex and gender to be accepted. As Butler (2007) wrote, the conformity to gender norms is effected by the society’s aim to keep gender binary. This means gender conformity maintains heterosexuality and patriarchy.

2.2.2 Gender Nonconformity

Gender nonconforming person refers to someone who does not behave in accordance with gender norms (American Psychological Association, 2015). In other words, gender nonconforming people fail to conform to gender norms. As explained before, people who fail to conform would be socially punished (Butler, 2004). However, gender nonconformity is not always intentional. Anyone can fail to conform as the norms are ideals that no one can fully do (Butler, 2007).

2.3 Effects of Gender Performativity

Performativity of gender means that there is no origin of gender and gender norms are based on the acts accepted by the society (Butler, 2007). Since gender norms exist, gender has “punitive consequences” (Butler, 2007, p. 190), especially for nonconformity. In this analysis, the effects are negative effects as they had

negative impact on the characters. The term “effects” is used instead of “consequences” because gender conformity also had negative impact. The effects are symbolic violence, oppression, as well as aggression and bullying.

2.3.1 Symbolic Violence

Symbolic violence is a sociological concept of non-physical violence proposed by Pierre Bourdieu. The concept means “the violence which is exercised upon a social agent with his or her complicity” (Bourdieu & Wacquant, 1992, p. 167). Despite being done with complicity, the person does not realize that he or she has become a victim of violence. This is because the people involved consider the violence as something normal. It is based on the invisible power relation in society. Physical force is not needed as the internalized belief of the power itself maintained the violence.

Symbolic violence based on gender is “the paradigmatic form of symbolic violence” (Bourdieu & Wacquant, 1992, p. 170), or in other words, the typical example of the concept. People have internalized the norm of male domination that it becomes natural. An example of symbolic violence in the aspect of gender is how men tried to follow the norm, to conform to the society, in “*To the Lighthouse*” novel written by Virginia Woolf. As for the women, by ignoring the internalized belief, they did not feel the need to be dominating and could see the things men do that the women could not do by themselves.

2.3.2 Oppression

Oppression means treating people unfairly by being good to some but harming others, creating an inequality (David & Derthick, 2018). The treatment is

based on prejudice which is believed by many people. If the prejudice is positive, the group of people can be in favor of being treated nicely. On the other hand, if the prejudice is negative as it usually is, the group of people gets harmed. Both treatments are bad as prejudice is not always in line with the fact. Someone can be a part of a considerably good people but is actually bad person and vice versa.

According to Prilleltensky and Gonick (1996, as cited in David & Derthick, 2018), oppression happens when there is an imbalance in power, in which the ones with more power take the rights of the ones with less power. It can happen because of different power between genders, classes, communities, etc. There are several forms of oppression, such as forcing roles, refusing to give desired jobs, education, and proper living conditions (Hanna et. al., 2000; Sue, 2010, as cited in David & Derthick, 2018). An example is not giving the colonized people enough food, clothes, place to live, and respect; less than the colonizers. The oppression is basically done to maintain the oppression itself.

2.3.3 Aggression and Bullying

Aggression is a way of being hostile that may harm someone mentally or physically (Orpinas & Horne, 2006). Examples of aggression are hitting, pushing, and name-calling. Bullying, which can be said to be a part of aggression, is also a way of harming someone. It is characterized by power imbalance, intentional acts, and repetition (Newman et. al., 2000, as cited in Orpinas & Horne, 2006). The power does not always belong to the person only as it may be the power of the group that the person belongs to. An example of bullying is Draco Malfoy's

aggressive actions towards Neville Longbottom in the Harry Potter novel series as Neville's skills were not as good as Draco's.

Based on the explanation, it may seem that aggression and bullying are the same. However, the two are different. The main difference is the repetition: bullying is done repeatedly whereas aggression may happen just once (a coincidence that the people involved are at the same place at the same time). As the bullying is repeated, that means the bully and victim know each other, but aggression does not need them to know each other. Therefore, aggression is a random hostile act, whereas bullying is not random and has specific target which are people with less power and cannot defend themselves.

2.4 Previous Research

The researcher can find only one research that used "Girl Mans Up" novel written by M-E Girard as the data source. Sajjad et al. (2021) analyzed how women are treated in patriarchal societies. The research was based on Simone de Beauvoir's "the eternal feminine" concept with a deconstruction approach. The researchers found how "the eternal feminine" concept is portrayed and how the main character, Pen, faced the concept in the novel. They concluded the research by saying how important for children's literature to portray gender equality as it is overshadowed by patriarchy.

The second research is the research by Tuo and Liu (2022). This research and other researches mentioned below used Judith Butler's theory of gender performativity. The researchers focused on the repeated acts that built "The Cleft" characters' gender. They analyzed the acts through three dimensions: ritual,

language, and theatrical dimensions. It was found in the research that gender is done by repeating and citing regulatory gender norms and performative act. The researchers concluded the research by saying that gender identity state of not fixed and unstable breaks the dualism thinking.

The third research was conducted by Fitriani et al. (2021). The research aimed to see the social construction of gender and how the two main characters performed their genders. The main characters are females, from a novel titled “The School for Good and Evil” written by Chainani. This research used the theory of gender performativity by Judith Butler. The researchers found that physical appearance, role, personality, sexuality, and punishment were constructed by the society based on gender. Moreover, the two characters were gender fluid and could be both gender conforming and nonconforming. They concluded that gender can change over time and can be different for everyone.

The fourth research was done by Ahmadi Asl et al. (2019). Their research focused on how certain actions built the gender of three female characters. The characters are from the novel titled “Gone Girl” which was written by Gillian Flynn. The theory used was Butler’s gender performativity theory. They found that the repetition of certain actions built the gender of the three characters. They said that the actions proved the performativity of the characters’ gender.

The fifth research is the research by Abshavi and Ghanbarpour (2019). The research was conducted to find the gender performance and subversion on female characters. A novel titled “Life After Life” was used as the data source, which means they analyzed how women perform gender and subversion during war, the

World War II specifically. The theory used was Butler's theory of gender performativity. They found that the characters tend to lean on subversion and that women can change by improving themselves to survive.

The sixth research was conducted by Sadjadi and Hozhabri (2019). The researchers aimed to analyze the portrayal of gender and identity crisis of women. "Orlando," a novel written by Virginia Woolf, was chosen as the data source. The theory used was Butler's gender performativity theory and concept of agency. The result of the research showed that gender and agency were portrayed in the novel. Three characters' gender identities were created performatively, indicating that gender is fluid, constructed by culture, and can change overtime.

The seventh research is the research conducted by Supardan (2020). This research aimed to find how gender is shown and perceived, as well as whether females conform to gender norms in the data source. The novel titled "The Girl with the Dragon Tattoo" written by Stieg Larsson was used as the data source. This research also used Butler's gender performativity theory. The researcher found that the main character had gender fluidity and that other female characters protected themselves by showing their gender differently.

The last research is the research by Dongoran and Satria (2021). The research was aimed to investigate the cause and effect of sexual harassment of women. Miriam Toews' novel titled "Women Talking" was selected as the data source. Women's struggles, oppression, and sexual harassment theory by Rosemarie Tong was applied to analyze the novel. The analysis showed that there were two causes of sexual harassment: gender gap or power imbalance between

men and women and patriarchy. The effects of sexual harassment in the novel were two as well, namely physical and psychological injuries.

The previous researches mentioned above have similarities and differences with the present research. All of them used the same research method. However, only six of them, which are the second until the seventh research, used the same gender performativity theory. The first research used a different theory but used the same novel as the data source. The last research used a different theory but used the same approach, which is feminist approach. In addition, the six researches that used the same theory had different focus from the present research. They did not analyze the effects of gender performativity and not all explain whether the characters conformed to gender norms or not.

2.5 Theoretical Framework

As it can be seen in the figure below, this research uses feminist approach to answer the research problems. The theory used is the gender performativity theory by Judith Butler (2007). The researcher analyzes how gender performativity is reflected in the “Girl Mans Up” novel written by M-E Girard. Each of the actions is classified into either gender conformity or nonconformity. The researcher also analyzes the effect of the gender performativity and classifies them as symbolic violence, oppression, or bullying.

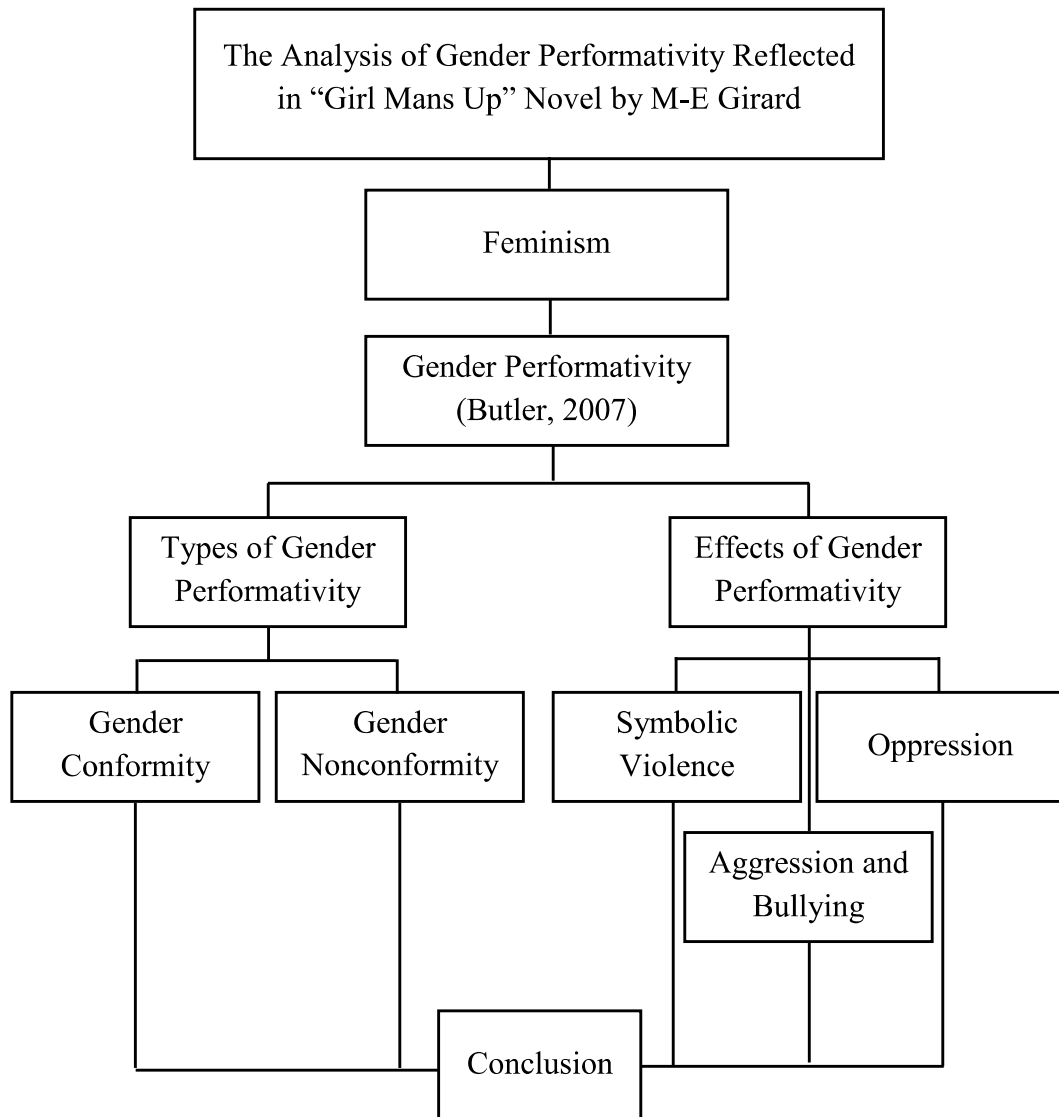


Figure 2. 6. 1 Theoretical Framework