

## CHAPTER I

### INTRODUCTION

#### 1.1 Research Background

Gender inequality is a wide problem which can be found in many countries and many fields. Mikkola and Miles (2007) state that women have little opportunities and rights in terms of education, economics, and social to develop their life whether at the level of family or society. The condition is shown by how women who live with children have lower work hours rather than men who live with children (Beaujot, et. al, 2017). Moreover, Patridge (as cited in Sahin, 2013) explains how the traditional point of view sees education should not be given to men and women equally because women should be trained and taught how to be a good wife and mother. This point of view is needed to be decreased. Moreover, education can be considered as a way to promote gender equality values.

Aikman and Unterhalter (2007) state to promote gender equality values to students, it requires changes in the school's curriculum which affects the interaction between students and teachers or among students. Aikman and Unterhalter (2007) also emphasize gender equality in teaching will build a good quality education. Therefore, implementing gender equality values in school is important and will be beneficial for students and teachers. Furthermore, Sahin (2013) mentions if the importance of gender equality is attached in the education field, it will reduce gaps, divisions, and conflicts between men and women in society. Hence, it is important to learn and introduce gender equality as early as possible. Furthermore, introducing and learning gender equality can be done

through children's literature because of children's literature close to young learners. It is aimed to make young learners understand the importance of gender equality.

Literature for children or children literature is literature that is made for children as the target of the audience (Junaid, 2017). Brown and Tomlinson (2005) state that children's literature should have a good quality which covers children's interest through fiction, poetry, or prose. Literature for children greatly gives satisfaction toward children's needs of security and adventure because literature for children gives a joyful atmosphere and imagination for the children about adventurous undertakings (Kamm, 1971). Besides, children's literature also has several functions, one of them is developing children's good attitude and learn new vocabulary and syntax (Brown & Tomlinson, 2005). It means, children's literature can be used to introduce the importance of gender equality and learn the language at the same time.

Children's literature as a medium to teach and learn language especially the English language to young learners has several benefits. Chen (as cited in Chang, 2007) states Taiwanese teachers believe that English children literature has an important role in introducing young learners to English since children's literature consists of pictures and language. Nodelman and Reimer; Doonan (as cited in Chang, 2007) mention that pictures have an important role in children's literacy development and help children in textual information due to children like and need pictures. Moreover, Ghosn (as cited in Chang, 2007) sums up reasons why literature is valuable in the primary school EFL class. First, literature has a motivating and meaningful context that supports young learners in language

learning. Second, literature has a natural language that helps young learners develop their vocabulary mastery. Third, literature promotes academic literacy and thinking skill which helps young learners to get used to think critically. Fourth, literature can be used as a change agent in terms of increasing young learners' emotional development and positive interpersonal and intercultural attitudes. These important roles of children literature are valuable in developing young learners' language skills and interpersonal and intercultural attitudes.

Regarding types of children literature, movies can be considered as children literature based on types of media grouping (Brown & Tomlinson, 2005). Walt Disney Company is well known as a movie production which creates a lot of movies for children. Giroux (1999) states that Disney influences children's culture even their daily life deeply through several communication industries such as television stations, radio stations, book publishing, theme park, magazines, etc. Disney also shows its point of view of education that education should not be done formally in school only, but also in popular culture, therefore education becomes more lively and enjoyable (Giroux, 1999). Considering Disney's point of view of education and how literature deals with the human condition and develop children's emotional, Ajayi (as cited in Binkley, 2016) states through its movie, Disney educates children how to behave toward cultural notions such as race, gender, sexuality, and a discourse of the self. Hence, it is believed that Disney's movie can be used to educate young learners on how to behave toward cultural notions to develop their emotional, positive interpersonal, and intercultural studies.

Several studies showed how Disney educates and shows cultural notion issues to children through its movies. For example, Humaira (2018) did a study on the moral value of Disney movie entitled *Zootopia* (2016). It was found that *Zootopia* (2016) shows several moral values such as respect, responsibility, justice, tolerance, wise characterization, helping each other, altruism, cooperation, courage, and confidence. Morante (2014) conducted a study on Disney movie entitled *Brave* and aimed to see Feminist redefinition of the hero's journey of its main character named Merida. It was found that the heroism of Merida and her mother is depicted by how they fight for their identity as a daughter and a mother. Merida and her mother also destroy the plot of marriage where Merida should accept a future husband based on her parent's choice. They also replaced it with a narrative that develops womanhood and empowerment. These studies show that Disney movie educates children with moral values and how a female can behave as a hero and stand on her choice.

Based on the explanation above, a study on Disney movie needs to be conducted, especially in analyzing how Disney portrays cultural notions through its character and characterization. One of Disney's famous movie which portrays a cultural notion is *Zootopia*. *Zootopia* was released in 2016 and directed by Byron Howard and Rich Moore. Through *Zootopia*, Disney portrays a cultural notion that is about gender inequality. Gender inequality is faced by *Zootopia's* main character named Judy Hopps who is a female rabbit. It depicts Judy Hopps' struggles in reaching her dream to be a police officer. However, Judy Hopps never give up on her dream and she tries to break the glass ceiling that divides male and female position. These attempts were purposed to make people believe that they

can be anything despite gender, race, etc. Subsequently, her attempts to break the glass ceiling between male and female is suitable with one of feminism wave explained by Gamble (2006) that is Second Wave Feminism.

Second Wave Feminism occurs after World War II (Gray & Boddy, 2010). Gamble (2006) mentions two major elements of Second Wave Feminism in America. First, NOW (National Organization for Women) which found in 1966 aims to bring women into full participation in society and assume that all women's and men's rights and responsibilities are equal (Gamble, 2006). Second, the Women's Liberation Movement which is characterized by consciousness-raising (Gamble, 2006). Its first public action is a demonstration against Miss America beauty contest because the beauty contest represents women should be apolitical, unoffending, and passive in society. Besides, Second Wave Feminism also shows denial toward some concepts of women's role in family, workplace, and society (Gray & Boddy, 2010). It has several agendas discussing women's representation issues such as sexual empowerment, reproductive rights, peace activism, employment rights, access to education, and safety for women and children (Gamble, 2006; Gray & Boddy, 2010).

Judy Hopps as the main character of *Zootopia* (2016) shows several of these agendas through her characterization. Therefore, a study on Disney movie entitled *Zootopia* (2016) need to be conducted. The study is focusing on the representation of feminist ideology through Judy Hopps' characterization from the perspective of Second Wave Feminism. Since Disney is also believed as a movie production company that educates children about social notions, the study will be beneficial to find out how Disney shows the social notions, especially about gender

inequality through Judy Hopps' characterization. Thus, it can be a consideration for teachers to teach social notions implicitly to young learners through movies and build their personal emotion, positive interpersonal, and intercultural attitudes.

## 1.2 Problem Identification

Gender inequality is a wide issue. The issue can be decreased as early as possible through the education field (Sahin, 2013). Hence, children's literature can be used as a media to introduce and implement gender equality in the education field. Children's literature is chosen because it can build young learners' positive emotional and interpersonal, therefore young learners will be able to behave positively toward gender inequality issues in society. Children's literature that can be used as a media is an animated movie because it contains pictures and language, which is needed and liked by children (Nodelman & Reimer, 2003, in Chang, 2007). Furthermore, a movie that shows gender inequality issues should be chosen to introduce and implement gender equality value as well.

Walt Disney is known well as a movie production company which creates a lot of movies for children. Walt Disney already influences children's culture and daily life by holding some communication industries that close to children (Giroux, 1999). Disney also believes that education should be enjoyable and done lively (Giroux, 1999). Therefore, through its movie, Disney educates children about cultural notions such as gender equality and inequality. One of Disney's famous movie that portrays cultural notions especially gender inequality is *Zootopia*. *Zootopia* has a main character named Judy Hopps who faces gender inequality and tries to break the glass ceiling between men and women. Her

attempts in facing gender inequality and breaking glass-ceiling between men and women are suitable with Second Wave Feminism explained by Gamble (2006).

Hence, a study on Judy Hopps' characterizations that portray Second Wave Feminism needs to be conducted. It can be a consideration for the teacher to teach young learners how to behave toward social notions. Therefore, young learners' personal emotions, positive interpersonal, and intercultural attitudes can be developed as support toward the introduction and implementation of gender equality value. Besides, teachers can teach English through movies as a media to make the teaching and learning process more fun and interesting.

### **1.3 Research Limitation**

This research is descriptive qualitative research. The research is limited in analyzing the main character of the *Zootopia* (2016) movie named Judy Hopps. The researcher focused on the analysis of Judy Hopps because Judy Hopps was a female main character who faced obstacles and discrimination in achieving her dream to be a police officer. Moreover, Judy Hopps was depicted as a female character who did not give up easily on her dream. Judy Hopps was selected to be analyzed because the portrayal of Judy Hopps as a persistent characterization female character in achieving her dream is in line with the purpose of the study. Furthermore, the analysis included Judy Hopps' characterization. Then, through the characterization of Judy Hopps, the researcher analyzed which Second Wave Feminism agendas are portrayed in the movie. Then, the result of the study will show how the Second Wave Feminism agendas are portrayed through Judy Hopps' characterization.

## 1.4 Research Questions

Based on the background and problem identification above, the research questions are formulated as follow,

1. What are the characterizations that Judy Hopps showed in the *Zootopia* movie?
2. What are the Second Wave Feminism Agendas portrayed through Judy Hopps' characterizations in *Zootopia* movie?

## 1.5 Research Objectives

Based on the research questions above, the objectives of this research can be formulated as follow,

1. Analyzing the characterization that Judy Hopps showed in *Zootopia* movie.
2. Analyzing Second Wave Feminism Agenda portrayed through Judy Hopps' characterization in *Zootopia* movie.

## 1.6 Definition of Key Terms

The definition of each key of terms which are used in this research is given below. It is purposed to clarify the key terms that are used in this research.

### 1.6.1 Characterization

Characterization is the way a character reveals their particular emotions, moral, and intellectual qualities through the character's action or speech (Abrams, 1999). There are two ways of characterizing a character named showing and telling (Abrams, 1999). Showing is known as a dramatic method, here the author only presents what the character says or does, then the author



lets the readers or audiences to assume what lies behind the character's speech or action (Abrams, 1999). In the telling, the authors give descriptions or evaluations of the character's motive (Abrams, 1999). The motive here means what gives moral value to the character's action (Card, 1988).

In this study, the characterization is focused on how Judy Hopps as a character shows her values in *Zootopia*. Moreover, the characterization is related to the characteristic of Second Wave Feminism. Therefore, the characterization of Judy Hopps that represent Second Wave Feminism will be depicted.

### **1.6.2 Children Literature**

Children's literature is written for children as the target of the audience (Junaid, 2017). Children's literature might take the form of fiction poetry or prose to cover children's interest (Brown & Tomlinson, 2005). It also gives satisfaction to children because it has a joyful atmosphere and imagination for children (Kamm, 1971). Moreover, it can be used as a media to teach EFL, especially for young learners since it has language and pictures.

Children's literature in this study is a movie produced by Walt Disney entitled *Zootopia*. The movie is released in 2016. The movie has a female character named Judy Hopps who is portrayed as a female rabbit that has a dream to be a police officer. However, she faces some problems to reach her dream. Her action in reaching her dream depicts some agendas of Second Wave Feminism. Therefore, this movie is chosen.

### **1.6.3 Second Wave Feminism**

Second wave feminism is one of the feminism waves which is explained by Sarah Gamble in 2006 on her book entitled *The Routledge Companion to Feminism and Post-feminism*. The characteristic of Second Wave Feminism is the commitment of women revolution through the consciousness-raising process (Gamble, 2006). Morgan (as cited in Gamble, 2006) explained that Second Wave Feminism also against Miss America beauty contest which shows how women in society should be apolitical, passive, and delicate. It is shown by the creation of “Freedom Trash Can” which is used to throw ‘objects of women torture’ such as high heels, dishcloths, bra, etc. (Gamble, 2006).

Second Wave Feminism is the object of this study. Second Wave Feminism is analyzed through analyzing Judy Hopps’ characterization then relate it to the agendas of Second Wave Feminism.

### **1.7 Significance of Study**

The significance of the study is divided into two; theoretical significance and practical significance.

#### **1.7.1 Theoretical Significance**

The result of the research is expected to be significant for the literature field as well as in the EFL field as well as a support in introducing and implementing gender equality value. Since the research is about analyzing a movie, it is expected that the research can be a consideration for teachers to teach language and social notions to students through movies. Besides, the

research is expected to be significant in society as well in behaving toward social notions around them. The research might be used as a learning media for society about Feminism and how children literature, especially movies for children nowadays started portraying social notions. The result of this research can be used as a source or consideration for the next research in literature field, especially for analyzing feminism in children movie.

### **1.7.2 Practical Significances**

#### **1.7.2.1 Literature learning**

In literature learning, literature study helps the acceptance of literary work easier since it directly uses audiovisual elements (Keles, 2015). Moreover, the movie is also qualified as a technological benefit for the department of literature based on its equipment used (Keles, 2015). Movie also can be used as an effective teaching media especially for literature teaching and learning (Keles, 2015). Therefore, the study will help the students in learning literature, especially in learning messages and values in a movie.

#### **1.7.2.2 Language learning**

Sage (as cited in Hismanoglu, 2005) states that teaching language by using literature is considered as an interesting and worthy concern. Therefore, the study will be significant in language learning, because, through the study, students can learn the language. Moreover, teaching basic skills and areas through literature is very popular in foreign language learning and teaching fields nowadays (Hismanoglu, 2005).

### 1.7.2.3 Society

The result of the study will be significant for society because through the study, society might open their mind to feminist thought. Feminist thought is not something bad or risky to be added in movies for children. Even, the addition of feminist thought to children literature can be used to educate children about the social issue such as gender, sexuality, or race in a positive way.

