GENDER BIAS IN THE RURAL COMMUNITY
AS REFLECTED IN MINFONG HO’S SING TO THE DAWN

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfilment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Hermanus Wahyaka
Student Number: 081214104

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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By
Hamzah Wahyuka
Student Numbers: 0812141634

Approved by

Sponsor
Henry Herawati, S.Pd., M.Hum.
14 June 2012
A Sarjana Pendidikan Thesis on

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By
HERMANUS WAHYUKA
Student Number: 081214194

Defended before the Board of Examiners
on 17 July 2012
and Declared Acceptable

Board of Examiners

Chairperson: C. Tutyanduri, S.Pd., M.Pd.
Secretary: Drs. Barli Bram, M.Ed., Ph.D.
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Member: C. Tutyanduri, S.Pd., M.Pd.

Yogyakarta, 17 July 2012
Faculty of Teachers Training and Education
Sriwijaya Dharma University

Rendi, Ph.D.
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 17 July 2012

The Writer,

Hermanus Wahyude
081214104
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ABSTRACT

Wahyaka, Hermanus. 2012. Gender Bias in The Rural Community as Reflected in Minfong Ho’s Sing to the Dawn Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University

This Sarjana Pendidikan Thesis discusses the gender bias experienced by the major female characters of Minfong Ho’s Sing to the Dawn. The female characters in this novel are having inequal sex-based treatment from the male characters and the society as a whole.

This study aims at identifying the evidences of gender-biased behaviour and actions and at finding the possible reasons why those gender-biased behaviour and actions happen within the life of the local community as depicted in the novel. The problems, therefore, are formulated as follows: 1). What are the evidences of gender-biased behaviour and actions experienced by the major female characters of Ho’s Sing to the Dawn? and 2). Why do the gender-biased behaviour and actions occur within the life of rural communities as in Ho’s Sing to the Dawn?

This study is a library research. There are two main sources; they are primary and secondary sources. The primary source is the novel itself, Sing to the Dawn. The secondary sources are obtained from several relevant books related to literary theories such as the critical approach, the theory of gender, the theory of society, and the review of Thai society. In order to relate the gender bias and a certain community, the socio-cultural approach is used to examine the novel.

Based on the analysis, this study found that gender biased behaviour and actions committed by the male characters towards the major female characters manifest in several manners; they are subordination of women, mental violence, violent intention, physical violence, sex role stereotyping, and marginalization. The possible reasons enabling the manifestation of gender biased behaviour and actions committed by the male characters towards the major female characters are cultural construction on women subordination, cultural construction on sex roles stereotyping as the result of patriarchal system, religious misinterpretation, and poverty.

This Sarjana Pendidikan thesis offers suggestions to the future researchers who are interested in working with Minfong Ho’s Sing to the Dawn as the object of study. They can examine this novel from other aspects such as symbolism. This thesis also provides suggestions about the teaching and learning implementation by employing Ho’s Sing to the Dawn for Book Report courses.

Keywords: gender bias, female characters, rural community
ABSTRAK


Skripsi ini untuk meraih gelar Sarjana Pendidikan ini membahas tentang perilaku bias jender yang dialami oleh tokoh-tokoh utama perempuan dalam novel Sing to the Dawn karya Minfong Ho. Para tokoh utama perempuan dalam novel ini mengalami perilaku bias jender dari tokoh-tokoh laki-laki dan masyarakat secara umum.

Tujuan dari penulisan skripsi ini adalah menemukan bukti perilaku dan tindakan bias jender yang dialami oleh tokoh-tokoh utama perempuan dalam novel perempuan dan masyarakat secara umum. Dengan demikian, rumusan masalah dari skripsi ini adalah: 1) Perilaku dan tindakan bias jender apa saja yang dialami oleh para tokoh utama perempuan dalam novel Sing to the Dawn? dan 2) Mengapa perilaku dan tindakan bias jender bisa terjadi dalam masyarakat perdesaan?


Berdasarkan analisis yang dilakukan, penulis menemukan bahwa perilaku dan tindakan bias jender yang dilakukan oleh tokoh laki-laki terhadap para tokoh perempuan mewujud dalam beberapa hal, antara lain subordinasi terhadap perempuan, kekerasan mental, maksud-maksud tertentu yang berisi kekerasan, kekerasan fisik, pandangan berat sebelah terhadap peran perempuan, dan marjinalisasi perempuan. Kemungkinan alasan-alasan yang mendasari terjadinya perilaku dan tindakan bias jender tersebut adalah konstruksi budaya yang mengakibatkan adanya subordinasi perempuan, konstruksi budaya patriarki yang mengakibatkan adanya pandangan berat sebelah atas peran perempuan, kesalahan penafsiran keagamaan, dan kemiskinan.


Kata kunci: bias jender, tokoh perempuan, masyarakat perdesaan
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I sincerely express my enormous gratitude to my beloved mother Theresia Sulastrri for giving me opportunity to attend this great institution. Her untiring support and energy are like the candles which always enlighten my pathway. I am so grateful for her endless prayer for me to accomplish my study on time.

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Hermanus Wahyaka
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>iv</td>
</tr>
<tr>
<td>LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>CHAPTER I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem Formulation</td>
<td>5</td>
</tr>
<tr>
<td>C. Objective of the Study</td>
<td>6</td>
</tr>
<tr>
<td>D. Benefits of the Study</td>
<td>6</td>
</tr>
<tr>
<td>E. Definition of Terms</td>
<td>7</td>
</tr>
<tr>
<td>CHAPTER II. REVIEW OF RELATED LITERATURE</td>
<td>11</td>
</tr>
<tr>
<td>A. Review of Related Theories</td>
<td>11</td>
</tr>
<tr>
<td>1. Socio-cultural Approach</td>
<td>11</td>
</tr>
<tr>
<td>2. Theory of Gender</td>
<td>12</td>
</tr>
<tr>
<td>3. Theory of Society</td>
<td>18</td>
</tr>
</tbody>
</table>
B. Review of Thai Society ........................................... 21
C. Theoretical Framework ........................................... 22

CHAPTER III. METHODOLOGY ........................................... 24
A. Object of the Study.................................................. 24
B. Approach of the Study............................................. 25
C. Method of the Study................................................ 26

CHAPTER IV. ANALYSIS .................................................. 28
A. The Evidences of Gender Bias Experienced by the Major Female Characters........................................... 28
B. The Possible Reasons of Gender Biased Behaviour and Actions in Rural Communities as Depicted in the Novel... ................................................................. 36

CHAPTER V. CONCLUSIONS AND SUGGESTIONS ............... 46
A. Conclusions ........................................................... 46
B. Suggestions ......................................................... 47
1. Suggestions for Future Researchers ....................... 48
2. Suggestions for English Teachers: Teaching

Book Report by Employing Sing to the Dawn .......... 48

REFERENCES ............................................................... 52
APPENDICES ........................................................................................................... 54

Appendix A: The Short Summary of *Sing to the Dawn* ........ 55
Appendix B: Biography ................................................................. 56
Appendix C: Minfong Ho’s *Sing to the Dawn* ............... 57
Appendix D: Syllabus and Lesson Unit Plan
of Book Report .................................................................................. 58
Appendix E: List of the Novels ...................................................... 63
Appendix F: Course Outline .......................................................... 64
Appendix G: Format of the Reports ............................................. 65
Appendix H: List of Questions for Book Report Verbal
Examinations .................................................................................. 67
Appendix I: The Organization of Book Report
Individual Verbal Examinations ............................................... 68
CHAPTER I
INTRODUCTION

This chapter contains five sections. The first section provides the background of the study. This section discusses the description of the topic and the reason why this topic is important to be discussed. The second section is problem formulation, which poses two questions to be analyzed through this study. The third section is objectives of the study. This section is to show the interrelation between the problem formulation and the facts found by the analysis conducted. The fourth section is benefits of the study. It is to show the contribution of this paper for society and for those who want to conduct study in the same topic. The last section is definition of terms. Specific terms in this paper need to be defined precisely to avoid misunderstanding of the readers.

A. Background of the Study

David Madden states that human expresses his or her life experiences through many kinds of media. One of the media used to express the life experiences is novel. Novel, as one of the literary works, has become the common way to show human’s feelings in dealing with their environment for centuries and it does not show any signs of weakening. Novel provides more spaces for the author to tell anything, to develop the characters and plot as well. On the other hand, the readers consider that novels are the most flexible type of literary works and contain a lot of possibilities (Madden, 2009).
As a medium to express mind, novels have had great influences in people’s life. A novel, for instance, has a power to see deeply the situation the universe faces and it represents the human condition both on the individual level and on social level (Madden, 2009). One of the situations which can be seen using this type of literary form is society with all its systems.

There are a lot of things which happened in a society. People may perceive differently the society where they live in one another (Glover & Cora, 2005; Eisenstein, 1983). One of the issues occurred in a society viewed deeply through novels is the bias perception or unbalanced roles between men and women.

An individual of a particular society develops his or her knowledge and cognition in the whole society’s system by interacting and by getting involved in the social events happen in the environment. The primary socializations are the process of the society’s culture internalization and the process of structuring the personality. “The child’s personality is moulded in terms of the central values of the culture to the point where they become part of the child.” (Haralambos, 1996: p. 383).

This kind of interaction then forms and influences individual perspective towards his or her environment or even greater, towards the society itself. This influence, according to Tharp and Gallimore (1998), could be projected in the area of teaching, schooling, and education. In addition, these kinds of interaction later will shape the perspectives of his or her environment, for instance the perspective towards social orders, social roles, social functions, et cetera.
What is interaction? Lantolf, a professor at The Pennsylvania State University, states that human interaction is a situation in which human beings communicate and react between one another by using physical and psychological or symbolic tools, which later called as artefacts. These artefacts are then named as the human beings’ creation or product. Higher mental capacities influenced by the physical and psychological tools will bring a certain view towards problem solving in life, logical thoughts, planning, and evaluation of what someone has passed (http://www.oup.com/pdf/elt/catalogue/0-19-442160-0-a.pdf). Each generation in a certain society will then reuse and sometimes maintain the cultural inheritance, or in other words, the artefacts to meet its communities and individuals’ needs as a means of their interaction.

This condition generates cultural reproduction. Pierre Bourdieu (1973) as cited by Edgar and Sedgwick (2002) defined cultural reproduction as a process by which the culture is maintained from one generation to the next through the education system. It is not a mere physical reproduction. In this process, individuals internalize the culture through their societies or in other words, cultural transmission occurs. The cultural transmission will not only simply “maintains the stability of the manner in which the society is organized, the stability of the key values and beliefs of its culture but rather the stability of the political structures and the structures of domination and exploitation within the society” Edgar & Sedgwick (2002: 100).

Caregivers, as parts of a society, are agents of social perspectives. Trevarthen, as stated by Adamson and Chance (1989), states that caregivers or
parents will introduce the society’s set of cultural knowledge to their children. These children then learn and absorb anything in the society through what they have seen in their parents or adults. This social interaction affects their cognitive development. Caregivers’ inappropriate cultural knowledge, therefore, will mislead their children’s views towards their society.

The misunderstanding of social perspectives as an effect of improper caregivers’ cultural knowledge may happen in unbalanced views towards differences of role between men and women. The assumption that men are superordinate and that women are subclasses of men is one of that lacking of cultural knowledge (Glover & Cora, 2005).

As shown in Ho’s *Sing to the Dawn*, the main character, a girl, is always positioned in the second place. In addition, the other female characters depicted in this novel also have more or less similar experiences to the main character. This condition reflects that the society where the main character lives allows men to place women in the sub-ordinate position. The people within that society consider that this is normal and perceive that women are supposed to be number two. Sukanto (1990: 405) stated that these conditions are the products of social interaction. This becomes a social problem because the conditions happened are involving human beings that show the lacks of cultural knowledge within the society.

In the writer’s opinion, the author has succeeded in delivering messages that everyone must take risks in this life. Or else, the life will be worthless. Living
a flat life is living a chained freedom. If the main character of this novel did not take a risk, the story would be different and would remain as a potboiler.

The main character represents the courage to face injustice of a community or a society. The author underlines well the importance of being critical towards general assumption and the importance of being educated to turn injustices to justices. As the main character, Dawan, underlines the importance of being educated to bring about positive changes of a society, “Studying should be a way of learning how to help our people, and not just swallowing down and spewing up the words in textbooks,” (Ho, 2005: 43). As the ideal consequence, educated people will not leave their origin only to pursue their personal interests. Conversely, they will try to do the best efforts they can for their society (Ho, 2005: 51; 118).

The writer is interested in working with this novel since this novel provides rich experience of the life of rural people who want to change the established or received perspectives of life as portrayed mainly in the main character. Having courage to change established and taken for granted general social-perspectives, in this study is gender-bias perspectives, and to materialize dreams are the main issues discussed in this novel.
B. Problem Formulation

Below are the research questions formulated in this study based on the background above:

1. What are the evidences of gender-biased behaviour and actions experienced by the female characters of Ho’s Sing to the Dawn?
2. Why do the gender-biased behaviour and actions occur within the life of rural community as in Ho’s Sing to the Dawn?

C. Objectives of the Study

The objectives of this study are to answer the problems formulated in the problem formulation. This study, therefore, aims at finding the evidences of gender-biased behaviour and actions experienced by the female characters and at identifying the facts why the gender-biased behaviour and actions occur within the life of rural community as reflected in Ho’s Sing to the Dawn.

D. Benefits of the Study

This study is expected to bring broader knowledge of balanced views of gender roles to the society, particularly to the English Language Education Study Program students of Sanata Dharma University, to those who are interested in gender-biased issues, and to those who want to conduct a research in the same topic and field. In addition, this study is also expected to benefit the writer himself in promoting critical thinking towards general assumptions found in a society and
in promoting equality of roles between men and women to the learners or students in general within the workplaces where the writer will have in the future.

E. Definition of Terms

There are several terms in this study, which need clear definition to avoid misunderstanding and misinterpretation of the readers. These terms also help the readers to understand further the content of this study.

1. Gender-bias

*Microsoft Encarta Encyclopedia* (2008) defines gender-bias as unfair sex-based treatments of men or women. Gender bias also refers to a preference or prejudice toward one gender over the other. Bias can be conscious or unconscious, and may manifest in many ways, either subtle or even obvious such as swearing, bullying, and other physical and mental violence and may result in small or large consequences. For instance, the biased assumption may happen in public education. In this undergraduate thesis, this definition is chosen to refer to the unfair and unconscious treatments the female characters have in the society where they live in. Those unfair treatments are found because the people of the society or community where the female characters live view that women are normal to be positioned as subclass.
2. Rural society

*Britannica Online Encyclopaedia* defines rural society as a society in which the most important economic activities are the production of foodstuffs and other raw materials. In the past, rural societies were characterized by their dependence to farming as a way of life. This type of culture does not project the life of its community members to be surplus but the individuals of its community only seek life for subsistence. Normally, the community pays a high regard for intimacy and traditional values. Another character is that the farming communities were often regulated by kinship customs and ritual, and, in particular, the ownership and care of productive land was strictly guarded by tradition (http://www.britannica.com/EBchecked/topic/512976/rural-society). In this undergraduate thesis, this definition refers to the society with all its systems where Dawan and other female characters live in as described in the novel.

3. Local Community

Society, according to Langland (1984), is the peoples and their customs, classes, conventions, beliefs and values, and institutions; legal, religious, and cultural and their physical environment. Society forms communities and these communities can be distinguished by two categories, they are rural and urban. Sukanto (1982) affirms the characteristics of a society in rural communities. Rural community is usually identified by its low
population density. The people often inhabit rural areas where the most activity is devoted to agriculture, mainly for subsistence farming. In this study, local community refers to the community of the rural society as depicted in the novel.

4. Behaviour

Paraphrased, in the *Encyclopaedia of Psychology* (Corsini, 1994) and in *Cambridge Advanced Learner’s Dictionary* (2008), has more or less the same definition of behaviour. It is defined as an act performed in a particular way, it could be good by obeying the society’s approval or even be bad. In this study, behaviour refers to bad acts such as gender-biased actions like physical and mental violence which are committed by male characters towards the female characters in the novel.

5. Culture

In the book *Cultural Theory: A Key Concept*, Edgar and Sedgwick (2002) defines culture as a complex everyday world the people encounter and through which people move. *Cambridge Advanced Learner’s Dictionary* (2008) defines culture as a way of life, especially the customs and beliefs of a certain group of people in a certain place at a particular time. In this study, the definition refers to the way of life encountered in the setting of the novel, it is rural Thailand.
6. Violence

Violence, in sociological discussion, is any acts which are intended to cause physical and mental pain or serious injury to another person (Cheal, 2002). The *Encyclopaedia of Psychology* (1994), defines violence as harm caused to persons, destruction of property, violent intentions, and specific other behaviour. In this study, violence refers to the harmful actions and intentions, both physical and mental ones, of male characters towards the female characters in the novel.

7. Female Characters

Abrams (1993) in his book *A Glossary of Literary Terms* defines female character in the novel as the female person presented dramatically. The characters are interpreted by the readers through the moral, dispositional, and emotional features. These features are expressed through the dialogs and actions as described in the novel. In this study, female characters refer to the major female characters, particularly those that are frequently mentioned in the novel.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains three major parts; they are review of related theories, review of Thai society, and theoretical framework. Review of Related Theories is to explain the approach employed in this study and also to explain the theories used in conducting the study. The second part is functioned to provide necessary data of the rural Thailand’s society system to underpin the exploration of the society’s systems as described in the novel. The third part discusses the contributions of the theories provided and how to apply them to answer the problem formulation of this study.

A. Review of Related Theories

This part discusses the theories, which are used to conduct this study. The major theory applied in this study is the theory of critical approaches, which focuses on socio-cultural approach, the theory of gender, and the theory of society.

1. Socio-cultural Approach

Literature is a kind of social institution that represents human beings’ lives that could be viewed deeply through various approaches. These humans’ lives refer to social reality. De Bonald in Wellek (1956: 96) states that although literature is not the exact reflections of a social process, but literature is still the
expression of social condition in a particular society; it is the essence, the abridgement, and the summary of all history.

Literature is also describing human beings and the situations they are facing in a particular context. To study literature only in the light of culture, however, will deduce literature into a branch of sociology (Das, 2002). It needs socio-cultural approach to avoid what Das has just stated as above.

Rohrberger and Woods (1971) stated that socio-cultural approach is one of approaches in critical approach. It focuses on the civilization and the effects of the civilization to the community or society and the culture. This approach discusses how certain people act in a certain period of time during the course of civilization. Rohrberger and Woods (1971) stated that the major interest of socio-cultural approach as “the only way to locate the real work is in reference to the civilization that produced it.”

Civilization is attitudes and actions of a particular group of people and point out that literature takes these attitudes and actions as its subject matter. It is, therefore, necessary that the critic investigates the social milieu in which a work was created and which it necessarily reflects (Rohrberger and Woods, 1971).

2. The Theory of Gender

In this study, the writer employs the deep studies by several intellectuals; some are Indonesians, to underpin the theory of gender, including the sex-role
stereotyping, unbalanced roles between men and women in society, the manifestations of gender bias, and the cause of gender bias in general.

Nowadays, gender is one of the most used terms in English language (Glover & Cora, 2005; Megawangi, 1999) and even greater in the third world during these 20 years (Fakih, 2010) as gender is interrelated to injustices in this life. Yet, some people still perceive that gender and sex are interchangeable though in fact they are two contrastive terms.

What do gender and sex mean in this context? Gender and sex are two different terms. Edgar & Sedgwick (2002) and Fakih (2010) underline the two terms. They stated that sex refers to two biological sexes; they are male or female, while gender is a matter of culture. Gender refers to behaviour and actions and the characterization of men and women constructed socially and culturally and that these cultural and social constructions are different from time to time and they adjust from one culture to another. Stoller in Glover & Cora (2005) stated that gender is to signal complexities of those countless areas of behaviour, feelings, thought, and fantasies related to the sexes yet do not have primarily biological connotations.

Despite Edgar & Sedgwick, Fakih, and Glover & Cora, another intellectual, Eisenstein (1983: 7) defines gender as a cluster of expectations, attributes, and behaviour shaped culturally and socially assigned to that category of human being by the society into which the child was born. Women are perceived and stereotyped as obedient, passive, taker care of children, emotional, and homemaker whereas men are active, aggressive and rebellious,
breadwinner, and intellectual (Haralambos, 1996). These gender differences and sexual identity, according to developmental point of view, are initiated at the age of 18 months and are formed, socialized, affirmed, and constructed culturally and socially through religious interpretations and state interventions (Fakih, 2010).

Gender has long been studied by many intellectuals since this issue manifests in many domains and causes injustice in political, economical, psychological, and social areas. Anthropological studies on the family woman’s subordination conducted by Rubin as cited by Glover and Cora (2005) inferred that men typically have certain rights in their female family and relations. Women, conversely, do not have the same rights in their male family and relations and they may be used as bride wealth, trophies, gifts, and even traded, bought, and sold.

Simone de Beauvoir, as cited by Eisenstein (1983) stated that subordination was generated from the assumption that men tended to view women as extremely different from themselves. The assumption leads men to the perspective that women reduced to the status of the second sex and unautonomous beings is normal.

The perspective leads social thoughts to the sex roles and sex-role stereotyping. Jeneway and Millet highlight the definition of sex role as “a role assigned to the actor because of the gender-associated behaviour linked by society with that biological sex” (Eisenstein 1983, 11; Haralambos, 1996). Women are associated with lower order of social or cultural organization,
domestic and private sphere and they should be accustomed to doing domestic jobs like taking care of the children, cooking, and other trifle household jobs. Men, on the other hand, tend to be associated with public sphere, higher order, and they should be looking for family subsistence, chief of the family, decision maker, and so on. These kinds of sex-role stereotyping become the means by which the entire society keeps women as subject to the rules of the patriarchy (Eisenstein, 1983: 6).

Male domination over these sex roles, meaning to say that women’s place is in the home rather than in public, here Jeneway as cited in Eisenstein (1983) showed that it indicated the discrepancy of power between the sexes or subordination of women to men do exist. It is the social mythology or a set of beliefs about roles telling that women belong to the domestic areas as the major duty. The role of mother, therefore, is only as a home worker or homemaker because she is a woman. This is enough to induce the assumption that women are subordinated to the realms of other kinds of power available in public space such as intellectual, economic, and political. Eisenstein (1983) underlines that this social mythology is a normative set of beliefs and practices intended to shape social life.

The subordination is still continuing. Eisenstein (1983) finds that the ideology of sex-roles becomes the major cause of this continuous subordination of woman. Jeneway and Millet as quoted by Eisenstein (1983) conclude that sex-role is a form of oppression to keep women restricted and limited in their scope.
This is what then called as gender bias. Glenn (1994) as cited in Cheal (2002) underlines that gender bias acts, like mothering, have deep and great effects on the lives of women. It relates to social identity which is defined as a set of personal characteristics that are believed to be similar to someone occupying a particular social role or who belongs to a particular social category.

Gender bias positions women into subordinated conditions and it tends to make men who take part in public sectors always outnumber the women (Megawangi, 1999). This condition is interrelated to social injustice in greater meanings as it manifests in the household resource allocation. Jere Behrman as cited by Megawangi (1999) in the household resource allocation theory shows that women tend to be put in the second priority if the family where the women live is living in abject poverty. The resource of the family will be projected to the most profitable sector. The men, in this context is the sons, will have the priority in getting the education. The cultural features are subjects to legitimate this pure investment model. The culture will interact with biological factors and this later becomes institutionalized. This institution will be a home of socialization where habits and norms are generated to the next generations.

Fakih (2010) identifies several manifestations of the gender inequalities between men and women in social life, especially towards women, they are: marginalization of women, subordination, stereotyping, violence, and double burden. Marginalization of women is a conditioning at the level of state policies, beliefs system, religious interpretation, and domestic areas.
Subordination of women happens in the assumption that women does not need to take any higher education than men. Stereotyping of women is taking women only into the domestic job and to serve men or husband and to take care of the children.

Simone de Beauvoir in 1972 as cited by Eisenstein (1983) criticizes that religion is a deceptive instrument as it encourages women to accept their secondary status on earth and promising equality in heaven. Like gender which causes conflicts and discrimination among the social groups, religious beliefs which are found in all societies, are also one of the most enduring reasons of conflict and inequalities (Haralambos, 1996). Here, Haralambos underlines that religious symbolism, to some extent, presents in a culture. It has damaging effects on women as most of religious symbolisms are male-centred. This condition impacts on women’s psychology, making them accept dependence and inferiority as normal and it permeates into the social structure, legitimates the domination of male in the home and the society as a whole (Haralambos, 1996).

Michelle Rosaldo (1974) in Haralambos (1996) classified two domains related to the differentiation of roles between men and women; they were domestic and public spheres. Domestic sphere covers “the institutions and modes of activity that are organized immediately around one or more mothers and their children. Women are associated with this sphere.” (Haralambos, 1996: 468). This assigns women to deal with family life and domestic jobs.
Yet men are associated with public sphere, id est activities, institutions, and forms of association that link, rank, organize, or sub-sum particular mother-child groups such as in the activities of rituals and religion, politics, and the economy (Haralambos, 1996). Men are also associated with more abstract authority and with the political life of society as a whole by which they can exercise power towards the women’s lives focus, it is domestic sphere.

Violence, in sociological discussion, is any acts which are intended to cause physical and mental pain or serious injury to another person. Abuse, as the part of violence, is any acts which have a probability of long-term mental, psychological, and emotional harms to the person or whom it is inflicted (Cheal, 2002). Gender related violence are among other sexual abuse, physical and mental assault at domestic sphere, genital mutilation to control women, pornography in which women’s body is exploited for profit, enforced sterilization, et cetera.

3. The Theory of Society

Merriam-Webster’s Collegiate Dictionary (2001; 1111) defines society as “a community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests.” In Edgar & Sedgwick (2002: 368), society is defined as “a collection of free agents whose properties and characteristics are constituted independently of the modes of relationship which operate within any particular context.” Likewise, society in sociology and interactionist approaches, is defined as terms of abilities of
individuals to make sense of their social environment and react to it in an independent way (Edgar & Sedgwick, 2002).

Yet, the world in the novel and the actual world in which the author lives are two different things. Society in the novel is one of the elements of novels that functions as an aspect in a structure that is self-referential as a concept and a construct in fiction (Langland, 1984).

In the past time, society in the novel was straight away perceived as an imitation of the world outside. The place where the author or the writer lives influences the presentation of the society in the novel. Langland (1984; 5) stated that “society in the novels does not depend solely on the points of absolute fidelity to an outside world in details of costume, setting, and locality because a novel’s society does not aim at a faithful mirror of any concrete, existent thing.”

Society in the study of sociology covers many aspects as what it seems in the real life. Langland (1984) confirms the aforementioned statement. Society is the peoples and their customs, classes, conventions, beliefs and values, and institutions; legal, religious, and cultural and their physical environment. The relationship between the characters and the overall role of a society played influences the author in developing the action in his or her novels.

Society forms communities and these communities can be distinguished by two categories, they are rural and urban, representing both the geographical concept and social matters. Geographically, rural community is distinguished by its population density, population size, distance from urban areas, and
distance to an essential service. Sukanto (1982) affirms the characteristics of a society in rural communities. Rural community is usually identified by its low population density and the people live in rural areas where the most activity is devoted to agriculture, mainly for subsistence farming. The people are very earth-bound and conservative. The land for farming is priceless property and the people maintain the local social values such as social relationship, maintaining certain habits and behaviours, etc. for generations. The people have community sentiment, like solidarity among the community members to their local organization, roles or functions towards the whole community, and interdependence among the individuals.

Related to gender inequality and society, Gayle Rubin (1975) as quoted by Haralambos (1996) explained that society had been culturally elaborating the distinction between the sexes for generations. Every society had a sex or gender system which determined culturally the definition of sex and gender. Gender, according to Erving Goffman as mentioned in Haralambos (1996), expresses the requirements of social situations and it is not an essential human nature. Sherly Ortner in 1979 furthers the critique that gender is the product of society resulted from the way every culture defines and evaluates “female biology.” If this universal evaluation changed, then the basis for female subordination would also change. Women are inferior to men is caused by the assumption that women are closer to the nature and natural processes as seen in the menstruation, pregnancy, child-birth, and lactation (Haralambos, 1996).
B. Review of Thai Society

As the primary source is *Sing to the Dawn* novel that is telling about the lives of rural Thai people in general, a review of rural Thailand is needed. It is to clarify the setting description of the novel and to help the analysis of the second problem formulated. This review is mainly focused on the development of rural areas of Thailand in 1970’s as the novel describes the condition of rural Thailand in that period (Ho, 2005).

Thailand with its total land mass 513.120 kilometre square is located in the centre of Southeast Asia and bordered by Myanmar in the west, Cambodia in the east, Laos in the north, and Malaysia in the south. Thailand in general is a developing country and its development has started in the 1960’s by adopting the first 6-year economic plan in 1961 (Yamkinflung, 1987). These development efforts have brought changes to Thai society, both the negative and positive changes.

The economic growth of Thailand is very significant during the past 25 years since 1961. It was only rice and rubber that were very important agricultural export commodities. In 1970, the number of agricultural household was 79.28% of the total population (Thailand Statistical Office, 1986). Today, tapioca, maize, sugar, frozen chicken, canned fruits, and fishery products are also becoming another export commodity (Yamklinfung, 1987).

The economic growth has achieved a significant progress, but the problem of rural-urban disparities do exist. It is because the government considers that rich economic development will immediately influence the
economic development of the poor people. For two decades since 1961, the economic development, in Puey (1977) as quoted by Yamklinfung (1987), has not reached the utmost goal. Conversely, the rich get richer while the poor get poorer. Rural population suffering from exploitative middlemen, money lenders, and landlords and the negligence of government as well has led the students to protest against this kind of injustice.

Yamklinfung (1987) quoted the data presented by Krirkkiat (1985) which showed that in the year of 1975 – 1976 the population below poverty line living in rural areas was 90% and the percentage of the poor in rural population was 21% higher compared to them in urban population. It means that most of the poor were living in the rural areas. “The disparities derive from Bangkok’s political and cultural dominance over the rest of the country in the tradition of a patrimonial state,” (Yamklinfung, 1987: 48).

The society of Thailand is stratified into three classes, they are kin of reigning king and his immediate predecessors, government officials, and peasantry as the largest group. The classes who have political power and status have greater access to wealth. The Buddhist monks have special status outside this system. Abbots and monks often get distinct prestige within communities (Hoare, 2004).

In the 1970 – 1980’s it was common that the family was the basic organizational unit. The nuclear family at that time became the larger unit. Rural families commonly live in villages, earn money by cultivating land, and some of those families are rich and hold large quantity of land. The rich
peasants hire labours and the landless or peasants with too little land work for wages (Yamklinfung, 1987).

C. Theoretical Framework

This study focuses on the gender bias behaviour and actions in rural communities. There are two interrelated problems, which are formulated in this study. The first one is the question of what evidences of gender-biased behaviour and actions experienced by the female characters are and the second one is the question why gender-biased behaviour and actions happen in rural communities, especially one as portrayed in the novel.

To analyze a literary work, the writer needs to employ an appropriate approach of literary criticism. Rohrberger and Woods, Das, and De Bonald and Wellek provide the ways to approach a literary work. The writer chooses the most suitable approach related to this study; it is socio-cultural approach as this approach focuses on the culture and society system of communities.

In dealing with the first question, the writer uses the theory of gender. This theory provides the writer with evidences of gender bias manifestation in the society. Once the first problem is solved, the writer combines the theory of gender and the theory of society to answer the second question. It is commenced by finding social paradigms in a society, and underpinned by the theories; the writer then determines why the male characters in that community commit gender-biased behaviour and actions towards the female characters by relating the facts found in the theories and ones in the novel.
CHAPTER III

METHODODOLOGY

This chapter consists of three sections. The first section, object of the study, is to elaborate the physical description of the literary work or the novel studied and to tell in brief about the novel. The second section is the approach of the study. This section is to explain the description of the approach used to analyze the novel and the raison d'être for choosing the approach. The last section is the method of the study, which explains the primary and the secondary data of the study. In addition, this section also explains the steps taken to conduct the study.

A. Object of the Study

The object of this study is a 123-page-novel entitled *Sing to the Dawn* written by a female Thai author, Minfong Ho. First published in 1975, this novel then won S.E.A. Write Award in 1996 and the first Prize of Council of Interracial Books for Children, New York.

*Sing to the Dawn* is Ho’s first novel and was written when she studied in the USA and she was very longing for her country, Thailand. This novel is divided into thirteen parts and is telling about a girl, Dawan, who lives in a rural community of Thailand. She lives with her family in poverty. The landlords draw taxes as they have political authority to do so. This condition makes many people in that region live and stay in abject poverty. The society where Dawan lives
maintains conservative values which view women as sub-class. Women are supposed to stay at home rather than to go to school. Dawan, however, wants to change the perspective. She insists to go to school, to take the test, and to win the scholarship to continue her study at a city school. Her father, her brother, and other people in her village oppose Dawan’s will. Her determination, finally, takes her to follow what her heart says.

The setting of this novel is in the year of 1970’s in a Thai sub-village. The main character is depicted well so that the story seems alive. The main character is a girl who has great eagerness to achieve more in her life. She longs for better life condition of the society where she lives.

B. Approach of the Study

The writer conducted this study by applying socio-cultural approach. Socio-cultural approach helped the writer to see deeply the society or community background and its systems and hence the writer could find the evidences of gender-bias behaviour and actions towards the female characters and find the answer why the gender-bias happened in rural communities or societies, especially in the community portrayed in the novel. In addition, according to Edgar and Sedgwick (2002: 1), the study of gender has been put into cultural domain and that naturalized concepts are in fact social constructions which can be questioned under the light of a quickly developing knowledge of social forms.
C. **Method of the Study**

A library research was applied to conduct the study. It meant that the data needed were collected from various references and other important sources. The primary source used was the novel *Sing to the Dawn*, written by Minfong Ho (2005). The secondary sources were books providing the discussions of literature, society, and gender-biased perspectives.

In analyzing the questions as stated in the problem formulation, the writer took some steps. Firstly, the writer read carefully the novel to comprehend well the novel. Secondly, the writer decided the topic of the discussion; it was gender-biased perspectives, to formulate the problems. The next step was to find data on socio-cultural in general, rural community, social system of rural Thailand, and gender-biased perspectives, both from books, electronic books, and from other electronic sources compiled from the internet. These data gathered were to support the facts that were wanted to be found. After the supporting data were collected, the writer reread the novel, underlined important parts found in the novel related to the study, and took some important notes carefully. From the rereading, the writer found some facts related to the gender-biased towards the major female characters and the factors enabling those gender-biased behaviour and actions occurred in the community where the female characters live as described in the novel.

The theory used in this study was socio-cultural because gender-biased behaviour and actions were put into cultural domains. Vygotsky stated that there were interrelationships between the society and the culture. Society and culture
were mutual compositions and contributing each other. The culture formed the society and likewise the society formed the culture (http://www.gwu.edu/~tip/vygotsky.html). Gender bias, therefore, were parts of socio-cultural studies as they were phenomena found in a society and its cultural systems. There were several findings from the novel that showed the biased perspectives towards women in the society committed by male characters and the possible reasons why the male characters committed biased treatments towards the major female characters of the novel. The conclusion, at last, was drawn based on the analysis of the problem formulated. Related to the author’s biography and facts about the novel, the writer gathered information from the Internet.
CHAPTER IV
ANALYSIS

This undergraduate thesis aims at answering the aforementioned problems in the previous chapter; they are finding out evidences of gender-biased behaviour and actions towards the female characters and at finding out the reasons why gender-biased behaviour and actions happen in the rural community as reflected in the novel under the light of socio-cultural views. Firstly, this study tries to find the evidences of gender-biased behaviour and actions towards the female characters. Secondly, it is to find possible reasons why gender-biased behaviour and actions happen within the life of rural community as described in the novel. Socio-cultural approach and related theories are the basis for the data findings of those two proposed problems.

A. The Evidences of Gender Bias Experienced by the Major Female Characters

In this Ho’s novel, Sing to the Dawn, Dawan is the main character or in other words, Dawan is the central of the story. The author explores the main character’s point of view and she is mirroring her ideals through the main character. In this case, the author highlights the gender bias happens in the society where the main character lives in and how the main character fights for her ideals against the common social paradigm of her society.
The main character is a girl living in a rural community in Thailand. In that community, the people are living in abject poverty, ups and downs through the hardships. Most of the people are landless farmers. These facts can be inferred from the students’ responses when answering the teacher’s questions in a class discussion as follows:

“Look, this is really important,” the teacher said, frowning impatient himself. “Put everything else you may have on your mind aside, and think about this for the moment. What did you see beneath your homes this morning?”

There was a rustling of soft words, “Rice ... sacks,” “Piles of it ...” “Our rice ...”

The teacher nodded. “Sacks of rice. Outside almost every home. Now, what is this the rice for?”

Finally a boy in the back row raised his hand and stood up reluctantly. “It’s rent for the landlord, sir,” he muttered, and sat down hurriedly again. (p. 18)

There are several female characters mentioned in the novel but not all of those female characters play important parts through the novel. Those major female characters which are mostly mentioned in the novel and play important parts are Dawan, Dawan’s mother, Dawan’s cousin Noi, and Dawan’s new-found friend Bao.

In this part, the writer analyzes the events in the novel showing the evidences of gender biased behaviour and actions committed by male characters towards the major female characters.

Based on the Review of Related Literature in Chapter II, Edgar & Sedgwick (2002) and Fakih (2010) underline that gender is a matter of culture and it refers to behaviour and actions. Gender also relates to the cultural and social characterization of men and women. These cultural and social constructions
change from time to time and they are different from one culture to another. Stoller in Glover & Cora (2005) stated that gender has no straight correlation with biological features but it is mainly related to large areas of sex-based complexities such as behaviour, feelings, thought, and fantasies.

Gender bias behaviour and actions towards women, according to Fakih (2010), may manifest in some ways, such as physical and mental violence, marginalization of women’s role in society, subordination, and stereotyping of women.

1. Subordination of Women

In Ho’s novel *Sing to the Dawn*, the writer finds the evidences of gender bias behaviour and actions committed by male characters towards the female characters as women are considered as the second sexes or the subordinated. This paradigm are the most common and clear evidence of gender biased behaviour and actions towards women.

It happens when the main character’s father thinks that it is useless to send his daughter to school.

“Although Dawan was already fourteen, and a year older than her brother, she was in the same class as he was. Their parents had considered it foolish and wasteful to send girls to school. It was not until Kwai had started school himself and kept insisting that his sister be allowed to join him that Dawan was finally permitted to go.” (p. 14)

In the other occasion, Dawan’s father underlines that women are not in the top priority of attending school when he is speaking to Dawan’s younger brother, Kwai.
“If you’d won, of course it’d be different,” the father answered. “You’re a boy, and more schooling would have been useful for you. ... with more schooling, you could find good jobs, and earn some money to help the family.” (p. 55)

Another male character, Dawan’s cousin husband, Ghan, also puts women as the second class when he gives some pieces of advice to Dawan and Dawan’s mother on Dawan’s will to leave for the City school. “That’s true,” Ghan confirmed. “There’s no sense in a young girl going off into the City alone.” (p. 35)

Women are subordinate. “We girls have always had to stand aside and let our brothers do all the challenging things. And when we become wives, we’ll have to stand aside for our husbands. And when we’re mothers, we’ll stand aside for our children.” (p. 79). “But what right does your sister have? She’s only a girl.” (p.103). “Because you are only a girl, because there’s nothing you can do, even with a fancy education, because ...” (p. 105)

The male characters tend to view women as domestic workers, think that women’s place is in the kitchen. This is also another evidence of gender biased perspectives.

“... Her mother had added some fish balls in the vegetable soup, probably in the hope that this treat would soften her husband’s mood.” However, this treat does not work as Dawan’s father responds in anger, “What is all this talk of Dawan going away to study?” he snapped. “It’s too early even to consider it. Let it wait for a few days.” (p. 53).

Still, these events show that women’s place is in the kitchen and other domestic works, as shown in page 53, “... Dawan rose to collect the dirty dishes ...” In addition, the other female character, Vichai’s sister, Bao, also shows the
evidence indicating that women are in the domestic area. “... to spend all my time around the baby and the cooking and the washing ... “ (p. 60). The evidences are again underlined when Kwai said, “Why go and study more when all you’re going to end up doing sooner or later is cook and raise babies anyway, like Mama?” (p. 111).

Women’s place is in not in public. Even Dawan herself was influenced by this general assumption of her society. She thinks that her father was right to give bigger opportunity to her brother. She thought,

“And Dawan herself? What could she do? She was just a girl. Wouldn’t she grow up just to be a wife and a mother? What could she do with more learning? (p.56)

In the rural society as depicted in the novel, Buddhist monks usually get precious privilege and are highly respected by people, such as when they give some pieces of advice then the people will follow the advice. “He’ll listen to what you say, Sir.” (p. 71). It happens when Dawan thought that the head Monk would be on her side to solve the problem she faces. “He is a kind old man,” Dawan thought, “and if I explain my difficulty perhaps he will help me.” (p. 56). Dawan’s new found-friend, Bao, also shares Dawan’s opinion, “It must be pretty important if you want to see the head monk!” (p. 61). “That old monk is a kind and harmless fellow.” (p. 63).

Religious misinterpretation represented by the head monk happens when the head monk said, “But you’re a girl.” (p. 71) and “What can a mere schoolgirl hope to achieve anyway? Be satisfied with what ...” (p. 75). According to Diana Paul in Hoare (2004), the traditional view of women in early Buddhism is that they are
inferior. The early texts also state that every nun must bow to every monk, was instituted by the Buddha because of the customs of the time.

2. Mental Violence

Mental violence and violent intention are among other forms of the gender bias behaviour and actions. Mental violence is described in Dawan’s feeling of great fear to the father, as the representative of powerful men, when her father shouts loudly, “Speak? I’ll do more than speak to them!” (p. 102). “Damn it, I’ll tell you why not!” (p. 105). This sudden and harsh manner of her father makes Dawan feel much scared. “I’m scared,” she whispered urgently, “I’m real scared inside” (p. 105).

3. Violent Intention

Violent intention as one of the gender bias behaviour and actions forms could be found in the moment when Dawan’s brother, Kwai, argues fiercely towards his sister.

“It’s fine for you to spout off ideals like that,” her brother interrupted rudely, his voice growing louder and sharper at every sentence. “But what can you do to bring them about? You’re only a girl. You won’t be able to fight, or to argue loudly, or to lead people in times of crisis. All you’re good at is studying –that’s how you got the scholarship in the first place.” (p. 51)

In another occasion, one of Dawan’s classmates, Vichai, violently bullies and tries to make fun of Dawan at classroom.

“Me?” Dawan asked faintly. Behind her Vichai snickered loudly, amidst a general round of giggling in the small classroom. Dawan looked at him in confusion. Why was he deliberately picking on her like this? She glanced
around her quickly, and felt as if she was swimming in a sea of wide, taunting eyes. (p. 24)

4. Physical Violence

As stated in the theory, physical violence is any harmful physical acts intended to assault another person (Cheal, 2002). The writer found that physical violence is also another dominant gender biased act committed by the male characters towards the major female characters.

The physical violence the female characters have are among other things shown by the fact in the page 63, when Dawan’s new-found friend, Bao, shares her experience of being beaten by her brother, Vichai, “... and most of the time he’ll end up fighting me too just to get what he wants.” On p. 81, physical violence is again repeated.

“... That’s what you always say, you brat ... He had delivered a stinging slap across Bao’s cheek. ... Then he brought his fist down again, hitting Bao sharply on the shoulder.”

This male character still continues his violent action as described in this part, “The anger that smouldered in Vichai’s eyes seemed for an instant to catch fire again as he swung out to slap his sister” (p. 83). Kwai, Dawan’s brother is also about to hit Bao, “You little busy-body!” He then raised his fist and, like Vichai before him, seem about to strike her.

Another physical violence committed by a male character is also found. It is when Dawan’s father gets angry with her after he feels his authority in the family was being violated.
Dawan, by mustering up courage, asks her father why he did not support her to accept her scholarship. Never had been challenged this way, her father squinted savagely the last rice he shoved at Dawan and said, “Haven’t you had enough schooling already? What do you want to keep studying for anyway?” (p. 53)

5. Marginalization of Women’s Role in Society

Girls in the rural community as depicted in the novel are also marginalized, they are supposed not to be in high position or rank in the society structure. Girls are better to stay at home. It is shown in the talking about education between Dawan and Kwai, “Perhaps girls were not allowed to go after all? Perhaps ...” (p. 49). In the next page, Dawan feels herself that she is influenced by the received opinion in that community and underlines that boys are in the top priority. Dawan thinks that she is marginalized and has no power to fight against it.

“You know Father has already said that this will be the last year he will pay for my school-fee. ... But you’ll have many more chances yet. He said he’ll send you to school as long as you want to on studying. (p. 50)

B. The Possible Reasons of Gender Biased Behaviour and Actions in Rural Communities as Depicted in the Novel

In these first paragraphs, the writer establishes some supports as the basis to further the study of society and community, especially ones in the rural areas. From the Review of Related Literature, it is found the relationship between the theories and the facts stated in the novel.

Langland (1984) states that society in the novel covers various aspects as what it seems in the real life. Society is the peoples and their customs, classes, conventions, beliefs and values, and institutions; legal, religious, and cultural
and their physical environment. The relationship between the characters and the overall role of a society influence the author in developing the action in his or her novels. Ho, for instance, mirrors the phenomena happening in the community as described in the novel *Sing to the Dawn* as studied in this undergraduate thesis.

Theoretically, society forms communities and these communities can be differentiated by two categories, they are rural and urban, representing both the geographical concept and social matters. Geographically, rural community is characterized by its population density, population size, and distance from urban areas, and distance to other essential services. The place stated in the novel is a rural area of Thailand. The author does not state clearly the exact region as portrayed in the novel. It is possibly that she wants to depict rural areas of Thailand in general, that a lot of children cannot access adequate and quality education compared to the children in the cities or urban areas. Children who live in rural Thailand are dreaming of better life condition. They see that the lives in the city is much better and promises more wealth than the lives in the villages do.

Sukanto (1982) highlights the characteristics of a society in rural communities. Rural community is usually identified by its low population density. In the novel, the author describes the environment of the villages. The people can easily find larger spaces to share everything, such as family matters and problems of life, with their neighbours. The availability of public spaces enables the people to strengthen their community bond.
The other characteristics of rural community is the people are inhabiting rural areas and most of their activities are devoted to agriculture, mainly for subsistence farming. “... back bent, planting rice seedlings all day, or watched him knee-deep in mud, plowing furrow after furrow in the wide fields?” (p.18). The novel also depicts the families mentioned are cultivating rice as the main commodity to earn living or even only to survive.

The people are very earth-bound and conservative, maintaining certain habits and behaviour and other social values for generations such as the interdependence among one another, solidarity, consideration of roles between men and women, *et cetera*. In addition, the land for farming is considered as a priceless property. The community depicted in the novel has paternalistic community system where the main actor in leading and in making decision is male. Women’s roles in rural traditional community are considered lower than men’s. Never in the novel the major female characters do show equal roles to men in the society and family.

The interdependence among the individuals in that community is demonstrated on the event when Dawan and her mother went to Noi’s house. They came to see Noi and her husband to ask for second opinion about Dawan’s going to the city (p. 34). The familial bound in that society is well maintained.

The society of Thailand is stratified into three classes, they are kin of reigning king and his immediate predecessors, government officials, and peasantry as the largest group. The classes who have political power and status have greater access to wealth. The Buddhist monks have special status outside
this system. Abbots and monks often get distinct prestige within communities as it is shown when Dawan and other people come to the head Monk to ask for some pieces of advice. “It must be pretty important if you want to see the head monk.” (p. 61)

Yamklinfung (1987) quoted the data presented by Krikkiat (1985) which showed that in the year of 1975 – 1976 the population below poverty line living in rural areas was 90% and the percentage of the poor in rural population was 21% higher compared to them in urban population. It means that most of the poor were living in the rural areas. “The disparities derive from Bangkok’s political and cultural dominance over the rest of the country in the tradition of a patrimonial state,” (Yamklinfung, 1987: 48). The poverty found in rural populations is worsened by the authority of the rich, here in the novel is represented by the landlords, which draw extra taxes to the peasants.

Related to gender inequality and society, Gayle Rubin (1975) as quoted by Haralambos (1996) explained that society had been culturally elaborating the distinction between the sexes for generations. Every society had a sex or gender system which determined culturally the definition of sex and gender. Gender, according to Erving Goffman as mentioned in Haralambos (1996), expresses the requirements of social situations and it is not an essential human nature.

In these following paragraphs, the writer tries to find the possible reasons why gender biased behaviour and actions of the male characters towards the female characters as displayed in the novel occur. From the theories provided in
Chapter II, it is found that gender biased behaviour and actions are mostly caused by and created within the society and it has been culturally established.

Gender bias is a social and cultural construction formed during the interaction among the individuals. The culture will interact with biological factors and this later becomes institutionalized. This institution will be a home of socialization where habits and norms are generated to the next generations.

Regarding to the discussion in this study where the main source is the novel, the writer identifies some possible reasons why the male characters commit gender biased behaviour and actions towards the major female characters. Those possible reasons are among other things cultural construction on women subordination, cultural construction on sex roles stereotyping as the result of patriarchal system, religious misinterpretation, and poverty.

1. Cultural Construction on Women Subordination

The first possible reason of the male character commit gender bias behaviour and actions in the community as described in the novel is the cultural construction which puts women as subordinate to men. Such gender biased behaviour derives and roots from early childhood acculturation in the family where girls and boys are introduced differently both in subtle and overt manners. Although parents love their daughters and sons equally, girls are expected to handle larger portions of work responsibilities but granted with fewer advantages than boys do.
Sherly Ortner in 1979 (Haralambos, 1996) criticizes that gender is the product of society resulted from the way every culture defines and evaluates “female biology.” It makes women inferior to men and stereotyped them as men’s servants. This is caused by the assumption that women are closer to the nature and natural processes as seen in the menstruation, pregnancy, child-birth, and lactation (Haralambos, 1996). In the novel, it is shown that the male characters often consider the female characters as second class, proved by some events occurred for instance by assuming that women are best suited to domestic jobs rather than public. “What could she do? She was just a girl.” (p. 56) On the other page, “… to spend my time around the baby and the cooking and the washing …” (p.60) On p. 111 it can also be found the evidence of placing the female characters into the second class, “Why go and study more when all you’re going to end up doing sooner or later is cook and raise babies, anyway.”

Subordination of women happens in the assumption that women do not need to take any higher education than men and that girls have less encouragement than boys in pursuing higher studies compared to their brothers. “Their parents had considered it foolish and wasteful to send girls to school.” (p. 14). Simone de Beauvoir, as cited by Eisenstein (1983) stated that subordination was generated from the assumption that men tended to view women as extremely different from themselves. The assumption leads men to the perspective that women reduced to the status of second sex and unautonomous beings is normal.
2. Cultural Construction on Sex Roles Stereotyping as the Result of Patriarchal System

The second reason is another cultural construction, it is on sex roles stereotyping as the product of patriarchal system. Stereotyping of women is taking women only into the domestic job and to serve men or husband and to take care of the children. “What could she do? She was just a girl. Wouldn’t she grow up just to be a wife and a mother? What could she do with more learning?” (p.56).

Patriarchal system and religious interpretation are interrelated. Buddhism, for instance, never teaches its followers to view women as less important than men. Hoare (2004) states that although mothers, daughters, and sisters might be deeply loved and honored, a greater respect towards males is obvious in families and monasteries where traditional values are most carefully preserved. Nevertheless, the traditional society system hinders the practices of balanced view towards the roles of men and women.

Sex role is “a role assigned to the actor because of the gender-associated behaviour linked by society with that biological sex.” Haralambos (1996) and Jeneway and Millet in Eisenstein (1983: 11). Eisenstein (1983) also finds that the ideology of sex-roles becomes the major cause of this continuous subordination of woman. Jeneway and Millet as quoted by Eisentein (1983) conclude that sex-role is a form of oppression to keep women restricted and limited in their scope.
Women are associated with lower order of social or cultural organization, domestic and private sphere and they should be accustomed to doing domestic jobs like taking care of the children, cooking, and other trifle household jobs. It can be found in the novel when Kwai argued his sister, Dawan.

“Why go and study more when all you’re going to end up doing sooner or later is cook and raise babies anyway, like Mama?” (p. 111)

Another event shows how girls in that community are perceived as the second sex. It can be inferred from Dawan’s thought below:

“And Dawan herself? What could she do? She was just a girl. Wouldn’t she grow up just to be a wife and a mother? What could she do with more learning? (p.56)

Men, on the other hand, tend to be associated with public sphere, higher order, and they should be looking for family subsistence, chief of the family, decision maker, and so on. These kinds of sex-role stereotyping become the means by which the entire society keeps women as subject to the rules of the patriarchy (Eisenstein, 1983: 6). In the novel, this phenomenon is showed in the Dawan’s father utterance, “But I certainly have the power to do so.” (p. 104).

The men are the decision maker. This is shown when Dawan’s mother has no idea about what to say to Dawan’s determination to study at a City school. “It’s not my place to say anything.” (p. 32)

Male domination over these sex roles, meaning to say that women’s place is in the home rather than in public, here Jeneway as cited in Eisenstein (1983) showed that it indicated the discrepancy of power between the sexes or subordination of women to men do exist. It is the social mythology or a set of
beliefs about roles telling that women belong to the domestic areas as the major duty. The role of mother, therefore, is only as a home worker or housewife because she is a woman. This is enough to induce the assumption that women are subordinated to the realms of other kinds of power available in public sphere such as intellectual, economic, and political. Eisenstein (1983) underlines that this social mythology is a normative set of beliefs and practices intended to shape social life.

Michelle Rosaldo (1974) in Haralambos (1996) classified two domains related to the differentiation of roles between men and women; they were domestic and public spheres. Domestic sphere covers “the institutions and modes of activity that are organized immediately around one or more mothers and their children. Women are associated with this sphere.” (Haralambos, 1996: 468). This assigns women to deal only with family life and domestic jobs.

3. Religious Misinterpretation

The third reason to follow is religious misinterpretation. According to Diana Paul in Hoare (2004) the traditional view of women in early Buddhism is that they are inferior because women are vulnerable to pregnancy and other processes that follow. The early Buddhism texts also state that every nun must bow to every monk. In the novel, it is found that the head Monk as the representation of Buddhist clergymen, said, “But you’re a girl.” (p. 71) and “What can a mere schoolgirl hope to achieve anyway? Be satisfied with what ...” (p. 75). The head Monk fails to free himself from the received public opinion
about the position of women in the society by reacting such way to argue Dawan’s will to go studying at the City school.

Simone de Beauvoir (1972) criticizes that religion is a deceptive instrument as it encourages women to accept their secondary status on earth and promising equality in heaven, including in Asian Buddhist communities (Hoare, 2004). Like gender which causes conflicts and discrimination among the social groups, religious beliefs which are found in all societies, are also one of the most enduring reasons of conflict and inequalities (Haralambos, 1996). Here, Haralambos underlines that religious symbolism, to some extent, presents in a culture. It has damaging effects on women as most of religious symbolisms are male-centred. This condition impacts on women’s psychology, making them accept dependence and inferiority as normal and it pervades into the social structure, legitimates the domination of male in the home and the society as a whole (Haralambos, 1996).

4. Poverty

The fourth reason is poverty. Jere Behrman as cited by Megawangi (1999) in the household resource allocation theory or known as pure investment model shows that women tend to be put in the second priority if the family where the women live is living in abject poverty. The abject poverty can be seen in this illustration.

Noi blurted out, “Do you know what children from poor families usually do after school to feed themselves?” Her voice was low and sullen. “The younger ones carry little boxes cigarettes and foreign candies around their necks, trying to sell some to people on the steps of movie theatres at night,
people who either ignore them or swat at them as if the children were a pack of flies.” (p.40)

Living in such a condition, the resource of the family will be projected to the most profitable sector. The men, in this context are the sons, will have the priority in getting the education. Dawan’s father refuses to discuss the scholarship won by his daughter. He considers that it must be better if his son wins the scholarship. “What is all this talk of Dawan going away to study?” he snapped. “It’s too early even to consider it. Let it wait for a few days” (p. 53).

The household resource allocation theory shows that poverty will omit the girls or daughters’ opportunity to attend school. Instead of letting the girls study, the decision maker, in this context is a man, a father, tend to think twice to spend extra money for the daughter’s education. Girls will leave home to live with their husbands. “And Dawan herself? What could she do? She was just a girl. Wouldn’t she grow up just to be a wife and a mother? What could she do with more learning?” (p.56).

Sons or boys, conversely, do not leave the nucleus family and it is beneficial to the family because later these boys can help the family to earn better living. “You’re a boy, and more schooling would have been useful for you. ... with more schooling, you could find good jobs, and earn some money to help the family” (p. 55).
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part presents the conclusions in which the writer draws conclusion of this study by summarizing all of the study findings. The second part is suggestions for future researchers and for teaching Book Report by using this Minfong Ho’s *Sing to the Dawn*.

A. Conclusions

After analysing the novel, there are several findings from this novel that can be shown based on the problem formulation in Chapter I. The female characters playing important parts in this novel are Dawan, as the main character, Dawan’s mother, Dawan’s cousin Noi, and Dawan’s friend Bao. All of these female characters share more or less the same experiences as they are viewed as the subordination of men.

These female characters are experiencing gender biased treatment such as subordination of women, mental violence, violent intention, physical violence, sex role stereotyping, and marginalization. The subordination of women manifests in the behaviour and actions like assuming that it is useless to send girls to school and seeing women as weak and powerless. The mental violence is demonstrated in the behaviour and actions like scolding, shouting, and threatening the female characters shown by the male characters. The violent intention, on the other hand, is shown in the action of making fun one of the female characters before the
public, fierce argumentation to weaken the female main character in pursuing and defending her ideals. The physical violence manifests in the actions like slapping, beating, fighting, and squinting savagely the rice the male character shoved at the female main character’s face. The facts found in the novel that most of the female characters are thought to do domestic job and to be placed at the domestic spheres are showing the manifestation of sex role stereotyping. The marginalization of women in that novel happens in the behaviour and actions like taking for granted the general assumption that girls are better to stay at home rather than putting themselves in high position or rank in the society structure.

These gender bias treatments in the novel are caused by four possible factors, namely cultural construction on women subordination, cultural construction on sex roles stereotyping as the result of patriarchal system, religious misinterpretation, and poverty. This rural community as depicted in the novel is the product of rural society. The society forms certain values which are then maintained by the local community as shown in the novel.

B. Suggestions

This part has two sections. The first section is the suggestion for the future researchers that will work with Minfong Ho’s Sing to the Dawn as the object of the study. The other section is the suggestion for the English teachers that will use Ho’s Sing to the Dawn as one of teaching materials for Book Report course.
1. Suggestions for Future Researchers

The novel discussed in this study is another challenging novel in the world of literature. This novel is written by one of South East Asian writers, Minfong Ho. The author has succeeded in conveying messages of universal dreams; it is the equal opportunity and access to education between men and women. The author has also discussed well the importance of daring to change established assumptions as some of the assumptions may not suitable to be applied in this age.

The writer’s discussion on this novel is limited to the evidences identification of gender biased behaviour and actions committed by the male characters towards the major female characters and to find possible reasons why the gender biased behaviour and actions happen in the life of the rural community as depicted in the novel.

It, however, has other aspects that can be discussed further. There is a suggestion from the writer to the future researchers who will take this novel as the object of the study. The upcoming researchers can consider to discuss and to study the symbolism found in the novel since there are several possible symbols that can be revealed and be related to the current reality. Those possible symbols are, for instance, birds in cages, the bud of lotus, the bridge, the City school, and other things mentioned in the novel.
2. Suggestions for English Teachers: Teaching Book Report by Employing *Sing to the Dawn*

Literary works like novels can be employed as a medium to teach students to spread humanistic values towards all the living things and the environment. Barnet (2005) states that literary works are means to share experiences among human beings. Literature, therefore, has significant and essential linguistic, intellectual, moral, and emotional features (Abcarian, et. al., 1988).

The writer suggests Ho’s novel *Sing to the Dawn* as one of the materials used in teaching Book Report as this novel uses simple and fluent language so that it is suitable to develop the vocabulary acquisition of the students at intermediate level. From its simplicity but rich vocabulary, the students can advance their reading comprehension, take benefits of a new perspective of social sensitiveness, and provide academic response presented orally before the lecturer. Other benefits to reap by the students are among other things the development of imagination, education of emotions, and the nourishment of the spiritual growth as demonstrated by Guth and Rico (1997).

Book Report is one of compulsory courses at English Language Education Study Program (ELESP) of Sanata Dharma University. This course is offered in semester II and it aims at enriching the students’ specific knowledge of English. According to the class handout updated in 2009 by ELESP of Sanata Dharma University, Book Report introduces the students to several English novels and it will encourage the students to be keen on reading various texts, particularly novels, and then to produce academic personal response related to the texts read.
In this course, several English novels are provided. These novels are on adventure, imagination daring, and several other genres. Robinson Crusoe, Gulliver’s Travels, Treasure Island, The Prince and The Pauper, The Adventure of Tom Sawyer, and several other novels are ones which are used in this course. The students then choose four of the novels provided. Three novels are abridged (simplified) versions and the other one is unabridged or original.

After finishing reading a novel, then the students are requested to respond the novels. As stated in the class handout, the response covers reporting the content of the story (setting of place and time, characters, conflict, and theme), retelling the story, and stating personal opinions over the story. At this level, the students are practicing to put their ideas in order and to write correctly according to the minimum mistakes requirement.

The report arranged must be presented fluently (vis a vis to vocabulary richness) and grammatically accurate. This personal response is submitted to the lecturer in written form. The lecturer then administers an oral test individually to give the students chance to express their mind based on the reading reports they have made. This kind of activity becomes then a means to enhance the students’ speaking skill.

In this oral presentation, the lecturer assesses the students’ current knowledge. During this presentation, the lecturer is also providing rich supplies of information to reflect the students’ progress and is providing chances for the students to demonstrate what they are able to carry out from what they have studied or learned (Blas, 2001: 2).
Oral presentation, as stated by Blas (2001), is to verbalize knowledge which is indispensable in foreign language teaching. The elements scored in the oral presentation covers the understandability of the responses presented and the efforts done during the presentation to extend the mutual communication between the students and the lecturer.

Book Report Course carries out such activities and assessments, particularly in the oral presentations administered, to foster the students to speak actively, using rich variation of vocabulary, and to apply grammatical features correctly. The lecture could take role to foster the students’ confidence. The students’ response might be encouraged by praise, interest and acceptance of their ideas, and also by non-verbal acts such as eye contact, nodding, etc (Petty, 2009: 229).

To relate Book Report and Ho’s *Sing to the Dawn*, the writer suggests procedures to conduct the teaching-learning activities which are divided into three parts, i.e. assigning reading the novel individually, writing the personal response, and presenting the response before the lecturer.

The students are assigned to finish the individual reading within two weeks. The following one week is the time provided to the students to complete the personal response and in the fourth week, the students are presenting the report individually before the lecturer. The personal response is written according to the report format (see Appendix G).
REFERENCES


*Gender bias*. Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation

Sources from the Internet


APPENDIX A

SHORT SUMMARY OF MINFONG HO’S SING TO THE DAWN

This novel is telling about Dawan, a young village girl who lives in an area of rural Thailand, and wins a scholarship to attend a City school. Dawan is the first child of the family. She lives in a poor family with her father, mother, brothers, and grandmother. She studies at a village school. Although she is one year older than her brother, Kwai, she is at the same grade with her brother.

One day, she won a scholarship and her brother placed the second. She got the opportunity to go to a city school. Kwai was also dreaming of winning the scholarship. These two siblings were then involved in a personal conflict because both of the two wanted to continue their study in the city school.

Dawan’s father opposes her will to go to the city school. Her father believes that sending a daughter to school is useless. He thinks that a girl does not need to have any higher educations because later she will only be a wife and stay at home rather than involving with public affairs.

She wants to prove that girls deserve to better education, that girls have capabilities to take part in social lives, both at the domestic and public spheres. Girls have equal roles to boys as human beings in the society. Challenged by such an unfair situation in her community, Dawan keeps on trying to take the opportunity although her father insists that it will be useless. She tries to break the obstacles. Her strong determination to change herself and her environment takes her to the City school at last.
APPENDIX B

BIOGRAPHY

Minfong Ho was born in Rangoon, Burma, and raised in both Singapore and Bangkok, Thailand. Her parents are of Chinese origin, so she spoke fluent Chinese in her home, Thai in the marketplace of Bangkok and English in school. She was educated in Thailand and Taiwan, before moving to the United States to attend Cornell University in Ithaca, New York. There, she received her BA in Economics and History as well as her M.F.A. in Creative Writing.

While attending Cornell University, Ho began writing her first short story, in an attempt to combat strong feelings of homesickness. She recognized that many Americans had false notions about life in Asia and she set out to change this by writing based on her own experience there. Her first short story eventually evolved into her first novel, Sing to the Dawn, which received first prize from the Council of Interracial Books for Children. Ho's later book Hush! A Thai Lullaby, illustrated by Holly Meade was named a Caldecott Honor Book, an ALA Notable Children's Book and The Horn Fanfare Book.

Ho's more recent children's book, published by Orchard Books in 2003, is The Stone Goddess, one of the books in the First Person Fiction series. Ho gives a realistic, shocking interpretation that still remains appropriate for children. After spending three years in a Khmer Rouge labor camp, Nakri and her older brother are reunited with their family and escape to the refugee camps on the border of Thailand—and eventually, to America. Ho depicts the characters' adjustment struggles and memories of comforting past experiences.

Minfong Ho currently lives in Ithaca, New York with her husband John and children Danfung, MeiMei and Christopher.

Taken from:
http://www.harpercollins.com/authors/16962/Minfong_Ho/index.aspx?authorID=16962
APPENDIX C

Minfong Ho’s *Sing to the Dawn*
APPENDIX D

Syllabus and Lesson Unit Plan of Book Report

Lesson Unit Plan

KPE 132 Book Report

English Language Education Study Program

Revision 2

Credit

2 credits

Time Allocation

2 x 50 minutes class meeting

2 x 120 minutes independent work and structured tasks

Study Program

English Language Education Study Program

Course Coordinator

Henny Herawati, S.Pd., M.Hum.

Lecturers

Henny Herawati, S.Pd., M.Hum.  Siska Lidya Revianti, S.Pd.


F. Chosa Kastuhandani, S.Pd.

Grading Policy

<table>
<thead>
<tr>
<th>Assessment Aspect</th>
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<tr>
<td>Independent Reports (4 reports)</td>
<td>40%</td>
</tr>
<tr>
<td>Oral Tests of three (3) reports</td>
<td>32.5%</td>
</tr>
<tr>
<td>Oral Test of the 4th Report</td>
<td>27.5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
1. **Short Description of the Course**

KPE 132 Book Report is designed to introduce students to English novels, increase their interest and improve their ability in reading literary works, in particular novels. Throughout the course, are to read four (4) different novels, comprising three (3) simplified/abridged novels and one (1) original/unabridged novel. Students should write a report for each novel they read, including the information about the book, setting of place and time, character’s name and descriptions, conflict, theme, summary, and personal opinion about the novel.

This course is compulsory and offered in Semester II. There is no prerequisite course for KPE 132 Book Report.

2. **Competence Standard (Goals of the Course)**

On completing this course the students are able to:

1. Develop basic understanding of reading abridged and unabridged English novels.
2. Write book reports, containing information about the book, setting of place and time, characters' names and descriptions, conflict, theme, summary, and personal opinion about the novel.

3. **Independent Work**

   **Task 1, 2, 3 – to be submitted on Week 4, 9, 12.**

   Write book reports about the simplified/abridged novels you have read. The reports should be based on the report from provided, containing information about the book, setting of place and time, characters’ names and descriptions, conflict(s), theme, summary, and personal opinion about the novel. The book recommended are listed below. If you want to read and write reports on books other than the ones in the list, you need to consult with the lecturer.

   **Task 4 – to be submitted on Week 15**

   Write a book report about one of the original/unabridged novel assigned, those are Hemingway’s *The Old Man and the Sea*, Steinbeck’s *The Pearl*, Orwell’s *Animal Farm* or Ho’s *Sing to the Dawn*. The report should be based on the report from provided, containing information about the book, setting of place and time, characters’ names and descriptions, conflict(s), theme, summary, and personal opinion about the novel.

4. **Evaluation**

<table>
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<tr>
<th>Written Report (10 points)</th>
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<th>3</th>
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<tbody>
<tr>
<td>1 Completeness</td>
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<tr>
<td>2 Content (setting, characters, conflict, and theme)</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>3 Language</td>
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<tr>
<td>Oral Examination (15 points)</td>
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<td>-----------------------------------------------------</td>
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</tr>
<tr>
<td>1 Ability in retelling the story</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>2 Ability in answering questions related to setting,</td>
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<tr>
<td>characters, conflict, and theme</td>
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<tr>
<td>3 Ability in stating personal opinions/reflection on</td>
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<tr>
<td>the novel</td>
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<tr>
<td>4 Fluency and accuracy</td>
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<td>Score/grade:</td>
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Note: Any evidence of PLAGIARISM will be given an “E” penalty.

....Reading nourishes the Mind....
Introduction to Basic Intrinsic Elements of Fiction

1. Setting (of time and place)
Setting is the Where and When during which the story takes places. The setting of place where a story happens can be a name of a particular country, town, village, street, or just the description of the surrounding/place such as in a dark and damp vault, at a crowded, noisy party, or in a tent in the woods. The setting of time can be very clear such as the year (in 1926) or month (in December), seasons, during Christmas time, during French revolution, during slavery period, or we just know that it is at night. Setting also refers to the natural and artificial scenery of environment in which characters live and move.
For example: the setting of the novel is in a town named Loraine, in the northern United States in 1940’s.

2. (Major) Characters
A character is “an imagined person who inhabits a story and it shows a distinction type of person” (Abrams: 20). Similarly, Kriszner and Mandell state a character is “a fictional representation of a person -usually (but not necessarily) a psychologically realistic depiction” (pp.95). Basically, characters are the people (or animals/inanimate things that behave like human beings) in the story. The characters who dominate the story are the major characters. These characters are often portrayal of human beings with particular character descriptions. Characters can be described in terms of their physical characteristics and their personality characteristics.
For example:
Miss Payne.
Description: she is a beautiful young woman of mid 20s. she is tall with beautiful brown eyes and dark hair. She carries herself with a ladylike manner. Even though she rarely smiles, she is well-liked by people around her. Her being courageous and tough are admired by people in the village.

3. Summary
A summary tells the main points of the story. It reveals how the story goes. It should not be too detailed, but it should not fail to tell the important events in the story.

4. Conflicts
Conflict is the (dramatic) struggle between opposing forces or points of view in a story. The conflict is a clash between the protagonist, a story’s main character, and an antagonist, someone or something presented in opposition to the
protagonist. Sometimes the antagonist is easily identified as a villain, he or she simply represents a conflicting point of view. Sometimes the antagonist is not a character at all, but a situation (war, poverty) or an event (a natural disaster, such as a flood or a storm) that challenges the protagonist. In other stories, the conflict may be internal, occurring within a character's mind.

For example:
The main conflict of a novel is different perceptions and values between the mother and the daughter caused by different generations and cultures (Chinese vs. American).

5. Theme

Theme is a statement that the author wants to convey about life or society through the story in the novel. The theme of a story presents the author's viewpoint about a particular subject. “Dishonesty” is NOT a theme, because it does not convey the writer's opinion about dishonesty. “We should be honest to others and to ourselves” is a theme.
APPENDIX E

LIST OF THE NOVELS

Abridged/Simplified Novels

1. Alcot, Louisa May. *Little Women*
4. Bronte, Emily. *Wuthering Heights*
5. Caroll, Lewis. *Alice’s Adventures in Wonderland and through the Looking Glass*
6. Cervantes, Miguel de. *Don Quixote*
7. Cooper, James Fennimore. *The Last of the Mohicans*
8. Defoe, Daniel. *Robinson Crusoe*
9. Dickens, Charles. *Christmas Carol*
10. Dickens, Charles. *Hard Times*
11. Dickens, Charles. *David Copperfield*
15. Landon, Margaret. *Anna and the King of Siam*
16. Melville, Herman. *Moby Dick*
17. Sewell, Anna. *Black Beauty*
18. Shelley, Mary. *Frankenstein*
20. Stevenson, R. L. *Dr. Jekyll and Mr. Hyde*
22. Swift, Jonathan. *Gulliver’s Travels*
23. Twain, Mark. *The Adventure of Mark Twain*
24. Twain, Mark. *The Adventure of Huckleberry Finn*
25. Twain, Mark. *The Prince and the Pauper*

Original/Unabridged Novels

1. Hemingway, Ernest. *The Old Man and the Sea*
2. Ho, Minfong. *Sing to the Dawn*
3. Orwell, George. *Animal Farm*
4. Steinbeck, John. *The Pearl*
5. Tan, Amy. *The Kitchen God’s Wife*
**APPENDIX F**

**BOOK REPORT FUN!**

Course Outline

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<thead>
<tr>
<th>Meet</th>
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<tr>
<td>1</td>
<td>Feb, 2</td>
<td>Intro. to the course:</td>
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<tr>
<td></td>
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<td>• Syllabus and course outline</td>
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<td>• Report form</td>
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<tr>
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<td></td>
<td>• Plagiarism</td>
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<tr>
<td></td>
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<td>• Basic elements (setting of place, time, characters’ names and descriptions, conflict, theme) and summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What to write in the report form</td>
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<td></td>
<td>• Oral exam registration (1, 2, 3)</td>
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<tr>
<td>2</td>
<td>Feb, 9</td>
<td>Assignment: read a novel and write the 1st book report</td>
</tr>
<tr>
<td>3</td>
<td>Feb, 16</td>
<td>Assignment: read a novel and write the 1st book report</td>
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<tr>
<td>4</td>
<td>Feb, 24</td>
<td>1st Book Report submission (Monday, Feb, 23 before 1 p.m)</td>
</tr>
<tr>
<td>5</td>
<td>March 2</td>
<td>• Oral Examination: 1st report</td>
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<td></td>
<td>• Assignment: read a novel and write the 2nd book report</td>
</tr>
<tr>
<td>6</td>
<td>March, 16</td>
<td>• Oral Examination: 1st report (cont.)</td>
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<td></td>
<td>• Assignment: read a novel and write the 2nd book report</td>
</tr>
<tr>
<td>7</td>
<td>March, 23</td>
<td>• Oral Examination: 1st report (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2nd Book Report submission</td>
</tr>
<tr>
<td>8</td>
<td>March, 30</td>
<td>• Oral Examination: 2nd report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assignment: read a novel and write the 3rd book report</td>
</tr>
<tr>
<td>9</td>
<td>April, 6</td>
<td>• Oral Examination: 2nd report (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assignment: read a novel and write the 3rd book report</td>
</tr>
<tr>
<td>10</td>
<td>April, 20</td>
<td>• Oral Examination: 2nd report (cont.)</td>
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<td></td>
<td></td>
<td>• 3rd Book Report submission</td>
</tr>
<tr>
<td>11</td>
<td>April, 27</td>
<td>• Oral Examination: 3rd report</td>
</tr>
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<td></td>
<td></td>
<td>• Assignment: read a novel and write the 4th book report</td>
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<tr>
<td>12</td>
<td>May, 4</td>
<td>• Oral Examination: 3rd report (cont.)</td>
</tr>
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<td></td>
<td></td>
<td>• Assignment: read a novel and write the 4th book report</td>
</tr>
<tr>
<td>13</td>
<td>May, 11</td>
<td>• Oral Examination: 3rd report (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 4th Book Report submission (Unabridged compulsory novel)</td>
</tr>
<tr>
<td>14</td>
<td>May, 17</td>
<td>Final Test</td>
</tr>
</tbody>
</table>
APPENDIX G

FORMAT OF THE REPORTS

BOOK REPORT FUN

Name : 
Student Number : 
Date of Submission : 
Book Report : (1, 2, 3, 4) Please circle one of the four reports

- Title of The Book : 
- Author : 
- Publisher : 
- Year of Publication : 

Setting (of time and place)
............................................................................................................................................................
............................................................................................................................................................
............................................................................................................................................................
........

Major Characters

1. ........................................
2. ........................................
3. ........................................
Summary (make it into two to three paragraphs)

What is (are) the major conflict(s) of the story?

How does the story end?

What is the theme of the book?

Do you like the book? Why or why not?

New words acquired (provide at least ten (10) words, including the meanings and their usages in context).
APPENDIX H

LIST OF QUESTIONS FOR BOOK REPORT VERBAL EXAMINATION

Each report is written within 3 weeks. During those weeks, students are reading the novel and complete the report. In the fourth week, the students will present individually the report before the lecturer, can be in the classroom or the lecturer’s office. The presentation or examination is scheduled. This schedule is arranged independently by the lecturer.

This is an individual presentation before the lecturer. The presentation lasts around 5 – 8 minutes each student. The students are expected to show the fluency and mastery of the novels read, such as the literary features and other personal expressions. It is performed to promote speaking skill and reading comprehension of the students.

Based on the syllabus, the questions posed are in relation with the ability to retell the story, setting, characters, conflict, and theme, and the ability to express personal opinions of the novel. The lecturer can select some of the listed questions to adjust with the time allotment. The questions, therefore, are as follows:

1. What is the title of the novel you read?
2. Do you find that the novel is interesting and worth of reading?
3. Do you find any new words and take them to enrich your vocabulary? What are they?
4. Can you tell me where or when does the story take place?
5. How many characters stated in the novel?
6. Who is the major female character?
7. Who is the major male character?
8. What do you find in the novel? Give some examples, please.
9. What is the theme of the story?
10. What is your opinion of the story? Tell me please.
APPENDIX I

THE ORGANIZATION OF BOOK REPORT INDIVIDUAL VERBAL EXAMINATIONS

A. Greetings (1’)

1. The student comes into the examination room
2. The lecturer asks the student to have a seat
3. The lecturer greets, “How are you today?” “Are you ready for the presentation?”

B. Questions (5’). Select the questions to adjust with the time provided.

1. What is the title of the novel you read?
2. Do you find that the novel is interesting and worth of reading?
3. Do you find any new words and take them to enrich your vocabulary? What are they?
4. Can you tell me where or when does the story take place?
5. How many characters stated in the novel?
6. Who is the major female character?
7. Who is the major male character?
8. What do you find in the novel? Give some examples, please.
9. What is the theme of the story?
10. What is your opinion of the story? Tell me please.

C. Feedback (2’)

The feedback provided is covering the grammatical features of the report made and how to foster the examinees to pay attention carefully to the using of correct language features such as the structure and vocabulary without hindering them to express their ideas freely. By doing so, it is expected that the students are aware of their language use to advance the four basic skills of language: listening, speaking, reading, and writing.