CHAPTER II

LITERATURE REVIEW

This chapter presents a literature review used in this study. The literature review had the goal of providing previous studies and information concerned with the research problems, including overviews of the definition of a storybook, Sarinah's book, gender equality, and young learners.

A. Storybook

This part discusses some topic related to storybook. They are the definition of storybook, the importance of storybook, the criteria of storybook, the characteristic of making storybook and storybook as a character education tools for young learners.

1. The Definition of Storybook

The media that the researcher used in this study is a storybook. Because a media which would grasp students' interest in reading English books by reading stories while seeing the text and picture in storybook. Storybook derives its name from the stories that are booked. According to Malu (2013), she state that storybook are books with picture and text that together tell a story with an appropriate theme for children.

The children's storybook is a story that contains educational themes, the plot is straight and not complicated, using settings that are around or in the child's world. Storybook contains about good characters and

characterizations' the style of language is easy to understand but is able to develop children's language and the perspective of the right people and imagination are still within reach of children (Puryanto, 2008).

From the experts' opinion above, the writer concluded that storybook is a book of one or more stories with picture and text that together tell a story in a certain theme; it makes their imagination grow; characters and moral values to educate; that it is easily understood by children or young learners.

2. **The Importance of Storybook**

Reading storybook had many benefits. According to Ezell and Justice (2005), the benefit of reading storybook for children is emphasized the active involvement and engagement of both the child and adult in a shared interaction focusing on book's words, pictures, and the story. While, according to Beck, McKeown and Kucan (2002) found that reading storybook exposes children to vocabulary not used in everyday conversations and that children's familiarity with word and grammar permits them to discuss concepts better within decontextualized context.

Storybooks can enrich the pupils' learning experience . By using storybook, teachers can provide children with exposure to authentic uses of the foreign language thay are learning. And since children enjoy stories, even if they have to make an effort to cope with the language difficulties the stories may present, they are richly rewarded by the stimulation and fun that the storytelling activity offers them. In addition, the playful and imaginative

nature of storytelling activities creates a relaxed, nonthreatening environment in which children have the opportunity to use the foreign language.

3. **The Criteria of Storybook**

    Children's storybook should contain a good criteria. According to Mukhlason (2014), there are several criteria of storybook for children, such as :

    a. Packaging materials and books

        The packaging should pay attention to book format, font, color variation, paper size, and wealth of pictures. In this case, the format of the book should be able to provide special effects grom the visual impression of the shape of the whole book. For example, using paper shines. For the form of the book using a horizontal rectangular shape with a customized size. As for the size and shape of the letter should not be too small, but also not too big, so as not to complicate the children while reading it.

    b. The illustration

        In the illustration, it should be able to make the story more life so that raises a good harmony. The picture should not be served full in layout because it would interfere with the perception of the child. In making illustration or images for children it is better not to contain of inappropriate content.

    c. The language use

The language used should have characterized using simple language, with consideration of the ability of the structure and grammar as well as in terms of the perception of the children.

d. The character of the story

Characters in storybook should be good which reveal protagonist and draw the characters like the real one. Avoid books that reveal character/antagonist in stories that encourage children to laugh and enjoy the message of the main character who does not comply with the limits of ethics or free of punishment/rules because it can make the children imitates the behavior of the character.

4. **Types and Characteristics of Storybook**

Storybook had various types and characteristics. McElmell (2002), the types of storybook are as follows :

a. Fiction

Fictional books are those that describe the fantastical or the unreal. Fiction can occasionally be inspired in part by a real-life circumstance, but that is about as far as it can go. Fables, mysteries, comedies, and fantasy are some of the more well-liked subgenres of fiction.

b. Historical

Historical books are books that base themselves on a fact or reality in the past. This book covers actual events, places, or characters that are part of history.

c. Informational

Informational books are ones that clarify existing information on particular subjects. These writings must not only be factually correct but also provide the material in an understandable manner and, to a certain extent, include theoretical explanations for young readers. Ilustrations are frequently used to expand on ideas that are described in literature.

d. Biographies

A biography is, to put it simply, a thorough description of a person's life. There is absolutely no fiction in any of these books; they are all based on real-life events.

e. Folklore

Folklore is an oral history of a particular culture's customs that had been kept by its inhabitants.

f. Non-Fiction

The absolute opposite of fiction, non-fiction books are more often based on facts or focus on actual events that occur from a situation or event.

According to Sutherland (in Faizah, 2009) there are some characteristics of storybook for young learners, such as :

1) The storybook are tends to concise and direct

2) The storybook are consists of serial concept

3) Young learners can be understand the concept written

4) Simple writing style

5) There are illustrations that complete the text

5. The Components of Storybook

In the storybook developed by researcher there are some main components, such as layout, picture, and typography. Those components have elements that must be considered in making, developing, and using it as literacy media.

a. Layout

All of the visual components on a page make to the graphic design component known as layout. The organizing principles of compositional necessities including illustration, typography, and the use of negative space in the composition are crucial for layout design of children's story books. Even while it may seem that a picture book's illustrations and typography are the most crucial components, the usage of negative space actually plays a big role in the composition.

b. Picture

Pictures are imitations of goods, animals, plants, and so on. Silbert (1997) state that picture is kind of interesting visual aid which is able to give motivation and good impession for young learner, so that they can memorize the words related to the picture. According to Hamalik (1982) picture can make young learner sure about the things they deal with, so they really know the thing they see,. Meanwhile, Sadiman (2012) mention that in making a good pictures must notice some requirements, as follows :

1) Authentic, the picture must honestly describe the situation as people see the real thing

2) Simple, the composition of the picture should be quite clear, show the points of the picture

3) Relative size, the picture can enlarge or minimize the actual objects. If the picture is about an unknown object or never seen by young learners, they would difficult to imagine the size of the object. To avoid that, in the picture there should be something known to the young learners so that they easy to imagine.

4) A good pictures should contains of movement or action. The pictures do not show the objects in silence but show certain activities.

c. Typhography

According to Indonesian National Education Standards Board (in Ain, 2011), there are four elements of text media feasibility (including the picture book), as follow :

1) The components of content, includes the suitability of student's level and the material about character education

2) The components of language, includes the suitability of language use with the level of students development, the use of communicative language, the use of language meets the requirements and demands also the integration of thought lines

3) The component of presentment, includes of presentment techniques, learning presentment, and complete information

4) The component of graphics, includes of book size, cover design, and content design of book

6. **Good Criteria of Storybook**

The criteria of good storybook , include:

a. The content and theme of the story gives moral values that related to daily activities;

b. A storybook presents interesting pictures and colores also the little writing;

c. A storybook able to develop imagination and creativity of children;

d. A storybook give a moral message, and

e. Delivery of stories are provokes the child's curiosity

(Anggara, Waluyanto, & Zacky, 2014).

In line with the opinion above, Effendy, Bangsa, and Yudani (2013) state that the criteria for a good storybook includes :

a. The visual display of the book is designed to use full color display

b. The visual display of pictures book more dominant than the text

c. Type of font on a storybook had a good reading level for children

d. The title of a storybook represents the entire contests of story and strracts the children's reading interest, and

e. Color display be able to give impress and easily perceived by the senses of children's sight

7. **Storybook as a Character Education Tools for Young Learners**

In addition to the objectives already mentioned, one of the underlying reasons for carrying out this research project was to develop storybook as appropriate media in building students' interest in reading English books and also develop the character education of young learners. Using storybook is extremely efficient and helpful in the transfer of core values such as tolerance, gender equality, humanism, and etc to children. This statement support by some expert, Aini (2010) states that the child's mind is a picture, in other words the child's mind is the language of picture. Moreover Sadiman (2008), specifically the graphics function is to draw attention, clarify ideas, illustrate

or decorate facts that would be quickly forgotten or ignored if not graphed. Obi (2010) also finds that the children really liked the story related to them and about their daily activities.

Based on the explanation above, it can be concluded that the storybook is an effective way to instill values for children's. By using the storybook, young learner are easier to accept and understand the values of gender equality.

B. Sarinah

1. Sarinah as A Figure

Sarinah is a very great women figure for Soekarno. Sarinah was Soekarno's nanny when he was small; Sarinah is the one who educated Soekarno from childhood, and she taught Soekarno about the science of manners. Soekarno said that he learned a lot from Sarinah, especially in terms of loving "poor people," and Soekarno said that Sarinah is a "poor person," but she had taught a lot of knowledge that is very useful.

Soekarno always obeys Sarinah's advice. In fact, he also combined Sarinah's advice with Mahatma Gandhi's thoughts to formulate his spirit of nationalism, namely, nationalism that brings humanism to the nation and complete independence. Sarinah died on December 28, 1959, and was buried in Kepatihan Village, Tulungagung Regency, East Java.

Figure 2.1 Soekarno and His Nanny (Sarinah)

2. **Sarinah as A Concept**

Sarinah's concept is the result of Soekarno's thoughts to fight for women's rights, emphasize women's obligations, and realize gender equality in nation and state.

On the concept of sarinah, Soekarno emphasized that women and men must work together, support each other, and complement each other to create a harmonious and balanced life. The concept of Sarinah was written by Soekarno in his book entitled *"Sarinah : Kewajiban Wanita dalam Perjuangan Republik Indonesia''*.

3. **Sarinah's Book**

Sarinah is a book written by Soekarno, the Proclaimer and the first President of the Republic of Indonesia. The full title of Sarinah's book is *"Sarinah : Kewajiban Wanita dalam Perjuangan Republik Indonesia."* This book was written by Soekarno in 1947 in Yogyakarta, two years after Indonesian independence.
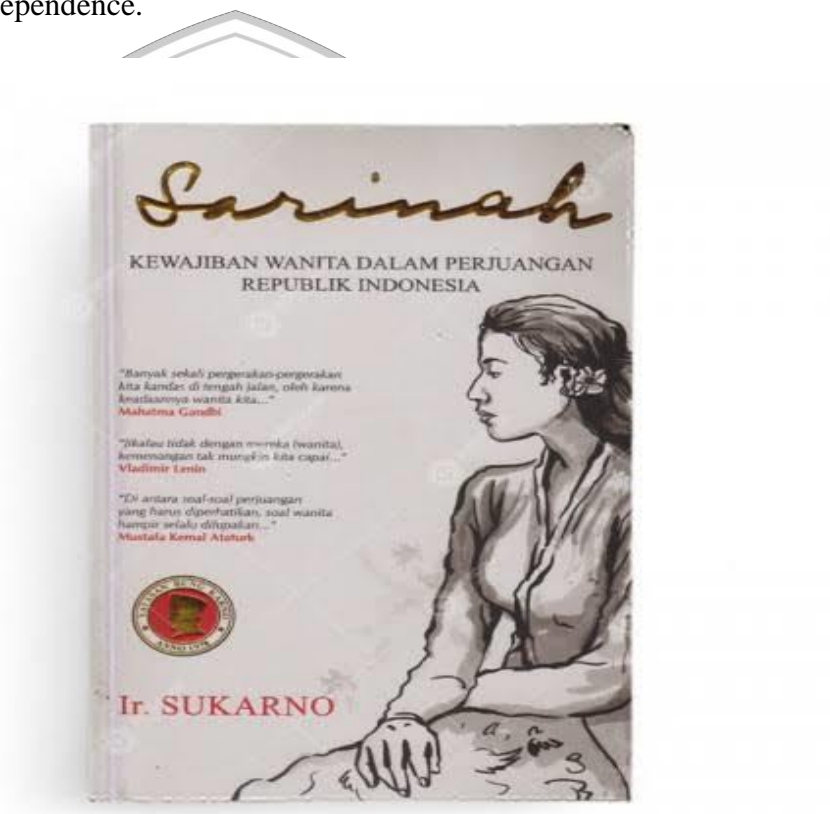

Figure 2.2 The Cover of Sarinah's Book

Soekarno chose the title of his book *"Sarinah"* because he was inspired by his childhood nanny, Mrs. Sarinah. Besides that, the book is also a sign of

gratitude to Mrs. Sarinah, who had raised her and taught her a lot of useful knowledge, especially about loving and caring for others.

Sarinah's book was first published by Oesaha Publishing, Goentoer, Yogyakarta, in 1947. This book discusses Soekarno's thoughts about women, which started with his ideas and initiatives when he gave women's courses every two weeks when he was in Yogyakarta.

According to his confession in the foreword, Soekarno had always wanted to write a book about women. Because according to him, the issue of women really needs to be discussed and popularized. Through this book, Soekarno criticized men who still saw women as a combination of a 'goddess' and a 'stupid person'. The point is, women are praised like goddesses but are considered stupid in terms of 'playing a role'. Soekarno very much disagreed with men who still discredited women by only telling them to stay home with domestic affairs.

Sarinah's book consists of six chapters, namely:

a. Chapter 1 *(Soal Perempuan)*

In chapter 1, Soekarno discusses how ancient women were viewed in the context before and after Indonesian independence. In ancient times, many women, especially those who were married, were confined or restricted in their movement and just being a woman who do domestic affairs such as cooking and

washing clothes. Many men do not allow their wives to leave the house even just to meet and greet guests who visit the house.

In ancient times, many men tried to treat and consider their wives like 'pearls' by not allowing them to leave the house so that his wife avoids humiliation from others. However, Soekarno assumed that men at that time were like putting pearls in a box. So that women are confined from the outside world.

As in Europe, the concept/thought/ideology of feminism and neo-feminism had emerged to fight for the destiny and rights of women. However, from this ideology, Soekarno assumed that there had not been any satisfactory results to r to increase women's status.

Ki Hajar Dewantara said, *"Janganlah tergesa-gesa meniru cara modern atau cara Eropa, janganlah juga terikat oleh rasa konservatif atau cara dan pemikiran yang sempit, tetapi cocokkanlah semua barang dengan kodratnya."* Soekarno attempted to paraphrase this statement concerning Soekarno himself had made an effort to learn more about the real place of women in Islamic society, but the books he had read had exposed him to a wide range of notions and ideas, as well as a number of arguments. Because the Prophet Muhammad SAW explicitly declared that *"perempuan itu tiang negeri, manakala baik*

perempuan, maka baiklah negeri, manakala rusak perempuan, rusaklah negeri," Sukarno sought to understand what the genuine role of women in society was.

Soekarno also said that in the affairs of men and women, there are always things that are "unequal," so it is necessary to harmonize by removing the stereotype that men have a higher degree than women and vice versa. because, actually, men and women must be equal and can strengthen and complement each other.

In this chapter, Soekarno emphasized that women must have the same degree as men and support each other without violating their respective natures.

b. Chapter 2 *(Laki-Laki dan Perempuan)*

Soekarno in this chapter explained that in fact humans were created in pairs as Allah SWT said in the letter Yasin verse 30 that *"Maha mulialah Dia, yang menjadikan segala sesuatunya berpasang-pasangan".* Soekarno also quoted Baba O'llah's words that "Men and women like two wings of a bird, if the two wings of a bird are the same strength, then the bird can fly to the highest peak in the air. However, if one of them is broken, the bird cannot fly at all."

In this chapter, Soekarno discusses men and women by nature. How do women have a different physique from men and these physical differences have their respective functions.

c. Chapter 3 *(Dari Gua ke Kota)*

In this chapter, Soekarno discusses the journey of women from the earliest times of human existence—from the era of hunting and gathering to the emergence of modern civilization. August Babel says that "women were the first slaves, before there were slaves." This period occurred during the hunting and gathering era. At that time, men were tasked with hunting while women were told to stay in the cave and watch over the hearth and look for roots and leaves. The law of husband and wife did not exist in that era, so what happened was a temporary marriage.

Next came the era of farming and raising livestock, which fundamentally had a major influence on the position of women. Women are the key to producing food. When the men are busy fishing and hunting outside, the women start to think about how to build a place to shelter their children from rain, sunburn, and wild animals. Until then, 'home' appears as a shelter.

Kautsky said that "women are the builders of the first civilization, not men." Then, men who hunt and fish do not always got satisfactory results. Meanwhile, in agriculture and livestock,

women are always consistent and able to produce food. At that time, the position of women became increasingly important in the process of survival.

And then, as agriculture and livestock production progressed, men also participated in raising and farming. Soekarno referred to this phase as the third phase. In this phase, the position of women had dimmed or decreased again because men are trying to show their strength and prove their influence by participating in farming and livestock.

Then came the phase of industrialization in the 18th century, which began in Europe. This condition also changes the order and position of women and men. Women are starting to become workers in factories and not only at home to wash clothes, raise children, and cook in the kitchen.

d. Chapter 4 *(Matriarchat dan Patriarchat)*

Soekarno discussed matriarchy and patriarchy. Matriarchy is the law of heredity, which adheres to the law of motherhood. Soekarno argued that the nature of matriarchy mostly brings glory to women themselves.

Soekarno believed that the lives of women in various tribes who applied the law of motherhood suffered the same as those of women in tribes who applied the law of fatherhood. Then, with the

fatherhood law, Marx said that the displacement from the motherhood law to the fatherhood law is the displacement that is most in accordance with nature.

Soekarno also argued that, by looking at divine nature, patriarchate law is the most appropriate law. However, what needs to be avoided is slavery and the oppression of women. In this chapter, Soekarno also said that modernity was also not accompanied or balanced by an increase in the degree of women.

e. Chapter 5 *(Wanita Bergerak)*

In this chapter, Soekarno discusses more about the women's movement. The women's movement begins with the assumption that women are always oppressed by men. Western Europe is the birthplace of the women's movement in the world. Meanwhile, in Asia, women are still stagnant in the shackles of men. Soekarno classified women's movements into three categories.

At the first level, women form associations whose members consist of upper-class women. The purpose of the association is only for household matters, such as cooking and beauty. However, matters concerning the comparison of men's and women's rights were not discussed.

The second level, the women's movement, no longer talks about things to perfect the role of women. However, it focuses more on efforts to demand equal rights for men, such as the feminist movement, which is often referred to as the women's emancipation movement and whose actions are "against" men.

The third level is the level where women and men struggle together to create a socialistic society so that they can be prosperous and independent.

f. Chapter 6 *(Sarinah dalam Perjuangan Republik Indonesia)*

In this chapter, Soekarno said that only by struggling for socialism can women's degrees increase, so that women must participate in the struggle to achieve socialism. However, this struggle must also begin with efforts to raise awareness for men and women, so that the struggle would become more massive.

This book was published in 1947, following the country's independence. Of course, it requires efforts to defend and fight for Indonesia's sovereignty. Through this chapter, Soekarno wants to emphasize that men and women must fight together to achieve good goals.

In Sarinah's book, Soekarno also emphasized that the participation of women in the struggle to defend the unitary state of the Republic of Indonesia was "compulsory."

"Wanita Indonesia, kewajibanmu telah terang ! sekarang ikutlah secara mutlak dalam usaha menyelamatkan Republik Indonesia, dan nanti juga Republik Indonesia telah selamat, ikutlah secara mutlak dalam usaha menyusun negara Nasional. Jangan ketinggalan di dalam revolusi nasional ini dari awal sampai akhir, dan jangan ketinggalan pula nanti di dalam usaha menyusun masyarakat keadilan sosial dan kesejahteraan sosial. Di dalam masyarakat keadilan sosial dan kesejahteraan sosial itulah engkau nanti menjadi wanita yang bahagia, wanita yang merdeka !"

In conclusion, through Sarinah's book, Soekarno had provided invaluable knowledge for Indonesian women to become revolutionary, wisdom, happy, and independent.

C. Gender Equality

1. The Definition of Gender

The term "gender" was first introduced by Robert Stoller (1986) to separate human characteristics based on definitions that are socio-cultural in nature from definitions derived from physical-biological characteristics. In the

social sciences, the person who is most meritorious for developing the term and definition of gender is Ann Oakley (1972). As Stoller Oakley defines gender as a social construction or an attribute imposed on humans that is built by human culture, (Riant Nugroho, 2011:3).

According to Mansour Fakih, in his book entitled *'Analisis Gender dan Transformasi Sosial'*, the concept of gender is a trait that is inherent in both men and women but is socially and culturally constructed. For example, women are generally known as being beautiful, emotional, or motherly. while men are considered strong, rational, and mighty. Actually, the features of the traits are interchangeable. That is, there are men who are emotional and gentle, while there are also women who are strong, rational, and mighty. All things that can be exchanged between the characteristics of women and men, which can change from time to time, differ from place to place, or be different from one class to another.

The word 'gender' can be defined as the apparent differences between men and women in terms of values and behaviors (Victoria Neufeldt, 1984: 561). Gender is a characteristic used as the basis for identifying the differences between men and women in terms of social and cultural conditions, values and behavior, mentality, emotions, and other non biologist factors.

Another definition of gender expressed by Elaine Showalter. According to him, 'gender' is to distinguish male and female views of sociocultural

construction (Elaine Showalter, 1990: 284). Gender can also be used as 10 a concept analysis is used to describe something (Nasaruddin Umar, 1999: 34).

Gender is different from sex, although it etymologically means the same as the sex, the sex (John M. Echols and Hassan Shadily, 1983: 517). In general, sex is used to differentiate between men and women in terms of biological anatomy, whereas gender focuses on social, cultural, and other non-biological aspects. If the study emphasizes the development of sex aspects of biological and chemical composition in a man's and a woman's bodies, gender studies emphasize the development of masculinity and femininity. In history, gender differences between a man and a woman occurred through a very long process and were formed by several reasons, such as social and cultural conditions, religious conditions, and state conditions. With the process this long, finally, the gender differences are often considered the provision of God, as if the natural or biological nature of those differences cannot be changed again. This is precisely what leads to the emergence of gender inequality in society.

In the Women Studies Encyclopedia, it is explained that gender is a cultural concept that seeks to make distinctions in terms of roles, behavior, mentality, and emotional characteristics between men and women who develop in society. Gender, according to Hilary M. Lips, is defined as cultural expectations for men and women (cultural expectations for men and women). This opinion is in line with the general opinion of feminists such as Linda L.

Lindsey, who said that all societal decisions regarding the determination of a person as male or female are in the field of gender studies.

The socially constructed roles and duties that civilizations believe are suitable for men and women are referred to as "gender." Men and women should have equal access to political and societal influence as well as chances for employment, education, and personal growth. Gender issues concern both men and women in society as well as women specifically.

The actions and attitudes of men and women play an essential role in achieving gender equality (Paul D. Coverdell, 2013) From the definition above, it can be understood that gender is a trait that is used as the basis for identifying the differences between men and women in terms of social and cultural conditions, values and attitudes, mentality, and emotions, as well as factors other than biology.

So, if we want to analyze gender, we can use the gender study approach. Gender study is a theoretical work in the social sciences or humanities that focuses on issues of gender and sex in language and society and often addresses related issues, including racial and ethnic oppression, postcolonial society, and often globalization. Work in gender studies is influenced by related fields of ethnic studies. Work in gender studies is often associated with work in feminist theory, queer studies, and other theoretical aspects of cultural studies, including Sarinah's concept.

Meanwhile, the concept of gender developed by Hubies through Anshori and his friends, in (Alfian, 2016: 4) includes:

a. Gender differences

   differences in character, behavior, expectations, which are formulated for each person according to gender.

b. Gender gap

   differences in political relations and attitudes between men and women

c. Genderization

   the concept of sex placement in self-identity and the views of others

d. Gender identity

   behavior that a person should have according to the sex

e. Gender roles

   women's roles and men's roles that are implemented in concrete forms according to local culture

   The difference between men and women in terms of roles, responsibilities, rights, and behaviors that are influenced by social, cultural, and customary values of community groups that are subject to change over time and in specific locales is known as gender (Puspitawati, 2012: 1). Individually over the course of a person's life and structurally in the historical context of race and class, gender is an ongoing interaction

between actors and structures that had a significant impact on both men's and women's lives (Puspitawati, 2012:2).

Besides that, according to the UN entity for gender equality and the empowerment of women (UN Women), gender refers to the social attributes and opportunities associated with being male or female and the relationships between women and men, and girls and boys, as well as the relations between women and those between men. These attributes, opportunities, and relationships are socially constructed and learned through socialization processes.

Gender is a concept used to identify differences between men and women in terms of socio-cultural factors, according to the many definitions provided above. Gender in this sense is not "natural," but rather a tool of social engineering.

2. **Gender Characteristics**

Gender characteristics are the characteristics and behavior expected of men and women based on the values, culture and norms of society at a certain time.

3. **Gender Roles**

Gender roles are roles that men and women should, should not, and should not play based on the values, culture, and norms of society at the time. For example, men work for a living, are leaders, directors, and presidents, while

women are housewives (cooking, washing, and caring for children), teachers, nurses, secretaries, and ect.

4. **Gender Realm**

The gender realm is a space for men and women to play their roles. This realm distinguishes the domestic and public domains. The domestic realm is the family area, for example, the kitchen, well, and bed. While the public area is a general area where productive and economical work occurs, such as in offices, markets, malls, and others.

5. **The Definition of Gender Equality**

Gender equality is the similarity of the conditions for men and women to have the opportunity as well as their rights as human beings, to be able to contribute and participate in the activities of political, legal, economic, social, cultural, education and national defense and security as well as similarities in the enjoyment development results.

A general definition is provided by UNESCO's Gender Mainstreaming Implementation Framework (2003) as follows :

> *Gender Equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural, and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community, and their society.*

Besides that, UN entity for gender equality and the empowerment of women (UN Women) describe that gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men would become the same but that woman's and man's rights, responsibilities and opportunities would not depend on whether they are born male or female.

One well known institutional definition offered by the Council of Europe moves beyond the sameness approach, defining gender equality as follows :

> *Gender equality is an equal visibility, empowerment and participation of both sexes in all spheres of public and private life. Equality is not synonymous with sameness, with establishing men, their life style and conditions as the norm it means accepting and valuing equally the differences between women and men and the diverse roles they play in society.*

In other words, women and men should have equal rights and opportunities, as well as equal access to assests in life without being treated and/or valued differently (Wodak, 2005)

In addition, according to Koffi Annan (2000), gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development, and building good governance. Gender equality is characterized by the absence of discrimination between women and men, and thus they have access, the chance to participate, and control over the development of equal and equitable benefits from development. As for the gender equality indicators, they are as follows :

1. Access

   Access is an opportunity or a chance to obtain or use a particular resource. Consider how to ensure that women and men, girls and boys, have equal access to the resources that would be created.

2. Participation

   Aspects of a person's or group's participation in activities or in making decisions

3. Control

   Control is the authority or power to make decisions. In this case, it does not matter if the incumbent school as a decision-maker is dominated by a specific gender or not.

4. Benefit

   Benefits are activities that can be enjoyed optimally. Decisions taken by the school may provide fair and equal benefits for women and men or not.

6. **The Importance of Introducing Gender Equality Values for Young Learners**

   Girls and boys encounter gender inequality every day in their homes, communities, and among the individuals who are responsible for caring for them, according to UNICEF. The burden of caring and domestic duties may fall disproportionately on moms when parents share household responsibilities. The majority of community health workers who care for

children are women, with few opportunities for their careers to advance professionally.

Additionally, many girls in schools receive less encouragement than boys to pursue their academic interests. There are several causes for this, including: Girls' demands for cleanliness, hygiene, and safety may go unmet, which prevents them from attending class on a regular basis. Gender differences in learning and skill development are also a result of discriminatory teaching methods and educational resources. As a result, compared to 1 in 10 boys, roughly 1 in 4 girls between the ages of 15 and 19 are neither employed nor enrolled in an educational program.

However, gender discrepancies in early childhood start out mild. In addition to having better survival rates at birth, girls are also more likely to be developing normally and attend preschool. In every nation where data are available, girls typically surpass boys in reading among those who complete secondary school.

But as adolescence approaches, considerable obstacles to females' wellbeing may arise. Their risk of unintended pregnancy, HIV/AIDS, and malnutrition is increased by gender stereotypes and discrimination. Girls are shut off from the information and resources they need to stay healthy and safe, particularly in emergency situations and locations where menstruation is still considered taboo.

Gender inequality can take violent forms, which are the most pernicious. 13 million females between the ages of 15 and 19—or about 1 in 20—have engaged in forced sex. Adolescent girls are most at risk of experiencing gender-based violence during both peaceful and violent times. Even though both female genital mutilation and child marriage have been recognized globally as human rights breaches, hundreds of millions of girls worldwide continue to be exposed to these practices. Violence can also occur during childbirth, for example, in areas where female infanticide is known to be a problem.

Gender norms that are harmful are reinforced at highest levels. They become ingrained in laws and practices that fail to maintain - or even violate - the rights of girls in some nations, such as those that prevent women from inheriting property. Gender norms harm boys as well because they can encourage child labor, gang violence, dropout rates from school, and recruitment into armed organizations.

There are several ways to reduce inequality, including by educating the next generation, boosting the economy, and creating a strong resilient society that gives everyone the chance to reach their full potential.

D. Young Learner

1. Definition of Young Learners

Many experts have different perception in defining the term of young learners. Most of them have different opinion, but some of them also expressed almost the

same as others. Widespread assumes young learners are those who learn a foreign language under 12 years old. This is in accordance with the statement from Cameron (2001), she states that young learners as those between five and twelve years of age. Other opinion also came from Nunan (2010), who states in his book entitled "Teaching English for Young Learners" that the term "young learner" covers a large chronological age span. It is from around 3 years of age to 15. On the contrary, some witers and also the researchers categorize the age of the young learners according to age : 3 to 5 years old, 6 to 8 years old, and so on. In addition, according to Scott and Ytreberg (1990) young learners as "pupils (. . .) between five and ten or eleven years old".

Even if they are the same age, the way that young learners develop can differ. According to Scott and Ytreberg (1990), there should be two groups for early learners. Five to seven years old is the first proposed age range, and eight to ten or eleven years old is the second. They held the view that children develop in different ways, differing in their method and pace, with some achieving their goals more quickly than others. After some time, though, they are able to overtake the first.

Based on the theory from Cameron (2001), young learners are those who learn a foreign language between the ages of five and twelve. In addition, Scott and Ytreberg divided young learners into two stages, the first of which they assumed was the beginner stage and the second of which was not the very beginner stage.

Based on the above explanation, we know that young learners are those between five to ten or twelve years of age.

2. Characteristic of Young Learners

As a researcher in the field of education as well as a developer of learning media, it is important to got good information about students to maximize learning and support. It is also very important to have information about the physical, emotional, conceptual, and educational characteristics of young learners and to consider certain issues and views about how young learners think and learn.

Harmer (2007) claims that young learners have different characteristics and they learn differently from adolescents, adults, and even from older children. He also addes that teachers need to understand how their students think and operate. It means that every child have their own characteristic and the teachers of young learners should recognize it. Since young learners have a very keen sense of fairness, teachers should avoid playing favorites and they must treat each student equally (Scott and Ytreberg, 1990). Teachers also need to pay attention to "their students" current interests so that they can use to motivate the children (Harmer, 2007).

Scott and Ytreberg (1990) summarize further characteristics of young learners, they are :

a. They understand the situation more quickly that they understand the language used.

b. They use language skills before they are aware of them.

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c. Their understanding are based on the physical world.

d. They have a very short attention and concentration span.

e. Young children are enthusiastic and positive about learning. Therefore, it is especially important to praise them to keep them motivated and enthusiastic.

f. They would rarely admit they do not know something.

In addition, the characteristics of social and emotional of young learners are as follows :

1) They need for love, security, recognition, and belonging accompanies from others

2) Develop a concept of self

3) Beginning develop of feelings

4) They may appear relatively calm, with shirt-kived movements of anger, sadness, or depression

5) They are sensitive to criticism and their feelings of success of failure are depend on how adult and peers respond to them (McKay, 2006).

Those some characteristics of the social and emotional of young learners. Young learners are able to recognize and experience a range of emotional faces and behaviors, including sadness, happiness, rage, and others, according to the social and emotional data of young learners presented above. As a result, the design of language acquisition can take into account certain human emotions. It can be configured for learning tasks using visuals like pictures and others. It might

encourage and facilitate their emotional development. Along with this, the young student can hone their proficiency in picking up a foreign language in a particular emotional form of a person. They would be familiar with some words and phrases that convey the feelings of a person.

In the last, McKay (2006) mention three characteristics of young learners that make them differ from adults.

a. Young learners grow cognitively, socially, emotionally, and physically. These developmental must be considered since they can influence their motivation and concentration span by a given task.

b. Young learners develop literacy knowledge and skills as they are learning the second language. They developing literacy in their first language simultaneously or their literacy understanding may not be transferring to the second language. This differs from adults sinve older learners already have mature literacy knowledge and skills when they learn their new language.

c. Young learners are vulnerable to failure and criticism that require careful attention.

In conclusion, there are some differences between the characteristics of young learners and adults. Young learners learn easily, but they have a limited attention span and would got bored easily.

E. CONCEPTUAL FRAMEWORK

GENDER INEQUALITY

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INTRODUCING GENDER EQUALITY VALUES FOR YOUNG LEARNERS THROUGH DEVELOPING ENGLISH CHILDREN STORYBOOK WITH REFERENCE TO SARINAH'S BOOK

- **Definition of Gender**
- **Definition of Gender Equality**
- **The Importance of Introducing Gender Equality Values for Young Learners**
- **Gender Characteristics**
- **Gender Roles**
- **Gender Realm**

- **Definition of Young Learners**
- **Characteristics of Young Learners**

- **Definition of Storybook**
- **The Importance of Storybook**
- **The Criteria of Storybook**
- **Types and Characteristics of Storybook**
- **The Components of Storybook**
- **Good Criteria of Storybook**
- **Storybook as A Character Education Tools For Young Learners**

- **Sarinah's as A Figure**
- **Sarinah as A Concept**
- **Sarinah's Book**

Research and Development

(ADDIE Model)

"DEVELOPING ENGLISH CHILDREN STORYBOOK WITH REFERENCE TO SARINAH'S BOOK TO GENDER EQUALITY VALUES INTRODUCTION FOR YOUNG LEARNERS"