

Chapter III

Research Methodology

This chapter presents the research methodology, which includes the elaboration of the research questions, research subject and context, research procedure, data collection, data analysis, and sample of data presentation.

3.1 Research Questions

The research is conducted to answer these following questions:

1. How do pre-school children's drawings reproduce gender archetyped children picture books?
2. How does gender ideology in children's picture books place children as gendered subjects through the gender archetyped characters?

3.2 Research Subject and Context

The research focuses on aspects of the reproduction of gender archetyped children picture book of pre-school children through their drawings and how gender ideology in children picture book places the children as gendered subjects through the gender archetyped characters in the framework of visual grammar theory. The children selected for the research are the students of one of preschools in Bandung affiliated to international educational institution.

3.3 Research Procedure

The research employs descriptive analysis, which is qualitative in nature. The research analyzes and elaborates the phenomena in the form of the reproduction of gender archetyped children picture book of pre-school children through their drawings and how gender ideology in children picture book places the children as gendered subjects through the gender archetyped characters.

3.4 Data Collection

The data for the research are in the form of pictures drawn by the students which are intentionally selected to answer the research questions. The data were collected from the students of one of preschools in Bandung affiliated to international educational institution that become the subject of the research.

For the purpose of the research, two sets of drawings (from two different picture books used for the children to respond to) are used. The drawings are accompanied with the transcript from the conversations between the teacher and the students about their drawings.

3.5 Data Analysis

The collected data are then analyzed using the framework of visual grammar as proposed by Kress and Van Leeuwen (2006). In analyzing the data the following steps have been taken:

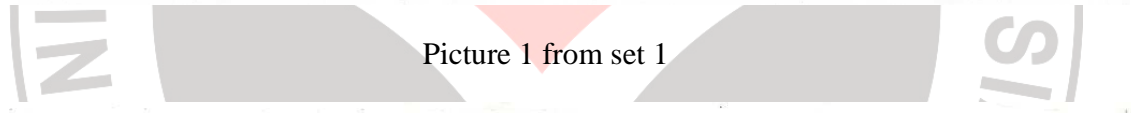
1. Selecting gender archetyped children picture books.
2. Selecting the students of one of preschools in Bandung affiliated to international educational institution as the subjects of the research.
3. Reading the book and asking the children to draw the picture as their response to the story in the picture books.
4. Collecting the children's drawing
5. Classifying the data
6. Analyzing the data using the framework of visual grammar.
7. Making conclusions and suggestions for further research.

3.6 Data Presentation

The collected data are then presented in table such as the following:

No.	Verbal Text	Picture description
Data Interpretation:		

Example:



Picture 1 from set 1



Picture 1 set 2

No.	Verbal Text	Picture description
1	<p>The conversation between teacher and the student, girl age 4.</p> <p>Teacher: "I want to ask you about this picture. Who is this (pointing to the picture that seems like the baby who was in the crib)?"</p> <p>Student 1: "me"</p> <p>Teacher: "Oh, that is you. Are you boy or girl?"</p> <p>Student 1: "Girl"</p> <p>Teacher: "Oh girl, ok. And who is this (pointing to the blue-pink picture)?"</p> <p>Student: "Mommy"</p> <p>Teacher: "Oh mommy, what is mommy doing here?"</p> <p>Student 1: "Cooking"</p> <p>Teacher: "Oh, Mommy is cooking. Nice drawing, thank you."</p>	<p>The baby the child is lying in her crib while her Mother is cooking. (The drawing is the reproduction made by the student in the form of drawing of the gendered archetyped picture book entitled "Love You Forever".)</p>

2.	<p>Teacher: “Can you tell me about this picture? Who is this (pointing to green-red creature)?”</p> <p>Student 1 : “ The bear”</p> <p>Teacher: “ Is the bear boy or girl?”</p> <p>Student 1: “Boy”</p> <p>Teacher: “ Oh the bear is boy. How about this one, who is this (pointing to the pink creature)?”</p> <p>Student 1: “The Pig”</p> <p>Teacher: “Is the pig boy or girl?”</p> <p>Student 1: “Girl”</p> <p>Teacher: “Oh, the pig is a girl. Ok, thank you.”</p>	<p>The bear (boy) is in his way to his grandparents’ house, on his way he meets his friend, the pig (girl). (The drawing is the reproduction made by the student in the form of drawing of the gendered archetyped picture book entitled “Arkan ke Rumah Nenek”.)</p>
<p>Data interpretation:</p> <p>The first picture is the reproduction of the first gender archetyped picture book entitled “Love You Forever” which tells about family, especially about how mother loves her children very much. The first picture drawn by student 1 shows a mother who is taking care of her child and cooking at the same time. Both taking care of child and cooking are always associated with women roles as a nurturant and housemaker.</p> <p>While the second picture is the reproduction of the second gender archetyped picture book entitled “<i>Arkan ke Rumah Nenek</i>” which tells about a</p>		

young bear adventure when the young bear is on his way to the grandparents' house. The second picture drawn by student 1 shows the young bear adventure, in which the young bear met its friend, the pig.

In the first picture, student 1 reproduced the story in the form of drawing by adopting her cultural values and connects the story with her own experiences in everyday life. This can be seen from the choosing of the represented participants in her drawing, the choosing of colors and the shapes in her drawing. The represented participant in the story is her mother which is drawn in the shape which looks like a skirt (skirt or dress is commonly known as an attribute for women), with hair, pink color (color of femininity), and with the blue color (blue color indicates a calmness). Another represented participant is the student 1 herself and the color used to indicate student 1 is orange. Orange color is associated with cheerfulness. In the second picture, student 1 is also using her cultural values and ideology from the second gender archetyped picture book by connecting the story with her experiences in everyday life. Thus can be seen from the choosing of colors, shapes, and the characters' sex in the drawing. The drawing and the verbal texts show that the represented participants in the story are the bear boy and the pig girl. In the original story, the characters are not given such sexual identities. In student 1's drawing, the bear boy is indicated by the phallic shape, phallic shape often indicates maleness) and the red color. Red color in certain society indicates bravery, adventure, which are often associated with maleness. The pig is female and it is shown by the attribute that is used by the pig (the shape which looks like a skirt), and the color of the pig is pink which is known as the color of femininity.