THE IMAGE OF WOMAN IN TALIBAN GROUP IN “I AM MALALA” BY MALALA YOUSAFZAI WITH CHRISTINA LAMB

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ABSTRACT

This research is to analyze feminism and women image in the story of I am Malala. Women image in this research is related by Taliban group which has been racism for women. Poor and uneducated women must struggle daily for basic rights, recognition and respect. They must live in a culture that defines them by the male figures in their lives, even though these women are often the breadwinners for their families. The women, who against the discrimination can be found in the story. The women, who have been in the main character in these story and their opposition to racism.

The approaches that the writer uses in this thesis are both intrinsic approach that explains about character and setting in the novel and also extrinsic approach that focuses in Feminism.

The result of the study found that Malala’s character influenced in the image of woman story in the novel and she had also represent the position of women. In the novel also told that group identity is expressed in more direct ways rule for women. The cultural prescriptions that restrict women in their freedom are not just expression of misogyny, but serve to ensure the preservation of the group.

As the real proof of the difference rule between men and women is in the Education subject found the struggles of Malala for women education as their rights.

From the study of the women image in I am Malala the writer concluded that, Malala grows up knowing the value of strong educated women. In the end Malala’s enthusiasm for women’s rights proves too powerful for the Taliban to fight.

Key words : Woman, Taliban and Education

INTRODUCTION

All human beings are born free and equal in dignity and rights. They endowed with reason and conscience and should act towards one another in spirit of brotherhood. One might respond charitably to the exclusion of women in the affirmation of brotherhood.

One might respond charitably to the exclusion of women in the affirmation of brotherhood. Everyone entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status (Cole, 2006 : 1)

In the case of national minorities, cultural diversity arises from the coexistence of two or more nations within a given state. Ethnic groups are not ‘ nations’ and do not occupy territories. The existence of ethnic groups in states came about by individual or familial decisions to abandon the original culture and migrate to another society, leaving behind friends and families.

Cole (2006 : 26) stated, gender was raised, but it was raised as a general social question, that was the issue of whether girls and boys should
receive a separate sort of education as a whole, not whether one girl should receive a different sort of education from another. No one asked what the implications were for equality in this rather, whether boys and girls required a fundamentally different organization of education.

There are four reasons why the writer was interesting in analyze I am Malala memoir. First reason is I am Malala is an inspiring story which Malala as author of her novel self. Second, I am Malala is a truth story which great memoir that tells women’s life in a patriarchy environment where they must struggle for their freedom. I am Malala also a realistic historical memoir; the memoir gives us the historical women’s life includes women’s position, women’s role, women’s right, and women’s participation in Pakistan. Third, the first chapter until the last chapter, the author makes the story more alive and detail. The chapters are well organized by a chronological order. Each chapter contains causal connections and it directed into a main theme. The last reason is the education factor.

It can be a scale or literature review for other researchers who will use the same novel, issue, or approach. Based on the reasons above, the writer will use the Liberal Feminist theory as an approach to analyze this memoir.

**Statement of the problem**

In the process of research, the writer stated the problem she going to investigate. So, the writer put questions to explain the content of discussion later. First, how is woman education in this novel related to feminism? Second, how is cultural case in this novel related to feminism? And the last, how is the woman’s effort in this novel related to feminism?

**Objective of the study**

Based on statement of the problem, the purposes of this analysis are: to describe woman education related with feminism in the novel, to find the point of the content which tells the truth story of cultural case in this novel related with feminism, and to describe Malala’s effort as woman character in this novel.

**Scope and Limitation**

As there are many aspects in the novel of Malala Yousafzai and Christina Lamb entitled I am Malala novel, the writer made a limitation of discussion to assure the theme of this research deal with liberal feminism theory. The parts of this novel will seek aspects in the external conflicts in I am Malala. The writer was focus on the character of Malala as woman who struggle for her rights in this novel.

**Literature Review**

Based the terms of novel definitions, novel is a piece of prose fiction of a reasonable length. Even a definition as toothless as this, however, is still too restricted. Not all novels are written in prose. The novel comprises the essence of its totality between the beginning and the end, and thereby raises an individual to the infinite
heights of one who must create an entire world through his experience.

**Culture**

Culture is a state or process of human perfection, in terms of certain absolute or universal values the documentary in which culture is the body of intellectual and imaginative work, in which, in a detailed way, human thought and experience are variously recorded and the social definition of culture, in which culture is a description of a particular way of life, which expresses certain meanings and values not only in art and learning but also in institutions and ordinary behavior (Castle, 2007: 84).

**Feminism**

Feminism is the struggle to end sexist oppression. Its aim is not to benefit solely any specific group of women, any particular race or class of women. It does not privilege women over men. Feminism is the struggle to end sexist oppression. Its aim is not to benefit solely any specific group of women, any particular race or class of women. It does not privilege women over men. It has the power to transform in a meaningful way all our lives.

Feminist authors have noticed that in many religions and cultures the group identity is expressed through rules for women. The explanation is according to these authors that women are the ones who give birth to a new generation (Saharso, 2008: 1).

**Liberal Feminism**

On Godden’s hand (2001: 692) defines liberal theory as a “feminist theory that believes gender inequality is produced by reduced access for women and girls to civil rights and allocation of social resources such as education and employment”. From the two definitions above it can be noted that the liberal feminist theory acknowledges the existence of disparities in society that are gender related, but the onus is on the individuals affected to improve their situation (Samkange, 2015: 2).

**Research Design**

The writer used descriptive qualitative research. Accordingly, basic qualitative description is not highly interpretive in the sense that a researcher deliberately chooses to describe an event in terms of a conceptual, philosophical, or other highly abstract framework or system. The description in qualitative descriptive studies entails the presentation of the facts of the case in everyday language.

In contrast, phenomenological, theoretical, ethnographic, or narrative descriptions represent events in other terms. Researchers are obliged to put much more of their own interpretive spin on what they see and hear. This spin derives, in part, from these methodologies themselves (Sandelowski, 2000: 3) the truthful description is from the problem situation in the novel I am Malala. The writer will describe the problem in the
novel beside the experiences from the writer itself.

Sources of Data
Data are factual information which is taken from data source. Therefore, the data in this research is dialogues of characters and narrations which derive from I am Malala’s novel.

Data source is a place where data are taken. Data source that are used in this thesis comes from the novel entitled I am Malala by Malala yousafzai with Christina Lamb.

Data Collection
To obtain the necessary data, the writer read the whole of the novel carefully and repeatedly. Then, the writer could understand and get a deep comprehension. The next method is folding the important pages which consist of the problem that will be analyzed in study. Then, underlining and making a note for the main data that related to the problem which will be analyzed by using some theories, concepts and approach. These techniques are used to help easier in analyzing later. The main data are taken from the comprehension of narrative, dialogues, and ideas of the writer which are stated in I am Malala’s novel.

Analyzing Data
After collecting the data, the data are analyzed into three steps. The first step is classifying the data based on the important data itself. The next step is interpreting the data whether the data is suitable or not with my analysis. For the last step is analyzing the data based on the theory and concept related to chapter II and then, the writer evaluates the data. After accomplishing all of steps the writer can compile the conclusion

Discussion
Malala story is remarkable in light of women’s role in her culture and the groups fighting to oppress women, in this case the Taliban. It is the Taliban that claimed responsibility for shooting Malala calling her crusade for education rights an obscenity.

After understood problems of the story and was interpreting of the characters the writer determined to use Liberal Feminism for answer the problems of the story.

When education is discouraged for women; it’s easy for young girls to give in to what’s easier and more fun, not going to school as they don’t yet have a mature perspective on the importance of education. But missing out on an education often leaves women like Tor Pekai unsatisfied and regretful. As the following quotation:

“My mother started school when she was six and stopped the same term. It was only when she met my father that she felt regret. Here was a man who had read so many books, who wrote her poems she could not read, and whose ambition was to have his own school. As his wife, she wanted to help him achieve that. For as long as my father could remember it had been his dream to open a school (Malala, 2013: 15).
It’s meant that Tor Pekai often feels insecure about her lack of a formal education, especially because Ziauddin is an educated, literate man. Nevertheless, she shares her husband’s passion for equality, and encourages Malala to learn and speak out against the Taliban. In a sense, Tor Pekai represents a cautionary tale for Malala. While Malala loves her mother, she lobbies for women to enjoy the educational opportunities that her mother was never given.

**Women and Cultural Related to Feminism**

The writer found that Malala is surprisingly shrewd in the way she tells her story. Here for instance, she implies that Pakistan’s recent outbreaks of violence and extremist are not an inherent part of Pakistani culture. On the contrary, they are indicative a recent change in the country. It can be seen in the quotation below:

“Pashtuns cannot stand anyone belittling them, nor was he about to pay a bribe for something he was entitled to. The other principals took paying bribes for granted, but my father argued that if all the schools joined together they could resist. Running a school is not a crime, he told them. ‘why should you be paying bribes? You are not running brothels; you are educating children! Government officials are not your bosses, he reminded them; ‘they are your servants. They are taking salaries and have to serve you. You are the ones educating their children’ (Malala, 2013: 19-20).

It’s meant that again Malala mentions the fact Pasthun discriminate against dark skinned people. This is a probably a culture remnant of colonialism the belief that whiteness is superior has gradually developed into an inferiority complex and racial hierarchy event in nonwhite. Malala is often strikingly realistic about her culture, not shy away from either the positives or negatives.

**Malala and Her Effort Against to the Taliban**

The country is basically turning on itself and these self-division echoes in the attitude of Pakistani woman toward the Taliban. Amazingly, millions of women join the Taliban in attacking Western stores and restaurants. The government’s measure to restore order in the country installing Benazir Bhutto a the new President seem destined to fail, both for the reasons that Ziauddin names and because we’ve seen enough evidence already that the country is in chaos.

People are willing to suffer and even die for their cause indeed, thousands of women are willing to below themselves up in order to advance the Taliban cause. These acts of destruction are at once impressive and terrifying and offer a horrific reminder that devotion to a cause need not be a virtue.

“He hated the fact that most people would not speak up. I knew he was right. If people were silent nothing would change.” (Malala, 2013 : 62)

It’s meant that Malala is highly devoted to the causes of equality and freedom
and the women who blow themself up in the streets are just as devoted to their cause of radical Islam. Malala refuses to give up on her education as Tor Pekai did. After that, Malala begins to follow the trail of her father as a public persona and struggling with the power and temptation of fame. At this time in Pakistan’s history, the government becomes increasingly divorced from the realities of Pakistani life but Malala believes that she is not doing anything wrong.

From the quotation above the writer know the great aim of Malala, although immediately the Taliban is against education and more serious in condition because they closed all of school. Yet, the attack on women in Pakistan grows even more brutal. It can be also seen in the quotation bellow:

“I wanted to start an education foundation. This had been on my mind ever since I’d seen the children working on the rubbish mountain. I still could not shake the image of the black rats I had seen there, and the girl with matted hair who had been sorting rubbish. We held a conference of twenty-one girls and made our priority education for every girl in Swat with a particular focus on street children and those in child labour (Malala, 2013: 98).

It’s meant that Malala’s feelings on the matter are very telling, “we realize that she regards the right to education as every bit as important as the right to life and freedom. Then Malala forward and courage for the struggling.”

**Conclusion**

Based on what has been discussed in previous chapter the writer would like to make the following conclusions. To find out the answer of the problems the writer focused to Malala’s character as the main character of this novel. After understanding the main character the writer concludes there are some factors of this story have been discussed by the writer. They are about relation of women and education, cultural case and about Malala’s character and Taliban.

As Malala grows up, her respect for education grow, her most important moments of learning come when she sees the impact of education on others. There is never a moment in I am Malala where Malala has serious doubts about the value of education indeed, the only change in her attitude toward education is that she comes to value it more and more. As the book ends, Malala is stronger and more mature than ever and thus more confident about the value of education.

**Suggestion**

If we want to see the world as a just and fair place where everyone is given equal opportunities, education is what we require. Education is a must if we want to do away with the existing differences between different social classes and genders.

It is suggested to the learners that they can be understand about the important of education and they also can be understand trough education will can done. Where also trough
education literature work can be finish the entire job grateful.
The novel can be created intent level difficulty and have an educational value for the readers. In addition, the good novel also has moral values and inner conflict that might be happened real lives people. By so doing in this suspected the learners not only have better propitiously but also become monitory.
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