

CHAPTER I

INTRODUCTION

A.1 Background of the Research

Film plays an important role in representing social and cultural values through its audiovisual elements, which is one of the reasons why so many people find it to be the most appealing mass communication medium. Sound, dialogue, and images are all necessary for viewers to interact with movies. However, movies are made up of more than just audio-visual components for storytelling and entertainment; they also have signals and symbols that depict the state of society and reality (Storey, 2021).

As a reflection of reality, film simply transfers reality to the screen without changing that reality. Meanwhile, as a representation of reality, film shapes and represents reality based on the codes, conventions and ideology of culture. Film is a useful medium for describing social life in society. The film displays a story that contains certain messages and values that are shown to the people who watch it. As explained by Nelmes (2012) that movie studies are not only about the mechanics of movie making, but also how it affects the audience as well. Audiences can be influenced by messages in films, cognitively, and effectively. One significant social issue commonly reflected in films is the portrayal of gender stereotypes, especially in the depiction of female characters within traditional roles. These portrayals contribute to shaping viewers' perceptions of femininity and masculinity, often reinforcing outdated gender expectations. Despite societal progress, many movies still present male

characters as dominant, self-reliant, and assertive, while women are frequently portrayed as emotional, submissive, or dependent (Ramadhan, 2020). As a result, film becomes a powerful platform that not only mirrors cultural gender norms but also perpetuates or questions them.

Many people then use movies as a medium to spread messages about feminism and gender stereotypes, especially about women's struggles in social life. Gender stereotypes often appear in many types of films. These stereotypes are important to study because they can influence how people think and behave in real life. For example, when a film shows a prince as brave and strong, some viewers, especially boys might try to copy that masculine image. Even though society changes over time, gender stereotypes still show up in movies. Male characters are usually shown as strong, brave, and independent, while female characters are often shown as weak, emotional, or dependent (Ramadhan, 2020).

Gender Stereotypes are extended and manifested in various ways throughout daily life. Gender stereotypes are societal beliefs about conceptions of men and women that indicate that ideal men are masculine, which means they are perceived as aggressive, competitive, strong, and independent (Brannon, 2016) and ideal women are feminine, which means they are perceived as weak, dependent, and women are more likely to be treated unfairly (Ji, 2021). These rigid assumptions affect not only how people are perceived and treated by others, but also how they perceive themselves. In films and other forms of media, such stereotypes are frequently portrayed through gender-based roles, which influence how audiences interpret the concepts of masculinity and femininity.

Studying these depictions is important, as they serve both as a mirror of societal norms and as a means of reinforcing patriarchal values over time.

Therefore, it can be argued that people often feel pressured to conform to certain standards for societal acceptance, leading to varying interpretations of these expectations. Gender roles refer to the prescribed ways individuals are expected to act, dress, speak, and behave based on their assigned sex. Society tends to overgeneralize these roles, overlooking the fact that individuals may define what is right for themselves. As a result, both men and women can be impacted by these stereotypical beliefs.

This topic includes cases like what happens to female and male characters in a Netflix, *Anne with an E*. *Anne with an E* is a Netflix series adapted from the 1908 novel *Anne of Green Gables* by Lucy Maud Montgomery. Set in 19th-century rural Canada, the series follows the story of Anne Shirley, a curious and outspoken orphan girl who often finds herself challenging the rigid gender norms of her time. Season 3 of the series offers the most explicit portrayal of gender stereotypes, particularly through the experiences of Anne and other key female characters.

The importance of this study lies in how the series uses storytelling to expose and challenge stereotype-based limitations that still affect gender relations today. Through its popular platform on Netflix, the series reaches a wide audience, making its messages on gender representation socially and culturally influential. Understanding how the series critiques gender stereotypes can help readers recognize how media contributes to shaping, reinforcing, or resisting harmful social norms.

In addition, analyzing *Anne with an E* through Linda Brannon's theory of gender stereotypes specifically the Cult of True Womanhood and Male Sex Role Identity offers a new perspective in academic discussion. While previous studies have examined the series through frameworks such as feminism, gender inequality, patriarchal oppression, and Girl Feminism, none of them specifically analyze gender stereotypes using Brannon's dual model or discuss how characters actively resist these stereotype categories. This creates a clear research gap.

Through characters like Miss Stacey, Diana Barry, Marilla Cuthbert, and Anne herself, the series explores the struggles faced by women in a patriarchal society, especially in areas like education, self-expression, and societal expectations. Miss Stacey, for instance, resists gender conventions by wearing trousers and advocating for progressive education, while Anne questions the expectations placed on women and fights for equal opportunity. These portrayals provide a rich context for examining how gender stereotypes operate and how female characters respond with resistance and resilience.

The series highlights how gender stereotypes influence the way men and women are perceived and treated differently. These stereotypes can affect various areas of life, including access to education, opportunities in the workforce, roles within family structures, and health-related outcomes. Although gender stereotypes can target both genders, women are often the ones who face more limitations and social expectations. As stated by Klingorová and Havlíček (2015), stereotypes are one of the strongest forms of social construction in society and can appear in many different forms.

Based on this phenomenon, the researcher is interested in analyzing how gender stereotypes are portrayed in the *Anne with an E* series, particularly in its third season. Using Linda Brannon's theory of gender stereotypes, this study aims to identify the various forms of stereotyping experienced by female and male character and to examine how these depictions reflect the traditional expectations imposed by a patriarchal society. Furthermore, this research also explores how the female characters respond to and resist these stereotypes through their behaviors, decisions, and personal growth throughout the series.

Several previous studies have explored the topic of gender stereotypes. One of them is a study conducted by Ramdhan (2016) titled "*Gender Stereotypes in Moana (2016): A Movie Analysis of the Main Character.*" The findings reveal that Moana is depicted as a character who embodies both masculine and feminine qualities, although the masculine traits tend to dominate. This suggests that the film challenges conventional gender stereotypes by presenting a more complex character. Another relevant study by Arjun et al. (2022), titled "*Gender Stereotypes in Hollywood Movies and Their Evolution over Time: Insights from Network Analysis,*" shows that gender stereotypes in film are both nuanced and continually evolving. While male characters are associated with a wide range of themes, female characters are still most commonly linked to romantic narratives.

Clare Bender (2017), in her journal article titled "*Gender Stereotyping in Little Women: Let Us Be Elegant or Die!*", examines gender stereotypes and feminist themes in the novel *Little Women*. Using a qualitative approach, her study analyzes how the novel presents both traditional and feminist perspectives. The findings offer a fresh interpretation of the text and contribute to a deeper

understanding of feminism. The character Jo is portrayed as shifting between feminist ideals and conventional gender roles, while Laurie is depicted with traits that are traditionally considered feminine.

All of the previous studies reviewed share a similar theme, which is the exploration of feminism and gender stereotypes, particularly in how these issues are reflected through the main characters in literary works or films. These studies generally highlight how female and male character are portrayed within stereotypical gender roles or how they navigate societal expectations. However, this current research offers a different perspective, both in terms of the theoretical lens and the specific focus of the analysis.

Unlike the previous studies that primarily examine the presence of stereotypes or feminist elements, this research emphasizes how female and male characters actively challenge and resist gender stereotypes. The use of Linda Brannon's theory of gender stereotypes combined with a critical literary feminist approach allows for a deeper investigation into the dynamics of resistance and the strategies employed by women to confront patriarchal norms.

This study seeks to go beyond identifying stereotypes by examining the forms of agency and empowerment shown by the female characters in the *Anne with an E* series. Through this focus, the research aims to contribute new perspectives to the discourse on gender representation in media, particularly in the context of period dramas that are often rooted in traditional values.

Additionally, the insights gained from this study can broaden academic understanding of how modern media revisits historical narratives to promote progressive gender messages. The prior studies serve as valuable foundations,

helping the researcher develop a clearer conceptual framework, while this research builds upon them by offering a more focused investigation on resistance, empowerment, and reconstruction of womanhood in response to gender stereotypes.

A.2 Research Questions

Based on the background research that is explained by the researcher, this research proposed problem as follows:

1. How are gender stereotypes portrayed in *Anne with an E* (2019) series season 3?
2. How do this gender stereotypes impact in *Anne with an E* (2019) series season 3?

A.3 Objectives of The Research

Based on the research problems outlined, the objectives of this study are as follows:

1. To analyze how gender stereotypes represented in *Anne with an E* (2019) series.
2. To analyze how the impact of gender stereotypes in *Anne with an E* (2019) series.

A.4 Significance of The Research

A.4.1. Theoretically

The researcher hopes that this study provides readers with valuable insights into gender stereotypes. Over time, societal efforts to achieve equal rights for women have contributed to the development of gender stereotypes. The researcher believes this study will enhance understanding of these stereotypes and help the broader community grasp their implications, as the boundaries that define gender roles often create tension and conflict between genders.

A.4.2. Practically

Practically, this research is expected to increase public awareness of how gender stereotypes continue to appear and operate in modern media. Since *Anne with an E* is a widely accessed series, understanding the ways it challenges traditional stereotypes can help viewers become more critical of the gender messages presented in film and television. The findings of this study can serve as a useful reference for educators, students, and media practitioners who are interested in gender studies, media representation, and character analysis. This research may also inspire filmmakers, scriptwriters, and content creators to produce more gender-sensitive narratives that portray both women and men with greater complexity. By highlighting how media can question and resist stereotype-based expectations, this study contributes to ongoing societal efforts toward promoting gender equality and encouraging more inclusive forms of representation.

A.5. Limitation of The Research

The limitation of this research is that it specifically focuses on the theme of gender stereotypes experienced by female and male character in the film *Anne with an E* (2019) season 3. The study examines how the female characters in the film confront and overcome these gender stereotypes. It does not explore gender stereotypes in other historical contexts or how other genders may experience similar issues. Additionally, the research is confined to the representation of gender in this particular film and does not consider the broader social or historical factors influencing these portrayals. Additionally, the study only examines the cultural and social context presented in the movie.

A.6. Definition of Key Terms

To minimize misunderstandings in the use of terminology, it is crucial for the researcher to provide clear definitions for main terms; these terms are described as follows:

A.6.1. Anne With an E

Anne with an E (2019) tells the story of Anne Shirley Cuthbert, a poor orphaned girl living in the 19th century, portrayed by Amybeth McNulty. Throughout her teenage years, Anne encounters various challenges, particularly those related to gender stereotypes that shape the experiences of female characters in the story. Adapted from *Anne of Green Gables* by Lucy Maud Montgomery, the Netflix series follows Anne's journey as she begins a new life in Avonlea, a conservative town on Prince Edward Island. The series addresses a wide range of social issues, including racism, feminism, education, gender stereotyping, human rights, beauty standards, indigenous history, representation, classism, and grief. Through Anne's experiences, the show brings critical attention to these themes while portraying her growth and resilience.

A.6.2 Gender Stereotypes

Gender stereotypes refer to preconceived notions about how men and women should behave and appear (Martin & Dinella, 2001). These stereotypes can hinder individuals from fully expressing their identities, as they create rigid expectations that may not align with personal experiences or desires. Additionally, such stereotypes restrict opportunities for both genders by enforcing cultural norms around acceptable traits and behaviors. It is crucial for all individuals to have equal rights and opportunities in every aspect of life, so that gender does not serve as a

basis for discrimination. Promoting awareness and challenging these stereotypes can help create a more inclusive society where everyone is free to pursue their true selves without fear of judgment or limitation.

A.6.3 Patriarchy

Patriarchy plays a significant role in the oppression of women in various public spaces, including education, politics, the home, and the economy. It is a social system that holds the belief that men have greater potential than women. Throughout history, whether in feudal, capitalist, or socialist societies, a sex-gender system and economic discrimination have operated together. The primary concern of patriarchy is that men maintain control over women's labor and capabilities (Putri, 2023).

A.7. Organization of The Research Report

In this research, the researcher organizes this research into several chapters. The first chapter is the introduction which consists of the background of the research, the problem of the research, the objectives of the research, the significance of the research, the limitations of the research, the definition of key terms, and the organization of the research report. The second chapter is a literature review consisting of a theoretical framework and a review of related research. The third chapter is a research method consisting of the design of the research, data and source of the data, method of collecting data, technique of collecting data, and method of analyzing data. The fourth chapter is the research results and discussion of the problems that have been stated in the first chapter. Then the fifth chapter is the last chapter which consists of conclusions and suggestions from the research.