# GENDER STEREOTYPES IN ENOLA HOLMES: A FILM ANALYSIS OF THE MAIN CHARACTER

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### Abstract

This research is about the film Enola Holmes. This study aims to determine the types of gender stereotypes depicted by the main character, Enola Holmes, based on the conversations and actions he performs. This study also aims to determine the effect of gender stereotypes on Enola Holmes in the film Enola Holmes. This research is descriptive qualitative research with research methods. The data in this study were taken from the transcript of the film Enola Holmes. Data analysis was carried out using interactive model analysis which included data reduction, data mapping, and drawing conclusions (Miles & Huberman & Saldana, 2014). The results of this study indicate that there are 2 types of gender stereotypes described by Enola Holmes in the film Enola Holmes, namely femininity and masculinity. In addition, the results of the study also found the effect of gender stereotypes on Enola Holmes, namely the effect of femininity and the effect of masculinity.

**Keywords**: Gender Stereotypes, Femininity, Masculinity, Enola Holmes Film

## INTRODUCTION

Society uses languages to communicate in daily life. Socialization is very important in building a relationship. Socialization has a close relationship with language. The study of language relates to factors outside of language, such as the use of language done by certain ethnic communities, which leads to sociolinguistics. Some aspects of sociology are adopted in learning language, which means presenting interdisciplinary studies and representing a combination of sociology and linguistics. In this regard, some experts refer to it as language sociology and still others as sociolinguistics.

Gender is a set of socio-culturally related characteristics and attributes of men and women (Crawford, 2006). Gender is a characteristic that distinguishes between men and women, not based on biology and not on nature, but on the habits and sociocultural characteristics of the people who make it up (Blakemore in Berenbaum in Liben, 2008). It is inherently social and cultural, gender can change according to time and prevailing trends.

Gender stereotypes in films are common and can be found in a variety of genres. Gender stereotypes are one of those things that can be explored more deeply. This is because gender stereotypes often affect the lives of audiences. Gender stereotypes can be accompanied by the individuality of the audience in everyday life. For example, in a film with the theme of the life of a prince, they try to imitate a heroic and masculine personality. Stereotypes can change with society. Stereotypes can change with society. From time to time, we can still find stereotypes in films portrayed as strong, brave, adventurous, and independent men, while women are generally portrayed as helpless, addictive, and emotional (Ramadhan, 2019). Along with incidents, people often unconsciously treat someone based on gender. This disparity with gender is known as gender stereotypes. Gender stereotypes are usually carried out to distinguish certain traits or characters for each gender. Gender stereotypes are part of gender. Gender stereotypes are an issue that is always around us. There is no denying that. Gender injustice is a system, a structure that occurs, and both men and women are victims of the system (Fakih, 2010). Stereotypes can also corner and harm one of its victims. The stereotypes that appear in a movie can influence and shape the attitude of the viewer of the movie.

This study aims to bridge the gap by describing the gender stereotypes of the protagonist and analyzing the effects of the gender stereotypes that the protagonist experienced in the movie Enola Holmes. The purpose of this study was to determine the gender stereotypes used by the protagonist

of the movie "Enola Holmes" and the effects of gender stereotypes. This study focuses on gender stereotypes with a discourse analysis approach to films. When conducting this study using qualitative descriptive data collection techniques and data analysis, the researcher determined the gender of the storytelling stereotype based on the circumstances of the protagonist Enola Holmes and the people around him. Observed the characters. The researcher hopes that there are no misunderstandings about the stereotypes of the characters in this story. Based on the background, the formulated research questions in this study are:

1.  How are gender stereotypes explained by the main character Enola Holmes in the film Enola Holmes?
2.  What are the effects of gender stereotypes on the main character Enola Holmes film?

**Review of Literature**
**Sociolinguistics**
Sociolinguistics refers to sociology and linguistics. Sociology is the study of society and human behavior. On the other hand, linguistics is the study of language. Therefore, sociolinguistics is the study of language and social changes related to cultural norms. According to Wardhaugh & Fuller, 2015, sociolinguistics is the study of daily life related to people's daily conversations. This research covers one of the main branches of linguistics, sociolinguistics, which is the study of language and society. Sociolinguistics is a very broad field and different ways can be used to describe how different people learn languages. Some of them may use different methods for data collection and analysis. Sociolinguistics can analyze people's language from a social perspective.

**Gender**
Gender and sex are often confused when used. However, this term used defines something that is not interchangeable. By definition, sex has a meaning that leads to something biological, hormonal, and chromosomal that determines whether it is male or female (Lindsey, 1997). Sex roles are roles given by society or the community environment related to physical and biological sex roles (Herdiansyah, 2016). Gender refers to things that society and individuals need to pay attention to from things that are categorized as male or female (Eagle, 1987, p.4). Categorizing a characteristic based on gender differences will not be a problem as long as it does not cause gender inequality (Fakih, 2010). Gender is something that is inherent in humans from birth to death. This trait is also very attached and cannot be separated. The process of the emergence of gender roles in humans has existed since humans were born in this world (Crawford, 2006). Another definition, the term gender role defines defined behaviors that are deemed appropriate for both women and men (Lipman-Blumer, 1984).

After knowing the difference between gender and sex in general, the next three terms emerge which also become the basis for a deeper understanding of gender issues which are divided into three terms, namely; Sex Roles, Gender Roles, and Gender Stereotypes (Herdiansyah, 2016).

*Sex Role*
Sex roles are based on a person's physiological and biological roles. Gender is the most basic distinguishing factor to classify humans (Hafiar, 2010). This means that in many subcultures such as age, religion, education level, social status, income, occupation, etc., gender is easily observable empirically. This is because human physiques with female and male sexes can be easily distinguished even if they are dressed, unless they are deliberately hidden for a specific purpose. There is a physical difference between visible (visible) or invisible (not / difficult to see).

*Gender Role*
Gender roles are things that happen where men and women play their proper roles. Over the past few decades, there has been some debate about how men and women switch roles in life.

Therefore, researcher have different views on how humans understand the basic factors of gender and the development of gender roles. In fact, in the field of research on gender and gender roles, there is not "so much" in writing, and there are few consensuses (Fagot in Copenhaver: 2002). The researchers put forward six questions about how gender roles develop and why. Different problems. These six role theories are biological theory, structural function theory, social learning theory, cognitive development theory, gender schema and symbolic interaction.

### *Gender Stereotypes*

Stereotypes are often used routinely in certain groups to determine the state of certain groups. Stereotype refers to the tendency to develop and maintain immutable and immutable perceptions of a group of people, regardless of individual characteristics, and to use those perceptions to define the members of that group (Ismiati, 2018).

Gender stereotypes are labeling activities based on gender. Gender stereotypes include beliefs about male or female psychological activities and characteristics that are suitable for men or women (Brannon, 2017). This belief is associated with the typical behavior of men and women in a culture. Gender stereotypes are often juxtaposed with masculinity and femininity. Giving gender stereotypes will change according to its development (Lippa, 2005). Gender stereotypes have an influence on the social environment, such as the influence of characteristics on boys and girls. The separation of childhood is as if there are two cultures separated by gender boys and girls, both in play, types of games, communication, and forms of cohesiveness (Rudman and Glick, 2008).

Gender stereotypes are very influential in regulating the conceptualization of women and men. They construct social categories that represent what people think. Even when beliefs differ from reality, they can be a very powerful force in self- assessment and others.

### *History of stereotypes of women and men*

Since the 19th century, beliefs about gender stereotypes have begun to emerge during the Victorian era, especially for women (Lewin, 1984c).  After the Industrial Revolution, the lives of some people in Europe and North America changed, with men leaving home to earn income and women taking care of household chores and children (Brannon, 2017).

The idea that men and women have different interests is known as the Doctrine of Two Spheres. Effects on women and men are different (Lewin, 1984b). For women, the area of influence is a place to live and children, while the realm of men includes work and the outside world. These two areas overlap slightly, which allows them to be viewed as opposites. The association of women and men being versus has influenced the way people think about women and men and has guided psychological efforts to measure masculinity and femininity (Brannon, 2017).

### *Types of gender stereotypes*

Gender stereotypes have the concept of men and women, and these terms describe biological differences that are relatively easy for others to understand. The concept of men and women is not so closely tied to biology, so it is not too difficult to classify them into two distinct categories that do not overlap. Unfortunately, psychologists have a long history of trying to measure masculine and feminine, but not (Constantinople, 1973; Hoffman, 2001; Lewin, 1984a, 1984b).

Since the Victorian era, gender stereotypes have begun to separate the notion of female and male identities by the terms true femininity cult and the identity of male gender roles.

### **Femininity**

The four cardinal virtues of piety, purity, submissiveness, and domesticity were the criteria by which a woman appraised herself and was judged by her husband, her neighbors, and society.

According to the Cult of True Womanhood, the Victorian woman was guaranteed both happiness and power by the union of these traits.

Society believed that piety came more naturally to women than to men (Brannon, 2017). Aside from that, various forms of education can cause women to disregard religion, indulge in excessive romance, and lose their virtue or purity (that is, their virginity). A woman had lost her purity and was therefore without worth or hope. The third quality of the true cult of women is submission. Women are considered weak, dependent, and afraid. Domesticity, the last of the four virtues. A true woman was a wife who helped with household chores, built a house, and gave birth to a child. These household chores included cooking and caring for sick people, especially sick husbands and children.

The components of the Cult of True Womanhood are outlined in Table 3.1. Real ladies couldn't meet the requirements because they were too severe. Nevertheless, women aimed to achieve these objectives since they were seen as attainable characteristics. The vestiges still exist in our culture today and have an impact on how femininity is seen.

*Table 3.1* Elements of Stereotyping of Women and Men

| *The Cult of True Womanhood* | *Male Sex Role Identity* |
|---|---|
| Piety: True Women were naturally religious. | No Sissy Stuff: A stigma is attached to feminine characteristics. |
| Purity: True Women were sexually uninterested. | The Big Wheel: Men need success and status. |
| Submissiveness: True Women were weak, dependent, and timid. | The Sturdy Oak: Men should have toughness, confidence, and self-reliance. |
| Domesticity: True Women's domain was in the home. | Give 'Em Hell: Men should have an aura of aggression, daring, and violence. |

Sources: Based on "The Male Sex Role: Our Culture's Blueprint of Manhood and What It's Done for Us Lately" (p. 12), by Robert Brannon, in Deborah S. David and Robert Brannon (Eds.), *The Forty-Nine Percent Majority*, 1976, Reading, MA: Addison-Wesley; and "The Cult of True Womanhood: 1820–1860," by Barbara Welter, in Michael Gordon (Ed.), *The American Family in Social-Historical Perspective* (2nd ed.), New York: St. Martin's Press.

**Masculinity**

The idealization of women in the 19th century also affected men, who were in many respects regarded as the opposition to women. Women were submissive, compulsive, unadulterated, refined, and sensitive. The Male Sex Role Identity, as described by Joseph Pleck (1981, 1995), was founded on the Victorian ideal of manliness (now called the Male Gender Role Identity). The male gender role's identity as our society's dominant conceptualization of masculinity and as a source of issues for both society and particular individuals.

Strong components of contemporary masculinity are the prohibition of being a sissy and rejection of women. No Sissy Stuff is one of the four themes of male gender roles, according to Robert Brannon (1976). Another theme, The Big Wheel, explains the success and pursuit of the status of men and the need to respect them. The rugged oak components represent a masculine aura of toughness, self-confidence, and confidence, especially in stressful circumstances. The acceptance of violence, aggression, and boldness in male behavior is shown in the give-m-hell component of the male gender role. These elements are summarized in Table 3.1. A man is more likely to be a "genuine man" if he exhibits these characteristics in greater numbers.

Boy's evidence demonstrates little change in hegemonic masculinity and a potent portrayal of the boy's four male gender role themes, despite the notion that masculinity has experienced

significant changes over the past 20 years. Suggests (Bereska, 2003). Boys and men are still perceived as dependable, stoic, and masculine.

| Male Gender Role Identity Component | Men | | Women | |
|---|---|---|---|---|
| | Stereotypic Traits in Study | Cult of True Womanhood Component | Stereotypic Traits in Study | |
| Give 'Em Hell | Aggressive | Pious | Religious | |
| | Not uncomfortable about being aggressive | | | |
| | Adventurous | | | |
| | Competitive | | | |
| Sturdy Oak | Unemotional | Submissive | Aware of feelings of others | |
| | Hides emotions | | Gentle | |
| | Not excitable in a minor crisis | | Tactful | |
| | Able to separate feelings from ideas | | Quiet | |
| Big Wheel | Dominant | Domestic | Neat in habits | |
| | Skilled in business | | Strong need for security | |
| | Knows the ways of the world | | | |
| | Acts as a leader | | | |
| | Self-confident | | | |
| | Ambitious | | | |
| | Worldly | | | |
| No Sissy Stuff | Never cries | Purity | Does not use harsh language | |
| | Not dependent | | | |
| | Direct | | | |
| | Thinks men are superior to women | | | |
| | Not conceited about appearance | | | |

Table 3.2 Stereotypical Traits of Men and Women Matched to Descriptions from Rosenkrantz et al. (1968)

Source: Based on "Sex-Role Stereotypes and Self-Concepts in College Students" by P. Rosenkrantz, S. Vogel, H. Bee, I. Broverman, and D. M. Broverman, 1968, *Journal of Consulting and Clinical Psychology*, 32, p. 291. Adapted by permission of Helen Bee.

### *The Process and Implications of Stereotyping*

Psychologists have struggled to conceptualize, quantify, and comprehend the causes and consequences of stereotypes in both genders. Some scholars have overestimated the detrimental effects of the process despite the term stereotype's negative connotations. Stereotypes' intrinsic simplicity facilitates efficient cognitive processing, which can be advantageous (Macrae & Bodenhausen, 2000). Gender stereotypes are a typical aspect of children's cognitive development due to children's low cognitive capacity (Martin & Halverson, 1981). Therefore, it is possible to see how stereotypical gender roles can be used to solve the difficulties in social cognition, including thinking about gender. According to Perrin, Heesacker, and Shrivastav (2008), stereotypes do not cause prejudices, but there is abundant evidence that they do cause large biases and erroneous generalizations that make disadvantages exceed strengths (Bobo, 1999; Glick & Fiske, 2001; Hegarty and Pratto, 2004).

### *Perception of Women and Men*

Cognitive processes that can be stereotyped are built on perception. the impression that males are competing in video games or simply playing them all the time. Character qualities, conduct, physical characteristics, and jobs can all be used as criteria to separate men from women in the context of gender stereotypes (Deaux and Lewis, 1984). Although each of these components is quite autonomous, people tend to connect one set of each with women and the other with males. People make judgments about the other three dimensions based on their understanding of one dimension. The components of this model are depicted in Figure 2.3, and the connections that people make between the parts are denoted by arrows. For instance, inferences about a person's appearance, traits, retention of gender roles, and career can be made based on their gender identification. People will want to preserve consistency between components since information about one component can have an impact on judgments about another.
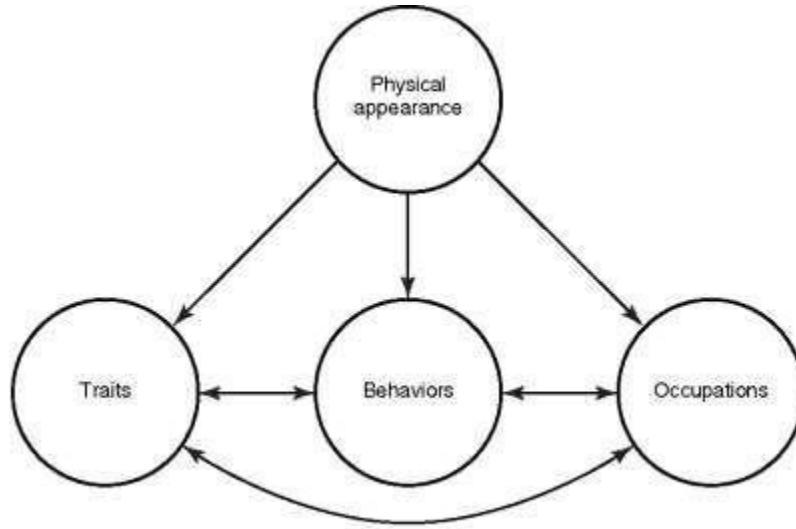
2.3 Component model of gender stereotypes

People believed that physical characteristics of males and women were more distinct than psychological characteristics (Deaux & Lewis, 1984), while studies with youngsters (Miller, Lurye, Zosuls, & Ruble, 2009) suggest that the utilization of the stereotype's elements might not be the same; for example, boys were characterized more in terms of qualities and activities while girls were described more in terms of physical appearance. Figure 2.3 illustrates how when people have knowledge about conduct, they infer characteristics, and knowledge of jobs can affect judgments about behavior. However, information concerning traits, actions, or vocations had less of an impact on judgments about appearance than did information about physical appearance. Additionally, some individual characteristics may be used to make decisions about someone independent of their gender.

*Effect of gender stereotypes*
Stereotypes have obvious negative repercussions, such as prejudice and outright discrimination, but since such expressions have become less acceptable, they are no longer as prevalent (Brannon, 2017). Implicit prejudices do, however, still exist, which leaves room for the possibility that stereotypes' harmful impacts could manifest themselves in subtler ways. Negative gender stereotypes can lead to threatened stereotypes and virtuous sexism, however, these effects are less evident than prejudice and overt discrimination. People who practice gender stereotypes either by adhering to the predefined concept or deviating from it can feel the effects of these preconceived notions.

**Film**
By using literary approaches, the movie or the cinema was predestined; conversely, the literary practice changed due to the influence of the movie (Klarer 1998, p. 54). The cinema is an image that shows scenes, events and is accompanied by a narrative. The film is visually dynamic, with images or visual elements that move on the screen (Smith, 2010).

Film or movie is also known as a means of communication for many viewers because of the audiovisual material that contains images and sounds. With pictures and sounds, movies can tell more stories in less time. When watching a movie, it seems that viewers can penetrate space and

time so that viewers are influenced by the plot of the movie.

**Discourse analysis**

Discourse is part of practical research. According to Habibie (2018) Discourse analysis is no longer the field of linguistics. Discourse discusses the process of interpreting meaning in context. Discourse explains that analysis is the process of obtaining a more systematic picture, although it is necessary to analyze and communicate the discourse using language and its purpose. Discourse analysis not only analyzes the linguistic element, but also looks at other aspects and pays attention to the discourse context. It is based on Classifying the data itself directly and generally limiting (Mahmud, 2017).

**METHOD**

In this research, the researcher showed the research method of the study. The review involved research design, source of data, data collection, and data analysis. This study uses a descriptive qualitative method and Discourse Analysis approach to analyze the gender stereotypes found in the film of Enola Holmes and to discover the character which represents the gender stereotypes in the film of Enola Holmes. Descriptive qualitative methods are methods used to describe observable human data, either written or verbal (Glass & Hopkins, 1984).

The information is derived from both original and secondary sources. The main information comes from the Enola Holmes movie. The film, which was released in September 2020, is an adaptation of the novel "The Case of the Missing Marquess by Nancy Springer" which has a film duration of 123 minutes. This film tells about the adventures of Enola Holmes in searching for his missing mother. In the film, Enola tries to answer a riddle given by her mother as a clue in finding her mother. The film Enola Holmes was directed by Harry Bradbeer and the first and fifth novels in the series were nominated for the Edgar Awards in 2007 and 2010.

To get the data of this research, this research uses several techniques, namely:

1. Watch the film three times to understand the actions and speech of the main character Enola Holmes in the film Enola Holmes. The first watch, the researcher tries to understand the movie in general and listens carefully. The second watch, the researcher will make a transcript. The third watch, the researcher will verify the transcript.
2. Collect the data by transcribing utterances and recording the behavior of the main character Enola Holmes in the film of Enola Holmes.
3. Collect theories and related information based on gender stereotypes themes to strengthen the data.

Any research will need to include a stage called data analysis. Data reduction, data mapping, and inference drawing/verification are three continuous streams of activity that make up analytics, according to Miles, Huberman, and Saldana (2014). Three stages must be taken because the Miles, Huberman, and Saldana theory is used in this study to examine the data.

1. The first step in this study's data analysis is data reduction. Data reduction is the process of choosing, concentrating, simplification, abstraction, and transformation of field note or brushstroke data. In this study, the data is a record of the conversation between the main character Enola Holmes and the other characters in the movie Enola Holmes.
2. Data mapping, the data are shown in the second step. The perspective is typically a well-organized and condensed collection of data that permits inference and inference. In this step the researcher will display or show data containing gender stereotypes not only in general but specifically and clearly. The researcher will show what conversations or utterances contain gender stereotypes, what stereotype categories are in those conversations or utterances, why

they are categorized as one of the stereotypical gender categories, and then find the effects of gender stereotypes found in the Enola Holmes film.

3. Conclusion, drawing conclusions depending on the quantity of the field notes, final conclusions may not be reached until after data collecting is complete, but even when an author claims to have followed an inductive process, conclusions are frequently redesigned from scratch. The researcher draws a conclusion on the research findings based on the research issue and the gender stereotypes theory applied to the Enola Holmes movie.

## FINDING AND DISCUSSION

This chapter contains research results and explanations of research questions. The researcher analyzed the types and effects of gender stereotypes by the main character in the film Enola Holmes.

### Findings

The finds contain quotations from the transcript relating to answers to research questions. The extract displayed is a description with a deep insight into gender stereotypes. The type and impact of the use of gender stereotypes are reflected in the main character Enola Holmes in the movie Enola Holmes.

### The Types of Gender Stereotypes used by Enola Holmes in the Film Enola Holmes.

In this study, researcher found 2 types of gender stereotypes portrayed by Enola Holmes, the main character in the Enola Holmes film, namely femininity and masculinity. The researcher got 23 data extracts where there are 8 extracts that describe feminism and there are 13 extracts that describe masculinity.

In this study, researcher only found several aspects of femininity in the Enola Holmes film, namely domestic and submissive. On the other hand, the researcher only found some aspects of masculinity in the main character Enola Holmes. Aspects that exist in the film are No Sissy Stuff, Give 'Em Hell, and Big Wheel.

### *Femininity*

### Extract 3

The situation below describes when Enola and her brother enter her mother's private room (00:09:28 – 00:09:47)

Sherlock Holmes : *"Tell me, she at least saw that you had an education?*

Enola Holmes : *"She valued education. She taught me herself. She made me read every book in Ferndell Hall's library."*

The dialogue above tells about Mycroft and Sherlock Holmes, who think that women should be educated and learn manners in order to grow up to be educated and elegant women. Sherlock Holmes asked Enola about the education she had learned and got from her mother before.

Here, the stereotypes in the discourse make clear that there is gender inequality. Enola receives inequality in her education from her mother, who instructs her to study books in the Ferndell home's large library without teaching her the manners necessary to be a refined woman at the time. Due to the widespread belief that women must improve manners, gender inequality continues to exist in this society from generation to generation. Where the gender stereotype contained in this extract is feminine.

### Extract 8

The situation below describes when Enola and the Marquess met at the inauguration voting event. (01:46:24 – 01:46:32)

Enola Holmes : *"I don't have to bow because you've been appointed, right?*

Marquess Tewkesbury : *"You did have to bow from the start, you just choose not to"*

The dialogue above tells about the Marquess and Enola talking, the point is how women must be polite by prostrating themselves in front of men as well as officials and wealthy people at that time. This extract describes feminism, according to Brannon, feminism is a trait that every woman has. the intended nature such as piety and submission or obedience that applies in society.

*Masculinity*

**Extract 13**

The situation below describes when Enola decided to try to help the Marquess from his troubles (00:54:48 – 00:55:09)

Enola Holmes *: "I did not ask for Viscount Tewkesbury, Marquess of Basilwether in my life. I did not want the Viscount Tewkesbury, Marquess of Basilwether in my life. So why do I feel responsibility."*

The dialogue above, which tells about Enola, there is a point of how brave women are to protect the Marquess who in fact is a man but is protected by a woman like Enola.

Enola gets inequality in making decisions, Enola deliberately wants to help and is brave and tough to protect a man who is in danger. This extract describes masculinity, the masculine referred to in the extract above is someone who is expected to be strong and tough in his life and in making his own decisions without being asked by others.

**Extract 16**

The situation above describes when Enola and the Marquess have managed to escape from Mrs. Harrison personality school. (01:33:12 – 01:33:29)

Marquess Tewkesbury         : *"Your move, Enola."*
Enola Holmes          : *"We need to go to Basilwether."*
Marquess Tewkesbury         : *"What?!"*
Enola Holmes          : *"An injustice has occurred. It's time to right some wrongs."*

The dialogue above tells about Enola taking the courageous decision to go to the Basilwether residence to uncover the injustices that had occurred there and to find the perpetrators and their motives. Enola dared to face the situation. The dialogue above, which tells about a woman who dares to fight all the consequences that will happen later in the Basilwether residence.

**Extract 20**

The situation below describes when Enola finally met her mother after a long time and felt proud of Enola (01:54:26 – 01:55:15)

Enola's mother  : *"Is it true about what you are doing? You have become a great woman. Take the iris, if you need mommy, I'll find her"*

The dialogue above, which tells about Enola's mother, she points out how women are not afraid and dare to face very scary and stressful situations. Enola was able to endure so long with all the dangers and consequences she had done.

Enola gets inequality from her mother in dealing with anxiety and fear in herself and also women who should, Enola is asked not to be afraid to face the dangers that exist from her and must be brave. This extract describes masculinity, the masculine referred to in the extract above is someone who is expected to be strong and resilient in her life in dealing with the problems that occur in her life.


**The Effects of Gender Stereotypes on The Main Character Enola Holmes Film.**

In this study, the researcher found two effects of the types of gender stereotypes described by Enola Holmes, the main character in the film Enola Holmes, namely femininity and masculinity.

### *The effects of gender stereotypes on masculinity*
**Extract 22**
The situation below describes when Enola is entering a fashion store to change her clothes (00:38:21 – 00:38:31)
Enola Holmes          : *"I shall need a whalebone corset."*
Ms. Gregory           : *"You shall need no such thing."*

The dialogue above, which tells about the shop owner, the point is how women dress by wearing tight corsets and dresses that fit their body, which makes Enola able to be graceful like girls in general. However, Enola asked for a corset that was rarely worn by girls at that time.

Stereotypes about gender are present in the discussion, and the shop owner treats Enola unfairly when it comes to dressing. Enola is told to submit to and imitate the way girls dressed in that era in order to appear lovely and graceful. Because of the widespread belief that women must be able to follow and obey the way that girls dress by donning tight and fitted gowns to look beautiful and elegant in society, gender disparity grows in this society from generation to generation. In this passage, feminism is discussed. Every woman possesses the trait of feminism. the socially acceptable nature, such as piety and submission or obedience.

### *The effects of gender stereotypes on femininity*
**Extract 23**
The conversation situation below is when Enola picks up her brother at the train station. (00:05:59 – 00:06:09)
Mycroft Holmes        : *"Look at you. You're in such a mess. Where's your hat and your gloves?"*
Enola Holmes : *"Well, I have a hat. It just makes my head itch. And I have no gloves."*

The line above describes an incident with Mycroft, who thinks women should dress elegantly. Enola arrived at the train station in sloppy attire and without a hat or gloves. Mycroft gave Enola a startled expression while also appearing repulsed by the way she was dressed. Mycroft claimed that hats and sarongs were associated with ladies at the time and that it was embarrassing to see a woman without either. Mycroft was shocked to observe that Enola developed differently from the women of that era.

Stereotypes about women are present in the discourse, and Enola experiences discrimination because of the way she looks. At the time, wearing a hat and gloves was considered a sign of feminine attractiveness. Due to the widespread belief that women must wear hats and gloves, gender inequity in this society grows from generation to generation. In this passage, the gender stereotype that is present is masculine. Enola's self-assurance and bravery to refuse to wear hats and gloves like other women in the movie are examples of the masculine, which is someone who is powerful and deviates from female attributes.

### Discussion
In the discussion, the researcher will talk about the excerpts that are displayed in the findings. The topic covers two aspects of gender stereotypes: the kinds of prejudices that exist and their effects. The only sorts that may be discussed are those that the movie Enola Holmes' lead character Enola Holmes reflects. The only types that can be mentioned are those that the researcher discovered in the study's findings. We will apply Brannon's theory to interpret the various gender stereotypes.

Gender stereotyping is a labeling activity based on gender. Gender stereotypes include beliefs about male or female psychological activities and characteristics that are suitable for men or women (Brannon, 2017). This belief is associated with the typical behavior of men and women in a culture. In traditional stereotypes, women have been conceptually confirmed as "True Woman Worshipers", as embodied in four aspects: piety (who has good piety), chastity (who has no interest

in sexual matters), submission (who has graceful, reliable, and shy), household (who always stays at home). Such a woman will have a distinctive character and will gain joy and strength because without it women have no purpose in real life. In this study, researchers only found several aspects of femininity in the Enola Holmes film, namely domestic and submissive.

In male sex roles, Brannon has his take on what a man really is. There are four aspects that have the following thoughts: No Sissy Stuff (not having feminine traits such as being obedient, nurturing, and patient), The big wheel (having position and being successful), The Sturdy Oak (having a sense of Toughness, Trust and Independence), and Give 'Em Hell (exudes an aura of aggression, violence, and courage). Researcher only found some aspects of masculinity in the main character Enola Holmes. Aspects that exist in the film are No Sissy Stuff, Give 'Em Hell, and Big Wheel. In this passage, the gender stereotype that is present is masculine. Brannon (2017) asserts that a masculine person is one who is expected to be rough and powerful in life.

The effect of gender stereotypes experienced by a person or group produces discomfort for people who experience these stereotypes (Brannon, 2017). This stereotype becomes a negative thing for Enola who feels different from the stereotypes that exist in the environment in the film. The negative effect of stereotypes is on the type of gender stereotypes, both femininity, and masculinity.

In this movie, Enola Holmes (2020), the idea that women are incapable of leading because they are illogical and emotional has led to the formation of views that place women in subordinate roles and restrict them to just adhering to established rules in particular activities. In the Enola Holmes film, there is also a masculinity effect performed by the main character, Enola Holmes. This also shows that in this film, the main character Enola tries to get out of the feminist side that prevails in the Victorian era.

This research is that the main character, Enola Holmes, wants to get out of the stereotypes that existed at that time. Enola Holmes shows manliness in the film Enola Holmes. The findings of this research are in accordance with Brannon's (2017) statement that the masculine referred to in the quote above is someone who is expected to be strong and resilient in his life in dealing with the problems that occur in his life.

**CONCLUSION**

In this chapter based on the analysis, the writer can be concluded that follows :

1.  The imbalance that exists between men and women in society is a gender stereotype in the movie Enola Holmes. Because of the widespread belief that the gentle must be female, gender stereotypes are emerging in our society. The researcher discovers gender and masculine stereotypes based on the idea of Brannon after researching Harry Bradbeer's movie Enola Holmes.in the film Enola Holmes is the inequality that occurs between men and women in society. Gender stereotypes in this society are developing because of the general view in society that demands that the gentle must be women. After doing research on the film Enola Holmes by Harry Bradbeer, the author finds types of stereotypes based on the theory of Brannon, namely Feminist and Masculine.Researchers found 23 extracts. there are 8 extracts featuring feminists and 13 extracts that are dominant and mostly used by the main character, namely Enola is showing masculine.
2.  In this study, the researcher got the negative effect of the stereotype gap experienced by Enola Holmes. The action comes from his family, environment, and friends.

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