

**COUNTERING VICTORIAN ERA GENDER STEREOTYPES THROUGH
JUNGIAN ARCHETYPES: A STUDY OF *ENOLA HOLMES* (2020)**

A Research Paper

Submitted as Partial Fulfillment of the Requirements for *Sarjana Sastra* Degree



Vindy Salsabilla Putri

2007133

**ENGLISH LANGUAGE AND LITERATURE STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

2024

**COUNTERING VICTORIAN ERA GENDER STEREOTYPES THROUGH JUNGIAN
ARCHETYPES: A STUDY OF *ENOLA HOLMES* (2020)**

Oleh

Vindy Salsabilla Putri

2007133

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Sarjana
Sastra pada Fakultas Pendidikan Bahasa dan Sastra

© Vindy Salsabilla Putri 2024

Universitas Pendidikan Indonesia

September 2024

Hak Cipta dilindungi undang-undang.

Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

PAGE OF APPROVAL

**COUNTERING VICTORIAN ERA GENDER STEREOTYPES THROUGH JUNGIAN
ARCHETYPES: A STUDY OF *ENOLA HOLMES* (2020)**

A Research Paper by

Vindy Salsabilla Putri

2007133

Approved by:

Academic Supervisor I



Dr. Nia Nafisah, S.S., M.Pd.

NIP. 197104242006042001

Academic Supervisor II



Nita Novianti, S.S., M.A., Ph.D.

NIP. 198611102014042002

Head of English Language and Literature Program

Faculty of Language and Literature Education

Universitas Pendidikan Indonesia



Prof. Eri Kurniawan, S.Pd., M.A.,Ph.D.

NIP. 198111232005011002

Abstrak

Penelitian ini mempelajari bagaimana film Enola Holmes (2020) menggambarkan karakter Enola Holmes dengan menggunakan arketipe Jung untuk melawan stereotip gender era Victoria. Melalui pendekatan yang berfokus pada analisis dialog dan perilaku karakter, penelitian ini menemukan bahwa pertumbuhan karakter Enolas secara signifikan dibentuk oleh bimbingan ibunya, yang menginspirasinya untuk menantang norma-norma masyarakat dengan mewujudkan kemandirian dan kekuatan. Penelitian ini menyoroti peran penting pengaruh ibu dalam membentuk karakter yang menantang ekspektasi gender tradisional, memposisikan Enola Holmes sebagai simbol pemberdayaan perempuan dan menggambarkan dampak mendalam dari memulai perjalanan seorang pahlawan.

Kata kunci: *Enola Holmes, arketipe Jung, stereotip gender, era Victoria, perjalanan pahlawan*

Abstract

This research studies how the movie Enola Holmes (2020) portrays the character of Enola Holmes by using Jungian archetypes to counter the Victorian-era gender stereotypes. Through an approach that focuses on analyzing dialogue and character behavior, this research finds that Enolas' character growth is significantly shaped by her mother's guidance, which inspires her to challenge societal norms by embodying independence and strength. This research highlights the crucial role of maternal influence in shaping a character that challenges traditional gender expectations, positioning Enola Holmes as a symbol of female empowerment and illustrating the profound impact of embarking on a hero's journey.

Keyword: *Enola Holmes, Jungian archetypes, gender stereotypes, Victorian era, hero's journey*

Table of Contents

PAGE OF APPROVAL.....	i
ABSTRACT.....	ii
INTRODUCTION.....	1
METHODOLOGY.....	5
FINDINGS AND DISCUSSION.....	6
Enola's Hero's Journey.....	7
Animus.....	9
Persona.....	10
Shadow.....	11
CONCLUSION.....	14
REFERENCES.....	15

REFERENCES

- Alola, M. I., & Alola, U. V. (2020). Gender stereotypes in Nigerian films as a portrayal of the African womanhood: A feminist perspective. *Journal of Labor and Society*, 23(2), 221-243.
- Arnold, L., Seidl, M., & Deloney, A. (2015). Hegemony, gender stereotypes and Disney: A content analysis of Frozen and Snow White. *Concordia Journal of Communication Research*, 2(1), 1.
- Bassil-Morozow, H. (2023). Archetypes in Film and Television Narratives. In *Encyclopedia of Heroism Studies* (pp. 1-5). Cham: Springer International Publishing.
- Bazin, A. (1967). *What is Cinema?* University of California Press
- Bordwell, D. (1985). *Narration in the Fiction Film*. University of Wisconsin Press.
- Bordwell, D., & Thompson, K. (2004). *Film Art: An Introduction*. McGraw-Hill.
- Brosh, L. (2008). *Screening Novel Women: From British Domestic Fiction to Film*. Palgrave Macmillan.
- Colón Semenza, G. M., & Hasenfratz, B. (2015). *The History of British Literature on Film, 1895-2015*. Bloomsbury.
- Curtis, E. D. (2015). *In the game of patriarchy: The damsel in distress narrative in video games*. The University of Alabama.
- Deleuze, G (1986). *Cinema 1: The Movement-Image*. University of Minnesota Press.
- Eder, J. (2010). Understanding Characters. In W. Buckland (Ed.), *Film Theory and Contemporary Hollywood Movies* (pp. 68-89). Routledge.
- Jung, C. G. (1959). *The Archetypes and The Collective Unconscious*. Princeton University Press.
- Kozloff, S. (2000). *Overhearing film dialogue*. Univ of California Press.

Kumar, A. M., Goh, J. Y., Tan, T. H., & Siew, C. S. (2022). Gender stereotypes in Hollywood movies and their evolution over Time: Insights from network analysis. *Big Data and Cognitive Computing*, 6(2), 50.

Laird, K. E. (2015). *The Art of Adapting Victorian Literature, 1848-1920: Dramatizing Jane Eyre, David Copperfield, and The Woman in White*. Routledge.

Mihas, P. (2019). Qualitative data analysis. In *Oxford research encyclopedia of education*.

Mulvey, L. (2013). Visual pleasure and narrative cinema. In *Feminism and film theory* (pp. 57-68). Routledge.

Primorac, A. (2017). *Victorian Literature and Film Adaptation*. Cambridge University Press.

Ramadhan, Y. Z. (2019). Gender stereotypes in Moana (2016): A film analysis of the main character. *Passage*, 7(1), 140-162.

Ramrao, S. B. (2016). Film and Literature: An Overview. *Research Journal of English Language and Literature*, 4(2), 68-74.

Rhodes, J. D. (2022). Those Who Have: The Impersonality of Film Theory.

Roesler, C. (2021). *CG Jung's Archetype Concept: Theory, Research and Applications*. Routledge.

Trisnawati, R. K., Adiarti, D., & Agustina, M. F. (2021). Gender stereotypes in Nancy Meyersâ€™ œThe Internâ€œ(2015): A study of film audience response. *EduLite: Journal of English Education, Literature and Culture*, 6(1), 147-164.