

CHAPTER I

INTRODUCTION

This section presents research background, research problem, research objective, research significance, scope and limitation, and definition of key terms.

1.1 Research Background

Literary works are creative expressions that not only entertain but also teach valuable lessons to their audience. These works include a variety of formats such as novels, plays, poems and even films. However, many students perceive literature as boring and challenging to comprehend because of its intricate language and profound symbolism. This study suggests that further research is needed to explore the difficulties and perceptions students face when studying English literature at different educational levels (Mulia et al., 2022). Also, as Sinaga, (2023) said, literature is an art that reflects various elements of humanity, including the expression of human experiences, thoughts, ideas, desires and beliefs, presented as an image of life. One of the main advantages of literary works is their ability to encourage critical thinking, empathy and introspection. By engaging with stories, readers and viewers can examine them differently perspectives, meet different characters and explore moral or philosophical issues. Movies, in particular, are a prime example of literary works because they bring stories to life visually, making it easier for the audience to relate to and understand the characters, their struggles, and their development (Holubenko, 2022). By depicting emotions, settings, and actions in real time, films allow for a deeper and more immediate engagement with subjects that might otherwise be difficult to access through traditional literary formats.

Despite the potential benefits of engaging with literary works, they often present challenges for students. One of the main difficulties lies in the complexity of the language and stylistic devices used in literary texts, which make them hard for students to comprehend

(Gebeyehu, 2020). The language in literary works is often unfamiliar and rich in implicit meanings, requiring readers to have advanced interpretative skills. This complexity slows down the reading process, reduces students' focus, and makes it harder for them to fully understand the content of the text. Additionally, students face challenges in grasping the psychological intricacies of characters, especially when their motivations or emotional growth are not explicitly conveyed. As a result, conducting in-depth analyses of literary works requires patience and a structured approach, which can be confusing for learners, particularly those unfamiliar with literary techniques. Also, some common themes in literature, such as trauma, violence, and existential questions, can be emotionally taxing for students (Kimble et al., 2021). These intense topics require sensitive handling, and not all readers may be equipped to handle them effectively, especially in an academic setting where they experience them. Personal experiences can color engagement with this type of material.

A possible solution to these challenges is to approach the literary analysis through the lens of cinema, focusing specifically on the development of the main character as he is portrayed on the screen (Fan, 2024). Movies provide a more accessible format for students to follow complex narratives, as action, dialogue, and visual cues help clarify characters' motivations and inner lives. By analyzing character arcs and relationships through a film's main character, students can better understand psychological depth that might otherwise be lost in dense text. The visual nature of the films makes it easy to identify key moments of change in a character's journey, observe how they interact with others, and understand how the dialogue reflects their internal conflicts or growth. In this way, films can serve as a gateway, helping students become more involved with the complexities of character development that are central to literary analysis.

Many studies related to analysing main character in certain movies have been done by some experts. For example, Bodnar and Malyshivska (2023) argues that the visual and auditory

elements of film can effectively engage students, motivating them to delve into original literary works. This multimedia approach increases their understanding and appreciation of the source material by making complex topics more accessible and relevant. By experiencing literature through film, students can gain new perspectives that encourage critical analysis and reflection on the text. According to Gong et al., (2023), the study posits that dialogue functions as a vehicle for thematic exploration, allowing viewers to discover deeper meanings behind the characters' words and actions. She emphasizes that the effectiveness of the dialogue is not only in the content, but also in the way it is presented, the tone and the context, which convey the psychological depth of a character. This research contributes to ongoing discussions in film studies about the importance of dialogue in character arcs and narrative complexity, highlighting how nuanced dialogue can communicate rich ideas and emotions to audiences.

However, while many studies of film analysis focus mainly on figurative language, the role of the protagonist in feminist theory remains relatively unexplored. This study aims to analyze the main character of the movie *Enola Holmes 2* using a feminist framework. Contribute to the development of knowledge by filling gaps in existing research. Despite extensive research on film analysis, most studies focus on figurative language, symbolism or general character development, without delving into gender dynamics or feminist theory. Many analyzes overlook the ways in which films construct or challenge traditional gender roles, particularly in mainstream films, where the main character may embody traits that subvert patriarchal norms. Furthermore, although there is a considerable body of research on feminist themes in literature, few studies explore how these themes are represented in contemporary films. The film *Enola Holmes 2* offers a rich opportunity to examine the main character through a feminist lens, as it features a young female protagonist navigating a male-dominated society. Therefore, this research aims to fill this gap by analyzing *Enola Holmes 2* through feminist theory, focusing on the themes of female agency, independence and the breakdown of

traditional gender roles. The study contributes to a deeper understanding of how modern cinema represents feminist ideals and challenges societal expectations, especially in relation to young female protagonists.

1.2 Research problem

The problem of research is:

1. How does Enola challenge the social expectations of women of her time?
2. How does she embody feminist ideals of independence, action and resistance?
3. And what feminist dilemma will she face as a young woman navigating a patriarchal world?

1.3 Research objective

1. To analyze how Enola Holmes challenges traditional societal expectations of women within her historical context by examining key scenes and dialogues that illustrate her defiance and independence.
2. To investigate how feminist ideals manifest in the character of Enola, focusing on her actions, choices, and interactions that reflect themes of autonomy, resistance, and empowerment against patriarchal norms.
3. To explore the feminist dilemmas Enola faces as she navigates a patriarchal society, particularly how her experiences reveal conflicts between personal desires and social pressures, utilizing qualitative data from character analysis and thematic exploration.

1.4 Research significance

This research is significant for enhancing the understanding of how mainstream cinema, particularly *Enola Holmes 2*, presents and challenges traditional gender roles through a young female protagonist. By analyzing *Enola Holmes* from a feminist perspective, this study aims to highlight the ways modern cinema empowers female characters and provides examples of resistance to patriarchal structures. Additionally, this research can serve as a reference for future studies exploring feminist representations in contemporary films.

1.5 Scope and limitation

The focus of this research is limited to an analysis of the main character, *Enola Holmes*, in the film *Enola Holmes 2*, using a feminist theoretical framework. The research emphasizes her actions, dialogues, and interactions with other characters that highlight feminist themes such as independence, resistance, and action. The study will not delve into the overall plot or supporting characters, nor will it examine other feminist approaches outside the scope of character analysis. This research is conducted purely for educational purposes and follows ethical standards related to the use of copyrighted material. The primary data source, *Enola Holmes 2*, was officially accessed through the Netflix streaming service. The film was utilized as part of a non-commercial, academic analysis and has been treated with respect to intellectual property rights.

1.6 A Definition of Key Terms

1. **Movie:** A movie is broadly defined as a narrative medium that uses moving images and sound to convey a story, emotion or message to an audience. According to Wang and Tang (2021), movie can immerse viewers in the scene of the story, which affects

emotions and encourages positive advice. This commitment has been shown to improve audience satisfaction and motivate them to share their experiences.

2. **Enola Holmes:** The main character of the Enola Holmes film series, an intelligent and adventurous girl who defies societal expectations and tries to solve mysteries in a world dominated by men. According to Gülsever (2024), Enola Holmes is described as intelligent, resourceful, and provocative, traits that fit traditional detective archetypes, but are redefined through her unique experiences.
3. **Main character:** The main character, or protagonist, is the central character in a story who drives the plot and whose actions, decisions, and experiences are central to the narrative. The main character is at the middle of the plot of the story, but he relies on other secondary characters to enrich the story and strengthen his role. In fiction, characters are classified into major and minor characters, with the main character having the most influence in shaping the direction of the story (Meinawati & Dewi, 2017).
4. **Feminist Theory:** Feminist theory is an approach that examines gender inequality and advocates equal rights. Feminism emphasizes the dominance of emotions often associated with women, which affects their ability to be seen as rational and competent. This emotional stereotype is part of a social construction that has always been anchored and reinforced in society's vision of women (Meinawati & Dewi, 2017). Examines the impact of social norms and stereotypes on women and other marginalized groups, and it also considers how gender relates to aspects such as race and class. The goal is to build a fairer and more inclusive society for all.
5. **Patriarchy:** A social structure where men hold the dominant roles, resulting in the marginalization and subordination of women. In a patriarchal system, women and girls are expected to submit to male authority. As Idrus et al., (2023), explain patriarchy

arises from customs or traditions that society has come to accept as normal and natural due to their historical presence. Over time, these traditions have shaped stereotypes about both men and women, reinforcing religious and social practices that restrict and regulate women's lives.

