

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains about the result of the research as follow; conclusion and suggestion.

5.1. Conclusion

After analyzing and getting the result, the researcher found several gender stereotypes presented in Brave movie. The data has found, they are 17 kinds of gender stereotypes, and 15 dialogs that contain of gender stereotypes.

Based on the result of the study, it could be conclude that Brave movie is worth to watch because it contains gender stereotypes and culture of the countries in the past. There are two types of gender stereotypes and found by a researcher in the movie one types of gender stereotypes. They are physical characteristics, occupations, domestic behavior and traits. The researcher found 1 data of physical characteristics, 7 data of occupation, 7 data of personal traits and 2 domestic behaviors. Then, the next is 15 data of dialogs presented about gender stereotypes.

Based on the finding, along with the analysis, pieces of evidence that are found prove how the main character tries her best in defending of what she believes, she maybe lack of common sense at the first time, but as soon as she recognizes one, she becomes the brave girl in showing the true self of her. She is not being afraid of who she is a part of which gender is it, she is assigned to

shows the truth of this feminist movie. If a female can speak the truth to her, and perform it in some ways, then she has her gender and equality. Moreover, Merida is showing it, for she can solve many problems, she faced it without giving up, her true self to the roles, duties, and responsibilities forced by society during that time. In addition, this movie showed if there were only focusing on female characters (feminist).

5.2. Implication of the Study

a. Theoretical implication

From the research, the writer hopes the research can make a major contribution to readers, in providing in-depth knowledge and understanding about gender stereotypes of the main characters in brave film. In this analysis, the writer used theory of Linda Brannon (2016) which explains gender stereotypes and the effects of gender stereotypes.

b. Practical implication

This study implies that readers and further writer will continue and explore the gender stereotypes and used by gender theory. This research can be a reference in analyzing comparisons in a literary work or more.

5.3. Limitation of the Study

The writer feels that this research is still very far from perfect as long as this research, namely as follows; firstly, the writer feels uncertain and afraid, the writer will not be able to complete this research, due to various activities and the writer busy schedule. Secondly, the writer felt confused when watching the film, because the film contained new vocabulary and used complicated language and

animated images. Third, the writer felt difficulties when analyzing data and difficulties in many ways that hampered this research.

5.4. Suggestion

Based on the result that has been described by the researcher. The researcher would like to give some suggestions to the following:

1. For The Reader

The result of this study can help the reader to get knowledge about gender stereotypes in the movie. This study can help the reader to know that Gender Stereotypes have a positive and negative effect. There are so many movies that contain gender stereotypes, usually the gender stereotypes are presented by the conversation between characters, but it may not only be found in conversation, but it is also presented by the performance of the characters.

2. For The Next Researcher

This research can be used as a reference in studying gender stereotypes in the movie. It is much better if the next researcher looks for the appearance of gender stereotypes in other films. The researcher may not only limit kinds of gender stereotypes, but also can be added by the effect, or else in more detail. The writer suggests that for further research, scholars who are interested in fairytales can conduct research related to women empowerment through fairytales' educative function that can be maximal to contribute betterment for women.

REFERENCES

- Barsam, R., & Monahan, D. (2015). *Looking at movies* (p. 576). New York: WW Norton.
- Bennett, A., & Royle, N. (2015). *An introduction to literature, criticism and theory*. New York: Taylor & Francis.
- Bobbitt-Zeher, D. (2011). Gender discrimination at work: Connecting gender stereotypes, institutional policies, and gender composition of workplace. *Gender & Society*, 25(6), 764-786.
- Brannon, L. (2017). *Gender psychological perspectives*. New York: Routledge.
- Brenda, C. (2012). *Brave movies*. United States: Pixar Animation Studios.
- Biklen, S. K., & Casella, R. (2007). A practical guide to the qualitative dissertation: for students and their advisors in education, human services and social science. Teachers College Press.
- Brodwell, D., Thompson, K., & Smith, J. (2015). *Film arts: an introduction*. New York: McGraw-Hill.
- Brookes, S. (2013). *Affective disposition theory in suspense: Elucidating the roles of morality and character liking in creating suspenseful affect*. The Ohio State University.
- Card, O. S. (2010). *Elements of Fiction Writing-Characters & Viewpoint: Proven advice and timeless techniques for creating compelling characters by an award-winning author*. Penguin.
- Golden, J. C., & Jacoby, J. W. (2018). Playing princess: Preschool girls' interpretations of gender stereotypes in Disney princess media. *Sex Roles*, 79, 299-313.
- Heywood, S., & Adzajlic, B. (2022). *Challenging gender stereotypes in the early years: changing the narrative*. New York: Taylor & Francis.
- Jago, C., Shea, R. H., Scanlon, L., & Aufses, R. D. (2011). *Literature and composition*. United States: Bedford.
- Kaur, S. (2019, September). Attribution of transitivity roles and characterization in Heart of Darkness. In *Linguistic Forum-A Journal of Linguistics* (Vol. 1, No. 1, pp. 26-31).

- Kindersley, D. (2016). *The Literature Book. United States.*
- Krahn, K. (2015). *Reel women: gender stereotypes in film.* Eastern Michigan University.
- Kuiper, K. (Ed.). (2011). *Prose: literary terms and concepts.* Britannica Educational Publishing.
- Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist, 73*(1), 26.
- Nugrahani, F. (2017). The development of film-based literary materials which support character education. *Jurnal Cakrawala Pendidikan, 36*(3).
- Petrie, D. W., & Boggs, J. M. (2012). *The art of watching films.* New York: McGraw-Hill Education.
- Ramadhan, Y. Z. (2019). Gender stereotypes in Moana (2016): A film analysis of the main character. *Passage, 7*(1), 140-162.
- Rushton, R., & Bettinson, G. (2010). *What is film theory?.* McGraw-Hill Education (UK).
- Streiff, M., & Dundes, L. (2017). From shapeshifter to lava monster: Gender stereotypes in Disney's Moana. *Social Sciences, 6*(3), 91.
- Ottosson, T., & Cheng, X. (2012). The representation of gender roles in the media: An analysis of gender discourse in Sex and the City movies.
- Tyson, L. (2015). *Critical theory today.* New York: Routledge.