

PERLOCUTIONARY ACT OF THE CENTRAL CHARACTER UTTERANCES THAT SIGNIFIES GENDER DISCRIMINATION IN ANNE WITH AN E SERIES SEASON ONE (2017)

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Article history: accepted: June, 25 2022 revised: August, 08 2022 approved: September, 04 2022

ABSTRACT

This study analyses the perlocutionary effect of the central character's utterances that signifies gender-based discrimination in *Anne with an E* series season one (2017). This study uses descriptive-qualitative method. By using Austin and Searle's theory on Speech Act and a feminist perspective, the perlocutionary act is analysed through the analysis of type, form and function of utterances. The results of the study indicate that there is resistance and disapproval of gender discrimination. From the central character's utterances, 3 forms of gender discrimination were identified, namely marginalization, stereotype and subordination.

Keywords: perlocutionary act ; speech act; Anne with an E series; gender discrimination.

I. BACKGROUND

Humans are social creatures who are diverse and have differences. Diversity can be the source of problem in society, one of which is gender discrimination. Fakih (2008: 12) stated that gender discrimination occurs because of gender differences which result in injustice in various aspects of life. According to Lindsey (2016), gender refers to cultural practices that regulate the psychological and social life of men and women, for example, masculine and feminine. Abdullah (2001:21) mentions that the general definition given by most people about the ideal woman is to be a housewife and a good wife. Cifre & Cerrato (2018) also suggest that in the traditional gender role model, the domain of home and expression is more important for women, while men are set on the domains of work and instrumentality. As a result, women have a long workload because various kinds of domestic works can take a full day (Fakih: 2008).

Anne with an E is a series that raises the issue of gender discrimination against women. This series is based on the best-selling novel by Lucy Maud Montgomery with the title *Anne of*

Green Gables in 1908. As a woman, the main character, Anne often experiences gender-based

discrimination through speech in the Avonlea community. She was ridiculed because her thoughts were always different from the others. In the series, women were identical with domestic work.

As previously stated, this study is concerned with the perlocutionary effect of gender discrimination seen through the utterances of the characters. It incorporates Austin and Searle's notion of Speech Act; it's classifications, types and also functions.

II. METHODS OF RESEARCH

This study uses a descriptive-qualitative method which uses data in the form of words and produces a comprehensive report that cannot be generated from statistical analysis (Muhammad, 2011: 34). This study uses data from the central character's utterances that signifies gender discrimination in *Anne with an E* series season one. The primary data are obtained from the website <https://transcripts.thedealr.net/script.php/anne-with-an-e-2017-MkPC/s1/e1>.

III. RESULTS AND DISCUSSION

Anne with an E is a Canadian series whose first season aired in 2017. The series was created by Moira Walley-Beckett and is an adaptation of Lucy Maud Montgomery's best-selling novel in 1908 entitled *Anne of Green Gables*. Set in the late 19th century, the series follows Anne who is adopted by Matthew and Marilla Cuthbert of Avonlea. In this series, it is told how each character, especially Anne, grows and develops in the Avonlea society which is quite discriminatory, one of which is against women. The position of women is still below men, so women are emphasized in domestic work and are required to look beautiful.

Gender discrimination in the *Anne with an E* series first season of 2017 is depicted through the utterances of the characters. This research focuses on the perlocutionary effect and type of gender discrimination of the utterances. To analyse the perlocutionary effect, it is necessary to analyse the illocutionary act first.

Data 1

Context: Anne had just arrived at the Cuthbert's house and was disappointed that they didn't want her. They wanted a boy to help Matthew with the farm work.

Marilla : I'm sorry to disappoint you, but there's nothing to be done. We want a boy to help Matthew with the farm work. ***A girl would be of no use to us.*** Do you understand?

Anne : I can't say that I do

Marilla : I beg your pardon?

Anne : I don't mean any disrespect, but couldn't I do the farm chores even though I'm a girl?

The utterance *A girl would be of no use to us* stated by Marilla asserts that a girl would be useless to work in farm. Structurally, the utterance is a direct utterance. The perlocutionary effect of this utterance is verbal disagreement shown by Anne. It indicates Anne's conflict with the system that makes

women inferior to men. The form of gender discrimination described in the utterance above is classified into subordination. According to Fakhri (2008), subordination can shift a person's role, function, and position under one gender. The speech describes the existence of gender subordination that women are considered useless and unfit to farm work.

Data 2

Context: Anne and Jerry are at the Cuthbert's farm barn. Jerry is a boy who works on the Cuthbert family farm. Anne had just been lectured by the Minister and ordered not to go to school. She was also ordered to be a good wife.

Anne : You're so lucky to be a boy, Jerry. ***Boys can do anything you want and boys have every opportunity.***

Jerry : You can go to school if you want.

The utterance *Boys can do anything you want and boys have every opportunity*, is an assertive, which functions as a complaint. Anne feels that there are limitations to the role of women. The perlocutionary effect of the utterance above is the interlocutor's positive reaction in the form of a statement that Anne is able to go to school if she wanted. In reality, Anne knows that this is not the case. This is an example of gender marginalization. Relating to the utterance and its' context, it is evident that women are given limited access to education, politics, and even social participation.

Data 3

Context: Billy and the boys are helping to renovate Ruby's house that burnt down. Anne came to give cookies as a sign of support. While walking towards the house, Billy witness Ruby falling.

Billy : ***Girls are so useless.*** Guess you should've stayed home in the kitchen, eh?!

Anne : What is wrong with you?!

The utterance *Girls are so useless*, is an assertion. It is directly stated by Billy that girls have no purpose. The effect of the utterance is a strong disagreement from Anne. The utterance; *what is wrong with you* is a sign of how strongly Anne feels.

The form of gender discrimination in Billy's utterance is classified into stereotype. The utterance describes the stereotype of women who are said to be useless and should stay in the kitchen.

Data 4

Context : Billy and the boys are renovating Ruby's house that burnt down. Anne and Ruby came to give them a cake as a sign of support. Previously, Billy said women were useless and should just bake cookies in the kitchen because he saw Ruby fall.

Billy : *Why don't you shove off and leave the men to their work?*

Anne : Why don't you give me that hammer and I'll finish the job myself, if you're too busy being a bully to get it done!

The utterance *Why don't you shove off and leave the men to their work?* is classified as indirect directives which functions as a command. The perlocutionary effect is Anne's strong reaction in the form of an instruction to give the hammer. She also responded using satire that Anne, a woman can complete the job but Billy, a man, can do nothing but be a bully. This context describes a woman who opposes the act of subordination when the role and performance of women is underestimated. The form of gender discrimination found in Billy's speech is subordination.

IV. CONCLUSION

Although there are only 4 data discussed in this article, the overall study shows that there are 13 utterances of the central character that describe gender discrimination. The majority are assertives and directives. Structurally, direct speech acts dominate.

The perlocutionary effect of the utterances containing gender discrimination are

strong disagreement and anger. The forms of gender discrimination found are subordination, stereotype, and marginalization.

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