CHAPTER II

THEORETICAL FRAMEWORK

2.1. Intrinsic Aspect

2.1.1. Character and Characterization

According to Mckee (2021:16), a character is a completed creation in a story. There are two types of characters, namely main character and minor character. Barsam and Monahan (2010:135-136) differentiate between main and minor characters. Main characters drive the most events or experience the most significant actions. Minor characters, on the other hand, have a less significant role, typically helping to advance the plot or elaborate on the main characters' motivations.

Related to character, there is characterization. Characterization is the process of the actor interpreting a character in a movie (Barsam and Monahan, 2010:137). According to Boggs and Petrie (2006:60-63), the characterization of characters in movies can be analyzed through their appearance, dialogue, external action, and internal action. These elements work together to create complex, believable characters that resonate with the audience, helping to drive the narrative and deepen the story's impact.

2.1.2. Dialogue

Dialogue refers to the speech of characters who are visible on or off screen. Dialogue serves as a narrative function since it arises from events, conflict, and character development. In most movies, dialogue depicts what we consider

common conversation, yet it may sometimes be exceedingly artificial (Barsam and Monahan, 2010:379).

2.1.3. Conflict

Conflict is the foundation of all stories, whether they are conveyed on the page, stage, or screen. It is the aspect that truly catches our attention, heightens the intensity of the moment, quickens our pulses, and challenges our thoughts. (Boggs and Petrie, 2006:57). Conflicts may be classified into two types: internal conflict, which focuses on an interior, psychological conflict within the main character, and exterior conflict, which consists of a personal and individual conflict between the main character and another character. (Boggs and Petrie, 2006:58-59).

2.1.4. Setting

Barsam and Monahan (2010:138) explains A movie's setting refers to the time and place in which the plot takes place. It not only defines the date, location, or country, but also reveals the characters' social, educational, and cultural backgrounds, as well as other distinguishing aspects critical for knowing them, such as what they dress, eat, and drink (Barsam and Monahan, 2010:138).

2.1.5. Cinematography Elements

2.1.5.1. Medium Shot

The medium long shot is a shot that falls somewhere between a long shot and a medium shot. It is used to capture one or more characters, often from their knees up, as well as some of the background (Barsam and Monahan, 2010:233).

2.1.5.2. Long Shot

In a long shot, the character's entire body is visible along with a portion of the surroundings (Barsam and Monahan, 2010:233).

2.1.5.3. Extreme Long Shot

The extreme long shot is any frame that encompasses the entire scene (Brown, 2016:61). In an extreme long shot, the subject is typically captured from a significant distance, making it difficult to recognize except through the context provided, which usually includes a wide view of a location, as well as general background information (Barsam and Monahan, 2010:232).

2.1.6. Mise en Scene

The French word mise-en-scene refers to staging or presenting an event or scene. The phrase refers to the entire appearance and feel of a movie. The total of everything the viewer sees, hears, and experiences while watching it. (Barsam and Monahan, 2010:156).

2.1.6.1. Color Grading

According to Hurkman (2014:75), color grading is the process involves using modern color correction software to shape the mood, style, and polish of each scene, ultimately breathing life into the visuals. It involves altering the colors, contrast, and brightness to create a specific mood or visual style, ensure consistency across scenes, and enhance the overall aesthetic. Tinting, a method for adding color to images, uses a single hue to suggest time of day, differentiate indoor from outdoor scenes, set a mood, or influence how viewers perceived a scene (Barsam and Monahan, 2010:216).

2.2. Extrinsic Aspect

2.2.1. Theory of Feminism

In the 1950s and 1960s, many women were confined to domesticity and defined primarily by their roles as wives and mothers. Women were systematically limited by societal expectations, which prevented them from realizing their full potential in areas such as education, careers, and personal fulfillment (Friedan, 1963:14). These ideas are foundational to discussions of women's empowerment. Advocating women's rights to education, employment, and independence emphasizes that empowerment involves breaking free from societal constraints and developing self-agency.

2.2.2. Theory of Women Empowerment

The description of women's empowerment, encompassing various characteristics, causes and impacts that contribute to the advancement of women's rights is related to the concept of feminism. Both stress the need to increase the personal, interpersonal and political power of oppressed and marginalized people so that they can band together as communities and take action to improve their situations (Gutierrez, 1999:87). Empowerment is defined by Sahay (1998:25) as an active, multi-dimensional process that helps women to achieve their entire identity and powers in all domains of life. Women's empowerment often emphasizes several characteristics such as:

2.2.2.1. The Characteristics of Women Empowerment

2.2.2.1.1. Strong Female Leadership

Strong female leadership is highlighted through the depictions of women become the leaders in their own lives by pursuing education, careers, and personal

fulfillment outside of their traditional roles as wives and mothers (Friedan, 1963:277). Women who succeed in their own leadership serve as powerful role models, encouraging other women to pursue their ambitions without being constrained by traditional gender roles where women should only be obedient to men.

2.2.2.1.2. Independence and Self-Sufficiency

True empowerment comes when women achieve self-sufficiency through education and work, allowing them to make decisions about their own lives without being dependent on their husbands or families. This independence is not just financial but also intellectual and emotional, as women gain the freedom to define their own identities and pursue personal ambitions (Friedan, 1963:277).

2.2.2.1.3. Social and Political Activity

Social and political activity is demonstrated by women leading efforts for gender equality and social justice, as they play crucial roles in movements aimed at creating a more equitable society (Adichie, 2014:23). These women frequently demonstrate incredible bravery by standing up for their rights and refusing to be silenced. Engaging in political activism is essential, as it helps fight against cultural beliefs that have historically kept women in domestic roles and promotes greater gender equality (Friedan, 1963:339).

2.2.2.2. The Causes of Women Empowerment

Women's empowerment has been shaped by various factors over time, often in response to actions and decisions driven by men, thus causing the movement for empowerment. For instance:

2.2.2.2.1. Patriarchy

The patriarchal ideal of the 'happy housewife' limits women's roles. For more than fifteen years, there is no word of this need in the millions of words published about women, for women, in all the columns, books, and articles by experts advising women that their purpose is to seek fulfillment as wives and mothers (Friedan, 1963:44). This expectation limits women to domestic responsibilities, implying that they should focus only on being wives and mothers, rather than pursuing careers, education, or personal ambitions outside the home. This view confines women to traditional roles, limiting their personal and professional growth, leading to dissatisfaction that drives them to seek empowerment.

2.2.2.2.2. Social and Economic Injustice

The social and economic injustice experienced by women shows how women's financial resources is often limited or controlled by their husband by only depending on the husband's income (Friedan, 1963:367). This dependency restricts their freedom to work and earn money for themselves, leaving them financially vulnerable and limiting their independence, thereby, it leads women to fight for economic independence and empowerment.

2.2.2.2.3. Violence and Abuse

Women who are forced to fulfill solely to the role of housewives experience a form of existential violence, where their potential, desires, and individuality are suppressed. This might involve giving up their education or career to meet traditional expectations, leading to a loss of self-worth and identity. In some cases,

they may also experience verbal abuse from a controlling partner who belittles their ambitions or restricts their freedom, leaving them feeling trapped and powerless (Friedan, 1963:280). This enforced life of limitation and suppression can be as damaging as physical abuse, highlighting the serious harm that systemic gender roles can affect on women, which lead women to push for empowerment.

2.2.2.3. The Impacts of Women Empowerment

2.2.2.3.1. Reduction in Gender Inequality

Women empowerment plays a crucial role in reducing gender inequality by ensuring that women have the same opportunities, rights, and resources as men (Friedan, 1963:276). This creates an equal society where gender does not determine one's opportunities or worth that leads to a more balanced and prosperous society for everyone. Empowering women to participate fully in public life reduces gender inequality by breaking down the barriers that limited their social, economic, and political power.

2.2.2.3.2. Improvement in Safety and Well-Being

Empowered women are more likely to have the resources and support systems necessary to protect themselves from various forms of harm, including domestic abuse, economic dependency, and emotional manipulation (Friedan, 1963:54). This empowerment allows women to break free from the psychological harm caused by limiting gender roles. When women feel valued and respected, it boosts their self-esteem and mental health, improving overall well-being.

2.2.2.3.3. Enhancement in Access to Education

Women's right to a better education is a key component of empowerment.

By challenging societal norms and advocating for access to education, women open doors to a wide range of academic and professional opportunities. Better education for women not only enhances their individual prospects but also contributes to social progress by leading to a more educated and empowered female population (Friedan, 1963:334).