CHAPTER 2

THEORITICAL FRAMEWORK

In accordance to the previous chapter, I will use the theories that are applied for this research is incorporates intrinsic and extrinsic approaches. The intrinsic approaches include characterization through telling and showing methods, plot, setting and theme. The extrinsic approach that is applied cover the sociological literature and feminist approach on the gender inequality.

2.1. Instrinsic Approach

The concept of the story development contained in a movie script is referred to as an intrinsic element. The intrinsic approach is known as "formalism," since it is preoccupied with the text's form, organization, and language above everything else (Eaglestone, 2000: 40). This chapter of the research contains descriptions regarding the framework of theories that is being utilized, therefore it will be appropriate with the issue along with other aspects. In order to analyze the "Battle of the Sexes" movie script, I use the concepts of James H. Pickering and Jeffrey D. Hoeper in his book titled Concise Companion to Literature to carry out the intrinsic approach for the purpose of examining the film character, including the characterization, plot, setting, and theme.

2.1.1. Characterization

Characters can be divided into three types: The protagonist is the central figure of the movies. Patmarinanta quoted Abrams (1982) on her research, Normally, a story consists of several characters one or more of this characters. One or more of this character appears as the main or primary character. Character is people who are appeared in a narrative prose or novel and it is interpreted by the readers as a person who has moral quality and certain tendency such as being expressed in what they say and what they do. (Patmarinanta, 2016: 27).

Characterization is a characteristic that is unique. The connection among plot and character is a crucial and vital one. Without character there would be no plot and, thus, no story. For most users of fiction the essential fascination lies in the characters, in the perpetually captivating assortment of people whose encounters and experiences in life structure the premise of the plots of the books and stories in which they show up. (Pickering & Hoeper, 1981).

2.1.1.1. Telling Method

There are two methods of characterization, telling method and showing method. Telling Method is a method that show the Author, the Author will be the narrator and tell the reader about the character in the novel and direct commentary (Pickering & Hoeper, 1997: 28).

1) Characterization through Appereance

Appearances can give the reader a clue to a character although sometimes appearances are often deceiving those who see it. But in literature a character can be seen from the appearance. And also the way the character dress or clothes can be clues for the character, such as background, education and economic. (Pickering & Hoeper, 1997: 29).

2) Characterization by the Author

This method was told by the Author. The Author interrupts the narrative and reveals directly (the nature and personality), through a series of editorial comments, the nature and personality of the characters, including the thought and feelings that enter and pass through the characters' mind. The Author not only directs our attention to a given character but tells us exactly what our attitude toward that character ought to be. (Pickering & Hoeper, 1997: 30).

2.1.1.2. Showing Method

There are two methods of characterization, telling method and showing method. To analyze this movie script, I use showing methods. Showing method is the indirect, the dramatic method of showing, which involves the Author's stepping

aside, as it were, to allow the characters to reveal themselves directly through and their actions. (Pickering & Hoeper, 1981: 27).

1)   Characterization through Dialogue

To know characterization in literary work the writer has to analyze characters through dialogue between characters. Some characters are open and candid; they tell us, or appear to tell us, exactly what is on their minds. Others are careful and guarded in what they say: they speak only by indirection, and we must infer from their (the character) words what they actually mean. (Pickering & Hoeper, 1981: 32) For this reason the reader must be prepared to analyze dialogue in a number of different ways.

A. What is being said

In this case, we need to know whether the dialogue will be discussed is something that is important and can influence the events in the story. (Pickering & Hoeper, 1981: 32) from what I have learned, dialogue is a conversation that reflects everyday conversation. For example, such as talking to parents or friends to discuss problems or conflicts and plots like in movies.

B. The Identity of the Speaker

Something that is conveyed by a main character, which in this case is more important than a subordinate character, although sometimes the information provided by a subordinate leader can provide important information about the main character. Minor role conversations often provide important information and highlight the personality of other characters. (Pickering & Hoeper, 1981: 32) According to my understanding, the important characters in the identity of the speaker are protagonists and antagonists.

C. The Occasion

In real life, conversation that takes place in private at night are usually more serious and, hence, more revealing than conversation that take its place in public during the day (Pickering and Hoeper, 1981:33).

D. The Identity of the person or persons the speaker is addressing

The necessary degree of intimacy is usually established by the author in setting a scene or through the dialogue itself. when a character addresses no one in particular, or when others are not present, his speech is called a monologue, although strictly speaking, monologues occur more frequently in drama than in fiction (Pickering and Hoeper, 1981:33).

E. The Quality of exchange

In this method we can see the characters through a discussion and how they respond to it. We can see how a character reveals themself by how they give their opinion. For example, when there is a certain degree of avoidance in their responses, the character may be secretive and have something to hide (Pickering and Hoeper, 1981: 33).

2) Characterization through Action

Characterization through action is as important as characterization through dialogue. Pickering and Hooper, stated that to establish character on the basic of action, it is necessary to several events of the plot for what they seem to reveal about the characters, about their unconscious emotional and psychological states as well as about their conscious attitudes and values. A gesture or a facial expression usually carries with it less significance than some large and overt act. Some actions, of course, are inherently more meaningful in this respect than others. (Pickering & Hoeper, 1981: 34).

2.1.2. Plot

Plot is one of intrinsic elements that has important role towards the story in the novel because without plot there is no story to be told. Nurgiyantoro said (2002: 113) Plot is story that contains of sequence of events. However, in every events just connected by cause and effect in which an event is caused or causing another event to happen. (Nurgiyantoro, 2002: 113).

Plot adalah cerita yang berisi urutan kejadian, namun tiap kejadian itu hanya dihubungkan secara sebab akibat, yaitu peristiwa yang satu disebabkan atau menyebabkan terjadinya peristiwa lain. (Nurgiyantoro, 2002: 113).

According to the statement, plot is important in making the arrangement of the story. The plot is the overall idea that determines how the story will flow. Therefore, in other explanation, when we refer to the plot of a work of fiction, we are referring to the deliberately arranged sequence of interrelated events that constitute the basic narrative structure of a novel or movie or short story. (Pickering and Hoeper, 1981:14). Therefore, the plot has the following order:

2.1.2.1. Exposition

The author provides the required background information, sets the setting, establishes the situation, and defines the event in the exposition section. It might also introduce the characters as well as the conflict (or the possibility of conflict) (Pickering and Hoeper, 1981: 16).

2.1.2.2. Rising Action

Complications sometimes referred to rising action, breaks the existing equilibrium and introduces the characters and the underlying or inciting conflict (if they have notalready been introduced by the exposition). The conflict then developed gradually and intendsified (Pickering and Hoeper, 1981: 16).

2.1.2.3. Climax

Also known as crisis, it also refers to as the climax, is the moment at which the plot reaches its point of greatest emotional intensity; it is turning point of the plot, directly precipitating its resolution. (Pickering and Hoeper, 1981: 17)

2.1.2.4. Falling Action

The intensity dissipates once the crisis, or turning point, has been reached, and the story progresses toward its climax (Pickering and Hoeper, 1981: 17). At this point, the issues that culminated in a story start to fade. The character begins to understand how to resolve the situation at this point. The crisis or turning point has been reached, the tension subsides and the plot movestowards its appointed conclusion. (Pickering and Hoeper, 1981: 17).

2.1.2.5. Resolution

The final section of the plot is its resolution; it records the outcome of the conflict and establishes some new equilibrium or stability. The resolution also refers to as the conclusion. (Pickering and Hoeper, 1981: 17).

2.1.3. Setting

Setting is a term that in its broadest sense, encompasses both physical locale that frames the action and the time of the day or year, the climatic conditions and the historical period during which the action takes place. Setting helps the reader to visualize the action of the work, and thus adds credibility and air of authenticating to the characters. In other words, to create and sustain the illusion of life. There are many kinds of setting in fiction (Pickering and Hoeper, 1981: 37)

2.1.3.1. Setting as Background of the Action

Every event always happens somewhere. They require a setting or background of some kind, even if it is only as simple as a stage of theatre. As a background for action, setting may consist of costume, manners, events, and institutions that have relation to a certain time and place. (Pickering and Hoeper, 1981: 38-39).

2.1.3.2. Setting as an Antagonist

This setting explains how a character can become an antagonist. Natural settings can act as a sort of causative agent or antagonist, assisting in the development of story conflict and determining the outcome of events (Pickering and Hoeper, 1981: 39).

2.1.3.3. Setting as Means of Revealing Character

Very often the way in which a character perceives the setting, and the way of character react to it, will tell the reader more about the character and his state of mind than it will about the actual physical setting itself. An author can also use setting to clarify and reveal character by deliberate making setting a metaphoric or symbolic extension of character (Pickering and Hoeper, 1981: 42)

2.1.3.4. Setting as Means of Creating Appropriate Atmosphere

Many authors manipulate their settings as a means of arousing the reader's expectations and establishing an appropriate state of mind for mind for events to come to. (Pickering and Hoeper, 1981: 40).

2.1.3.5. Setting as Means of Reinforcing Theme

Setting may also be utilized to reinforce and explain a novel's or short story's central theme. Egdon Heath, for example, acts not only as an opponent and a method of generating and maintaining mood in Hardy's The Return of the Native, but also as a means of showing Hardy's concept of the function of blind causality in an unfriendly cosmos (Pickering and Hoeper, 1981: 42).

2.1.4. Theme

One critical term that has very different meanings to different people is called a theme. According to Pickering and Hoeper, when we talk about the relationship between critical analysis and literary works, we usually have a limited definition in mind. Theme is a central statement or idea that unites and controls a work in a literary work. Pickering and Hoeper also mention that the theme is a statement or comment made by the author about the subject and arises from the interaction of various elements of the work (Pickering & Hoeper, 1981: 61).

2.2. Extrinsic Approach

In the intrinsic approach focuses on characterization, plot, and setting. The extrinsic approach is focused outside the text such as, feminist perspective. With an extrinsic approach, Eaglestone describes it as "looking through a window to another world". He explains that this might ask questions "about the historical significance" and "who the people are" in the painting. When explaining an extrinsic approach, he states that "the literary text is part of the world and rooted in its context". The extrinsic approach could look at things such as "the history behind a book, psychology, gender issues, the authors intentions, social issues and much more" (Eaglestone, 2000: 43-44). In this paper, I will use the approach of Sociology of

Literature to analyze character and behavior. In the Extrinsic Approach, I will use concepts of Sociology of Literature such as, Gender Inequality from a Feminist Prespective theory by Mansour Fakih. I will explain the concepts below.

2.2.1 Definition of Sociology

Sociology is the systematic study of all those aspects of life designated by the adjective "social." These aspects of social life never simply occur; they are organized processes. They can be the briefest of everyday interactions—moving to the right to let someone pass on a busy sidewalk, for example—or the largest and most enduring interactions—such as the billions of daily exchanges that constitute the circuits of global capitalism. (Little, 2013: 3).

Sociology is a relatively new discipline in comparison to chemistry, math, biology, philosophy and other disciplines that trace back thousands of years. Comte's Definition of Sociology is the science of society. In his observation Comte believed that society's knowledge passed through 3 stages which he observed in France. His life came in what he called the positivism stage (science-based). Positivism is the objective and value-free observation, comparison, and experimentation applied to scientific inquiry. Positivism was Comte's way of describing the science needed for sociology to takes its place among the other scientific disciplines. (Hammond, 2010: 2).

2.2.2 Sociology of Literature

The sociology of literature is a specialized area of study which focuses its attention upon the relation between a literary work and the social structure in which it is created. It reveals that the existence of a literary creation has the determined social situations. As there is a reciprocal relationship between a literary phenomena and social structure, sociological study of literature proves very useful to understand the socio-economic situations, political issues, and the world view.

The creativity of the writers, the system of the social and political organizations, the relations between certain thoughts and cultural configurations in which they occur and determinants of a literary work. The sociology of literature consists of the nature and scope of sociology and its relationship with literature, the

historical development of the sociology literature, the nature of the sociology of literature, its theoretical approaches and methods and the areas and determinants of literature. (Meiliana, 2016: 17).

2.2.3. Gender Inequality

Gender differences cause various inequalities, both for men and especially against women (Fakih, 1997: 12-13). The society as a group that creates gender division behaviour to determine based on what they consider to be a necessity, to distinguish between men and women. The problem of gender inequality does not need to occur if there is a common relationship between men and women in a social context, such as the existence of mutual respect, humanizing and upholding mutual understanding. But as is often seen so far women are more often experiencing gender inequality by placing women below the level of men in social relations. This condition aroused the awareness of some women to fight for gender equality. The feminism movement cannot be separated from the realization of gender equality. The basic commitment of feminists is achieving gender equality and rejecting inequality against women.

In other explanation, Wharton in her book entitled The Sociology of Gender, also states that, "gender inequality must be understood as the product of a more complex set of social forces. These may include the actions of individuals, but they are also to be found in the expectations that guide our interactions, the composition of our social groups, and the structures and practices of the institutions we move through in our daily lives." (Wharton, 2005: 10). To understand how gender differences cause gender inequality, it can be seen through the various manifestations of existing injustices. Gender inequality is manifested in various forms of injustice named by Mansour Fakih (2007: 13), Fakih argues that the manifestation of gender inequality includes: (1) marginalization; (2) subordination; (3) stereotyping; (4) violence; (5) burden.

Manifestations of gender inequality cannot be separated, because they are interrelated and related, influencing each other dialectically. The following is an explanation of the manifestations of gender inequality.

2.2.3.1. Marginalization

Marginalization of women can be seen in the not powerful position of women, either individuals or in groups, in various areas, including the limitation of access to fulfillment of their needs. They don't have full control over their lives, don't have free access to public facilities, and have limited contributions in society. Marginalization can be experienced and occurs in the context of any community with a different form. Can be experienced on a global scale or local groups. Individuals or marginalized people are often not considered to be part of society. They can be marginalized openly or covertly, are considered have negative character that less desirable or deviate from the norms, and displayed as undesirable, tend to be excluded from the wider community (Rakhmayanti, 2018: 112).

Fakih said (1997: 15) Marginalization of women has occurred since at home in the form of discrimination against male and female family members. Marginalization is also reinforced by customs and religious interpretations (Fakih, 1997: 15).

> *Marginalisasi terhadap perempuan sudah terjadi sejak di rumah tangga dalam bentuk diskriminasi atas anggota keluarga yang laki-laki dan perempuan. Marginalisasi juga diperkuat oleh adat istiadat maupun tafsir keagamaan. (Fakih, 1997: 15).*

According to those statement, there are several differences in type and form, place and time as well as the mechanism of the process of marginalizing women because of these gender differences. In terms of sources, it can come from government policies, beliefs, religious interpretations, traditional beliefs, habits, or even scientific assumptions.

2.2.3.2. Subordination

Subordination is the assessment or assumption that a role performed by one sex is lower than another. Gender views give rise to subordination to women who have been in the past where women are lower than men. For example, because they are considered less able and inferior to men, women are often given light and easy tasks. Then there is the assumption that women are irrational, emotional, and are

therefore considered unable to lead and must, therefore, be placed in positions that are not important.

Fakih said (1997: 16) Gender views can actually lead to subordination of women. The assumption that women are irrational or emotional so that women cannot appear to lead, results in the emergence of attitudes that place women in unimportant positions. (Fakih, 1997: 16).

> *Pandangan gender ternyata bisa menimbulkan subordinasi terhadap perempuan. Anggapan bahwa perempuan itu irrasional atau emosional sehingga perempuan tidak bisa tampil memimpin, berakibat munculnya sikap yang menempatkan perempuan pada posisi yang tidak penting. (Fakih, 1997: 16)*

According to those statement, the manifestation of gender subordination can be found in education. Education seems an unimportant thing for women because eventually they will do the domestic roles such as; taking care of children and households. Nevertheless, everyone has the right to get higher education.

2.2.3.3. Stereotyping

Deaux and Kite as quoted by Taylor in Nufikha Hidayah's research, gender stereotype as 'a belief about the personal attributes of females and males. This stereotype always creates an inequality. For example, people regard that the main duty of a woman is to serve her husband. Men are portrayed as the authority whereas women are shown as sex objects or as doers in domestic roles. (Hidayah, 2006: 28).

Fakih said in his book, entitled *Analisis Gender dan Transformasi Sosial*, stereotypes are labeling or marking of a particular group. Unfortunately, stereotypes are always detrimental and cause injustice. There are so many injustices against certain sexes, generally women, which stem from the labels attached to them. For example, marking that starts with the assumption that women preen is an attempt to attract the attention of the opposite sex, so every case of violence or sexual harassment is always associated with this stereotype (Fakih, 1997: 17).

2.2.3.4. Violence

Juhana stated on her journal research, Gender-based violence is violence that is done because the community's understanding of certain sexes is considered to be stronger or weaker. Women are considered as weak creatures so they can be treated arbitrarily while men are the opposite. The distinction eventually results in

acts of violence. Violence against women in various forms occurs as a result of differences in treatment-related to gender (Juhana, 2021: 112).

Fakih said (1997: 18-21) that basically, gender violence is caused by the inequality of power that exists in society. There are many types and forms of crime that can be categorized as gender violence, including:

a)   Forms of rape against women, including marital rape. Rape occurs when someone is forced to get sexual services without the person's consent.

b)   Domestic violence. Including acts of violence in the form of torture against children (child abuse).

c)   Forms of torture that lead to genital mutilation, such as female circumcision.

d)   Violence in the form of prostitution. Prostitution is a form of violence against women organized by an economic mechanism that is detrimental to women.

e)   Violence in the form of pornography. Pornography is another type of violence against women.

f)   Violence in the form of forced sterilization in family planning. Family planning in many places has turned out to be a source of violence against women.

g)   The type of veiled violence (molestation), namely holding or touching certain parts of a woman's body in various ways and opportunities without the consent of the owner of the body.

h)   The most common crimes against women in society are known as sexual and emotional harassment.

2.2.3.5. Burden

Another form of discrimination and gender inequality is the excessive burden (workload) that must be done exaggeratedly by one particular sex. Many women who work outside the home also still have to do homework when at home. This situation is a form of gender inequality where women's workload is doubled. Fakih said (1997: 22) There is an assumption that women have a nurturing and diligent nature, and are not suitable to be the head of the household, resulting in all domestic work being the responsibility of women. (Fakih, 1997: 22).

> Adanya anggapan bahwa kaum perempuan memiliki sifat memelihara dan rajin, serta tidak cocok untuk menjadi kepala rumah tangga, mengakibatkan semua pekerjaan domestik rumah tangga menjadi tanggung jawab kaum perempuan. (Fakih, 1997: 22).

According to the statement, many women have to work hard for a long time to keep their household clean and tidy, from cleaning and mopping floors, cooking, washing, and to raising children.

2.2.4. Feminism Theory

Feminism relates with women struggle against the discrimination because of the gender, in which women consider as the second gender. Meiliana stated on her book that the global idea of feminism refers to the belief that men and women deserve equality in all opportunities, treatment, respect, and social rights. In general, feminists are people who try to acknowledge social inequality based on gender and stop it from continuing. Feminists point out that in most cultures throughout history men have received more opportunities than women. (Meiliana, 2016: 134).

Feminism is a movement that has several branches all with the same focus on women's equality. Tong (2009) explained the variety of feminism theory, some of them are five feminism schools of thought: Liberal, Radical, Marxist and Socialist, Multicultural, Existensialist and Postmodern. Based on the Feminist Though book by Rosemarie Tong, some of them there are five varieties of feminism:

2.2.4.1. Liberal Feminism

According to Rosemarie Tong, in Feminist Though book, liberal feminism is not about women who can do anything that men can do, but it is more about some women who can do anything that they want (Tong, 2009: 18). Women can express themselves by doing anything that they want to do, since women are equal to men, women do not have limits to doing something, they are free to express themselves by their choices. Liberal feminism also focuses on individual autonomy that has justice and guarantees, so women can do that they want without any disturbance since what they do is already appropriate and guaranteed.

Tong also states that,

> Our entire system of individual rights is justified because these rights constitute a framework within which we can all choose our own separate goods, provided we do not deprive others of theirs (2009: 11)

People have the right to do what they want; a person's choice is made without the interference or control of others, and people as individuals should make their own decisions. People have the freedom to do what they want to do with their lives as individuals, but they must also respect the rights of others. They should exercise their right to choose without interfering with the rights of others. It implies that everybody has the same chance.

2.2.4.2. Radical Feminism

According to Sylvie Meiliana, in Sociology of Literature and Feminist Sociological Theory book, radical feminist beliefs are based on the idea that the main cause of women's oppression originates from social roles and institutional structures being constructed from male supremacy and patriarchy. The main difference between radical feminism and other branches is that they didn't concentrate on equalizing the distribution of power. Instead, they focused their efforts on completely eliminating patriarchy by transforming the entire structure of society. More specifically, they wanted to get rid of traditional gender roles. (Meiliana, 2016: 154).

Radical feminism appeared because the patriarchal system that made sexuality to judge identities. Radical feminism holds that there is no connection between gender and sex.

> Patriarchal society uses certain facts about male and female (chromosomes, anatomy, hormones) as the basis for constructing a set of masculine and feminine gender identities and behaviors that serve the empower men and disempower women (Tong, 2009: 51).

Radical feminism focuses on the problem of pornographs in which women seen as the object and seems to be dehumanized. Rosmarie Tong stated, "Pornographers can and ought to be viewed as agents of sexual discrimination, guilty of violating women's civil rights" (Tong, 2009: 69).

2.2.4.3. Socialist and Marxist Feminism

Socialist feminists can be defined as those feminists who are concerned with challenging capitalism as well as male supremacy or 'patriarchy'. They endeavor to

make analytical connections between class relations and gender relations in society and to relate changes in the role of women to changes in the economic system and patterns of ownership of the means of production.

Marxist feminism focuses on the production in which men dominated the production in society and women as the property, it is because capitalism in society. Whereas, women also do work as wives, in which it is called as domestic work. Marxist feminist assumed that women oppression ended when capitalism is not used. A particularly good example of classical Marxist feminism appeared in Evelyn Reed's statement in Feminist Thought book by Rosemarie Tong, Reed agreed that relative to men, "Women occupy a subordinate position in a patriarchal or male-dominated society, she did not think that all women were equally oppressed by men or that no women were guilty of oppressing other women. On the contrary, she thought bourgeoisie women were capable of oppressing both proletarian men and women. In a capitalist system, money is most often power." (Tong, 2009: 107).

2.2.4.4. Multicultural Feminism

Hertina Perawati (2018) stated on her undergraduate thesis that, multicultural feminism is based on the view that even in one United States, for example all women are not created or constructed equally. Depending on race and class, as well as sexual tendency, age, religion, educational attainment, occupation, marital status, health conditions, etc., every woman in the United States will experience operations as a different American woman. (Perawati, 2008: 16). Multicultural feminism is a division of more cultural, racial, and ethnic nature than sexual, psychological, and literary. Similar to Tong's statement about the multicultural feminism, that only focus on the basic insight that even in one nation – United States, for instance—all women are not created equal.

> Depending on her race and ethnicity but also on her sexual identity, gender identity, age, religion, level of education, occupation or profession, marital status, health condition, and so on, each U.S. woman will experience her identity and status as a woman differently (Tong, 2009: 200).

For this reason, multicultural, global, and postcolonial feminists challenge female essentialism, the view that the idea of "woman" exists as some sort of Platonic form each flesh-and-blood woman must somehow embody. In addition, they disavow female chauvinism, the tendency of some women, particularly

privileged women, to speak on behalf of all women, including women they regard as "other" than themselves.

2.2.4.5. Postmodern Feminism

In addition, postmodern feminists reject any mode of feminist thought that aims to provide a single explanation for why women are oppressed or the ten or so steps all women must take to achieve liberation. A variety of feminist thinkers, including many postmodern feminist thinkers, have expressed disapproval of cosmetic surgery for the purpose of women's beautification (Tong, 2009: 279).

In particular, Kathryn Pauly Morgan, for example, in Rosemarie Tong feminist thought book have argued that cosmetic surgery is a negative and harmful aspect of Western culture and is something that generally runs counter to the feminist stance on the female body.

> As cosmetic surgery becomes increasingly normalized through the concept of female "make over" that is translated into columns and articles in the print media or made into nationwide television shows directed at female viewers, as the "success stories" are invited on the talk shows along with their "makers," and as surgically transformed women enter the Miss America pageants, women who refuse to submit to the knives and to the needles, to the anesthetics and the bandages, will come to be seen as deviant in one way or another. (Tong, 2009: 279)

Indeed, some postmodern feminists are so mistrustful of traditional feminist thought that they eschew it altogether. To better appreciate how power relations and discourses shape our subjectivities, sexualities, and bodies, we will look at a specific example.

2.2.5. Preview Related Studies

This study focuses on the sociology of literature through feminism and gender inequality in the movie script entitled Battle of the Sexes. There are other related studies which also the same concept and theory. Therefore, I will use three literature reviews related to the topic and theory that I will use.

The first research is *"Gender Inequality In The Victorian Era As Seen In The Movie Enola Holmes (2020)"* written by Rivika Adha Dinanti from State Islamic University (2021). In this research, she analyzed gender inequality in the Victorian era as depicted on *Enola Holmes* movie. This research also discusses the gender inequality experienced by the characters. In this research, Rivika Adha

Dinanti used a qualitative method, feminism theory, and what makes it different from this research is that the research conducted by Rivika Adha Dinanti uses Alice Eagly's conflict theory of gender inequality which explains the types of gender inequality experienced by women, especially in the movie.

The second research that I found is "*Liberal Feminism Values Seen Through The Main Character In Kinberg's Mr. And Mrs. Smith*" written by Dewi Artika Puspitasari from Sanata Dharma University (2016). In this research, she also researched the character and characterization through feminist approach of liberal feminism. In this study, Dewi Artika Puspitasari uses the M. H. Abrams theory to analyze the character and theories of characterization by Reaske and Boggs. She use a theories of liberal feminism by Madsen and also theory by Rosemarie Tong to analyze the liberal feminism values that were depicted in Jane characterization in the movie script.

The third research is *"Gender Inequality Issues Depicted In Mulan (2020) Movie"* written by Ikha Bagus Sembada from Sultan Agung Islamic University (2021). This research also discusses the concept of gender equality and inequality experienced by the main character of *Mulan* movie. In this study, Ikha Bagus Sembada uses Henriette Kolb theory to describe the gender inequality theory. The author also apply a qualitative method in order to analyze the data.

From a brief description of the three previous related studies discussed above, there are some similarities regarding the concept and theory used, namely gender inequality. And also, one of them have the same object like what I use in this research. In addition, there are also differences between the studies above. The first research, entitled "*Gender Inequality In The Victorian Era As Seen In The Movie Enola Holmes (2020)"* written by Rivika Adha Dinanti from State Islamic University (2021). The author analyze the similar concept, namely Gender Inequality. The author used Alice Eagly conflict theory to identifying the types of gender inequality. Second research by Dewi Artika Puspitasari entitled "*Liberal Feminism Values Seen Through The Main Character In Kinberg's Mr. And Mrs. Smith*" discusses about liberal feminism on the character and characterization of the main character in the movie script. The author used the liberal feminism theory by Madsen and Rosemarie Tong. The third research, entitled "*Gender Inequality*

Issues Depicted In Mulan (2020) Movie'' written by Ikha Bagus Sembada. The author use Henriette Kolb theory to describe gender inequality depicted on the main character in Mulan movie. I use the concept of sociology literature through Mansour Fakih that show the types of gender inequality. My analysis uses intrinsic and extrinsic approaches.