

Jurnal CULTURE

(Culture, Language, and Literature Review)



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(Universitas Nasional Karangturi, Universitas Wahid Hasyim)

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Reading together, learning together: The impact of literature circles on student engagement in reading

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Abstract

This study aims to provide educators with evidence-based insights to inform instructional practices and enhance students' reading experiences. Implementing literature circles as an instructional strategy has garnered significant attention within educational research, particularly in promoting student engagement in reading. This study uses a mixed-methods research design combining quantitative and qualitative approaches. This approach allows for a comprehensive exploration of the impact of literature circles on student engagement in reading while capturing both numerical trends and nuanced insights. The findings of this research illuminate the transformative potential of literature circles as a pedagogical strategy that positively influences students' engagement and enthusiasm. The researcher leverages the insights gleaned from this study to design and implement literature circles that foster collaborative learning, engagement, and intrinsic motivation. In conclusion, this study underscores the value of literature circles as a tool for educators aiming to create compelling and motivating reading experiences. By embracing the collaborative essence of literature circles and harnessing the potential of role assignments, educators can guide students on a journey of exploration, discovery, and ownership within the realm of literature.

Keywords: *Literature Circles, Reading, Student Engagement*

1. Introduction

Reading is fundamental for academic success because university students must comprehend extensive information quickly to achieve their academic goals (Klimova & Zamborova, 2020). In today's educational landscape, fostering a genuine love for reading and cultivating strong reading comprehension skills among students are essential goals. According to Kosonen (2019), reading offers an opportunity to become close to another person, to be absorbed in another person's words, to experience the world in another person's shoes, and to see through someone else's eyes. However, educators often struggle with maintaining students' engagement in the reading process. The process of reading is a significant and debated aspect of education. Considerable research has been conducted on reading in one's native and a foreign language, exploring challenges related to reading in a foreign language and the characteristics and concerns linked to these languages. Traditional classroom approaches to reading instruction can sometimes fall short of fully igniting students' enthusiasm for books and textual exploration. In response, the educators have explored innovative pedagogical strategies to enhance student engagement in reading.

One such strategy that has gained significant attention is the implementation of literature circles. Literature circles are widely used in language teaching to promote active learning, develop communication skills, and encourage critical thinking, creativity, and self-motivation (Ivic & Sostaric, 2020). Literature circles, or book clubs, are structured reading groups where students gather to read, discuss, and analyze a shared text. According to Kaowiwattanakul

(2020), Literature circles are peer-led discussions of written texts in which the students, especially L2 learners, express their opinions and ideas about the story they have read in English. Each member of the literature circle takes on a specific role, such as a discussion leader, summarizer, vocabulary master, or connector. In the Literature circle, the students are not passive learners who receive knowledge but active learners with ideas and knowledge (Rahman, 2022). This collaborative approach to reading encourages students to engage with the text actively and promotes critical thinking, communication, collaboration skills, and enthusiasm.

As educators strive to create meaningful and enriching reading experiences for their students, it is imperative to understand the potential benefits and nuances of literature circles. By investigating the relationship between literature circles and student engagement, this study aims to provide educators with evidence-based insights that can inform instructional practices and enhance students' reading experiences. Implementing literature circles as an instructional strategy has garnered significant attention within educational research, particularly in promoting student engagement in reading.

2. Theoretical Framework

2.1 Literature Circles

A study by Daniels (2002) revealed that literature circles create opportunities for students to share their interpretations, ask questions, and engage in meaningful discussions about the text. The research study aims to delve into the impact of literature circles on student engagement in reading. By exploring the extent to which literature circles enhance these factors, as well as investigating how different roles within literature circles contribute to students' sense of ownership and enthusiasm for reading, this study seeks to contribute valuable insights to the field of educational research. The rationale for this study is rooted in the need to address the prevailing challenges of maintaining student interest in reading as they progress through their academic journeys. Literature circles offer a unique approach that blends collaborative learning, student choice, and active participation, potentially yielding a more student-centered and engaging reading experience.

Other researchers Zhao & Christison (2020) conducted a study. They concluded that literature circles effectively develop literacy skills for linguistically and culturally diverse language learners. While the methods for implementing literature circles may vary depending on the age group of learners, they can be applied to individuals as young as six years old and extend to adults pursuing literacy skills in a second or foreign language (SFL). In literature circle instruction, students are encouraged to read texts collaboratively within small groups to construct meaning collectively. Within these student-led discussion groups, each student is assigned a role aligned with a specific cognitive task and a reading strategy. Furthermore, learners receive explicit guidance in the form of teacher-prepared role sheets to assist them in fulfilling their roles and enhancing their language skills. Consequently, these student-led discussions facilitate the collective comprehension of the text and foster the development of language skills associated with their designated roles.

The studies above revealed that literature circle pedagogy also encompasses the teacher's provision of explicit instruction at the beginning and end of each class. The teacher assumes the crucial role of a facilitator, supporting students in their interactions with their peers and the text, particularly when learners acquire the skills needed to work autonomously in groups. Given the growing number of young language learners in multilingual and culturally diverse settings and the increasing number of young learners simultaneously developing literacy skills in their first language (L1) and an SFL with distinct writing systems, there is a pressing need

for instructional approaches that address literacy skill development across various orthographic systems.

2.2. Reading skill

Reading skills encompass specific principles and theories that aid learners in attaining reading comprehension. According to Barber & Klauda (2020), successful reading comprehension demands complex cognitive skills and motivation to make meaning from text. The act of reading demands ongoing practice, growth, and enhancement. Reading necessitates both creativity and critical examination. According to Din (2020), critical reading means reacting critically to what is being read. Learners must engage their cognitive processes to uncover answers to reading assessments when tackling a specific text in the target language. Reading is important for several reasons (Rustamova, 2023). Reading skills refer to individuals' abilities and strategies to effectively understand and interpret written text (Gunning, 2012). These skills are essential for acquiring knowledge, communicating, and participating daily. There are several key reading skills, including 1) Decoding, which involves translating written words into spoken language. It encompasses recognizing letters, understanding the sounds they represent, and blending those sounds to read words. 2) Phonics is the understanding of the relationship between letters (graphemes) and the sounds (phonemes) they make. It helps individuals decode and pronounce words accurately. 3) Vocabulary: These skills involve knowing the meaning and usage of words. A strong vocabulary enhances comprehension by allowing readers to grasp the nuances of the text. 4) Comprehension is the ability to understand the meaning of a text. It involves connecting words, sentences, and paragraphs to extract the main ideas and details. 5) Fluency is the ability to read smoothly and at an appropriate rate. Fluent readers can read text without pausing excessively and with proper intonation. 6) Critical Thinking enables readers to analyze, evaluate, and synthesize information from a text. This includes inferences, conclusions, and assessments of the author's purpose and perspective. 7) In context clues, the readers use context clues to infer the meaning of unfamiliar words or phrases based on the surrounding text. 8) Summarization involves condensing a text's main ideas and key details into a brief and coherent overview. 9) Text Structure Awareness: understanding how different types of texts (e.g., narratives, expository texts) are structured helps readers anticipate content and organize information. 10) Active Reading: this strategy involves annotating texts, asking questions, and engaging with the material to deepen understanding and retention. 11) Reading Comprehension Strategies include making predictions, visualizing, making connections, and monitoring comprehension as readers progress through a text. 12) Reading Speed: the readers can adjust their reading speed based on the complexity and purpose of the text. Skimming and scanning are techniques to quickly locate information (National Reading Panel, 2000). Developing and honing these reading skills is a lifelong process. Effective reading instruction focuses on teaching these skills progressively and providing practice opportunities. Additionally, cultivating a love for reading and encouraging regular reading habits can significantly enhance these skills.

2.3. Student Engagement in Reading

Students need to be engaged when learning to read. Without being actively engaged, students are less likely to gain what is being taught during reading instruction (Lekwa et al., 2019, as cited in Graybeal, 2022). Student engagement was studied, including how the students observed and listened to the teacher and followed directions (Graybeal, 2022). While working on their projects, students naturally immersed themselves in interconnected and contextually relevant tasks involving listening, speaking, reading, and writing (Kurniadi & Cahyaningrum, 2023). Student engagement in reading refers to students' active participation and interest when

reading texts or literature. It is critical to effective education because engaged students are more likely to comprehend, analyze, and retain what they read.

Engaged readers are also more motivated to continue reading and exploring various texts. Some ways to foster student engagement in reading include 1) Choice of Reading Material. This activity allows the students to choose books or texts that align with their interests and reading levels. Guthrie and Davis (2003) suggested that choice in reading materials increases student engagement. For instance, if students are passionate about fantasy fiction, they may be more engaged in reading "Harry Potter" by J.K. Rowling. 2) Discussion and Interaction, encouraging students to participate in book clubs, literature circles, or classroom discussions about the texts they're reading. Vygotsky's social development theory emphasizes the importance of social interaction in learning, which includes discussing texts (Vygotsky, 1978). These interactions allow students to share their thoughts and engage in critical thinking. 3) Real-World Relevance: connecting the reading material to real-life situations or current events can make it more engaging. For instance, discussing a novel's themes in the context of contemporary issues can capture students' interest. Making learning relevant is fundamental in educational psychology (Marzano, 2003). 4) Activities and Projects: assigning creative projects related to the reading, such as writing book reviews, creating visual representations, or even staging short plays based on the text. Using creative activities to enhance engagement aligns with constructivist learning theories (Piaget, 1973). 5) Technology and Multimedia, incorporating digital tools, audiobooks, or multimedia resources to provide a variety of ways to engage with the material. For example, students can listen to an audiobook or watch a film adaptation of a novel. Research has shown multimedia elements can enhance comprehension and engagement (Mayer, 2001). 6) Intrinsic Motivation, encouraging students to find their intrinsic motivation for reading, whether it is the joy of discovering a new world through books or the satisfaction of mastering a challenging text. Self-determination theory (Deci & Ryan, 1985) posits that intrinsic motivation, driven by personal interest and satisfaction, leads to higher engagement and learning outcomes. By incorporating these strategies and considering individual student preferences and needs, educators can enhance student engagement in reading, ultimately promoting a love for literature and improving reading comprehension skills.

Then, based on the background of the study above, a conclusion can be drawn to provide a satisfactory answer to the study's research questions. The research questions in this study were:

1. To what extent do literature circles enhance student engagement in reading?
2. How do different roles within literature circles contribute to students' sense of ownership and enthusiasm for reading?

3. Research Method

This study uses a mixed-methods research design combining quantitative and qualitative approaches. More insight into a problem is gained from mixing or integrating the quantitative and qualitative data (Creswell, 2009). This approach allows for a comprehensive exploration of the impact of literature circles on student engagement in reading while capturing both numerical trends and nuanced insights. Also, according to Halcomb & Hickman (2015), combining qualitative and quantitative components can help explain or explore findings in a way that can directly inform their translation into usual care. The study involved 100 students from the 1st – 8th semester of Universitas Nasional Karangturi Semarang and Universitas Wahid Hasyim, selected through random sampling. The participants had varying levels of reading proficiency.

In data collection, a pre-and post-assessment survey was administered to participants to measure their initial engagement related to reading. The survey included Likert-scale items and open-ended questions, capturing students' self-perceived engagement and attitudes toward

reading. Participant observations were conducted during literature circle sessions to capture the dynamics of discussions, collaboration, and student interactions. Semi-structured interviews were conducted with a subset of participants to gain deeper insights into their experiences with literature circles, role assignments, and feelings of ownership and enthusiasm for reading.

The interview took place during the class sessions. The participants were presented with a series of questions. The following questions were as delineated below:

Part A: Demographic Information

1. What is your grade level?
2. How frequently do you engage in reading for pleasure outside of class?
3. How comfortable do you feel discussing and sharing your thoughts about books with your peers?

Part B: Engagement in Reading

4. How engaged do you feel when participating in literature circles?
5. Before participating in literature circles, how motivated were you to read assigned texts?
6. After participating in literature circles, do you look forward to the reading discussions?

Part C: Role Assignments and Ownership

7. Did assuming a specific role (e.g., discussion leader, summarizer) within the literature circle discussions influence your level of engagement with the text? Please explain.
8. How did your role assignment contribute to your sense of ownership and involvement in the literature circle discussions?
9. Do you feel more motivated to participate in discussions when you have a designated role actively? Why or why not?

Part D: Overall Experience

10. In your opinion, how have literature circles impacted your overall interest in reading? Please provide specific examples.
11. If you could describe the experience of participating in literature circles in one word, what would it be?
12. Do you believe literature circles encourage students to read and engage with texts effectively? Why or why not?

Part E: Additional Comments

13. Is there anything else you would like to share about your experiences with literature circles and their impact on your engagement in reading?

In data analysis, pre- and post-assessment survey responses were analyzed using descriptive statistics and paired-sample t-tests to identify changes in engagement before and after participation in literature circles. The participant observations were analyzed using thematic analysis to identify recurring patterns, themes, and interactions within literature circle sessions. Interview transcripts were analyzed using a similar thematic analysis approach to uncover participants' perceptions, experiences, and insights regarding their engagement in reading. The convergence of quantitative and qualitative data enabled triangulation, enhancing the credibility and validity of the study's findings. By cross-referencing the results from both data sources, a more comprehensive understanding of the impact of literature circles on student engagement in reading was achieved.

4. Result and Discussion

Research Question 1: To what extent do literature circles enhance student engagement in reading?

The quantitative analysis of pre and post-assessment survey data revealed a significant positive shift in students' self-reported engagement related to reading after participating in literature circles. Before engaging in literature circles, most participants reported moderate to high reading engagement (70.2%). However, following their involvement in literature circles, the figure increased noticeably, with 87.4% of participants reporting elevated engagement and 80.9% indicating higher enthusiasm. It indicated a meaningful increase in engagement post-literature circles.

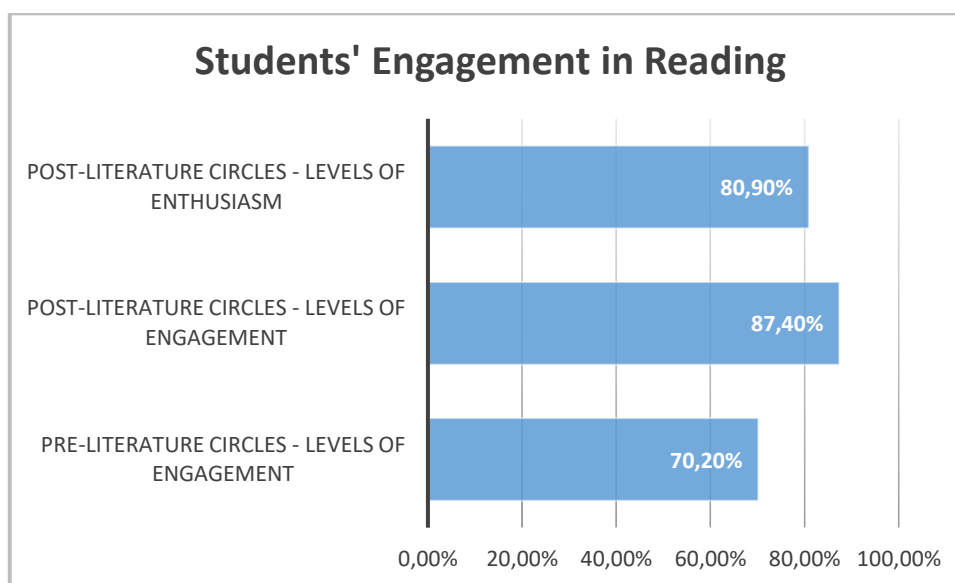


Figure 1. Students' Engagement in Reading

The qualitative data further illuminated this finding. During participant observations, lively and dynamic discussions were observed, with students actively sharing their interpretations, posing thought-provoking questions, and expressing enthusiasm for the selected texts. Interviews provided valuable insights into the factors contributing to enhanced the engagement and enthusiasm. The students described how the collaborative nature of literature circles made reading more interactive and enjoyable. They noted that the sense of community and shared exploration motivated them to invest more effort into understanding the text. The findings of this study offered valuable insights into the impact of literature circles on student engagement in reading. Literature circles aim to increase student engagement, understanding, and academic performance (Davis & Bush, 2021). The observed increase in engagement suggests that literature circles provided a promising avenue for revitalizing reading experiences in educational settings. Literature circles empowered students to actively participate in the learning process by fostering a collaborative and interactive approach to reading. This study contributed to the growing research on literature circles and their potential to enrich reading experiences. The findings highlight the transformative power of literature circles in promoting engagement and a deeper connection to the world of literature.

Literature circles have emerged as a pedagogical approach that holds promise for revitalizing student engagement in reading. The concept of literature circles revolves around collaborative reading experiences where students explore and discuss a shared text. This interactive approach was designed to go beyond the traditional solitary act of reading and

transform it into a communal endeavor that nurtures engagement. One of the core tenets of literature circles is creating a space where students can voice their interpretations, ask questions, and actively engage with the material. The interactive nature of literature circle discussions catalyzes student engagement, as they collectively navigate the text's complexities. This engagement was further amplified by the intrinsic motivation that stems from sharing insights and responding to peers' perspectives. Within literature circles, students assumed different roles, each with unique responsibilities. For instance, the discussion leader guides the conversation, the summarizer presents key points, and the vocabulary master clarifies unfamiliar terms. These roles contribute to a sense of shared ownership over the learning process, compelling students to actively contribute to the group's exploration of the text. As students engage with their roles and interact with their peers, they develop a deeper connection to the reading material, heightening their overall engagement.

Literature circles also tapped into the power of choice, as students often had the freedom to select texts that resonated with their interests. This autonomy to choose aligns with the principles of intrinsic motivation, as students were more likely to be engaged when the content appealed to their preferences. As a result, literature circles allowed students to exercise agency in their reading choices, leading to heightened engagement and investment in the reading experience. The impact of literature circles on engagement went beyond the immediate discussions; it extends to developing critical thinking skills. When students collaboratively dissected and analyzed the text, they were compelled to think critically about character motivations, plot nuances, and thematic elements. This cognitive engagement enhanced their comprehension and sparked intellectual curiosity, further nurturing their engagement in the reading process. Literature circles presented a dynamic approach to reading instruction that embraces interaction, collaboration, and student agency. By fostering an environment where engagement was nurtured through shared exploration, peer interaction, and active participation, literature circles could rejuvenate student engagement in reading, making reading not just a task but a vibrant and meaningful learning experience.

Research Question 2: How do different roles within literature circles contribute to students' sense of ownership and enthusiasm for reading?

The role assignments within literature circles also had implications for instructional practices. Educators can capitalize on the benefits of assigning distinct roles to students, which enhances their comprehension of the text and nurtures their sense of ownership and enthusiasm for reading. These findings underscore the potential for literature circles to catalyze reading from a solitary activity into a vibrant communal endeavor. Also, the assigned literature circles emerged as a crucial factor in fostering students' sense of ownership and enthusiasm for reading. Analysis of the qualitative data from interviews indicated that students perceived their assigned roles, such as discussion leader or summarizer, as opportunities to contribute actively to the group's understanding of the text. Many participants expressed that these roles empowered them to take responsibility for their learning and engage deeply with the material.

Moreover, observations during literature circle sessions highlighted role interactions' collaborative and supportive nature. The students who assumed roles like discussion leaders demonstrated increased confidence in guiding discussions, while those in summarizer roles felt responsible for presenting accurate and concise summaries. This collaborative dynamic encouraged students to become more invested in their roles, enhancing their engagement and motivation to contribute effectively.

Literature circles have been lauded for their ability to enhance student engagement in reading by providing a structured platform for active participation and collaborative learning. This interactive approach fostered a sense of ownership over learning, promoting engagement

beyond the mere consumption of content. The role of student choice within literature circles has been recognized as a key factor in promoting motivation. Guthrie and Wigfield (2000) emphasized that when students are given the autonomy to select texts aligned with their interests, they are more likely to exhibit intrinsic motivation for reading. Literature circles amplify this aspect by allowing students to collectively choose texts, enabling them to explore genres and themes that resonate with their preferences. The distribution of roles within literature circles has been investigated for its impact on student collaboration and engagement. Johnson and Johnson (2009) noted that assigning specific roles, such as discussion leader or summarizer, creates a division of labor that encourages active participation and accountability. The collaborative nature of literature circles fosters a supportive learning environment where students learn from their peers and develop valuable communication skills. Literature circles have demonstrated the potential to enhance students' cognitive engagement and critical thinking skills. Klinger and Vaughn (1999) reported that literature circle discussions stimulate higher-order thinking processes as students analyze character motivations, infer meanings, and construct evidence-based interpretations. Engaging in such analytical discussions contributed to a deeper understanding of texts and cultivated a sense of intellectual curiosity. Beyond immediate engagement, literature circles have been explored for their potential to cultivate lasting reading habits. A longitudinal study by McConachie, Hall, and Reschly (2006) found that students who participated in literature circles exhibited sustained interest in reading over time. The collaborative and enjoyable nature of literature circles contributes to positive reading experiences that extend beyond the classroom.

The literature reviewed underscores the multifaceted benefits of literature circles in enhancing student engagement and motivation in reading. From fostering collaborative learning to nurturing intrinsic motivation, literature circles offer a promising avenue for revitalizing reading experiences. Literature circles encourage collaboration among readers. Group discussions stimulate diverse interpretations and perspectives, leading to a richer understanding of the text. Also, Literature circles promote active engagement with texts, allowing readers to discuss, analyze, and clarify their understanding of the material. This leads to improved comprehension of complex literary works. Participants in literature circles develop critical thinking skills by examining characters, themes, symbols, and plot elements. They learn to question and evaluate the author's choices and viewpoints, fostering deeper insights into the text. However, gaps in understanding remain, particularly concerning the nuanced impact of different roles within literature circles.

5. Conclusions

This study aimed to investigate the impact of literature circles on student engagement in reading, specifically emphasizing how distinct roles within literature circles contribute to students' sense of ownership and enthusiasm for reading. The findings of this research illuminate the transformative potential of literature circles as a pedagogical strategy that positively influences students' reading experiences and attitudes.

This research's implications extend to educators and researchers in the education field. Educators can leverage the insights gleaned from this study to design and implement literature circles that foster collaborative learning, engagement, and intrinsic motivation. The dynamic interplay between role assignments and heightened ownership underscores the potential of literature circles to enhance reading skills and nurture a lifelong passion for literature. Future research could further delve into the sustainability of the observed enhancements in engagement over extended timeframes and explore the adaptability of literature circle experiences to other subject domains.

In conclusion, this study underscores the value of literature circles as a tool for educators aiming to create compelling and motivating reading experiences. By embracing the collaborative essence of literature circles and harnessing the potential of role assignments, educators can guide students on a journey of exploration, discovery, and ownership within the realm of literature. As we strive to cultivate a generation of enthusiastic readers and astute critical thinkers, literature circles emerge as a promising avenue for transformative pedagogy and enriched learning experiences.

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An analysis of idiomatic expressions used in “The Call of the Wild” movie

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Abstract

Analysis of Idiomatic Expressions in the Movie "The Call of the Wild." The purpose of this research is to identify the different idiomatic that were used in the movie “The Call of the Wild” and to decipher their true meanings. Researchers employed the theory of McCarty and O'Dell and an idiom dictionary to address the set research topics. This study employs qualitative descriptive research techniques. Data analysis was done by reducing and displaying information to conclude. The study's conclusions are as follows: the six kinds of McCarty and O'Dell idiomatic idioms were discovered in the movie The Call of the Wild. The six categories of terms are similes idiom (7%), binomials idiom (5%), proverbs idiom (16%), euphemisms idiom (22%), cliches idiom (17%), and fixed statement idiom (33%). The most common form of idiomatic expression is a Fixed Statement idiom, the dominating idiom. On the other hand, binomial idioms are the style of idiomatic expression that The Call of the Wild uses the least. The implied meaning of idiomatic can be deduced from the context of the statement in the movie. Idioms cannot be understood in just one word or phrase, so they must be understood in one sentence or paragraph to understand the meaning of the original context.

Keywords: *Idiomatic Expression, The Call of The Wild Movie*

1. Introduction

Language is a communication system humans use to convey and understand messages between one another. It is an important tool in social interaction and helps us share information, thoughts, feelings, and ideas. According to Sugiati (2016, p. 1), language is a means of communication that has a very significant role in the social life of society to exchange ideas, express intentions, and convey messages to others. Language has many types and variants, including spoken and sign languages—language is a complex system that connects the thoughts of every human in this world. Using language, we can interact with the people around us, gain access to information through writing, the media, and the internet, and expand our reach and understanding by exchanging ideas and knowledge. Each language has different grammar rules, keywords, and vocabulary, so people need to learn a particular language to communicate with others who speak that language. Language functions as a means of communication and reflects a group's culture, history, and identity. People can learn and understand worldviews, traditions, and values through language.

In the current era of globalization and technological advances, English is a universal language extensively utilized for international communication. According to Puspita (2018, p.3), English is a link language. As an international language, English is a global communication tool in various fields, such as business, academics, tourism, and diplomacy. In everyday life, speaking English can also help individuals communicate with people from various countries with different languages and cultures. This can broaden social networks and open opportunities to study and work abroad.

English in Indonesia is widespread in various fields, such as business, academia, and the media. English is the official language in many countries, so understanding this language can help one to communicate with people from different backgrounds and establish business relationships with international companies. In addition, the ability to speak English is also important in education. According to Listiani (2016, p. 3), Students must be motivated to communicate to exchange ideas that will expand their knowledge if they are to learn English well. Many literature and learning resources, such as scientific publications, journals, and websites, are available in English, so English proficiency can help individuals obtain broader information and knowledge. English can also be found in various media such as TV, news, magazines, songs, and movies.

Movies are created through moving images, sound, and other visual elements. Movies are usually produced to be shown in theatres, television, or streaming platforms. Panjaitan et al. (2022, p. 2) stated that a movie is an audiovisual work consisting of a series of moving images displayed sequentially to create the illusion of movement. The language utilised in a movie serves to articulate the creator's objectives associated with linguistics (Mutiarasari & Kurniadi, 2019). This implies that the use of language inherently encapsulates linguistic elements, often conveying the creator's intentions within the realm of linguistic discourse. People can be educated and entertained simultaneously when they watch a movie. A movie can entertain, inspire, educate, and convey a message to its audience (Dewi et al., 2022). In watching a movie, the audience can be emotionally involved with the story and characters and enjoy the audiovisual experience provided by the movie. Movies can also be entertainment and an escape from everyday reality, allowing one to explore new worlds and different experiences. In the global movie industry, English is very important for audiences worldwide who want to enjoy international movies. Sometimes, movie enthusiasts are very confused about understanding the storyline in English-language movies because movies usually contain a lot of idioms that are foreign to hear and difficult to understand.

An idiom is an expression with a deeper meaning than its exact definition or the sum of its constituent words. According to Arizal (2022, p. 1), an idiom (idiomatic expression) is a kind of informal language that has a different meaning from the sentence that has been written. Idioms are often used in everyday language by native speakers to express thoughts or ideas briefly and concisely. Idioms are characterized primarily by their meanings, which are not understandable from the meanings of the words that make them up. The meaning of idioms is often unpredictable based solely on word-for-word language knowledge. Therefore, understanding idioms requires cultural knowledge, the typical use of language, and the situational context in which the idioms are used. They add color, style, and feel to everyday language and are often used in conversation. Understanding and using idiomatic expressions requires knowledge of cultural context and language use. Idiomatic expressions improve

language proficiency and help convey messages effectively, but their meaning cannot be translated literally.

Considering the preceding explanation, the researcher chooses the movie "The Call of the Wild" to provide deeper insight into English used in different contexts, such as in movies. This can help enrich our understanding of the culture and habits of people who use English as their main language. The researcher chose this movie because many idioms can be found in the movie script. Some cultural knowledge impacts conversational statements in movies, so they need contextual explanations to interpret the meaning.

2. Theoretical Framework

A phrase or expression in a language that has a particular meaning that cannot be deduced from the meanings of the individual words is called an idiom. Generally, these idioms have long existed and developed in a particular culture. According to Thao (2021, p. 12), an idiom (idiomatic expression) is a type of informal language that differs from the meaning of the words in the expression. Pratama & Damara (2018, p. 47) propose that idiomatic expressions are daily expressions used by English speakers whose meaning differs from the actual literal meaning. They are used to express an idea uniquely and sometimes cannot be understood exclusively by non-native speakers or people unfamiliar with the idiom.

Idioms can give a more robust feel to a conversation and add an interesting linguistic dimension. They help to convey meaning efficiently and effectively and are often used satirically, describing feelings or situations more colorfully. Zaid (2019, p. 7) stated that native speakers use idioms in everyday communication because idiomatic expressions are colorful and interesting. However, understanding idioms is often challenging for second language learners because it's not always possible to infer the meaning from the words that make up an idiom. It is crucial to note that idioms can vary between languages and different cultures.

Therefore, understanding idioms in their proper cultural context is key to using and understanding them properly. McCarty and O'Dell, as cited from Okfiyanti (2020, p. 20), define eight types of idioms: Similes, Binomials, Trinomials, Proverbs, Euphemisms, Cliché, Fixed Statements, and Other Language. The various types of idioms can be classified and understood through their distinct characteristics. Characterized by comparisons, similes directly equate two dissimilar things using words like "like" or "as." Binomials, or word pairs, consist of two words often used together to convey a unique meaning beyond their definitions.

Conversely, trinomials are idiomatic expressions involving three words connected by conjunctions such as "and" or "or." Proverbs, short statements offering general advice or truths, are widely recognized sayings within a language or culture. Euphemisms, another type of idiom, convey messages subtly or politely by replacing potentially inappropriate or sensitive words. Clichés, formed by overuse, are phrases that lose their original impact. Fixed statements, a form of idiom, are frequently heard and used in everyday conversations. An example is, "The other languages are mostly derived from Latin or French."

3. Research Method

This research obtains information by collecting data on idioms in "The Call of The Wild" movies. According to Creswell (2012, p. 3), research collects and analyzes information to increase our understanding of a topic or problem. The approach used in this study is

qualitative, which focuses on understanding the observed phenomena. The qualitative approach was chosen because it has flexibility, is not complicated in defining concepts, and provides opportunities for changes if more basic evidence is found.

In analyzing the data, the data is first gathered by the writer, who then analyses it. Analyzing data derived from research findings is known as data analysis. Researchers employ non-statistical analysis methods. In this research, the researcher utilized the procedural steps of Miles and Huberman, as cited by Wuri et al. (2021, p. 37), such as data reduction, data display, and conclusion drawing/verification. The following is an explanation of the 3-step method of analyzing research data as follows:

- Data reduction

Data reduction is selecting, merging, simplifying, and reducing data. This involves extracting relevant information from field notes or written transcripts and then summarising and translating it. The main data sources in qualitative research are words and actions, while secondary data can be written documents, pictures, or videos.

- Data Display

After the data is reduced, the next step is to present the data. In qualitative research, data can be presented in various forms, such as descriptions, tables, flowcharts, etc. In this analysis, the researcher prefers to explain information about the kinds of idioms contained in the movie "The Call of The Wild."

- Conclusion drawing/verification

Before concluding, the researcher must summarise all the research results and evaluate their implications. Based on the research findings in the movie "The Call of The Wild,"

4. Findings and Discussion

Finding

After the researcher watched the movie "The Call of The Wild," several things will be explained in the findings of this research. Several answers to the questions contained in the research question will be presented. The researcher found various idiomatic expressions in the film "The Call of The Wild." The researcher categorized the types of idiomatic expressions found based on McCarthy and O'Dell's theory and the meaning of these expressions.

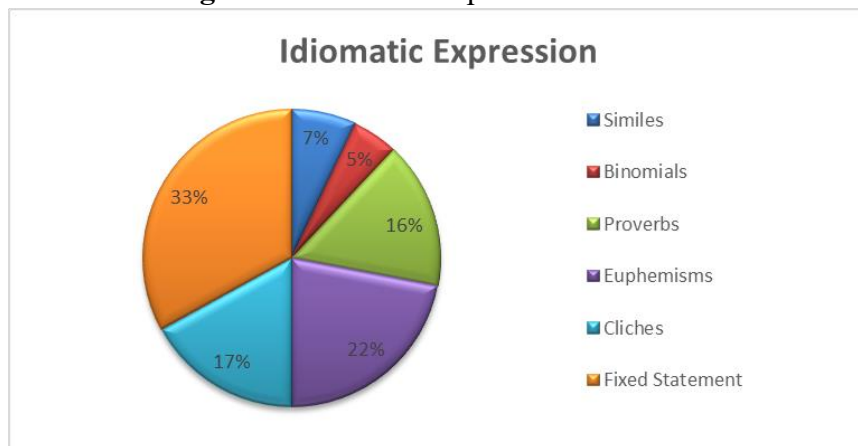
After analyzing idiomatic expressions in the movie "The Call of The Wild," the researcher finds eight types of idiomatic expressions in the movie. There are six idiomatic expressions of Similies, four idiomatic expressions of binomial, 14 idiomatic expressions of proverbs, 19 idiomatic expressions of Euphemisms, 15 idiomatic expressions of Cliché, and 28 idiomatic expressions of Fixed Statements.

The researcher found that in Similies, there are six idiomatic expressions. In binomials, there are four idiomatic expressions and 14 idiomatic expressions, 19 idiomatic expressions, 15 idiomatic expressions, and Fixed Statements, 28 idiomatic expressions.

Based on the findings above, the most dominant idiomatic expression in the movie "The Call of The Wild" is "Fixed Statement," with 28 idiomatic expressions used. This accounts for about 33% of all idiomatic expressions in the movie. The second most frequently occurring idiomatic expression is "Euphemisms," with 19 idiomatic expressions, which account for about 22% of the total idiomatic expressions in the movie. In the third position are "Clichés," which have 15 idiomatic expressions, or about 17% in the movie. "Proverbs"

occupies the fourth position, with 14 idiomatic expressions or about 16% in the movie. The fifth idiomatic expression is "Similies," which has six idiomatic expressions and accounts for about 7%. The sixth is "Binomials," with four idiomatic expressions, covering only about 5% of the movie. The last is Trinomial and another language with 0 data. The percentage data can be seen as follows:

Figure 1. Idiomatic Expressions Used



1. Similes

Similes (Comparison) is a figure of speech and a literary device that involves making a comparison between two different things or concepts using the words "like," "as for as," and "as much as." Similes are used to create vivid and imaginative descriptions, drawing similarities between the known and the unfamiliar to enhance understanding or create a more engaging and colorful expression.

There are examples of 6 Similes idiom type in the movie "The Call of The Wild":

Table 1. Similes idiom and the meaning

No.	Idiom	Meaning
1	As far as the word can travel	This phrase uses the simile "as far as the word can travel" to describe how quickly excitement and enthusiasm spread among people.
2	Get up like one.	"Get up like one" means to recover or stand up together as a unified group. It highlights the idea of teamwork and unity.
3	Like it might happen	This simile compares Perrault's daily driving to someone constantly prepared or cautious, suggesting he is always ready for something unexpected.
4	As much as he believes in you	This simile compares the level of belief or trust that Perrault has in "Buck" with something else, emphasizing the strength of his belief.
5	He's not like him.	This expression shows the difference or contrast that occurs in an unusual Spitz. Perrault usually always saw Spitz, but at that time, he didn't see him.
6	It's like he's vanished.	This simile compares the situation to the vanishing or missing Spitz, highlighting a mysterious or unexplained absence.

2. Binomials

Binomials (Word Pairs) are expressions or phrases that consist of two words or parts that are typically joined by a conjunction such as "and," "or," or "but." These word pairs are commonly used together in a specific order, and the combination of the two words often has a specific meaning that may not be directly deducible from the meanings of the individual words.

There are examples of 4 Binomials idiom types in the movie "The Call of The Wild" :

Table 2. Binomials idiom and the meaning

No.	Idiom	Meaning
1	Club and fang	Describes a harsh and unforgiving law or rule, often used in the context of survival in the wilderness.
2	Beaten but not broken	This binomial indicates that although Buck was physically defeated or overpowered by the man with a club, he remained mentally strong or resilient. It suggests that while he may have lost the battle, he did not lose his spirit or determination.
3	And the edge of nowhere	Refers to a remote and isolated location at the edge of a vast and desolate wilderness, often used when describing places far from civilization.
4	Young and flourish	imply that something or someone is both young and showing healthy growth.

3. Proverbs

Proverbs are traditional sayings or expressions that convey wisdom, truth, or advice based on common sense, cultural beliefs, or practical experiences. These concise statements often offer guidance or moral lessons in a memorable and easily understandable form. Proverbs are typically passed down through generations within a culture and play a significant role in folklore, literature, and everyday communication.

There are examples of 14 Proverbs idiom type in the movie "The Call of The Wild":

Table 3. Proverbs idiom and the meaning

No.	Idiom	Meaning
1	All that glitters is not gold.	This proverb implies that not everything that appears valuable or attractive on the surface is precious.
2	A pack can have only one leader.	This proverb implies that a group or team should have a clear and single leader to avoid confusion or conflict.
3	You can't make up this much time.	This phrase reflects that once time is lost or wasted, it cannot be regained or made up.
4	They don't need me and my sled anymore.	This saying expresses that someone or something has become unnecessary or obsolete.
5	You never know what's coming.	This proverb underscores the unpredictability of life and how unexpected events can occur at any time.

6	It's everywhere. Take it, take it all. It won't change anything	This phrase suggests that material wealth or possessions, symbolized by gold in the context, won't necessarily bring happiness or fulfillment.
7	Don't touch him until we hear all the facts.	This saying emphasizes the importance of gathering all the information before passing judgment or taking action.
8	We fall all together, but so do we get up as one.	This proverb highlights that unity and cooperation are essential when facing challenges or adversity.
9	In the world of men, Buck had learned to listen to their voices	This saying implies that adapting and understanding the language or behavior of a particular group or environment is crucial for survival.
10	"Off the map, where no one's been." That's, that's what he loved A real adventure	This saying encourages exploration and taking risks beyond what is familiar or known.
11	They don't understand you, do what Spitz does.	This reflects the idea that sometimes, individuals conform to the norms or behaviors of a group, even if they don't fully understand them.
12	He was less attentive to his master's commands.	This phrase implies that when individuals become more independent or self-reliant, they may pay less attention to authority figures.
13	No man needs more than that.	This proverb suggests contentment with simple necessities rather than excessive desires.
14	You see, I knew him once when he was just a dog at a man's side	This phrase reflects that individuals or animals can undergo transformative experiences or growth over time.

4. Euphemisms

Euphemisms are figures of speech or expressions that replace direct, blunt, or potentially offensive words or phrases with milder or more socially acceptable ones. They are often employed to discuss sensitive, delicate, or uncomfortable topics less harshly or aggressively. Euphemisms can serve various purposes, including politeness, avoidance of taboos, or softening the impact of distressing or unpleasant information.

There are examples of 19 Euphemisms idiom types in the movie "The Call of The Wild":

Table 4. Euphemisms idiom and the meaning

No.	Idiom	Meaning
1	The yellow metal	refer to gold
2	A mad fever's spread	refer to a gold rush.
3	To try their luck	this is for seeking gold.
4	Thousands of gold rushers	for individuals participating in the gold rush.

5	News of the Klondike	refer to information about the Klondike gold rush.
6	He was less attentive to his master's commands	for disobedience.
7	Crying for a dog	for showing emotional attachment or concern for a dog.
8	He's not broken. He just fell off his feet.	for being exhausted or fatigued.
9	We carry lives	for delivering important mail.
10	Spitz' had her enough	for a change in leadership among sledgedogs.
11	He grabbed a pencil and drew a bound line off the map	for venturing into uncharted territory.
12	This is for Mrs. Birthday	for a birthday gift.
13	My fortune is lost	this is for losing a substantial amount of money.
14	It's your ancestors	for wild wolves.
15	It's their domain, they own this house	This is for the wolves' territory.
16	Pick up the pieces harder	for rebuilding one's life.
17	It's everywhere, take it all	for the abundance of gold in the area.
18	You're home	to return to one's place of origin.
19	He remembers kind hands and old masters	to remember past human companions.

5. Clichés

Cliches are expressions, phrases, or ideas that have been overused to the point where they have lost their originality, impact, or effectiveness. They often come across as trite, predictable, or lacking in creativity because they have been used so frequently that they no longer provide fresh or meaningful insights. Clichés can be found in various forms, including idiomatic expressions, catchphrases, sayings, or even plot elements in stories.

There are examples of 15 Clichés idiom types in the movie "The Call of The Wild":

Table 5. Cliches idiom and the meaning

No.	Idiom	Meaning
1	All in the papers at the time	This cliché is used to indicate that something was widely known or publicized. It means that the information was commonly reported in newspapers.
2	Mad fever's spread	This cliché suggests that a strong enthusiasm or obsession has taken hold of many people, often recklessly or irrationally.

3	To try their luck	This cliché means attempting something in the hope of achieving success, often with an element of risk or uncertainty.
4	His master	Referring to someone as "his master" is a cliché that implies a strong and loyal relationship between a person and their pet or servant.
5	King of the realm	This cliché suggests that someone or something holds a dominant or authoritative position within a specific context or domain.
6	Out of the way!	This cliché phrase demands that someone or something move aside or make room for another.
7	Men with a club	This cliché refers to individuals who use force or violence to assert control or dominance over others.
8	Edge of nowhere	This cliché describes a remote or isolated location, often implying that it is far from civilization.
9	Fall all together	This cliché means that a group of people or things will experience success or failure collectively, with shared outcomes.
10	Off the map	This cliché refers to going to a place or pursuing an uncharted path or one not commonly explored.
11	Pick up the pieces.	This cliché means to attempt to restore or recover something that has been damaged or broken.
12	It's everywhere	This cliché suggests that something is abundant and can be found easily everywhere.
13	Won't bring back the dead	This cliché reminds us that no matter what we do, we cannot change the past or resurrect those who have passed away.
14	Remember kind hands	This cliché reflects on the memory of people who have treated someone or something with care and compassion.
15	Heard the call	This cliché implies that someone has responded to their inner calling or instinct, often suggesting a strong sense of purpose or destiny.

6. Fixed Statements

Fixed Statements, fixed expressions, or formulaic language are specific phrases or sentences that have become standardized and are commonly used in everyday conversation, often without much variation. These expressions are deeply ingrained in a language and are often recognized and understood by native speakers without further explanation.

There are examples of 28 Fixed statements idiom type in the movie "The Call of The Wild":

Table 6. Fixed statements idiom and the meaning

No.	Idiom	Meaning
1	Come on there	It is an informal command to encourage someone or something to move or act.

2	Here, good boy.	It is used to praise or encourage a well-behaved dog.
3	I'm so sorry.	It is an apology for a mistake or misbehavior.
4	Don't you dare!	This expression is used to emphasize a prohibition or express firm disapproval of an action the person may take.
5	Usually	Indicates that something is typically the case.
6	Settle	It is a command to calm down or become quiet.
7	Why don't you sit out here and think about what you have done?	Suggests taking time to reflect on one's actions.
8	I need help with this last transfer.	It is a request for assistance in completing a task.
9	What in the world is in this thing?	It expresses surprise or curiosity about the contents of something.
10	Just one, locked in that box.	It refers to a single item or individual enclosed in a locked container.
11	Easy boy.	A calming phrase to reassure or calm a dog
12	She deserves it.	Expresses the belief that someone deserves something.
13	That's mine	Claims ownership of something.
14	Good morning	It is a polite greeting used in the morning.
15	It's been a long time.	Indicates that a significant amount of time has passed since the last meeting.
16	Good to see you	Expresses happiness at seeing someone.
17	Mush!	It is a command used to instruct a dog team to start moving.
18	Tied up	It means being busy.
19	Get up	To rise or stand up.
20	Growing up	the process of maturity.
21	Makeup	To reconcile or resolve a disagreement or conflict.
22	Get off me!	Command to stay away.
23	came up	arrived or reached a specific place or destination.
24	Stay out	used to limit access to the area or to keep someone from entering it.

25	Get out	used as a command or instruction for someone to leave a particular place or area.
26	Go on	often added to reinforce the command and urge the person to continue moving or departing.
27	Hands off	This phrase commands someone to remove their hands from something or someone.
28	Ran off	This phrase refers to quickly departing or leaving a place, often in a hurry or without permission.

Discussion

Based on the research results, it can be shown that there are a total of 86 idiomatic expressions found in the film script "The Call of the Wild." According to McCarthy and O'Dell's theory, these idiomatic expressions are divided into eight types: Similies, Binomials, Trinomials, Proverbs, Euphemisms, Clichés, Fixed Statements, and Other Languages.

Researchers found 86 idiomatic expressions in the movie "The Call of The Wild." Of these, 6 are similes, 4 are binomials, 14 are proverbs, 19 are euphemisms, 15 are clichés, and 28 are fixed statements. Subsequently, as indicated by diagram 4.1, we can observe the prevalence of each idiomatic expression. Fixed Statements distribute 32% of all conversational expression findings. The distribution of Euphemisms is 22% in the findings of idiomatic expressions. Clichés distribute 17% of the findings of idiomatic expressions. Proverbs' distribution is 16% in the findings. The distribution of Similies is 9% in the findings. The distribution of Binomials is 4% in the findings. Based on the data, almost half of the idiomatic expressions in this study are "Fixed Statements." This is because "Fixed Statements" are idiomatic expressions that are very common in the native language and are frequently used in this film to facilitate the audience's understanding. Apart from that, the film also contains various other idiomatic expressions that contribute to its appeal. This makes the film easy to understand while still having interesting layers of meaning for those who want to dig deeper. Therefore, the diversity of idiomatic expressions in the film "The Call of the Wild" makes the story unique, strong, and easy to follow.

5. Conclusion

From the study done by the writer, it is known that phrases contain idiomatic expressions in movies, especially The Call of The Wild. According to the data analyzed for the study, certain idioms and dominating idiom types in the idiomatic expressions were discovered. They came to the following conclusion:

The first statement of the problem of this research is to analyze the kind of idiomatic expression in The Call Of The Wild Movies. Here, the researcher found 86 idiomatic expressions that are in these movies. Based on McCarty and O'Dell, there are six idiomatic expressions: Similies, Binomial, Proverbs, Euphemisms, Cliché, and Fixed statements. From those kinds of idiomatic expressions in The Call of The Wild, the type of idiom is as follows: there are six idiomatic expressions of Similies, four idiomatic expressions of binomial, 14 idiomatic expressions of proverbs, 19 idiomatic expressions of Euphemisms, 15 idiomatic expressions of Cliché, and 28 idiomatic expressions of Fixed Statement.

The second statement problem of this research is the analysis of the meaning of idiomatic expressions. The research used English as the main language in the movie script. To know

the idiom's meaning in *The Call of The Wild* contains many idiomatic expressions from America or England. The expressions used in the dialogues in this movie are culturally influenced and require contextual explanation to understand their meaning properly.

The last statement of the problem of this research also shows that the most dominant idiom in the film *The Call of The Wild* is a Fixed Statement. We analyze the idiom expressions in *The Call of The Wild* movie data, which shows that from 28 (twenty-eight) idiomatic expressions, around 32%. This is because fixed statement idioms are idiomatic expressions known as fixed expressions or formulaic language, which are certain expressions or sentences that have become standard and commonly used in everyday conversation, often without much variation. These expressions are ingrained in a language and are often recognized and understood by native speakers without further explanation. So, *The Call of the Wild* does not use too many idioms that are difficult for the audience to understand so that they can enjoy the film happily.

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An analysis of existential feminism on *Bombshell* (2019) movie

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Abstract

Feminism existentialists focus on women's existence as an object for men. This study analyzes existential feminism in Bombshell movie, released in 2019, written by Charles Randolph and directed by Jay Roach. This study used existentialist feminism by Simone de Beauvoir. The study aims to discover how women exist as "the other" and how the resistance form of women exists in Bombshell's 2019 movie. The research method used in this study is a descriptive-qualitative method to analyze the data. The result of the study found about 3 (three) women's existence as "the other," which consists of (1) The different positions of women and men, (2) Violence against women, (3) Sexual harassment, and also found about 4 (four) the resistance form of women existence, which consists (1) Women can work, (2) Women can become intellectuals, (3) Women can work as socialist transformation for society, (4) Surpass their limit, and the study showed if there still discrimination forms towards women that had been happened with women characters on Bombshell 2019 movie. Also, there were the resistance forms of women characters in Bombshell 2019 movie to resist their existence as "the other."

Keywords: *Bombshell, Existentialist Feminism, Feminism*

1. Introduction

Literature is one of the ways humans communicate, and it is manifested by artistic writing. Literary works usually do not only tell about facts but also something made up or fictional (Rainsford, 2014). Literary works' most important components or aspects are imaginative and creative aspects such as poetry, drama, fiction, and other imaginative writings. Pictures of the works are also part of literary works created into fiction and had stories (Bressler, 2011). In the late 1800s, motion pictures became popular. At the beginning of the 20th century, motion pictures developed and changed, making it a forum for expression and entertainment for the public (Paxson, 2010). Over the decades, motion pictures have come into university literature courses, and the literature professors called it film. Nonetheless, the film is a part of the literature study and cannot be separated. Studies about films can assist in improving innovative ways of literature analysis (Bennett, 2004).

Films consist of elements of a visual object, and each element on the frame produces the object's meaning. Films can be analyzed based on the narrative, such as novels, or the pictures, such as paintings. The film's narrative had the same elements as novels by selecting and combining scenes. The frame is the important thing that creates meaning in the films (Seilatuw et al., 2020). The position of the camera action determined the meaning of the size and shape of the frame of the pictures (Ryan, 2012). In the last few decades, the curiosity and understanding about gender and how to understand the relation of gender to a film has

increased, especially the interest in studying feminism in film (Nelmes, 2011). Feminism is a struggle to end sexual repression and discrimination toward women (Jenainati, 2007). Women are often most victimized by sexist oppression, and every day, they are beaten down mentally, physically, and spiritually. It happens because they cannot change their condition (Hooks, 2015). Men and women are two types of human species, and women are a species that can be explained as a womb or an ovary and are purposes to reproduction (Beauvoir, 2010). In society, there are still false beliefs about women.

Women intellectually and physically are less capable than men, and it tends to discriminate towards women in the academy, forum, and the marketplace. It is unfair because women should be able to succeed in society as men do (Tong, 2017). The rise of cases of sexual harassment that occurs in women makes researchers choose the *Bombshell* film to be analyzed. This is because the storyline in the film is following with what happens to women victims of sexual harassment in the work environment. In addition, the film is based on the true story of a woman Fox News employee whom the Fox News CEO had sexually harassed. *Bombshell* movie tells about sexual harassment by Roger Ailes, the CEO of Fox News. Roger is known to have committed acts of harassment against his female employees since 1960. In his actions, Roger promised a salary increase or a better position to female employees who wanted to have sex with him.

2. Theoretical Framework

Feminist existentialist theory has a point of view about women's existence in society. This theory is based on the theory of existentialism by Jean-Paul Sartre in his book *Being and Nothingness*. However, Simone de Beauvoir focuses more on women's societal situation (Tong, 2017). Jean-Paul Sartre divided three principles or concepts of existentialism. The first is being in itself, the second for itself, and the third for others. The third concept of Jean-Paul Sartre is based on the concept of Simone de Beauvoir feminist existentialist. In the third concept, Jean-Paul Sartre explained that human relations with each other are divided into two. It is a conflict between rival awareness, among the self and the other, which results in love that was originally based on masochism, and carelessness, ardor, and hatred are based on sadism (Tong, 2017).

A woman's body has a uterus that functions to give birth. Therefore, there is an assumption that a woman's body is meaningless if there is no support from a man's body, while a man's body is for itself. In this case, it can be ascertained if men are subjects and absolute, while women are objects or called 'the other' (Beauvoir, 2010). De Beauvoir observed the facts of women's biological and psychological role in giving birth. The woman's physical is weaker than the man's (Tong, 2017). Therefore, women are considered part of men and not men who are part of women.

Women as "The Other"

According to Simone de Beauvoir, there are three oppressions against women. First, the different positions of women and men. Men defined women as human beings who always depend on men. It is because men are subject, and they are absolute, and women are an object or "the other." Men consider the acts of women to be the only symbol of their anxiety, and they will win their action if men have agreed with them (Beauvoir, 2010). Second, violence against women. In society, men are subjects, and women are objects. Men's bodies have meaning because, in their opinion, men can live without women, and they define themselves as "itself," and for them, humanity is male. Women's bodies, in men's point of view, are nothing without men. In other words, women's bodies cannot live without men.

Third, sexual harassment. Women are nothing; they are an object, and they are nothing unless men tell them to become what men want. Men called women "the sex," which means men inherently saw women as creatures that have "sex" to fulfill men's desire. Because men called her "sex women cannot become absolute (Beauvoir, 2010).

Women's Ways to Refuse as "The Other"

On *the other*, women become the object for men and have to be obedient. According to Beauvoir in Rosmarie Tong (2017), there are four strategies that women can employ to cease *the other*. First, women can go to work. Beauvoir knows that the work system in capitalist patriarchy is oppressive and exploitative. Especially for women, it can make them work double in a day. It is because if women get work other than at home, they have to work double in the factory and at home. However tough and tiring the job, they still give women a job. By working outside besides men, women can regain their ability and, emphasize women's status as *subjects* and become free to do anything.

Second, women can become intellectuals. Women can be intellectuals, such as by joining a female movement organization. Intellectual activity is the activity for someone who becomes a thinker, looks, and gives an opinion, and not someone who is non-active, thinking only about something, supervisor, and definition. De Beauvoir supports women in studying writers such as Emily Bronte, Virginia Woolf, and Katherine Mansfield, who took it seriously to discover the issues of death, life, and suffering.

Third, women can work as a socialist transformation for society. Like Sartre, Beauvoir hopes the subject-object thing can end the conflict about self-other or between men and women. Beauvoir trusts that the key to women's freedom is economic, and the point of her discussion is about independent women. Beauvoir told them that the environment would restrict them, and the number of money in women's bank accounts also restricted them. Fourth, to surpass their limit, women can ignore the opinion about their being the *otherness* using the dominant circle in society. Beauvoir argued that if women accept their role as *the other*, they agree to become *objects*.

3. Research Method

This study used the qualitative method to analyze existentialist feminism in Bombshell. Patricia Leavy (2017), the qualitative method is a method to examine the meaning or the process of forming meaning through data obtained based on the activities and circumstances of the people and objects being studied. The qualitative method refers to the broad meaning used in research in generating data from spoken and written words based on observable activities (Taylor, 2016). The qualitative methods can reveal the main issues in observing phenomena or circumstances of people or objects. The qualitative methods provide an understanding of the habits that people do. In other words, qualitative research helps us understand the world, society, institutions, and the issues or problems around them (J. Tracy, 2013). This study used the following methods to collect the data related to the problem formulation: First, watching the film several times and focusing on the film's conversation can give an understanding of the film's meaning. Second, take note of every scene and stop it to write about the screen time and the dialog related to the two problem formulations. Third, after watching the film, the studies observed and identified the needed data and used the qualitative method to analyze and find the topic related to the problem formulation. Fourth, after the data is collected, there will be the process of selecting, identifying, and classifying the data that is considered important to this study.

4. Result and Discussion

Women's Existence as "The Other"

The Different Positions of Women and Men

Men are defined as "itself" or subject, and women as "the other" or object. The subject and object always have a conflict where mostly the subject thinks the object is weak and the subject can do anything towards the object.

Datum 4

Kelly: Well, the thing is, sir, I actually started on-air during college in Central Florida. Weather. I want to convince you that that is where I belong, Mr.Ailes, I think I'd be freakin phenomenal on your network. (38:18)

Kelly told Ailes that she started an on-air job in college. It shows that she was a woman who could go to work and get an education for a better future. Kelly tries to convince Ailes she will do her job without any problems if she gets promoted because of her experience. Also, she indirectly praises Ailes for his power that he can do anything with his word. It showed that if men have more power than women, they will make women do anything for them with the power they have. Kelly shows that if she can convince Ailes, she will get a better position and a high salary.

Violence Against Women

Men are the subjects, and women are the objects in the society rules. Men can do anything they like, and women have to get permission from men to do what they want. It made men have control over women's bodies, such as doing violence towards women. For men, their bodies are absolute, and women are not. So, they assume that women's bodies cannot live without men.

Datum 8

Megyn: Mr.Trump, one of the things people love about you is you speak your mind, and you don't use a politician's filter. In particular when it comes to women. You called women you don't like "fat pigs, dogs, slob, and disgusting animals." (08:37)

The statement by Donald Trump can cause other men to look down on women because Trump is an important person who will lead America and have many supporters. In this case, it seems like men still normalized violence against women in such a harsh word. They think little about that and do not care about women's feelings. They said hurtful things that can damage women.

Sexual Harassment

Based on Simone de Beauvoir, men's point of view towards women was called "the sex." It was because women could give birth. As "the sex," they become an object of sex or men's fantasy, only to fulfill their sex needs.

Datum 18

Brian: All I want from you, Rudi, is to see the inside of your hotel room. (15:49)

Rudi : (God damn it). Brian, if I've done anything to make you think I feel that way about you, I apologize. We're friends. We have a great professional vibe. (16:08)

Based on the dialogue, Brian asks his female partner at work, Rudi, if he wants to see the inside of her hotel room. In other words, Brian wants Rudi to do sexual things with him in her hotel room. It showed that Brian saw Rudi not only because she was his partner at work but also as an object of his sexual desire. He underestimates her and thinks that he can do anything to her, like sex, because he only sees her according to her appearance, not based on her ability. It showed that men thought of women in sexual ways and assumed that women were objects to fulfill their desires. But Rudi already expected this to happen to her, so she kindly rejected him.

The Resistance Form of Women's Existence

Women Can Work

Simone De Beauvoir argued that women can also work outside the house and do jobs with men. With that, it can help women prove their existence in society, emphasize their status as the subject or being "itself" like men, and have a right to do anything they want without fear.

Datum 4

Kelly: Well, the thing is, sir, I actually started on-air during college in Central Florida. Weather. I want to convince you that that is where I belong, Mr.Ailes, I think I'd be freakin phenomenal on your network. (38:18)

Kelly said that starting her On-Air job during college could help her when she gets a job On-Air again because she already had experience. That is why she tried to convince Ailes that she could give him a significant income if she worked under Ailes. Kelly's statements showed that women could go to school like men and could work even though they were women. It can be sure that women have the freedom to get a job that they want and also can go to school to get a proper education to help them quickly get a job.

Women Can Become Intellectuals

Women have become intellectuals to make themselves a subject or "itself" and not the object or "the other." Intellectual women can think, watch, define, and give their opinions when others want their ideas. In other words, women must become active and brave to get their rights and justice. Many will appreciate and respect intellectual women brave enough to speak about their opinions and lead people to their rights.

Datum 18

Brian: All I want from you, Rudi, is to see the inside of your hotel room. (15:49)

Rudi: (God damn it). Brian, if I've done anything to make you think I feel that way about you, I apologize. We're friends. We have a great professional vibe. (16:08)

The dialogue shows that Brian asks Rudi to make love to him. Although they are a partner at their job, Brian sees Rudi not as a partner but as an object of his desire. From the dialogue, we can see that Rudi already expected it would happen to her, which means she already knows that her partner saw her sexually. She kindly rejected Brian for doing that and tried not to upset him because she was rejecting him and told him if they were friends and great partners. Nonetheless, she felt angry towards Brian because he thought she was an easy woman who would obey him. She knows that rejecting him can destroy their relationship, but she keeps rejecting him and showing him that women are not sexual objects for men.

Women Can Become A Socialist Transformation For Society

Becoming a socialist transformation is not easy. The persons must be confident, brave, and carefully sorting out information and knowledge. As Simone De Beauvoir said, the conflicts between self and other, subject and object, or men and women have to be ended. Because of that, women have to be diligent and brave to speak about their rights and justice for their freedom and have a better life, like doing anything they want.

Datum 8

Megyn: Mr.Trump, one of the things people love about you is you speak your mind, and you don't use a politician's filter. In particular when it comes to women. You called women you don't like "fat pigs, dogs, slob, and disgusting animals." (08:37)

When she became a presidential debate moderator, Megyn read one of Trump's sentences towards women in harsh words. Trump's statement is very controversial because it can make women insecure and cause mental issues, and he is one of America's presidential candidates who will lead America to the future. If he keeps spreading harsh words to women, the verbal violence towards women will be normalized by other men. In this case, Megyn tried to say that Trump cannot judge women in such harsh words because that was inappropriate and told everyone not to say bad things about women, especially their appearance. However, Megyn knew the consequences when she said there would be pros and cons in front of presidential candidates and on national television, and the worst was that she would get bullied by Trump's supporters. But she does not care because that kind of violence must stop.

To Surpass Their Limits

If women do not want to become "the other," they must surpass their limit and not quit when they feel tired of others' opinions. Simone De Beauvoir said that if women give up and accept their fate for being "the other," they agree to become an object for men.

Datum 7

Lawyer 1: If Roger finds out you came to us, he won't just fire you. He will bang us with a million-dollar lawsuit. He will attack you personally. These men care more about their reputations than they do money. (17:50)

Lawyer 2: Roger won't stop. (17:51)

Gretchen: Oh, I know. (17:52).

From the dialogue, Gretchen knows she has insufficient power to sue Roger Ailes, so her lawyers warn her of the consequences if she fights with Ailes. But she remains optimistic and wants justice and to stop the sexual things that Ailes did towards his female employees. Gretchen is sure that taking Ailes down can be easy if she and other victims are together. Gretchen already knew that Ailes was more powerful than her, but she did not give up because she did not want to become an object of sexuality for Roger Ailes.

5. Conclusions

From the data analysis, it can be found that although women get an education and can work like men, women still become "the other" in men's point of view and still have control over women. Based on the data on the first problem formulation, It proved that women still become an object for men, and they can control them only for men's sake. However, we can see how women fight discrimination in the second problem formulation; they are really brave to give their opinion and fight hard to get justice, although they know the consequences.

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Improving English pronunciation skills using tongue twister technique through Twistify application in junior high school

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Abstract

The objective of this research was to find out the result of the pronunciation skills of students in Junior High School before and after being given treatment using the tongue twister technique through the Twistify application. The populations in this research were students of class VIII SMP Negeri 1 Tayu, Pati, Central Java, Indonesia. The sample consisted of 34 students from class VIII B. The researcher used pre-experimental and implemented one group pre-test and post-test design. Based on the results, there was an increase in students' pronunciation skills from the pre-test with a mean score of 58.35 to the post-test with a mean score of 80 and an increase from the pre-test to the post-test by 37.10%. From the data calculation, the researcher found that the t-test result was 46.442, and the value of df (degree of freedom) was 33. The t-table value was obtained from $df = 33$ so that $t\text{-table} = 2.035$, so ($t_0 > t_t$), $46.442 > 2.035$. The Alternative Hypothesis (H_a) was accepted, and the Null Hypothesis (H_0) was rejected. Thus, there was a significant difference between students' pronunciation skills before and after being given treatment using the tongue twister technique through the Twistify application.

Keywords: Pronunciation, Tongue Twister, Twistify

1. Introduction

Language functions as a tool humans use to communicate in daily social interactions. With language, humans can provide information, express opinions, give criticism and suggestions, and persuade someone and others. Crystal & Robins (2023) states that language is a conventional system consisting of manual, spoken, and written symbols that allow all people in a particular culture to interact or communicate. Therefore, humans without language cannot communicate with each other. In this world, many languages are used by humans to communicate. The premier source of linguistic data is approximately 7,168 spoken languages today (Eberhard et al., 2023). However, this number is constantly changing and is not included in dialects. Language has a number that is not fixed because language develops and changes according to society and situations.

In this world, there are various kinds of languages that humans can use to communicate, one of which is English. English is also referred to as an international language worldwide, so many people use English to communicate. According to Roux (2014), many people use English, so English has become the language commonly used and the dominant language for international business, academia, science, and technology. English is designated as the official language in 67 countries, while 27 countries adopt English as a second language

(Ilyosovna, 2020). Because of the importance of using English as an international communication tool, everyone should learn English as early as possible.

Students must master the four main English skills: speaking, reading, writing, and listening. Speaking is one of the priority abilities that students must master. Richards (2008) argues that speaking ability is an important priority for second and foreign-language learners. Therefore, a student must have good pronunciation and speaking skills. If the speaker has very bad pronunciation, the listener cannot understand the meaning of the speaker's speech (Gilakjani, 2011). This is because good and correct pronunciation makes the listener understand the message and intent to be conveyed by the speaker.

The research location was at SMP Negeri 1 Tayu. According to the observation that the researcher made before, it was found that the students were still struggling to pronounce English fluently. Students at SMP Negeri 1 Tayu admitted that they had difficulty pronouncing English words or sentences because the sound of English words or sentences differed from the written form. Many students also felt confused because the pronunciation of words in English was very different from the pronunciation in Indonesian. They added that they felt insecure and nervous when they pronounced English. Besides that, there were several factors, such as the lack of hours of learning English and the habit of students using their mother tongue or regional languages.

Teachers can use many techniques, strategies, or methods, like technological tools, to improve students' English. Many apps, like Duolingo and Twistify, are provided in the Google Store nowadays to improve students' pronunciation skills. Using Duolingo improved students' attitudes toward the language learning process (Kurniadi & Suprpto, 2023). Another effective technique for teaching pronunciation to students in an easy and fun way is the tongue twister technique through the *Twistify* application. Tongue twister refers to a collection of words presenting difficulties in correctly, fluently, and quickly pronouncing words (Carmen, 2010). This technique makes students practice pronouncing English correctly by using several similar words. A tongue twister is highly interesting because it incorporates similar sounds, often with distinct meanings and written forms. Also, tongue twisters can make learning pronunciation fun and easy, motivating them to be enthusiastic about learning pronunciation.

Twistify is an application to test students' pronunciation fluency by using difficult-to-pronounce phrases, commonly known as tongue twister. *Twistify* was created by Davin Seng and released on June 15, 2020. *Twistify* is listed in the education category on the Google Play Store, and over 10,000 people have downloaded it. *Twistify* application can be a tool to measure pronunciation skills and identify weaknesses to improve pronunciation skills. *Twistify* application can help students learn English pronunciation in an easier and more fun way.

According to the background of the research, the problem statements can be summarized as follows:

1. How is the pronunciation skill of students in grade 8th of SMP Negeri 1 Tayu before they are taught using the tongue twister technique through the *Twistify* application?
2. How is the pronunciation skill of students in grade 8th of SMP Negeri 1 Tayu after they are taught using the tongue twister technique through the *Twistify* application?
3. Is there any significant difference in the pronunciation skill of students in 8th grade of SMP Negeri 1 Tayu before and after being taught using the tongue twister technique through the *Twistify* application?

2. Theoretical Framework

Pronunciation

According to Oxford Learner's Dictionaries (n.d.), pronunciation is how people pronounce a language or a certain word or sound. Yates and Zielinski (2009) stated that pronunciation is how sound is produced to give meaning when speaking. Pronunciation is one of the priority aspects in speaking English because pronunciation can affect the meaning of the speech. Gilakjani (2011) also adds that if the speaker has very bad pronunciation, the listener cannot understand the meaning of the speaker's speech. When the listener cannot understand the speaker's pronunciation, it causes miscommunication with other individuals. Therefore, pronunciation is an important component in oral communication, so when people pronounce words correctly and clearly, they produce a collection of speech units (Berry, 2021). In short, pronunciation refers to how people pronounce words to ensure that others can understand the contents of the conversation.

Tongue Twister

Tongue twister refers to a collection of words presenting difficulties correctly, fluently, and quickly (Carmen, 2010). It is difficult to pronounce because they contain many similar sounds. Not only that, tongue twisters are highly interesting because they incorporate similar sounds while often having distinct meanings and written forms. Further, Gonzales (2009) asserts that tongue twister is a fun activity in every language class. The faster someone can pronounce tongue-twister sentences without stuttering, the better their language skills (Lutfiani, 2017). Tongue twister exercises can benefit people learning English as they strengthen their speaking skills. The tongue twister also has the benefit of stimulating the brain to develop pronunciation skills. From this theory, it can be concluded that tongue twisters are words with a different written form but have the same pronunciation and must be spoken quickly. Tongue twisters can make learning pronunciation fun and easy so that they are motivated to be enthusiastic about learning pronunciation.

Twistify

Twistify is an application to test students' pronunciation fluency by using difficult-to-pronounce phrases commonly known as tongue twisters. *Twistify* is an application published by Davin Seng and released on June 15, 2020. *Twistify* is listed in the education category on the Google Play Store, and over 10,000 people have downloaded it. According to Seng, *Twistify* is made for people who want to improve their speech fluency, especially those with speech difficulties. Seng adds that *Twistify* is different from other applications in that it can score the speech performance of tongue twisters. Therefore, the *Twistify* application can be a tool to measure pronunciation skills and identify weaknesses to improve pronunciation skills.

3. Research Method

In this research, the researcher used a quantitative design. The researcher used pre-experimental and implemented one group pre-test and post-test design. The researcher in this study only used one group without a control group. The group was given treatment using the tongue twister technique through the *Twistify* application.

The populations in this research were students of class VIII SMP Negeri 1 Tayu, Pati, Central Java, Indonesia. In this study, a technique, namely the purposive sampling technique, was used to obtain a sample. The sample for this study comprised 34 students from class VIII B. The researcher chose this class out of nine existing classes because there were still many students who were unable to pronounce English words or sentences in this class. In class VIII

B, only a few students mastered English pronunciation skills. This class was also a recommendation from the English teacher at SMP Negeri 1 Tayu.

The research instrument was conducted with a pronunciation test before and after treatment. The test used the *Twistify* application, where students had to pronounce several tongue twister sentences individually. *Twistify* application was able to check the correctness of students' pronunciation using the voice recognition service. An automatic score was available on the *Twistify* application after a student pronounces a tongue twister sentence.

The researcher in this study used statistical data analysis techniques. The researcher used software, namely the Statistical Package for the Social Sciences (SPSS) version 24, to analyze the data to determine the results of student tests conducted before and after treatment.

4. Result and Discussion

Students' Pronunciation Skill Before Using the Tongue Twister Technique through Twistify Application

The pre-test was given to students using the *Twistify* application by pronouncing tongue twister sentences to test students' pronunciation skills before being given treatment. The pre-test was conducted on April 3, 2023. It consisted of 34 students. The results of the pre-test can be seen in the following table:

Table 1. The List of Pre-Test Score

No.	Students' Initial Name	Score	Mark
1	ABDL	59	Fairly
2	ASA	52	Poor
3	AN	58	Fairly
4	AWN	50	Poor
5	ADS	57	Fairly
6	ANA	71	Fairly Good
7	AN	65	Fairly
8	CMA	56	Fairly
9	DLF	60	Fairly
10	DRS	54	Poor
11	FFCC	59	Fairly
12	FA	64	Fairly
13	FNH	55	Poor
14	HW	51	Poor
15	IAA	56	Fairly
16	IAP	68	Fairly Good
17	JANK	52	Poor
18	JVSP	61	Fairly
19	KDL	63	Fairly
20	KOP	53	Poor
21	KNFN	55	Poor
22	NYR	62	Fairly
23	NAN	50	Poor

24	NAH	58	Fairly
25	NFA	66	Fairly Good
26	OSM	54	Poor
27	RMA	60	Fairly
28	RNZ	57	Fairly
29	SAA	55	Poor
30	SZA	59	Fairly
31	SFM	56	Fairly
32	TATD	73	Fairly Good
33	TSR	54	Poor
34	TB	61	Fairly

Table 2. Descriptive Statistics Pre-Test

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre-test	34	50.00	73.00	1984.00	58.3529	5.69892	32.478
Valid N (listwise)	34						

From the pre-test results, the researcher found that the smallest score was 50, and the greatest score was 73. Meanwhile, the mean score was 58.35; many students got less than 60. This shows that the results of students' pronunciation skill scores are still low. Therefore, the researcher conducted treatment using the tongue twister technique through *the Twistify* application to improve students' pronunciation skills.

Students' Pronunciation Skill After Using the Tongue Twister Technique through Twistify Application

The post-test was given after receiving treatment to find out the comparison of students' pronunciation skills. The post-test was conducted on Tuesday, April 18, 2023. It consisted of 34 students. In this study, the post-test was to determine students' pronunciation skills after treatment using the tongue twister technique through the *Twistify* application. The results of the post-test can be seen in the following table:

Table 3. The List of Post-Test Score

No.	Students' Initial Name	Score	Mark
1	ABDL	79	Good
2	ASA	77	Good
3	AN	76	Good
4	AWN	70	Fairly Good
5	ADS	80	Good
6	ANA	88	Very Good
7	AN	86	Very Good

8	CMA	77	Good
9	DLF	80	Good
10	DRS	76	Good
11	FFCC	81	Good
12	FA	87	Very Good
13	FNH	78	Good
14	HW	69	Fairly Good
15	IAA	76	Good
16	IAP	86	Very Good
17	JANK	77	Good
18	JVSP	82	Good
19	KDL	87	Very Good
20	KOP	73	Fairly Good
21	KNFN	81	Good
22	NYR	86	Very Good
23	NAN	71	Fairly Good
24	NAH	79	Good
25	NFA	88	Very Good
26	OSM	83	Good
27	RMA	84	Good
28	RNZ	78	Good
29	SAA	75	Fairly Good
30	SZA	85	Good
31	SFM	79	Good
32	TATD	90	Very Good
33	TSR	74	Fairly Good
34	TB	82	Good

Table 4. Descriptive Statistics Post-Test

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Posttest	34	69.00	90.00	2720.00	80.0000	5.48276	30.061
Valid N (listwise)	34						

From the post-test results, the researcher found that the smallest score was 69, and the greatest score was 90. Meanwhile, the mean score was 80; many students got over 80. This shows that the results of the students' pronunciation skills are good. There was an increase in students' pronunciation skills from the pre-test with a mean score of 58.35 to the post-test with a mean score of 80 and an increase from the pre-test to the post-test by 37.10%.

Result of the Normality Test

Table 5. The result of Normality for Pre-Test and Post-Test
One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		34	34
Normal Parameters ^{a,b}	Mean	58.3529	80.0000
	Std. Deviation	5.69892	5.48276
Most Extreme Differences	Absolute	.102	.098
	Positive	.102	.072
	Negative	-.071	-.098
Test Statistic		.102	.098
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

Based on the table above, it can be known that the significance of the pre-test and post-test is 0.200. From these results, the pre-test and post-test got a bigger significance than the significance level, 0.05 ($0.200 > 0.05$), so it can be concluded that the data from both pre-test and post-test are normally distributed.

Paired Sample T-Test

Table 6. Paired Sample T-Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	21.64706	2.71787	.46611	20.69875	22.59537	46.442	33	.000

The table shows that t_0 (count) = 46.442 and $df = N-1$ or $34-1 = 33$. The t-table value was obtained from $df = 33$ so that $t\text{-table} = 2.035$, so ($t_0 > t_t$), $46.442 > 2.035$. Thus, there was a significant difference between students' pronunciation skills before and after being given treatment using the tongue twister technique through the *Twistify* application. Therefore, the Alternative Hypothesis (H_a) was accepted, and the Null Hypothesis (H_0) was rejected.

Based on the result of this study, the researcher demonstrated that the tongue twister technique through the *Twistify* application can be used as a new technique and application for learning English, especially to improve pronunciation. The researcher demonstrated that using the tongue twister technique through the *Twistify* application significantly improved students' pronunciation skills. The researcher demonstrated that the students' pronunciation improved significantly before and after being given treatment using the tongue twister technique through the *Twistify* application. It can be a good reason for teachers to start experimenting with new techniques and more interesting and fun applications in classroom learning activities, such as using the tongue twister technique through the *Twistify* application.

5. Conclusion (and Suggestion)

The result of the pronunciation skill scores of the junior high school students before being given treatment using the tongue twister technique through the *Twistify* application was that the smallest score was 50, and the greatest score was 73. The mean of students' pre-test scores was 58.35, and many got less than 60. It was concluded that the students' pronunciation skills were still low before being given treatment with the tongue twister technique through the *Twistify* application.

The result of the pronunciation skill scores of the junior high school students after treatment using the tongue twister technique through the *Twistify* application was that the smallest score was 69, and the greatest score was 90. The mean of students' scores from the post-test was 80, and many students got more than 80. There was an increase in students' pronunciation skills from the pre-test with a mean score of 58.35 to the post-test with a mean score of 80, and students experienced an increase of 37.10%. It was concluded that after treatment with the tongue twister technique through the *Twistify* application, the students' pronunciation skills were good.

From the paired sample t-test, the researcher found that the t-test result was 46.442, and the value of df (degree of freedom) was 33. The t-table value was obtained from df = 33 so that $t_{table} = 2.035$, so ($t_0 > t_t$), $46.442 > 2.035$. Thus, there was a significant difference between students' pronunciation skills before and after being given treatment using the tongue twister technique through the *Twistify* application. Therefore, the Alternative Hypothesis (H_a) was accepted, and the Null Hypothesis (H_0) was rejected. Based on the research result, the tongue twister technique through the *Twistify* application effectively improves students' pronunciation skills. So far, the researcher was the first to conduct research using the *Twistify* application.

Following the conclusions above, the researcher has several suggestions. Teachers should use the tongue twister technique through the *Twistify* application as a new technique and application for learning English, especially to improve students' pronunciation skills. Teachers should start experimenting with new techniques and applications that are more interesting and fun in classroom learning activities, especially in learning English. Teachers should use technological advances to make teaching and learning English easier and more enjoyable. Students should use the tongue twister technique through the *Twistify* application because it can improve the students' pronunciation skills. Students should use technological advances to improve their skills, especially pronunciation skills. Students should be more active and focused in learning and teaching activities in the classroom. In the future, researchers should close the gaps and weaknesses in this research. Future researchers should conduct research using new techniques and applications to improve students' English skills, especially pronunciation skills.

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An analysis of discriminatory actions found in 200 Pounds Beauty movie

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Abstract

This study aims to find the discriminatory actions in the 200 Pounds Beauty Movie. 200 Pounds Beauty is a 2006 film. This film tells the story of a fat woman named Hanna who wants to become a famous singer. However, because of her plump body, Hanna receives discriminatory treatment from other characters. Discrimination is the unfair treatment of a person or group of people who have differences in race, ethnicity, gender, and others. Therefore, the authors chose the film 200 Pounds Beauty to analyze the discriminatory treatment received by Hanna's character. To be able to conduct research, the author uses a structural approach method. Then, the researchers collect data using the library research method and present the data collected in a sentence and pictures. From the research that has been done on the film 200 Pounds Beauty, it can be said that many of the acts of discrimination are accepted by Hanna's character. Each discrimination that has been carried out has a different effect. The authors suggest that future researchers analyze discrimination more deeply.

Keywords: Action, Discrimination, Movie, Overweight

1. Introduction

Literature is one of the works of art poured in written or oral form that uses language as the media and is written according to the writing rules. Literature is one of the arts that existed since ancient times, which is the pouring of one's expression, opinion, and experience. Nuraeni (2016) states that literature is a work of imaginative or creative writing. Based on its history, literature has several types, including imaginative and non-imaginative. According to Pradani and Rizal (2020), imaginative literature is further divided into poetry and prose, which are still divided into several parts. In contrast, non-imaginative literature is divided into eight types: Essay, critique, biography, autobiography, history, memoirs, diary, movies, and mail. Nowadays, movies are popular as part of contemporary literary works.

200 Pounds Beauty is one of the movies published in 2006 and produced by Kim Yong Hwa, which attracted a lot of public attention because of the interesting storyline and cast favored by various groups. 200 Pounds Beauty movie is adapted from the Japanese comic Kanna's Big Success by Komiko Suzuki. This movie tells the story of a fat woman named Hanna (Kim Ah Jong) who wants to become a famous singer. Hanna works as a ghost singer. She becomes the voice of Ammy (Ji Seo Yun), a famous singer. Even though she has a beautiful face, Ammy does not have a voice as sweet as Hanna's. Hanna decided to become Ammy's 'voice' because of a man named Sang-Jun (Joo Jin Mo). After a long time, Hanna put her heart

on Sang-Jun. Unfortunately, the man only wanted to take advantage of Hanna. Sang-Jun and Ammy have worked together to make Hanna always by their side and become Ammy's 'voice'. Feeling heartbroken, Hanna contemplated suicide and eventually underwent plastic surgery. After having the look she wanted, Hanna changed her name to Jenny. But the problems came and went after the big changes in his life.

Before deciding to undergo plastic surgery and change herself into Jenny, Hanna received a lot of discriminatory actions about her face and overweight body. Because of the discriminatory actions, Hanna's life was affected. This is also felt and happens to many people, both as victims and as perpetrators, and done both consciously and unconsciously. Therefore, the authors are interested in analyzing the various discriminatory actions in the 200 Pounds Beauty movie. So, with this research, many people are more aware and learn not to use discriminatory actions against others.

2. Theoretical Framework

2.1. Intrinsic Elements

According to Nurgiyantoro, intrinsic elements build the literary work itself. The factual elements will be found if people read or watch literary works (Nurgiyantoro, 2013, p.30). Like most other literary works, there are many intrinsic elements in the world of film. However, in this chapter, the authors only discuss two elements, namely Theme and Characters.

Theme

The theme is one of the elements supporting a literary work's formation. The theme is also often referred to as the most basic element because, from the theme, the central ideas of a literary work emerge. This is supported by Aminudin, who stated that the theme is the idea that underlies a story, so it also acts as a starting point for the author in explaining the fiction he created (Aminudin, 1995, p. 91). In essence, the theme is a problem that is the authors' starting point in compiling the story or literary work, as well as a problem that the author wants to solve with his work.

Based on the priority, the themes are divided into two, namely major themes and minor themes. The major theme is the main meaning of the story that forms the basis or general basic idea of work. Determining the major theme is choosing, considering, and assessing several meanings interpreted as being contained by the work in question. Minor themes contain meaning in certain parts of the story and can be identified as additional meanings. In the journal created by Nurhakiki and Andreawan, they state that the two themes have quite clear differences. We can find major themes in all parts of a literary work, while minor themes can only be found in certain parts and must be identified to find them.

Characters

The second intrinsic element that will be discussed is the characters. According to Nurgiyantoro, the character is a character's description in a literary work (Nurgiyantoro, 2007, p. 165). The word character itself can be interpreted into two meanings in literature. First, the character can be defined as the nature or attitude of a character. Second, a character can be interpreted as the character given by the work's creator. Characters in literature are not only for humans but can also be in the form of animals or objects. It depends on the creator who made the work. Character is generally divided into several sections based on the role and personality. Based on the role, the character is divided into the Main Character, the Figure Character, and the Supporting Character. Every film work has these three characters. The number of scenes or appearances of these characters in a movie distinguishes the three types of characters based on their roles. If a character has many scenes and time to appear, then that

character is the Main Character. In most literary works, the Main Character always appears at the beginning of the work.

Based on their character, the character is divided into three: protagonist, antagonist, and tritagonist. The three types of Characters based on their character can be distinguished from the nature and behavior shown in the film or work. The protagonist has good character and behavior. In general, the Protagonist Character is used as a character possessed by the Main Character in most literary works, be it drama, fiction, or movies. In contrast to the Protagonist Character, the Antagonist Character has evil traits and behavior and is often used as a Figure Character. Different from the protagonist and antagonist, the tritagonist has a personality that is neither good nor bad.

Discrimination

Discrimination comes from the English word discriminate and was first used in the 17th century. The term comes from the Latin word *discriminate*. Since the Civil War in America in the 18th century, discrimination developed as an English vocabulary term to explain prejudice negatively. At that time, the prejudice in question was associated only with the prejudice that only blacks were slaves. But the use of the term grew later, too used for all kinds of prejudice and all actions negative for all types of social identity. Discrimination can strike any race and ethnicity because it is very difficult to unite groups that are different. Therefore, as a human being, it is very important to understand and accept differences. Well, it is the color difference in skin, the origin of residence, religion, etc.

According to the KBBI (*Kamus Besar Bahasa Indonesia*), discrimination is the difference in the treatment of fellow citizens based on skin color, class, ethnicity, religion, and so on (KBBI, 2016). This understanding is supported by Theodorson, who states that discrimination is the unequal treatment of individuals or groups based on something, usually categorical or distinctive attributes such as race, ethnicity, religion, or membership of social classes (Theodorson, 1979). From these two sources, it can be concluded that discrimination is the unfair treatment of a person or group of people who have differences in race, ethnicity, gender, etc. Ransford (1980) distinguishes between individual discrimination and discrimination institutions (Institutional Discrimination). Individual discrimination is the act of a prejudiced perpetrator (prejudice). Institutional discrimination is acts that have nothing to do with a prejudiced individual but rather impact the policy or practices of certain institutions in society (Sunarto & Kamanto, 2004). In this research, the authors find that there are two kinds of discrimination practiced and accepted, namely discrimination against being overweight and also discrimination against plastic surgery.

Overweight Discrimination (Weight Stigma)

The official Weight Obesity website writes that Weight Stigma refers to the discriminatory acts and ideologies targeted toward individuals because of their weight and size. Weight stigma is a result of weight bias. Weight bias refers to the negative ideologies associated with obesity. Although not many people know about Weight Stigma, many do it without realizing it.

The presence of Weight Stigma on a person can create negative effects for that person. Logically, when someone experiences Weight Stigma due to excess weight, it can affect their mentality. There are many ways a person can deal with or divert Weight Stigma, be it by overeating due to stress or committing suicide. This will create discrimination against someone who is overweight. The presence of Weight Stigma in a person can trigger Fat shaming in that person. Until now, there have been many cases of bullying and discrimination caused by Weight Stigma. Fat Shaming is a subset of Body shaming that is intended for people with

excess body weight. Fat Shaming itself is a term for the act of humiliating the bodies of people who are considered large or fat.

Plastic Surgery Discrimination

As many of us know, South Korea is a country with a fairly high level of plastic surgery. Although not ranked one with the most number of plastic surgeries, many people assume that almost all South Koreans are beautiful and handsome because of surgery. Even though not all South Koreans undergo plastic surgery, plastic surgery is often done by Koreans so that they can meet existing beauty standards. The definition of a beautiful Korean woman must have clean and white skin, a smooth facial complexion, an oval and small face shape, a sharp and small nose, and round eyes with double eyelids.

Doing plastic surgery is not something to be avoided because everyone has the right to do it, and everyone has the right to be beautiful. However, in this world, many people receive discrimination just for having plastic surgery. Everyone has a different background in life. Until now, there have been many cases that make plastic surgery the choice to continue life. Many people experience bullying because they do not comply with beauty standards. These are the things that make plastic surgery a choice that some people make.

3. Research Method

In this research, the authors use the Structural Approach. The structural Approach aims to explain the functions and relationships among many elements of a literary work that produce the whole story (Nugiyantoro: 1995). To collect the data, the author used a method called library research. Library research collects data by learning and understanding data closely related to the problems from books, theories, notes, and documents (George, 2008). The authors searched the library for various sources supporting this research. The main data are taken from the script of the movie. The secondary data are taken from the opinions of some experts, which can be found in various sources such as books, journals, documents, and websites.

The first step used by the authors is to read the movie's script. After reading the entire script from the movie, the authors watched the movie and collected the data, which is the research topic. Any data obtained from watching movies are validated again to become complete data. After that, any data collected are analyzed by the researchers. After analyzing the data, the authors started to analyze the data using the Content Analysis method. Content analysis is a research method used to identify patterns. To conduct content analysis, systematically collect data from written, oral, or visual texts, such as books, magazines, photographs, and film. Content analysis can be qualitative and quantitative, depending on the data collection type. Because the data in this research is in the form of text, images, and sound, the content analysis this time included qualitative data. The writers use content analysis to discover communication content's purposes, messages, and effects. Besides that, the writers also can infer about the producers and audience of the texts they analyze.

Therefore, Content Analysis Methods are often used with Document Studies in research. Document analysis is a systematic procedure for reviewing or evaluating printed and electronic (computer-based and Internet-transmitted) documents (Bowen, 2009). Document analysis requires examining and interpreting data to elicit meaning, gain understanding, and develop empirical knowledge (Rapley, 2007). Following the description of the content analysis itself, the authors discuss the data analysis results obtained in quite depth, not only from one or two aspects but from several aspects that are related to the data that has been collected. This type of data analysis is widely used to analyze a character's or a message's characteristics.

4. Finding and Discussion

4.1. The Discriminatory Action Found in 200 Pounds Beauty Movie

The first data showing discrimination is Ammy's criticism of Hanna's outfit. The incident happened when Ammy finished her concert, and she immediately approached Hanna. After seeing Hanna's appearance, Ammy immediately criticized the clothes worn by Hanna. From the picture above, it can be seen that Ammy is holding Hanna's clothes while uttering words that satirize Hanna's dress by questioning her.

Ammy thought that the clothes Hanna was wearing were suitable for dancers and told her to wear sports clothes instead. Hearing Ammy's words of criticism, Hanna immediately answered them by telling him that there was no fit for him. Behind the criticism that Ammy has done, there is discrimination that has occurred. Although what Ammy criticizes is the way Hanna dresses, there is another meaning to Ammy's criticism. That Hanna's fat body makes the clothes she wears look ugly. Indirectly, Ammy is not criticizing Hanna's clothes but criticizing Hanna's fat body.

The second action that shows Ammy's discrimination is wearing the same dress Hanna is wearing. The incident occurred at Sang-Jun's birthday party. It started with a red dress that was sent in Sang-Jun's name and sent to Hanna so that she could wear it at Sang-Jun's birthday party. Hanna happily and unsuspectingly put on the clothes sent to the birthday party. After arriving in the party room, Hanna went straight to Sang-Jun's room. But she still wears a coat as the outer.

After removing the coat, Ammy entered the room wearing the same red dress, shocking everyone, including Hanna and Sang-Jun. Seeing Ammy wearing the same dress made Hanna realize that her dress was sent by Ammy but in Sang-Jun's name. Hanna instantly became embarrassed and saddened by lowering her head and avoiding eye contact with anyone else in the room. After realizing that her red dress was not from Sang-Jun, Hanna immediately rushed to the bathroom to express his emotions by crying.

Ammy did this to Hanna because of her jealousy of Hanna, which made her want to avenge her jealousy. Jealousy is an emotion experienced when a person feels a relationship with a partner is threatened and results in a loss of ownership; usually, this will arise if a third party is in the relationship. The jealousy that Ammy felt made her nervous and uneasy with Hanna's presence.

The action above does not show direct discrimination, but behind it all, several things constitute discrimination. From Ammy's actions, it can be concluded that there are several purposes for Ammy to send the same dress as the one she is wearing. The first goal is for Ammy to play with Hanna's feelings for Sang-Jun so that Hanna realizes that her love for Sang-Jun is one-sided. The second goal is that Ammy wants Hanna publicly embarrassed at Sang-Jun's birthday party. The last goal is for Ammy to show that she is better physically, so she wants to make a comparison with Hanna by wearing the same clothes.

The data above is a snippet of the dialogue that was delivered by Sang-Jun when talking to Ammy and addressed to Hanna. When the dialogue was uttered, Hanna overheard from the toilet because, at that time, Hanna was in the toilet to be alone. The dialogue above is words that show criticism of Hanna as an overweight person. A word that indicates discrimination is the word 'Fat.' In this case, the word 'Fat' can also be interpreted as obesity. Obesity is an excess of fat in the body, which is generally stored in the subcutaneous tissue (under the skin) around the body's organs, and sometimes there is an expansion into the organ tissue. The second sentence spoken by Sang-Jun was a dialogue that showed discrimination. Although the dialogue does not contain words that indicate direct discrimination against Hanna, the words 'exists' and 'using' in the dialogue have a negative meaning.

In the first line, the word ‘exists’ meant by Sang-Jun was the existence of Hanna, who was never appreciated by people for having a fat body, only for Ammy. In another sense, Hanna was only made for Ammy. Supported by the next sentence, when Sang-Jun mentions that they are just ‘using’ Hanna, it’s as if Hanna is an object. So, in conclusion, the meaning behind Sang-Jun’s words is that Hanna’s existence is only used to be the ‘shadow singer’ behind Ammy’s voice, without having to show her presence, which most people do not support.

This shows that the criticisms are discrimination against Hanna’s character. Essentially, Hanna has the right to live her own life as a singer and apart from Ammy as a ‘shadow singer’. Weight Stigma appears in the data this time. From these data, it can be seen that the people in the film have a stigma that people with fat bodies do not have the right to become public figures and appear on stage. That’s what happened to the character Hanna. She was not allowed to show herself on stage and was hired to be Ammy’s voice.

This action occurs at the movie’s beginning when Hanna visits the Shaman to ask for the amulet in the first scene. Hanna’s purpose in coming to the Shaman was to get an amulet so that Sang-Jun liked Hanna too. It is the same as the other visitors, who come with their own needs when visiting the Shaman. But when she wanted to bow down to thank the Shaman, he forbade Hanna to do so. Without giving a clear reason forbidding Hanna to do it, in general, everyone who visits the Shaman is allowed to bow down as a thank you and respect to the Shaman.

In South Korea, saying thank you with prostration and a sign of respect to certain people called Keun-Jeol has become a tradition. Keun-Jeol is a way in which individuals bow down on the floor with their hands and knees, expressing a respectful greeting for the New Year to their elders or those they love. This tradition is still carried out today by every community in South Korea. Just as Hanna wanted to show her gratitude for the amulet that had been given, but without giving a direct reason, the Shaman forbade Hanna to bow down in gratitude.

It can be concluded that the reason for banning Hanna is that he does not want to be given respect by people who have had a difficult life. In another sense, the difficult life that Hanna has lived and will live is due to her fat body, as he had said to Hanna earlier. Besides that, Hanna’s chubby body made the Shaman not want to be respected because when Hanna prostrates, the narrow room will be full, and there is the possibility of bumping the things in it. Hearing the ban from the Shaman did not make Hanna cancel her intention to give a prostrate of gratitude. So Hanna still bowed down to the Shaman even though some chaos was caused after doing so. Namely, Hanna hit the wall and the table, causing some of the things on the table to spill and hit the Shaman. So that makes Shaman even more annoyed with Hanna’s character and keeps pushing her away.

This action takes place when Hanna is rushed to the hospital when she tries to commit suicide by taking diet pills. The reason Hanna committed suicide was her ex-boyfriend, who broke up with her and disappeared. This makes Hanna decide to commit suicide. When she arrived, the doctors and nurses wanted to move Hanna from the ambulance to the hospital bed. However, the doctors and nurses were not strong enough to lift Hanna’s body because she was too fat. Instead of asking more people for help, a doctor tries to overthrow Hanna by force.

Because of the commotion made by the doctors trying to overthrow Hanna, the sick Hanna woke up. After realizing what was going on, Hanna took the initiative to roll her aching body onto a hospital bed. In that situation, Hanna is a patient who needs treatment. But the doctor treats Hanna like an object. Even though Hanna was above average weight, Hanna was still a patient at the time who needed help. The actions taken by the doctor are discrimination against Hanna, who is overweight. Supposedly, the doctor asked more people to help lift Hanna. The hospital should also provide more adequate facilities.

When Hanna attended Sang-Jun's birthday party and wore the red dress Sang-Jun gave her, she came over and sat next to Sang-Jun. When CEO Choi told Hanna to remove her coat so it would not heat up, she immediately took it off. Instantly, everyone in the room reacted surprisedly to Hanna's look through their gaze. People in the room did not utter a single word, but they scorned Hanna's look through their gazes and reactions. When she realized that everyone in the room was giving her condescending looks, Hanna fell silent and lowered her head in shame.

Their stares and reactions are a form of discrimination against Hanna, who is overweight. The people in the room stared at Hanna's body as if they couldn't believe Hanna was wearing clothes that defined her chubby body. Everyone has the right to wear the clothes they want, and so does Hanna. Hanna's character must have a higher level of confidence to wear the clothes she wants proudly. Moreover, the clothes she wears are gifts from someone he likes. Although not everyone can accept it with a positive response, Hanna has the right to wear it. And the people in the room should respond positively and gaze at what Hanna is wearing.

The next data is dialogue spoken by Jeong-Min, Hanna's closest friend. Even though Jeong-Min is Hanna's closest friend, it doesn't guarantee that Jeong-Min will not discriminate against Hanna. This is evident from the sentence by Jeong-Min when they were in a restaurant drinking alcohol. Accompanied by a lengthy explanation of the three types of women, Jeong-Min immediately mentions that Hanna is the third type of rejected woman.

Hearing Jeong-Min's hurtful words made Hanna immediately sad while eating the roasted meat. Jeong-Min said this after Hanna told her about Sang-Jun's kindness that she had received. Hanna thinks Sang-Jun's kindness is a form of Sang-Jun's love for her. However, without realizing it, Jeong-Min curtly responded to Hanna's story with a statement that made Hanna sad. Jeong-min thinks that the existence of Hanna with her body shape and face is a rejection by the public.

So, from the scene, it can be seen that the closest friend does not guarantee that she will not discriminate. What should be a friend is to support and defend whatever is done. Even at the lowest point, a friend must remain supportive, not dropping and degrading to affect someone's mentality. In addition, a friend must also respect each other's shortcomings.

The second discrimination done by Jeong-Min occurs when Hanna receives a dress from Sang-Jun and tries it on. After Hanna finished wearing the dress, Hanna came out of the room and showed Jeong-Min. But Jeong-Min's reaction was to laugh at Hanna and say that she wasn't sure Hanna would wear the dress to Sang-Jun's party.

Jeong-Min laughed at not the clothes Hanna was wearing, but Hanna's body that didn't look right in the dress made Jeong-Min laugh. In other words, Hanna's fat body makes the dress she wears funny.

The last data is obtained from the dialogue by the character Jeong-Min. However, the data this time is slightly different because the words that become the data are not discrimination about weight but plastic surgery. The setting of the dialogue snippet is when Hanna has become Jenny, and she wants to reveal to Sang-Jun that she is Hanna. But after telling Jeong-Min about it, Jeong-Min forbids Jenny to do it. With the excuse that what Jenny did was a scam, Jeong-Min thought that Sang-Jun would not accept that Hanna had plastic surgery on Jenny. However, the way Jeong-Min's character conveys his opinion is wrong. Indirectly, she has discriminated against Jenny, who has had plastic surgery.

Doing plastic surgery is a natural thing in South Korea. Likewise, Hanna had plastic surgery and turned herself into Jenny. Knowing this, Jeong-Min, Jenny's best friend, does not like her for no apparent reason.

4.2. The Influence of Discrimination Action on The Main Character (Hana)

4.2.1. First effect from the first discriminatory action

The criticism Ammy gave did not have a significant effect on Hanna. This can be seen in the next scene, which shows that Hanna smiled because Sang-Jun approached and immediately hugged him. Sang-Jun's arrival makes Hanna forget the criticism that Ammy has given. From the reaction given by Hanna, it can be seen that the support of someone we love can reduce the intensity of the sadness caused by discrimination. What Hanna did was the right thing. Because Hanna still believes in herself and wears clothes according to what she wants. So Hanna did not follow what Ammy criticized about her clothes.

4.2.2. Second effect from the first discriminatory action

The discrimination that Ammy had done had a big enough effect on Hanna. This can be seen in Hanna, who immediately left the room because she was embarrassed and went to the bathroom to cry and be alone. Crying is Hanna's way of expressing every shame and sadness she feels. Crying can make Hanna a little relieved and calm, remembering all that Ammy has done to her. From a health perspective, crying is a great way to express emotions compared to holding back and suppressing every emotion. However, Hanna should not have to respond to every act of discrimination committed by Ammy because every human being is created differently and unique. But Ammy's action by Hanna is an act of discrimination that should not be done because the effects on each person will be different and can result in death if it occurs in someone who has a weak mentality.

4.2.3. Third effect of discriminatory action

Although not directly conveyed to Hanna, the criticisms had enough effect to become a turning point for Hanna. This is shown in the next scene, where Hanna cries while walking out with a blank stare and leaves Sang-Jun's birthday party. After that, Hanna decided to lock herself in the house and commit suicide. Meanwhile, according to the flow of human behaviour, suicide is a severe form of escape from the real world, running from a situation that cannot be tolerated or is a form of regression, wanting to return to a state of pleasure, comfort, and peace. (Kartono, 2000:143). Naturally, Hanna feels down with every criticism Sang-Jun gives, which hurts Hanna's feelings. However, trying to commit suicide is not the right choice to resolve every criticism received by Hanna because Hanna must remain confident, improve herself, and prove to Sang-Jun that she is talented and not just living for Ammy.

4.2.4. Fourth effect of discriminatory action

The chaos caused was Hanna's fault for not being careful when doing Keun-Jeol. However, the ban given by the Shaman is the beginning of chaos and a form of discrimination because Hanna is treated differently from other visitors. Shaman's discriminatory treatment did not affect Hanna's mentality. Because Hanna's mentality at the beginning of the episode was pretty strong. This can be seen in Shaman's ban, which does not affect mentality, and Hanna's indifferent response to the ban.

Going to the Shaman to ask for an amulet was not the wrong thing for Hanna to do. Hanna's character is someone who lives in a country that makes visiting shamans a natural thing. But in Indonesia, visiting the Shaman is an unnatural activity. In the NU blog, Kendal states that a shaman is a person who claims to know the occult and gives humans news about events in the universe. Among the Arabs in the past, many shamans claimed to know many occult things. With the support of the existing culture and national background, it can be said that the actions taken by Hanna to visit the Shaman are not prohibited.

4.2.5. Fifth effect of discriminatory action

The discriminatory treatment carried out by the doctor did not have a big effect on Hanna. It is just that the noise made by the doctor made Hanna faint awake. So that makes Hanna have to take the initiative to move from the Ambulance bed to the hospital bed by herself. In terms of the mental and survival of Hanna, there is no effect.

4.2.6. Sixth effect of discriminatory action

After receiving judgmental reactions and stares from the people in the room, Hanna immediately became silent and sat back down. Even though the discriminatory treatment carried out by the people in the room was only through gazes, it made Hanna's character silent and ashamed of what she was wearing.

4.2.7. Seventh effect from discriminatory action

With the words uttered by Jeong-Min, who is Hanna's best friend, Hanna's character can feel down and insecure about herself. This can be seen in the image above, which shows Hanna's sad expression after hearing Jeong-Min's words.

4.2.8. Eighth effect from discriminatory action

Seeing Jeong-Min's reaction to laughing at her, Hanna could not help but be silent and embarrassed by her dress. That is the effect of discriminatory action from Jeong-Min. However, because she appreciates the gift from Sang-Jun, Hanna still decides to wear the dress to Sang-Jun's birthday party.

4.2.9 Ninth effect from discriminatory action

Hearing Jeong-Min's words, Jenny could not keep quiet. Holding back tears, Jenny begins to argue with Jeong-Min, and a fight ensues in their friendship. Jenny's actions are not wrong; she must defend herself from discrimination. Plastic surgery is not wrong as long as it does not harm others. Jenny also has her reasons for doing plastic surgery. She is tired of the world that always denies her existence, which is ugly according to world beauty standards.

4.3. The Importance of Being Yourself

Being yourself is an attitude that we can learn, and we must have from the character Hanna in the movie 200 Pounds Beauty. By being ourselves, we can remain confident even though many people discriminate against us. From the character Hanna, we learn about being yourself when she accepts discriminatory actions. Still, the reaction given to Hanna is to ignore the treatment, and she continues to be herself.

Everyone has a special personality, unique character, potential, and extraordinary talents to become the best person. However, many people prefer to be someone else by imitating, imitating, and even knowingly cloning themselves from others. As a result, people lose their true personality. By recognizing and realizing our personalities, we will easily develop the abilities that exist in ourselves. Even though Hanna has experienced a lot of discrimination from people around her, even from those closest to her, she always accepts every discrimination, tries to stay true to herself, and does not care about any discrimination she receives.

5. Conclusions

In the previous chapter, the authors analyzed the data collected regarding discriminatory actions found in the 200 Pounds Beauty Movie. From the data in the previous chapter, it can be concluded that the 200 Pounds Beauty movie (1) has many actions that contain

discrimination aimed at both the main character and others. There are nine actions of discrimination found toward the main character. (2) Of the nine actions of discrimination that Hanna has experienced as the main character, it can be found that there are nine effects of the discrimination. Each action has a different effect on the main character. The action of discrimination that has a big effect is Ammy's wearing the same clothes on Sang-Jun's birthday, which was continued by Sang-Jun, who criticized Hanna physically and otherwise. So that makes Hanna want to be alone and cry in the bathroom to hide her tears. He can make the main character lock herself up and try to commit suicide. And that is where it became the turning point of Hanna's life as Jenny (3). It is important to be yourself and not ignore the words of those who hurt us. And learn from Hanna. Hanna's character is a figure who is strong enough to face any discrimination she receives so she can still face other actions.

From the research that has been done, it can be learned that discrimination is not something that can be underestimated and avoided. But it can be avoided not to. It can be seen that the effects caused by discrimination are very diverse, depending on the personality of the person receiving the discrimination, from crying, stress, depression, and even suicide. Therefore, discrimination should be avoided by everyone. Appreciating every difference and making a difference is a unique thing that makes diversity.

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