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EDITORIAL TEAMS

EDITORIAL INTRODUCTION

Assalamualaikum wr wb.

Alhamdulillahirabbil'alamin. Thanks to the grace of Allah Almighty, *SELJU*: Surakarta English and Literature Journal Volume 8 Number 1 is finally published online. In the eleventh edition, we present nine articles which consist of two linguistic articles, two language articles, and five literature articles. The compositions of writers are six people from University of Muhammadiyah Surakarta, two people from Politeknik Indonusa Surakarta, three people from State Islamic University Sunan Gunung Djati Bandung, five people from Universitas Nasional Karangturi and two people from Universitas Dian Nuswantoro.

Two linguistic articles entitled *Interpersonal Meaning in Billie Eilish Interview: Hit Me Hard and Soft Album* by Putri Farida Nur Afifah, Nurholis, Irman Nurhapitudin; *A Film Semiotics Study of Representation on Duality Female Character* by Liya Umaroh and Adibatul Maulida. Two language articles entitled *English Language Functions Used for Copywriting in Instagram Accounts of Hotel Industry in Solo Area* by Nawangsih Edynna Putri and Maharani Ayuning Tyas; *EFL Students' Perceptions of the Impact of ChatGPT Usage on Critical Thinking Skills* by Allvian Ika Fiki Susanto, Aziza Restu Febrianto, Afi Normawati, Antonius Sugeng Setyawan Nur and Efrika Siboro. Five literature articles entitled *Opportunistic Behaviors of Harlan Family in Knives Out (2019): Oliver E. Williamson's Perspective* by Meidina Noor Afifha and Sumayah; *Social Media Influence on Development of Carl Casper's Image in Chef:Frank Jefkin's Perspective* by Firdaeisyia Rumandang Bulan and Sumayah; *Jo March's Effort for Equality in The Little Women Film: A Utilitarianism Perspective* by Dias Nindya Subagiyo and Sumayah; *Negative Freedom in the Character of Enola Holmes: Isaiah Berlin's Perspective on Liberalism* by Fatin Kamilia Azzati and Sumayah; *Walter Mitty's Personality Transformation in The Secret Life of Walter Mitty (2013): Plato's Allegory Cave* by Maheswari Callula and Sumayah.

The writers are Nawangsih Edynna Putri and Maharani Ayuning Tyas from Politeknik Indonusa Surakarta; Meidina Noor Afifha, Firdaeisyia Rumandang Bulan, Dias Nindya Subagiyo, Fatin Kamilia Azzati, Maheswari Callula and Sumayah from University of Muhammadiyah Surakarta; Putri Farida Nur Afifah, Nurholis, Irman Nurhapitudin from State Islamic University Sunan Gunung Djati Bandung; Allvian Ika Fiki Susanto, Aziza Restu Febrianto, Afi Normawati, Antonius Sugeng Setyawan Nur, Efrika Siboro from Universitas Nasional Karangturi; Liya Umaroh, Adibatul Maulida from Universitas Dian Nuswantoro.

Thus, hopefully, the publication of the ELEVENTH edition of this journal enriches the realm of research and studies in the field of Linguistics, Translation, Literature, and Language related to contemporary problems in English. Wassalamualaikum wr wb.

Surakarta, February 2025

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English Language Functions Used for Copywriting in Instagram Accounts of Hotel Industry in Solo Area

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ABSTRACT

The purposes of this research are to identify the functions of the English language contained in Instagram copywriting in the hotel industry in the Solo area and to analyze the dominant function found in that copywriting. This research employed qualitative methods, particularly in the *Simak Bebas Libat Cakap* technique for the data collection process. Copywriting data was analyzed by Geoffrey Leech's five functions of language. The findings show that five language functions appear in copywriting text including informational, directive, phatic, aesthetic, and expressive functions. The informational function dominantly appears in the copywriting texts. The pattern is mostly to give information about the hotel's products, services, special offers, and facilities. It implies that English copywriting in Instagram accounts of 3-star hotels in the Solo area is used for brand awareness.

Keywords: Brand Awareness, Digital Marketing, Hospitality, Social Media, Text Analysis

1. Introduction

Language conveys ideas and information in written, spoken, and sign forms (Long, 2023). It is a manifestation of social function because of its vital role in bridging society with verbal and written communication. Leech in (Erlita, 2020) categorizes the functions of language into two general functions, namely the delivery of information and the medium of cooperation between individuals. Both functions allow people to communicate with each other and share information. Communication and information delivery can be established by verbal such as speech and written such as correspondence and print media. Written communication is rapidly shifting to digital media through social media platforms.

Instagram is currently the most popular social media. According to Smith in (Natsir et al., 2020), more than 75 million people have used Instagram for daily activities and 16 billion images have been uploaded since 2014. Instagram is used by individuals and for the benefit of businesses and industrial sectors, including Tourism and Hospitality in Solo City. According to data from the Surakarta City Culture and Tourism Office, there are currently 167 accommodations in Surakarta with details: 3 5-star hotels, 13 4-star hotels, 18 3-star hotels, 21 2-star hotels, 7 1-star hotels, and 85 non-star hotels (Dinas Kebudayaan dan Pariwisata Kota Surakarta, 2023). Almost all hotels have Instagram accounts. According to Hootsuite data, Instagram is the top 4 most popular social media for

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industry/business in 2023. Even predicted 2024 the use of Instagram is still high (Beveridge & Lauron, 2023).

For the Hospitality industry, Instagram has multiple functions, both for communication media and commercial functions. The use of Instagram is an effective way for hotels in terms of promotion, especially attracting customers (Kurniawan et al., 2021). This phenomenon indicates that hotels are currently using Instagram accounts for marketing purposes. In addition to such visual content, Instagram needs to maximize textual content that contains information and descriptions. Copywriting is a crucial part of Instagram as a medium for delivering information to customers. In the era of globalization, many hotels write descriptions using English. This is very possible considering English and Hospitality are two inseparable things (Chilingaryan, 2020). The Hospitality industry is closely associated with English given that English is a lingua franca or global language whereas the Hospitality industry tends to use English as a global communication standard. English proficiency potentially increases the number of tourists or customers as it can attract foreign tourists to Indonesia (Ayu et al., 2021).

However, not all 3-star hotels in the Solo area use English for their Instagram accounts' captions. Copywriting techniques play a role in digital marketing. The right copywriting technique needs to be accompanied by an informative description so that the message can be conveyed well. In the Hospitality industry, Instagram is currently used for marketing and building brand awareness. The hospitality industry has tight competition. Through effective digital marketing, 3-star hotels can expand their reach, attract more potential guests, and maintain their position in the competitive market. To expand the reach, the use of English becomes an alternative to be applied. The purpose of applying copywriting to information description can be analyzed using text analysis with the theory of language function. According to Geoffrey Leech in (Erlita, 2020) language has 5 fundamental functions, namely informative, directive, aesthetic, phatic, and expressive functions. This study aims to identify the dominant functions contained in English copywriting texts used by hotels in Instagram accounts. The dominant function is analyzed to determine the hotel's purpose of using English copywriting text in the Instagram account.

This research focuses on language functions in English copywriting on hospitality Instagram accounts with a pragmatic approach using Geoffrey Leech's theory of language functions. According to Geoffrey Leech in (Ehineni, 2014) language functions are categorized into 5 main functions: expressive, informative, directive, phatic, and aesthetic. Leech's language function theory is used to analyze the dominant function in copywriting texts. The dominant function is then analyzed using the concept of copywriting as support. According to Victor O. Schwab in (Harmoko, 2023), copywriting is a writing technique to attract attention, show the public the benefits of something, prove something, influence the public to take a certain benefit, and ask the public to do something. In the industrial world, these objectives are closely related to promotional or marketing activities. Adinugroho et al. (2023) added that copywriting refers to the technique of composing marketing materials that aim to persuade customers to take actions desired by producers such as buying their products or services.

Previous research has been conducted on the English language function in copywriting techniques on a hotel Instagram account (Putri & Kinasih, 2023). The research focused on the function of language in copywriting the Instagram account of a four-star hotel, The Alana Hotel & Convention Center Solo. The research method used qualitative methods with pragmatic approaches and the functional theory of Geoffrey Leech's language. The results show that directive and phatic functions are the dominant functions used in copywriting. It suggests that Instagram has a social role, that is more functional for marketing and media communication with customers through the hotel's Instagram account copywriting. The research gap lies in the object of the research as a differentiating aspect

whereas previous research analyzed the language function in the Instagram account of the 4-star hotel in Solo. However, this research only examined one hotel's Instagram account. Meanwhile, this research focused on the analysis of the language function in the 3-star hotel Instagram account in the Solo Raya area and examined four Instagram accounts to obtain objective findings.

The second reference study on the language function in the hospitality industry is entitled The Language Functions Used in Hospitality Advertisement during the Covid-19 Pandemic. The research focuses on the use of language functions in Agata Hospitality hotel advertisements in Bali during the pandemic. The research method used was qualitative descriptive using the functional theory of the Roman Jakobson language. Research results show that the dominant function in advertising is the function of reference or merely informing the description of the products and services offered by the hotel. Another function commonly found is the phatic function where the advertisement aims to attract the audience's attention (Aningsih et al., 2022). The research gap lies in the object of the study where this study analyzed the language function in hotel brochure advertisements and the language function theory used for analysis. Brochures and Instagram are media for conveying information to customers. However, Instagram as a digital media provides more features to share information and potentially reach global customers through copywriting. It is necessary to examine the language functions in Instagram copywriting to obtain broader findings.

2. Methodology

This research was conducted using qualitative methods. Denzin and Lincoln in (Aspers & Corte, 2019) state that qualitative research focuses on collecting empirical material such as observations, life stories, visual texts, case studies, and interviews. Unlike quantitative methods, qualitative methods are not measured based on quantitative aspects. This method does not study numerical data processing but focuses on non-numerical data such as documents. Consistent with this, Cresswell in (McNabb, 2020) points out that qualitative research requires researchers to collect data through document analysis. This method does not rely on a single data source but requires reviewing several sources or documents and categorizing them into certain categories.

2.1. Data Collecting Method

The research object focuses on copywriting in 3-star hotel Instagram accounts in the Solo Area that apply English copywriting. Based on the initial observation, not all 3-star hotels in the Solo Area use English for Instagram copywriting. Hotel Neo Gading, Fave Hotel Solo Baru, Hotel Brothers Solo Baru, and LOA Living Solo Baru's Instagram copywriting are selected considering those hotels apply English for copywriting. Primary data was taken from the English copywriting of those hotels' Instagram accounts for the past 1 year from 2023 to 2024. Primary data collection was employed in Simak methods, particularly in *Simak Bebas Libat Cakap* technique. According to Sudaryanto in (Nawangsari, 2022), this technique is applied if the researcher does not directly participate in the data formation and presentation. The researchers read and analyzed copywriting texts and focused on the textual aspects of copywriting while they collected data and supporting information. Secondary data collection from various documents is also needed to support the analysis such as articles from scientific journals, books, mass media articles, news, survey results, and other electronic sources limited to the last 5 years.

2.2. Method of Analysis

The method of analysis used qualitative data analysis techniques by Miles-Huberman. Miles - Huberman in (Harahap, 2021) states that there are several stages or courses in qualitative analysis ranging from data collection, data reduction, data presentation, and conclusion or verification. First,

the researchers collected primary data from four samples of hotel Instagram accounts and read them for analysis using language function theory. The data were selected and categorized based on five language functions: informative, expressive, directive, phatic, and aesthetic. This analysis answers the first problem statement, which is to examine language functions found in copywriting text in all sample accounts. Data are presented in tables and pie charts. Once all texts are categorized into their respective functions, the dominant language functions can be found. This is a textual analysis to answer the first problem statement. The dominant language functions are then analyzed using copywriting theory to answer the second problem statement while concluding the purpose of the hotel using the English copywriting text in the Instagram account.

QUALITATIVE RESEARCH

SIMAK METHOD LIBRARY RESEARCH

1. Collecting Primary Data (copywriting texts from account samples)
2. Collecting Secondary Data (supporting) from books, journal articles, news/ media references, statistical data, etc.

IDENTIFICATION

Clustering primary data primer based on 5 types of language functions

Language formulation Dominant functions

ANALYSIS

CONCLUSION
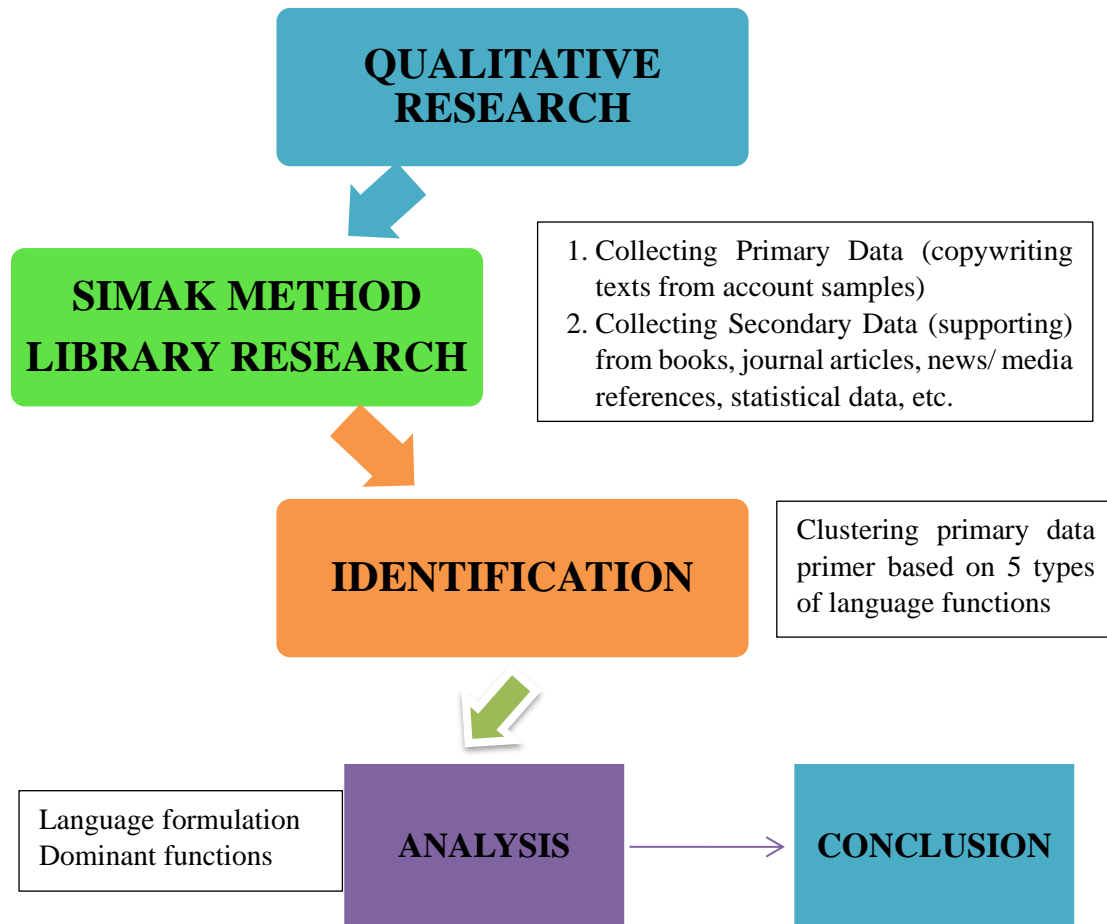
Chart 1. Research Methodology

3. Result and Discussion
3.1. Result

The research analysis finds five language functions that appear in copywriting of hotels' Instagram accounts. Copywriting contains informative, expressive, directive, phatic, and aesthetic functions. The texts for the captions are written in various styles combining five language functions. This table shows the detailed findings of language functions in copywriting.

Table 1. The Language Function Types Appeared in Copywriting

No.	Primary Functions	Occurrence Frequency	Detailed Functions
1.	informative	236 data	to inform hotel identity, describe products (rooms, dining menu, and facilities), inform events and special offers
2.	expressive	5 data	to express feelings (joy, excitement, blessing) on special occasions
3.	directive	171 data	to ask people to book hotel packages (room or dining) and to purchase hotel products or services
4.	phatic	52 data	to greet customers on special occasions such as festive seasons and to appreciate customers after booking
5.	aesthetic	35 data	to convey meaningful quotations and describe beautiful moments
	Total Posts	239 data	

Based on 239 copywriting data, the most dominant function is the informative function with 236 data followed by the directive function with 171 data. Besides, phatic function appears in 52 data and aesthetic function appears in 35 data. Meanwhile, the expressive function is found least in 5 data among all copywriting data. The chart below features the percentage of language function usage.
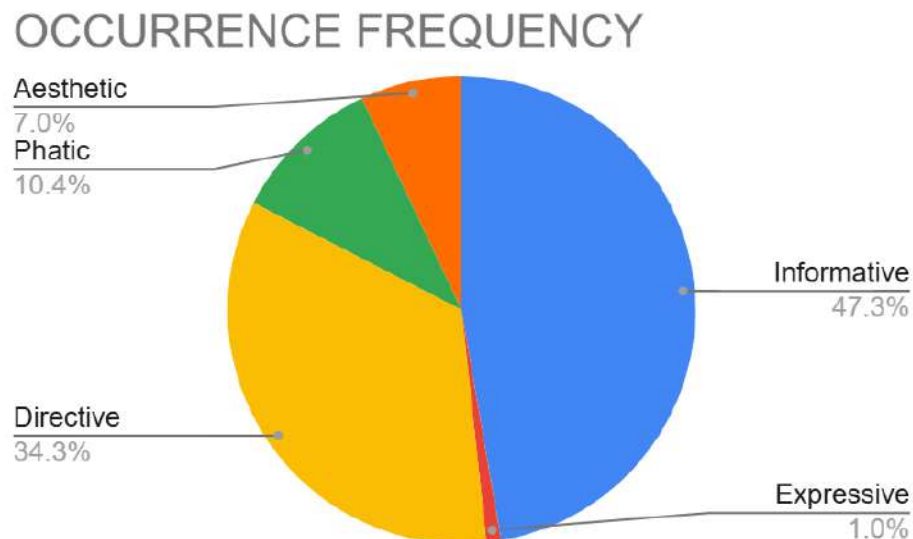
Chart 2. The Percentage of Language Functions Occurrence Frequency in Copywriting

Informative function as the major function aims to inform the public about hotel products and services. In the digital marketing context, Instagram is considered social media marketing. Hence, the formulation of copywriting text is crucial. Albrighton in (Jesslyn & Agustiningsih, 2021) emphasizes that copywriting is the optimal use of language that aims to promote or persuade. The Instagram post requires obvious and detailed information about the products to increase brand awareness. Instagram is a two-way communication between the hotel industry and the public. Kim in (Elysa et al., 2021) finds that the main benefit of using Instagram is to enhance brand awareness and share the latest information with the public, especially tourists. The information presented in the copywriting helps the public to recognize the hotel's products and to determine their choices.

The finding of this research has a similar pattern to a previous study about language functions in advertisements of Agata Hospitality Bali. That research uses Jakobson's language function theory and finds that reference function frequently appears in advertisement texts. Specifically, the reference function represents the information about accommodation products and services (Aningsih et al., 2022). Meanwhile, the informative function in this research is not only formulated by how the copywriting texts describe the hotel's products and services but also provides information about the hotel's identity such as name and location. The minor functions are also required to strengthen copywriting optimization since these functions formulated in text feature the variations of writing style.

The directive function in copywriting helps clients comprehend why this hotel is a better alternative than competitors. Copywriting that employs this function can highlight the hotel's distinguishing features that rivals lack, such as lower pricing for comparable amenities or special loyalty programs for repeat clients. In promoting their products and services, hotels need to implement persuasive language. According to (Suleman, 2023), copywriting refers to the

persuasive technique of writing promotional material for commercial purposes. This phase requires hotels to direct clients to buy their products. Considering the basic function of Instagram as a communication tool, the phatic function in the copywriting text is important to implement for building relations with customers. It is beneficial to strengthen customer loyalty and public trust. Hotels can optimize social relations with customers through Instagram features including comment columns and direct messages. The aesthetic function is also vital in making copywriting more attractive by varying sentence form since it exposes the beauty of words. Copywriting makes hotel descriptions feel more appealing, interesting, and less boring by including aesthetic and creative language. Meanwhile, the expressive function also helps to create a pleasant emotional impression. For example, by describing the hotel's comfort or exclusivity, potential clients might be assured that they will have a valuable experience while staying there. To add an emotional aspect, descriptions must be added using the expressive function.

3.2. Discussion

This part explains the detailed analysis of five language functions represented in the copywriting text. The analysis includes the language formulation of the text based on each function.

3.2.1. Informative Function

Unlike the relevant research about Instagram copywriting conducted in 4-star hotels in Solo City, copywriting in 3-star hotel Instagram accounts dominantly contains informative functions. Putri & Kinasih (2023) found that in 4-star hotels, the directive function dominates copywriting texts followed by the phatic function. That finding shows that the purposes of English copywriting used in 4-star hotel Instagram accounts are for marketing or promotion and building social communication with the customers. Meanwhile, this research finds that the informative function dominates the copywriting texts reaching up to 47.3%.

Informative or informational function, according to Leech, is the function of language to convey certain information to people (Utami et al., 2020). In line with the main purpose of language as a tool of communication, the informative function is categorized as the basic function. The speakers or writers convey certain information to the readers or listeners. Through copywriting text, hotels or accommodations aim to provide information to the customers by describing their products and services. The informative function analysis can be viewed in the text formulation below.

> *Perfect dish for you who want to relax their mind while grabbing light*
> *munchies Classic Gado-gado on Wednesday afternoon with faultless*
> *spot on, only on @barelosolo at @swissbelinnsaripetojo*

Swiss-Belinn Saripetojo Solo Hotel obviously informs its restaurant product by describing the signature menu. The hotel provides Classic Gado-gado that can be purchased on Wednesday afternoon only. The customer can dine at a hotel restaurant called Barelo Solo to enjoy this dish. To make it interesting, Swiss-Belinn Saripetojo Solo Hotel also describes Classic Gado-gado as the perfect dish and Barelo Solo as the perfect restaurant so the customer can relax their mind while dining. A similar formulation is also found in another copywriting of Fave Hotel Solo Baru.

> *Create special moment wedding with favehotel*
> *We have special prices starting from IDR 5.000.000,00*

For more information,please click link in BIO Instagram.

The hotel also gives information about its services such as wedding packages. Fave Hotel Solo Baru clearly informs that it also offers wedding packages for the customers. The hotel adds detailed information about the price that costs starting from IDR 5.000.000, 00. This information infers that the customers can celebrate their wedding ceremony at Fave Hotel Solo Baru. The customer can find more information and book the wedding package by only clicking the link in the Instagram biodata (part of the profile). The informative function can be implemented to highlight the hotel's uniqueness through special promo offered only at its hotel. This function is effective in objectively explaining the benefits of hotel services or facilities. Good copywriting can accurately and precisely convey brand values (Khalil et al., 2023). With informative language, hotels can convey various important information such as the promotions offered, strategic location, signature menu, or complete room facilities. Furthermore, informative functions can also be optimized to attract certain market attention. In attracting the attention of a certain market segment, the informational function becomes very important. The informational function plays a role in conveying specific offers to certain market niches, such as exclusive deals for wedded couples looking for a romantic stay experience.

Informative function frequently appears in most copywriting since this function is not only contained in the caption but also in the hashtag. An Instagram post consists of visual and textual content. Visual content features one or more images. Meanwhile, the textual content can feature a descriptive caption and hashtags (Bashari & Fazl-Ersi, 2020). The descriptive caption presents the explanation of the posted image. Hashtags are keywords written without space and begins with the sign **"#"**. Hashtags enable people to find specific information directly (Wahyujatmiko et al., 2023). The picture below shows the use of hashtags in copywriting text as the informational aspect.

Figure 1. Informative Function Used in Hashtag (Neo Gading Solo Hotel)

The hashtags **#cinematography #cinematic #hotelneogadingsolo #stayatarchipelago #view** used in the above post defines the identity of the hotel and give information about the hotel room type. The hashtag **#hotelneogadingsolo** obviously identifies the hotel's name while hashtags **#cinematic** and **#view** describe information about its room type with a beautiful view. It infers that the customer will get a beautiful view if they stay at Neo Gading Solo Hotel. This formulation is also found in Fave Hotel Manahan Solo's Instagram copywriting.
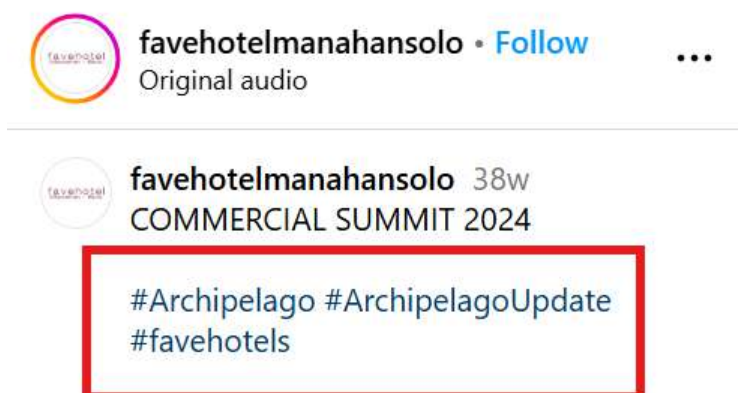
Figure 2. Informative Function Used in Hashtag (Fave Hotel Manahan Solo)

Similar to Neo Gading Solo Hotel, Fave Hotel Manahan Solo informs its identity in several hashtags such as **#Archipelago #ArchipelagoUpdate #favehotels**. Hashtag **#favehotels** obviously defines the hotel's name while hashtag **#Archipelago** refers to Archipelago Group. Archipelago is an international group managing several hotel brands such as Fave, Aston, Alana, Quest, Neo, Huxley, Harper, and Kamuela (Archipelago, 2024). This hashtag informs that Fave Hotel Manahan Solo is a part of Archipelago management. Meanwhile, hashtag **#ArchipelagoUpdate** refers to the updated event held at one of Archipelago hotels which is Commercial Summit 2024. This also infers that Archipelago Management can manage MICE by providing an event venue.

3.2.2. Directive Function

Leech in (Artikmashrabovna, 2022) states that the directive function aims to give other people (listeners or readers) a certain order. In other words, the formulations in language are to ask people to do something, to persuade people, and to invite people. This research finds that the directive function has the second-highest frequency appearing in copywriting texts with 34.3%. The patterns are mostly to persuade people to book hotel packages such as room or dining, both explicitly and implicitly, and to ask people to purchase the other products or services offered by hotels.

> *Enjoy an unforgettable school break with our exclusive School HoliDEALs!*
> *Indulge in luxurious rooms with breakfast for 2 and take advantage of special discounts on laundry and food & beverage.*
> *Plus, enjoy a complimentary late check-out until 03.00 pm**.*
> *Create priceless memories with loved ones.*
> *Book now at https://bit.ly/SchoolHoliDEALS or simply click the link on our bio!*

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At first, the hotel invites the customer to enjoy the school holiday by offering special deals. Following this, the hotel persuades the customer to enjoy its room special package by offering luxurious room package advantages in facilities and adding the complimentary for late checkout. The hotel also suggests the customer book this package by adding a persuasive statement *"Create priceless memories with loved ones"*. This statement infers that this package is perfect spend for a family. At last, the hotel directly asks the customer to book with the statement "**Book now**" and directs the customer to click the link on its Instagram biodata for booking. The words **"book"** and **"click"** indicate the direct words to ask people to purchase the products. However, hotels sometimes use implicit words like in the below caption.

>*Join with us in Kids Activities, only in Swiss-Belinn Saripetojo you can*
>*find more attractive activities every Saturday afternoon.*
>*For more information and reservation just tab on our bio!*

Swiss-Belinn Saripetojo Hotel provides activities and facilities for kids. This hotel does not use explicit words to ask customers to purchase; it uses an alternative word that sounds less direct. Instead of using **"book"** or **"buy"**, it changes with **"join"**. The word **"join"** in this context does mean that this hotel asks the customer to join the hotel activities only, however, it is an implicit yet persuasive way to ask people to book. A persuasive statement is needed when it deals with a promotion as in the below caption.

>*Black Friday Bed Bash! Get 30% OFF!*
>*Don't miss out on the Black Friday Bed Bash! Up to 30% off for a*
>*weekend getaway, family adventure, or romantic escape.*
>*Book now and treat yourself to the relaxation you deserve.*
>*Explore exclusive deals by visiting our website at*
>*bit.ly/blackfrideals2023 or simply click the link in our bio.*

The persuasive statement can be formulated by using pressure tactics. Pressure tactics for persuading customers contain the urgency for quick purchases (Ramli & Razak, 2023). It commonly gives the customers a time limitation or countdown. The phrase **"Don't miss out"** persuasively asks people to book the special offers as soon as possible since it is only available during Black Friday. Furthermore, it adds the phrase **"relaxation you deserve"** to convince the customers that they have the right to relax time and pamper themselves. In other words, the hotel tries to highlight that customers can enjoy relaxation at a lower cost after a discount.

The directive function is also found in the hashtags. Similar to the patterns containing informational functions, hashtags can direct people in a shorter phrase. Hashtag is a mean to regulate mass behavior and a powerful marketing tool for product updates (Gaputina & Budnik, 2020). Based on the above analysis, the use of Instagram copywriting is for promotional or marketing purposes. The hotel can use hashtags to reach global customers.
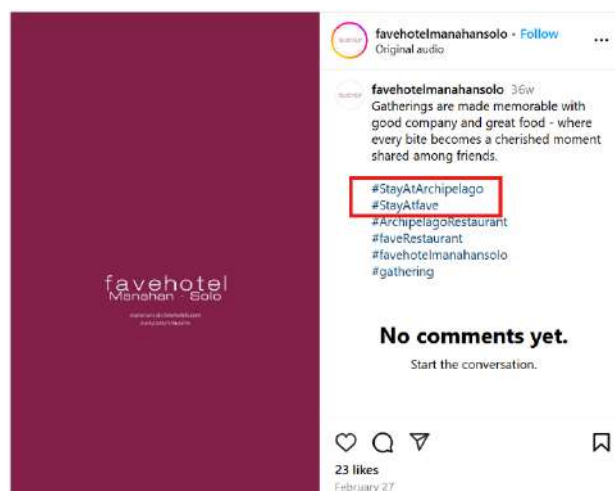
Figure 3. Directive Function Used in Hashtag (Fave Hotel Manahan Solo)

This post combines informational and directive functions in the hashtags. The hashtags **#ArchipelagoRestaurant #faveRestaurant #favehotelmanahansolo #gathering** give information about the hotel's identity and event. Meanwhile, the hashtags **#StayAtArchipelago and #StayAtFave** indicate persuasive acts. Both hashtags indirectly ask the customer to stay or book at one of Archipelago's hotels, especially at Fave Hotel.

3.2.3. Phatic Function

Leech states that the phatic function in language is used to sustain people's relations (Made et al., 2023). In this context, language has a social role. It is embodied in copywriting text. Hotels build and maintain communication with the customer through Instagram. The formulations are mostly to greet the customers, specifically on special occasions. To welcome the festive seasons, hotels commonly send seasonal greetings on Instagram, for example during the Christmas holiday or other religious public holidays.

> *Wishing you a joyous Christmas filled with love, laughter, and cherished moments with your loved ones.*
> *May your Christmas be adorned with the enchanted magic of joy, love, and festive wonders!*
> *From all of us Swiss-Belinn Saripetojo Solo wishing you Merry Christmas & Happy Holiday!*

Through this caption, Swiss-Belinn Saripetojo Solo sends Christmas greetings to its customers. The hotel also adds wishes and hopes that they can celebrate the holiday in a wonderful condition and can enjoy the holiday with good people surrounding them. Seasonal greetings can develop relations

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between the hotel and its customers and make a good impression on customers.

In addition, the hotel maintains its relationship with customers by appreciating loyal customers after they book or purchase hotel products and services. The common expression is gratitude or saying **"thank you"**.

> ***Thank you for choosing the favehotel Manahan Solo as a place to spend your holidays.***

Maintaining social relationships with customers is crucial for sustainability. Fave Hotel Manahan Solo appreciates its customers by saying **"thank you"**. Gratitude expression can be used to engage with the customers and make them rebook or repurchase. This caption indicates that the phatic function is also vital to be implemented in the copywriting text since it can maintain sustainable relations between hotels and loyal customers. Greetings and expressions of gratitude can create more personal and impressive relations than those of competitors. Maintaining relations with customers through Instagram can enhance hotel loyalty. (Ardinantoro & Pradana, 2024) finds that the use of Instagram is effective in increasing brand loyalty, particularly in the tourism industry. Instagram does not only attract customers' attention but also builds closer relations between customers and the brand.

3.2.4. Aesthetic Function

Aesthetic function sounds different from other functions because according to Leech, this does not have any particular meaning. This function highlights the poetic aspect of the utterance (Made et al., 2023). Aesthetic function is commonly found in literature or written communication. This function appears in the Instagram copywriting text. Since it only emphasizes the poetic aspect, the text formulation is only for quoting public figures' statements or beautiful phrases made by the hotel itself.

> ***The future belongs to those who believe in the beauty of their dreams."***
> ***(Eleanor Roosevelt)***

The aesthetic function in Instagram copywriting text above has no certain intention. It purely takes Eleanor Roosevelt's statement. Alternatively, it is adjusted to the picture description. The quotation is used to illustrate the picture.

Figure 4. Aesthetic Quotation to Illustrate Picture

Fave Hotel Solo Baru depicts the work of its housekeeping staff through an image. The hotel does not convey a direct description of the image. However, it puts a meaningful quotation related to hard work that correlates with the image. The aesthetic function is important in providing variation in sentence structure in copywriting to make it more appealing, considering that the aesthetic function highlights the beauty of words. Using aesthetic and creative language, copywriting can make hotel descriptions feel more vibrant, engaging, and not monotonous.

3.2.5. Expressive Function

Leech's expressive function represents people's feelings about something (Ehineni, 2014). People express what they feel and think about something through language. In other words, language is the media to deliver people's emotions, attitudes, thoughts, or impressions toward something. This research finds that expressive function rarely appears in the copywriting text. The text pattern commonly expresses certain feelings such as joy, excitement, and blessing on special occasions.

> *Click, Catch, Hooray! Dive into the fun with 'clickNcatch Flamingos' at favehotels. Our website is now a playground of prizes, and your adventure awaits from February 3rd to 10th, 2024.*
> *To play, simply explore favehotels.com and all favehotels locations to find hidden flamingos. Click on them, and you might snag hotel vouchers worth IDR 2,000,000! P.S. If you win, you will receive an email within the latest 2x24 hours.*
> *Don't miss out on this limited-time chance. Start clicking now at bit.ly/clickNcatchflamingos and get ready for flamingo-filled excitement!*

This caption actually aims to promote the hotel's special offer. This is a limited room voucher from Fave Hotel to give the customers a special price by offering a discount for a limited period. To attract customers, the hotel does not only inform the voucher's worth but also uses expressive sentences. The word **"Hooray"** expresses the feeling of joy and excitement. In spoken communication, **"hooray"** is shouted happily. Through this caption, Fave Hotel invites customers to get its special voucher by clicking the website and collecting flamingo icons. The customers should collect flamingo icons as many as possible to get the voucher. **"Hooray"** expresses the customer's joy after they win this voucher.

4. Conclusion

Language is a tool of communication, both spoken and written communication. As a communication tool, language has several functions. Social media platforms including Instagram have become one of the most popular platforms in this digital era. Copywriting is a crucial aspect of Instagram since it requires certain formulations to convey the information. There are five functions of language found in the copywriting text of 3-star hotels' Instagram accounts encompassing informational, directive, phatic, aesthetic, and expressive functions. The informational function is the most dominant function followed by the directive function. Specifically, the informational function appears in copywriting texts that aim to give information about the hotel's products, services, and facilities. Meanwhile, the directive function appears in copywriting texts that aim to persuade people to book or purchase the hotel's products and services. In conclusion, copywriting used in 3-star hotels' Instagram accounts is more for brand awareness rather than a marketing tool. The hotel industry should

optimize Instagram copywriting by implementing five language functions formulated in the copywriting text. This research can be developed by examining the effectiveness of English copywriting in hotel marketing and promotion in further study.

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Opportunistic Behaviors of Harlan Family in Knives Out (2019): Oliver E. Williamson's Perspective

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ABSTRACT

This study examines the opportunistic behavior of the Harlan family in the film Knives Out (2019) through the theoretical framework of Oliver E. Williamson's concept of opportunism. The research aims to identify the indicators, manifestations, and motivations behind opportunistic actions depicted in the film. Using a qualitative descriptive method, the analysis draws from primary data in the form of scenes and dialogues, supported by secondary data from literature and theoretical reviews. The findings reveal that opportunistic behaviors in the Harlan family are driven by economic dependency, greed, and information asymmetry. Key indicators include manipulation, deceit, and exploitation of trust, as seen in Ransom's framing of Marta to nullify the will and Walt's coercion using Marta's mother's immigration status. The study demonstrates the relevance of Williamson's theory in analyzing fictional narratives, offering a unique interdisciplinary perspective. However, the research is limited to this theoretical approach and film, suggesting opportunities for future studies to explore psychological or sociological dimensions of opportunism in other works. This research highlights how cinematic storytelling can reflect complex human behaviors and ethical dilemmas.

Keywords: Opportunism, Knives Out, Economic Dependency, Information Asymmetry.

1. Introduction

Literature is a form of human expression that can be written or oral works reflecting life and social reality through imaginative language. According to (Arafah in Angelia, F., & Widyaningrum, 2024) Literature is a written work by its author which has artistic value. According to (Sumardjo in Lafamane, 2020) Literary works are an attempt to record the contents of the writer's soul, this recording uses language tools. Literature is a form of recording with language that will be conveyed to others. A literary work is a story, narrative, or experience that is presented as a reflection of life. (Simaremare et al., 2023).

Not only as a language art, literature is also a reflection of real life. In its development, the film is a piece of literary work. Films allow viewers to more easily identify the emotions and actions of characters through the narrative presented. According to (Klarer in Susiati, 2019) films can be categorized as a semi-text genre that is not only influenced by literature but also influences literature and literary criticism. Techniques found in films such as camera angles, editing, montage, and slow

and fast motion are often parallel to the characteristics of literary texts and can be explained within a textual framework. Many films try to expose conflicts and issues that occur in everyday life, including opportunistic behavior that we often encounter in political, social, and economic life. Literature can be said to be a representation of society that is formed and forms the values that exist in society (Rahmayani, 2023). Knives Out is one example of a film that is very appropriate for this phenomenon. This film raises a social phenomenon that commonly appears in society, namely the issue of inheritance. The issue of inheritance often gives rise to various forms of conflict between family members. This conflict is often marked by tension in personal relationships and a struggle for interests. In this context, the film highlights the opportunistic behavior that arises when individuals or groups take advantage of situations or information that is not evenly distributed among the parties involved.

Human behavior is often considered difficult to understand. However, many experts provide in-depth explanations of human behavior. One interesting view comes from the famous psychologist, B.F. Skinner defines behavior as a response produced by a particular stimulus and controlled by the consequences that follow the response. (Skinner, 1938). According to Levitis et al. (2009), behavior is a coordinated response that occurs internally (either through action or not) in all living things, both individuals and groups, to internal and external stimuli. However, this response does not include changes that are easier to understand as part of long-term growth or change. In general, behavior includes all actions, responses, or reactions shown by individuals in their interactions with the environment. Skinner classifies human behavior into two types. First, is respondent behavior, which is a reflex action that appears as an automatic response to a particular stimulus. Second, is operant behavior, which is behavior that is formed through the learning process, where individuals act to obtain the desired consequences. Behavior plays a very important role because most adult human actions fall into this category, which is influenced by behavioral contingencies, namely the causal relationship between a particular action and the consequences it produces. Opportunism and behavior are closely related, especially in the context of individual or group actions to pursue personal interests.

Opportunism is a form of behavior that arises as a result of interaction with certain conditions, such as information imbalance (Williamson, 1977). Opportunism is a self-interested assumption. This is not only a matter of self-interest, but opportunists tend to seek self-interest through deception or even manipulation (Williamson, 1996). Opportunistic behavior is often found in various fields, such as economics, sociology, and psychology, because it usually appears in situations that are full of competition, involve trust, or an imbalance of power. Although this behavior is often encountered in everyday life, studies of opportunism in family relationships, especially in fiction, are still rare. The family can be considered a small picture of the wider society. Therefore, stories about families in films or novels are very suitable as material for studying opportunistic behavior. Williamson explains several important things about the theory of opportunism. First, opportunism often occurs when there is an imbalance of information. This means that people who have more information will usually use it for personal gain. Second, this behavior can be recognized by acts of manipulation, lies, and betrayal of trust. Third, opportunism often occurs in relationships where there is an imbalance of power or dependence of one party on the other. According to (Williamson, 1993), rather than responding to opportunistic behavior in the same way, a wise person will try to give and receive a commitment that can be trusted. In film analysis, this theory is very relevant. Films, as a form of a fictional story, present characters, and

settings that can be analyzed through opportunism theory. Characters in films are often depicted as having various personal interests and making decisions that are influenced by the situations around them. The setting in the film also plays an important role because it can create conditions that trigger opportunistic behavior, such as an imbalance of power or economic dependence. In other words, Williamson's theory provides a precise way to understand how opportunistic behavior develops in a story and how it shapes conflict and the course of the story.

The film Knives Out (2019), directed by Rian Johnson, offers a compelling portrayal of opportunistic behavior within the Harlan family. Set against the backdrop of a mysterious death and a contentious inheritance battle, the film showcases how individuals exploit trust, manipulate information, and act dishonestly for personal gain. Each family member, driven by greed and entitlement, becomes embroiled in a web of deceit, revealing the darker aspects of human nature. Despite its critical acclaim and nuanced storytelling, the opportunistic tendencies of the Harlan family remain largely unexplored through the lens of economic theory.

Over the years, Knives Out has been analyzed from various perspectives. For example, Devi & Degaf (2021) Explore commissive speech acts, such as promises, refusals, and threats, to understand how they contribute to the narrative. Sandberg (2020) Examines the nostalgic elements in the film, focusing on the revival of the Golden Age mystery genre as a form of social critique. Husien & Nurhidayat (2022) Use a Marxist framework to analyze the social mobility and class struggle depicted in the film. Gonzalez (2023) Highlights the role of the setting as a narrative device that shapes character dynamics and plot development. Meanwhile, Szeljack (2023) Analyzes the visual language of social class through elements of chaos and order in the film's mise-en-scène, revealing socioeconomic disparities. Davis (2023) Explores the social commentary in the film, highlighting how societal issues are integrated into the narrative. Basid et al. (2021) Analyze sentence structure using Charles J. Fillmore's Case Grammar, which provides insight into the use of language in the film. Tamrin et al. (2022) Examine maxim non-compliance in conversation, showing how these violations create deep conversational implicatures. Gunatika et al. (2021) Also analyze types of maxim non-compliance, focusing on flouting as the dominant form used by the characters. Ananta (2021) Explores the use of police language and narrative in the context of forensic linguistics, highlighting how investigative language is used to develop plot and character. Rifansa (2021) Uses a postcolonial approach to analyze the practice of "othering" Hispanic characters, revealing how the film reflects socio-political tensions related to ethnic discrimination in the United States.

While these studies contribute significantly to the discourse on Knives Out, they predominantly focus on linguistic, socio-political, and aesthetic dimensions. None have applied Oliver E. Williamson's theory of opportunism a framework traditionally used in organizational and economic studies to analyze character behavior in the film. This gap highlights the need for a fresh approach that bridges economic theory with literary analysis, offering new insights into the dynamics of opportunistic behavior in fictional narratives.

The Harlan family's internal conflict presents a unique opportunity to apply Williamson's theory of opportunism in a novel context. The family's dependence on Harlan's wealth, coupled with their willingness to deceive and manipulate one another, mirrors real-world scenarios where individuals exploit asymmetrical information and trust for personal gain. The film serves as a microcosm of societal dynamics, making it a fertile ground for examining how opportunistic behavior unfolds in complex relational settings.

This research not only fills a gap in the literature but also extends the applicability of Williamson's theory beyond its traditional domains. By analyzing the Harlan family's actions, the study offers a multidisciplinary perspective that integrates economic theory with narrative analysis,

enriching both fields and providing a deeper understanding of opportunism in fictional and real-life contexts.

The core concept of this research revolves around the application of Williamson's theory of opportunism to analyze the behavior of the Harlan family in Knives Out. Williamson's theory identifies key indicators of opportunistic behavior, such as the exploitation of information asymmetry, manipulation of facts, and breach of trust. These indicators serve as analytical tools for examining the characters' actions and interactions within the narrative.

This study focuses on identifying how these indicators manifest in the film, exploring the motivations behind each character's actions. By doing so, it sheds light on the ethical dilemmas and power dynamics inherent in opportunistic behavior. Furthermore, the research emphasizes the broader implications of such behavior, highlighting its relevance in understanding trust, relationships, and decision-making in both fictional and real-world scenarios.

This research seeks to achieve three primary objectives: To identify the indicators of opportunistic behavior in Knives Out using Williamson's theory as a framework.; To analyze the portrayal of opportunistic behavior through the actions and decisions of the Harlan family members.; To explore the underlying motivations, such as economic dependence, greed, and information asymmetry, driving the Harlan family's behavior.

The urgency of this research lies in its potential to bridge economic theory and literary studies, providing a fresh perspective on a well-studied film. Opportunism, though widely studied in organizational contexts, remains underexplored in narrative settings. This study not only contributes to the field of literary analysis but also enriches economic discourse by demonstrating the versatility of Williamson's framework.

By analyzing the Harlan family's behavior, this research highlights the ethical and relational consequences of opportunism, offering valuable insights for understanding trust and decision-making. These findings are particularly relevant in today's context, where familial and societal dynamics are increasingly influenced by economic pressures and individualistic tendencies.

The analysis is grounded in both primary and secondary data. Primary data includes dialogue, scenes, and character interactions from the film, while secondary data comprises existing literature on opportunism and previous studies on Knives Out. Key scenes, such as the revelation of Harlan's will and the characters' subsequent actions, provide a rich basis for examining the indicators of opportunistic behavior. Supporting literature, such as Williamson's seminal works on transaction cost economics, further validates the theoretical framework used in this study.

This research introduces a novel approach by applying Williamson's theory to a narrative setting, specifically a family drama embedded in a mystery-thriller film. While previous studies have analyzed opportunism in economic and organizational contexts, this study extends the theory's applicability to literary and cinematic analysis. The integration of economic and narrative analysis offers a unique contribution to both fields, highlighting the interconnectedness of ethical behavior, power dynamics, and storytelling.

The significance of this research is twofold. Theoretically, it enriches the understanding of opportunism by demonstrating its relevance in narrative settings. Practically, it provides insights into the ethical and relational consequences of opportunistic behavior, offering lessons applicable to real-life scenarios. By analyzing the Harlan family's actions, the study underscores the importance of trust and ethical decision-making in navigating complex interpersonal relationships.

This study contributes to the fields of literary studies, economic theory, and social psychology by offering a multidisciplinary perspective on opportunism. It demonstrates how economic concepts can be applied to analyze fictional narratives, enriching both theoretical and practical understanding.

The findings also provide a basis for future research, encouraging scholars to explore the intersection of economics and literature in other narrative contexts.

Beyond academic contributions, this research has broader implications for understanding human behavior and decision-making. Highlighting the ethical dilemmas and relational dynamics inherent in opportunism, it encourages a more nuanced view of trust and power in both personal and societal contexts. The findings are relevant not only for scholars but also for practitioners in fields such as organizational behavior, ethics, and conflict resolution.

This introduction provides a comprehensive overview of the research, addressing its problem statement, theoretical foundation, objectives, and significance. By bridging economic theory and literary analysis, this study offers a unique perspective on opportunism in fictional narratives, contributing to a deeper understanding of human behavior and its implications in various contexts.

2. Methodology

This research employs a descriptive-analytical approach utilizing qualitative methods. Qualitative research, as defined by Strauss & Corbin (2008), involves the interpretation of non-numerical data to explore the underlying meaning and patterns in the subject of study. Meanwhile, (Sugiono in Harahap, 2020) Stated that qualitative research is research that is used to examine the conditions of natural objects, where researchers are key instruments. This approach is suitable for examining the opportunistic behavior of the Harlan family as depicted in Knives Out (2019). The study integrates Oliver E. Williamson's opportunism theory as the primary theoretical framework, focusing on the exploitation of information asymmetry, manipulation of facts, and breach of trust within the narrative. This research was conducted for 4 months, from September to December.

The rationale for using a qualitative descriptive approach is based on the research objectives, which aim to explore and analyze nuanced human behaviors and interactions depicted in the film. The chosen methods allow for in-depth exploration of dialogue, character development, and visual elements, aligning with the study's objective to uncover the underlying motives and dynamics of opportunistic behavior.

The scope of this study focuses on analyzing the film Knives Out, directed by Rian Johnson, with particular attention to its narrative, characters, and thematic elements. The formal object of the study is opportunistic behavior, interpreted through Williamson's theory, which emphasizes the economic, social, and ethical dimensions of opportunism. Data collection involved two primary sources: primary data derived directly from the film, including character dialogue, monologues, and key scenes depicting opportunistic actions, and secondary data obtained from relevant literature, such as journal articles, books, and online resources discussing Knives Out and opportunism theory.

To collect and organize data, several techniques were employed. First, a detailed film analysis was conducted by repeatedly watching Knives Out to capture nuances in dialogue, character interactions, and visual storytelling. Key scenes exemplifying opportunistic behavior such as the reading of Harlan's will and the subsequent interactions among family members were selected and analyzed. Observations and thematic patterns were documented through note-taking. Additionally, a literature review was performed to examine prior studies on the film and opportunism theory, thereby identifying gaps and providing a context for the current analysis.

The study ensured the validity and reliability of its findings through triangulation, which involves cross-verifying data using multiple sources, theories, and methods. Specifically, source triangulation was applied by comparing insights from the film with academic literature and expert

analyses, while method triangulation was achieved by integrating qualitative analysis with theoretical evaluation. This approach aimed to provide a comprehensive understanding of the phenomenon under study.

The data analysis followed qualitative research principles, emphasizing interpretation and contextualization. Key steps included thematic analysis to identify recurring themes and patterns related to opportunistic behavior, character analysis focusing on the actions and motivations of key characters (e.g., Ransom, Linda, Walt, and Joni) through the lens of Williamson's theory, and scene analysis to explore pivotal moments that highlight opportunistic actions and their impact on the narrative. Finally, an interpretative process was conducted to connect the film's portrayal of opportunism with theoretical concepts.

The study adopts a qualitative descriptive approach, which, combined with Williamson's theory, ensures a thorough analysis of the research problem. This methodology captures the complexities of human behavior while also highlighting broader societal implications of opportunism, particularly in familial contexts. However, the study is not without limitations. Due to the interpretative nature of qualitative analysis, subjectivity may introduce biases. Furthermore, the exclusive focus on *Knives Out* limits the generalizability of the findings to other narratives or contexts. Lastly, reliance on secondary data for theoretical validation may constrain the depth of the analysis. Despite these limitations, the study offers valuable insights into the depiction of opportunistic behavior in film and its relevance to theoretical frameworks.

This methodology section presents a structured approach to examining opportunistic behavior in Knives Out. Through the integration of qualitative methods and a robust theoretical framework, the study establishes a solid foundation for ensuring the validity and reliability of its findings, providing meaningful insights into the interplay between economic theories, ethical considerations, and narrative storytelling.

3. Result and Discussion
3.1. Result

This chapter presents the findings and critical analysis of opportunistic behavior depicted in the Harlan family in Knives Out (2019) based on Oliver E. Williamson's opportunism theory. The data is presented in subsections, accompanied by figures and tables for clarity. Here the writer uses two qualitative data, namely primary data and secondary data. Primary data comes from several dialogues and scenes. Secondary data comes from relevant literature, including journal articles, books, and online sources, especially those discussing Knives Out, opportunism theory, and related economic and sociological concepts.

Table 1. Data classification based on source:

Dialogues	Scenes
• Linda's Dependency on Harlan's Financial Support (Scene 01:13:57) • Walt threatens Marta with deportation (01:27:11).	• Ransom exploiting knowledge of the will (01:19:17) • Richard lying about the family's financial independence (00:08:03) • Joni stealing from Harlan by double-dipping tuition fees (00:20:37) • Linda's Dependency on Harlan's Financial Support (Scene 01:13:57)

• Richard lies to the police about his family's self-reliance and hides his dependence on Linda (00:08:03). • The Harlan Family's Outrage at Marta's Inheritance (Scene 01:11:19)	• Swaps medication labels to implicate Marta in Harlan's death (01:49:25). • Walt threatens Marta with deportation (01:27:11). • Richard lies to the police about his family's self-reliance and hides his dependence on Linda (00:08:03). • Meg attempts to guilt Marta into returning the inheritance to the family (01:20:50). • Joni embezzles Harlan's school payments for Meg's tuition while maintaining a façade of honesty (00:20:37). • Joni pretends to support Marta to regain her favor and influence (01:12:14). • Walt is Fully dependent on managing Harlan's publishing company (00:16:50) • Relies on the inheritance due to lack of personal income (01:49:37) • Relies on Harlan to fund Meg's education through double-dipping (00:20:37) • Relies on Linda's inheritance due to a prenuptial agreement (01:14:00) • Relies on Harlan's financial support for her education (01:20:50) • The Harlan Family's Outrage at Marta's Inheritance (01:11:19)

3.1.1. Indicators of Opportunistic Behavior

Opportunistic behaviors in the film are categorized into three key indicators as derived from Williamson's framework: exploitation of information asymmetry, changing facts and lying, and breaching promises or fraud.

Table 2. displays three primary indicators of opportunistic behavior observed in the film *Knives Out*.

Indicator	Scene	Description
Exploitation of Information Asymmetry	Ransom exploiting knowledge of the will (01:19:17)	Ransom uses his knowledge to manipulate Marta and alter

		perceptions of guilt.
Changing Facts and Lying	Richard lying about the family's financial independence (00:08:03)	Richard misrepresents the family's reliance on Harlan to maintain their reputation.
Breaching Promises and Fraud	Joni stealing from Harlan by double-dipping tuition fees (00:20:37)	Joni embezzles funds from Harlan under the pretense of education expenses.

3.1.2 Indicators of Opportunistic Behavior

Characters from the Harlan family exhibit distinct manifestations of opportunistic behavior:

1. Linda Drysdale

   Hides her dependency on Harlan's financial support while projecting an image of independence.

   Example Scene: Linda's business is revealed to have been built using Harlan's million-dollar loan (01:13:57).

Picture 2.1 (Scene 01:13:57)

Marta   : He wanted you to build something from the ground up, like your parents.
Ransom : something from the ground up, like my parents. yeah. My mom built her business from the ground up with a million-dollar loan from granddad.

Figure 1. Linda's Dependency on Harlan's Financial Support (Scene 01:13:57)

In this scene, Ransom unveils the truth about Linda's so-called "self-made" success, stating that her business was built with a substantial financial loan from her father, Harlan. This revelation starkly contradicts Linda's public image of being an independent and self-reliant businesswoman who achieved success on her own merits. Linda's carefully cultivated persona as a self-made individual masks her financial reliance on her father's wealth, underscoring her opportunistic tendencies. This dependence is further highlighted by her sense of entitlement when the inheritance is given to Marta, suggesting that her financial achievements and stability were more a product of privilege than personal effort. The scene sheds light on the complex dynamics within the Thrombey family, where the economic dependency on Harlan underpins the opportunistic behavior of its members. Linda's actions exemplify the subtle exploitation of familial resources while maintaining a façade of independence, a hallmark of the opportunism explored in Oliver E. Williamson's theoretical framework.

2. Ransom Drysdale

Manipulates facts about Harlan's death and attempts to frame Marta.

Example Scene: Swaps medication labels to implicate Marta in Harlan's death (01:49:25).

Figure 2. Ransom's Manipulation of Medication Labels (Scene 01:49:25)

In this scene, Ransom meticulously swaps Harlan's medication labels in a calculated attempt to frame Marta for Harlan's death. By exploiting his knowledge of Harlan's medical treatment and the inheritance details, Ransom crafts a sinister plan to ensure that Marta appears responsible for administering the wrong medication, thus activating the "slayer rule," which would invalidate her inheritance. This act underscores Ransom's opportunistic and manipulative nature, as he uses deception and asymmetric information to create a narrative that benefits him at the expense of others. His calculated actions reveal a deep sense of entitlement and greed, as he is willing to risk Marta's livelihood and reputation to reclaim what he perceives as rightfully his. This pivotal moment exemplifies Williamson's theory of opportunism, highlighting how individuals may exploit gaps in information and trust to achieve personal gain, regardless of ethical considerations or the harm caused to others.

3. Walt Thrombey

Exploits Marta's vulnerable position by threatening her with her mother's immigration status to pressure her into relinquishing the inheritance.

Example Scene: Walt threatens Marta with deportation (01:27:11).

Walt	: *And we want to protect you. You see what this kicks up with the press and the scrutiny, and we know... with your mother...*
Marta	: *...with my mother. What did Meg tell you.*
Walt	: *This isn't about who - you're missing the point, we're not attacking you with this. Marta if your mom came here illegally, criminally, if you come into this inheritance with the scrutiny that entails I'd be afraid that could come to light. That's what we're all trying to avoid here. We can protect you from that happening, or if it happens.*

Figure 3. Marta's Emotional Response to Walt's Threats (Scene 01:27:11)

In this pivotal scene, Walt discovers that Marta's mother is an undocumented immigrant and uses this sensitive information as leverage to manipulate Marta into relinquishing her inheritance. Walt, aware of Marta's vulnerable position and her deep concern for her family, subtly threatens her with the potential exposure of her mother's illegal status, which could result in deportation. By couching his threat in the guise of offering "protection," Walt attempts to frame his manipulative behavior as a concern for Marta's well-being. His calculated approach, however, reveals his true intent: to pressure Marta into giving up her inheritance and returning the wealth to the Thrombey family. This exploitative act not only underscores Walt's opportunistic behavior but also highlights his willingness to exploit the asymmetry of information for personal gain, disregarding the emotional and ethical implications for Marta and her family. This scene exemplifies Oliver E. Williamson's theory of opportunism, where self-interest manifests through deceptive and manipulative actions, especially in situations of power imbalance.

4. Richard Drysdale

Lies about his family's financial independence and conceals his infidelity to maintain his position. Example Scene: Richard lies to the police about his family's self-reliance and hides his dependence on Linda (00:08:03).

Picture 2.3 (Scene 00:08:03)
Lieutenant Elliott   : Seems like all his kids are self-made overachievers.
Richard   : ...Sure

Figure 4. Richard's Lies About Family Independence (Scene 00:08:03)

In this scene, Richard deceives Lieutenant Elliott by agreeing with the claim that all Harlan's children are "self-made overachievers." This deliberate misrepresentation conceals the family's financial reliance on Harlan, including Richard's dependency on his wife, Linda, due to their prenuptial agreement. Richard's opportunism is further exposed through his refusal to confess his infidelity to Linda despite Harlan's insistence, as seen in later scenes. This deceit underscores Richard's manipulative nature and his inability to confront truths that would jeopardize his financial security and social standing. His actions reveal a pattern of exploitation, where he uses his relationship with Linda to maintain his lifestyle, aligning with Williamson's view of opportunism as self-interest that manifests through manipulation and dishonesty.

5. Meg Thrombey
Manipulates Marta by appealing to her morality and leaks sensitive information about Marta's mother.
Example Scene: Meg attempts to guilt Marta into returning the inheritance to the family (01:20:50).

Figure 5. Meg's Manipulation of Marta's Guilt (Scene 01:20:50)

In this scene, Meg appeals to Marta's morality and guilt, leveraging her family's financial struggles to convince Marta that returning the inheritance is the "right" thing to do. She highlights her dire situation, mentioning that her mother is broke and she may have to drop out of school. However, her apparent support for Marta is revealed to be insincere when it becomes clear that she also leaked sensitive information about Marta's mother's undocumented immigration status to Walt, enabling him to use it as a coercive threat. Meg's opportunistic behavior demonstrates how

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she manipulates relationships to achieve personal and familial gain, reflecting Williamson's theory of opportunism through the exploitation of emotional and informational vulnerabilities.

6. Joni Thrombey
    Joni is Harlan's daughter-in-law who engages in opportunistic behavior by embezzling funds and manipulating relationships. She exploits Harlan's trust by double-dipping her daughter Meg's tuition payments and later feigns support for Marta to serve her interests.
    Example Scene: Joni embezzles Harlan's school payments for Meg's tuition while maintaining a façade of honesty (00:20:37).

Figure 6. Joni's Embezzlement of Tuition Payments (Scene 00:20:37)

In this scene, Harlan confronts Joni about her fraudulent behavior after discovering that she has been accepting tuition payments twice—once directly from Harlan and once from his office wiring funds to the school. Her deceptive actions, totaling $100,000 annually over four years, are an example of her abuse of Harlan's trust for personal financial gain. Despite being caught, Joni attempts to downplay her actions by framing them as a "mix-up," revealing her unwillingness to take responsibility. This act of betrayal exemplifies Williamson's concept of opportunism, where individuals prioritize personal benefit through deceit and manipulation, regardless of its impact on others.

Example Scene: Joni pretends to support Marta to regain her favor and influence (01:12:14).

Figure 6.1 Joni's Manipulation of Marta (Scene 01:12:14)

In this scene, after the family learns that Marta is the sole heir to Harlan's estate, Joni approaches Marta with an insincere attempt at solidarity. She suggests that Marta contact her privately on social media, pretending to care about Marta's situation while aiming to manipulate her into returning the inheritance. Joni's calculated friendliness contrasts sharply with her earlier dismissal of Marta, demonstrating her opportunistic ability to shift allegiances when it benefits

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her. This behavior highlights Joni's willingness to exploit relationships for personal gain, further aligning with Williamson's theory of opportunism by leveraging emotional manipulation to achieve her objectives.

3.1.3 Motives Behind Opportunistic Behavior

The opportunistic behavior exhibited by the Harlan family in Knives Out (2019) stems from three primary motives: economic dependency, greed and entitlement, and information asymmetry. With the existence of information asymmetry, fraud or opportunistic behavior will increase (Dwi Prawitasari & Dwiana Putra, 2019). Opportunism includes the use of deception, such as hiding information, manipulating facts, or misleading others to gain an advantage in a transaction or relationship (Wenas et al., 2020). This behavior usually occurs in situations where there is an imbalance of information between the parties involved and allows one party to exploit the other. These factors, drawn from Oliver E. Williamson's theory of opportunism, provide insight into why the family resorts to manipulative and deceptive actions following Harlan's death.

1. **Economic Dependency**

   Many family members rely heavily on Harlan's wealth to sustain their lifestyles, despite presenting an illusion of independence. Linda, for example, prides herself on being self-made but built her business with a million-dollar loan from Harlan. Walt's livelihood depends entirely on running Harlan's publishing company, while Joni relies on Harlan for financial support to cover her daughter Meg's tuition fees. The reading of Harlan's will, in which Marta is named the sole beneficiary, triggers panic among family members who realize their economic dependency is at risk. Their financial reliance on Harlan explains their desperation to discredit Marta and reclaim the inheritance.

   Table 3. Economic Dependency of Harlan Family Members

Character	Dependency on Harlan	Example Scene
Linda Drysdale	Built her business with a loan from Harlan	Scene 01:13:57
Walt Thrombey	Fully dependent on managing Harlan's publishing company	Scene 00:16:50
Ransom Drysdale	Relies on the inheritance due to lack of personal income	Scene 01:49:37
Joni Thrombey	Relies on Harlan to fund Meg's education through double-dipping	Scene 00:20:37
Richard Drysdale	Relies on Linda's inheritance due to a prenuptial agreement	Scene 01:14:00
Meg Thrombey	Relies on Harlan's financial support for her education	Scene 01:20:50

   Table 3 highlights the pervasive financial dependency of the Thrombey family on Harlan, a central factor driving their opportunistic behavior following his death. Each character's reliance on Harlan underscores their inability to achieve true independence, despite outward appearances of success. Linda, for instance, built her business with a substantial loan from Harlan while

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presenting herself as self-made, and Walt's entire livelihood depended on managing Harlan's publishing company. Joni's double-dipping of tuition payments for her daughter Meg further exemplifies this dependency, as does Meg's reliance on Harlan's financial support for her education. Richard, who lacks his wealth due to a prenuptial agreement, relies entirely on his wife Linda, whose financial stability is tied to Harlan. Even Ransom, who claims to rebel against the family's expectations, ultimately counts on inheriting a share of Harlan's estate due to his lack of personal income. This web of dependency fuels the family's resentment and manipulative actions when the inheritance is left to Marta, revealing their sense of entitlement and desperation to secure their economic stability. These dynamics are emblematic of Oliver E. Williamson's concept of opportunism, where individuals exploit relationships and circumstances to safeguard their interests.

2. Greed and Entitlement

A strong sense of entitlement to Harlan's fortune drives the family's behavior. They view the inheritance as a birthright rather than a privilege. This entitlement is evident during the reading of the will, where family members react with outrage upon learning that Marta, a non-family member, is the sole heir. The resentment toward Marta's newfound fortune drives them to manipulate, threaten, and discredit her in an attempt to reclaim what they believe is rightfully theirs. Ransom's sense of entitlement is particularly pronounced; he frames Marta for Harlan's death to invalidate the will and secure his share of the inheritance.

Picture 3.1(Scene 01:11:19)

Linda	: You little bitch. Did you know about this? What did you do to him to make this happen, were you two what were you bonking my father?
Richard	: Linda!
Jacob	: Anchor baby!
Walt	: Marta! Jacob! And Linda please!
Joni	: Linda please - Marta, you need to tell us though.
Walt	: Yes Marta, did dad discuss this with you?
Joni	: You need to tell us everything you know about this and we need to talk about this.
Walt	: This isn't what dad wanted, this isn't fair but we can work this out

Figure 7. The Harlan Family's Outrage at Marta's Inheritance (Scene 01:11:19)

The Harlan family's reaction to the will reading is a powerful display of their entitlement to Harlan's wealth and their deep-seated resentment when it is left to Marta. As the announcement unfolds, the family members collectively exhibit a mix of disbelief, outrage, and frustration, unable to fathom how someone outside their lineage could inherit everything. This reaction underscores their assumption that Harlan's fortune was a birthright, owed to them by their familial connection, regardless of their contributions—or lack thereof. Their entitlement manifests in verbal attacks, guilt-tripping, and attempts to manipulate Marta, with some even resorting to

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threats and coercion. This sense of ownership over Harlan's assets not only highlights their dependency on his wealth but also reveals their unwillingness to accept his autonomy in making decisions about his estate. Their collective anger toward Marta reflects a broader dynamic of opportunism, as they quickly pivot from passive entitlement to active measures aimed at reclaiming the inheritance, demonstrating their prioritization of personal gain over fairness or respect for Harlan's wishes. This scene epitomizes Oliver E. Williamson's theory of opportunism, where greed and self-interest drive manipulative behaviors in the face of perceived threats to one's position.

3. **Information Asymmetry**

Exploitation of information asymmetry is a hallmark of opportunism, as described by Williamson. Family members like Walt and Ransom use their knowledge of Marta's vulnerabilities to manipulate her. Walt, for instance, discovers that Marta's mother is an undocumented immigrant and threatens to expose this information unless Marta relinquishes the inheritance. Similarly, Ransom's awareness of the contents of the will and Harlan's medical treatment enables him to craft a plan to frame Marta for Harlan's death. The imbalance of information gives these characters an upper hand, allowing them to exploit Marta's ignorance and vulnerabilities.

Figure 8. Walt Threatening Marta Using Her Mother's Immigration Status (Scene 01:27:11)

Walt's exploitation of Marta's mother's undocumented immigration status is a calculated act of opportunism, using asymmetric information to manipulate Marta and coerce her into relinquishing her inheritance. Armed with the knowledge of her mother's vulnerable legal status, Walt frames his threat as a concern for Marta's well-being, disguising his true intent to reclaim the family fortune. By leveraging this sensitive information, Walt preys on Marta's fears and emotional ties to her family, knowing the severe consequences deportation could have on her mother. His actions underscore a deeper sense of entitlement and desperation, revealing his inability to accept Harlan's decision to leave his wealth to Marta. Walt's use of coercion highlights his willingness to exploit any available advantage, regardless of the moral or ethical implications, to restore his family's financial dominance. This manipulation aligns with Oliver E. Williamson's

theory of opportunism, which posits that individuals will exploit vulnerabilities and information asymmetries to advance their self-interest, often at the expense of others. Walt's actions not only jeopardize Marta's emotional and legal stability but also expose the underlying dysfunction and greed within the Thrombey family.

3.1.4 Patterns of Behavior in Conflict Resolution

The patterns of behavior exhibited by the Harlan family during conflict resolution reveal their reliance on manipulation, deceit, and exploitation to achieve personal goals. These behaviors, rooted in opportunism, manifest as a response to perceived threats to their financial security and familial dynamics after Harlan's death. By analyzing their actions, it becomes clear that these patterns align with Oliver E. Williamson's theory of opportunism, wherein individuals prioritize self-interest over collective harmony, particularly in situations of asymmetry and uncertainty.

1) Escalation Through Manipulation

   When confronted with the loss of Harlan's inheritance, family members resort to manipulation as a primary strategy to regain control. For instance, Walt uses Marta's mother's undocumented immigration status as leverage, crafting a threat to coerce Marta into surrendering the inheritance. Similarly, Joni feigns support for Marta in an attempt to manipulate her emotionally, framing herself as an ally while secretly working to undermine her.

2) Avoidance of Accountability

   Throughout the conflict, family members consistently evade accountability for their actions and financial dependencies. Linda projects an image of independence while masking her reliance on Harlan's loan, and Richard conceals his infidelity to maintain his marital and financial security. This pattern is further seen in Joni's denial of wrongdoing when confronted about double-dipping Meg's tuition payments, as she attributes the fraud to a "mix-up."

3) Displacement of Blame

   The Thrombey family frequently shifts blame to Marta, despite her innocence in Harlan's death. They exploit her vulnerable position as an outsider and caretaker, accusing her of manipulating Harlan to secure the inheritance. This displacement of blame serves to protect their self-image and deflect from their opportunistic tendencies.

4) Fragmented Unity

   While the family initially presents a united front against Marta, their internal divisions quickly emerge as they vie for individual benefits. Ransom's betrayal of his own family underscores this fragmentation, as he manipulates events to frame Marta and nullify the will, all while maintaining a façade of solidarity.

Table 4. Patterns of Opportunistic Behavior in Conflict Resolution

Pattern	Description	Scene
Escalation Through Manipulation	Family members use threats or false alliances to regain control	Walt threatens Marta (01:27:11)
Avoidance of	Members deny or conceal their financial	Joni denies

Accountability	dependency and wrongdoings	embezzlement (00:20:37)
Displacement of Blame	Accusations against Marta deflect attention from the family's opportunism	Family accuses Marta (01:11:19)
Fragmented Unity	Individual interests override collective goals	Ransom's betrayal (01:49:25)

These patterns reflect the family's inability to resolve conflict constructively, as their actions are driven by privilege and self-preservation rather than a genuine attempt to reconcile. The behavior of each member reflects the broader theme of opportunism, as their actions are driven by self-interest that overrides ethical values, where power dynamics, economic dependency, and information asymmetries are exploited to achieve personal ends. This is consistent with Williamson's assertion that opportunistic behavior is most pronounced in situations of uncertainty and imbalance, as seen after Harlan's death. The Thrombey family's fragmented and deceitful approach to conflict resolution ultimately reinforces their dysfunction and greed, demonstrating the stark contrast between their professed values and their actual behavior. This theme of opportunism extends beyond individual relationships, reflecting the social conditions in which people will exploit unfair or uncertain situations for personal gain, both within the family and in society.

3.2. Discussion

The findings of this study show how opportunistic behavior depicted in Knives Out is in line with Oliver E. Williamson's concept of opportunism, which reveals manipulation and deception as tools for personal gain. Opportunism is behavior that takes advantage of situations for personal gain, in the film Knives Out opportunistic behavior is the main topic to be discussed. Using Oliver E. Williamson's theory of opportunism, this study examines opportunistic actions in the context of the family. Williamson defines opportunism as an action based on self-interest at the expense of others through manipulation, deception, or exploitation of asymmetric information (Williamson, 1977).

The film Knives Out provides a clear picture of opportunism in the context of the Thrombey family, especially after the death of Harlan Thrombey, who left a large inheritance. One of the central issues raised in this study is the economic dependence experienced by the Thrombey family members on Harlan's wealth. Although they try to present an image as financially independent individuals, in reality almost all family members depend on Harlan's financial support. Conditions such as these create opportunities for opportunism because economic dependence creates incentives to manipulate circumstances to maintain financial stability (Williamson, 1996).

The actions of each character in the Harlan family demonstrate how self-interest can override family loyalty, especially in high-stakes scenarios such as the division of an inheritance. This study has the potential to expand our understanding of how the concept of opportunism, which is usually

applied to economic and organizational contexts, can be used to analyze human behavior in a literary context. In addition, this study opens up opportunities for future research that combines economic theory with literary and film analysis to explain human behavior in various social contexts. The results of this study also highlight the importance of understanding the social and economic background in analyzing opportunistic behavior, both in the real world and in fiction, and its impact.

1) **Comparison with Previous Research**

This study successfully connects the findings with eleven previous studies that discuss the film Knives Out from various perspectives. In general, the difference lies in the theoretical approach used, where this study uses Oliver E. Williamson's opportunism theory to analyze opportunistic behavior. Although there are similarities in topics such as social themes and class dynamics, this study stands out for its unique approach to the character's economic motives. Different from previous studies, this study uses Williamson's economic theory to highlight opportunistic behavior in interpersonal conflict. By connecting economic theory and cinematic narrative, this study offers a new analytical perspective by applying Williamson's economic theory.

Some relevant but different focused studies are Devi & Degaf (2021) who examine commissive speech acts, Sandberg (2020) who highlights nostalgia and genre evolution, and Husien & Nurhidayat (2022) who use a Marxist approach to discuss social mobility. This study enriches the discussion by providing a new perspective on how opportunistic behavior is influenced by economic dependence and information imbalance.

Other studies such as Gonzalez (2023) who focuses on the setting, Davis (2023) who explores social criticism, and Szeljack (2023) who analyzes visual elements and class symbolism are also relevant to this study because they all discuss social themes and class dynamics, although using different approaches. This study provides additional contributions by highlighting manipulation and opportunistic actions as driving factors of conflict between characters.

In addition, several studies such as Basid et al. (2021), Tamrin et al. (2022), and Gunatika et al. (2021) who discuss linguistic aspects and communication manipulation provide a background that enriches the analysis in this study, although their main focus is different. The findings of this study strengthen their results by adding a new dimension in the form of an analysis of opportunistic behavior based on economic theory.

This study also complements the analysis of Ananta (2021) who highlights narrative techniques and Rifansa (2021) who discusses social issues through a postcolonial approach. Although the focus is different, all of these studies enrich the discourse on how the film Knives Out reflects various social issues through characters and narratives.

2) **Novelty and Strength**

Based on previous research, there has been no research that discusses the application of opportunism theory in the context of film, especially in the film Knives Out. The main novelty of this study lies in the application of Williamson's opportunism theory in film analysis, an approach that is rarely used in film studies. This study makes significant contributions to both economic

theory and film criticism. This study shows the relevance of economic concepts in understanding character motivations and actions in fictional narratives. This interdisciplinary approach enriches literary criticism and economic theory by illustrating how opportunism drives the storyline and character development in Knives Out. This analysis also highlights the psychological and ethical implications of opportunistic behavior, especially in the context of trust and power imbalance. This study also provides new insights by linking character behavior to economic theory, which enriches the study of the representation of human behavior in film. The results of the study confirm that opportunism, as explained by Williamson, is not only relevant in the context of organizations and markets but also relationships between individuals within families, as depicted in Knives Out.

3) Weaknesses and Suggestions

Despite its strengths, this study also has several limitations. The scope of this study is limited to Williamson's theoretical framework and the film Knives Out. Future research could explore other dimensions, such as the psychological motives behind opportunistic actions or the role of sociocultural factors in shaping character behavior. Additionally, expanding the analysis to include other films or genres could provide comparative insights and further validate the application of Williamson's theory to fictional narratives.

4. Conclusion

This research highlights the opportunistic behaviors exhibited by the Harlan family in Knives Out (2019) through the lens of Oliver E. Williamson's theory of opportunism. The analysis identifies three primary indicators of opportunistic behavior: exploitation of information asymmetry, manipulation and deceit, and breach of trust. These behaviors are vividly portrayed through the characters' actions and interactions, particularly in their responses to the unexpected distribution of Harlan's inheritance.

Economic dependency, greed, and information asymmetry emerge as key drivers of the Harlan family's opportunism. Characters such as Walt, Joni, and Ransom exploit their knowledge of vulnerabilities and manipulate situations to serve their self-interest, often at the expense of others. For instance, Ransom uses his awareness of the altered will to frame Marta, while Walt leverages Marta's mother's undocumented immigration status to pressure her into relinquishing the inheritance. These actions align with Williamson's assertion that opportunism is rooted in self-interest combined with deceit, especially in scenarios where trust and information are imbalanced.

This study contributes to the understanding of opportunistic behavior by applying economic theory to a cinematic narrative, thereby offering an interdisciplinary perspective that bridges literature, economics, and film studies. The findings underscore the relevance of Williamson's theory in analyzing fictional representations of complex human behaviors, particularly in contexts of conflict and resource distribution.

However, the research is limited to Williamson's framework and the film Knives Out. Future studies could build on this foundation by incorporating psychological or sociological theories to explore deeper motives behind opportunistic actions or by analyzing similar behaviors in other films

or genres. This approach would further enrich the understanding of opportunism in both real-life and fictional contexts.

In conclusion, Knives Out serves as a compelling case study of opportunism, showcasing how greed, entitlement, and manipulation shape interpersonal dynamics within a family. The film not only provides entertainment but also invites reflection on ethical dilemmas and the consequences of self-serving behaviors, making it a valuable resource for both academic and practical explorations of opportunism.

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Social Media Influence on Development of Carl Casper's Image in Chef:
Frank Jefkin's Perspective

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ABSTRACT

This research analyzes the impact of social media on Carl Casper's professional image, using Frank Jefkins' Image Theory from Essentials of Public Relations (1988). The study explores how social media shapes Carl's public perception and career development in the film Chef (2014), directed by Jon Favreau. Utilizing a qualitative approach, the research examines Carl's transformation through the four stages of Jefkins' theory: Mirror Image, Current Image, Wish Image, and Multiple Image. Data are collected through repeated viewings of the film, analysis of critical scenes, and examination of secondary sources related to social media's role in shaping Carl's image. The findings reveal that while social media initially amplifies Carl's struggles, it ultimately becomes a powerful tool for rebuilding his career. Managed by his son Percy, Carl's use of social media reshapes his image, turning criticism into admiration and reconnecting him with his audience. This study highlights the transformative potential of digital platforms in public relations and personal branding.

Keywords: Social Media, Professional Image, Frank Jefkins, Image Theory, Career Development

1. Introduction

In this era, social media has become an everyday companion, without social media interaction and access to information becomes more limited. One of the most influential forms of media today is social media, which allows individuals to share, communicate, and shape public perception instantly and globally. According to Nasrullah (2015) social media is defined as online media that allows users to represent themselves, interact, collaborate, share and communicate with other people, as well as establish virtual social relationships. (Nasrullah R, 2015) social media in its various forms has become an aspect of human life that cannot be ignored, can be separated in this modern era. Modern communications have made the world easier to grasp. Almost everyone has a communication device that makes it possible to communicate with everyone throughout the world via social media (AC Sari, R Hartina, R Awalia, H Irianti, 2018).As the main channel for the dissemination of information and cultural expression, social media has an important role in shaping the way people communicate, interact and think (Swastiwi, 2024).

Along with technological developments, mass communication has become a process where messages are disseminated through the media to reach large, heterogeneous and geographically dispersed audiences (McQuail, 2005). Besides mass communication, there is mass media which functions as the main communication channel in modern society. Now social media has become a significant force in shaping the image of individuals and organizations, both positively and negatively (Husna et al., 2024). Social media is not only a communication tool, but also a platform for influencing people's perceptions of individuals, products and institutions (Dichter, 1985).In the world of business and entertainment, a good public image can determine whether a person is successful or not.

Therefore, understanding how social media can shape and change a person's image is important, especially in the context of creative businesses such as the world of culinary or film arts, where reputation is often a key asset.

Films are often used as a medium to depict social life. reality, including how social media affects a person's life. Film is defined as a cultural product and a means of artistic expression (Effendi, 1986). Films can highlight the influence of social media on careers, interpersonal relationships, and social dynamics. One film that successfully depicts the influence of social media on a person's career, especially on the life of a chef, is the film Chef (2014), as it uniquely illustrates how social media is transforming chefs' careers and personal identities, delving into digital self-branding and entrepreneurship. In the film Chef, Carl Casper experiences a career downfall after clashing with a prominent food critic on social media. Dissent published via the social media Twitter caused Carl to lose his job Twitter is a social communication platform that enables the transmission of individual thoughts as well as communal activity, influencing various social aspects such as journalism, disaster response, and activism, while reflecting patterns of interaction that remain instinctive and fundamental to life humans, and also the influence of Facebook social media in changing a person's image as a chef in a famous restaurant to become a successful culinary entrepreneur. Facebook is a unique entity that transcends traditional categories, reflects its global power, and requires a deep understanding of its role and impact in modern society (Bucher, 2021). However, the film also shows how social media can be a tool of empowerment when Carl decides to start a trucking business its own food and uses social media to rebuild its image and connect with customers (Olofinlua, 2019). Social media plays an important role in this forming and recreating an image (Fiske, 2010).Carl Casper's own image from a failed chef to a successful figure with his food truck business. This research focuses on the influence of social media on Carl Casper's public and professional image in the film Chef (2014). Analyzing how social media influences Carl Casper's professional image based on Frank Jefkins' theory in Chef and the impact of Carl Casper's use of social media on public perception and career development in the film Chef.

As technology and social media develop rapidly, it is important to learn how social media affects a person's image and reputation, both in personal and professional contexts. In the context of creative industries such as culinary or film, public image is a crucial element in determining the success of a person or business. In the film Chef (2014), the transformation process of Carl Casper, who initially experienced career setbacks until finally becoming successful thanks to the use of social media, becomes a clear example of how social media can change and shape a person's personality. Carl's image was initially hit by harsh criticism from a culinary journalist on Twitter, then used social media to rebuild his image and achieve success as a culinary entrepreneur with his food truck. This phenomenon shows that social media not only acts as a communication channel, but also as an empowerment tool that can change a person's career path. Additionally, through proper use of social media, Carl managed to regain public support, which ultimately helped him overcome failure and find a new path to success. This emphasizes the important role of social media in shaping images and helping individuals in the process of recovering their careers in this digital era.

Additionally, Carl Casper's case highlights the interplay between authenticity and audience engagement in effectively utilizing social media. In the digital age, audiences are drawn to genuine expressions and personal stories that resonate with experiences. Carl's decision to share behind-the-scenes moments of his food truck journey, including his struggles and triumphs, helps humanize his brand and foster a deep connection with his followers. This authenticity has not only rebuilt his reputation but also built a loyal community that supports his culinary endeavors. This highlights how individuals and businesses in the creative industries can leverage social media as a storytelling platform to create compelling narratives, build trust and ultimately drive success. By implementing authenticity and engagement strategies, social media becomes not only a tool for

self-promotion but also a space for meaningful interactions and sustainable growth.

Several previous researches from Civak's, Rivera's, Green's, Kurniadi's , Tasker's ,and Salsabila's studies regarding the film Chef (2014) developed from 2015 to 2024, This research is fundamentally different from previous research above. From Barış Çivak and Deniz Kale (2024) focus on alienation in the service sector through semiotic analysis, while this research analyzes the influence of social media on Carl Casper's image using Frank Jefkins' Image Theory. Espinoza Rivera (2021) explores Latino identity in a cultural and political context, while this research focuses on Carl's personal branding and career through social media. Susan Marie Green (2015) highlights mixed race identities and cultures, while this research is more on the impact of social media in restoring public image. Setiawan, Aziz, and Kurniadi (2020) discuss father-son interactions using a semiotic approach, while this research explores the transformation of Carl's image through social media. Negra and Tasker (2019) analyze white masculinity in culinary entertainment, while this research focuses on digital strategies for building reputation. Salsabila (2024) examines external and internal factors in character identity formation, but with a different approach by focusing on psychological conflicts in literature, while this article highlights the role of social media in professional image.(ÇIVAK & KALE, 2024; Espinoza Rivera, 2021; Green, 2015; Kurniadi, 2020; Salsabila, 2024; Tasker, 2019)

However, based on that analysis, there has been no research that specifically discusses the influence of social media on the development of Carl Casper's image. No one has applied Frank Jefkins' perspective in analyzing his research. So this research is designed to fill this gap by analyzing how social media influences Carl Casper's personal and professional image in films Chef (2014). Referring to the theory used, namely Frank Jefkin Image Theory from the book entitled "The Essentials of Public Relations" (1988), This theory focuses on how an individual or entity manages and shapes their image through communication and public relations efforts. He differentiates four types of company image such as Mirror image, Current Image,Wish Image and Multiple Image. Although Jefkins emphasizes the importance of public communication in shaping perceptions, this theory provides a systematic framework for understanding how social media was used by Carl Casper to repair his reputation damaged by criticism on Twitter, as well as showing the importance of authentic interactions in rebuilding public trust and this research aims to explore the way Carl used social media to improve his image and regain the public's trust, which ultimately contributed to the success of his career as a culinary entrepreneur.

2. Methodology

In this research, Chef (2014) is integrated with Image Theory based on Frank Jefkin book entitled "Essentials of Public Relations" which was first published in 1988 (Frank, 2023).In his book Frank Jefkins distinguishes four types of image according to companies or individuals. These four stages are elaborate on the development of Chef Carl Casper on his career journey as a chef by connecting social media as career support in cook. This research is examining two things that is revealed and explained. The first discussion is about how social media influences Carl Casper's professional image based on Frank Jefkins' theory and the impact of Carl Casper's use of social media on public perception and career development in the film Chef (2014). This research uses the film Chef (2014) directed by Jon Favreau and produced by Open Road Films as an object. (Amstrong, 2014).This research analyzes chef films using qualitative methods with a qualitative analytical approach (Creswell, 2014). Based on the theory of Braun and Clarke (2006), The data analysis technique used is thematic analysis, which aims to identify, analyze and report recurring patterns or themes in qualitative data. (Braun and Clarke, 2016) This analysis was carried out through the stages of data coding, theme identification, and in-depth analysis of the narrative and interactions in the film to understand the dynamics of Carl Casper's professional image. To increase the credibility of the research, data triangulation was applied by combining various perspectives,

methods and theories, the first was method triangulation by analyzing film scenes and dialogue while the second was theoretical triangulation by integrating concepts from Frank Jefkins' Image Theory and the thematic analysis approach.(Cem Harun, 2024). To ensure the validity and reliability of this research, increasing credibility and reducing bias in the results (Flick, 2004). The reliability of this research is guaranteed through direct observation of the film and secondary data to ensure consistency of interpretation, as well as repeated observation of the film to maintain the consistency of the data obtained. The narrative structure in the film is analyzed as part of a thematic analysis approach with a focus on story development, main dialogue, and character interactions that support the theme of Carl Casper's professional image.

3. Result and Discussion
3.1. Result

There are four types of images based on Frank Jefkin's book entitled "Essentials of Public Relations" which was first published in 1988. Frank Jefkins' image theory provides deep insight into Carl Casper's image journey. There are four main elements in the development of a person's image, namely Mirror Image, Current Image, Wish Image, and Multiple Images, which explains how a person's image is formed through external and internal influences. The first is Mirror image is a way for organizations to understand how their organization's image is viewed by the outside community or to see their own image. Second, namely Current image is the latest picture of organizations that are developing in society. The third is Wish Image, is an image that an organization desires and dreams of. This description can be applied to something new. The last one is Multiple Image, consists of a collection of images of individuals, branch offices, or organizational representatives that can build a certain image for an organization. The image formed is not always in line with the company's overall image. The organization above shows Chef Carl Casper himself. These four images are influenced by the use of social media in the form of Twitter and Facebook to support the analysis of Carl Casper's image.

3.1.1 Frank Jefkins Image theory reflected in the film Chef
1) Mirror Image

Mirror image is a way for a company to understand how its organization's image is perceived by the external public, here the organization reflects Chef Carl Casper himself as reflected in the following scene and monologue.

Figure 1. Chef (2014) *Scene 00:25 :03*
Carl Replied to Ramsey's Criticism On Twitter

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The Mirror Image phase refers to the initial stage where an individual's public image is shaped by how they are perceived by others, often through external feedback or criticisms. In the scene where Carl replies to Ramsey's criticism on Twitter, this is a clear representation of the Mirror Image phase. Carl's reaction to Ramsey's harsh critique reflects how his identity, both professionally and personally, is heavily influenced by the negative feedback he receives. His emotional response to the criticism is broadcasted publicly, further reinforcing the image of Carl as a defensive and reactive figure. At this point, Carl's public image is a reflection of others' perceptions, especially shaped by external criticism, which impacts his career and reputation.

Jump to Carl eating a bowl of a Cereal as he looks at Ramsey Michel's twitter profile and Reply to @RamseyMichel…

TWITTER

@RamseyMichel You wouldn't know a good meal if it saton your face.

Carl hits send and crashes to bed. Hitchock shot pushing in on his phones.. The twitter feed starts to fill rapidly…

Figure 2. Carl Casper Monologue Scene on Twitter
Carl Replied To Ramsey's Criticism on Twitter

From the evidence of the scene and monologue by chef Carl Casper above the concept Mirror Image This was clearly seen when Chef Carl Casper read a scathing review from food critic Ramsey Michel on Twitter. The critic criticized Chef Carl Casper for his cooking, explain that Carl's cooking lacks creativity and is considered boring, like the ones served to Ramsey, namely Lava cake and Caviar Egg and other menus. According to Ramsey, this menu is a classic menu that lacks creativity. In fact, apart from that, this menu is indeed a benchmark menu from the Riva Restaurant called Gauloise. It states that Carl only plays it safe with classic dishes and doesn't dare to experiment or bring something new to the menu. This criticism ultimately becomes the trigger for conflict in the story. The Twitter tweet really illustrates how Carl views himself as a talented but inadequate chef due to following the rules of a restaurant that serves old menus. Carl's emotional response to Ramsey's tweet which is full of anger and frustration shows that Carl is very depend on other people's judgments through social media, which affects his self- confidence.

2) Current Image

Current Image is the latest picture of an organization that is developing in society. The organization here refers to Chef Carl Casper himself mirror image then goes to the current image.

Figure 3. Chef (2014) *Scene 00:37 :13*
Carl Casper was offended after Ramsey's action on Social Media

Carl's anger towards Ramsey reached its peak when he decided to confront him directly at the Gauloise Restaurant. Frustrated by Ramsey's relentless and public criticism on Twitter, Carl felt humiliated and unjustly targeted, especially since the critiques often distorted the reality of his culinary skills and efforts. The continuous barrage of negative comments had not only damaged his professional reputation but also eroded his self-esteem. Carl's outburst was fueled by a mix of personal offense and the mounting pressure of public scrutiny, making him unable to hold back his emotions. This confrontation, however, backfired as the media sensationalized his reaction, further tarnishing his image and exacerbating his feelings of frustration and defeat.
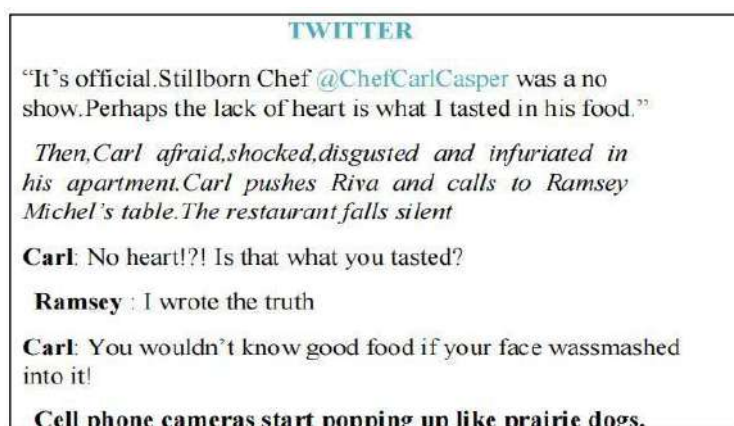
Figure 4. Carl Casper and Ramsey Dialogue Scene

The dialogue between Carl Casper and Ramsey Michel depicts the peak of tension between the both of them, triggered by Ramsey's harsh criticism on Twitter. In his tweet, Ramsey referred to Carl as the "Stillborn Chef" and criticized his cooking by saying that it lacked heart, a sharp remark that deeply touched Carl's emotions. Feeling angry, shocked, and humiliated by the critique, Carl confronts Ramsey at the restaurant in an emotional outburst. With a tone filled with fury, Carl questions Ramsey's comment, "No heart!? Is that what you tasted?" indicating that he feels Ramsey's attack is not just about his food but also a personal insult. Ramsey calmly responds, stating that he only wrote the truth, reinforcing his uncompromising stance as a critic. However, Carl responds with a sharp and emotional retort, declaring that Ramsey lacks the ability to

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recognize good food, "You wouldn't know good food if your face was ashamed into it!" The tension escalates as restaurant patrons begin recording the moment on their cell phones, making the incident go viral and turning the atmosphere increasingly chaotic. This dialogue highlights the deep conflict between culinary art and criticism, as well as the emotional impact of public commentary in the social media.

Through the scenes and short dialogue above, it can be seen that the concept Current Image It can be seen that Carl's image is getting worse along with Ramsey's constant criticism. Each negative tweet further worsens Carl's reputation and affects his own emotional well- being. This phase shows how Carl's image is more influenced by other people's opinions than his own. This situation came to a head when Carl approached Ramsey at the Gauloise Restaurant where his work was having problems and he had resigned from the restaurant. Carl approached the restaurant as a result of Ramsey's continuous criticism on social media which was contrary to the real facts and made Carl embarrassed and felt that he was not worthy of such criticism. by Ramsey so he felt that he didn't accept it. However, due to the anger, many media covered it when Carl was angry with Ramsey, so the news about Carl made his own reputation worse. From this incident, Carl felt worse about everything that had an impact on his work as a chef.

3) Wish Image

Wish Image is the image that an organization desires and dreams of. This description can be applied to things that are new, such as a product that does not have complete information before being published. here the organization reflects Chef Carl Casper himself.
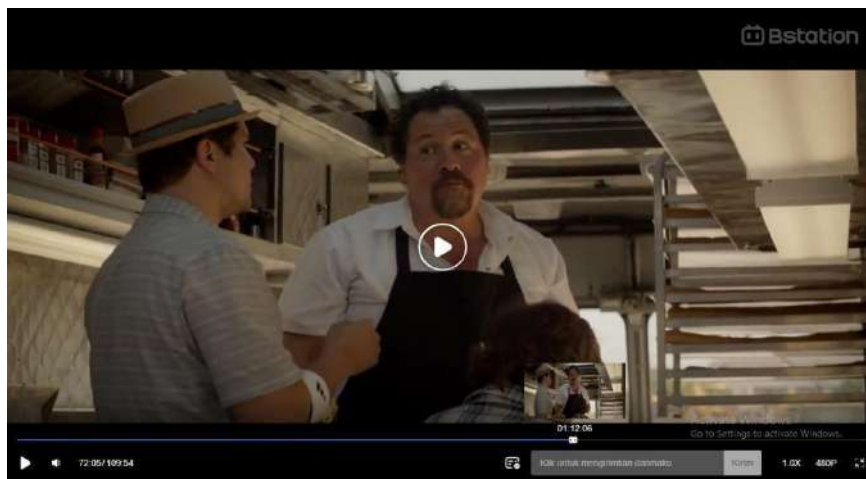
Figure 5. Chef (2014) *Scene 01:12 :06*
Carl Casper and Martin Work Together at the El JefeFood Truck

In this scene from Carl Casper and his loyal friend Martin collaborate on the El Jefe food truck, marking a turning point in Carl's career. After leaving the high-pressure restaurant world, Carl finds renewed passion and creativity in preparing simple yet flavorful dishes with Martin's support. Their teamwork and friendship reflect the joy of rediscovering one's craft in a more personal and fulfilling way.

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In Marvin's yards – on Food Truck

Cuts of the assembly line chugging along.Percy sweats it out ashe works the plancha.The workers call out in enthusiasm.They approve of the meal.

Martin : We need a better sound system.I know a guy out here.

Carl :My cards are maxed out and we are'nt charging for food

yet **Martin :**But you look happy as hell

Carl : So happy!

The sandwiches fly out the window and the line grows.Other workers gather.No one is turneaway.

Figure 6. Carl Casper and Martin Dialogue Scene
Carl feels happy to find his cooking identity again

The dialogue between Carl Casper and Martin in Marvin's yard while working at the El Jefe food truck shows moments of happiness and hard work in starting Carl's new business, namely the El-Jefe Food Truck. Martin enthusiastically suggested upgrading the sound system in the food truck, reflecting his passion for continually improving the customer experience. However, Carl, despite his enthusiasm, reminds them that the budget is running out and they have not yet started making money from the food they serve for free. This conversation highlights their spirit of collaboration and optimism, despite facing financial constraints. When Martin observes Carl's happiness, he remarks, "But you look happy as hell," to which Carl enthusiastically replies, "So happy!" This dialogue reflects that Carl's happiness comes from the freedom to express his creativity in cooking and serving food to people, while customers enthusiastically eat el-jefe food, making the atmosphere even more lively and hopeful. From above it can be seen the Wish Image. As a result of the downturn that occurred at Current Image, Carl Casper lost his way, but because his ex-wife, Inez, tried to give him an idea to sell at truck or what is known as a food truck. Finally, Carl Casper follows the journey of Inez and her child named Percy to Miami Florida. Carl Casper was introduced by Inez to her latest ex-husband named Marvin. Marvin sells used trucks which can be used to carry out his business plans. After Carl saw the food truck used by Marvin, Carl felt very confident about running his business. He started cleaning the truck with his son and his old friend at the Riva restaurant named Martin also took part in this food truck journey. Carl decided to open a food truck which was named El Jefe, this business gave him the opportunity to return to his creative roots in cooking with passion and authenticity, without the pressure of the media and previous criticism. Through this food truck, Carl begins to rebuild his self-confidence so that he no longer relies on other people's judgment and here he works with Martin, his old co-worker and with his son Percy and in the dialogue it is seen that Carl has found his identity again and feels very happy after his cooking identity. starting to return, the image is getting better, therefore the wish image phase seems to emphasize the beginning of the food truck journey.

4)   **Multiple images**

Multiple Image consists of a collection of images of individuals, branch offices, or organization representatives that can build a certain image for an organization. The image formed

is not always in harmony with the company's overall image.

Figure 7. Chef (2014) *Scene 01:42 :32*
Ramsey Represents on Food Truck
By Supporting Carl's Career and Praising His Cubanos Sandwich

In this scene, Ramsey Michel visits Carl's food truck and shows his support by praising the Cubanos sandwich, a gesture that signifies a turning point in their relationship. After their earlier conflicts, Ramsey's approval not only validates Carl's culinary talent but also highlights the power of reconciliation and mutual respect. This moment underscores Carl's growth as a chef and the success of his journey to rediscover his passion for cooking.

The dialogue between Carl Casper and Ramsey Michel in figure 8 after this paragraph shows an important moment of reconciliation. Ramsey, who used to be a sharp critic that rocked Carl's career, now recognizes the quality of Carl's cooking, which is full of passion and heart. At first, Inez was defensive, but Ramsey explained that he came to appreciate, not judge. Ramsey revealed that the previous criticism was based on his disappointment at seeing Carl's creative potential being hampered at the old restaurant. Carl explains the limitations he faces, and Ramsey acknowledges the big change in Carl's diet now. As a show of support, Ramsey does not write a review but offers direct assistance, marking a shift in their relationship to one of mutual respect and support. Ramsey also tries Carl's Cubano Sandwich, which is the culmination of recognition of the major changes in Carl's cooking. When tasting the sandwich, Ramsey seemed impressed by its extraordinary taste and quality. He expressed his admiration, stating that this was a true example of cooking made with heart and passion, something he felt in every bite. The success of the Cubano Sandwich confirms that Carl has rediscovered his passion for cooking, and Ramsey, once a skeptic, now fully supports Carl's culinary journey. By tasting the dish, Ramsey not only gave praise, but also acknowledged that Carl had developed as a better chef, ready to move on to a colorful future.

VENICE NIGHT-In Food Truck

Inez looks down and sees it is Ramsey Michel, the critic whose review and accompanying outburst video went viral and ruined Carl's life.

Inez: No food for you!
   Ramsey Michel : I'd like to speak to chef
Inez: The hell you will!
Carl: I got this. What did you come here for?
   Ramsey Michel : To taste your food
Carl: I thought I didn't have the heart to cook
Ramsey Michel : I didn't expect you to serve me. I sent someone to buy it for me.
   Carl: And?

Ramsey Michel : It's amazing. but I will not write about it. the reason I wrote what I did was I loved your menu. But you stopped growing. You seem lazy or scared.
Carl: They wouldn't let me do anything.
Ramsey Michel : This has heart. I taste your passion. I am not going to write about it. because I am going to back you.

Figure 8. Carl Casper and Ramsey Dialogue Scene
Ramsey appreciates Carl's return and praises Carl's Cuban sandwich

From the scene and dialogue between Carl Casper and Ramsey, it looks like a Multiple Image phase when Carl's food truck became increasingly popular, where his image developed from various points of view, after his son Percy took over Carl Casper's social media and built a new image from his social media, which previously contained harsh and negative criticism about him, now became a place to promote El -Jefe Food truck in various the countries he passed through and Percy also uploaded his food truck career journey so far which he has carried out with great joy. A very surprising turning point occurred when Ramsey, who had previously criticized Carl brutally and ultimately caused Carl's career to decline, finally openly praised Carl's Cuban sandwiches when the food truck queue was long and he suddenly appeared and wanted to meet Carl personally. Seen in the scene and brief dialogue between the two, this change marks a phase where Carl's depiction is no longer limited to just one view, but rather includes a variety of different points of view. The support of Ramsey, previously a prominent critic, reflects the dynamic nature of societal perception, where opinions can change quickly, especially in the age of social media. The Multiple Image phase is increasingly visible from the various reactions and shifts in public perception that Carl experiences throughout the film. As the El Jefe food truck, gained popularity, its image was no longer limited to the criticism and failure it once faced in the restaurant industry. Thanks to Percy's strategic use of social media, Carl's image has evolved from a failed chef to an innovative entrepreneurial chef, and from a figure who is ridiculed to a figure who is admired and respected. This transformation shows that a person's public image is changeable and can be shaped by a variety of factors, including the ever-evolving nature of social media and the darlingness of society at large to reevaluate their opinions. Positive feedback from fans and critics like Ramsey underscores how social media, combined with persistence and authenticity, allows for the dynamic reshaping of individual identities, making them more fluid and adaptable to different perspectives.

3.1.2 The impact of Carl Casper's use of social media on public perception and his career development in the film Chef

a. Social Media as a Transformation Tool of Carl Casper

Social media in film Chef (2014) is not only a setting for events, but also a profoundly transformative tool for Carl Casper's journey as a chef (Lewis, 2009).The platform played a central role in reshaping Carl's image, lifting him from decline to resurgence as a respected chef. At first, social media made Carl's situation worse when Ramsey Michel's harsh criticism went viral. Carl's previously respected image as a talented chef was shaken, and Carl's emotional reaction on Twitter further worsened the public's perception of him. However, a significant change occurred when his son, Percy, took over some of Carl's social media management, giving a new dimension to Carl's journey that ultimately became an inspiration. Apart from that, social media played a major role in changing Carl Casper's journey. Initially, the Twitter social media platform highlighted the negative side of Carl's life, especially when Ramsey Michel's sharp criticism of his cooking spread quickly on Twitter. Carl's emotional reaction to the criticism, which occurred publicly on social media, further exacerbated the situation with a heated argument with Ramsey creating a bad image of Carl, making many people doubt his abilities as a chef. However, this moment was also a turning point that encouraged Carl to reflect on himself. The role of social media here, even though it was initially the cause of the crisis in Chef Carl Casper's career decline, ultimately started to open up opportunities for Carl to rebuild his image from scratch. This transformation became increasingly visible when Percy, Carl's son, took an important role in managing his father's social media accounts. With Percy's approach to managing social media creatively and authentically. Percy successfully uses social media to show a new, more human and warm side of Chef Carl or his own father. Video footage of their food truck journey, as well as uploads about the food they serve, not only attract public attention, but also create a community that supports Chef Carl. In the end, social media, which was previously a burden, turned into a strategic tool that helped him rebuild his reputation, as well as strengthen the relationship between Carl and Percy. This change shows how social media can act as a powerful transformation tool, both in building careers and in personal relationships. The journey of Carl Casper also highlights the dual nature of social media as both a destructive and constructive force. While the initial viral criticism exposed Carl to public scrutiny and humiliation, it also set the stage for his eventual redemption. By embracing the positive potential of social media, Carl was able to connect directly with his audience in a more authentic and personal way. The transparency and immediacy of platforms like Twitter allowed him to share his passion for cooking and his dedication to his craft, resonating with fans on a deeper level. This shift not only revitalized Carl's career but also demonstrated the power of social media as a medium for reinvention and storytelling, where vulnerability and authenticity can transform public perception and foster genuine connections.
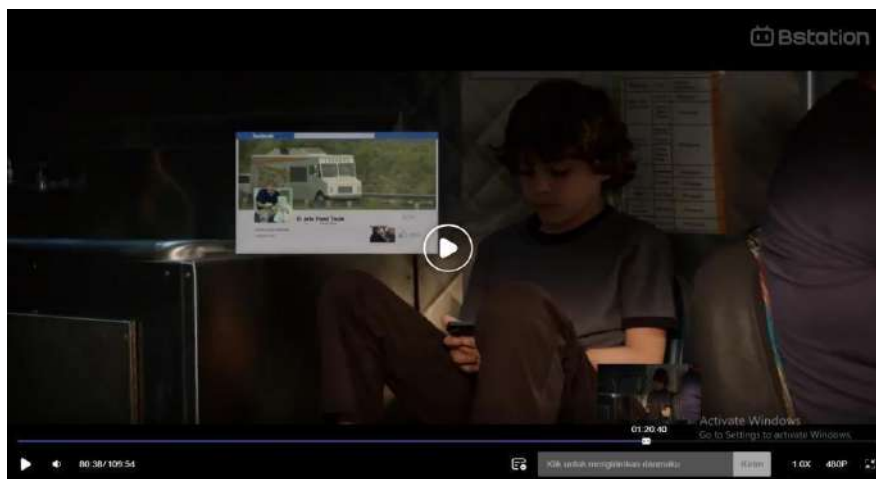
Figure 9. Chef (2014) *Scene 01:20 :40*
Percy Uploaded A Video Journey of Food Truck on Facebook

b. Percy's Role as an Image Reconstructor

Percy as an image Reconstructor in his innocent but intelligent way, became the main driver in rebuilding Carl's image after uploading a text on Twitter informing him that chef Carl Casper had returned. Percy also started documenting their journey with the El Jefe food truck through photos, videos and tweets uploaded on social media such as Twitter and Facebook (Flaherty, 1960).This content not only shows Carl's professional side as a chef, but also his human side, passion, dedication and struggle to start over from scratch. Percy's posts convey authentic and honest messages to the audience. They show interesting details, such as the process of making appetizing Cuban sandwiches, the cheerful atmosphere in the food truck, and Carl's warm interactions with customers. All of this manages to create a strong emotional connection between Carl and his audience. The positive response from the public, which can be seen from the growing number of customers and long queues at their food trucks, is proof of how social media can dramatically change public perception. This can be seen from the increasing number of customers visiting the El Jefe food truck, to the long queues that are starting to become a daily sight. Social media, which initially brought the likes of Chef Carl, has now become a powerful tool for rebuilding reputations and restoring people's trust in themselves. Percy's creativity in using social media shows how authenticity can dramatically change public perception. In the end, Percy's role as a rebuilder of his father's image not only had an impact on Carl's career revival, but also strengthened the relationship between father and son. Through their journey together, Percy not only helps Carl restore his professional reputation, but also rediscover passion and happiness in his life. This is proof that social media, when used wisely and creatively, can be a truly transformative tool, both in the professional world and in personal relationships. Apart from that, Percy's success in utilizing social media is not only seen from the increase in the number of customers, but also from how he builds an inspiring story behind the journey of the El Jefe food truck. With a heart-touching narrative approach, Percy is able to present a story of Carl's struggle that is relevant to many people. The posts he made show that Carl's revival was not an instant result, but rather the fruit of hard work, dedication and the courage to start again. This story succeeded in building a deep emotional connection between Carl and his followers on social media, creating a community that supports their journey. Apart from that, interactions established through social media are also an important aspect in this success. This interactive

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approach not only strengthens relationships with customers, but also makes them feel included in Carl and Percy's journey. In this way, Percy shows that social media is not just a one-way communication tool, but also a collaboration platform that can strengthen the relationship between a brand or individual and its audience.

Figure 10.Chef (2014) *Scene 01:18:31*
After The Food Truck Goes Viral on Social Media,many customers queue to try El-Jefe In Several Country

c. The Rise up of Carl Casper

Social media becomes a narrative tool that allows Carl to regain control of his story. In the past, Carl's image was shaped by other people's criticism, such as a scathing review from Ramsey Michel. However, through social media, Carl and Percy created a new narrative, an inspiring story of awakening. Carl is no longer seen as a chef who fails to meet the expectations of a luxury restaurant, but rather as a figure who struggles with passion to reinvent himself as a chef. This narrative positions Carl as a character that the audience can relate to emotionally. Carl is an example of someone who recovered from failure, took risks, and rebuilt his career in his own way. This story is in tune with the spirit of the times, where authenticity and hard work are often valued more than perfection (Kaplan, 2010). Carl Casper's rise through social media also reflects how digital platforms can be used to effectively reshape public perception. By uploading authentic and emotional content, Carl and Percy managed to show their transformation, from a down-and-out chef to a respected food creator. This process not only rebuilt Carl's reputation, but also created a narrative that inspired many people not to be afraid to start over. This use of social media as a narrative tool shows that control over a story can now change hands, from traditional media or professional critics to the individual concerned. Apart from that, Carl's rise is also proof of the importance of transparency and honesty in building relationships with audiences. Through videos and photos showing Carl's struggles in managing the El Jefe food truck, the public can see the human side of a chef who works hard to fight for his dreams. This gives a new dimension to Carl that was previously only known from professional reviews or scathing criticism. This publicly displayed process not only attracted public attention, but also created a community that supported Carl's journey. Customers and followers on social media felt connected to Carl's story, so they not only bought food, but also became part of this revival narrative. Ultimately, Carl Casper's story is a perfect representation of how social media can turn failure into an opportunity for success. In a broader context, this story is relevant to the lives of many people who face similar challenges.

Through his spirit of hard work, courage to take risks, and trust in the process, Carl proved that revival is not only possible, but can also be an inspiration to many people. By using social media strategically and authentically, Carl not only managed to rebuild his career, but also left a powerful message about the importance of persevering and believing in one's potential.

d. Social Media as a Direct Feedback and Interaction Tool

Social media's advantage in providing direct feedback from the audience has been a key element in Chef Carl Casper's rise. Every upload that Percy makes, whether it's a photo of appetizing food or a video of the atmosphere at the food truck, gets a response in the form of comments, likes and support from the public. This positive response is not only an indicator that the community is starting to accept Carl again, but also provides additional motivation for Chef Carl to continue moving forward. This direct feedback helps Chef Carl realize that his efforts are valued and appreciated by the audience, something he cannot get through traditional media. In addition, social media provides a space for Chef Carl to interact directly with his fans and customers. By replying to comments, short messages, or even just appreciating the support received, they have succeeded in creating a more personal relationship with their audience. This relationship reflects Carl's warmth and sincerity as an individual, making his followers feel connected not only to his cooking, but also to his person. This interaction strengthens customer loyalty and creates a solid community around Carl's personal brand and the El Jefe food truck. Furthermore, social media is also a tool for hearing feedback in real-time. Chef Carl can find out what his customers like and don't like, from the menu they enjoy to the atmosphere they experience at the food truck. These inputs became a reference for Chef Carl to continue to improve the quality of his cooking and service. For example, if there is a request for a new menu or a suggestion for a variety of flavors, Carl can immediately respond and implement the idea. This shows that social media is not only a tool for self-promotion, but also a collaboration platform that allows audiences to feel involved in the creative process. In the end, social media's ability to provide direct feedback and build personal interactions is one of the foundations of Chef Carl's successful career. The relationship that exists between Carl and his audience through social media is more than just one-way communication. Social media taught Carl the importance of listening and responding, which not only helped build his reputation, but also strengthened emotional connections with customers in addition to his own son Percy. By using social media strategically thanks to Percy's encouragement, Chef Carl Casper was able to create a space that supports and inspires both himself and those around him.

3.2. Discussion

Carl Casper experienced the impact of social media in various phases of his transformation, with each phase showing a different influence. First, in Mirror Image, social media plays a big role in shaping Carl's perception of himself. Food critic Ramsey Michel's harsh criticism on Twitter made Carl feel like he wasn't good enough, which affected his self-confidence. Her emotional reaction to the tweet shows how much influence social media has had on her self-image, fueling frustration and self-doubt. Second, Current Image The negative impact of social media is increasing as Carl's reputation declines due to continued criticism. Ramsey's tweet, coupled with Carl's outburst at the restaurant, attracts media attention and further damages his image. This shows how public perception on social media can develop quickly and influence a person's personal and professional identity. Third, namely Wish Image, the role of social media began to change when Carl rebuilt his career with a food truck The Boss. The focus is more on personal happiness and creative freedom, while social media has not been the main tool in restoring his image. However, Carl's transition to this new career path shows the beginning of a more positive engagement with

his audience. Fourth, namely Multiple Image, social media became a transformative tool in reshaping Carl's image. His son, Percy, strategically manages Carl's social media presence, turning previous criticism into promotional opportunities. Social media has now acted as a catalyst for Carl's rise, allowing him to reconnect with the public, gain appreciation, and build a reputation as a respected culinary entrepreneur. The turning point came when even Ramsey Michel acknowledged Carl's success, showing how social media allows for changes in public perception over time.

The impact of social media uses on public perception and the development of Carl Casper's career in film Chef can be seen from four main aspects. First, social media as a transformation tool for Carl Casper. In the beginning, social media was a source of criticism that damaged his image, but later it turned into a healing platform. In the Mirror Image and Current Image phases, social media has a negative impact on Carl's self-confidence and reputation, whereas in the Multiple Image phase, social media actually supports his rise. Second, Percy's role as an image reconstructor. Percy plays an important role in restoring Carl's image by managing his social media effectively. He transformed the narrative of Carl's failure into an entrepreneur's journey, helping Carl reach a wider audience and reshaping the public's perception of him. Third, the rise of Carl Casper. By harnessing the power of social media, Carl was able to re-establish himself as a successful food truck owner. Carl's journey from disgraced chef to respected culinary entrepreneur shows the role of perseverance, creativity and digital engagement in career revitalization. Fourth, social media as a direct feedback and interaction tool. Social media allows Carl to communicate directly with his customers and fans. The feedback he received helped build customer loyalty, improve his business reputation, and strengthen his relationship with his audience. Even critics like Ramsey Michel finally acknowledged Carl's success through interactions on social media, which shows how digital platforms can change a person's image in the eyes of the public. Carl Casper feels the impact of social media in all phases of its transformation, namely Mirror Image Phase, Current Image Phase, Wish Image Phase, and Multiple Image Phase. In the Mirror Image Phase and Current Image Phase, social media has a negative impact that affects his self-image and professional reputation. However, in the Wish Image Phase, the impact begins to change as Carl tries to rebuild his life. The peak occurred in the Multiple Image Phase, where social media became the main tool in improving his image and supporting his success as a culinary entrepreneur.

When compared with previous research, this research parallels some aspects, but introduces new insights into Carl's journey. According to Green (2015) also highlights Carl's journey of self-discovery, focusing on food trucks as a medium to reconnect him with his passions and identity, with both studies emphasizing the authenticity of Carl's transformation and his appeal to diverse audiences (Green, 2015). Likewise, according to Kurniadi (2020) emphasize the importance of Carl's relationship with his son, Percy, which parallels this research's discussion of Percy's important role in Carl's development (Kurniadi, 2020).However, there are differences in focus and methodology. Green's analysis focuses on the representation of mixed cultures and identities, which differs from this research's focus on image transformation and social media dynamics. Meanwhile, Kurniadi (2020) analyzes the ideological implications using semiotics, while this research highlights Percy's practical role in reshaping Carl's narrative through social media. (Kurniadi, 2020)

This study has several strengths. This research uniquely applies Frank Jefkins' Image Theory to Carl's journey, bridging public relations theory with cinematic analysis, and focusing on the transformational role of social media in rebuilding Carl's image an area unexplored in previous studies. By integrating image theory with the practical dynamics of digital platforms, this research offers a new perspective on personal branding and narrative control. However, there are several weaknesses. Single focus on Chef (2014) limit the generalizability of these findings to the broader context of cinematic or other media depictions of professional redemption. Additionally, interpretations of Carl's journey and social media impact may reflect subjective bias, as public

perception metrics such as follower growth or sentiment analysis were not analyzed quantitatively. This research also does not discuss broader cultural or ideological implications. Although there are limitations, this research fills a critical gap by analyzing the influence of social media in the development of Carl's image through Frank Jefkins' Image Theory. This perspective, which has not been applied previously in studies of Chef, highlighting its transformational potential social media as a public relations tool to reshape narratives and facilitate professional redemption. Future research could build on these findings by exploring similar transformations in other films or analyzing quantitative audience engagement data to complement qualitative approaches.

Additionally, future studies could explore how the evolution of social media platforms over time impacts character development and image transformation in films. As social media continues to evolve, its influence on personal branding and narrative reshaping may differ, offering new opportunities for research in the context of storytelling and media representation. A comparative analysis of different films or television shows that showcase personal or professional transformations could provide a broader understanding of how media tools, particularly social media, serve as catalysts for change. Furthermore, examining audience engagement data, such as interactions, sentiment, and online community building, could provide valuable insights into how public perception shapes the success or failure of a character's transformation. This comprehensive approach could enhance the understanding of the dynamics between media, public relations, and narrative construction in contemporary cinematic works.

4. Conclusion

This research aims to analyze the influence of social media on Carl Casper's professional image using Frank Jefkin's Image Theory from the book The Essentials of Public Relations (1988). Jefkin's theory outlines four types of images namely Mirror Image, Current image, Wish Image, and Multiple Image, which provides insight into Carl's transformation in Chef (2014). Mirror Image reflects how Carl perceives other people's views of him, as shown when he reads food critic Ramsey Michel's harsh criticism on Twitter, which greatly influences his self-perception and self-confidence. Current Image represents Carl's damaged reputation due to the restaurant's limited menu, leading to a professional and personal crisis. Wish Image came about when Carl started a food truck business and regaining his passion and creative identity with the support of his ex-wife Inez, his son Percy and his friend Martin. Lastly, Multiple Image evolves as Carl's reputation grows through public perception, significantly influenced by Percy's strategic use of social media, turning past criticism into admiration for chef carl casper himself. In the findings, the results reveal that Carl's transformation is in line with Jefkins' four phases, in Frank Jefkins' theory where social media initially exacerbated his struggles but ultimately empowered him to rebuild his narrative. Where the impact of social media use managed by Percy is that first, social media acts as a tool of transformation, changing people's perceptions and lifting Carl from a struggling chef to a respected culinary figure known for his authenticity and creativity. Second Percy's role as an image reconstruct or is crucial, as he uses social media to counter negative narratives, highlight Carl's interests, and interact with the public, thereby shaping the ever-evolving image of his father. Carl Casper's third rise was marked by his ability to turn criticism into opportunity, leveraging digital platforms to showcase his culinary expertise and reconnect with his audience. Additionally, social media also serves as a direct feedback and interaction tool, allowing Carl to interact with fans, receive instant validation, and strengthen his personal brand. The strength of this research lies in the new application of Frank Jefkins' Theory, thus providing a unique contribution by applying Jefkins' Image Theory which emphasizes the role of social media, a perspective that has not been explored in previous research. However, its limitations include its exclusive focus on Chef, which reduces generalization, and the lack of quantitative metrics such as audience engagement data,

which could provide a more objective measure of social media impact. Additionally, the broader cultural and ideological implications have not been explored in depth. Nonetheless, this research fills an important gap in understanding the role of digital platforms in reshaping personal and professional narratives in cinematic contexts. This underscores the power of social media in public relations, particularly in managing crises and rebuilding reputations. Future research could expand on these findings by applying Jefkins' Image Theory to films or other narratives and integrating quantitative data, such as follower growth or sentiment analysis, to improve understanding of audience perception and engagement. It is also possible that exploring cultural and ideological factors in similar narratives can provide a more comprehensive perspective on the role of the media in shaping public perceptions.

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Jo March's Effort for Equality in The Little Women Film: A Utilitarianism Perspective

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ABSTRACT

This study examines the character Jo March in Greta Gerwig's Little Women (2019) from the perspective of John Stuart Mill's utilitarianism, focusing on her actions to achieve equality, freedom, and collective happiness. The purpose of this study is to identify indicators of utilitarianism in Little Women from John Stuart Mill's perspective, analyze how Jo March's actions reflect the principles of utilitarianism, and investigate the underlying reasons and social implications of her utilitarian behavior, particularly in promoting meaningful happiness and social well-being. Using a qualitative analytical descriptive method, this study uses primary data from dialogues and film scenes, supplemented by secondary sources such as relevant literature and previous studies. The findings of this study reveal that Jo's actions, such as establishing a school, writing to support her family, and advocating for gender equality, demonstrate actions and commitments to achieving equality, freedom, and collective happiness. This is in line with Mill's principles of collective happiness, individual sacrifice, and freedom. Her decisions emphasize the importance of prioritizing the welfare of society while pursuing personal aspirations. This study contributes to literary and ethical discourse by offering a new perspective on Jo March as a moral agent who embodies utilitarian ideals, thereby expanding understanding of her character and the film's broader commentary on gender and social progress. ***Keywords:*** Utilitarianism, Gender Equality, Collective Happiness, Jo March, Little Women

1. Introduction

Literature and film serve as powerful tools to convey life stories and social issues, offering critical commentary on injustices such as discrimination and inequality. Literature, derived from the Sanskrit term literature, implies a means to direct and educate through language (Kustyarini, 2014). Literary works are cultural products created by humans. The function of literary works is not only as a medium of expression but can also be a tool for unifying the nation that can help increase awareness of national identity and shared culture. Literary works also play an important role in anticipating social changes in society, which must always adapt to the times. The content of literary works that are more relevant to the younger generation can convey moral messages more effectively to the wider community. Literary works are not only a medium of artistic expression, but also an educational instrument that is very useful for the development of individual and community character as a whole

(Slamet, 2018). As social beings, the development of the human soul is not determined from birth but is influenced by the surrounding environment. This environment is what we call culture. Culture is something dynamic, always developing and changing according to the needs of the times (Andini, 2018).

There is a relationship between film and literature as if there is an unwritten law that says that popular literary works must be made into films. Literature and film complement each other and not a few popular films have been inspired or adapted from literary works. (Ginting, 2024). Film adaptations and studies have long been considered interesting literary subgenres. Literary works can be an inspiration to expand and develop new ideas with deep stories and characters. (Tolibovna, 2022).

Likewise, films combine visual and auditory elements to create an engaging medium for storytelling and cultural exchange, making them significant instruments for studying societal dynamics. (Adiprabowo, 2018). Film is a form of literary work presented through the big screen, generally shown in cinemas. (Rizky, 2019). Various film themes and genres are available so that they can be adjusted to the age of the audience. This study focuses on Little Women (2019) by Greta Gerwig, a film adaptation of Louisa May Alcott's novel, which explores themes of gender equality, individual ambition, and societal progress.

The concept of equality, central to the Little Women narrative, emphasizes fair treatment regardless of gender or background, ensuring access to opportunities and resources for all. Equality is a goal that must be achieved by all human beings in various parts of the world. This is important so that no individual feels superior to others, especially in terms of bias. (Afif et al., 2020). Despite societal advancements, the persistence of gender inequality continues to hinder progress. The struggles faced by Jo March, the protagonist, mirror broader societal issues, such as limited access to education and restrictive gender roles, that still resonate today. These recurring challenges necessitate an analytical exploration of Jo's character to better understand strategies for achieving equality.

Jo March's story is particularly relevant because it highlights her efforts to pursue independence and defy societal expectations. As a writer, she challenges the notion that women must prioritize marriage over ambition, asserting that women possess the same right to pursue their dreams. Her actions, including her resistance to traditional roles and her advocacy for education for all, reflect broader questions about equality, freedom, and societal obligations. (Hanafi, 2020). These themes make her an ideal subject for philosophical analysis.

Prior studies have extensively analyzed Little Women through feminist frameworks. For instance, research that applies Simone de Beauvoir's feminist theory has highlighted Jo March's rejection of traditional gender roles and her pursuit of independence. (Angelia & Widyaningrum, 2024). Other studies have explored how the novel and its adaptations portray women's struggles, focusing on Jo's character and her defiance against societal expectations. However, these analyses often remain constrained within the boundaries of feminist critique, neglecting alternative philosophical perspectives.

Although Little Women has been widely studied, the application of John Stuart Mill's utilitarianism to Jo March's character remains unexplored. Existing research has yet to address how Jo's actions align with utilitarian principles such as collective happiness, individual freedom, and

equality. This gap represents a missed opportunity to understand Jo's character as an ethical model who balances personal ambition with societal contributions, transcending the limitations of a purely feminist lens.

Utilitarianism, as developed by John Stuart Mill, provides a unique lens to analyze Jo March's actions. Mill emphasized that the right actions are those that maximize happiness for the greatest number while upholding individual freedoms and equality. (J. Van Mill, 1988). Utilitarianism is often considered a "success ethic," an ethic that assesses a person's goodness based on how much their actions impact good or bad behavior. (Saepullah, 2020). Welfarism emerged as a consequence of the fundamental axiom that emphasizes the importance of actions aimed at achieving the greatest happiness for the greatest number of people. (Goodin & Zaki, 2021).

Consequentialism in every moral reasoning is that what is called good is beneficial, and conversely what is called evil is detrimental. (Hukmi, 2015). In any situation, the right action is the action that provides the greatest benefit or the least cost when all alternatives only impose net costs. (Taufik et al., 2024). John Stuart Mill defines rights as the freedom that every person has to do something according to his wishes, as long as it does not harm others. (Pramana, 2023). This framework enables a deeper understanding of Jo's decisions, such as her choice to prioritize education and resist traditional roles, as actions that promote both personal fulfillment and collective welfare.

Mill's principles of utilitarianism—such as collective happiness, the quality of happiness, and the principle of equality—are particularly applicable to Jo's narrative. In an action, the quality of happiness must also be considered because happiness has value with its higher and lower qualities, the value and meaning and benefits of the happiness it produces for society. (Budiono, 2019). In taking action at every opportunity, attention must be paid to ensuring that the action is by the principle of utilitarianism, namely increasing general happiness and avoiding harming others. (Lermatan, 2024).

An action is considered beneficial if the action results in a large increase in happiness for many people by taking into account all rights without discrimination. (Rizkiyah, 2022). Jo's decision to establish a school for boys and girls embodies the principle of collective happiness, while her rejection of marriage in favor of pursuing her ambition reflects the qualities of happiness that Mill advocates. By applying this framework, this research bridges the gap between philosophical ethics and literary analysis. (Renda, 2023).

Central to Mill's philosophy is the principle of equality, which rejects discrimination based on gender or other factors. Mill argued that the legal and social subordination of women is a major obstacle to progress (J. S. Mill, 2020). Equality is a condition characterized by the existence of equal rights and opportunities for everyone (Nabila et al., 2023). Utilitarianism rejects discrimination based on race, gender, social class, or other factors, assuming that every individual has universally equal moral values. It promotes fairness and justice towards all individuals, with actions judged based on the benefits to the greatest number of people (Wattimena, 2018). Jo March's actions, such as advocating for equal education and challenging societal norms, resonate strongly with Mill's views on equality. Analyzing her character through this lens provides a comprehensive understanding of her contributions to social justice.

This research aims to achieve three primary objectives: (1) to identify indicators of utilitarianism in Little Women from John Stuart Mill's perspective, (2) to analyze how Jo March's actions reflect utilitarian principles, and (3) to investigate the underlying reasons and social implications of her utilitarian behavior. These objectives guide the study in uncovering the ethical dimensions of Jo's character, emphasizing her role as both an individual and a societal figure.

This study contributes to the existing literature by offering a novel perspective that integrates Mill's utilitarian ethics with feminist critiques of Little Women. Unlike prior research, which focuses on Jo's rejection of traditional roles, this study examines her actions as ethical decisions that balance personal and collective well-being. This approach highlights her character as a model for ethical agency in the face of societal constraints.

By analyzing Jo March through the lens of utilitarianism, this research not only enriches literary criticism but also contributes to broader discourses on gender equality and ethics. Jo's character serves as an example of how individual ambition and societal progress can coexist, offering valuable insights for addressing contemporary challenges in gender equity and social justice. The findings are relevant for both academic and practical applications, including education and advocacy.

In a world where gender inequality persists, examining narratives like Little Women becomes crucial for understanding the pathways to equality. Jo March's story is not merely historical; it is a timeless example of the struggle for rights and recognition. By applying Mill's utilitarianism, this study sheds light on ethical principles that can inform present-day efforts to promote equality, freedom, and collective happiness.

2. Methodology

This study employs a qualitative approach with an analytical descriptive method. The qualitative approach allows for an in-depth examination of the actions and decisions of Jo March, the protagonist of Little Women (2019), within the philosophical framework of John Stuart Mill's utilitarianism. The analytical description is utilized to systematically describe and analyze the character's efforts to promote equality and achieve collective welfare, thereby linking these actions to Mill's ethical principles.

This study used a qualitative approach to examine the themes of gender equality and utilitarianism in the film Little Women (2019). Data for this analysis came from primary data sources, consisting of the film Little Women (2019), dialogues, visual scenes, and character actions, and secondary data sources, consisting of previous research, journal articles, and relevant literature exploring utilitarianism, which provided context, and additional support for the study's analysis. The data collection process involved several techniques to ensure a comprehensive understanding. The first technique, film review, involved watching the film repeatedly, scenes that highlighted moments relevant to the principles of utilitarianism, were captured through screen captures. The second technique, textual review, involved carefully transcribing and reviewing dialogues and monologues, focusing on meaningful expressions that were central to the study. This transcription process ensured that the data aligned with the study's theoretical framework. The third technique, literature review, involved reviewing secondary sources to contextualize the study

within existing scholarship on gender equality and utilitarianism. For data analysis, this study followed a series of main steps: first, relevant scenes, dialogues, and actions were identified and categorized according to the principles of utilitarianism; next, the data were coded into thematic categories such as collective happiness, individual sacrifice, quality of happiness, and equality. The data were interpreted through the lens of Mill's utilitarianism, allowing for an exploration of how Jo March's actions reflect these principles. Finally, the analysis correlated Jo March's actions with broader social themes, exploring their implications for gender equality. To ensure the validity and reliability of the study, this study used source triangulation, which involves collecting data from multiple sources to confirm findings. Triangulation was achieved by cross-referencing findings from the film, journal articles, and previous studies, reducing bias and increasing accuracy According to (Sugiyono, 2020 in Alfansyur & Mariyani, 2020), triangulation serves to verify data through different perspectives, aiming to minimize ambiguity and avoid misinterpretation. This approach strengthens the credibility of the research conclusions, as emphasized (Creswell and Poth in Tanujaya & Purnomo, 2023), which allows the data to be validated through triangulation of various documents to ensure credibility. The rationale behind the choice of this methodology lies in the ability of a qualitative approach, combined with Mill's utilitarianism, to provide a comprehensive framework for analyzing the ethical and social dimensions of Jo March's actions. This methodology allows the study to move beyond surface-level feminist interpretations and delve deeper into ethical motivations and social impacts. However, there are limitations to this study, most notably its reliance on qualitative data, which can be subjective. The findings are interpretive, potentially influenced by the researcher's perspective, leading to possible biases such as selection bias, where certain data may be selected in a non-neutral manner, or the researcher's background and experiences shape the interpretation of the data. This subjectivity may result in the study not being fully representative of broader perspectives. Future research could complement this study by incorporating quantitative data to provide a more holistic understanding of the film's impact on audiences.

This study's methodology, grounded in a qualitative analytical descriptive approach, ensures a thorough exploration of Jo March's character and actions in Little Women (2019) through the lens of John Stuart Mill's utilitarianism. By integrating film analysis, textual examination, and a review of secondary literature, the research captures both the narrative intricacies of the film and its broader philosophical implications. The use of thematic coding and triangulation techniques enhances the validity and reliability of the findings, providing a nuanced understanding of how Jo March's decisions align with utilitarian principles. While qualitative, the methodology lays a robust foundation for analyzing ethical and societal dimensions, offering valuable insights into the intersection of literature, film, and philosophy.

3. Result and Discussion
3.1. Result

The findings from this research are structured based on the principles of John Stuart Mill's utilitarianism, as reflected in Jo March's actions in Little Women (2019). Key aspects of the

findings are presented through descriptive analysis, supported by selected scenes and corresponding dialogues from the film.

3.1.1. Utilitarianism Characteristics Reflected in Jo March's Actions

1) Collective Happiness

Jo's actions consistently prioritize collective welfare over personal gains. For example, her decision to open a school for boys and girls is a direct reflection of Mill's principle of collective happiness.

Figure 1: Jo March discussing plans for the school (Scene 01:55:14)

Jo March : "I'd like to open a school, we never had a proper school, and now there are women's colleges opening."

Jo March : "There Should be a school. For Daisy"

Amy : "And what will you do?"

Jo March : "I'll open a school for boys and girls both"

Jo March's determination to establish a school reflects her commitment to equality and collective happiness, as envisioned in John Stuart Mill's utilitarianism. In this scene, Jo expresses her aspiration to transform their family home into a school, stating, "I want to open a school, we never had a proper school, and now there is a women's university." Her words underscore her belief in the importance of education as a transformative tool for societal progress. When Amy questions the practicality of the idea, Jo resolutely affirms, "This house must be a school for Daisy," and expands her vision by adding, "I will open a school for both boys and girls." This decision symbolizes Jo's broader effort to dismantle gender-based barriers in education, ensuring that future generations, regardless of gender, have equal access to opportunities for intellectual and personal growth. Her vision exemplifies the principle of collective happiness, emphasizing the societal benefits of providing equitable education to all.

2) Quality of Happiness

Jo values deep, meaningful happiness over superficial pleasures. Her rejection of societal norms that demand marriage over ambition and her passion for writing exemplify this principle.

Figure 2: Jo March expressing satisfaction over her published work (Scene 01:56:29)

"I read the chapters you sent, and I have to agree, they aren't very promising but, please send more stories of the scandalous variety, if you have any"

Mr Dashwood sent a letter to Jo March about his satisfaction with Jo March's work.

In this pivotal moment, Jo March receives a letter from the publisher, marking a significant achievement in her journey as a writer and symbolizing her intellectual and moral satisfaction. The letter not only acknowledges her talent but also serves as validation of her relentless pursuit of her dreams in a society that often dismisses women's creative contributions. The scene portrays Jo immersed in her craft, surrounded by the tools of her labor, reflecting her unwavering dedication to her work. The publisher's recognition highlights the deep joy and fulfillment that comes from intellectual achievements, aligning with John Stuart Mill's emphasis on the quality of happiness. For Jo, this happiness is rooted in the moral value of her work creating meaningful stories that resonate with others rather than material or superficial gains. This moment encapsulates her determination to achieve personal success while contributing to the broader literary landscape, challenging societal norms, and paving the way for greater opportunities for women in intellectual and artistic fields.

3) Individual Sacrifice

Jo demonstrates her willingness to sacrifice personal gains for the greater good. For instance, she sells her hair to finance her mother's trip to visit her ailing father on the battlefield.

Figure 3: Jo cutting her hair to raise funds for her family (Scene 01:12:27)

Jo March	:	"Will this be enough for the train?"
Marmee	:	"$25? That's not like Aunt March to be so generous"
Jo March	:	"I didn't go to her, I couldn't bear to"
Marmee	:	"Where'd you get the money?"
Jo March	:	"I only sold what was my own."

In this poignant scene, Jo March exemplifies selflessness and familial devotion, embodying John Stuart Mill's concept of individual sacrifice for collective happiness. Confronted with the need to secure funds for her mother's journey to visit their ill father on the battlefield, Jo takes the drastic step of selling her cherished hair, saying, "I sell what I have." This decision underscores her willingness to prioritize her family's welfare over her personal pride and attachment to material possessions. Jo's actions reflect a deep empathy and understanding of her family's needs, sacrificing something valuable to her for their collective happiness. This moment highlights the moral depth of her character and aligns with Mill's utilitarian principle that actions are morally good if they maximize happiness for the greatest number. Jo's sacrifice not only provides immediate financial relief but also strengthens the familial bonds, illustrating her unwavering commitment to her loved ones and the greater good.

4) Equality

Jo's persistent advocacy for gender equality resonates with Mill's principle of equal rights. She challenges societal norms by refusing to conform to traditional roles and advocating for women's education and ambitions.

And they've got ambition and they've got talent,

Figure 4: Jo defending women's intellectual capabilities (Scene 01:42:38)

Marmee	:	"But do you love him?"
Jo March	:	"I care more to be loved, I want to be loved"
Marmee	:	"That is not the same as loving"
Jo March	:	"I know, you know, I just…I just feel like, Women…they have mind, and they have soul, as well as just hearts, and they've got ambition and they've got talent as well as just beauty and I'm so sick of people saying that love is just all women is fit for, I'm so sick of it"

In this powerful scene, Jo March passionately advocates for women's equality by asserting that women possess "minds, souls, and ambitions," emphasizing their intellectual and emotional depth. Her statement challenges the traditional gender roles of her time, which often confined women to domestic spheres and disregarded their potential for independent thought and achievement. By declaring that women have ambitions, talents, and beauty, Jo underscores the multifaceted nature

of womanhood, rejecting the notion that women exist solely as objects of love or societal decoration. Her defiance embodies John Stuart Mill's principle of equality, which champions equal rights and opportunities for all individuals regardless of gender. Jo's heartfelt argument not only reflects her struggle for recognition as a writer but also serves as a broader critique of the systemic oppression faced by women. This moment encapsulates her role as a trailblazer, fighting for a society where women can freely pursue their dreams and aspirations without being hindered by discriminatory norms.

5) Freedom

Jo values her freedom and rejects constraints imposed by societal expectations. Her decision to decline Laurie's marriage proposal highlights her determination to pursue her dreams rather than conform to traditional gender roles.

Figure 5: Jo rejecting Laurie's proposal (Scene 01:39:06)

Jo March   : "I'm happy as I am"
Jo March   : "And I love my liberty too well to be in any hurry to give it up"
Laurie   : "I think you're wrong"
Jo March   : "No"

In this heartfelt moment, Jo March asserts her love for personal freedom and her determination to follow her path, rejecting societal expectations of marriage and traditional roles for women. Faced with Laurie's proposal, Jo candidly explains, "I'm happy as I am; I love my freedom too much to give it up." Her words highlight her commitment to her ambitions as a writer and her refusal to conform to the pressures that dictate women's lives should revolve around relationships or dependency on men. Jo's decision reflects John Stuart Mill's principle of individual freedom, which emphasizes the right to self-determination and the pursuit of personal happiness. By prioritizing her aspirations over societal norms, Jo challenges the constraints imposed on women of her time and advocates for a future where individuals are free to shape their destinies. This choice underscores her strength and independence, inspiring others to value freedom and ambition as essential components of a fulfilling life.

3.1.2 Jo March's Utilitarian Actions

Jo March's character in Little Women (2019) reflects a series of actions that align with John Stuart Mill's principles of utilitarianism, particularly in the areas of equality, collective welfare, and individual freedom. Her decisions and efforts exemplify a commitment to maximizing happiness not only for herself but also for those around her, contributing to societal progress. These actions can be

categorized as follows:

1) Advocating for Equality

Jo demonstrates a profound commitment to equality by challenging traditional gender roles and advocating for educational opportunities for all. Her decision to establish a school that accepts both boys and girls is a bold statement against the gender segregation prevalent in her time. By transforming her inherited house into a school, Jo ensures equal access to education, reflecting Mill's belief in universal rights and the importance of equality in fostering collective happiness. Furthermore, Jo consistently rejects societal stereotypes that confine women to specific roles, such as marriage or domesticity. Through her advocacy for equal opportunities, Jo becomes a symbol of progress, inspiring others to embrace the principle of equality as a cornerstone of a just society.

2) Supporting Collective Welfare

Jo's efforts to support her family financially showcase her commitment to collective welfare. She takes on the responsibility of writing to provide for her family, even sacrificing her dreams and desires to ensure their well-being. Her decision to sell her hair to fund her mother's journey to visit their ailing father is a poignant example of her willingness to prioritize the needs of her family over her own pride or material possessions. These selfless actions align with Mill's utilitarian emphasis on maximizing collective happiness, as Jo continuously seeks to improve the quality of life for those around her, even at her own expense.

3) Promoting Freedom

Jo values personal freedom and intellectual pursuits above societal expectations, exemplifying Mill's principle of individual liberty. Her refusal of Laurie's marriage proposal is a clear assertion of her right to choose her path, These rights emerge with human existence and end with the end of human life. (Kusmaryanto, 2021). Prioritizing her aspirations as a writer over conforming to the traditional roles expected of women. Jo's actions underscore the importance of freedom in achieving true happiness and fulfillment. She rejects societal norms that dictate a woman's worth is tied to marriage, instead focusing on her intellectual growth and creative pursuits. By doing so, Jo not only asserts her autonomy but also sets an example for others to value their independence and personal ambitions.

Jo March's actions throughout the film embody the ethical ideals of utilitarianism, demonstrating how individual sacrifices, advocacy for equality, and the pursuit of freedom can contribute to greater collective happiness. Her character serves as a model for balancing personal ambition with social responsibility, emphasizing the importance of ethical decision-making in fostering a more equitable and progressive society.

3.1.3 Figures

Figure 6: Jo March discussing plans for the school (Scene 01:55:16).

Jo March	:	"I'd like to open a school, we never had a proper school, and now there are women's colleges opening."
Jo March	:	"There Should be a school. For Daisy"
Amy	:	"And what will you do?"
Jo March	:	"I'll open a school for boys and girls both"

At this moment, Jo March passionately outlines her vision to transform the family home into a school that would accept both boys and girls, breaking traditional norms and symbolizing her commitment to equality. She reflects on how, in her upbringing, proper educational opportunities were limited, particularly for women, and contrasts this with the emergence of women's universities as a sign of progress. By declaring, "This house must be a school," Jo asserts her belief that education should be accessible to everyone, regardless of gender, aligning with Mill's principle of collective happiness. Her decision to prioritize education demonstrates her dedication to improving the welfare of society as a whole, showcasing her resolve to create a lasting impact on future generations.

Figure 7: Jo receives a letter from the publisher (Scene 02:05:46).

Jo March	: "You keep your $500, and I'll keep the copyright, also, I want 10 percent of royalties."
Mr Dashwood	: "Five point five percent, that's very generous
Jo March	: "nine percent"
Mr Dashwood	: "Six percent, and that's it"
Jo March	: "Mr Dashwood, if I'm going to sell my heroine into marriage for money. I might as well get some of it"
Mr Dashwood	: "Six point six percent"

In this significant scene, Jo March demonstrates her confidence and business acumen by negotiating a 10% royalty for her published work. This moment highlights Jo's intellectual independence and her determination to be recognized and rewarded for her creative efforts. By asserting her value as a writer, Jo not only challenges the patriarchal norms of the publishing industry but also reinforces her commitment to achieving financial independence. This act reflects her belief in Mill's concept of meaningful happiness, where intellectual and moral achievements hold greater value than superficial gains. Through this negotiation, Jo secures her place as a professional writer, proving that women are equally capable of asserting their rights and thriving in traditionally male-dominated fields.

3.2. Discussion

The discussion section of this study delves into the intersection of literary analysis and philosophical ethics, focusing on how Jo March's actions in Little Women (2019) align with John Stuart Mill's utilitarianism. This analysis goes beyond traditional feminist readings by framing Jo's decisions as not only acts of resistance against societal norms but also as ethical choices aimed at maximizing collective happiness and fostering equality. By examining her advocacy for educational reform, financial independence, and freedom from restrictive gender roles, the discussion highlights Jo's dual role as an individual pursuing personal fulfillment and a societal figure contributing to broader progress. This approach underscores the relevance of utilitarian ethics in understanding Jo's character and the film's commentary on gender and societal transformation.

1) **Alignment with Previous Research**

The findings of this study align with previous feminist analyses of Little Women that emphasize Jo March's resistance to traditional gender roles and societal expectations. Researchers using Simone de Beauvoir's feminist lens, for instance, have highlighted Jo's rejection of societal norms that define women solely in terms of marriage or domestic responsibilities. However, this study extends beyond feminist critique by framing Jo's actions within John Stuart Mill's utilitarian philosophy. This framework reveals how Jo's decisions such as advocating for education, financial independence, and equal rights transcend personal empowerment and contribute to the collective welfare of her family and broader society. By prioritizing societal progress alongside her ambitions, Jo becomes a figure of ethical agency, bridging personal happiness with social responsibility.

2) **Contrasts with Previous Research**

While earlier studies have largely focused on feminist theories, such as those of Simone de Beauvoir or Elaine Walter, this research introduces a novel perspective by applying Mill's utilitarian framework. Feminist readings often center on Jo's resistance to gender stereotypes and her pursuit of autonomy, but they do not fully explore the ethical dimensions of her actions in terms of their broader societal impact. By emphasizing Mill's principles of collective happiness and equality, this study shows that Jo's actions are not only acts of rebellion against patriarchy but also efforts to maximize societal welfare. This contrast highlights how utilitarian ethics can complement feminist critiques, offering a holistic understanding of Jo's character.

3) **Strengths of the Research**

This research bridges the gap between feminist critique and philosophical ethics, offering a

multidisciplinary approach to analyzing Jo March's character. By contextualizing Jo's decisions within Mill's utilitarianism, the study highlights her as an ethical role model who balances personal ambition with societal contributions. The analysis enriches literary discourse by demonstrating how individual actions can align with ethical principles to promote collective progress. Furthermore, this research underscores the relevance of utilitarianism in addressing contemporary issues of gender equality and social justice, showcasing its applicability beyond philosophical contexts.

4) Weaknesses and Limitations

Despite its contributions, this study has certain limitations. First, its reliance on qualitative data introduces the possibility of interpretive bias, as the analysis is influenced by the researcher's perspective. Additionally, the focus on Jo's character, while central to the narrative, overlooks the contributions of other characters, such as Meg, Amy, or Beth, who also navigate societal expectations in meaningful ways. By centering on Jo, the study risks simplifying the film's broader commentary on gender and equality. Future research could address these limitations by incorporating quantitative data, such as audience reception studies, or by conducting comparative analyses of all the March sisters to provide a more comprehensive view of the film's themes.

5) Novelty of the Findings

This research is groundbreaking in its application of John Stuart Mill's utilitarianism to the character of Jo March in Little Women. While previous studies have predominantly analyzed Jo's actions through feminist theories, this study reveals the ethical dimensions of her decisions, highlighting her commitment to collective happiness, the quality of happiness, and equality. By framing her resistance to societal norms as a utilitarian endeavor, this research provides a fresh perspective that emphasizes Jo's role not only as a feminist icon but also as a moral agent. This novel approach enriches discussions on the intersection of literature, philosophy, and gender, offering insights that are both theoretically robust and socially relevant. This research shows the utilitarian traits that exist in Jo March's character, how Jo March performs utilitarian actions and investigates the reasons and social implications of Jo March's utilitarian behavior. This research highlights her role as an individual who contributes to collective happiness and equality.

4. Conclusion

Utilitarianism is a normative ethics theory that states that good actions mean actions that maximize happiness and well-being for as many people as possible. Utilitarianism in John Stuart Mill's view, emphasizes quality happiness and the consequences of an action taken by a person. The actions that Jo March takes in the film Little Women reflect principles of utilitarianism developed by John Stuart Mill. Those are (1) Jo March shows quality deep and meaningful happiness, (2) Jo March does not only chase happiness in his personal but is also determined to give happiness and well-being to society, (3) Jo is determined to reach happiness with fight for dreams and prosperity. Lots of individuals who give deep happiness are good for themselves and the people around them, such as establishing a school, and living with his family, and (4) Jo shows awareness in-depth and fighting social rights that at the moment were still neglected. Sacrifice individuals also become an important part of utilitarianism principles which is seen when Jo sells her hair to help her family and rejects Laurie's proposal to maintain freedom and pursue her dream as a magnitude writer. In this matter, Jo

shows that freedom is right for every individual to determine his road in life without being bound by norms of social restrictions as seen in his refusal of traditional woman role. Jo also fought for her equality, good through access to equal education for all genders and through her efforts to give equal opportunity to women to achieve their dreams. Jo March's actions reflect principles of utilitarianism as viewed by John Stuart Mill's view with a focus on collective happiness as well as to struggle for freedom and equality rights that made Jo March an important symbol in the transformation of better a society.

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Interpersonal Meaning in Billie Eilish Interview: Hit Me Hard and Soft Album

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ABSTRACT

This study aims to examine conversation in interviews with Billie Eilish about her new album by identifying mood systems, speech functions, and the interpersonal relationship that Billie Eilish built with the interviewer. The research employs a descriptive qualitative method with a discourse analysis approach and document analysis as the data collection technique. According to the findings of this study, the most common mood type is declarative mood, followed by interrogative mood (polar and wh-interrogative mood), imperative mood, and exclamative mood. Meanwhile, the most common speech function is a statement. Furthermore, to be aware of how Billie Eilish establishes interpersonal relationships by examining mood and residue, combining mood types, applying the speech function, and the interacting contract. Studying interpersonal meaning may help us understand how language can produce meaning in a social context and how the interaction between Billie Eilish and the interviewer.

Keywords: interview, interpersonal meaning, mood types, speech function

1. Introduction

An interview is a communication process that involves exchanging information between interviewees and interviewers for the aim of gathering information, data, or other relevant information. Arendt (2014) states that an interview is a communication process that involves a mutual exchange of questions between the interviewee and the interviewed to extract relevant information. It can be as varied as a video call, a phone call, or face-to-face (Kvale, 2007). Interviews can be conducted with a variety of people, including politicians, academics, authors, and even artists. Interviews with artists often serve to promote their work or their latest show, but also as a way for the public to understand their views and personalities (Gubrium & Holstein, 2002). These interviews are also a source of inspiration, entertainment, and cultural understanding. Interviews with public figures can influence public perception and impact the popularity and image of the public figure (Hennink et al., 2020). In social phenomena, people watch others to prevent offenses that lead to misunderstandings (Haryanto et al., 2024; Silverman, 1998). Furthermore, artist interviews are often used to prevent misunderstandings by communicating and asking in-depth questions about their personal lives and works (Holstein &

Gubrium, 2008).

In the entertainment industry, interviews are often a way for fans to better understand a public figure's work and personal journey, providing insight into behind-the-scenes innovations and issues (Ouellette & Gray, 2017). One of the public figures who has a great influence on popular culture and the younger generation is Billie Eilish. Her career as a singer and songwriter began when she was a teenager, and she has a loyal and wide following. Her music often reflects themes of emotionality, mental health, and identity, which are highly relevant to the issues facing the current generation (Manikandan, 2024; Smith, 2024). One of the interviews that invited Billie Eilish to be an interviewee was a Spotify account uploaded on her YouTube channel where Billie Eilish was interviewed about her new album, "Hit Me Hard and Soft," which was released on May 17, 2024.

In her album "Hit Me Hard and Soft," Billie Eilish takes a deep and personal approach in her interview with Jennie as an interviewer, with themes depicting her complex emotional experiences and personal journey as a young artist in the music industry. With a combination of honest lyrics and distinctive musical arrangements with soft electronic elements often joined by strong beats, portraying a sense of duality between strength and tenderness, the album is considered to explore feelings of vulnerability, relationships, and emotional challenges. On the Music Week official website, "Hit Me Hard and Soft" was a success in its week of release, and the songs on the album were high on the singles charts. The album Hit Me Hard and Soft by Billie Eilish debuted at the top of the chart with sales of 67,111 units, the second largest in 2024 after Taylor Swift. Sales included 12,699 CDs, 18,216 LPs, and 31,951 streaming equivalent sales. In addition, the success of the album was supported by the popularity of the songs on it, which proved Eilish's consistent appeal among fans and new listeners. The album also shows how Eilish continues to challenge her creative boundaries with her musical explorations and deep narratives, making it one of the most influential albums of the year.

There are many lyrics and songs that seem to tell stories to the listeners in her album, which are discussed in the interview of Billie Eilish and Jennie as an interviewer. The sentences in the conversation are a form of communication and interaction between one person and another. And also, the conversation in this interview is one of exchanging information. Therefore, to analyze the sentences and find out how the relations between the interviewee and the interviewer will be discussed in interpersonal meaning, one of the main meta-functions in Systemic Functional Linguistics (SFL). It will be identified through mood and the speech function used to determine the grammatical structure of a clause in interaction and also related to the social purpose of the utterance, both of which contribute to the meaning of interpersonal communication (Halliday & Matthiessen, 2014).

Interpersonal communication is using language to engage with people. The clause's interpersonal meaning component is made up of the speaker's actions and interactions with the addressee (Thompson, 2013). The principal meta-function serves as a tool for fostering interpersonal interactions. This function's meaning includes grammatical choices that allow speakers to engage in complex and diversified relationships with others. In the interpersonal structure, there is a mood element that consists of two parts: Mood and Residue (Halliday &

Matthiessen, 2014). Mood is the core part of the clause that includes the subject and finite, which determines the type of clause and the speaker's position in the communication. Residue includes other elements such as predicates, complements, and adjuncts that complete the information in the clause. These mood systems help establish interpersonal relationships between speakers and listeners. It can thus be used to study how language can be used to express the speaker's attitudes, positions, and emotions. Thus, language not only conveys information but also helps to build an emotional connection with the audience (Thompson, 2013). SFL distinguishes several mood types, which reflect different communication functions in the exchange of meaning, namely, declarative mood is used to provide information; interrogative is either polar interrogative or WH-interrogative mood; exclamative mood is used to express feelings or surprise; and imperative mood is used to give orders or requests (Halliday & Matthiessen, 2014).

In addition, interpersonal meaning, or interpersonal meta-function, is to understand how language builds meaning in a social context. The interpersonal meta-function plays an important role in establishing social interaction through language. One of the main aspects of this meta-function is the nature of dialogue, which involves patterns of verbal interaction between participants. Dialogue in SFL is understood as a two-way exchange involving speech rules. Halliday & Matthiessen (2014) stete the most basic types of speech roles, which underlie more specific types, are just two: giving and demanding. Crossing this basic distinction between giving and demanding is another, equally basic, distinction relating to the nature of the commodities being exchanged. This can be either goods & services or information. These two variables, taken together, define four main speech functions, namely, offers, commands, statements, and questions.

Human life depends on communication to establish relationships in society (Fitria & Rahmawati, 2020). Communicating and interacting effectively with others includes active listening, speaking clearly, understanding others' emotions, and working together in groups. In addition, communication allows us to share ideas and information (Mularsih & Maudy, 2020). Interpersonal interaction is very important in everyday life because it helps a person build significant relationships, resolve conflicts, and build mutually supportive relationships (Goleman, 1996). According to Halliday (2014), language functions in relation to interpersonal skills because language helps communicate social relationships and interpersonal meanings in various contexts of interaction. Meanwhile, the "interpersonal relationship" refers to a connection or bond formed between two or more people through continuous interaction. These relationships can be informal, such as friendship or family, or formal, such as work relationships. Trust, empathy, and effective communication are signs of healthy interpersonal relationships. The quality of interpersonal relationships affects one's psychological well-being (Duck, 1994). It is also an important component in maintaining mental and emotional health. In addition, Thompson (2013) and Eggins (2004) emphasize how important good interpersonal communication is for creating positive social dynamics. They explain that the use of language to gain mutual understanding, support emotional connection, and build trust in a variety of social contexts is often the basis of good interpersonal relationships.

Many writers have examined mood and interpersonal meaning, including the first, a study

by Rahmawati & Suprijadi (2021) entitled "The Mood Types Analysis in Script of Rm's Speech at The United Nation," examining a speech made by BTS leader, Kim Namjoon. This study aims to find the mood type and the interpretation of the mood type. It was found that the declarative mood was the most dominant. The second is a study entitled "Mood Types of Donald Trump's Speech in The Arab Islamic American Summit" by Rahayu & Bilmona (2021), in which thewriters examined a speech made by Donald Trump in Riyadh, Saudi Arabia. In this study, the writers found that the most dominant is the declarative mood, which shows that Donald Trump wants to provide information to the audience; while in adjusts, the most dominant is adjuncts of intensity, which express expectation. The third is research on conversations between students and teachers, conducted by Maharani & Samsi (2024) with the title "Interpersonal Meaning Analysis of The EFL Student's Talk in Learning Descriptive Text at Junior High School.". This research focuses more on the mood system, speech function, and modality. Fourth by Azura et al. (2022) with the title "Identifying Mood System and The Quality of Speech On Taylor Swift's Speech at The Graduation Of New York University 2022"And just like the previous writers, the declarative mood is the most dominant. Besides that, the writer found that the most dominant modality is a high-degree modality. The last is research on narrative text conducted by Utari & Fajriah (2023) with the title "Analysis of Mood Structure in EFL Students' Narrative Texts." The most dominant is declarative with subject position before finite.

The previous research has explored mood systems and interpersonal meaning in speeches of influential figures such as a president, conversations between teachers and students, and those in field narrative texts. Research on how linguistic elements operate in the context of artist interviews, particularly in the entertainment industry, is still limited, especially for an artist named Billie Eilish. For that reason, this study will focus on analyzing the interpersonal meaning of the interview conducted with Billie Eilish.

This study is important because there is a lack of study exploring the meaning of SFL, especially in interpersonal meaning in interview conversations. Although several studies have studied interpersonal meaning, such as mood and speech function, they generally study influential people's speeches, such as presidents, everyday conversations, or narrative texts, and none have studied interpersonal meaning in interviews in the entertainment world, such as artists. Therefore, this study aims to expand the analysis of existing conversations by applying it to artist interviews. In addition to identifying mood types and speech functions in artist interviews, this study also discusses how interpersonal meaning is built in an interaction, in this case about how Billie Eilish builds interpersonal meaning with the interviewer. So this is a research gap and what makes it different from previous writers.

The important point is that the study findings, namely interviews, are related to real-world situations. Because this will improve systemic functional linguistic research on interpersonal meaning in interviews. This study will open the eyes of Billie Eilish fans about how language can create meaning in a social context. In addition, by combining interpersonal meaning theory and interview phenomena that frequently occur both on social media and in real life, this study offers a unique perspective.

2. Methodology

This research uses a qualitative descriptive method with a discourse analysis approach to explore the interpersonal meanings contained in Billie Eilish's interviews related to the album 'Hit Me Hard and Soft.'. An interview conducted by the YouTube channel Sportify on May 17, 2024, entitled "Sportify Presents: Billie Eilish Hit Me Hard and Soft Q&A With Jennie," can be found on the YouTube Sportify Official account. The writer will describe the words that will then be examined. In the book Qualitative Research Methods by Taylor (2019), qualitative research method is a research process that produces written or spoken words from individuals and observations of behavior. While descriptive research design is a design that is scientifically based on statistics or previous actual events. This design also allows writers to observe whatever is seen, heard, and understood (Ivankova & Creswell, 2009). Since the main purpose of this study is to analyze, describe, and interpret the data to examine how interpersonal meaning is realized and what the speech function is in the interview, a descriptive qualitative study was considered appropriate.

This research used document analysis as a technique to collect data. A type of qualitative research known as document analysis involves the writer's interpretation of documents to provide context and voice for an evaluation topic (Bowen, 2009). Bowen also emphasizes how important triangulation is to ensure a more accurate and valid interpretation of the data. The writer used "data triangulation" to ensure that the data in this study was valid, first by comparing the interview transcripts with the original videos to ensure that the content was accurate. The second was by referring to theories from Halliday & Matthiessen (2014), Thompson (2013), and Eggins (2004) to support the analysis. And finally, "peer debriefing"—a" discussion with a supervisor to prevent wrong interpretations—was conducted. In addition, the data were checked for consistency through double-checking other data splits and analyses. This was done to ensure that the research results could be academically accounted for.

Therefore, the primary data is the transcript of Billie Eilish's video interview, which was aired on Spotify's YouTube channel on June 21, 2024, with the title "Spotify Presents: Billie Eilish Hit Me Hard and Soft Q&A With Jennie." There are some steps in collecting data. The first step is to observe and listen carefully to the video of Billie Eilish's interview on YouTube while reading the transcript of the interview. After that, the writer separated the whole speech into several clauses. The clauses became the data that would be analyzed in the SFL framework, especially Interpersonal Meaning, the theory of Halliday & Matthiessen (2014).

As mentioned above, the writer went through the following stages in this analysis: The writer identified all the data based on the types of mood by Halliday & Matthiessen (2014), Eggins (2004), and Thompson (2013) that are available in 'Billie Eilish's interviews: Hit Me Hard or Soft Album' to know the relation of how the interviewee and interviewer convey their intentions and interact with each other. Next, the writer analyzes the purpose of Billie Eilish's interviews: Hit Me Hard or Soft based on the speech function by Halliday & Matthiessen (2014). And then, it analyzes the interpersonal relationship that Billie Eilish built with the interviewer. Finally, the writer will make a conclusion by explaining findings and the results of the analysis,

the realization of interpersonal meta-function, including mood types and speech functions that occur in Billie Eilish's interview: Hit Me Hard and Soft Album.

3. Result and Discussion

3.1. Result

Approximately 407 data were discovered after a careful examination of Billie Eilish's interview regarding her new album. The interpersonal meaning of this Billie Eilish interview is examined, including mood type and the speech function. The type of mood found in this study is 350 declarative mood, 22 polar interrogative mood, 20 wh-interrogative mood, 13 imperative mood, and 2 exclamative mood. In addition, the speech function of the 407 data can be found in 3 offer data, 12 command data, 352 statement data, and 40 question data. However, in this study, the writers do not present all the results of the data analysis but only take some data that are considered to represent each type of mood itself.

The following is an explanation of the several results found.

- Datum 1: **I'm always surprised what does well.**

Table 1: Type of Declarative Mood

I	'm always	surprised	what does well.
Subject	Finite	Predicator	Complement
Mood		Residue	

The datum above belongs to the declarative mood because there is a subject at the beginning and followed by a finite (Halliday & Matthiessen, 2014). The sentence consists of mood and residue elements. These elements are applied to convey interpersonal meaning. First, for the mood element, there is the word "I" as the subject and the word "am" as the finite. Second, the residue elements are predicators and complements. The verb "surprised" is the predicator. Finally, the word "what is well done" is the complement.

The speech function of the sentence "I'm always surprised what does well" is giving a statement. In this case, it shows that Billie Eilish is conveying her opinion to the interviewers without expecting any particular action from them. This sentence functions as a "statement" to express Billie Eilish's personal feelings and experiences, such as being surprised at something that is considered successful. The focus of this utterance is on sharing experiences and observations rather than requesting actions or information from the listener. It is used in conversation to extend a discussion or give listeners a chance to interact informally, such as sharing their opinions or agreeing with what they see.

- Datum 2: **When we were making this album, I was really struggling with who I was.**

Table 2: Type of Declarative Mood

When we were making this album,	I	was really	struggling	with who I was.
Adjunct	Subject	Finite	Predicator	Complement
	Mood			
	Residue			

The datum above is also included in the declarative mood; there are mood and residue. The mood element in the sentence is the word "I" as the subject and the phrase "was really," which is finite. While the residue elements contained in the sentence are adjunct, predicator, and complement. The sentence "when we were making this album" is included in the adjunct, which shows the time description and answer 'when'; the word "struggling" is the predicator, and "with who I was" is the complement.

The speech function of the sentence "When we were making this album, I was really struggling with who I was" is a statement that aims to "provide information.". It shows Billie Eilish's openness and reflection towards Jennie, building an emotional connection with the interviewer by revealing their personal information. It is typically used to expand the listener's understanding of the speaker's creative process without expecting a response other than understanding or empathy. This is because the function of the utterance in a conversational context is to provide insight or background regarding the speaker's struggles during a particular period.

- Datum 3: **Did you wanted to say hi to your fans here?**

Table 3: Type of Polar Interrogative Mood

Did	you	wanted to say	hi	to your fans here?
Finite	Subject	Predicator	Complement	Complement
Mood		Residue		

The datum above belongs to the polar interrogative mood because the finite comes before the subject (Halliday & Matthiessen, 2014). The sentence consists of two elements. The first element is the mood, which consists of "did" as the finite and "you" as the subject". The second element is residue. In this sentence, there is "wanted to say," which is a predicator, and "hi to your fans here," which is a complement.

"Did you want to say hi to your fans here?" has the speech function of a question, which is intended to 'ask for information.'. The interviewer uses the "question" structure with the "finite" "did" to ask the listener's desire or purpose, with the implicit subject

"you.". The speaker, in this case the interviewer, expects an affirmative or negative answer. The function of this utterance is to provide an opportunity to address the audience. In this case, apart from asking for information, this sentence also functions as a cue or encouragement to act according to the situation.

- Datum 4: **Was any biggest surprised from the fans since the album dropped?**

Table 4: Type of Polar Interrogative Mood

Was	any biggest	surprise	from the fans	since the album dropped?
Finite	Subject	Predicator	Complement	Adjunct
Mood		Residue		

The datum above presents the sentence grammatically and consists of mood and residue elements. First, the mood elements are the word "was" as finite and the word "any biggest" as subject. Based on the order, the sentence includes the interrogative mood because the finite is followed by the subject. The second element is the residue, consisting of the verb "surprise," which is a predicator; "from the fans" is a complement; and the last word, "since the album dropped," is also a circumstantial adjunct because it answers the question 'when.'.

The sentence "Have there been any big surprises from fans since the album was released?" is a question with an utterance function to request information. In this function, the speaker acts as the party who wants to know or get an answer from the listener. This sentence uses the structure "question" with the auxiliary verb "was," which grammatically indicates the form of the question. With the aim of getting a specific answer, such as a specific event or experience, this question focuses on the reaction or response that fans gave after the release of the album. As a "question," the main purpose of this sentence is to open a discussion or gain knowledge from the listener about matters related to the topic of discussion, such as fans' responses to the newly released album.

- Datum 5: **What were you the most nervous about?**

Table 3: Type of WH-Interrogative Mood

What	were	you	the most nervous about?
Complement/Wh	Finite	Subject	Complement
Residue	Mood		Residue

Because the form of a sentence in a question, the word "what" is a complement. It is

one of the wh-questions and asks the subject what the subject will do. "Were" is finite, expressing tense, and "you" is the subject because it is a nominal group, while "the most nervous about" is a complement as an adjective phrase describing the state of the subject.

The sentence "What were you the most nervous about?" has a question utterance function. This sentence uses the interrogative word "what" as a question, which aims to ask a specific thing. This question centers on a previous situation or experience, as shown by the "question" structure with the "finite" "were.".

- Datum 6: **How did the making of this album differ from the precious albums?**

How	did	the making of this album	differ	from the precious albums?
Adjunct/Wh-	Finite	Subject	Predicator	Adjunct
	Mood			
	Residue			

According to Halliday & Matthiessen (2014), it is mentioned that in WH-Interrogative Mood, it occurs when the subject is before the finite if the wh-element is the subject, or the finite is before the subject. In the sentence above, it is the finite that comes before the subject, and there is a wh-element "how" that shows the way or difference. The mood element in this clause is "did" as a finite that indicates past time, and the words "the making of this album" as the subject. In addition, the residue element is the word "how" as an adjunct that states the way or difference that occurs, the word "differ," which is a predicator, and finally 'from the precious albums' as an adjunct, which also provides information about the difference with the previous album.

Speech function in the clause above is a question, with the intention of "demanding information.". The sentence uses a question structure with the question word "How," which shows that the interviewer is asking about the specific differences between the process of making this album and the previous albums. And with the auxiliary verb "did," the question is placed in a past tense context, which allows the interviewer to ask for a response about an event that has already happened.

- Datum 7: **Give it up for Billie Eilish!**

Table 7: Type of Imperative Mood

Give it up	for Billie Eilish!
Predicator	Complement

Residue

The datum above is in the imperative mood because it only presents the residue element. As mentioned in Halliday & Matthiessen (2014) , the analysis of positive imperative mood Sentences do not have mood elements and only consist of residue. In the sentence "Give it up for Billie Eilish!" there are two residue components. The first residue element is the word "give it up," which is the predicate, and the second residue element is "for Billie Eilish," which is the complement. The sentence above is categorized as the imperative mood because it shows an order. And besides that, the predicate is the main part of this sentence.

The speech function of the sentence "Give it up for Billie Eilish!" is Command. In her delivery, Jennie, as the interviewer, asks the audience to perform a certain action, which is to give something to Billie Eilish in the form of applause or cheers. This sentence contains a direct "command" addressed to others without giving them a choice. In this case, the idiomatic English expression "give it up" is used to invite people to give honor or praise, especially in public events such as concerts or awards.

- Datum 8: **Make some noise!**

Table 8: Type of Imperative Mood

Make	some noise!
Predicator	Complement
Residue	

The datum above only presents residue elements. The first residue element is the word "make," which is the predicate, and the last residue element is "some noise," which is the complement. The sentence above is categorized as imperative mood because it shows an order. And besides that, the predicate is the main part of this sentence.

The sentence "Make some noise!" is a command because the interviewer asks the audience to perform an action. This sentence involves an exchange of goods and services, where the speaker expects the listener to perform an action or service. In the sentence "Make some noise!", the speaker demands an action from the listener—to make some noise. This falls into the category of goods and services, as it requires the listener to provide an action in response. The form of the command is expressed through an imperative structure, where the subject is omitted, leaving only the base form of the verb "make.". This sentence directly instructs the listener, highlighting the demanding nature of the utterance and positioning the speaker as the party in control of the interaction.

- Datum 9: **How random the order of these questions is!**

Table 9: Type of Exclamative Mood

How random	the order of this questions	is
Adjunct/WH-	Subject	Finite
Residue	Mood	

The datum above belongs to the exclamative mood because it expresses surprise. In the sentence, the phrase "how random," which is an adjunct because it shows the level of randomness as an adverb, besides that, there are also mood elements in this clause, namely the phrase "the order of questions" as the subject and the word "is," which is a finite that refers to the current condition. According to Eggins (2004) and Thompson (2013), exclamative mood usually involves the speaker's personal disclosure of a state or object, rather than asking for a direct response from the listener.

The speech function of the sentence "How random the order of these questions is!" is a statement, giving information. In this sentence, the interviewer conveys their personal observation or judgment about the randomness of the order of the questions asked by Billie Eilish's fans. Its main function is to provide emotional information, such as surprise or amazement at the randomness, without expecting an action from Billie Eilish.

- Datum 10: **How wonderful answer is!**

Table 10: Type of Exclamative Mood

How wonderful	answer	is
Adjunct/WH-	Subject	Finite
Residue	Mood	

The sentence "How wonderful the answer is" is also an exclamative mood because it shows admiration for something. In addition, Halliday & Matthiessen (2014) also explain that the elements in exclamative mood are what or how. In this sentence, "How wonderful" is the main sentence and is also called an adjunct, which is used to emphasize emotion or quality. In addition, there are mood elements, namely subject and finite. The word "answer" is the subject and "is" the finite.

Although it uses an exclamative mood structure, the sentence "How wonderful answer is" has the function of a statement or giving information because this sentence is a statement that conveys the interviewer's subjective assessment of the quality of Billie Eilish's answer. Its main purpose is to provide information that contains an expression of admiration or appreciation for the answer, without expecting Billie Eilish to answer or provide additional clarification.

The Systemic Functional Linguistics (SFL) theory, as presented by Halliday & Matthiessen (2014), Thompson (2013), and Eggins (2004), can also allow us to examine the meaning of the language that Billie Eilish employs to establish interpersonal relationships with her interviewers. The following is the response based on these theories:

- Language has interpersonal meaning.

According to the Systemic Functional Linguistics (SFL) framework, interpersonal

meaning explains how language helps build social relationships and creates interaction between speakers and listeners. According to Halliday & Matthiessen (2014), this interpersonal metafunction emphasizes the role of speakers in conversation, such as conveying their attitudes, sharing information, and responding to others.

The interpersonal meaning is reflected in Billie Eilish's word choice, tone of voice, and the way she handles information to build relevant relationships with her audience during her interviews. Mood and residue are the two main components of interpersonal metafunction. Mood is the basic clause structure that indicates communication functions such as giving or asking for information, offering something, or requesting an action. For example, Eilish uses declarative or interrogative sentences to share her personal experience giving an explanation and process of how the shooting of this album was done. Residue augments mood with additional elements such as complements, adverbs, or predicates that enhance or clarify the meaning of the main clause (Eggins, 2004).

How speakers manage power and solidarity relationships in interaction is also part of interpersonal meaning. Speakers can express a sense of empathy, emotional involvement, and equality or hierarchy through lexical choices and grammatical structures (Thompson, 2013). In Billie Eilish's interview, the use of honest and introspective language demonstrates an openness that creates closeness with the audience, and the interviewer contributes by asking relevant questions and providing empathic responses. This demonstrates how language, as a primary tool of interaction, creates social relationships and interpersonal meaning in various communication contexts.

- Combining of Mood Types in Interview Interaction: Declarative, Interrogative (Polar and Wh-Interrogative), Exclamative, and Imperative

Each mood shapes the dynamics of an effective conversation between Billie Eilish, the interviewer, and the audience. Creating an intellectual and emotional connection with the audience using these moods allows the interaction to be richer and more meaningful.

Billie often uses the declarative mood to share her own opinions and experiences. Statements like, "I've been very surprised by everybody's reactions and the way that people have just been responding to it," for example, show openness and give the audience insight. The declarative mood is the main way to convey viewpoints or facts in interaction (Halliday & Matthiessen, 2014).

The two types of mood interrogative are polar interrogative and wh-interrogative. The former is a question that demands a "yes" or "no" answer, such as when the interviewer asks, "Is there any favorite part of producing yourself?" This question gives Billie the opportunity to directly verify or refute what she is saying. Examples are questions like, "How did the making of this album differ from the previous albums?" or "What were you listening to that inspired you, or what's the behind story of that song?" According to Eggin (2004), Billie's responses to the questions allow her to speak in more

detail and think critically so she can provide deeper insights to the audience.

The exclamative mood is used to show how intense the emotion is. To illustrate, Billie might comment, "How random the order of these questions is!" Phrases like this help foster a strong emotional bond with the audience and show admiration or gratitude.

The imperative mood, on the other hand, is used to advocate. For example, Billie may ask the audience to participate more actively by saying, "Everybody, make some noise!" The imperative mood enhances the dynamics of communication and makes the listener participate (Thompson, 2013).

- Speech Functions

According to Halliday & Matthiessen (2014), the four main speech functions in verbal interaction are statements, questions, commands, and bargaining. These functions are used to give or request information, actions, or emotional reactions in the interaction. These four functions were used effectively by Billie Eilish during the interview to build interpersonal relationships with the interviewer, resulting in a conversation rich in meaning and emotion. Billie also used statements to provide information to the interviewer. "It's just reliable; it's like always good.," for example. Statements like this show openness, provide an understanding of her creative process, and increase the emotional bond with her audience. According to Halliday & Matthiessen (2014), statements are the main way to share experience or knowledge, which makes this function important.

Questions can be direct or rhetorical. Rhetorical questions such as "What has been your creative inspiration for this album?" can be used by Billie during the interview to encourage the audience to reflect and feel emotionally connected to them. In addition, to create a dialogic interaction, the interviewer uses questions to gain more knowledge, such as, "Did you feel any more like Freedom, or did you use anything that you learned over the years on yourself?

According to Eggins (2004), "offer" is a phrase that is often used to draw attention or response from the interlocutor; in this case, it might give Billie the opportunity to share more about herself. For example, if you want to offer a personal perspective or experience in an interview or informal conversation, you can use a phrase like "Can I interrupt and say me personally, towards the end?" This can be a way to encourage your interviewee to listen to her views in more depth. Although this sentence starts with a question, its essence is still an "offer" because Billie gives people the opportunity to talk further, which in turn results in a better relationship between them.

Command gives instructions or encourages the audience to act. An example of this function is "Please turn the light on the fans!" because asking someone to do something, such as turning on the lights, although the word 'please' is used to give a polite impression, the main function is still asking the listener to do something directly.

- Interaction Contracts in Interviews

According to Eggins (2004), interaction contracts are implicit agreements that define interpersonal relationships in communication. This contract governs how

speakers and listeners adjust the way they speak in interviews to build a positive relationship. As an artist, Billie Eilish uses various techniques to establish and maintain a meaningful and engaging interaction contract.

Adapting the language style to the person interviewing is an important component of the interaction contract. Depending on the topic at hand, Billie uses a serious or casual style of speech. For example, she prefers a calmer, more open tone when answering questions about the emotional nature of her album's theme.

3.2. Discussion

Based on the analysis, it is found that the declarative mood type and statement function are the most dominant. This shows that Billie Eilish is trying to provide factual information to Jennie as the interviewer and also the audience present in the interview to explain and provide information about her experiences, life, and opinions, as well as something related to her new album, Hit Me Hard and Soft Album. The strong relationship between Billie Eilish and Jennie is seen in the data analysis shown. The writer conveys information about the research on the interview through the details of the sentence that have been analyzed. By identifying the type of mood, be it declarative mood, polar interrogative mood, wh-interrogative mood, imperative mood, or exclamative mood, and identifying the speech function, be it offer, command, statement, or question, the author asserts the belief with the aim to influence the way of communication between the interviewer and Billie Eilish.

Overall, this study increases our knowledge of interpersonal meaning, how it functions, and how important this meaning is in people's conversations. There is no clear topic or finish requirement in this form of discussion. However, if speakers want to emphasize it, they can add topics or finishes to their statements. The configuration of the mood system that usually gives commands is called the imperative mood. Speakers offering goods and services usually convey offers, but sentences are usually articulated in modularized declarative structures.

Research conducted by Rahmawati & Suprijadi (2021) and the analysis conducted on the speech of influential people examine how the type and function of speech are realized. Most of the moods found are declarative moods, which show that the speeches convey more information. Similarly, research conducted by Maharani & Samsi (2024) examined interpersonal meaning in conversations between teachers and students. By using strong interpersonal meanings that support the interpretation and analysis of various communication objects, conversation researchers, students, and teachers can better understand the basic meaning and purpose conveyed through communication. This is in line with the research that the author conducted, in which the writer analyzed conversations in interviews. In this context, the underlying meaning and purpose of the communication between the interviewer and the interviewee can also be found.

4. Conclusions

Based on the results obtained from the analysis of interviews conducted with Billie Eilish regarding interpersonal meaning, the writer concludes that the declarative mood is the most dominant, which is 350 data. While polar interrogative mood is found in as many as 22 data, wh-interrogative mood is 20 data, imperative mood is 13 data, and exclamative is only 2 data. This proves that since the purpose of the interview is to obtain clear and factual information from the interviewee, the declarative mood is the most dominant. During this interview process, Billie Eilish gave answers in the form of statements to make her point clearer and easier to understand. Declarative mood gives Billie Eilish a sense of authority and credibility, making the information provided more convincing. The declarative mood is also more common than other types of sentences because the informative and objective structure of the interview makes it easier for the interviewer to systematically extract data or opinions.

The writer also describes that the most common speech function found is in the form of a statement, which is 352 data. It is evident that most of Billie Eilish's answers were in the form of directly explained facts or opinions; statements were more prevalent during the interview as the interviewer acted as a guide, and Billie Eilish responded with statements explaining a particular topic or perspective. This form of statements also helps in creating effective communication and avoiding ambiguous information. Therefore, the declarative and statement moods are primarily used during interviews, as they are important tools for conveying information in a systematic and comprehensible manner.

In addition, in the interview, it can be analyzed the interpersonal relationship that Billie Eilish built with the interviewer, namely: First, examining mood and residue, mood indicates communication functions such as giving or requesting information, offering something, or requesting an action, while residue enhances or clarifies the meaning of the main clause; Second, combining all five types of mood, Billie Eilish creates a dynamic and meaningful interview for both the interviewer and the wider audience; Third, using the four speech functions, Billie Eilish not only conveys her message effectively, but also builds a strong interpersonal relationship with the audience and the interviewee, which results in a meaningful interview; Lastly, an interactive contract allows Billie Eilish to keep the interview authentic and meaningful for both the interviewer and the audience as she expresses her emotions and experiences deeply.

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Negative Freedom in the Character of Enola Holmes: Isaiah Berlin's Perspective on Liberalism

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ABSTRACT

This study explores the portrayal of negative freedom as conceptualized by Isaiah Berlin in the character of Enola Holmes in the film *Enola Holmes* (2020). The research aims to identify aspects of Berlin's liberalism reflected in the narrative, to describe how Enola exemplifies the principles of negative freedom, and to highlight the significance of achieving such freedom in a patriarchal society. Employing a qualitative method, this analysis focuses on narrative and visual elements that reflect Berlin's concept of negative freedom. The data were collected by identifying scenes and applying the theory. Enola's physical and mental transformation is central to her personal growth, demonstrating how the film explores the themes of self-discovery and autonomy. The findings reveal that Enola's journey represents a compelling embodiment of Berlin's negative freedom. At the film's outset, Enola is subjected to patriarchal restrictions, particularly through the control exerted by her brother Mycroft. Her decision to search for her mother marks a pivotal moment in reclaiming her autonomy, as she begins charting her own path. The analysis further demonstrates that Enola's struggle against societal norms and her eventual self-acceptance signify a transformative journey toward individual freedom. Through her defiance of external controls, Enola exemplifies Berlin's concept of negative freedom, underscoring the importance of autonomy in fostering personal growth and liberation. This research highlights the enduring relevance of Berlin's liberal philosophy in contemporary narratives.

Keywords: negative freedom, isaiah berlin, liberalism

1.   Introduction

Literature is a creative and imaginative work that uses beautiful language and provides benefits in various aspects of life. According to Lafamane (2020), literary works reflect human feelings, experiences, ideas and beliefs, expressed through language that captivates readers. Literature records a wide range of experiences, both natural and supernatural, serving as a witness and commentator on human life. Over time, films have emerged as a modern form of literature, combining narrative and artistic elements with audio-visual mediums. (Effendy, 1986), describes

film as an audio-visual communication medium that conveys imaginative and realistic messages to audiences, making films a valid representation of literary expression. The film, as noted by Stam (2005) serves as a cultural artifact that mirrors societal values and ideologies, allowing viewers to engage with complex social realities through a dynamic visual experience. Additionally, as argued by Bordwell (2019) films operate as both narrative forms and socio-cultural commentaries creating a platform to analyze human experiences and ideologies.

Building on this understanding, both literature and film serve as powerful mediums for storytelling that transcend time and geography, offering audiences a lens through which they can explore diverse cultures, histories, and personal narratives. While traditional literary works rely on the written word to evoke imagery and emotions, films enhance this experience by integrating visual and auditory elements, creating a more immersive engagement. This transition from written literature to the cinematic experience also opens up philosophical interpretations of human existence. Philosophers like Aristotle, in his concept of catharsis in tragedy, have long discussed how narrative art serves to process human emotions and experiences. Likewise, films, through their use of visual storytelling, create emotional and intellectual connections with the audience, enabling them to explore complex philosophical themes such as freedom, morality, identity, and justice, much like classical literature.

The interplay between literary and cinematic techniques allows filmmakers to adapt, reinterpret, and modernize classic literary works, bridging the gap between past and present audiences. Filmmakers draw on the symbolic, thematic, and philosophical elements found in literature to evoke deeper reflections on the human condition. This relationship is not one-sided; rather, literature and film inform each other, with films frequently offering new interpretations of established literary texts. Philosophically, both mediums reflect the complexities of existence and engage with questions about the nature of life, identity, and society. For example, the use of allegory, as seen in both literary works and films, allows creators to present a world that critiques real-life structures while simultaneously offering alternative perspectives on human potential and societal norms.

Moreover, the synergy between literature and film fosters critical thinking and emotional connection. Literary elements such as symbolism, themes, and character development are reimagined through the film's unique tools, such as cinematography, sound design, and editing, offering new dimensions to storytelling Stam (2005) This transformation allows audiences to experience the same narratives in different ways, deepening their understanding and appreciation of the source material Hutcheon (2013). The philosophical approach in both mediums reveals the tensions between individual agency and societal constraints, freedom and oppression, and the search for meaning in a chaotic world. Films, like literature, are not only artistic representations but also philosophical inquiries into the human experience.

Films, much like literature, also serve as a mirror to societal changes and struggles, addressing pressing issues such as gender equality, race, and environmental concerns K. T. Bordwell (2020) Through their universal appeal, films carry the potential to spark dialogues and inspire change, just as great literary works have done for centuries. This convergence of artistic expression highlights the evolving nature of storytelling, demonstrating how both literature and film continue to shape and reflect the human experience in profound ways. By merging the narrative techniques of literature with the philosophical depth of visual storytelling, both mediums offer a comprehensive approach to understanding the complexities of human life and the world around us.

Enola Holmes (2020), adapted from Nancy Springer's novel series, follows the spirited journey of Enola Holmes (Millie Bobby Brown) as she searches for her missing mother on her

16th birthday. Directed by Harry Bradbeer, the film intertwines a personal quest with larger mysteries involving political conspiracies, all while challenging the patriarchal norms of Victorian society. Through Enola's intelligence, courage, and pursuit of autonomy, the narrative explores themes of individual freedom, women's rights, and self-discovery, reflecting broader societal issues (Butler, 2021; Hooks, 2015). With its blend of compelling storytelling and social commentary, the film garnered critical acclaim and sparked discussions about gender equality and personal agency, setting the stage for its 2022 sequel.

The theory of liberalism, as conceptualized by Isaiah Berlin (1958), focuses on individuals and freedom as the main values in society. Liberalism emphasizes the importance of individual autonomy, human rights, and protection of freedom from intervention by the state or other parties. In this context, liberalism distinguishes between negative freedom (freedom from coercion) and positive freedom (freedom to achieve one's potential).

Negative liberty prioritizes safeguarding individuals from unwelcome interference, thereby fostering personal autonomy. Berlin (1958) argued that the extent of an individual's freedom is proportional to the degree of non-interference they experience. He regarded negative liberty as a fundamental principle of a liberal society, where individuals have the right to make choices without external coercion, ensuring pluralism and the coexistence of diverse values. In this regard, Gaus (2010) notes that negative liberty is integral to maintaining a society that respects diverse individual perspectives and minimizes undue restrictions. Moreover, Pettit (2017) expands on Berlin's ideas by emphasizing the role of freedom in securing individual well-being and protecting against societal constraints.

Berlin also emphasized that restrictions on individual freedom are often associated with the concept of positive freedom. In this context, certain entities, such as states or groups, may assume the authority to dictate what is considered "good" or the ultimate "goal" for others. This can lead to totalitarianism, where individuals are compelled to conform to collective norms or objectives established by those in power. From Berlin's viewpoint, true self-liberation entails the ability of individuals to chart their own course without external coercion. This involves exercising autonomy and making decisions based on personal values rather than succumbing to societal or political pressures.

This research is significant as it highlights the relevance of Isaiah Berlin's concept of negative freedom in contemporary narratives, using the film *Enola Holmes* to connect philosophical liberalism with real-world social issues. Analyzing themes of individuality and resistance to patriarchal norms underscores the film's alignment with current discussions on gender equality and personal autonomy. Additionally, examining Enola Holmes' character demonstrates how stories of personal liberation inspire audiences to challenge societal expectations and embrace self-empowerment. As affirmed by Stam (2005) media forms such as films serve as extensions of human consciousness, shaping societal perspectives and fostering critical discourse. Similarly, Anker (2020) highlights the power of storytelling in promoting transformative ideologies, linking cultural narratives to broader socio-political movements. Ultimately, this study contributes to a deeper understanding of liberalism, gender dynamics, and the role of storytelling in advocating social change and individual freedom.

Ramadhan (2022) uses a structural approach to analyze the film's plot and characterization, emphasizing Enola's intelligence and independence but noting the limitation of relying solely on film data. Iqlima (2024) examines family values in the film, finding a balance between bonding and conflict, while Mugiarti (2022) analyze women's rebellion against patriarchy, highlighting domestic and political resistance through feminist and cinematographic approaches. Haerani (2024) focuses on women's empowerment using semiotic analysis, emphasizing Enola's

independence and her inspirational relationship with her mother. Similarly, Sakinah (2022)and Chandra (2022) analyze liberal feminism in *The Case of the Missing Marquess*, focusing on Enola's autonomy and gender equality, though limited to one novel. Other studies, like Yusriyah (2022), analyze the moral values in the film and their relevance to character building, while Utami (2022)examine Enola's role in women's emancipation in various spheres. Putri (2023) highlights the ambivalence of women's empowerment in the adaptation, and Satibi (2023) examines Enola's characterization and resistance using feminist theories. While these studies provide valuable insights into *Enola Holmes*, most are limited to single works, narrowing their generalizability to broader contexts.

While the theme of personal freedom in *Enola Holmes* has been explored in previous studies, there is a significant gap in research regarding the philosophical underpinnings of Enola's journey for self-liberation, particularly through the lens of Isaiah Berlin's liberal perspective. Berlin distinguishes between two types of freedom: negative freedom, which refers to freedom from external interference, and positive freedom, which is the freedom to achieve one's potential (Berlin, 1958, 2002) This theoretical framework aligns closely with Enola's quest to break free from the societal and gender constraints imposed on her. However, limited research has examined how these concepts of freedom can help explain Enola's struggle to overcome patriarchal norms. Hirschmann (2003) emphasizes the importance of contextualizing freedom within gendered power structures, providing a critical lens for understanding Enola's experiences. Similarly, Downey (2021) highlights how the film portrays feminist agency and resistance in the face of societal expectations. This study seeks to address this gap by analyzing Enola's journey for freedom through the lens of Berlin's liberalism. It aims to identify key moments in the film where Enola embodies the principles of negative and positive freedom and explores how her journey reflects the broader struggles for personal autonomy in a patriarchal society. This approach offers new insights into the intersection of liberal philosophy and contemporary film, shedding light on how modern narratives can reflect the timeless human pursuit of freedom and self-empowerment.

2. Methodology

This research adopts a qualitative approach to analyze the character of Enola Holmes in the film *Enola Holmes* (2020) through the lens of Isaiah Berlin's liberalism. The study focuses on interpreting narrative and visual elements in the film to explore Enola's struggle for negative freedom and its relevance to the patriarchal society portrayed in the film.

The research object is divided into two categories: material and formal objects. The material object is the film *Enola Holmes* (2020), directed by Harry Bradbeer. The formal object is Enola Holmes' struggle to attain negative freedom, which is analyzed using Isaiah Berlin's liberalism concept. The data used in this study is categorized into primary and secondary data. Primary data includes scenes, dialogue, monologues, and narration from the film. Secondary data encompasses previous articles and studies discussing themes of freedom, feminism, and women's empowerment in the film, as well as critical reviews on how the film portrays freedom and independence. The primary data source is the film itself, while secondary data sources include studies, articles, journals, reviews, and Isaiah Berlin's theory of freedom.

To ensure the validity of the research, triangulation is employed. Source triangulation is used by comparing primary data from the film with secondary data such as articles, journals, reviews, and previous studies. This approach, grounded in Denzin (1978) and Creswell (2014) methodologies, ensures the validity of the findings by examining the phenomena from multiple perspectives and methods. Through this process, the research results are validated by combining diverse sources and viewpoints.

The data collection and analysis process involves several steps. First, the film *Enola Holmes* (2020) is watched repeatedly, and important scenes are captured through screenshots. To operationalize Isaiah Berlin's philosophy, particularly the concept of negative freedom, Isaiah Berlin's theory of freedom, which involves external constraints limiting an individual's ability to make free choices, is used to analyze Enola's character. Negative freedom here refers to the absence of external restrictions that prevent an individual from making their own decisions. In the film, Enola is often restricted by societal expectations and patriarchy, which attempt to control her life. Relevant scenes that highlight Enola's constraints and freedom are selected and analyzed by comparing her actions, dialogue, and interactions with Berlin's principles. Secondary data, such as articles and journals, are also gathered to provide further context on how Berlin's theory applies to social and gender analysis. After collecting and analyzing both primary and secondary data, the results of the interpretations are documented to illustrate how Berlin's concept of negative freedom explains Enola's struggle to break free from societal constraints and find personal autonomy.

3. Result and Discussion

3.1. Result

This section presents the findings from the analysis of *Enola Holmes* (2020) through Isaiah Berlin's concept of negative freedom. The scenes analyzed show how Enola's journey to free herself from societal and familial restrictions aligns with Berlin's idea of negative freedom, emphasizing her struggle for autonomy in a patriarchal society. Key moments in the film are explored to demonstrate how Enola challenges these constraints and grows into an independent individual. These findings reflect her transformation and the importance of achieving negative freedom in overcoming oppression.

3.1.1.   Aspects Of Isaiah Berlin's Perspective On Liberalism Reflected In The Film

These scenes show Enola is seen interacting with her two brothers, Mycroft and Sherlock Holmes.

a. Restraint By Family And Society

Figure 1. (00:05:25). This scene depicts Enola feels trapped by patriarchal rules after her mother disappear

At the beginning of the film, Enola is confined by the expectations and norms imposed by her family, particularly her mother's absence and her brother Mycroft's overbearing nature. This scene exemplifies the societal and familial constraints on her freedom, symbolizing Berlin's concept of "negative freedom," where an individual's liberty

is limited by external forces. Enola's initial struggle with these constraints sets the stage for her rebellion and pursuit of independence.

This is a poignant scene where Enola, played by Millie Bobby Brown, discovers that her mother, Eudoria, has disappeared without explanation. After this, Enola is thrust into the care of her two older brothers, Sherlock and Mycroft. The scene that best illustrates her feeling of being trapped by patriarchal rules unfolds when Mycroft, as her legal guardian, insists that Enola conforms to societal expectations of Victorian womanhood. He arranges for her to attend a finishing school, a place designed to mould young women into "proper ladies" with skills like etiquette, embroidery, and decorum.

In this scene, Enola sits in a sombre room as Mycroft berates her for her unconventional upbringing, emphasizing her lack of "proper" manners and knowledge expected of a young lady. The contrast between Enola's vibrant, free-spirited nature and the rigid, oppressive expectations of society is stark. She visibly recoils at the idea of being moulded into a submissive and demure figure, her frustration and helplessness palpable.

Her feelings of entrapment are underscored by the dreary, confining atmosphere of the room, with dark, oppressive tones that reflect the societal cage closing in around her. This moment marks a turning point in her journey, fueling her determination to break free from these constraints and carve her own path, just as her mother intended. The tension and emotion in this scene effectively communicate Enola's struggle against the patriarchal norms trying to define her future.

b. Enola's Decision To Look For Her Mother

Figure 2. (00:15:30). This scene depicts when Enola
decides to fight her brother and look for her mother

Enola's decision to leave the safety of her home to search for her mother reflects her desire to break free from the limitations of her upbringing and embrace her own agency. This pivotal moment in the film represents her first step toward exercising negative freedom, where she chooses to act according to her own will, despite the societal expectations placed on her as a young woman in a patriarchal society.

The turning point when Enola decides to defy her brother Mycroft and take control of her own destiny unfolds after a heated confrontation. Mycroft, as her legal guardian, plans to send her to Miss Harrison's finishing school to "correct" her unconventional behavior. Enola, feeling suffocated by his control and frustrated by Sherlock's passive stance, realizes she must act on her own if she hopes to find her missing mother, Eudoria.

The pivotal scene takes place in her room at the family estate. Enola, aware that time is running out, examines the clues left by her mother—a series of cryptic ciphers and messages hidden in books. Determined and resourceful, she devises a plan to escape. The camera captures her fierce resolve as she looks into a mirror, shedding her Victorian dress in favor of a boy's disguise, symbolizing her rejection of societal expectations and her brother's authority.

Her escape is both thrilling and symbolic. She packs a small bag with essentials, including the money her mother secretly left for her, and sneaks out of the estate. The scene transitions to Enola riding a train in her boyish disguise, a stark contrast to the controlled, subdued life her brothers had planned for her. The freedom in her expression reflects her determination to take charge of her life and uncover the truth about her mother's disappearance.

This moment solidifies Enola as a clever, independent heroine, unafraid to challenge the expectations placed upon her by her family and society. It's a powerful declaration of her agency and her choice to forge her own path.

c. Conflict With Mycroft Holmes

Figure 3. (00:23:12). This scene depicts Enola rejecting Mycroft control and choosing her own path in life

Enola's confrontation with her brother Mycroft marks a key moment in the narrative where her desire for autonomy clashes directly with the constraints of traditional authority. Mycroft's attempt to control her life highlights the tension between individual freedom and societal control, aligning with Isaiah Berlin's notion of negative liberty—the freedom from external interference.

The moment when Enola decisively rejects Mycroft's control and chooses her own path unfolds near the climax of her journey. After escaping Mycroft's oppressive attempts to send her to finishing school and solving the mystery surrounding Lord Tewkesbury, Enola fully embraces her independence.

The scene occurs after Enola realizes that both of her brothers, particularly Mycroft, view her as someone to be molded into their vision of propriety. In a key moment, Mycroft confronts Enola, angry and frustrated at her defiance. His patronizing tone emphasizes the societal norms she is expected to follow: obedience, refinement, and submission. Enola, however, stands her ground with a calm yet firm resolve.

The turning point is marked by her declaration that she will not let others dictate her future. Her voice is steady as she tells Mycroft she has no intention of becoming "his ward" or conforming to the constraints of Victorian womanhood. The lighting in the scene underscores her transformation she steps into brighter light as if symbolizing her breaking free from the shadow of Mycroft's control.

Later, Enola chooses her own path by continuing to search for her mother on her terms. In the final moments, she looks directly into the camera, breaking the fourth wall, and declares her independence as "a detective, a finder of lost souls, and, perhaps most importantly, a solver of mysteries." Her self-assured expression solidifies her triumph over Mycroft's authority and the societal norms he represents, embodying her freedom to define her own destiny.

3.1.2. The Way How The Character Enola Holmes Reflects The Principles Of Isaiah Berlin's Liberalism Throughout Her Journey.

These scenes show Enola is seen interacting with her two brothers, Mycroft and Sherlock Holmes.

a. The Moment of Rebellion and Search for Identity

Figure 3. (00:40:18). This scene shows when Enola begins to form her own identity.

Next, Enola's decision to reject the conventional role expected of her as a young woman in a patriarchal society marks a key moment of rebellion. Her search for her mother becomes a journey of self-discovery, reflecting Berlin's idea of negative freedom. Enola is not just escaping physical constraints but is also liberating herself from the psychological and social constraints imposed on her by her family and society. This represents her growing awareness of her own capacity for self-determination.

In this scene, Enola steps into a dress shop to adopt a new disguise, marking a critical moment in her journey toward independence and self-discovery. The shop itself is a kaleidoscope of fabrics, patterns, and colors, a stark contrast to the muted tones of her previous life. As she tries on clothes, she experiments with different personas, moving from simple, unassuming garments to bolder, more striking options. Her final choice—a vivid red dress paired with a matching hat—speaks volumes about her character. The ensemble exudes confidence and defiance, a reflection of her inner resolve to challenge societal norms and take control of her destiny.

This moment is more than a simple costume change; it is deeply symbolic of her shedding the expectations imposed on her by her brothers, particularly Mycroft, and the restrictive Victorian society. The red dress is a deliberate choice, standing out amidst a sea of drab, modest clothing that typifies the era's notion of femininity. Red, a color often associated with passion, strength, and rebellion, becomes Enola's declaration of her refusal to be invisible or subdued. The act of selecting this outfit is an expression of her burgeoning independence and her willingness to embrace her own identity, free from the constraints that others have tried to impose on her.

The sequence is accompanied by Enola's internal monologue, where she reflects on the teachings of her mother, Eudoria. Her mother's lessons, often unconventional and empowering, emphasized the importance of thinking for oneself and being unapologetically true to one's nature. As Enola gazes at herself in the mirror, dressed in her bold new outfit, she recalls these lessons with a sense of renewed determination. The choice of clothing, therefore, becomes an act of rebellion—not just against the brothers who seek to control her, but also against the rigid societal structures that demand submission and conformity from women.

As she steps out into the streets of London, the transformation is complete. The bustling city, alive with vendors, carriages, and pedestrians, serves as a dynamic backdrop to her newfound identity. Her confident posture, purposeful stride, and resolute expression all signify her readiness to take on the challenges ahead. In this moment, Enola is no longer the sheltered, uncertain girl from her family estate. She has become a young woman who not only embraces her individuality but also wields it as a tool to navigate a world rife with mysteries and obstacles.

The red dress, now swaying with her every step, becomes a metaphor for her boldness and courage. In a society where women are expected to remain quiet and unseen, Enola chooses to be visible, to make her presence known, and to act on her own terms. The vibrant hue of her dress stands out in the crowded streets, a visual representation of her refusal to blend in or be ignored.

This scene captures a key turning point in Enola's journey. It is not just about physical disguise but about forming her own identity—one that blends intelligence, resourcefulness, and bravery. The bustling city crowd highlights her adaptability and determination, reinforcing the idea that she can survive and thrive in a world designed to limit her. It is a moment of empowerment, signaling her evolution from a sheltered girl into a fierce, independent woman who fully embraces her individuality and agency, ready to carve her own path in life.

b. Enola's Understanding of Negative Freedom

Figure 4. (01:05:45). This scene shows the moment Enola understands negative freedom and chooses her own path

As Enola faces the challenges of her journey, she begins to understand the significance of negative freedom not only in terms of physical independence but also in terms of mental and emotional liberation. This moment in the film shows Enola recognizing the importance of acting freely without being hindered by others' expectations, embodying Berlin's concept of negative liberty as the freedom to make her own choices without interference.

In this moment, Enola's understanding of freedom expands. She realizes that true freedom is not just about escaping physical boundaries or rejecting authority, it is about owning the power to choose one's direction in life, regardless of how the world might view or react to those choices. Her mother's teachings begin to crystallize within her, as she understands that being free is not simply a matter of rejecting societal norms but of embracing the right to define her own identity. Enola now comprehends that freedom comes with responsibility, but it is also an empowering act of self-determination.

As she mentally processes this revelation, the visuals mirror Enola's emotional shift. The lighting in the scene becomes warmer, subtly signaling her transition from confusion to clarity. Her posture straightens, and her expression hardens with a quiet but resolute determination. The stillness of the moment amplifies the intensity of her realization, as she acknowledges the limitations that have been placed on her, by her brothers, by society, and even by the expectations she has internalized. The idea of negative freedom becomes not just a philosophical concept but a tangible, actionable choice. She now has the agency to decide who she wants to be and how she wants to live, without being tethered by the pressures and definitions of others.

This realization propels Enola to make a pivotal decision: she will no longer allow herself to be controlled by her brothers' dictates or societal expectations. She chooses to step into her own identity, no longer defined by her family's desires for her but by her own values, curiosity, and intelligence. This decision signifies a rejection of the idea that a woman's worth is tied solely to marriage or domestic duties. For Enola, her worth lies in her autonomy and her ability to think and act for herself, qualities she now fully embraces.

The cinematography enhances the gravity of this realization. Enola is framed against a backdrop that suggests both isolation and freedom, perhaps the vast, open streets of

London or an expansive space within a building indicating that while her journey is solitary, it is also one of possibility. Her movement as she leaves the room, her body language now confident and purposeful, signals that she is ready to take on the world on her own terms. There is a quiet strength in her every step, an unspoken declaration that she is no longer bound by the constraints of her past and is prepared to face whatever challenges lie ahead.

The emotional weight of the scene is heightened by the accompanying score, which subtly swells to match Enola's sense of determination. The music evokes a feeling of hope and empowerment, underscoring the significance of her decision. The scene ultimately marks her emergence as a fully realized individual, one who is unafraid to chart her own course and embrace the complexities of the world on her own terms.

Enola's moment of understanding and self-empowerment is a key turning point in the film. It signals her evolution from a girl who was constantly torn between external forces into a young woman who takes ownership of her freedom and her future. Her embrace of negative freedom reflects her growing understanding of autonomy, identity, and the courage it takes to step into the unknown with conviction. This scene serves as a reminder that true freedom is not just the absence of external constraints, but the ability to make choices that align with one's own values and vision for the future.

3.1.3.   The Reason Of The Important To Obtain Negative Freedom In Society For Enola

These scenes show negative freedom is important for Enola to escape patriarchy and find self-identity.

a. Enola Needs Negative Freedom to Escape the Restrictions Imposed by Patriarchy

Figure 5. (00:28:10). This scene shows when patriarchy hinders Enola's freedom to develop

Enola's interaction with her brother Mycroft emphasizes how deeply ingrained patriarchy restricts her ability to fully express her individuality. Mycroft's insistence on controlling Enola's life represents the societal forces that restrict women's freedom, mirroring Berlin's view that freedom is limited when individuals are subject to external control, particularly in a patriarchal context.

After being brought back home by her brothers, Sherlock and Mycroft, Enola finds herself trapped in a rigid and suffocating situation. Mycroft, who has assumed his role as her legal guardian, immediately asserts his authority by insisting that she conform to the strict Victorian societal expectations imposed on women. This includes plans to enroll her in Miss Harrison's finishing school, a place designed to teach young women the art of being

"proper ladies" through lessons in etiquette, manners, and domestic skills. To Mycroft, this is not only a necessity but an obligation, as he believes Enola's current state is unacceptable for a girl of her status.

In the confrontation, Mycroft harshly criticizes Enola for her lack of traditional education, deeming her intelligence, curiosity, and independent spirit irrelevant and even inappropriate. He dismisses her ability to think critically and act resourcefully qualities she inherited from her mother, Eudoria as flaws rather than strengths. His stern, condescending tone underscores his belief that women should adhere to a predefined role within society: obedient, subservient, and focused solely on domesticity. The room's atmosphere, dimly lit and oppressive, mirrors the heavy weight of Mycroft's patriarchal control, creating a stark visual representation of the constraints Enola feels closing in on her.

As Mycroft continues his tirade, Enola struggles to maintain her composure. Her frustration and anger are evident in her defiant posture and fiery expression. She boldly argues for her right to live as she chooses, refusing to accept Mycroft's vision of her future. However, her protests are met with outright dismissal. Mycroft coldly reduces her to a mere "ward" under his authority, reinforcing the idea that she is not entitled to agency over her own life. His unwavering stance reflects the broader patriarchal system that denies women the freedom to define their identities.

Sherlock, though more understanding and sympathetic to Enola's plight, remains passive throughout the exchange. His silence is deafening, serving as an implicit endorsement of Mycroft's actions. While he admires Enola's intelligence and capability, he fails to stand up for her or challenge Mycroft's oppressive plans. This lack of intervention underscores how even progressive men within the system often become complicit by failing to act against the injustices perpetuated by patriarchal norms.

The scene powerfully highlights the societal constraints placed on women during the Victorian era, where their potential and independence were stifled to fit narrow definitions of femininity. Mycroft represents the embodiment of these constraints, treating Enola's free-spirited nature and unconventional upbringing as problems to be corrected. For Enola, the moment is a stark realization of the barriers she faces not just from society but also from her own family. Her feelings of frustration and entrapment become a driving force for her rebellion against these expectations.

Ultimately, this scene lays the groundwork for Enola's journey of self-discovery and resistance. It captures the clash between her desire for autonomy and the patriarchal forces seeking to control her, setting the stage for her determination to carve her own path, independent of her brothers' influence and societal rules.

b. To Building Enola's Transformation and Self-Acceptance

Figure 6. (01:42:55). This scene shows Enola accepting her identify and courage

The second reason Enola must achieve negative freedom is for her personal transformation and self-acceptance. By the end of the film, Enola's transformation is complete. She has not only found her mother but has also found herself, embracing her individuality and autonomy. This final scene symbolizes Enola's full realization of negative freedom both in her physical journey and in her internal growth. Through self-acceptance and the rejection of societal expectations, Enola fully embodies Berlin's concept of liberalism, achieving freedom from the external and internal constraints that once held her back.

After successfully unraveling the mystery of the Marquess of Tewkesbury and foiling the sinister plot against him, Enola confronts her place in a world filled with challenges and societal constraints. This scene highlights her transformation from a sheltered girl into a confident and independent young woman who fully embraces her identity.

The moment takes place in a quiet and reflective setting, where Enola stands alone, contemplating the choices she has made and the path she has carved for herself. Her attire, now practical yet elegant, mirrors her acceptance of who she truly is a blend of the unconventional upbringing shaped by her mother and the experiences that have tested her resilience and wit. The camera focuses on her face, capturing a mixture of determination and serenity as she gazes into the distance, symbolizing her clarity of purpose.

Through an internal monologue, Enola reflects on her journey, acknowledging the struggles she has faced, the societal norms she has defied, and the courage it has taken to stand firm in her convictions. She recognizes that she is not merely following in her mother's footsteps but creating her own path, shaped by her unique experiences and choices.

As she steps forward, the scene shifts to the bustling streets of London, where Enola blends into the crowd with a newfound sense of belonging and confidence. She no longer feels out of place or overshadowed by her brothers, Mycroft and Sherlock. Instead, she embraces her individuality and recognizes her capability to solve mysteries, fight injustice, and make her voice heard in a world that often seeks to silence women.

The cinematography emphasizes Enola's growth, with brighter lighting and more dynamic camera movements symbolizing her emergence into the world as her authentic self. The soundtrack swells with an uplifting melody, reinforcing the triumph of her journey. This scene captures Enola's acceptance of her identity and her courage to face whatever

challenges lie ahead, embodying the essence of independence, resilience, and self-empowerment.

3.2. Discussion

This study examines Enola Holmes' pursuit of negative freedom as conceptualized by Isaiah Berlin focusing on her struggle to escape societal constraints and patriarchal control. The film vividly portrays Enola's defiance against the restrictions imposed upon her, representing a journey toward self-liberation and individual autonomy. By analyzing key scenes and visual elements, this research demonstrates how Enola embodies Berlin's theory of negative freedom the freedom from external interference that allows for the expression of personal agency. Enola's transformation from a young woman confined by societal expectations to one who actively shapes her own path echoes Berlin's belief in the primacy of freedom from coercion.

Previous research by Ramadhan (2022) and Mugiarti (2022) has emphasized Enola's intellectual independence and resistance against patriarchal structures. However, while these studies focus primarily on feminist resistance and individual empowerment, they do not delve deeply into the philosophical dimensions of her freedom, particularly through the lens of Berlin's distinction between negative and positive freedom. This gap is addressed in the current study, which extends the analysis by integrating Berlin's philosophy with Enola's narrative journey. Unlike Ramadhan, who employs a structuralist approach, this research takes a philosophical turn, offering a deeper understanding of Enola's actions through Berlin's theoretical framework.

Using a philosophical lens, this research contrasts the way Enola's quest for freedom aligns with Berlin's concept of negative liberty. Enola's actions in the film—such as her rebellion against Mycroft Holmes and her determination to locate her mother—are pivotal moments that illustrate her fight for autonomy and freedom from patriarchal constraints. These scenes are compared with critical feminist studies by Mugiarti (2022) and Haerani (2024) which highlight Enola's resistance against patriarchal authority. While these studies underscore her rebellion, this research uniquely contextualizes her actions within Berlin's theory of freedom, offering a novel interpretation of her struggle as not just a fight against gender norms but also as a philosophical battle for personal autonomy.

In comparison to previous studies that explore gender equality and personal agency in *Enola Holmes* (Iqlima, 2024; Sakinah, 2022), this study delves into the more abstract concept of liberty, identifying Enola's defiance against patriarchal structures as a concrete manifestation of Berlin's negative freedom. The film's narrative suggests that Enola's ability to make decisions independently and free from societal interference is central to her self-empowerment. By juxtaposing Berlin's negative freedom with feminist theories of autonomy and resistance Downey (2021), this study highlights the intersection of philosophical and gendered perspectives in *Enola Holmes*, offering a nuanced understanding of how freedom is not merely the absence of physical constraints but the active choice to live and act according to one's own values, free from external domination.

Ultimately, this study builds on the work of prior researchers by integrating Berlin's liberal philosophy with a feminist reading of *Enola Holmes*, offering a critical lens through which to understand the protagonist's resistance to societal oppression. While previous studies have provided insights into Enola's rebellion and empowerment, this research advances the discussion by exploring the philosophical underpinnings of her journey, emphasizing the importance of negative freedom in narratives of self-liberation. In doing so, it calls for a broader examination of

how contemporary films can serve as a platform for rethinking individual freedom, autonomy, and gender equality in the context of patriarchal societies.

4. Conclusion

After analyzing the character of Enola Holmes in the film *Enola Holmes* (2020), the author concluded that Isaiah Berlin's theory of negative freedom is highly relevant in portraying Enola's journey toward self-liberation. At the start of the film, Enola faces patriarchal pressures that restrict her freedom, most notably through the control exerted by her brothers, particularly Mycroft, who seeks to dictate her life. However, Enola's decision to search for her mother marks a pivotal step toward achieving negative freedom, as she begins to chart her own path without being confined by external constraints.

The analysis reveals that Enola's physical and emotional journey symbolizes her struggle to attain negative freedom. Her conflicts with Mycroft and her resistance to patriarchal norms highlight her determination to break free from external control. Over time, Enola develops a deeper understanding of negative freedom, which is reflected in her self-acceptance and her ability to make independent choices about her life. This transformation demonstrates her success in achieving negative freedom, as envisioned by Isaiah Berlin's principles. In line with the ideas of Nussbaum (2000), personal growth and self-determination are crucial components in the realization of negative freedom, a theme that is evident in Enola's evolving character arc.

Future researchers are encouraged to examine the interplay between characters and external forces that influence the dynamics of freedom in film narratives, particularly within the context of women's struggles against patriarchal structures. Additionally, studies could explore how family and community relationships impact personal freedom and how visual and narrative elements reinforce the theme of freedom in this film. As (McLuhan, 1964 emphasizes, film as a medium shapes and influences societal perceptions, making it an important tool for understanding the dynamics of individual freedom. To conduct a more effective analysis, researchers should thoroughly understand the storyline and delve into the film's details related to the concept of negative freedom, thereby achieving a more comprehensive interpretation.

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EFL Students' Perceptions of the Impact of ChatGPT Usage on Critical Thinking Skills

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ABSTRACT
This study aims to investigate the students' perceptions on the usage of ChatGPT toward their critical thinking skills in the EFL classroom and the challenges faced by the students in using ChatGPT in the EFL classroom. The research is conducted in the form of a mixed-method research design. It uses questionnaires and interviews to collect the research data. The results of the study show that the students have positive perceptions on the usage of ChatGPT to enhance their critical thinking skill in the EFL classroom. The second finding is that there are two challenges faced by the students, the tool's inaccurate feedback and also the student's tendency to overreliance on the tool.
 Keywords: ChatGPT, Critical Thinking, EFL Classroom

1. Introduction

In language learning, critical thinking plays an important role. It is required especially in English as a Foreign Language (EFL) setting where students need to analyze, evaluate, and create or produce any language products in terms of communication in a foreign language setting. Ennis (1993) elaborates that the critical thinking process involves the reasonable and reflective thinking which is focused on the decision to believe or do something. The skill of critical thinking is so crucial for learning a foreign language because they need to be able to overcome the linguistic, cultural and cognitive challenges. Furthermore, Paul & Elder (2006) points out that this skill has a really strong connection to the ultimate purposes of EFL. It is important to maintain effective communication and problem-solving on the communication barriers that they face in the communication. For example, Permatasari & Susanto (2024) mention in the practical level that, in writing text, the students need to be able to organize the ideas and support them with arguments in a coherent and cohesive way. That is one of the examples that shows how important the critical thinking skill in the EFL classroom is.

In a deeper perspective, critical thinking covers several aspects which are the analysis, evaluation, inference explanation, and self-regulation (Facione, 1990). The analysis deals with the activity of making sense of the relations among ideas. Next, the evaluation processes the assessment of the validity of the arguments or sources of information and the interference pays attention to the activity of drawing conclusions logically. The last, self-regulation, includes the process of thought adaptation. These parts of critical thinking can support the students to participate and engage in the language learning process especially when it comes to the language tasks in the classroom. To connect those two important aspects, Zarei (2016) explains that it requires a specific strategy to foster the critical thinking skill in the EFL classroom like using computer-based context. In addition, according to Warschauer (2000), the integration of technology and language learning enables more chances for collaboration and interaction which are so important to the language learning environment in developing the higher-level order of thinking.

Fortunately, the vast development of Information Technology (IT) has now reached the stage where it has penetrated deeper into human life aspects. The educational practice is also the field where the impact of the IT rapid development has reached into. Jowallah (2024) states that the urgency to integrate AI technology to the curriculum is inevitable. It now presents the newest technology called Artificial intelligence (AI) and one of the products is Chat Generative Pre-Trained Transformer (ChatGPT). This product is created by an AI research company called OpenAI. It provides some features that enable natural language processing. It can process human-like conversation. In the language learning setting, this technology can serve a role as a tool for the students in generating ideas, structuring the arguments and selecting the proper and accurate language use. Sabur et al (2023) moreover adds that the students who are difficult to understand the materials from the instructors tend to move to learn using IT.

The usage of ChatGPT is also in line with the perspective of constructive ideas in the learning process. According to Jonassen & Rohrer-Murphy (1999), It can further promote active and inquiry-based learning in the classroom. For example, students can get the opportunities to do exploration, experiment, and build knowledge. In this term, by using ChatGPT, the development of students' critical thinking can be developed by enabling them to propose questions, provide any alternatives, perspectives, and reflection of ideas. In addition, Brookfield & Preskill (2012) also states that the interaction between students and AI gives a chance for all critical thinking's mental activities to fulfill like questioning assumptions, exploring different viewpoints and being engaged in the practices of metacognitive processes.

In addition, from the perspective of sociocultural theory proposed by Cole & Scribner (1978), tools like ChatGPT can be the medium of learning. This theory proposes the concept that learning takes place through social interaction which can help students to promote the students' cognitive development. ChatGPT, in the context of language learning, can be the tool for the students to get immediate feedback, accurate language use and promote explorative learning. Moreover, according to Bloom's Taxonomy (Wilson, 2016) the students' interaction with AI can also develop higher-order thinking skills, analysis, evaluation, and creation, which can facilitate a successful academic process.

Beside those positive impacts that can potentially help the students to develop their critical thinking in language learning, there are also some points that must be considered in terms of the level of students' autonomy and critical thinking. Huang et al (2023) state that AI in language learning plays an important role but there are some issues still under investigation. Moreover, Selwyn (2021) states without any careful implementation, the integration of the AI and language learning in the classroom can create a drawback in the form of over dependency toward that tool. This over reliance can drive the situation where students fail to maximally develop their critical thinking. The over reliance makes the students rely only on the ChatGPT's responses and are not

eager to develop their problem-solving skills. This will make them fail to learn something deeper and participate in meaningful learning.

Moreover, the usage of ChatGPT in the EFL classroom has a potential of bias and inaccurate responses and information where the students with lower evaluation ability will not be able to filter the information. That situation will also probably be very problematic for the integration of ChatGPT in the classroom. Therefore, this study is aimed to investigate to answer the following questions:

1. How is the students' perception on the usage of ChatGPT toward their critical thinking skills in the EFL classroom?
2. What are the challenges faced by the students in the usage of ChatGPT in the EFL Learning?

2. Methodology

This study is a mixed-method research design. It combines two types of approaches, quantitative and qualitative, in identifying the research problems in this context of study (Creswell, 2016). This design is appropriate to investigate the complex educational phenomena (Tashakkori et al., 2020). The participants involved in this study are 30 students of the English education department from four different universities in central java and west Kalimantan or Borneo. Their English proficiency is at a varied level.

The techniques of collecting data in the research are questionnaire and interviews. The first is used to collect data related to the students' perception on the usage of ChatGPT and the impact on their critical thinking skill toward 30 participants of the research. It covers the aspects of critical thinking skill including the analysis, evaluation, inference explanation, and self-regulation in relation to the usage of ChatGPT in their EFL classroom. And the second instrument is used to collect deeper information and data about the students' experiences related to the benefits and challenges in using ChatGPT in the EFL classroom. In the interview, there are five participants who are willing to get involved in this stage. All of the items and questions in the questionnaire and interview are validated through content validity arranged based on the theory from Facione which are adapted to this research context.

Related to the data analysis, the quantitative data from the questionnaire is analyzed by descriptive statistics. The method includes the presentation on the trends and patterns from the students' responses. The analysis focuses on the overview of the students' perceptions on the usage of ChatGPT in EFL classroom and what the challenges that they face are. While the qualitative data from the interview is analyzed by classifying information or data based on the recurred topic that emerges through the interview. The information focuses on going deeper on their perception of ChatGPT usage by students and also the issues that they encounter during the process.

3. Result and Discussion

The data of the research are presented into two parts. The first is the data from the questionnaire and then the second one is from the interview. Later, the next part is about the discussion related to the data collected from two instruments employed in this research.

3.1. The questionnaire data on the students' perception on the usage of ChatGPT toward their critical thinking skill

The result of the questionnaire is summarized in table 1. It presents in detail responses to the points being asked to the research participants. The table presents the responses in quantitative

data. Each statement covers the area of critical thinking skills which are being investigated in relation to the usage of ChatGPT in the EFL classroom.

Table 1. The students' perception on the usage of ChatGPT toward their critical thinking skill

No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	ChatGPT is effective to help me analyze the grammatical structure of sentences in the EFL classroom.	7	17	4	2
2	ChatGPT is helpful for me in generating ideas for speaking activity and writing a composition in EFL classroom.	8	17	2	3
3	ChatGPT helps me to improve my ability in evaluating different perspectives in reading and listening comprehension tasks in the EFL classroom.	6	14	9	1
4	ChatGPT encourages me to think critically about vocabulary choices and their appropriateness in different contexts.	3	19	6	2
5	ChatGPT supports me in solving complex language-related problems, such as understanding idioms or cultural references in texts.	4	11	14	2
6	The ChatGPT features make you over-reliant on them in the EFL classroom activities.	4	11	13	2
7	The Artificial Intelligence (AI) technology in your department has already been integrated properly and appropriately to develop your critical thinking ability in the EFL classroom.	0	20	9	1

Based on the data presented in table 1, there are several conclusions which can be elaborated related to the usage of ChatGPT and its impact on the students' critical thinking in the EFL classrooms. The research findings show how the students perceive the usage of ChatGPT in relation to some different areas of their critical thinking skills. The explanation is presented as follows.

3.1.1. The students' analysis ability in the EFL classroom

The first aspect is the role of ChatGPT in enhancing the students' analytical skill particularly in analyzing the grammatical structures in the EFL classroom. The data from the questionnaire shows that 23.3% of participants strongly agree, 56.7 % agree, 13.3% disagree, and 6.7% strongly disagree that ChatGPT helps them effectively to analyze the grammatical sentences.
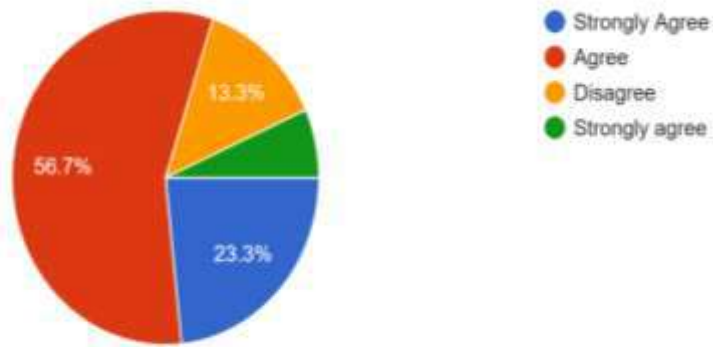
Diagram 1. The participants' perception on ChatGPT to help them in analyzing the grammatical structure of sentences in EFL classroom

The results show an indication that the participants majorly, a combined 80%, perceive that ChatGPT is a reliable tool for them to break down the complex grammatical structure and help to get a better understanding of the formation of a sentence in the EL classroom. On the other side, there are also some minorities of the research participants who responded, 20% in total, to the disagreement of ChatGPT aids in grammatical structures in the EFL classroom.

3.1.2. The students' ability in generating Ideas in the EFL Classroom

The second aspect is related to the ChatGPT's ability to support the process of generating ideas in the EFL classroom. The examples are such as speaking tasks preparation and composing a written text. Based on the data, 26.7% of participants strongly agree, 56.7% agree, 6.6% disagree, and 10% disagree that ChatGPT is supportive for them in this field.
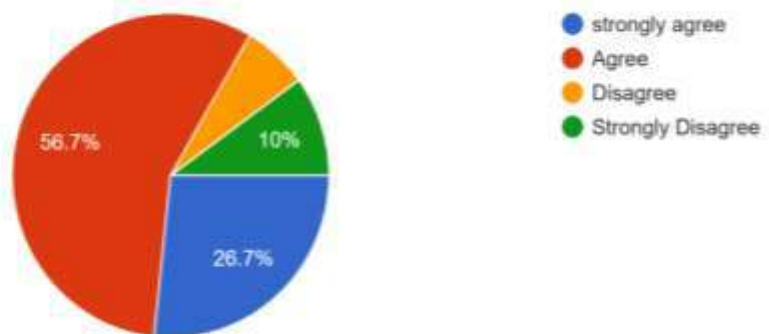

Diagram 2. The participants' perception on ChatGPT in generating ideas for speaking activity and writing a composition in EFL classroom.

That signals that the majority of the participants significantly (83.4%) perceive ChatGPT as a valuable aid in brainstorming and idea generation, which are a fundamental component of critical thinking. The positive perception may emerge from the provided prompts, suggestions, and examples which can help them to tackle the mental blocks during the generating ideas process.

3.1.3. The students' evaluation ability in the EFL classroom

The third aspect deals with the participants' perception on ChatGPT's impact in improving their ability in evaluating information during listening and reading activities in the EFL classroom. The data shows that 20% strongly agree, 46.7% agree, 30% disagree, and 3.3% strongly disagree that ChatGPT supports this skill. In short, 66.7% participants have a positive view and 33.3% show disagreement.
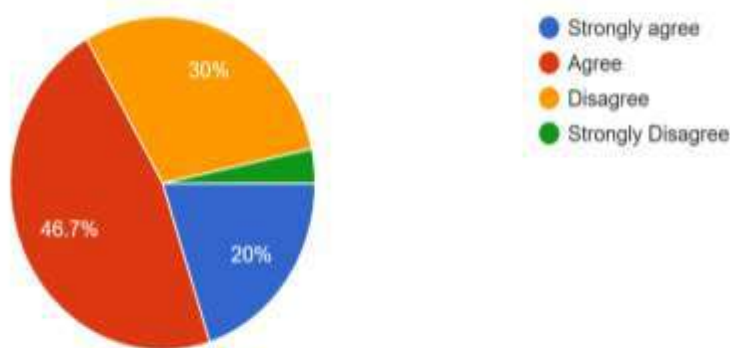

Diagram 3. The participants' perception on ChatGPT in improving their ability in evaluating different perspectives in reading and listening comprehension tasks in EFL classroom.

The data reflects that the students positively make use of ChatGPT to evaluate information or in the other perspective, they also develop their evaluative skills through interpreting and criticizing the outputs, or the feedback provided by the tool.

3.1.4. The students' ability in choosing the appropriate vocabulary in the EFL classroom

The fourth aspect is related to the participants' perception toward ChatGPT in helping them to choose the vocabulary appropriately and use them appropriately in the EFL activities. The findings show that 10% of participants strongly agree, 63.3% agree, 20% disagree, and 6.7% strongly disagree that ChatGPT aids them in this area.
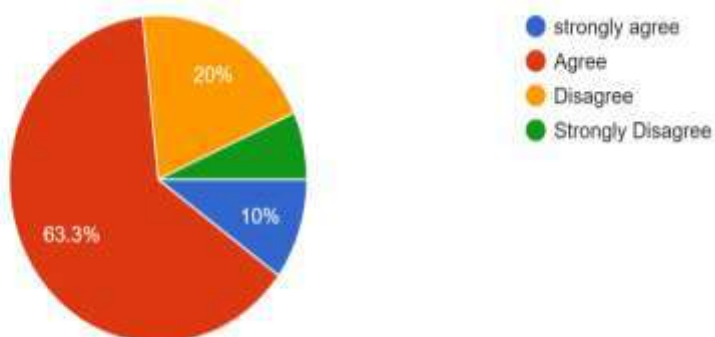

Diagram 4. The participants' perception on ChatGPT in encouraging to think critically about vocabulary choices and their appropriateness in different contexts.

With 73.3% of participants having positive perception in this field, it is a proof where ChatGPT is perceived as a tool which can help them expand and refine their vocabulary. This kind of benefit provided by the tool is so valuable for the students in the EFL classroom. In the context of EFL, students often find difficulties in finding a suitable vocabulary to express and convey their ideas effectively and accurately.

3.1.5. The students' ability in solving problems on the complex structure language

The fifth point is that the area related to the problem-solving ability especially with complex language structures such as idiomatic expressions and culturally attributed language products. The data shows that 10% strongly agree, 66.7% agree, 16.7% disagree, and 6.6% strongly disagree.
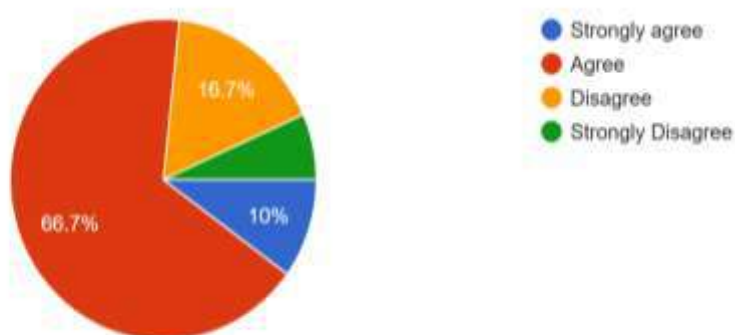

Diagram 5. The participants' perception on ChatGPT in helping to solve complex language-related problems

That indicates the split view among participants. Half of them perceive that they are over dependent on the ChatGPT features while the other half do not have the same perspectives. This finding needs a further and deeper investigation since the issue of overreliance can be a serious problem for the students' critical thinking skill development.

3.1.6. The students' overreliance on ChatGPT

The sixth point is the participants' responses or perception about the potential of overreliance of ChatGPT usage in the EFL classroom. The data shows that 13.3% strongly agree, 36.7% agree, 43.3% disagree, and 6.7% strongly disagree.
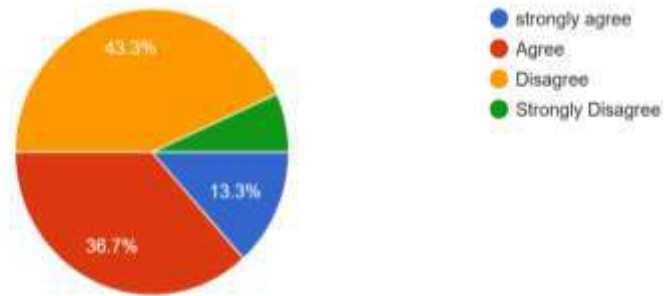
Diagram 6. The participants' perception about the potential of overreliance of ChatGPT usage in the EFL classroom

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3.1.7. **The integration of ChatGPT in the EFL classroom**
The last point collected from the questionnaire is about the appropriateness and effectiveness of ChatGPT integration into EFL classrooms in their institutions. The data mentions that 66.7% strongly agree, 30% agree, 3.3% strongly disagree that ChatGPT has been properly integrated in their classroom by the institutions.
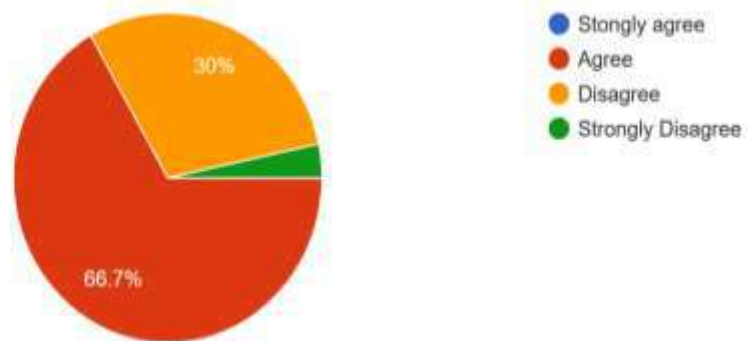
Diagram 5. The participants' perception about the appropriateness and effectiveness of ChatGPT integration into EFL classrooms in their institutions

The high level of positive perception from the students indicate that they appreciate the benefits in the usage of ChatGPT in their EFL environment. It probably has met their needs in developing their academic milestones.

In short, the data collected from the questionnaire has been explained, the usage of ChatGPT has

received positive perception from the students across the various aspects of critical thinking in the EFL classroom. However, there is an issue found to be investigated more about the overreliance on the ChatGPT features in the EFL classroom. It should be investigated deeper and detailed in the next part of interview data.

3.2. The data of interview on the usage of ChatGPT in the EFL classroom

In this part, the data from the interview session is presented. The interview used was the structured interview. The questions go deeper to identify on the benefits and the challenges that they face in using the ChatGPT related to their critical thinking skill in the EFL classroom. The data was collected from five participants who are willing to proceed to the session of interview in this study and the rest are not willing to proceed to the next stage of the research.

3.2.1. Participant 1

The first participant shared her perspective that ChatGPT helped her a lot in the EFL classroom to provide the ideas and information in doing the assignments in the classroom. Specifically, she stated that it helped a lot in writing a text in the classroom. For example, she got some benefits in writing tasks in the classroom where the tool provided some feedback which could help her in tackling the ideas block and making the ideas in her writing more structured and effective.

However, on the other side, she also mentions "I feel that sometimes ChatGPT takes a bigger portion of ideas in my writing than me". This statement concerns the overdependence on ChatGPT features. The interviewee felt that sometimes her original ideas were sometimes influenced by the feedback provided by ChatGPT. Though, she also stated that the tool was so helpful in improving her writing work.

She further elaborated that using ChatGPT was also part of her learning too. It supported her by providing immediate feedback or responses and also new perspectives in writing when she sometimes did not ever think about it before. But she also realizes that it is also important to keep the ideal portion where ChatGPT can be one of the inspiration sources but not the primary. Her personal thoughts must be the dominant one.

3.2.2. Participant 2

The second participant explained that ChatGPT supported him in speaking tasks in the classroom. It provided ideas and arguments for example like debate preparation in generating supporting arguments and their possible counters. In addition, he admitted "those responses from ChatGPT, I used them for comparison with my own arguments".

The process comparison between the feedback provided by ChatGPT with his own ideas can be the important process where he could refine his arguments and spot the potential weaknesses of his ideas in the speaking tasks. He further explained that he appreciated the tool which encouraged him to think more critically and see from different perspectives when he constructed arguments.

In addition, he motioned that ChatGPT, in the speaking preparation stage, can be also helpful as a resource for practicing pronunciation and exploring new vocabulary. It helped him a lot to do the rehearsal before the speaking performance. speech, discussion, or presentation stage started. So, he came to the conclusion that this tool was effective as a supplementary tool.

3.2.3. Participant 3

The third participant described ChatGPT as an instant and interactive tool to actively get involved with any task given in the classroom. He perceived the tool as a valuable and efficient resource when it could get support in understanding various topics. In addition, when it came to the very limited time and unfamiliar topics to discuss in the EFL classroom, ChatGPT had given him supportive guidance to complete the assignments.

However, he stated "when it comes to the concepts which are very detailed and specific, ChatGPT still often provides inaccurate information, so I needed to evaluate the result again". That sign that he should have built an awareness to keep the critical evaluation on the feedback generated by ChatGPT. Specifically, he mentioned that inaccurate information often emerged when it was faced with specific and deep context of detailed information. In that kind of situation, a cross-check process was required to do by comparing with the other resources.

Further, he also explained that the process of cross-checking also improved his critical thinking skill, particularly by analyzing and identifying the inaccuracy and bias of the information. He added that ChatGPT could be seen as a useful tool, but the users still needed to recheck whether its responses were still in line with their goal or not.

3.2.4. Participant 4

The fourth participant expressed positive feedback where she accepted that the features in ChatGPT provided the benefits of time-saving to provide sufficient ideas. Furthermore, she explained that the tool instantly helped her in generating ideas so he can focus on refining and organizing those ideas. she uttered "then, I can focus on arranging and developing the ideas based on my needs".

ChatGPT was very helpful for her when she needed to keep up with a very limited time to finish some EFL tasks or a moment of brainstorming which needed some alternatives ideas. She would specifically focus on other aspects of the tasks like the organization of ideas, coherence, and creativity. The ultimate benefit that she received from the tool was that the tool provoked her to think a new perspective which could enrich her tasks.

In addition, she practically highlighted that ChatGPT gave a helpful contribution to build confidence in tackling some complex tasks. It gave her a sense of security by having an AI tool like ChatGPT which she could rely on. However, she also realized not to rely too much on the tool because her cognitive development would not be well developed.

3.2.5. Participant 5

The last participant of the interview stated that this tool helped me in my classroom tasks. She admitted that it provided her with responsive ideas or solutions that she was facing in her EFL classroom activities. It was always her quick solution in the classroom. But she confessed that she might count on too much of the tool. "This tool just comes up immediately in my head whenever a task is given to me". She realized that the over-dependency would have a bad influence on her thinking ability.

She further also added that the information provided by ChatGPT is sometimes not accurate and complete enough. Then, she still rechecked them. She needed to verify again the feedback provided by the tool.

Beside the challenges that she faced when she used ChatGPT, she also admitted that the tool also improves her learning experience. It actually supported her in developing ideas more systematically and providing initial ideas to build. The conclusion she made is that the user should be responsible and critical to keep her personal cognitive development

but at the same time she can still maximize the usage of it.

Based on the data collected from the interview, the benefits of the usage of ChatGPT stated by participants are the availability of tools which are interactive, time-saving, and supportive for critical thinking skill development. On the other hand, there are some challenges faced by the participants in the usage of ChatGPT. They are inaccurate on the detail and specific information, and students over dependency toward the tool.

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3.3. Discussion

3.3.1. The students' positive perception on the usage of ChatGPT impact on their critical thinking skill in the EFL classroom

Based on the quantitative and qualitative data both from questionnaire and interview, they show that the students in EFL classroom majorly have positive perception of ChatGPT as a tool that can facilitate them to develop their critical thinking skill. It can be seen from the result of the data from the questionnaire where the participants majorly see that ChatGPT helps them in generating ideas and developing analytical and evaluative skills in the EFL classroom.

That is in line with (Huang et al., 2023), they underline that an AI tool like ChatGPT when it is used by the students in the classroom can be the device providing fast feedback, various alternatives perspectives, and deeper reflection. For example, students can use ChatGPT as their partner in writing an essay. They can use it as a brainstorming tool in composing ideas and sharing perspectives.

Moreover, at a more technical level, it can also support them in improving the quality of grammar and vocabulary choices by offering real-time feedback. It offers some synonyms, and suggests alternative word choice which can support the students' writing skill. Based on the research conducted by Mohebbi (2025) this tool is effective in the form of promoting self-regulated learning especially in areas like grammar correction, conversational practice and writing composition. In addition, Muthmainnah et al (2022) support that AI tools which are used to facilitate learning can support the students' cognitive involvement and critical analysis of language. In addition, students can also build their self-confidence in facing complex writing tasks. The tool can provide structured and organized feedback which can be used as the basis for the students' academic development.

In line with that, Brown & Green (2022) further explain that in promoting critical thinking skill, the problem-based learning integrated AI prompts can make that happen. The findings in their study further explain that as participants of the research realize ChatGPT's potential ability in giving thought-provoking questions and some opposing arguments as the counterparts, they will get different perspectives and sharpen their reasoning skills. In short, ChatGPT based on their study can be the filter tool of intellectual growth of the students where it will support the students to be more and more

active in their learning process.

In addition, according to Chen et al (2024), AI tools like ChatGPT can stimulate the students' metacognitive awareness in language learning. The process takes place when students are thinking to compose the prompts in order to interact with the tool. That research finding is equivalent with the participants feedback in this study where they do not only develop their linguistics skill but also their cognitive skill. It can be stated that ChatGPT can be accepted as a tool that can also help the students to develop their critical thinking and promote autonomy in EFL classrooms.

The last, Darwin et al (2024) also explain that the interaction between AI and humans can create a framework for critical thinking development in the language classrooms. They also further propose that the usage of AI tool can be extended to promote the collaborative critical thinking. AI tool like ChatGPT can improve not only individual but also communal or group-based critical thinking by offering various perspectives feedbacks. For example, the group discussion in the classroom can maximize the exchange of ideas collectively and collaboratively by using ChatGPT. This kind of activity can improve their cognitive development by critically evaluating and discussing the feedback generated by the AI tool.

3.3.2. The challenges faced by students in the usage ChatGPT in developing their critical thinking skill

Based on the quantitative and qualitative data collected in this research, there are two challenges stated by participants in the usage of ChatGPT toward their critical thinking skill in the EFL classroom. The first challenge is about the potential bias and inaccurate responses provided by ChatGPT. It requires activity in the classroom that can promote students to build awareness, identify and make some corrections on the ChatGPT responses.

Pedro et al (2019) states that there is a potential of the AI tool responses that can lead to some ethical issues like the generating process data of AI coming from previous data that might sometimes not match to the other context. In that kind of situation, it requires the instructor to create the activity that can prioritize the student's evaluation thinking skill. For example, the task can be in a simple comparison of authentic text and ChatGPT-generated text. That kind of activity at the same time can help students to handle the issue and also develop their critical thinking skill by the evaluative activity.

The second challenge is the students over dependency or overreliance on the features in the ChatGPT. (Chang & Sun, 2024) states that the integration of ChatGPT should include the significant principle of self-regulation. Students should be actively doing reflection during the interaction with the AI tool. This research finding promotes the usage of ChatGPT in the EFL classroom by students should also include the guided reflection that can help the students gradually prevent themselves from the over dependency to the ChatGPT.

In addition, the findings suggest that due to the lack of digital literacy, students should work hard to meet the effective usage of ChatGPT. Tuxtayevich et al (2024) states that the integration between AI tools in the classroom can succeed the equal development of both students' technical and literacy skills. Those two skills include the ability to understand how AI runs, know its limitations, and strategies to improve their learning process. Moreover, the training or workshops can be conducted by the educators to inform the students with the tool's strengths and potential pitfalls. With that kind of

program, students are already aware about the challenges related to the usage of ChatGPT and see it as a tool for critical thinking and language skill development.

The last, related to the issue of overreliance on the ChatGPT, the students should get a clear guidance on how to use ChatGPT correctly. The guidelines will protect the students from misuses of the tool. The misuses can be in the form of over dependence and misinterpretation on the tool. The guidance can be composed in the form of best practices to use ChatGPT in the EFL classrooms. The content can be the best strategies like cross-checking the ChatGPT's feedback to the reliable sources and building academic integrity and ethics. Through these practical steps, the usage of ChatGPT can be maximized so the students can get the benefits of the integration of AI tools to enhance their critical thinking skill in the EFL classrooms.

4. Conclusion

Based on the research findings collected from both quantitative and qualitative data, there are some points to conclude. The first is that the students in EFL classrooms have a positive perception on the usage of ChatGPT in enhancing their critical thinking skill. They perceive the tool as a helping medium in generating ideas, developing the analysis and evaluation skill in EFL learning.

Second, there are also some challenges which are faced by the students when they use ChatGPT in the EFL classroom. They are the biased and inaccurate concepts, information generated by ChatGPT and students' over-dependency on it. It sometimes produces and generates inaccurate responses so students must build the awareness to stay to check critically its responses. The next challenge is about the possibility of the students to be over dependent toward the tool. They over rely on until the level where they gradually feel being carried away and accept all the feedback provided by the tool are correct.

Based on those research findings about the integration of ChatGPT into EFL classrooms, there are some implications that are needed to take into account. The first implication, ChatGPT offers the benefits of ability to provide ideas fast, but the awareness on the accuracy and reliability of the feedback should be concerned. The second, the balancing process is required between the benefits that the students can get from its features and also the limitations. It is the process of building the students' awareness when they use ChatGPT in doing their tasks in the EFL classroom.

Therefore, there are some suggestions to propose. The first is that the usage of ChatGPT in the EFL classroom should include the activity where the students do the critical evaluation on ChatGPT's feedback as a part of building awareness of the inaccurateness in the tool feedback. The purpose is gradually to build awareness about the limitation of ChatGPT in the EFL classroom. Second, there should be some activities, like problem-based, project-based learning, that can lead the students to use the tool as a tool not as the ultimate source of reference. This activity is expected to reduce the over dependence of the student on the tool.

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Walter Mitty's Personality Transformation in The Secret Life of Walter Mitty (2013): Plato's Allegory Cave

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ABSTRACT

A movie directed by Ben Stiller, *The Secret Life of Walter Mitty* (2013), offers a visually stunning narrative that has captivated audiences worldwide. This study examines the transformation of Walter Mitty's personality from the perspective of Plato's Allegory of the Cave. The research aims to explore how Walter's journey symbolizes the transition from illusion to self-discovery. Employing a qualitative method, this analysis focuses on narrative and visual elements that reflect the allegorical process of emerging from the "cave" of fantasy into meaningful reality. The data were collected by identifying relevant scenes and analyzing them using Plato's Allegory of the Cave theory. Walter Mitty's physical and mental transformation is central to his personal growth, demonstrating how the film explores the theme of self-discovery. Ultimately, *The Secret Life of Walter Mitty* emphasizes the importance of stepping out of one's comfort zone to face reality, mirroring the process of breaking free from the cave to gain true knowledge.

Keywords: Transformation, Self-discovery, Allegory of the Cave

1. Introduction

(Solihah & Ahmadi, 2022)(Solihah & Ahmadi, 2022)(Solihah & Ahmadi, 2022)(Solihah & Ahmadi, 2022)(Solihah & Ahmadi, 2022)(Solihah & Ahmadi, 2022)(Solihah & Ahmadi, 2022) In today's fast-paced and ever-changing world, many individuals feel trapped in routine, daydreaming, and a limited perception of themselves. Often people are hampered from reaching their maximum potential due to the phenomenon of self-limitation, both mentally and emotionally (Mihály Csíkszentmihályi, 1990). This is clearly seen in the struggle between living an ordinary life and seeking extraordinary experiences. The themes of personal transformation and the journey from the comfort zone to self-enlightenment strongly influence those who question their place in the world. This has long been a concern of writers and filmmakers, who explore the human condition through the lens of personally experienced change (Joseph Campbell, 1949). Many works discuss how individuals confront their fears and desires while exploring the conflict between reality and illusion. In literature and film, character development often involves a meaningful journey to discover one's identity, face challenges, and confront the truth about oneself and the world around them. As in the following study, literary works hide and reveal the hidden secrets within their characters, so that, unknowingly, they have changed their mindset and behavior (Syakira Nayla Azizah et al., 2023). This aligns with the understanding that literary works are expressions of human feelings, thoughts, and experiences, often depicting the struggles of individuals as they navigate between reality and

illusion (Solihah & Ahmadi, 2022). The gap in current literature lies in the limited application of Plato's Allegory of the Cave to film analysis, particularly about the character transformation of Walter Mitty in *The Secret Life of Walter Mitty* (2013). Although many studies have explored themes such as personal growth, self-discovery, and the shift from fantasy to reality in the film, they do not fully address how these themes align with Plato's Allegory of the Cave. This allegorical framework speaks to human enlightenment and personal transformation and has not been sufficiently applied to understanding Walter Mitty's journey from escapism to a meaningful existence. Therefore, the problem is the absence of a philosophical perspective that can deepen the understanding of Walter Mitty's transformation.

Ben Stiller, the director of *The Secret Life of Walter Mitty* (2013), is one of the filmmakers who delve into these themes. As both director and actor, Stiller often explores identity, self-worth, and the pursuit of happiness. In *The Secret Life of Walter Mitty*, he vividly portrays characters trapped in routine, using daydreams as a temporary escape, only to embark on transformative real-life journeys (Ebert, 2013). The film *The Secret Life of Walter Mitty* (2013) is a cinematic adaptation of James Thurber's short story of the same title. It tells the story of Walter Mitty, a middle-aged man who escapes his monotonous life through daydreams of thrilling adventures. However, when faced with a real-world crisis, Mitty embarks on a journey that leads to his transformation. This transition from fantasy to reality reflects the classic concept of Walter Mitty's journey, where the protagonist undergoes a shift in self-perception and embrace a more authentic existence. Walter Mitty is a man who spends most of his life within the confines of his mind, using fantasy as a means to escape his dull reality. As a photo editor at *Life* magazine, his days are filled with mundane tasks and limited social interaction. However, when the magazine faces closure, Mitty is assigned to locate a missing negative for its final cover. This task takes him on a physical and emotional journey that encourages him to face fears, make decisions, and ultimately achieve personal growth, as his character changes significantly in facing challenges. (James Monaco, 2009).

As Mitty embarks on adventures in the real world, he faces various challenges that push him out of his comfort zone. From climbing mountains in Iceland to jumping into the ocean and encountering a shark, his journey becomes a literal and symbolic rescue from the limitations that once held him back. Each step he takes teaches him more about himself, building his confidence and courage, and ultimately helping him realize that the life he once deemed ordinary holds extraordinary untapped potential.

Walter Mitty's transformation becomes the central focus of the film, and his journey aligns closely with the philosophy presented in Plato's Allegory of the Cave. In Plato's allegory, prisoners are trapped inside a cave, watching shadows on the wall, unaware of the true reality outside. The essence of Plato's Allegory of the Cave is a depiction of humans living in ignorance and the limitations of their perception. They are likened to prisoners in an underground cave, chained since childhood, able to see only shadows on the cave wall, which are merely reflections of objects displayed behind them by the light of a fire. These shadows are perceived as reality because they are all the prisoners know. However, when one manages to free themselves from the chains, they undergo a painful journey toward the light, eventually opening their eyes and minds to the ultimate truth. This allegory reflects the struggle to escape ignorance and achieve knowledge and enlightenment, despite the process being arduous and fraught with challenges. (University of Notre Dame, 2025). Mitty's journey reflects this concept, as he transitions from the shadows of his fantasies to enlightenment through real-world experiences. By stepping out of the "cave" of his illusions, he attains a higher understanding of himself and the world around him.

The film received positive responses from both audiences and critics. Viewers appreciated the film's emotional depth and visual beauty, particularly in portraying a man stepping out of his comfort zone to explore the unknown. Many saw the film as an inspiring message about the journey of self-discovery and the importance of seizing opportunities. For instance, several reviews on IMDb highlight the film's ability to connect with viewers emotionally. One review states, *"What the movie does brilliantly, is make the watcher feel connected to Walter Mitty and feels with him. You'll find him goofy, but likable. Your respect for him will grow with every minute, and at the end of the movie, you'll love him. Maybe you even recognize your own milestone moments, mountains you have climbed, seas you have sailed, so we all are bigger than we are perceived, as long as you have that respect and confidence from within."* Additionally, the cinematography, including the breathtaking landscapes of Iceland, was praised for enhancing Walter Mitty's transformative journey. The film's success was also reflected in its box office performance, with significant global earnings. Beyond its commercial achievements, *The Secret Life of Walter Mitty* has become a cultural benchmark for discussions on personal growth and the importance of taking risks in the pursuit of happiness. The film inspires audiences to reflect on their own lives and to explore their potential by breaking free from their limitations, even if it means stepping into the unknown.

Previous studies on *The Secret Life of Walter Mitty* show how this film depicts a journey from unproductive daydreaming to self-achievement through meaningful interactions with others that change perceptions of reality and encourage personal growth. (Ebert, 2013). Moreover, the film critiques societal norms, particularly American society in the 1930s, by exploring the tension between fantasy and everyday reality. It contrasts Walter's "sense of reality" with his "sense of possibility," underscoring the importance of social interaction and self-awareness in fostering change. (Chooper-White, 2014; De Menezes, 2020; Elizabeth Stallings, 2023; Karina Wahyu Rahmawati, 2018). These studies often use psychological theories or existential philosophies to analyze Mitty's development. However, while they effectively address aspects of character growth and personal development, these analyses often neglect the application of a specific philosophical lens, such as Plato's Allegory of the Cave. This gap limits a deeper understanding of how Walter's transition can be seen as a metaphorical emergence from illusion to truth, as described in Plato's work.

Additionally, this film portrays the journey from monotonous life to adventure and deep self-discovery, depicting personal transformation through awareness and courage to face life's challenges. (Thomas, 2020; Yastra Fandika et al., 2020). Related to philosophical theory, Plato's Allegory of the Cave provides a framework for understanding this change, in which individuals emerge from the "cave" of illusion into enlightenment and a deeper understanding of the real world, mirroring Walter's journey who also experiences significant self-awareness and transformation. (John M. Ivancevich, 2011).

In *The Secret Life of Walter Mitty* (2013), the protagonist, Walter Mitty, undergoes a transformative journey that mirrors Plato's Allegory of the Cave. Plato, in his work *The Republic*, introduces the allegory, depicting a group of prisoners who are chained inside a cave, only able to see shadows projected onto the walls, which they believe to be the entirety of reality. These prisoners are trapped in a limited perception, unaware of the deeper truths outside the cave. The allegory symbolizes the human condition of being confined by illusions and how one can achieve enlightenment by confronting the uncomfortable truth of the outside world. Walter Mitty's journey mirrors this allegory as he breaks free from his mundane, fantasy-filled existence to face the reality of his life and, in doing so, discovers a deeper understanding of himself and the world around him.

The core themes of the Allegory of the Cave enlightenment, personal transformation, and self-awareness are reflected in Walter's journey. The prisoners' initial perception of reality, based only on shadows, represents limited human understanding. When one prisoner escapes the cave and sees the world outside, he realizes that the truth is far broader and more complex than he ever imagined. This process of moving from ignorance to a more profound understanding mirrors Walter Mitty's transformation, where his confrontation with reality leads to self-awareness and personal growth. The allegory also touches on the challenge of returning to the cave and attempting to share newfound knowledge with others who are resistant to change. In Walter's case, the challenge of returning to the cave and attempting to share newfound knowledge is reflected in his struggles to break free from his fantasy world and embrace a more authentic, adventurous life. Through these stages, Walter's evolution aligns with Plato's concept of enlightenment and personal transformation.

While prior research has explored the themes of self-discovery and personal growth, it has not fully examined the philosophical underpinnings of Walter Mitty's transformation, particularly through the lens of Plato's Allegory of the Cave. In Plato's allegory, prisoners are trapped in a world of illusion, and their emergence from the cave symbolizes enlightenment. Walter's journey, from a life of daydreams to real-world adventure, mirrors this allegory, yet this connection has been largely overlooked in existing research. By applying Plato's allegory, this study seeks to fill this gap and offer a more profound interpretation of Walter Mitty's transformation. While the theme of self-discovery in *The Secret Life of Walter Mitty* has been extensively discussed, there remains a notable gap in academic research regarding the philosophical foundations of Walter's transformation. In this allegory, prisoners are confined to a cave, perceiving only shadows on the walls and remaining unaware of the true reality outside. (Plato, 380 C.E.). This concept closely parallels Walter's journey, as he evolves from being trapped in his fantasies to actively engaging with the real world.

This study offers the application of Plato's Allegory of the Cave as a unique lens through which to interpret Walter Mitty's transformation. While previous analyses have used psychological or literary approaches to discuss Mitty's journey, Plato's allegory provides a deeper philosophical framework that captures the process of moving from ignorance (fantasy) to knowledge (reality). Plato's concepts of illusion, reality, and enlightenment are particularly well-suited for analyzing Walter's transition, as his journey reflects the allegory's progression from being confined to a limited perception to experiencing a broader, more authentic existence. This allegorical perspective adds depth to existing analyses by emphasizing Walter's transformation not just as a personal evolution, but as a philosophical shift.

In this study, the focus is on how Walter Mitty's journey reflects the process of "emerging from the cave" as described in Plato's Allegory of the Cave. By identifying and analyzing key scenes in the film, this research focuses on Walter's progression from escapism to meaningful engagement with reality. These pivotal moments mirror the stages of emerging from ignorance to enlightenment, showing how Walter's shift from fantasy to reality parallels the allegory's depiction of a prisoner breaking free from the illusion of the cave. This study explores the physical and mental journey Walter undergoes, emphasizing how his experiences lead to a more purposeful and connected existence. By analyzing Walter's transformation through the allegorical lens, this research not only enriches the understanding of his personal growth but also offers a philosophical perspective on the nature of self-discovery and enlightenment.

The objective of this study is to contribute to academic discourse by demonstrating how ancient philosophical ideas, such as Plato's Allegory of the Cave, remain relevant in

interpreting contemporary narratives. By applying this allegory to *The Secret Life of Walter Mitty*, the study aims to provide a fresh perspective on the protagonist's transformation and offer new insights into how self-discovery and personal growth are portrayed in modern film. Through this philosophical framework, the research offers deeper insights into Walter's evolution, emphasizing how his experiences contribute to his enlightenment. Additionally, the study highlights how the film inspires individuals to overcome their fears and take bold steps toward a more meaningful existence. By bridging the gap between philosophy and film analysis, this research encourages scholars to examine the connections between timeless philosophical concepts and contemporary storytelling. Ultimately, this work seeks to enrich the discussion of personal transformation in cinema and expand the scope of philosophical film analysis, while demonstrating the relevance of self-discovery and personal growth themes in contemporary life.

This approach not only enriches the discussion surrounding Walter Mitty's journey but also offers a valuable contribution to philosophy and film studies. By bridging ancient philosophical concepts with modern cinema, this study highlights how timeless struggles of human growth and self-discovery continue to be reflected in contemporary storytelling.

2. Methodology

This study analyzes key scenes from *The Secret Life of Walter Mitty* (2013) using the concept of Plato's Allegory of the Cave. The film follows Walter Mitty's transformation from a man trapped in his fantasies to someone who breaks free and engages with the world, mirroring the journey described in Plato's allegory. This research focuses on interpreting both the narrative and visual elements of the film, which symbolize the process of "leaving the cave," and the protagonist's journey toward self-discovery, enlightenment, and a more meaningful existence. The material object of this research is the film *The Secret Life of Walter Mitty* (2013), directed by Ben Stiller. This film serves as the central medium for analysis, exploring how the character's development aligns with the allegorical process outlined by Plato. The formal object of the study, however, is the transformation of Walter Mitty's character, interpreted through the lens of Plato's Allegory of the Cave.

The primary data for this research consists of scenes, dialogues, monologues, and narratives from the film, all of which are analyzed to identify elements that reflect the stages of transformation outlined in the Allegory of the Cave. In addition to this primary data, secondary data sources are used to support the analysis. These sources include articles, journals, film reviews, and scholarly discussions of Plato's Allegory of the Cave. The secondary data provide theoretical context and help connect the philosophical concepts with the narrative structure of the film. The data collection process involved multiple viewings of *The Secret Life of Walter Mitty* to ensure that key elements were identified accurately. Significant scenes were captured through screenshots, allowing for a closer examination of the visual representation of Walter's journey. In addition, Plato's Allegory of the Cave was studied in depth to draw connections between philosophical ideas and the progression of Walter's character. Relevant secondary sources, such as academic articles and film reviews, were also gathered to enrich the analysis.

Data analysis involved comparing the key elements of the film with the stages of transformation outlined in Plato's Allegory. This approach allowed for an in-depth exploration of how Walter's character evolves, both physically and psychologically, as he steps out of his "cave" of fantasy and begins to engage more fully with the world. The analysis also explored how the visual elements of the film, including the cinematography and use of color, enhance

the narrative of personal transformation and enlightenment. To ensure the validity of the research, triangulation was employed. This method involves integrating multiple data sources, including primary and secondary data, to verify and strengthen the analysis. The triangulation process in this study consisted of three key steps. First, it utilized various types of data sources, including primary data from the film such as specific scenes and dialogues, and secondary data from scholarly articles, journals, and reviews that discuss Plato's Allegory of the Cave and its applications. Second, the methods of comparison or integration involved systematically analyzing how the narrative and visual elements of the film correspond to the philosophical stages of emerging from the "cave." This included identifying thematic parallels, visual symbolism, and character development to ensure a comprehensive alignment between the primary and secondary data. Finally, the triangulation process contributed to the reliability and robustness of the findings by integrating diverse perspectives, combining theoretical insights with detailed film analysis, and ensuring interpretations were well-supported and accounted for multiple dimensions of the subject matter.

By combining these different sources of information, this research can offer a more comprehensive understanding of the connection between Plato's philosophical theory and the narrative development of Walter Mitty. Triangulation of sources helps to ensure that the analysis is thorough and well-supported by diverse perspectives.

Additionally, this research contributes to broader discussions on the themes of self-discovery, enlightenment, and the tension between reality and fantasy. It also highlights the philosophical implications of Walter Mitty's journey, particularly regarding the universal human quest for meaning, purpose, and freedom. This study is expected to shed light on how the film's narrative and visual techniques engage with these important philosophical themes, providing a fresh perspective on the ongoing relevance of Plato's allegory in contemporary society.

3. Result and Discussion
3.1. Result

This section discusses and describes the findings from the film *The Secret Life of Walter Mitty* (2013) through the concept of Plato's Allegory of the Cave. According to Plato's allegory, leaving the cave symbolizes the journey from ignorance and illusion to enlightenment and truth. (Mike Bedard, 2022). Each identified finding is analyzed to illustrate how Walter Mitty's journey mirrors the metaphorical process of escaping the "cave" representing his limited self-perception. The analysis examines key scenes that depict Walter's stages of enlightenment, both physical and mental. These findings were obtained from the analysis of the film's main scenes, which were compared to the stages in Plato's Allegory of the Cave, regarding character changes, personal growth in facing real-life challenges, and Mitty's journey to get out of the "cave". Thus, this section presents an in-depth analysis of how Walter's character journey not only reflects the process of emerging from the "cave" of illusion but also depicts significant personal growth in facing real-life challenges.

3.1.1. Scenes in the film depicting the process of leaving the cave according to Plato's Allegory of the Cave

The findings from these scenes depict Walter Mitty's gradual journey out of his metaphorical "cave," reflecting stages of enlightenment. Each scene highlights the steps Walter takes, starting from his daily routines that confine him, to major decisions that lead him to new

places, as well as the challenges he must face along the way. This journey involves not only physical movement to locations he has never visited before but also mental and emotional transformation. Walter begins confronting his fears, stepping out of his comfort zone, and discovering new meaning in his life. With each step he takes, he becomes increasingly aware of his long-hidden potential, strengthening the connection between the real world he experiences and the inner enlightenment he achieves.

1.1. Walter's routine at the office

Figure 1. (00:11:29). This scene depicts Walter's routine at the office.

Figure 2. (00:09:57). This scene depicts Walter immersed in his world of imagination.


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The ice, yes?
She moves like a woman.
I'm Walter. Mitty.
Cheryl. Melhoff.
Where have you been?
Testing the limits
of the human "espírit".
I'd like to climb your
hair, test that out.
Perhaps I can contact you,
possibly through my poetry falcon.
Poetry falcon.
I like that.
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Figure 3. Dialogue when Walter Mitty is lost in his imagination

At the film's beginning, Walter Mitty is depicted as living a monotonous routine as a negative asset manager in a magazine office *Life*. His life is dominated by repetitive tasks and a gloomy work environment, such as a dark office, a cluttered desk, and an excessive habit of daydreaming. For Walter, his fantasies feel real, this is the main symbol of the confinement he experiences. His daydreams provide him an escape from the dullness and frustrations of his reality. In his fantasies, he often imagines himself as a hero, performing daring feats and experiencing thrilling adventures. However, in reality, his life remains constrained by the routines of his office work and his social isolation. This reflects how Walter is metaphorically trapped in a "cave," a place where one is confined to a limited, false reality. His daydreams represent the shadows on the cave wall, just as in Plato's allegory, where prisoners perceive only shadows as their truth, unaware of the world outside the cave. For Walter, his daydreams are his only form of escape, and he is unaware of the potential for change and growth that exists beyond his comfort zone. His worldview is confined by his fears, insecurities, and the monotonous yet safe environment of his office job.

This reflects the early stages in Plato's Allegory of the Cave, where the prisoners live in shadow and shallow knowledge, devoid of truth or awareness of the broader, more varied real world. (Mike Yarbrough, 2013). In Plato's allegory, the cave is the Ordinary World, the circumstances (if not a physical location) the characters have been in before the story begins. An Inciting Incident, such as someone from outside the cave freeing a prisoner, acts as a Call to Adventure. (Noahspud, 2021).

1.2.The decision to leave for Greenland

Figure 4. (00:36:58). This scene shows Walter arriving at the airport, ready to travel to Greenland.

Next, Walter's journey into the real world begins when he decides to travel to Greenland, North America. This decision marks an important starting point, symbolizing his courage to leave the metaphorical "cave," where he was previously trapped in routine and illusory comfort that limited his self-exploration. The vast, unfamiliar environment of Greenland forces him out of his comfort zone, compelling him to confront real-world challenges that are far removed from the world of fantasies he had been living in. As he navigates this new environment and interacts with the people around him, Walter is confronted with situations that require real, tangible actions and decisions. This shift from passivity to active engagement with the world outside his "cave" marks a critical phase in his journey toward self-realization.

In the context of Plato's Allegory of the Cave, this phase aligns with the concept of enlightenment, which occurs when an individual moves from the shadows of ignorance to the light of knowledge. Walter's venture into Greenland is a clear representation of this transition, as he begins to step out of the limitations that his previous life had imposed on him. The once-safe routine, where he lived within the confines of his own fantasy, is replaced by the uncertainties and complexities of the real world. This journey symbolizes a deeper understanding of life, where Walter learns to embrace the unknown and face challenges head-on, ultimately facilitating his growth as an individual.

Walter's experiences in Greenland, though filled with obstacles, also serve as catalysts for self-discovery. They prompt him to question the assumptions he had previously held about himself and the world around him. By confronting and overcoming the various trials he faces, Walter opens himself up to new ways of thinking, understanding, and interacting with the world. This journey not only propels him toward self-actualization but also exemplifies the core idea of Plato's Allegory: the pursuit of enlightenment requires stepping outside one's comfort zone and confronting uncomfortable truths to grow and evolve. He wants to break free from his self-doubt and be in control of his life for a change. And so he does decide to go to Greenland setting aside his fears and doubts. (Anthony Perez, 2022).

1.3.Meeting with Sean O'Connell in the Himalayas

Figure 5. (01:24:17). This scene captures the moment when Walter finally meets Sean in the Himalayas.


```
Sean.
Yeah.
It's Walter.
Mitty.
Walter Mitty.
Seriously?
How the hell did you get up here?
I just...
I've been looking for you.
Sit down.
I'll sit.
Well, take your time.
Settle in.
```

Figure 6. Dialogue when Walter Mitty meets Sean

Walter's entire journey reaches its peak when he finally finds Sean O'Connell in the Himalayan Mountains, Afghanistan. This meeting is an important moment in his search for self-discovery. Throughout his journey, Walter has been searching for meaning, trying to understand his place in the world, and pushing himself beyond his comfort zone. The culmination of this search comes when he meets Sean, the elusive photographer, who has been a symbol of Walter's idealized vision of freedom and adventure. During their meeting, Walter discovers that the negatives of the 25th photo, which had been the driving force behind his entire trip, were stored in the wallet that Sean had given him. This discovery brought deep enlightenment to Walter, the photo did not depict anything luxurious or grandiose, but something simple but meaningful about life itself or enlightenment where the individual truly understands the meaning of life after leaving the "cave" (Neverfeltbetter, 2013). The photo, which seemed to represent the goal of his journey, was not about capturing physical moments, but about capturing the essence of life itself the beauty in the ordinary, the importance of human connections, and the courage to take risks and embrace the unknown.

This moment marks Walter's full realization of reality. He realized that the meaning of life is not found in the search for something big or extraordinary but in the acceptance and appreciation of the simple things that have always been around him. This corresponds to the third stage in Plato's Allegory of the Cave theory, self-awareness. In this stage, prisoners who make it out of the cave see a reality beyond imagination and begin to understand deeper truths about themselves and the world around them. It represents a person's journey to gain knowledge, enlightenment, and a deeper understanding of reality. (Tina Saxena, 2023).

Walter's awakening reflects a profound personal transformation. The physical journey that takes him from Greenland to finally arriving in the Himalayas parallels his inner journey to get out of the "cave" of illusions and old habits. In the process, he learns to face new challenges and risks while gaining a broader understanding of the world. Thus, this journey is not just about finding a lost photo, but rather about finding himself, a journey towards enlightenment that changes how he sees life and reality as a whole. His experience illustrates how stepping out of one's comfort zone, confronting fears, and embracing vulnerability can lead to a deeper understanding of oneself. Just as Plato's allegory shows the journey of enlightenment as a process of breaking free from limited perceptions, Walter's journey signifies his transformation into a more self-aware and enlightened individual who now sees the world with a new perspective, one that values the present and the simple beauty of life. This shift in

perception is not only a personal triumph for Walter but also serves as an inspirational message for the audience, urging them to reconsider their own understanding of life and the importance of embracing the unknown to discover the richness of the world around them.

1.4. Walter shows the 25th photo negative

Figure 7. (01:36:19). This scene shows Walter returning to the office to deliver the 25th negative


```
Oh, hey. Welcome.
Wait, I'm sorry, not welcome.
Not an employee.
Sorry.
There's the picture
Sean wanted. 25.
You have two days
to print for cover.
There's your quintessence.
Hey.
Do you know our motto?
"Life...
"I'm lovin' it?"
No.
That's McDonald's.
This thing that you do, Ted...
where you come into a place
and you push people out.
You should know that those
people worked really hard
to build this magazine.
They believed in the motto.
```

Figure 8. Dialogue when Walter delivers the 25th negative photo

After finding the negatives of the 25th photo, Walter returned to his office to hand it over to his boss. However, Walter's actions are not merely about completing a task, he also delivers a deeper message about the true meaning of *Life* magazine's motto: *"To see the world, dangerous things to come to, to see behind walls, draw closer, to find each other and to feel. That is the purpose of Life."* In this moment, Walter not only delivers a photo that represents the essence of the magazine but also embodies a profound understanding of its values. In this moment, Walter not only delivers a photo that represents the essence of the magazine but also embodies a profound understanding of its values. By doing so, he demonstrates his growth throughout the journey, transitioning from a reserved and cautious individual to someone who fully appreciates and internalizes the magazine's core principles of adventure, exploration, and authenticity. This act symbolizes the culmination of his transformation and his alignment with the spirit of Life magazine, which celebrates the extraordinary within the ordinary. Walter Mitty discovers that within him lies dormant the courage he so often imagined. (Aubrey Almanza, 2014).

Walter's transformation aligns with the fourth stage in Plato's Allegory of the Cave, which revolves around the challenge of returning to the cave. This stage is defined by the experience of those who have escaped the cave, seen the truth, and feel compelled to return and help others still trapped in the shadows. The aim is to open their eyes to the true reality and encourage them to embrace a deeper understanding. However, this process is fraught with difficulty, as those who remain in the cave tend to resist new knowledge, rejecting it because it contradicts their beliefs. Walter's actions symbolize his success in comprehending the truth and his courage to share this newfound understanding with others.

By returning and challenging his boss's perspective, Walter takes a bold step in demonstrating that self-transformation does not stop at the individual level. It extends into

taking responsibility for inspiring change in others. Walter's willingness to challenge the status quo illustrates his growth and the realization that the truth he has discovered is worth sharing, even when it invites resistance. His journey exemplifies an ongoing process of enlightenment and transformation that reaches beyond personal liberation. It is an empowerment of others, encouraging them to confront reality beyond their limitations. Through this act, Walter not only demonstrates his enlightenment but also his desire to inspire broader change. He invites those around him to question the confines of their perceptions, encouraging them to face the truth that lies beyond their self-imposed limitations.

3.1.2. Walter Mitty's physical and mental journey

The findings of these scenes depict Walter's physical adventure and mental growth as he steps out of his comfort zone to face the challenges of the real world. This journey explores new places to reflect Walter's emotional and psychological transformation. By confronting his fears and taking risks, Walter learns to find meaning in real-life experiences, leaving behind the fantasies he once used as an escape. This illustrates that physical journeys often serve as metaphors for inner journeys, helping individuals discover their true selves and life purpose.

1.1. Physical travel to a new location

Figure 9. (00:46:49). This scene illustrates Walter running and jumping into a helicopter

After Greenland, Walter continued his journey in search of Sean. He ran and jumped into the helicopter with newfound bravery, an act that illustrates his determination to proceed to Iceland, Europe, a pivotal destination in his transition out of the "cave." This action represents his physical journey and courage in confronting challenges he had never faced. Walter's resolve to move forward, despite the inherent risks and dangers, signifies his breaking free from the metaphorical "chains" that had long kept him imprisoned in the confines of his fears and illusions. This moment aligns with the stage of enlightenment in Plato's Allegory of the Cave, where the individual, once freed from ignorance, steps into the light, beginning to see the world for what it truly is. In the allegory, this stage represents the transition from perceiving mere shadows of reality to understanding the true nature of existence. It symbolizes the awakening of the mind to knowledge and truth, as the person confronts and adjusts to a new perspective that challenges their previous misconceptions. The light, often associated with knowledge and wisdom, reveals the essence of things beyond superficial appearances, marking a pivotal shift in understanding and personal growth.

As Walter ventures further into unknown territory, literally and metaphorically, he begins shedding the limitations that had defined his previous life. No longer confined by fear, uncertainty, or the boundaries of his comfort zone, Walter embraces new challenges. This marks a crucial shift from a life built on illusions to one of self-awareness and personal growth. His journey becomes a testament to the human capacity to evolve and transcend adversity, accepting the unknown with an

open heart and mind. Each new experience, and each risk he takes, symbolizes a deeper understanding of the world around him, his place within it, and the greater meaning of his existence.

Walter's courageous willingness to face these new challenges underscores a universal truth: the path to enlightenment and self-discovery often requires stepping beyond the familiar and confronting the unknown. This mirrors Plato's allegory, which teaches that true liberation and wisdom come only when one steps outside the "cave" of ignorance and embraces the light of new experiences. For Walter, the journey toward enlightenment is not a simple, linear process; it is a series of courageous steps toward personal growth, each one bringing him closer to a deeper understanding of himself and the world he once overlooked.

1.2. Mental change through challenges

Figure 10. (01:04:44). This scene depicts Walter avoiding a volcanic eruption

```
Hello. Hello.
Come on, come on. Eldgos!
What's going on?
Where is everybody?
Eldgos.
Eldgos!
Eldgos. Eldgos.
What does that mean?
Eretion.
Erertion?
Erection!
"Erection"?
Yes. No!
Eruption!
Eruption!
Yes.
Sean.
Faster! Go faster!
Holy sh*t! Faster!
Oh, my God!
Thanks for coming back for me.
I really appreciate it.
```

Figure 11. Dialogue when Walter Mitty meets someone to avoid an eruption

In Iceland, Walter encountered a dangerous moment when he narrowly avoided a volcanic eruption. With the people he met on his journey, Walter managed to avoid this danger. This incident illustrates the mental changes he experienced through real challenges that push him out of his comfort zone. His journey becomes not only a physical adventure but a deeply personal and transformative one. (Aubrey Holdaway, 2024). Each obstacle he overcame tested his physical endurance, symbolizing his emotional and mental evolution. This resonates with the stages of enlightenment described in Plato's *Allegory of the Cave*, where a prisoner begins to free themselves from the "chains" that bind them to a limited and distorted understanding of reality. These "chains" symbolize ignorance, preconceived notions, or societal constraints that prevent individuals from perceiving the truth. As the prisoner gradually emerges from the cave and ascends toward the light, the prisoner undergoes a transformative journey of self-awareness, knowledge, and understanding. The light, representing truth and enlightenment, requires effort and courage to embrace, signifying the challenging but rewarding process of personal growth and intellectual liberation.

Walter's experiences teach him to confront new challenges and develop a deeper understanding of life. This evolution marks a transition from a life of fantasy and safety into a world of action and responsibility. In each significant moment, he finds a new layer of meaning and purpose, reflecting the allegory's depiction of an individual breaking free from the constraints of ignorance and illusion. Walter's journey, therefore, represents the transformation

of an individual from living in illusions to embracing reality with courage and insight, ultimately leading to a fuller and more authentic existence. His story exemplifies the existential growth in accepting life's complexities, making his journey an inspiring model of personal and philosophical enlightenment.

3.3. Discussion

This study examines *The Secret Life of Walter Mitty* (2013) through the lens of Plato's *Allegory of the Cave*, delving into themes of self-discovery, freedom, and the transition from fantasy to meaningful reality. (Jotted Lines, 2020). In this film, Walter Mitty's physical and mental journey reflects the process of leaving the world of shadows to a more meaningful world of reality. This is consistent with Plato's concept of liberation from the limitations of perception. (N.S. Gill, 2024). As Walter Mitty embarks on his adventures, he faces challenges that require him to confront his fears, step outside his comfort zone, and embrace the unknown, all of which symbolize the philosophical concept of emerging from the "cave" into a new understanding of the world. This transformation is external and internal, Mitty's journey involves a shift in his perception of himself and his potential, paralleling Plato's idea that true knowledge can only be attained by breaking free from illusions. This study aims to explore how the film conveys messages about personal freedom and transformation through the protagonist's internal and external journeys, highlighting how his experiences lead to a deeper understanding of his identity and the world around him. Ultimately, the film illustrates the importance of embracing reality and seeking growth, aligning with philosophical reflections on the quest for meaning and enlightenment.

Previous research by Indra Pujianto (2015) focused on self-discovery and courage, highlighting Walter's transition from a passive dreamer to an active participant in life. This research emphasizes the personal development aspect of Walter's character. Meanwhile, De Menezes (2020) explored the tension between reality and possibility, focusing on Walter's internal struggle in choosing between his dull real life and his exciting fantasies. While both studies explore aspects of Walter's journey, they do not address the deeper philosophical implications that this research does by linking his transformation to Plato's Allegory of the Cave. Elizabeth Stallings (2023) discussed James Thurber's original short story as a critique of 1930s American society, blending Walter's fantasies with his mundane reality. This study adds a socio-economic perspective, focusing on themes of escapism and consumerism. However, this research approaches the character's transformation from a philosophical standpoint, applying Plato's Allegory of the Cave to analyze Walter's shift from illusion to reality. Cooper-White (2014) introduces the concept of intersubjectivity to understand Walter's development, emphasizing his interactions with others that lead him to confront his fears and embrace real-life challenges. This research is valuable, and focuses more on relational dynamics, while the current study explores Walter's journey through a philosophical lens. Karina Wahyu Rahmawati (2018) interprets Walter's journey as a metaphor for the interaction between accidents and choices in shaping identity. This perspective, though insightful, does not address the philosophical process of Walter's transition from fantasy to enlightenment, which the current study emphasizes using Plato's Allegory of the Cave. While previous studies highlight self-discovery, personal transformation, and societal critique, this research provides a more in-depth analysis by connecting Walter's physical and mental journey to Plato's Allegory of the Cave. This study introduces a philosophical dimension to Walter's character arc, offering a broader perspective on his journey from fantasy to reality.

Using a philosophical approach, this study offers a fresh perspective on life's themes in films. By applying the *Allegory of the Cave*, links Walter's transformation to the process of escaping fantasy and attaining self-awareness. (Younes DDigital, 2024). This approach provides a deeper understanding of how the film discusses personal freedom and the search for meaning in life. (Michael Wiitala, 2024). The Allegory of the Cave metaphorically illustrates Walter's journey from a life constrained by fantasy and illusion to a more meaningful and grounded existence. As he emerges from the "cave," Walter's experiences mirror the philosopher's idea of self-realization and enlightenment.

However, the focus on Plato's perspective may limit the scope compared to studies that incorporate visual and musical elements as integral to the themes of self-discovery and freedom in the film. The cinematic techniques, including the striking landscapes and the music that underscores pivotal moments in Walter's journey, play an essential role in reinforcing the message of liberation and personal growth. A more holistic analysis that accounts for these elements could reveal a more comprehensive interpretation of how the film conveys Walter's transformation. Despite this, the study's philosophical approach provides a meaningful lens through which to examine the film's existential themes, allowing for a deeper appreciation of the character's progression toward enlightenment and the broader narrative of personal freedom.

4. Conclusion

This research analyzes the transformation of Walter Mitty's character in the film *The Secret Life of Walter Mitty* (2013) using Plato's Allegory of the Cave, by identifying scenes that demonstrate the process of coming out of the "cave" in the film. It also describes the physical and mental journey of the main character as he transitions from a fantasy world to a true and meaningful reality. The findings reveal that Walter's journey represents a stage of emerging from the metaphorical "cave" towards enlightenment and self-understanding. Initially, Walter lives a monotonous routine, reflecting his confinement in illusion, where he escapes into his daydreams to avoid facing reality. His daily existence is marked by avoidance and fantasy, making it clear that he is trapped in a cycle of self-deception.

The decision to embark on a journey to Greenland marked Walter's first step out of the "cave" of illusion and safety, where he was confined to a life of fantasy and complacency. In Greenland, he confronted real challenges, demanding him to adapt and stretch beyond his comfort zone. These challenges forced him to see the world from a broader, more authentic perspective, which closely aligns with Plato's concept of escaping the "shadows" in the cave.

As Walter continued his journey, the moment that truly marked his transformation occurred when he met Sean O'Connell in the Himalayas. Sean, a photographer and adventurer, imparted a profound lesson: true happiness is not found in pursuing wealth or fame, but in appreciating the simple, often overlooked moments in life. This revelation is pivotal in Walter's growth, symbolizing the self-awareness stage in Plato's theory, where the individual recognizes and values the deeper, unpretentious aspects of existence. The idea that true contentment lies not in material or superficial achievements, but in genuine experiences and connections, catalyzes Walter's enlightenment, marking a key turning point in his journey toward self-discovery.

After achieving enlightenment, Walter returned to his office to hand over the 25 photo negatives, showing his courage by giving others a new understanding of the meaning of life. Returning to his everyday life signifies his transformation from a man confined by fear and routine to someone who has embraced the unknown. Walter's journey, from a gloomy routine

to facing challenges in Greenland, Iceland, and the Himalayas, depicts an emotional and mental transformation. This film represents the human journey from limitations to enlightenment, highlighting the importance of having the courage to leave the comfort zone to find a deeper meaning in life. Walter Mitty's journey also changes the normal flow of time, where Walter does not go to the office for several days because his travels ultimately change his understanding of the world and his perspective on reality. These changes illustrate how his physical and emotional journey shaped his view of time and existence (Irma Puspita Devi, 2022). The narrative shows that the passage of time is not merely linear but is deeply influenced by the transformations experienced in human emotional and mental landscapes. Walter's journey challenges the conventional perception of time, suggesting that true transformation alters not only one's identity but also one experiences and relates to the world around them.

This research provides a new approach to film analysis of *The Secret Life of Walter Mitty* through the lens of Plato's Allegory of the Cave, a perspective that has not been widely explored in previous studies of this film. While many studies have addressed the film's theme of self-discovery, this study fills a gap in academic scholarship by focusing on the philosophical underpinnings of Mitty's transformation. By comparing the character's journey to the Allegory of the Cave, this research offers fresh insights into how literature and film reflect the human struggle to transcend self-imposed limitations and achieve enlightenment. Walter's transition from a life of fantasy to engaging with the realities of the world around him exemplifies the concept of moving beyond the "shadows on the wall" and toward a fuller understanding of one's existence. This journey highlights the human desire for growth and a deeper understanding of life, showing how the process of self-discovery can lead to a more authentic and meaningful existence.

However, this research is limited to applying Plato's philosophical perspective, and the analysis may not cover all aspects of Mitty's character change as extensively as other studies. Specifically, this study primarily focuses on the philosophical dimensions and may not explore other psychological or sociocultural factors affecting the character's transformation in detail. Therefore, there is still room for further development and a more holistic analysis. Future research could compare the use of allegory theory in other films that depict personal transformation, examining how different allegories and philosophical frameworks shape our understanding of character development.

To elaborate further, examining character development in fictional narratives can offer a unique lens through which we understand the dynamic nature of personal growth. By exploring how characters evolve in response to challenges, readers or viewers can better appreciate the complexities of change, which may mirror the transformative processes that individuals experience in real life. This insight can be particularly valuable in educational contexts, where understanding the nature of personal growth can inform more effective teaching methods. For example, educators can incorporate narrative-driven lessons to foster emotional and cognitive development in students. Furthermore, case studies that delve into the practical applications of these philosophical ideas can serve as a bridge between theory and practice, providing real-world examples of how the concepts of personal transformation and self-awareness can be integrated into curricula and teaching strategies. This type of research can ultimately contribute to creating more empathetic, adaptable, and resilient learners.

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A Film Semiotics Study of Representation on Duality Female Character

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ABSTRACT

The abstract Semiotics delves on sign, picture, text, and film scene. The final purpose of this research portrays the duality female representation through film. Descriptive qualitative is used as a research method and observation as the instrument for selecting scenes film as data analysis. Furthermore, the steps on representation go with Roland Barthes' semiotics and the result of this research can be stated (1) denotation, she is being a superpower woman but vulnerable hearth (2) connotation, complexity of resilient woman attempt to gain patriarchal (3) myth, society prefer to be more critical by woman who bravely challenge the system than man, illustrating a gender imbalance social acceptance. Duality female representation on this film describes either as the visioner or manipulator and how complicated life of modern woman, she has to balance either strength and weakness, woman is able to create new reality but in other hand she has a risk for losing themselves.

Keywords: *duality, female, representation, semiotics*

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1. Introduction

The issue of woman delineation in media business such as film and television are generally interesting to follow. The presence, placement and function of women have emerged as a special attraction since the advent of cinematography. (Sarjiati, 2022) Representation of women in film is considered as old as the film industry itself. Woman's representation in national films is also a topic that continues to be discussed in the global film industry. The appearance of actresses who play female characters in almost every new national film title is discussed, both in popular culture and academic studies. contribution of media in influencing social structures is unyielding as people easily believe that what is presented in the media is truth.(Perkins et al., 2023). The presence of semiotics is essential in films making(Susanti et al., 2022) because it creates deeper and more complex meanings, enriches narratives, builds atmosphere, and conveys social criticism in a subtle but effective manner. By understanding semiotics, both filmmakers and audiences can explore more layers of meaning in a work. help them understand and appreciate films more critically. By understanding how signs and symbols work, audiences can grasp hidden meanings, read subtext in narratives, and understand how visual elements contribute to the story as a whole

Film has long been recognized as an effective medium in conveying persuasive messages, (Hasan et al., 2022) including in fighting for feminist issues (Zhou, 2024). As an audio-visual medium, films are able to arouse emotions and shape audience perceptions through the narratives presented. Films can persuade audiences by conveying messages implicitly and explicitly (Wafa, 2024), so that they have the power and ability to influence their views on certain issues, including feminism.

Furthermore, Film has become one of the most effective media in conveying feminist ideas and ideology (Angelia & Widyaningrum, 2024). As a visual medium, film has the unique ability to create powerful narratives, arouse emotions, and influence people's way of thinking. In the context of feminism, films are often used to break stereotypes, challenge patriarchal norms, and fight for gender equality (Dwi et al., 2024). For example, Hidden Figures (2016) shows the struggle of three black women in facing racism and sexism at NASA, while Wonder Woman (2017) presents a female superhero who is not only strong, but also full of empathy. Through the use of narrative and visual techniques, these films prove that the art of cinema is either entertainment or powerful tool of persuasion to promote social change and women's empowerment.

Some researchers have been conducted on representation of feminist ideas and ideology. (Ichwan, 2024) discussed about the representation of women in the film "Anna" through Roland Barthes' semiotic analysis. The research results show that the female characters in the film are presented with complexity that reflects the duality of their roles as agents and objects in the film narrative. (Dewayani & Azwar, 2024) their finding described female characters in the film are depicted as having equal power to men, but still within the framework of the ideology of patriarchy and masculinity.

Another research by (Kurnia & Hidayatullah, 2024) talked about the representation of the mother's character in the film "Don't Cry Mama" using semiotic analysis. Result found that the mother's character is presented with a dual role as protector and victim, reflecting the complexity of women's roles in patriarchal culture. (Angelia & Widyaningrum, 2024) Examined the societal, familial, and work discrimination, Jo got challenges on cultural norms and societal expectation. Jo's force her dream of being writer showcase against gender and her desire for independence.

Although there have been many studies examining the representation of women in films, a deeper analysis of how films are used as a persuasive medium to convey feminist messages still has space to be explored. Film as a popular culture (Pratama, 2022) medium has the unique power to influence public opinion through visual narratives, symbols and dialogue that evoke emotions. In the context of feminism, films have function as a reflection of women's struggle against inequality as a means to motivate social change.(Dhungana, 2024)

Negative stereotypes women in film industry (Novianti et al., 2022) are considered on various social factors and assumptions which existed in culture for many years. There are several factors that can form the basis of negative stereotypes. The first factor is cultural and historical traditions. Negative stereotypes about women often arise from cultural traditions in society. For example, patriarchal views on women in limited roles as housewives or sexual objects as part of cultural history. (Suja et al., 2024)

Inventing Anna is one of the films which take a part in feminism. It tells the story of the journey of Anna Delvey, a young woman who manages to deceive the New York elite by building an image of herself as a wealthy socialite, even though in reality she is just a con artist. Anna's ambitious and self-confident character shows a complex duality, between a visionary and a manipulative figure. Through Roland Barthes' semiotic approach, this film can be analyzed as a text full of signs (Nurjanah et al., 2024) that depict the tension between Anna's public and private identities. In this analysis, we will identify the visual, verbal and narrative signs used to form the duality of Anna's character, as well as how social myths, such as the "self-made woman" and capitalism,(Malikussaleh, 2024) are reflected in the film's narrative. Through Barthes' semiotic lens, the duality of Anna Delvey's character not only displays the contrast between truth and lies, but also reflects broader ideologies in contemporary society.

2. Methodology

Qualitative research uses word and image as data research where spoken and written words as well as observations of people's behavior can be used as a data in qualitative. The analytical approach also used in this research in order to dissect scenes and dialogue. Additionally, the researcher uses Roland Barthes' type of semiotic analysis approach to find out the meaning of the signs. (Moleong, 2006).

Observation is used as the instrument of this research. This instrument functions to ensure that the observation process is carried out systematically, objectively and responsibly. In film research, observation instruments can take the form of observation sheets, category guidelines and field notes.

The objective of this research is to find out the representation of character duality in women's character towards the implications of female identity contained in the drama *Inventing Anna*, so the object of this research is scenes, scenes and conversations displayed by the character

Data collection techniques are used as strategic instruments for the continuity of research, because this stage has the aim of obtaining data. The process of collecting data by researchers can be carried out in various settings, various sources, and various methods. Data collection in qualitative research is carried out naturally where data collection techniques are more dominant in observation and documentation.

Analysis and interpretation data in this research is based on the Roland Barthes model of semiotic analysis by looking for denotations, connotations, and myths to obtain data that shows the existence of types, role classifications, and factors causing the representation of women's appearance on the implications of women's identity and to obtain data regarding what happens between the characters in the film *Inventing Anna* so that we can understand the myths in society regarding the representation of women's appearance on the implications of women's identity as depicted in the drama series *Inventing Anna.*
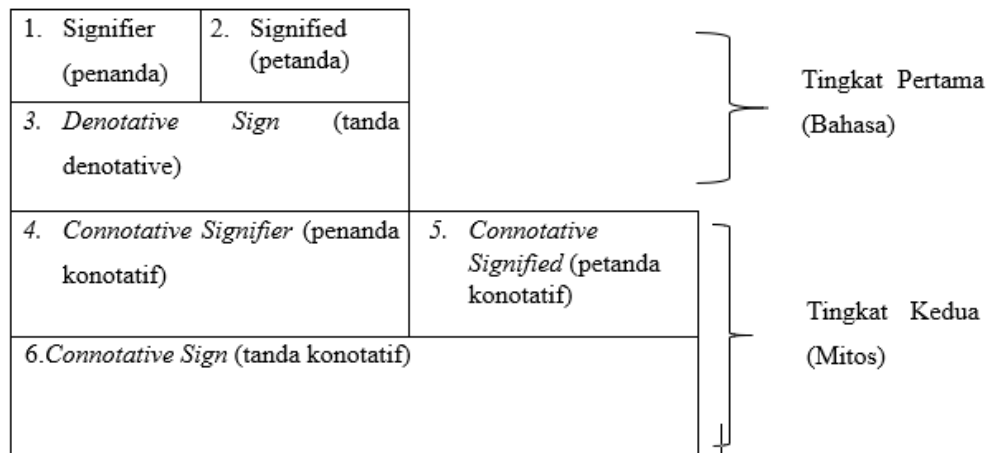

Figure 1. Semiotic Roland Barthe's

Roland Barthes's map description brings the understanding that the signifier and signified are bound to the denotation meaning, as well as the connotation meaning depends on the denotation sign, continuing until the connotation denotes the next sign.(Nurjanah et al., 2024) The process of

meaning does not stop at one point, but will continue to create signs. In Roland Barthes' framework, he calls it a "myth" which acts as an expression and provides justification for the dominant values that prevail in a certain period.(Suparman, 2024)

3. Result and Discussion
3.1. Result
3.1.1 Representation of Duality Character Anna Sorokin, The Visioner VS Manipulator

Character traits are the overall appearance of the characteristics or soul of a character in the drama story. These characters were created by the playwright and realized in their appearance by actresses who play these characters. In the film "Inventing Anna", the traits of the female characters, especially the characters Anna Sorokin (or Anna Delvey). It can be identified through the interactions, behavior and dialogue they show in the story. From the film, it can be shown on each episode to reflect the duality character of Anna Sorokin below:

Table 1. Visioner Character on film *Inventing Anna*

Episode	Time (Minutes)	Visioner character
2	20-25	Anna present to Alan Reed for her ADF, Anna Delvey Foundation
3	40	Anna convincing Alan Reed to give 40 million loans for her foundation
5	10-15	Discussing her foundation to architects
6	25-30	She booked fancy dinner to promote her foundation
9	50-55	She defended on her foundation despite of legal consequences

Table 2. Manipulator Character on film *Inventing Anna*

Episode	Time (Minutes)	Manipulator Character
1	12-18	Anna spoke to the hotel staff and used the excuse of a delayed bank transfer to stay at the 12 George Hotel.
	32-36	Anna claimed that she needed a "VIP private room" and had the staff treat her like the most important guest, without paying anything.
2	15-20	She presented her foundation with illegal document.
	40-45	She forced Alan to give her loan immediately.
3	25-30	Anna asked Rachel to take her to an exclusive event, using Rachel's connections to increase her status.
	40-43	Anna uses Kacy to help her attend high-end fitness classes and events without paying.
4	18-22	Anna promised to architecture if they join to her foundation.
	35-38	Anna continued to tell fake promises to her architecture team to get work results without having to pay.
6	15-20	Anna will pay all expanses to Maroko.
	30-35	When Anna's credit card fails, she convinces Rachel to use her personal credit card to pay for luxury accommodation and amenities.

| 9 | 25-30 | Anna spoke with her lawyer and asked that she defended to the fullest, even though the evidence showed she was lying. |
| | 50-55 | In court, Anna tried to appeal to the judge and jury with an emotional narrative that she is a visionary with big dreams. |

Inventing Anna film, the character Anna Delvey or Anna Sorokin represents duality through visual and verbal signs that are full of contradictions. For example, his luxurious clothes denotatively indicate high social status, but connotatively become a symbol of manipulation to create the illusion of power. In the narrative, Anna becomes a representation of the myth of capitalism where success is not always based on substance, but often on appearance and perception. In this way, Anna becomes a sign of modern ideology: (Susanti et al., 2022)a woman who breaks social boundaries, albeit through means that conflict with ethical norms.

3.1.2 A film semiotics Roland Barther

Describing the representation of duality character from *Inventing Anna*, A film semiotic Roland Barther, connotation, denotation, and myth are expressed body language, costume, and character.

3.1.2.1 Body Language

The human body is a physical structure that includes visible and invisible dimensions, such as thoughts, feelings, and instincts. Even though it is part of the individual, the body is often an object of power, especially in the context of women's bodies. The concept of beauty in women is not static and depends on the cultural context in which they live, developments over time, and the influence of mass media. One aspect that is often taken into consideration is a woman's body shape. Women with thin and slim bodies are often considered more attractive than women with fuller bodies. Mass media plays a strategic role as a means of conveying information, education, entertainment, and also as a tool of social control. In the context of the representation of women's beauty, mass media has a very significant role.

Representations of women's beauty in films reflect beauty standards set and promoted through mass media. The media has a role in forming and spreading the ideal concept of beauty through messages conveyed in various media products. These ideal concepts are then accepted and reconstructed by society as part of reality. This film also depicts the lives of modern women who are willing to do anything to gain public recognition for their beauty, including working hard to beautify themselves. Apart from that, Inventing Anna also shows social values that can reflect everyday life, such as how a person forms and maintains their self-image and presentation, as well as how they treat people in their social life.

Figure 2 Facial expression while she underestimates

The scene when Anna is having her first interview in the VIP room in prison in episode 1, Anna says she irons her own clothes so that she still looks good even though she is in prison while smiling crookedly which seems to belittle the interviewer, namely Vivian, because according to her, Vivian looks very simple with the clothes she is wearing. and that for Anna was an appearance she didn't like. This is supported by a narrative that reads: "I'm in prison, but I'm dressed well here, not like your simple appearance."

The narrative above says that Anna is someone who easily underestimates other people and feels that she is the one who looks the best, even though she is in prison. Anna said this with a calm tone of voice, a flat facial expression, and a crooked smile that showed that she really underestimated Vivian in the interview. This indicates that Anna is very confident with herself and easily underestimates other people during the interview.

3.1.2.1.1 Body Language Analysis with Connotation, Denotation, myth

a) The denotation is "Did you take the white Rikers bus here?" referring to the buses that transport prisoners from Rikers Island prison. This sentence was said with a cynical smile, showing Anna's dismissive attitude towards Vivian. Perhaps because Vivian is skeptical and supports the truth about the case, Anna tries to emphasize Vivian's mistakes or shortcomings in this scene.

b) The connotation in the form of Anna's sentence refers to the belief that Vivian comes from a lower social class or is not as privileged as herself. His cynical smile is telling dismissive attitude, believing that Vivian is not suitable or important to him. Her attempts to emphasize Vivian's shortcomings demonstrate a desire to maintain her own image and show that she is better than others.

c) The myth found is that this scene can strengthen myths about differences in social class and status which are often shown through dismissive attitudes towards other people. Anna's behavior also reflects the myth about the arrogant attitude and arrogance of the wealthy or elite in society, and her efforts to maintain her self-image and status by denigrating Vivian can also strengthen this myth.

Figure 3. Her facial expression of admiring

There is a scene of Anna at a Fashion Show in episode 2. Anna wears glamorous clothes with her head tilted upwards and a straight posture which attracts the attention of Val, her friend and a Fashion Enthusiast. This is supported by a monologue narrative from Val which reads:

Val (monologue): "You can see the way he tilts his head up which gives the impression of arrogance and also from his straight posture which reflects high self-confidence." In the scene, Anna is at a fashion show. Anna wears glamorous clothes which attract the attention of Val, her friend and a Fashion Enthusiast.

3.1.2.1.2   Body Language Analysis with Connotation, Denotation, myth

a) The detonation of this scene is that in a luxurious dress that is elegant and high quality, Anna looks stunning. With charming natural make-up, her facial makeup is perfect. Her appearance is sweetened with accessories such as handbags and branded jewelry.

b) The connotation of this scene is that Anna's appearance at the Fashion Show is proof of high social status, wealth and a luxurious lifestyle. The choice of clothing and accessories shows a high fashion sense, self-confidence, and a desire to be noticed.

c) The myth found in this scene is the myth that clothing and accessories indicate social status and wealth is reinforced by this scene. Additionally, she stated that women must appear beautiful and glamorous to gain attention and social acceptance.

3.1.2.2 Costume

Costume refers to the way a person dresses or the style of clothing worn in contexts such as theatrical performances, social events such as masquerade balls, or in film productions, where costumes may reflect economic status or a particular era. Clothing is a textile product that has been planned and sewn in such a way that it can be worn to cover a person's body, provide protection, and provide warmth. Various types of clothing include kebayas, sarongs, shirts, and pajamas, each of which has its own function and characteristics. Costumes have the ability to influence the audience because often a character in a film or show will attract the audience's visual attention first before paying attention to audio elements such as monologues, dialogue, and music. Therefore, the visual appearance of a character can creates a strong first impression on the audience, helping to better understand the character the actress is playing.

Figure 4, Fancy dress on charity event

Anna's scene in episode 3 is at Nora's charity party, in this scene shows that Anna creates a very luxurious impression by dressing glamorously and also by giving compliments to Nora to make a good impression. Anna also wore earrings and a blazer with floral patterns to give a luxurious impression to the event.

3.1.2.2.1 Costume Analysis with Connotation, Denotation, myth

a) The denotation of this scene is that Anna is wearing earrings that look luxurious and a blazer with a floral pattern. Anna is at an important social event in the background of the scene.

b) The connotation of this scene is that Anna is wearing luxurious earrings and a blazer with a floral pattern. Anna is at an important social event in the background of the scene.

c) The myth found that luxurious and tasteful appearance shows social status and wealth is reinforced by this scene. Additionally, the understanding that establishing positive relationships and valuing respected friends is important is also apparent. Additionally, this scene addresses the myth that attendance at prestigious charity or social events is a way to demonstrate success and an elite lifestyle.

Figure 5 Anna's costume in court

episode 3 shows that Anna enters courtroom using clothes rented from a stylist. In this scene, there is no narration, but only visuals with a soundtrack as background sound. The scene above shows Anna entering the courtroom, non-verbally, wearing glamorous clothes while posing as if walking in a fashion show to get the attention of the Judge and Jury, as well as the media covering the trial. This shows that even in the courtroom he forces himself to rent clothes from a stylist to still luxurious.

3.1.2.2.2 Costume Analysis with Connotation, Denotation, myth

a) The denotation of this scene is that Anna walks into the courtroom wearing clothes that look luxurious and glamorous. And Anna walks in a certain pose that reminds her of a fashion show.

b) The connotation of this scene is that even at the trial, Anna's glamorous clothes reflect an image of success and class. Her gait, which resembles a fashion event, shows her efforts to attract attention and project strong confidence. Certain positions indicate a desire to control how people

perceive them and create the desired impression. Because ethe story only uses a soundtrack, Anna's appearance is the center of attention.

c) The myth found in this scene is that even in formal situations such as trials, this scene can strengthen the myth that a luxurious and glamorous outer appearance is a sign of success and high social status.

3.1.2.3 Character

Figure 5 pretending as a rich woman

In this scene in episode 1, Anna started the mode by pretending to be rich since she completed an internship at a fashion magazine in France, then moved to New York. Anna's dishonest nature shown in this scene shows that she wants to be seen as a rich heiress and make people believe what she says is true and convincing. Anna represents herself as the daughter of a German aristocrat, heiress of around 60 million Euros. In reality, Anna was born into an ordinary working class, and in fact she was not German but Russian. In this scene.

there is a monologue from Anna which says "My father inherited me about 60 million Euros. I also come from a rich family from Germany." The expressions in this dialogue show Anna's dishonest nature in admitting that she is the heiress of a very rich family from Germany. Even though in reality he came from ordinary circles in Russia.

3.1.2.3.1   Character Analysis with Connotation, Denotation, myth
a) The denotation of this scene is that Anna looks like a young woman who has a luxurious lifestyle, works in the fashion industry, and is in an environment full of rich people in New York. He dresses elegantly, speaks with confidence, and interacts with influential individuals. Literally, he looked like someone from the upper class, perhaps a rich heiress. In this scene, the connotation of Anna's appearance and attitude emphasizes the duality between reality and illusion. Although he presents himself as part of the social elite, the reality behind this is a carefully orchestrated lie.
b) Other connotations could include the impression that he is manipulative and cunning, using his outward appearance to deceive and exploit others to achieve his goals.
c) The myth found is the idea that wealth and social status can be built or faked through appearance and behavior. In popular culture, there is a myth that people who appear rich and

influential automatically gain power and trust from others. Anna exploits this myth by pretending to be someone of wealth and high status, so that others automatically trust and respect her. This myth also underscores the reality that in certain societies, appearances can be more important than truth or integrity.

Figure 6 Anna arguing with her lawyer

The scene above in episode 9 shows Anna still being bothersome to her lawyer Todd. This is supported by a narrative that reads:

Todd: "Why the clothes, Anna?" Anna: "Gross"
Todd: "Wear this"
Anna: "Find me a new one" Todd: "Don't do this again"
Anna: "Find me some new clothes and I'm willing to testify" Todd: "Okay, Anna, listen..."

The narrative above explains that Anna is still arguing about clothes with Todd after the trial process has gone through. Anna emphasized that she didn't want to wear the clothes Todd gave her just because she thought they were dirty. This illustrates Anna's attitude which makes it difficult for Todd because she is still concerned about clothes, when Anna should be focused on the trial matters.

3.1.2.3.2 Character Analysis with Connotation, Denotation, myth

a) The denotation of this scene is that Anna is seen rejecting the clothes given by Todd after the trial. He complained that the clothes were dirty and not up to his standards. Todd, who is her attorney, looks frustrated that Anna cares more about her appearance than focusing on the outcome of the trial.

b) The connotation of this scene is that Anna's rejection of clothes that she considers dirty indicates her perfectionist nature and obsession with appearance. This also reflects Anna's unconventional priorities and disrupts the legal process. He prefers to focus on superficial things such as clothes, which emphasizes his narcissistic personality and desire to always appear perfect in the eyes of others, even in critical situations. This could be seen as a sign

that Anna uses her appearance as a tool to maintain her identity and power, even in times of distress.

c) The myth found in this scene is the idea that outer appearance is very important, even in situations that should prioritize the substance or core of the problem. In certain cultures, especially those obsessed with image and social status, appearance is often considered a reflection of a person's self-worth. Anna embodies this myth by showing that for her, maintaining a perfect image is more important than focusing on legal issues that are actually much more pressing. This myth underscores the social pressure on women to always appear perfect, even when faced with high-risk situations.

Based on the overall representation of women's appearance styles in the film "Inventing Anna", the characters around Anna Sorokin have a credulous attitude towards her claims as a rich heiress and the motives behind her actions especially towards her business partners and close friends. At first, she believed what Anna said and the attitude she showed. However, you end up seeing him as someone who is suspicious or dishonest, so you become wary or don't fully believe what he says or what Anna claims. This skeptical approach to Anna Sorokin can be reflected in the interactions between the characters.

In the series, where it may attempt to uncover the truth behind Anna's false identity and the motives behind her actions. Thus, skepticism. Another characteristic of Anna Sorokin in this film is high self-confidence. Anna displays great self-confidence in her appearance and interactions with others. He believes that he can get what he wants and is able to deceive others. Another characteristic of Anna in this film is manipulative, Anna continues to show a manipulative nature using cunning and deceit to deceive other people and achieve her goals. Big ambitions, Anna displays big ambitions to live in luxury and mix with the rich people in New York City.

3.2 Discussion
3.2.1 Female duality character and their proposition

The TV series Inventing Anna is a television series that tells the true story of a phenomenal character named Anna Sorokin, which focuses on how the figure of Anna Sorokin became the center of attention in New York City throughout the world, so this story was produced and broadcast by Netflix.

This film shows modern women who are ready to do anything to gain recognition for their beauty, even going to great lengths to improve their appearance. Apart from that, Inventing Anna also highlights social values that reflect everyday life, such as how individuals form and maintain their self-image and presentation, as well as how they interact with other people in their social circle. (El Fellak & Ennam, 2024). Anna is someone who has high self-confidence, proven by the results of body analysis which shows her self-confidence in each episode, balanced with glamorous costumes or clothes to prove to society that she comes from an upper class.

"Inventing Anna" has great potential to influence the self-perception of viewers, especially women. Anna Sorokin's character, with her high self-confidence and ability to deceive others, could be a source of inspiration for some viewers. Anna Sorokin's story highlights how easily people can be deceived by the image one constructs. This raises questions about trust and skepticism in society(Surahman,2020), as well as the importance of examining information carefully before believing it. Overall, the presence of the character Anna Sorokin in "Inventing Anna" raises various questions and debates about values and norms in society, and triggers reflection on how society assesses and understands individual behavior in social life.

The woman in focus in "Inventing Anna" is Anna Sorokin, also known by the pseudonym Anna Delvey. Anna Sorokin is a Russian immigrant who claims to be the heiress of a wealthy German family. Using this fake identity, she entered socialite circles in New York City with the aim of establishing a

charitable foundation called the Anna Delvey Foundation. Along the way, Anna Sorokin carried out various acts of fraud against important people in socialite circles to obtain the necessary funds.

Anna Sorokin is described as intelligent, charismatic and ambitious, but also manipulative and dishonest. He uses his charm to charm and manipulate those around him to achieve his goals. However, behind this impression, there are complex layers of Anna Sorokin's personality that need to be revealed through deeper observation of her character. Through a strong performance from Julia Garner as Anna Sorokin, "Inventing Anna" explores the identity and motivations underlying Anna's behavior, making her an interesting character for the audience to explore and understand. but even so, this can have a negative impact on women's identity in the eyes of society. This may also give rise to negative prejudices in society.

The film Inventing Anna displays a rich and complex representation of women's appearance styles, especially in the context of power, social status and identity. The performance style in this film functions not only as an aesthetic element but also as a deep narrative tool for depicting character and social dynamics. Following are several things that were obtained after carrying out a semiotic analysis of the film Inventing Anna.

3.2.2. Impact on female identity construction

Excessive focus on Anna's external appearance can result in a narrowing of the concept of female identity, which only pays attention to physical aspects and appearance. This has the potential to exclude other dimensions of women's identity, such as intellect, talent, personality and achievement, which should also be recognized as an integral part of women's identity. The luxurious appearance that is often associated with high social status in Anna's case can trigger the perception that a woman's identity is largely determined by material wealth and the social class she lives in. As a result, there may be a spread of stereotypes and discrimination against women who come from different social backgrounds, causing injustice in social assessment and treatment. (Dai, 2023)

Anna Sorokin's story highlights society's gendered expectations of women, especially in terms of appearance, success, and self-image. The implication is that women are often expected to meet high standards in terms of beauty, social status, and accomplishments, and the presence of characters (Hasan et al., 2022) like Anna Sorokin highlights the pressure women may experience to meet these expectations. Thus, the presence of the character Anna Sorokin in "Inventing Anna" can trigger reflection on how women's identities are constructed, influenced, and understood in society, as well as raising questions about gender expectations, the influence of social media, power and manipulation, and autonomy and independence.(Nurmuzdalifah et al., 2023)

Anna Sorokin uses fashion and style to create an image as a rich and influential heiress. Luxurious clothes, designer bags and expensive accessories are Anna's main weapons to deceive the people around her. Style her appearance reflects the false identity created, showing how fashion can be used as a tool of social manipulation. (Syaepu & Sauki, 2021)Anna Sorokin's success in manipulation proved to be able to achieve what she wanted to achieve

3.3.3 Describing Denotation, Connotation, and Myth

Denotation, she is being a superpower woman but vulnerable hearth connotation, complexity of resilient woman attempts to gain patriarchal myth, society prefer to be more critical by woman who bravely challenge the system than man, illustrating a gender imbalance social acceptance.

4. Conclusion

"*Inventing Anna"* tells the true story of Anna Sorokin, a figure who is in the public spotlight in New York and around the world. The series highlights how Anna Sorokin achieved fame with high self-

confidence and a glamorous appearance, as well as exploring social values around self-image, social interaction, and the importance of examining information carefully before believing it. However, excessive focus on Anna's external appearance can lead to a narrowing of the conception of female identity, which should include other dimensions such as intellect, talent, personality, and achievements.

The body can be considered as a sign with denotative (literal) and connotative (cultural or subjective) meaning, according to Barthes. Anna Delvey's character's body, including body shape, movements, posture, and facial expressions, can be seen as signs that have certain meanings during the film's scenes. Barthes also discusses myths, namely the way culture expresses and rationalizes dominant values in society. The representation of Anna's body can be linked to several societal myths about power, femininity, or beauty.

Barthes saw costumes as a hierarchy of symbols that have denotations and connotations. In the film, the costumes worn by Anna Delvey, such as luxurious dresses, branded accessories, and make-up, can be seen as signs that contain certain meanings related to social status, fashion taste, or the identity she wants to project. Barthes also discusses modern mythology, in which everyday things such as clothing or accessories serve as conveyers of certain myths or ideologies. Anna's costume can be associated with legends of wealth, elite lifestyles, or societal standards of beauty.

Barthes also discussed non-verbal signs, such as gestures, facial expressions, and individual behavior, in his theory. Anna Delvey's traits and behavior, such as self-confidence, ambition, or disdain for others, can be seen as a sign that has denotation and connotation. Apart from that, Anna's characteristics can also be linked to myths or ideologies about gender stereotypes, the construction of female identity, and society's perception of success.

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