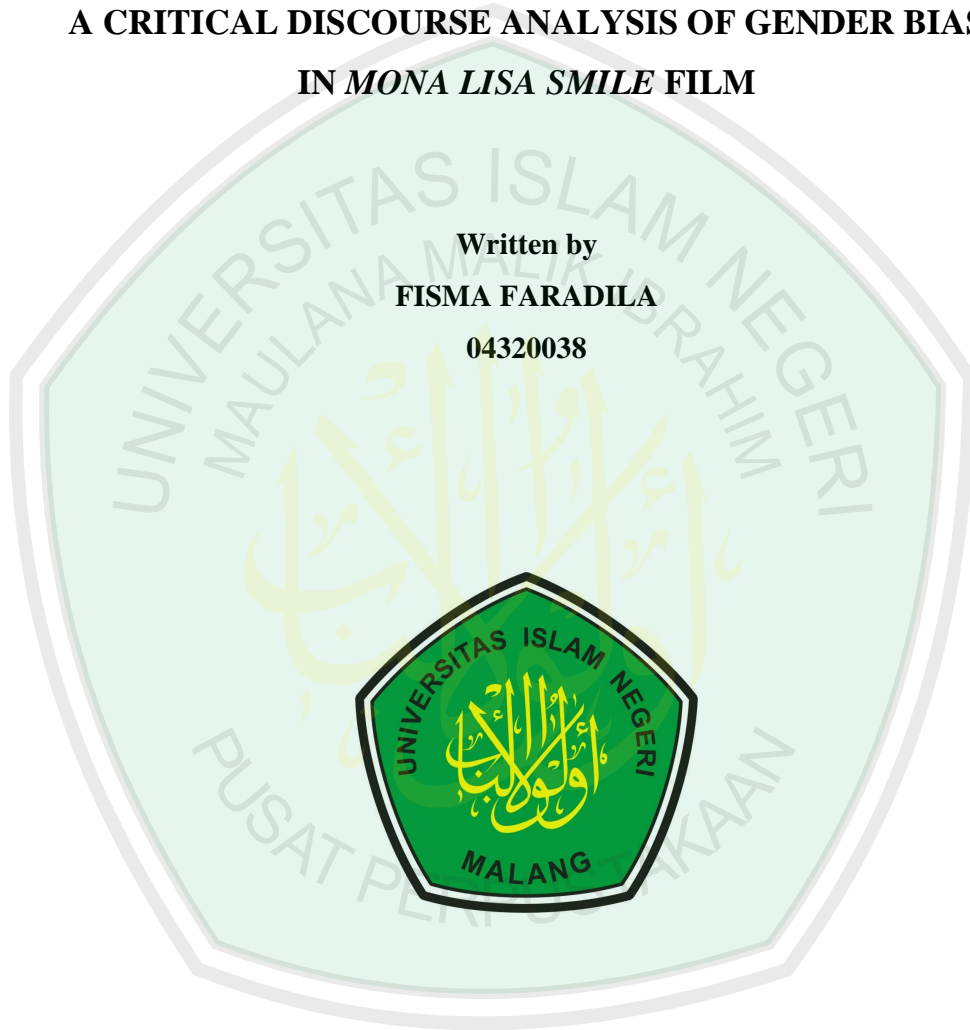


THESIS

A CRITICAL DISCOURSE ANALYSIS OF GENDER BIAS IN *MONA LISA SMILE* FILM

Written by
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2008

APPROVAL SHEET

This is to certify that the Sarjana thesis of Fisma Faradila, entitled “A Critical Discourse Analysis of Gender Bias in *Mona Lisa Smile* Film” has been approved by the advisor for further approval by the Board of Examiners as one of the requirements for the Degree of Sarjana Sastra (S.S) in English Letters and Language Department.

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Certify that the thesis I wrote to fulfill the requirement for Sarjana entitled “**A Critical Discourse Analysis of Gender Bias in *Mona Lisa Smile* film**” is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for the thesis if there are any objections or claims for others.

Malang, November 6, 2008

Fisma Faradila

MOTTO

**LET ME NOT PRAY TO BE SHELTERED FROM DANGERS,
BUT TO BE FEARLESS IN FACING THEM.
LET ME NOT BEG FOR THE STILLING OF MY PAIN,
BUT FOR THE HEART TO CONQUER IT.
LET ME NOT LOOK FOR ALLIES IN LIFE'S BATTLEFIELD,
BUT TO MY OWN STRENGTH.
LET ME NOT CRAVE IN ANXIOUS FEAR TO BE SAVED,
BUT HOPE FOR THE PATIENCE TO WIN MY FREEDOM.
GRANT ME THAT I MAY NOT BE A COWARD,
FEELING YOUR MERCY IN MY SUCCESS ALONE
BUT LET ME FIND THE GRASP OF YOUR HAND IN MY FAILURE.**

By: Rabrindranath Tagore, 1861-1941

DEDICATION

This thesis is especially dedicated to

My beloved father, Suradi Ali 'you are my best leader in my life'

My beloved mother, Nurtiana 'thanks for your unlimited advices'

'You are my best friend and the best woman in my life'

I Love You All



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Furthermore, I really realize that this thesis still needs constructive critics and suggestions from the readers in order to make it perfect and hopefully it can be useful for the readers, especially for the English Letters and Language Department.

ABSTRACT

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The Advisor : Rohmani Nur Indah, M.Pd

Key Words : Gender Bias, Critical Discourse Analysis, Mona Lisa Smile Film

As the instrument of communications, language could not be inseparable from the human existence. Language is, therefore, the mirror of human reality, when the reality shows discriminations to certain groups; the language will present the discrimination. Due to this fact, it conducts us to understand the message of communication through the gender biased that is expressed by the human being in our society, because there are many inequalities between women and men in many social constructions that also happen in the language practice that we find in every condition.

This study aims at analyzing the critical discourse analysis on the forms of language that are uttered by the main characters and the supporting characters in *Mona Lisa Smile* film. According to the background, this research is conducted to answer the research problem, what types of words and sentences that indicate gender bias in *Mona Lisa Smile* film.

The researcher uses descriptive qualitative research. The data of this research are in the form of utterances of words and sentences from the dialogue in the film. Collecting the data of this research is done by watching the film from the beginning up to end; then, selecting the data that show the language bias; the last is making transcription the data. In the data analysis, the researcher uses some process of analysis: categorizing the data that is gender biased expressed by the main characters and the supporting characters of *Mona Lisa Smile* Film. Then, this research analyzes the data and also discusses the data by using critical discourse analysis proposed by Teun Van Dijk in Eriyanto (2001).

The result of this research shows that there are many statements that indicate gender bias in types of words and sentences uttered by the main characters and the supporting characters in *Mona Lisa Smile* film. Based on the data that are found, the intention and expression element is the most dominant element in expressing the gender bias. In this case, the statements that gender biased often appears explicitly from their expression when the characters spoken. Furthermore, it emerges from their ulterior-motive behind their utterances.

Based on those finding, this research suggests for the students who are interesting in study the gender bias in *Mona Lisa Smile* film, are expected to pay more attention to the expression and the intention of the main characters and the supporting characters. Therefore, it will help them in indicating the gender bias statements.

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CHAPTER I

INTRODUCTION

In this chapter presents background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

During the time, injustice phenomenon toward women could happen in everywhere either in public area or domestic area. In those areas, women are definite, presented and treated. Women was claimed to act “receive” what was determined for her, while, men was accustomed and trained to do hegemony and take decision to others, especially for women. Such the unstable of gender construction, continuously, was preserved by the culture. It was like a patriarchal culture that is one of the clear examples of the women phenomena in the world and this phenomenon can be in the form of prohibition and limitation the role of women in the public area etc.

In the case of patriarchal culture, the women in one family have no chance and no role to do something except serving the husband, child, and as if to be the servant in their own home. Whatever the reasons, the limitation of the women role and the others discrimination happened in any times associate with the one sex or gender identified as a bias act or bias gender.

In a glance, gender issues are not related with Islam. Yet, Islam is full of moral command which correlate with gender. By well mannered idiomatic language, Allah SWT utters:

وَعَايِشُوهُنَّ بِالْمَعْرُوفِ ۚ هُنَّ لِبَاسٌ لَّكُمْ وَأَنْتُمْ لِبَاسٌ لَّهُنَّ ۚ نِسَاؤُكُمْ حَرْثٌ لَّكُمْ فَاتُوا حَرْثَكُمْ أَنَّى شِئْتُمْ وَقَدِّمُوا لَأَنْفُسِكُمْ ۚ

Means: “On the contrary, live with them on a footing of kindness and equity (An-Nisa’: 19). They are your garments and you are their garments (Al-Baqoroh: 187). Your wives are as a field unto you; so approach your field when or how you will (Al-Baqoroh: 223).”

Islam, basically, more emphasizes on the equality and justice between men and women, included into household life and compliance the sexual requirement between the husband and the wife (Ilyas, 2003: 6). Actually, both men and women have the same function and position in society and also have the same right to give their opinion. Furthermore, not only men who have critical and logical reasoning to discuss and appraise any kinds of problems, but women also have it too.

Therefore, braveness is needed to act and perform based on the conviction that women are also God’s creature who has the ability to think and need to ask questions and get the answers without lowering down their existence as creature. All at once to fall out the common myth that occur and attentive either by men or women, that is the myth of women inferiority as emotional creature and men superiority as rational creature.

Related with gender issues, nowadays, there are many women activists or feminists who study gender problem that happened in the society. The feminists were more interested to see how women were marginalized and were viewed in low position by the society. One of the great power of the marginalized toward women was done through media. In this case, media do not only become the main attention of communication but also politics, social, and culture.

Media, for example, also become special attention of the feminist struggle. They see media as the instrument of ideology, how the dominant group was put in proper place, the elite group was beneficial, while the minority group was discriminated (Eriyanto, 2005:3). Therefore, this research used discourse analysis to help it to show how women were treated unfairly and viewed in low position in media.

The term of discourse analysis is a common term used in many science disciplines and have various definitions. Though, there is a great gradation from those various definitions, basically, discourse analysis is related with the study of language or language in use. Hikam (1996: 78-86) divided discourse analysis into three paradigm of inquiry that is developing and competing in human sciences, such as positivist discourse analysis, interpretive discourse analysis, critical discourse analysis.

Critical discourse analysis is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. With such dissident research, critical discourse analysts take explicit

position, and thus want to understand, expose, and ultimately resist social inequality (Rasmussen, 1996). While according Fairclough, CDA sees "language as social practice":

"CDA sees discourse - language use in speech and writing - as a form of 'social practice'. Describing discourse as social practice implies a dialectical relationship between a particular discursive event and the situation(s), institution(s) and social structure(s), which frame it: The discursive event is shaped by them, but it also shapes them. That is, discourse is socially constitutive as well as socially conditioned - it constitutes situations, objects of knowledge, and the social identities of and relationships between people and groups of people. It is constitutive both in the sense that it helps to sustain and reproduce the social status quo, and in the sense that it contributes to transforming it."
(Fairclough and Wodak 1997: 258)

In CDA perspectives, beside power; domination; and inequality, gender (*feminist*) is also an interesting discursive, even, feminist was being a paradigm in CDA—when there are domination and social inequality (Cameron, 1990). Because of that, here, this research takes *Mona Lisa Smile Film* as the object of the study since both of them have synchronization, namely: the main character's experiences which have gender bias, in which need to be studied by using critical discourse analysis method.

Mona Lisa Smile is a film directed by: Mike Newell. "Mona Lisa Smile" strives to be an emotion filled story about women's roles during the 1950's or the era of Eisenhower, but the outcome is a flimsy uneven film. Katherine Watson (Julia Roberts) is an independent woman that has just landed a job as art history professor at the renowned Wellesley College during the mid-1950. The college is an all-women school that nurtures perfection and skillful academics.

However, the school is run by its alumni and believes that women should receive an education, but after getting married, they should do nothing but be a housewife. The privileged students are taught invaluable rules of etiquette and propriety, like how to cross and uncross their legs, as a means to attract a suitable husband. Wellesley openly prepares its pupils not for careers but for lives of domesticity and subservience. Thrust into this staid arena, as Wellesley's new history of art teacher, is the freethinking and liberal Katherine Watson (Julia Roberts).

By considering some cases of *Mona Lisa Smile Film*, it is necessary to analyze the gender bias that happened in the film. These simple reasons to develop this project on critical discourse analysis are: first, most of us as human beings want to liberate from injustice and inequality. However, only few people have the power and they are oppressed by the others. Second, as the language-users, people choose the words, phrases, and sentences on certain topics to convey their ideas or feelings. How the language-users interpret what the others mean, and how they use the language to influence the others. Third, the discursive practice does not only explore, convey and direct the reader's mind but it also gives the limitation to the others by following what the discourse-person wants. Fourth, it is necessary to say something about feminism. As this research argues later, this analysis will present the words and sentences that indicate bias gender.

By using film as the gate to enter the possibility of making the critical discourse analysis as the instrument of gender bias, these research will combine the linguistics and feminism to analyze *Mona Lisa Smile Film* through the multi-

disciplinary studies. As Beaugrande (1996, 35) says that we must reconnect language with other knowledge to describe the language itself.

“To explain the arrangement, we must reconnect language with other that knowledge and shelve the project of describing language by itself. And we must quit working with invented data and start working with authentic data. These prospects are precisely what discourse analysis intends to achieve.”

Because “Mona Lisa Smile” Film mostly tells about the gender bias, it is possible to make relevance between critical discourse analysis and feminism which is aimed in equality between men and women. By using the critical discourse analysis, this research stresses the text on description of the rule and convention of language. It can be formed by the chronological events of the text in relation with any other disciplines.

For the deep discussion, there are many relevance studies. One of them is from Indayanti (2005) thesis that talks and discusses about critical discourse analysis on *Melibas Sekat Pembatas* Novel. This study found the ways of how the critical discourse analysis tries to liberate the human from oppression and marginal. In the same theme but in the deferent discussion, Ida (2006) who applied CDA to explore and analyze public discourse in mass media towards woman dangdut singer’s dance found that the controversy issues surround woman dangdut singer’s dance do not only limited to whether the singer can or cannot dance energetically on stage, but also go beyond issues on human (woman) rights and violence. The concept of woman sensuality and politics of body developed in mass media is not clearly defined. The discourse of sensuality brought out by

mass media tends to put this concept as an intended act which arouses consumer's sexual imagination.

Lehtonen (2007) who applied CDA to examine gender in children's fantasy fiction, found that CDA offers both a poststructuralist theory of gender as a variable, fluid identity category (as opposed to the liberal-feminist gender-role theory), and a model for detailed textual and discursive analysis of gender, examining texts in their social contexts rather than as isolated works.

From those previous studies, this research conveys a conclusion that those studies were successful to present and dissolve some cultural construction and power intervention related to gender discourse. Indayanti's (2005) study revealed discourse of gender trouble in novel. Ida (2006) concluded that mass media is not clearly defined and tends to put the concept as an intended act which only arouse consumer. Lehtonen (2007) found the gender discourse in children's fantasy fiction.

Whereas, the study of a critical discourse analysis of gender bias in *Mona Lisa Smile Film* has several distinction from the previous studies; some of them are in the form of combining the language used with the feminist movement revealed in the early of woman emancipation at the first wave of feminism. In addition, this research is stressed on how the author expressed the ideas of feminism in the form of language bias. It will be interested research because historically this film published before the feminist movements arise in the world.

1.2 Research Problems

Based on the background of the study, the problem of the study in this research is “how is the gender bias reflected in *Mona Lisa Smile Film*?” The main question can be formulated into more specific question as follows:

- a. What types of words that indicate gender bias in *Mona Lisa Smile Film*?
- b. What types of sentences that indicate gender bias in *Mona Lisa Smile Film*?

1.3 Objective of the Study

Based on the research problems, this research is to explain the gender bias in the *Mona Lisa Smile Film*. The objectives of the study are:

- a. To identify the words that indicates gender bias in *Mona Lisa Smile Film*.
- b. To classify the sentences that indicates gender bias in *Mona Lisa Smile Film*.

1.4 Significance of the Study

This research is theoretically expected to develop and give obvious description about the theory of critical discourse analysis and to know the empirical statements could be gender biased in *Mona Lisa Smile Film*. In addition, the result of the research is expected to be useful for other researchers who are interested in conducting similar studies.

The findings of this research are supposed to give valuable inputs for some parts: firstly, for English students. It is expected that this research would be useful for students to improve their knowledge about critical discourse analysis. Secondly, for English lecturers, especially for the lectures who concern about critical discourse analysis to give additional empirical data about that. Thirdly, for the future researchers, it is expected that this research can give significant contribution for future researchers who are interested in critical discourse analysis studies. Moreover, this research can be a foundation for further research to indicate areas of critical discourse analysis that have not investigated yet.

1.5 Scope and Limitation of the Study

This research focused on the words and sentences that indicate gender bias in how they use a media to cover and legitimate of the women phenomena reflected on the *Mona Lisa Smile* film by using critical discourse analysis.

To avoid the broadening discussion and to make this research manageable, this research was limited to the utterances produced by the main characters and the supporting characters in the *Mona Lisa Smile* film based on critical discourse analysis theory produced by Teun Van Dijk in Eriyanto (2001). Then, this thesis does not analyze the macrostructure and superstructure because it just focused on the sentences and the words that bias gender. Furthermore, this study also do not use the syntactically aspects since it is rare used in the data sources.

1.6 Definition of the Key Terms

To avoid misunderstanding about the terms, this research defines important related terms to this research as follows:

1. **Discourse Analysis** is a term used in linguistics to describe the rules and conventions underlying the use of language in extended stretches of text, both spoken and written.
2. **Critical Discourse Analysis** is a language use discursively in the form of speech or writing implied to social practice such as inequality, domination, power etc.
3. **Gender Bias** is a concept of human thought that tends to refer to one sex in the sense of interpreting and categorizing social problem seen as a social practice.
4. **Mona Lisa Smile Film** is a story about gender bias and women's roles during the 1950s along with the argument from two sides. It is starred by Julia Roberts, Kirsten Dunst, Julia Stiles, Maggie Gyllenhal.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses some theories related to the study. They are discourse analysis, critical discourse analysis, bias gender, Mona Lisa Smile film, and previous study.

2.1 Discourse Analysis

Discourse can be characterized as way of approaching and thinking about a problem. It enables us to understand the conditions behind a specific 'problem' and make us realize the essence of the problem and its resolution. It is possible for us to make the explicit assumption. The language-users make the assumption of the problem by arising the question of the problem related with the way language is 'used', in proposed to understand and interpret what other language-users intend to convey. To make the interpretation of the problem in spoken or written text, discourse analysis is commonly use. Yule (1985: 16) describes that:

“In the study of language, some of the most interesting questions arise in connection with the language is 'used', rather than what is components are ... we were, in effect, asking how it is that language-users interpret what other language-users intend to convey. When we carry this investigation further and ask how it is that we, as language-users, make sense of what we read in text, understand what we speakers mean despite what they say, recognize connected as opposed to jumble or incoherent discourse, and successfully take part in that complex activity called conversation, we are undertaking what is known as discourse analysis.”

Discourse analysis is a study to know what the language is 'used'. Related with this discussion, language is created by the language-users to communicate what the language-users want to convey. They use the language as the instrument of communication; they assume the problem, to make the interpretation, and to find the easier understanding about the problem both on a spoken or written text.

Stubbs (1983: 1) gives the explanation of the discourse analysis:

“Discourse analysis attempts to study the organization of language above the sentence or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written text. Discourse is also concerned with language in use in social context and in particular with interaction or dialogue between speakers.”

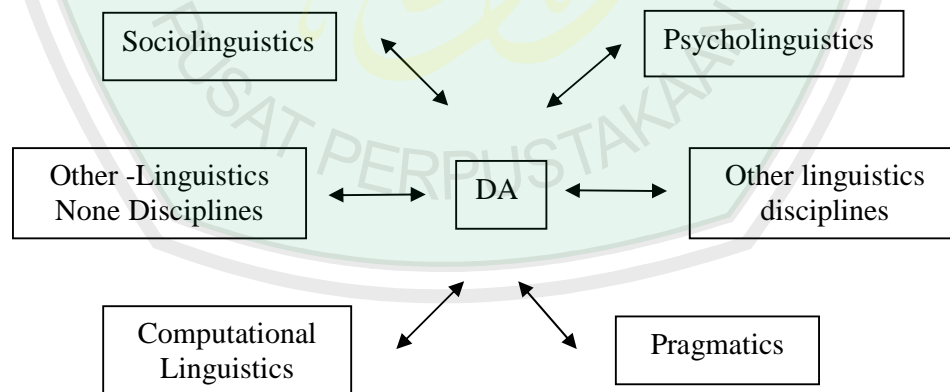
He explains further that discourse analysis is a study of language above the sentences and above the clauses. It is used both in written and spoken text, and it concerns with language in use in social context. While Renkema (1993:1) states that discourse studies are the discipline devoted to the investigation of the relationship between form and function in verbal communication. A discourse study is proposed to investigate not only the relationship between form and meaning but also form and function of language in verbal communication.

Discourse analysis is simply understood as a study on language unity upon the sentences. Usually, the broadening of this term is always connected to wider context that persuade entirely meaning of subsequent expression. Some discourse analysts consider more largely context to comprehend how the context is determining sentential meaning. Tannen (in Rosidi, 2004: 11) defines discourse analysis as the analysis of language 'beyond the sentence'. This contrasts with types of analysis more typical of modern linguistics, which are chiefly concerned

with the study of grammar: the study of smaller bits of language, such as sounds (phonetics and phonology), parts of words (morphology), meaning (semantics), and the order of words in sentences (syntax). Discourse analysts study larger chunks of language as they flow together. Some discourse analysts consider the larger discourse context in order to understand how it affects the meaning of the sentence.

There are some definitions of discourse analysis, but from the entire definitions above it can be summarized that discourse analysis is a term used in linguistics to describe the rules and conventions underlying the use of language in extended stretches of text, both spoken and written.

The Approaches to Discourse Analysis:



Source: Rosidi in Journal of discourse analysis (2004)

2.2 Critical Discourse Analysis

There are three paradigms of discourse analysis; *Positivist Discourse Analysis*, *Interpretive discourse Analysis*, and *Critical Discourse Analysis*. In positivist paradigm, language refers to the bond between human and the object out of him. Related with discourse analysis, the language researchers do not need to see the meaning or subjective value that underlay a statement. Positivist discourse analysis maintains to fulfill a set of syntactic and semantic principle. Semantics validity and syntactic accuracy is the main focus of this paradigm (Hikam in Eriyanto, 1996: 4-7).

Then he explains further, the proponent of interpretive paradigm refuses separation of human as subject with the object. Language can be understood by observing the subject. Human as subject is convinced able to restrain a certain aims in a discourse. And the last is critical discourse analysis; it is not only doing the textual interrogation but also revealing the relationship of the interrogation product with the macro-contextual behind the text. It is more specifically as a study on how the power misused or how the domination and also the inequality put into the community.

Critical discourse analysis also explores how the media and language are used as the tool of representation of the reality by the dominant, so the reality is to be distorted. Media are not only focused on the communication but also on politics, social and culture. For example, media represents feminist's struggle, how the women are marginalized and regardless in their society. According to Kress's definition, critical discourse analysis reflects the language as a type of

social practice among the speakers for representation and signification. Text is produced by socially situated speakers and writers (Fairclough: 1995).

The statement of Dijk mentions that discourse analysis, when used together with a multidisciplinary approach to the study of language, provides the critic with a tool for studying communication within “socio-cultural context” (Fairclough: 1995). Precisely, discourse analysis on critical paradigm is enabling to help this research to look at and investigate on how the women executed inequality and regarded uncertainly on reporting. Here, the critical discourse analysis has the leading role to show the gender bias. Dijk explained the critical discourse analysis (2003) quoted by Rosidi in his journal “Musibah Yang Sesuai Prosedur” (2004: 12) as follow:

The basic structure and functions of ideologies are the same in these cases, namely to self-represent the group, to organize the social practices and identification of its members, and to promote the interests of the group. It follows that it is the theoretically inconsistent and unproductive to reserve the notion of ideology and ideological critique only for dominant ideologies. Indeed, it is a characteristic of ideological discourse to attribute ideologies only to our opponents and ‘truth’ to ourselves. In the same way as we need a general notion of power, which may also include form of resistance of counter-power, we need a general notion of ideology. Critical discourse analysis may then very well focus especially on the dominant groups and their ideologies.

Here, are some theories of critical discourse analysis according to Norman Fairclough, Sara Mills and Teun Van Dijk. Firstly, according to Fairclough and Wodak (1997: 258) “CDA sees language as social practice” Critical Discourse Analysis is not only about the structures of text and talk, but essentially about *structures of society*, that is, about power, domination, inequality, oppression,

marginalization, discrimination, and all other forms of power abuse perpetrated in and by language use, discourse, interaction and communication.

The main point of Fairclough's interest is that he sees language as power practice in order to see how the language-users bring ideologies value is needed analysis comprehensively. Language, socially and historically, is kinds of action, in dialectic relation with social structure. Therefore, the analysis should be focused on how language was formed in social relation and social context (Fairclough in Eriyanto 2005, 285).

Fairclough set up an analysis model that integrates together with discourse analysis based on linguistic and social and political thought, and commonly it is integrated on the social change. Therefore, the model brought by Fairclough is often stated as social change model. Fairclough is interested in the discourse on language. Fairclough uses discourse to show language use as social practice, more than individual activities or to reflect a thing. He divided discourse analysis in three dimension: *text, discourse practice, and sociocultural practice*.

Fairclough and Wodak (1997: 271-80) summarize the main tenets of CDA as follows: CDA addresses social problems, power relations as discursive, discourse constitutes society and culture, discourse does ideological work, discourse as historical, the mediated link between text and society, discourse analysis is interpretative and explanatory, and discourse as a form of social action.

Secondly, theory of discourse brought by Sara Mills. She focused on discourse about feminism: how women appeared in a text, either in novel, picture, and photo or in a report. Therefore, what is done by Mills is often called as

feminism perspective. The focus of feminism discursive perspective is to show how the text bias in showing women. Women often appeared in text as the wrong side, and marginal. Inequality and nasty delineation of women is being Mills focus.

The same thing about bias in showing women also happened in news report. The reports about rape, sexual insulting is some of reports appeared women as the object of the report. The focus of this discourse analysis is to show how women are marginalized in media and how the form of marginalization is done (Eriyanto 2005: 199).

However, Mills' idea is a little different with the others, she more focus on how the actor's position appeared in a text. This position, means, who is the subject and the object in a discourse will determine how the structure of text and how the meaning conducts in text totally. Beside the actor's position in text, Mills also focus on the interest of how the readers and the writers are appeared in text. How the readers identify and put themselves in the story of the text. The position will take the readers on one of the position and to influence how the text is comprehended. At the end, the way of the story and the position in a text make one side is legitimate and another is illegitimate.

From some kinds of critical discourse analysis stated above, perhaps, the theory proposed by Teun A. Van Dijk is the most interesting and excessively used. He elaborates some elements of discourse so it could be used practically. According to Van Dijk (2004: 352) Critical discourse analysis (CDA) is:

A type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. With such dissident research, critical discourse analysts take explicit position, and thus want to understand, expose, and ultimately resist social inequality.

The kinds of critical discourse analysis that he uses is often called as “Social Cognition”. He explains further that the study of discourse analysis is not adequate based on analysis on text since text is only the result of a production practice which must be perceived. Then, it also refers to see how the text is produced, so the readers can understand why the products of a text as like that. For example, there is a text that marginalized women, it is needed a research to see how the production’s process of text, why the text marginalized women.

The production’s process and approach that are used by Dijk involved in a process called with the social cognition in order to describe the structure and the process production of text. A text is marginalized toward women position caused by the mental cognition between the writers, even, the society consciousness that sees women in lowering down position. Here, text is only part of discursive practice that marginalized women position. Therefore, the study of discourse analysis does not exclusively see text in empties area, but it is part of the social structure. The approach, which is familiar with social cognition, helps us to show how the text production that engages the complex process, therefore; it can be analyzed.

Below, it will describe some elements of critical discourse analysis according to Teun Van Dijk. There are three elements of critical discourse analysis as follows: macrostructure, superstructure and microstructure.

2.2.1 Macrostructure

Macrostructure focused on the global meaning that more emphasize on the meaning of discourse theme or topic. It is described by Dijk (2003 in Rosidi paper, 2007: 11) as follows:

“The meaning of discourse is not limited to the meaning of its words and sentences. Discourse also has more 'global' meanings, such as 'topics' or 'themes'. Such topics represent the gist or most important information of a discourse, and tell us what a discourse 'is about', globally speaking. We may render such topics in terms of (complete) propositions such as 'Neighbors attacked Moroccans'. Such propositions typically appear in newspaper headlines.”

In analyzing the social, economic, politic and cultural structure deeply, the analysis of this research presents an explanation on how the power established the discourse to develop and spread publicly, including the media institution itself.

2.2.2 Superstructure

The superstructure specifically tends to be the discourse framework or being organized by conventional schemata. It explains more on how parts of the text arranged into the whole news, for example, the arrangement of the introduction, substance, and conclusion. Which part is placed at the beginning, or which part are placed later, it will be arranged as discourse-framer importance.

“Overall meanings, i.e. topics or macrostructures, may be organized by conventional schemata (superstructures), such as those that define as an argument, a conversation or a news report. As is the case for all formal structures, schematic structures are not directly controlled by ideological variation. A reactionary and a progressive story are both stories and should both feature specific narrative categories to be a story in the first place” Dijk (2003 in Rosidi paper, 2007)

2.2.3 Microstructure

Microstructure points on local meaning of the discourse, by observing the semantics, syntactic, stylistic and rhetoric aspects. The use of words, proposition, and certain rhetoric in media is understood by Van Dijk as the part of the writer's strategy. The use of certain words, sentences, and stylistic is not only viewed as the way of communication but also as a method of communication politic to influence common premise, create the backing, strengthen legitimate, and evacuate the adversary or the opponent.

Microstructure is an effective way to observe the next rhetorical and persuasive process when someone conveys the order. Certain words perhaps are chosen to clarify the choice and posture, form political consciousness, etc. The, microstructure is divided into four aspects, that are, semantic aspects, syntactical aspects, stylistic aspects, and rhetoric aspects. Yet, this study does not use syntactical aspects because it does not give any contribution to this research. Then, microstructure will be analyzed one by one as follows:

2.2.3.1 Semantically Elements

This element presents the meaning that tends to emphasize on the text, for example by giving detail on one side or making the explicit on another side in decreasing the others.

Once a topic is being selected, language users have another option in the realization of their mental model (= what they know about an event): To give many or few details about an event, or to describe it at a rather abstract, general level, or at the level of specifics. We may simply speak of 'police violence', that is, in rather general and abstract terms, or we may 'go down' to specifics and spell out what precisely the police did. And once we are down to these specifics, we may include many or few details. (Dijk: 2003)

In semantically element, it divides in four elements; those are backgrounds, details, intention and presupposition.

2.2.3.1.1 Background

Background is a part of the discourse that has an influence in which semantics will be presented. A writer, when he or she writes news, of course uses the background of event that he or she writes. The selected background determines where the reader's view will be brought. For example, there is news about the university student's movement. For the writers who agree with the university student's movement, the background that they will use 'the successful of the university student's movement in doing the alteration'. While, for the writers, who disagree with the university student movement, will use the background of various disturbance that happened during the university student's demonstration. The background is used to explain "During the time the university

student's movement gives more disadvantages than the advantages."In this case, background could help to investigate how someone gives the meaning of an event (Eriyanto, 2001: 235).

Background is able to strengthen the reason of the ideas put in a text. Thus, background is an important element in discourse, since; it can disclose the ulterior motive of the writer. Sometimes the principle aims are not extended clearly in text, yet, by seeing the background the reader could analyze, actually what the ulterior motive from the writer.

The background of event is used to provide the basic aims where the text will be brought. Even though background has an important role sometimes the writer can use or not use the background in their writing. For example:

Without background	There was a girl who was raped by one of the POLRI members in an apartment.
Background	There was a girl who was raped by one of the POLRI members in an apartment. Actually, the girl was not the only victim of the rape of the POLRI member. Before it, there had been two girls who also had been the victims. POLRI, that should have responsibilities to prosperity and safety toward their society, instead, they are the criminals. Thus, the society trust, recently, already decreased to POLRI.
Background	There was a girl who was raped by one of the POLRI members in an apartment. According to the story, the policeman actually was only trapped by someone; they are probably his family, his friends, or his relation, who envy to his career. The man, deliberately, hires a whore in attempting to persuade him and invite him to an

	apartment. After they arrived to an apartment in Bintaro around 23.30 o'clock, the girl, on the contrary, screamed out up till people around the room can hear the uproar, then, unfortunately the policeman was being suspected of the incident.
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From the example above, we look at an event that tells about a girl who was raped by one of the POLRI member in an apartment. If the writer has a notion that the incident was caused by the police, the structure of the story will appear the background, for example, there were two girls who were also being the victim. And also, there was degradation of society trust to POLRI. While, for the writer who considers that the policeman is the victim of someone who envies to his career, the background that he uses is: there is someone who tries to trap him by hiring a whore to persuade him and invite him to an apartment, then, upon his arrival to the apartment she screams out and says that the policeman tries to rape her.

2.2.3.1.2 Detail

This element is related with the information that has an important role for the writer. In other words, the information that can be beneficial for him/her; therefore, it is appeared excessively and in detail. On the other hand, the information or fact that is not beneficial for the writer will be appeared in a little, even, not at all. This element is a strategy of the writer to express his/her posture implicitly. Sometimes the discursive that was developed by the writer is not

appeared explicitly, but from the detailed information it will describe how the discursive is developed by media (Eriyanto, 2001: 238).

When we discuss about detail, we have to focus on the whole events that is happened in text or a discourse. Which parts that is explained explicitly and which parts that are looked implicitly by the writers? Why did the writer or the discursual doer focus on a certain dimension and not others? What is the effect of the detail that made by the writer toward someone's ideas?

2.2.3.1.3 Intention

The intentional discursive element views the information which beneficial for the communicators and obviously will be explained explicitly. On the contrary, the information which is harmful will be explained implicitly. The main propose is that the public is only given information which is beneficial for the communicators. The beneficial information appears clearly, with the distinct words, and points on the fact directly, while, the information which is harmful for them, thus appears implicitly and euphemistically. (Eriyanto, 2001: 240)

To make it clear, let see the following example taken from one of the verse of prophet statements talking about “The creation of women from rib-bone of men”:

المرأة كالضلع ان اقمته كسرته و ان استمتعت بها استمتعت بها وفيها عوج

Women are like bone-rib, if you try to straighten it, you will break it. And if you want to take the profit from her, so you will get the benefit, while she is, constantly, in curving condition.

Implicitly	Women are created from the rib-bone of men.
Explicitly	Women are created from the rib-bone of men. It means that men should behave well and wisely toward women.

The interpretation comes from Moslem, thus; they incline to interpret the verse explicitly. The ulterior motive of this verse is men should behave well and wisely toward women. Since it is explained by the verse explicitly, it will be beneficial for Moslem. Meanwhile, for people who are non-Moslems and, even, have patriarchal ideologies, they will interpret the verse by placing women in lower stage than men. They convince that women are created from rib-bone of men; thus, women have the derivative and secondary characters: women are created only as complement of men.

2.2.3.1.4 Presupposition

Presupposition discursive element is a statement that is used to support the meaning of a text. It is an effort to support the ideas by giving *premise* that it is believed to be true. For example, in a university student demonstration, someone who agrees with the movement of university student will use the presupposition such as the statement “the university student’s struggle in giving voice to society”. This statement is a basic premise which will determine its supporting presupposition toward the university student’s movement in the next sentences. After the statement above, commonly, it will be followed by statements whose substance is about their support to university student’s movement, such as; it is a pure struggle of university student, it is not an effect of political motive, thus,

every demonstration of university student should be supported since they vote to society (Eriyanto: 2001: 249).

Without presupposition	KH. Sholeh planned to do polygamy.
Presupposition	KH. Sholeh planned to do polygamy. If it is truly happened, her wife, Hj. Siti Fatimah, certainly, will divorce him.

A text, commonly, has various presuppositions. The presupposition is a fact whose truth is not proven yet, but it is made as the basic reason to support certain ideas. See the example above about KH. Sholeh, who plans to do polygamy? For those who are anti-polygamy will suggest that Hj. Fatimah should divorce him as oppose polygamy. This argument can be called as the presupposition since its reality is not happened yet, instead, it is based on the opinion. If KH. Sholeh, truly, does polygamy, will his wife divorce him? Do the groups of women who oppose polygamy believe that Hj. Siti Fatimah will divorce him? There is no proof to support it. Although it is a kind of opinion, presupposition, commonly, is based on common sense of ideas. The logic presupposition, which is not happened yet, is not regarded as the truth since people commonly have received it.

2.2.3.2 Stylistic Elements

Stylistic is proposed to analyze the diction used on text. Dijk (in Rosidi, 2007: 13) argued:

Intentions are no more or less mysterious than interpretations they are two of a kind, namely subjective mental models of participants. And only then are we able to address more detailed questions such as which properties of discourse can be consciously controlled, and which not, or less so. Thus, choice of overall topics is obviously more intentional than the detailed syntactic structure or intonation of a sentence. Selection of words falls in between *lexicalization* is largely automatic given underlying mental models and the *lexicon* as a basis, but often specific words are chosen deliberately, and depending on genre and context quite well controlled, especially in written communication. There is no doubt that in an important political speech of a president or presidential candidate each word is chosen as a function of its ideologically and communicative presuppositions and implications. That is, when overall communicative control is strict, also ideological discourse expression will become more conscious. In some contexts, on the other hand, both discourse control and ideological control will be largely automatized.

In stylistic elements, it just has one element that is lexicon.

2.2.3.2.1 Lexicon

This element, basically, used to indicate how someone selects the available words. Dijk (2004) describes it as follows:

Lexicalization is a major and well-known domain of ideological expression and persuasion as the well-known terrorist versus freedom fighter pair suggests. To refer to the same persons, groups, social relations or social issues, language users generally have a choice of several words, depending on discourse genre, personal context (mood, opinion, perspective), social context (formality, familiarity, group membership, dominance relations) and sociocultural context (language variants, sociolect, norms and values).

The fact, commonly, has several words that refer to the fact. The words “rape”, for example, has other words that have the same meaning: sexual abuse, obscene, violate, dishonor, etc. From those, someone could choose one of them. In such case the diction is used not only incidentally, but also ideologically which indicates how someone articulates the facts or realities.

The diction is used to refer to a certain posture and ideology. The same event can be described by selecting the different words. The rape incident of one of students at senior high school in Malang can use some words “violate”, “ravishment”, or, even “rape”.

One of parliament members violated a student of senior high school in Malang.
One of parliament members ravished a student of senior high school in Malang.
One of parliament members raped a student of senior high school in Malang.

2.2.3.3 Rhetoric Elements

Rhetoric aspect of discourse designates on strategy used by the linguistic-doer to emphasize the elements which will be signalized. It includes metaphor and expression.

In the production of news, event models (personal knowledge, etc), context models (situation knowledge) and semantic representations form the input for the various levels of expression or formulation: (i) lexicalization, (ii) syntactic structures, (iii) phonological and graphical/visual expression, and (iv) overall discourse schemata for overall ordering of text or talk. Thus, lexicalization will depend, e.g., on the knowledge about the assumed lexical knowledge of the recipients (represented in the context model), on the assumed object knowledge of the recipients, on the assumed context knowledge of the recipients (in formal contexts, more formal words will be used), and so on. Even the production of

syntactic structures may depend on the knowledge of the speaker about the linguistic knowledge of the recipients, as well as about recipient's knowledge about the communicative situation. (Dijk in Rosidi, 2007: 18-19)

2.2.3.3.1 Metaphor

In discourse, the writer not only conveys the information through the text but also use allegory, idiomatic expression, and metaphor as a discursive ornament. The use of a certain metaphor can be principal guidance to comprehend meaning of a text. A certain metaphor is used by the writer strategically as a starting point or point of view and as affirmation of a certain idea to the public. The writer uses the society trust, daily idiomatic expression, proverb, aphorism, ancestors advices, ancient words, even, maybe the idiom taken from verses all of which used to strengthen the main command.

2.2.3.3.2 Expressions

This element is a part of rhetoric aspects focused on certain utterances, by giving stressing on it, which thought having important roles by the speakers. This expression can be formed in kinds of the intonation that is used by the speakers in order that it can influence the public understanding of the expression, for example, anger, jokes, hatred, unsatisfaction, even, vulgar expression, etc.

2.3 Gender Bias

When examining gender bias, it is important to define and understand the term. Gender is defined by the American Heritage Dictionary as "classification of sex." According to the same source, bias is defined as "preference or inclination that inhibits impartiality; prejudice" (Indo-European Roots, 2000). Moreover, based on this description all of assumptions associated with one current sex are identified as a gender bias phenomenon. It was not only refer to the preference of how the women position in the patriarchal culture but also in any chance of life, ideology, thought and others in the society that made the gender assumption based on the one sex for long time. Thus, gender bias is separation of gender in a way that prefers one sex over the other.

While gender seems to be a conspicuous category, it is also one that has attracted different and often controversial views, even among feminists. Still, a common distinction between sex and gender is accepted in the contexts of social and psychological sciences. According to Nasarudin Umar, the term of sex is more concentrating on someone biological aspects, including: the difference of hormone chemistry composition in body, physical anatomy, reproduction, and other biological characteristics. While gender is more focused on social, culture, and psychology aspects. The meaning of the term of gender was already used in the beginning 1977th when feminist group in London no longer use the old issues such as; patriarchal or sexist, but changed with gender discourse (Umar, 1999: 16).

Gender study is more focused on masculinity and femininity aspects of someone. The child growth process being a man or being a woman is more used the gender term than sex. Based on Foucault's thesis (Ilyas, 2003: 13), it can be said that gender is a social form. The process being a woman or a man is not because of power of nature or biological quality that adhere on their self, but rather forming disciplinary practice and discursive practice.

Sex differences, commonly, utter gender differences in society. Gender differences, actually, would not be a matter as long as it does not utter gender inequalities. However, as the matter that is gender differences uttered any kinds of inequalities, both men and especially to women.

Gender inequalities were manifested in various kinds of inequalities, such as: marginalization, subordination, stereotype formation, violence, and double burden. Genders inequalities manifesting often come into everyone conviction, family up to state level and global politics. In this region, it needs included gender justice perspectives.

2.4 Mona Lisa Smile Film

Mona Lisa Smiles is a 2003 American film that was produced by Revolution Studios and Columbia Pictures, directed by Mike Newell, written by Lawrence Konner and Mark Rosenthal, and starring by Julia Roberts, Maggie Gyllenhaal, Kirsten Dunst, and Julia Stiles. The title is a reference to the *Mona Lisa*, the famous painting by Leonardo da Vinci, and the song of the same name, originally performed by Nat King Cole, which was covered by Seal for the movie.

Mona Lisa Smiles tells the story of a feminist teacher that is Katherine Watson (Julia Roberts) who studied at UCLA graduate school and left as a first-year teacher from "Oakland State" University (thought to be a fictionalized University of California, Berkeley), leaves her boyfriend behind in Los Angeles, California in 1953, to teach at Wellesley College, a conservative women's private liberal arts college in Massachusetts, United States. ([www.wikipedia](http://www.wikipedia.org), the free encyclopedia.htm)

Katherine is an independent woman that has just landed a job as art history professor at the renowned Wellesley College during the mid-1950. The college is an all-women school that nurtures perfection and skillful academics. However, the school is run by its alumni and believes that women should receive an education, but after getting married, they should do nothing but be a housewife.

Watson tries to open her students' minds to their freedom to do whatever they want with their lives. She encourages her students to believe in themselves, to study to become career professionals, and to improve their economic futures. She uses her art teachings as a vehicle to put across her opinion to the young women; that her students need not conform to stereotypes of women made by society, or the roles made for them by society, as women born to become housewives and mothers. She felt that women could do more things in life than solely adopt the roles of wives and mothers. In one scene of the movie, she shows her students four newspaper ads, and asks them to question what the future will think of the idea that women are born into the roles of wives and mothers. ([www. Mona Lisa Smile movie Review at The Z Review UK movie review.htm](http://www.MonaLisaSmilemovieReviewatTheZReviewUKmoviereview.htm))

Watson's ideas and ways of teaching are contrary to methods deemed acceptable by the school's directors; conservative women who believe firmly that Watson should not use her class to express her points of views or befriend students, and should stick only to teaching art. Watson is warned that she could be fired if she continues to interact with students as she has been doing. Undaunted, Watson becomes stronger in her speeches about feminism and the future of women. She is a firm believer that the outlook of women in society needed to be changed if women were to achieve better futures, and that she needed to instill a spirit of change among her students.

This all the story is where Katherine and the college's opposing values clash. Her class is made up of many students, but the film only focuses on a selected few. The first is Joan (Julia Stiles), who has recently gotten engaged, but Katherine urges her to pursue her dream of continuing her education at Yale Law School on top of being a housewife. Connie (Ginnifer Goodwin) is the underachiever that is looking for love and Giselle sees sex as natural (Maggie Gyllenhaal) by even having flings with her Italian professor Bill Dunbar (Dominic West). On the other hand, Dunbar is intrigued by Katherine and begins to try and break her mold. The antagonist for Katherine more than the school itself is the snickering Betty Warren (Kirsten Dunst), who is a prodigy of the school that believes since she has recently married class is secondary.

This film is very interesting to be analyzed especially using critical discourse analysis theory. When people speak to the other, of course, they have the hidden aims. Here, this research analyzes the utterances used by the main

characters related with the utterances which are gender bias. The analysis of critical discourse analysis in this thesis is focused on microstructure. This study focused on how the discourse production produced by main characters in *Mona Lisa Smile Film*. Therefore it is interesting to know the intended meaning conveyed by the main characters film "Mona Lisa Smile". Besides, we can know from the movie, and then understand daily communication using critical discourse analysis.

2.5 Previous Study

As a matter of fact, this study does not start from a blank point. There are some studies which are relevant with the analysis: about critical discourse analysis on gender. They become inspiration for the writer of this study who takes a different object.

One of them is from Indayanti (2005) the student of college of Foreign Language (STIBA Malang). Her thesis discussed about "A Critical Discourse Analysis on *Langit's Melibas Sekat Pembatas: A Human Emancipation*". This thesis talks and discuss about critical discourse analysis on *Melibas Sekat Pembatas* Novel. She constructed the analysis based on a various theoretical perspectives on critical discourse analysis and human emancipation. Her study found the ways of how the critical discourse analysis tries to liberate the human from oppression and marginal by; (1) understanding the title on words, (2) explaining the contents of the book "Melibas Sekat Pembatas" by using the discourse structures in order to reveal the meaning behind the text, (3) using the

relation of language with the other disciplines to interpret the context on the discourse, (4) giving choices to women to fight against the men domination.

In the same theme but in the deferent discussion, Ida (2006) in her paper with the title “Politics of Body and Woman Sensuality: Media Discourse towards Woman Dangdut Singer’s Dance” focused the analysis on how CDA explore and analyze public discourse in mass media towards woman dangdut singer’s dance. She found that the controversy issues surround woman dangdut singer’s dance is not only limited to whether the singer can or cannot dance energetically on stage, but also goes beyond issues on human (woman) rights and violence. The concept of woman sensuality and politics of body developed in mass media is not clearly defined. The discourse of sensuality brought out by mass media tends to put this concept as an intended act which arouses consumer’s sexual imagination.

Lehtonen (2007) in her paper with title “Feminist Critical Discourse Analysis and Children’s Fantasy Fiction –Modeling a New Approach”, found that CDA offers both a poststructuralist theory of gender as a variable, fluid identity category (as opposed to the liberal-feminist gender-role theory), and a model for detailed textual and discursive analysis of gender, examining texts in their social contexts rather than as isolated works.

From those previous studies, this research conveys a conclusion that those studies were successful to present and dissolve some cultural construction and power intervention related to gender discourse. Indayanti’s (2005) study revealed discourse of gender trouble in novel. Ida (2006) concluded that mass media is not clearly defined and tend to put the concept as an intended act which only arouse

consumer. Lehtonen (2007) found the gender discourse in children's fantasy fiction.

Whereas, the study of **A Critical Discourse Analysis of gender bias in *Mona Lisa Smile* Film** has several distinction from the previous studies; some of them are in the form of combining the language used with the feminist movement revealed in the early of woman emancipation at the first wave of feminism. The other side, this research is stressed on how the author expressed the ideas of feminism in the form of language bias. It will be an interesting study because historically this novel published before the feminist movements arouse in the world.

CHAPTER III

RESEARCH METHOD

3.1 RESEARCH DESIGN

This research uses descriptive qualitative research because the data of this study are in the form of utterances of words and sentences that were not statistically analyzed. In relation of this study, Ary (1975) states that descriptive research was designed to obtain the information concerning with the currents phenomenon and is directed toward determining the native situation, as it exists at the time of the study and it is not generally directed toward hypothesis testing. The data in film “Mona Lisa Smile” are in the form utterances. Which further are analyzed descriptively to describe and to explain in detail the phenomena of utterances based on critical discourse analysis theory.

3.2 DATA SOURCE

The data of this research are taken from the words and sentences of the main characters and supporting character’s utterances in the “Mona Lisa Smile” film which include gender bias in it. In this study, this research investigates the utterances produced by the main characters from the first scene up to last scene of the film which contain gender bias, in the purpose in achieving a depth analysis and understanding on gender bias in this movie by using critical discourse analysis approach. This film is released in 2003.

3.3 RESEARCH INSTRUMENT

Research instrument is important to obtain the data of this study. It is a set of methods which is used to collect the data. The instruments of this research are: first, the research herself. The data of this study is in the form of utterances so that it is impossible to analyze the data directly without any interpretations from the researcher herself. Second, field notes. In this study, the researcher takes some notes to capture the collected data.

3.4 DATA COLLECTION

To collect the data, the following steps are done. Firstly, watching and understanding film “Mona Lisa Smile”. Collecting the data by watching the film from the beginning up to end, is aimed to identify the utterances which are possible to be analyzed by using critical discourse analysis theory. Secondly, selecting the data that show the language bias. Thirdly, making transcription the data, it means that the data are transferred into written text (transcription) to be feasible to be analyzed.

3.5 DATA ANALYSIS

After the data have been collected from the data sources, this research comes to the data analysis. This research begins by categorizing the data which is gender biased that expressed by the actors of Mona Lisa Smile Film. Then, this research analyzes the data and also discusses the data by using critical discourse

analysis proposed by TeunVan Dijk in Eriyanto (2001). In this case, Teun van Dijk model is more practicable than the others are.

Finally, after describing, discussing and analyzing the data, this research puts them into the result and discussion in which we can find the finding of the analysis and after all are in good order; it makes conclusion and suggestion based on the previous chapters.

F. TRIANGULATION

To check the validity of the data, the triangulation is used. Triangulation is a way to check the data validity by using other things outside the data to check and compare them. Triangulation is used to increase one's understanding of whatever is being investigated to get the data validity from the field of research.

In this research, the writer uses triangulation with the sources, it means she compares and rechecks the result of the research with some experts who component in this study and the viewer of movie. In this case, Ms. Jamilah, M.A. is the first expert. She is responsible for Research and Development Division in PSG (Gender Studies Center) UIN Malang. She helped the writer in classifying the data that indicates gender bias.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions of the collected data.

4.1. FINDINGS

Dealing with the statements from the dialogues expressed by the main characters and the supporting characters of Mona Lisa Smile movie, in this chapter, this research explores and analyzes such statements from the movie dialogues that gender biased.

This research analyzes the statements or units of language of Mona Lisa Smile Film dialogues that gender biased. And then, it is divided in two classification based on the words and the sentences that gender biased. Furthermore, it classifies based on Teun Van Dijk theory of critical discourse analysis, especially, in microstructure element which has three elements those are; semantically, stylistically, and rhetorically.

In semantic element, it classifies into four elements, as follows; background, intention, presupposition, and details. Meanwhile in stylistic element, it classifies the element into one element that is lexicon. The last is rhetorical element, it classifies into two elements those are; metaphor and expression.

4.1.1 Gender Biased Statements in the Words

There are some words that we can find in the dialogue expressed by the main characters and supporting characters of *Mona Lisa Smile*. Those words are excessively used to discriminate the position of women. There are also some bound morphemes and phrases are found in the dialogue script which is classified into words. And some of those are gender biased to women. Here are some words expressed by the main and the supporting characters of *Mona Lisa Smile Film*.

Datum 1: *Man*

Katherine	: Thank you, Susan Delacorte. From the beginning, <i>man</i> has always had the impulse to create art. Can anyone tell me what this is?
Joan	: <i>Wounded Bison</i> , Altamira, Spain about 1500 B.C. Joan Brandwyn.
Katherine	: Very good, Joan.

It is stated by Katherine in formal situation. Semantically, she has no certain aims with her word. Yet, at that time she just tends to explain the lesson to her students.

In stylistic aspects it includes in lexicon which the word *man* here mean as 'human being' or human. The word *man* is often claimed as a generic term, it refers to all humans, male and female. *Man* was once used as a true generic. Today *man* is used sometimes to refer solely to male humans; while at other times the word *man* tends to include all human beings. The intended meaning is often unclear, whether the intention, the use of *man* obscures the presence and contribution of women.

When we use *man* it conjures up images of male persons only, not females or males and females together. From the conversation above, it is better if Katherine use the word 'Human'. Therefore, the utterance becomes 'from the beginning, human has always had the impulse to create art.'

Meanwhile, rhetorically, Katherine expresses her statement seriously. Even, Katherine is the freethinking and liberal, she sometimes unconsciously states the word that has gender bias. One of the examples is like what she states above, meanwhile, she remains to yell out the liberal thinking to her students.

In this data, there are two elements that are not found. First, that is background, detail and presupposition in semantic element. Second, there only one element that is not found in rhetorical element that is metaphor.

Datum 2: *Mona Lisa*.

Katherine	: Is Amanda going to get into trouble?
Nancy	: Amanda needs to start minding her p's and q's.
Bill Dunbar	: The trick to surviving Wellesley is never getting noticed. Ciao, <i>Mona Lisa</i> .
Nancy	: The big war hero. He thinks he's something special. He sleeps with his students.

The word *Mona Lisa* above looks like adoration to women but actually discriminate the women. Semantically, Bill tends to flatters Betty. Here, Bill Dunbar thinks that Katherine is like others women who weak and easy be tricked.

Stylistically, the word has other lexicon that describes a woman who has characteristics 'beauty' in the real situations, not just the performance, but also the

attitude. Here, Katherine is a beautiful woman, brilliant and very kind to others.

Therefore, Bill Dunbar is very interested to her.

The word *Mona Lisa* here has rhetorical meaning. First, it has metaphor meaning that *Mona Lisa* is a beautiful woman but actually weak and no strange.

Bill considers that every woman is the same, calm but weak and no strength.

Secondly, we can look from the expression he says it by smiling. It shows that he is the real scoundrel.

Actually, that is gender biased; because woman is described as human beings who are weak and not having power to face man. Then, it also describes that women are more using their feeling to encounter a matter than their logical thought.

In this data, there are three elements that are not found. And most of them are included in semantic element. Those elements are background, presupposition and details.

Datum 3: *up and down*

Nancy	: And this champagne cup is in the wrong place. And <i>up and down</i> . And up and... Katherine. Good evening, Miss Watson.
All Students	: Good evening, Miss Watson.
Nancy	: Join us.
Katherine	: No. Good night, Miss Watson.
All students	: Good night, Miss Watson.
Nancy	: And <i>down</i> . Very nice. Very nice.

In this context, the privileged students, Wellesley girls, are taught invaluable rules of etiquette and propriety. Wellesley openly prepares its pupils not for careers but for lives of domesticity and subservience.

Semantically, the word *up and down* has intention meaning that is the students are learning to attract a suitable husband. On the other hand, in background, details and presupposition element are not found.

Stylistically, the word *up and down*, describes about the students, most of them are women, are taught how to cross and uncross their legs.

Meanwhile in rhetorical element, from their expression, we can see that they learn the course enjoyable, while, the metaphor element is not found. In this case, Nancy also teaches table manner, because after they graduated from Wellesley they will be a housewife and, of course, their duties is setting up table for their husband.

Beside that, the students are also taught how to dress up and have a good etiquette in order to attract men's interest. Then, they also taught how to set up their table and being a good mother in order to gratify their husband. In this case, it is very gender biased since the woman's role is only in domestic area. They are not given the chance to have role in public area.

Datum 4: *freshmen*

Betty	: What does she expect?
Katherine	: Attendance.
Connie	: Most of the faculty turns their heads when the married students miss a class or two.
Katherine	: Then why not get married as <i>freshmen</i> ? That way you could graduate without actually ever stepping foot on campus.
Betty	: Don't disregard our traditions just because you're subversive.
Katherine	: Don't disrespect this class just because you're married.

In *Mona Lisa Smile Film*, Katherine is the main characters but she sometimes still uses some words that have gender bias. She says it in formal situation that is when she is teaching in the class.

Semantically, Katherine tends to defy Betty's argumentation, which it is included in intention element.

Stylistically, the word *freshmen* here have other lexicon means as 'new students'. It is said as gender bias because there is clearly male-oriented word that can in fact apply to both sexes. In order to make not gender bias, it is better to use the word fresh person.

Rhetorically, Katherine says the word explicitly. At that time, Katherine is very annoyed with Betty's attendance. She notes that Betty, since her wedding, has missed six classes, a paper and her midterm.

On the other hand, Betty is giving the reason by saying that she was on her honeymoon and then she also had to set up house. Then, Katherine comes to ask why she does not get married as freshmen, before she has married. After that, Katherine tease her, which includes in detail element, by saying that way she could graduate without actually ever stepping foot on campus.

In this data, the three elements are not found. Those are background and presupposition in semantic element. And then, the last is metaphor in rhetoric elements.

The last datum: *A New York Kike*

Mother	: Elizabeth, I don't see Spencer.
Betty	: Excuse me, Mother. Miss Watson, can you help me get in touch with your friend in Greenwich Village?
Katherine	: What do you need in Greenwich Village?
Betty	: An apartment. I filed for a divorce this morning. And since we know I'm not welcome at your house. You remember Giselle Levy? What did you call her? "A New York kike." That's it. Well, we're going to be roommates.

In this context, Mrs. Warren often called Giselle as a whore, because she hates Giselle very much. Semantically, Betty has intention to tease her mother by reminding her that she often called Giselle with *A New York Kike*. Sometimes, what we thought of someone is different with the reality. In this case, Betty's

mother values Giselle as a dirty woman who likes to flatter men, even, men who have been married. By using the word *A New York kike*, here, Giselle describes that she has many experience in this field of prostitution in New York even it is not.

Rhetorically, *A New York Kike* is the metaphor of kite in New York which means a 'bitch'. Betty expresses it by smiling in which she imitates her mother, like she is jeering Giselle. As we know, the word 'bitch' is only expressed the lewd woman as a female canine, or it describes a woman who sells her body to the men that is not her couple. That means that it was a dirty woman. And the word *A New York Kike* or bitch is often appears to laugh in somebody.

In this data, four elements are not found. Those are background, presupposition, and details in semantic element. The last is lexicon in stylistic element.

4.1.2 Gender Biased Statements in the Sentences

In oral communication (like conversation), discourse is a process of oral spoken which consist of series of utterances. The utterance is sentences that are said orally. In kinds of film, the sentences are in the form of utterances. As matters of facts, the sentences can show someone's feelings such as; hatred, anger, love, offense, mockery, etc.

The using of sentences and certain rhetoric by the speaker is a strategy. It is not only viewed as way of communication but also as political communication, that is a thing to influence someone's ideas, to strengthen the legitimization, to get

the backing, to remove the adversary, and soon. It is happened in *Mona Lisa Smile Film*, which we can see in the dialogue expressed by the main characters and supporting characters of the film. Here are some sentences showing gender biased.

Datum 1: *she had torrid affair with a Hollywood movie star.*

Betty	: I guess she never wanted children.
Giselle	: For your information Katherine Watson had to take this job to escape from California.
Connie	: Please.
Giselle	: <i>She had a torrid affair with a Hollywood movie star.</i> She came here to get away.
Betty	: That's ridiculous.

Maybe the sentence above looks just like a joke because Giselle says it with smiling. Semantically, Giselle tends to make an issue about Katherine. It is looks from the background that she is used 'she is having affair with a Hollywood movie star and Katherine came to Wellesley School to get away.'

Oftentimes if there is a case about 'having affair', woman often was blamed because doing something that embarrassing. From the conversation above, semantically, we can see the background used by Connie, she says that's ridiculous. In this case, woman often is accused as the doer or the subject of crime.

Giselle says it with laughing; we can see it from the rhetorical aspect, especially, in the expression case. During the time, woman is identical with a perverted and intruder of others household, even, it is not. Therefore, it is one of

gender bias because it is unfair for woman. Sometimes, we meet men who often flatter women. Then, why women must be blamed?

In this data, we do not find four elements. Most of them are included in semantic elements, those are presupposition and details. Meanwhile, the other are included in stylistically, that is lexicon, and also in rhetoric element, that is metaphor.

Datum 2: *no women choose to live without a home*

Giselle	: Women like Katherine Watson don't get married because they choose not to.
Betty	: <i>No woman chooses to live without a home</i> , unless she's sleeping with her Italian professor.
Connie	: You are so critical.
Betty	: I am not.
Giselle	: Of course you are. You're your mother's daughter.

In informal situation Betty says to Giselle that no women choose to live without a home. A home, here, means as a family. Semantically in intention element, Betty tried to explain that every woman must get married and has a family. When they are not, so, it will appear calumnies. At that time, women, indeed, must get married as soon as possible.

In the conversation above, we find presupposition 'No women choose to live without a home, unless she's sleeping with her Italian professor'. At the first sentence, Betty says that every woman must be got married without exception;

meanwhile, in the second sentence she uses presupposition that contrary with the first sentence. It can be proved from the conjunction unless.

Presupposition is an element which we can find the hidden-aims from the speakers. Commonly, presupposition is done in the last sentence, which is at the first time the speaker explain common premise, while personal premise says at the end. In this case, Betty tends to say that every woman wants to get married but Katherine is not, she has an affair with Bill Dunbar (Italian Professor). The sentence 'no women choose to live without a home' is gender bias because, here, woman are very depend on man and can not live without man.

Rhetorically, Betty utters her statement in serious expression. In the conversation above, background and detail in semantic element are not found. Beside that, we do not also find metaphor meaning in rhetoric element and lexicon in stylistic element.

Datum 3: *Oh, honey. It's girl's best friend.*

Joan	: Where'd you get it?
Giselle	: From the school nurse.
Betty	: It's against the law.
Giselle	: <i>Oh, honey. It's a girl's best friend.</i>
Betty	: A certain kind of girl.
Giselle	: Meet the last virgin bride.
Betty	: Spencer is a gentleman.
Giselle	: And even gentlemen have dicks.

Semantically from the intention element, it shows that contraception is so important for women. It can strengthen the background element, 'meet the last virgin bride'. Why it is gender bias? Because, contraception is identical with

women. Women should use contraception when she is making love, while men should not.

In rhetorical meaning, the sentences *it's girl best friend* has metaphor meaning that means as contraception. And the conversation above often appears in relaxing talk, that is when a group of women gather and talking about women case. Yet at that time, women are very taboo hearing the word contraception, meanwhile, Giselle says it enjoyable. We can see it from her expression when she says it.

In this data, we also do not find details and presupposition, in semantic element. Beside that, we do not find lexicon in stylistic element.

Datum 4: *Okay. You're bitch*

Betty	: Don't be stupid, Connie.
Connie	: Someone, somewhere, someday might be interested. Just in case. Just in case, I'll be prepared.
Joan	: Was that necessary?
Betty	: I was taught it's best to speak honestly. <i>Okay. You're a bitch.</i>

The sentences above often appear in vulgar statements in unsatisfying situation to someone. Semantically in intention element, Giselle says the word *bitch* which does not have a certain aim, yet, she just swears words. Then, it is gender biased because women is viewed in low position and assumed not valuable. Furthermore, there are many words for women—all with abusive or sexual overtones—abound: *dish, scrubber, slag, bush pig, piece, chick, bitch slut,*

cow, to name just a few, far fewer such pejorative terms—such as *wimp* and *wuss*—exist for men.

Stylistically in lexicon element, *bitch* has other words that have the same meaning, such as: whore, prostitute, night girls, etc. Meanwhile, the word that often used to annoying expression is *bitch*. Therefore, Giselle chooses the word *bitch*, which commonly used, to express her anger to Betty.

Rhetorically, Giselle is very annoyed and unsatisfied with the words said by Betty, so she called her bitch with hate expression. Literally, the word *bitch* is only expressed the lewd woman as a female canine, or it describes a woman who are sell her body to the men that is not her couple. Meanwhile, *bitch* has metaphoric meaning as a dirty woman, fools, and copulation.

Dealing with the classification of data that was found above, there are three elements that are not found. Most of them are included in semantically elements; those are background, details and presupposition.

Datum 5: *a good wife lets her husband think that everything's his idea.*

Batty	: We're on our way. Here's the seating chart and Spencer's list of groomsmen. Oh, I almost forgot. I spoke to him about reading the poem. He'd rather not. I said all right.
Mrs. Warren	: Excuse us for a second, Joan. <i>A good wife lets her husband think that everything's his idea</i> even when it's not.
Betty	: I don't care if he reads it.
Mrs. Warren	: You will in retrospect. Now, why don't you see if you can't nudge the idea into his head?

This sentence often appears when someone wants to compulse his idea to somebody else. If we look from semantic element, especially, from the intention behind the sentence, Mrs. Warren tried to say that a good wife has to receive everything said by her husband, in kinds of: ideas, order, prohibition, everything else, even, it is right or not. Here, a wife does not have right to utter her opinion.

Then, there is also presupposition. Behind the sentences there is a clause 'even when it's not', which is said as presupposition with conjunction 'even'. It means that a wife has to regard everything said by her husband even it is his ideas or not. It is very gender biased, because the position of man and woman are differentiated. Husband is exalted man which a wife has to respectful. It means that the position of men is higher than women. Meanwhile, Al-Qur'an says that the position of men and women are same and things that differentiate it are only their piety.

يَتَّيُّهَا النَّاسُ إِنَّا خَلَقْنَاهُ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ

عِنْدَ اللَّهِ أَتْقَاهُ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise each other). Verily the most honored of you in the sight of God is (he who is) the most righteous of you. And God has full knowledge and is well acquainted (with all things). (Surah, Al-Hujurot: 13)

Now let's go on the details that Mrs. Warren used to strengthen her opinion, 'now, why don't you see if you can't nudge the idea into his head?' In conclusion, Mrs. Watson asks Betty to give her idea to her husband, and regards it as her husband's idea. Of course, it is unfair for women.

Rhetorically, the speaker often says such sentence in serious expression and stated explicitly. In this case, there are three elements that do not find. First, that is background in semantic element. Second, that is lexicon in stylistic element. And the last is metaphor in rhetorical element.

Datum 6: *you've carefully planned your meal, set your table and arranged for a babysitter.*

Nancy	: Your husband is at a crossroads in his career. He's competing for promotion against two rivals, Smith and Jones. To get the edge, you have wisely decided to invite the boss and his wife to a: dinner. <i>You've carefully planned your meal set your table and arranged for a babysitter.</i>
Giselle	: Oh, we have babies!
Connie	: Yes, and I have twins!

In formal situation on the table manner lesson, Nancy tells about a study case in a society. Semantically, if we look from the background that she uses 'Your husband is at a crossroads in his career. He's competing for promotion against two rivals, Smith and Jones. To get the edge, you have wisely decided to invite the boss and his wife to a: dinner'. It tells about a wife whose husband was competing for promotion against two rivals in order to attract the boss, she invites

the boss in a dinner. Then, she already planned the meals, set the table, and arranged for babysitter.

Meanwhile, the sentence above has intention meaning that is to strengthen the custom that the wife's duties are cooking and take care their children. It means that the position of women or, in this case, those are the wives, is in domesticity area, while men or husband is in public area.

Rhetorically, she tells with the expression so seriously. It is gender biased because women does not have right to have role in public area. Actually, who have all of the regulation? Of course, the answer is the society. And this stereotype emerge from the label which have adhered at man, such as man is human who is strong, rational, masculine, and brave, while woman is identical with soft, beauty, emotional, and motherhood. Therefore, woman placed in domestic area while man in public area.

In this data, details and presupposition in semantic element are not found. Furthermore, metaphor in stylistic element and also lexicon in rhetoric element are not found.

Datum 7: *a few years from now your sole responsibility will be taking a care of your husband and children.*

Nancy	: Then, surprise. It's: and your husband's called to say that Smith, Jones and their wives have been invited at the boss's request. Ever the Wellesley girl you keep your cool and understand that the boss is probably testing you as much as your husband. What next? Yes?
Giselle	: File for divorce?
Nancy	: That's very funny. But the thing is, it's not a joke. <i>A few years from now your sole responsibility will be taking care of your husband and children.</i>

From the conversation above, we know that Nancy is in angry condition. She is angry because Giselle oppose the tradition that was built in Wellesley College. At that time, marriage is a holy thing whereas divorce is a shame thing.

Semantically, Nancy says the utterance above because she has a certain intention. Behind the utterances, Nancy tries to inform her students that the wife's responsibility is taking care of their husband and children. Such statement is also gender biased, because women are placed in domestic area.

Rhetorically, Nancy said it with the expression full of hatred. From the stereotype that was developing in the society, here, the position of women are marginalized. Women are identical with the kinds of activity at home, therefore, the women's chance to get a job outside are very limited.

The effect of some stereotypes above caused many acts which impress the representation of nature (*kodrat*). For example: men, socially, are constructed as

human who are strong and powerful, therefore since they are still young, they are usually trained to be strong men. Later, they have a responsibility to seek the household expenses. On the contrary, women have been labeled as human who are calm, so their available duty is at home for taking care their husband and children.

In this data, background, details, and presupposition in semantic element are not found. Beside that, lexicon in stylistic element and also metaphor in rhetorical element, are also not found.

Datum 8: *you may all be here for an essay A but the grade that matters the most is the one he gives you, not me.*

Giselle : File for divorce?

Nancy : That's very funny. But the thing is, it's not a joke.

A few years from now your sole responsibility will be taking care of your husband and children.

You may all be here for an easy A but the grade that matters the most is the one he gives you, not me.

Still in table manner class at the formal situation, Nancy looks like very angry to Giselle. Semantically, behind Nancy's utterance she has a hidden intention. She actually tends to say to her students one day after they get married the most important thing for them is what their husband gives to them and not Nancy as their teacher.

Therefore, what does it mean by 'their husband who gives to them'? If it is interpreted that their husband who has a compulsory job to fulfill the wife's needs, it is right and it should be. Yet, if the aims of 'gives' here is interpreted that

their husband who has the dominance in their family, of course, it is gender biased, even, the wife or woman does not have right to give opinion or her ideas.

Rhetorically, Nancy looks like very angry to Giselle. It can be seen from her expression that full of anger.

In this data, background, presupposition and details, in semantic element, are not found. Furthermore, lexicon in stylistically element is also not found. Meanwhile, in rhetorical element only one case that is not found that is metaphor.

Datum 9: *whatever you do, don't put the boss's wife next to your husband.*

Giselle	: You'll need to. <i>Whatever you do don't put the boss's wife next to your husband.</i>
Betty	: Why not?
Giselle	: She's screwing him.

The expression above often appears in order to remind somebody else. In this case, Giselle suggests Betty to always keep on guard with her husband. Who knows that one day he will have an affair with another woman?

Semantically, if we look from the intention behind Giselle's statement she informs Betty that she has to be careful with all women who are around her husband, even, with the boss's wife. Why does Betty have to be careful with her? When, we look from the details used by Giselle, it says that she's 'screwing him'. To summarize, it would be possible that one day the woman will tease her husband and will make a trouble in Betty's family. While, rhetorically Giselle says it with the relaxing expression but meaningful.

It is gender biased because women are viewed in very low position. Furthermore, the event above is also strengthened by the society's stereotype which says that women are identical with the perverted of men.

Datum 10: *after I graduate, I'm getting married.*

Katherine	: Yes, you do, but a very busy one. And it says here that you're pre-law. What law school are you gonna go to?
Joan	: I hadn't thought about that. <i>After I graduate, I'm getting married.</i>
Katherine	: And then?
Joan	: And then I'll be married.
Katherine	: You can do both. Just for fun, if you could go to any law school, which would it be?
Joan	: Yale.

The conversation above often appears in daily conversation. Semantically in intention element, the statement above means that after the students of Wellesley school (women) are graduated from the university, they are getting married. They never think about going on their study because it is a tradition that they have to pursue. Then, we see from the details used by Joan in order to strengthen her statement, she says: 'and then I'll be married'.

Rhetorically, she says with the smiling expression as if she does not think that it is necessity to plan her future.

From the conversation above, it can be concluded that women have to get married as soon as possible, if they think more about their career, they will be called as mouldy maiden as a humiliation for their family. It is gender biased because women do not have the same right like men, especially in getting

education. Here, patriarchal law is so strong, in which men hold the dominance within the entire role in society, such as: in government, military, education, industry, business, entertainment, religion, etc.

In this case, there are four aspects that are not found. First, is background and presupposition in semantic element. Second, is lexicon in stylistic element. And the last, is metaphor in rhetoric element.

Datum 11: *I had to set up a house*

Katherine	: Since your wedding, you've missed six classes, a paper and your midterm.
Betty	: Well, thank God I didn't miss the paint-by-numbers lecture. I was on my honeymoon and then <i>I had to set up house</i> . What does she expect?
Katherine	: Attendance.

Actually, it is something like a tradition in our society that woman duty is at home to set a house. Semantically, the intention of the expression above shows that set up a house is only the wife's duty. On the contrary, this duty is also can be done by men.

Meanwhile rhetorically, Betty utters the sentences above in serious expression. According to her, it is a tradition that should be followed by all women.

Since a long time, there are excessive myths that caused gender bias; for example, men are identical with the acts that considered in developing their rational, while women often prioritize their feelings. In Javanese term, women are

as *konco wingking* (rear friend) and have function 3 M *masak, macak, manak* (cooking, dressing up, and bearing). Whereas, there also the myth said that men are taboo to have activity at home, for example, cooking, washing, sweeping, etc. Such example is evident in our society in which it will give benefit for men and marginalize women.

In this data, there are five elements that are not found. Most of them are in semantic elements, those are background, details and presupposition. On the other hand, in stylistic element, there is only lexicon that is not found. Beside that, the metaphor element in rhetoric element is not found too.

Datum 12: *Don't disrespect me because you're not (married).*

Betty	: Don't disregard our traditions just because you're subversive.
Katherine	: Don't disrespect this class just because you're married.
Betty	: <i>Don't disrespect me just because you're not.</i>
Katherine	: Come to class, does the work or I'll fail you.
Betty	: If you fail me, there will be consequences.
Katherine	: Are you threatening me?
Betty	: I'm educating you.
Katherine	: That's my job.

As the school year progresses, Betty speaks out against Katherine both in class and in the student newspaper. Betty always opposes of Katherine's opinion. Katherine thought that the regulation in Wellesley school, which says that women should receive an education but after getting married they should do nothing but be a housewife, should be changed. An example of opposes done by Betty is like in the conversation above.

Semantically, Betty has intention to ridicule Katherine by saying that it is something embarrassing if there is a woman who do not get married yet on her 20's or 30's. She also considers that Katherine during the time opposed conservative Wellesley, because she does not get married. And then, Katherine reverse Betty's statement by saying "don't disrespect this class just because you're married", we take it into background aspects.

In the bridge situation, Betty appears to be very angry at Katherine, which can be seen from her expression. Then, we take it into rhetoric element.

A woman who has a sufficient age to get married should marry soon, while for man there is no limited time to get married because it is better for him to look for a job previously or continue his study. Then, what about the woman destiny? It is better for woman, to continue their study or look for a job initially, than gets married; therefore, she will not surrender her life to her husband completely.

Later, even she got married she should remember to her nature as mother and wife. She has to be able to control her time between her roles in domestic area and in public area. Meanwhile, her husband gives support for her to improve her carrier and also help her to keep their house. Allah states in Al-Qur'an surah An-Nisa'(4): 34 as follows:

الرِّجَالُ قَوَّامُونَ عَلَى النِّسَاءِ بِمَا فَضَّلَ اللَّهُ بَعْضَهُمْ عَلَى بَعْضٍ وَبِمَا أَنْفَقُوا مِنْ أَمْوَالِهِمْ ۚ فَالصَّالِحَاتُ قَنَاطَتٌ حَافِظَاتٌ لِّلْغَيْبِ بِمَا حَفِظَ اللَّهُ ۚ وَالَّتِي تَخَافُونَ نُشُوزَهُنَّ فَعِظُوهُنَّ ۚ

وَأَهْجُرُوهُنَّ فِي الْمَضَاجِعِ وَاضْرِبُوهُنَّ فَإِنْ أَطَعْنَكُمْ فَلَا تَبْغُوا عَلَيْهِنَّ سَبِيلًا إِنَّ اللَّهَ كَانَ

عَلِيمًا كَبِيرًا ﴿٦١﴾

Men are the protectors and maintainers of women, because God has given more (strength) than the other, and because they support them from their means. Therefore the righteous women are devoutly obedient, and guard in (the husband's) absence what God would have them guard.

As to those women, on whose part ye fear disloyalty and ill-conduct, admonish them (first), (next), refuse to share their beds, (and last) beat them lightly; but if they return to obedience, seek not against them means (of annoyance): for God is Most High, Great (above you all). (Abdullah, 1934: 190-191)

In this data, presupposition, and detail in semantic element are not found.

Beside that, lexicon in stylistic element, and also metaphor in rhetoric element are not found too.

Datum 13: *She knew you and Tommy were getting engaged. And she practically filled out your application.*

Katherine	: I didn't say that.
Betty	: You did to Joan. That's what she told me.
Joan	: What are you saying?
Betty	: <i>She knew you and Tommy were getting engaged. And she practically filled out your application.</i>
Joan	: I didn't say that.
Katherine	: She's been accepted.
Betty	: Now she just has to figure out a way to tell Tommy.
Katherine	: Why don't you do it? You're good at butting into people's business.
Betty	: Funny, that's what they say about you.

Katherine. According to Betty, Katherine opposed the tradition that emerges in

society. So, the intention of Betty's statement, semantically, is "women are better getting married than going on their study."

Rhetorically, in the bridge situation, Betty regrets Katherine's ideas to fill out law application in Yale school for Joan. It is seen from her expression.

According to the traditions in society, woman is better getting married than continuing her study, because her duty afterward just to become a wife and live at home. And this tradition emerges in all of the family's conviction. Furthermore, the opportunity, which was given by her family to get the higher education, is more prioritized for boys. Anyway, boys should be clever and well educated, because in reality they will be the leaders in their family soon, on the contrary, woman will just work at home. This fact makes the percentage of men who are having well educated are higher than women.

Dealing with this data, there are 5 aspects that are not found. First, that is background, details and presupposition in semantic element. Second, that is lexicon in stylistic element. The last is metaphor in rhetoric element.

Datum 14: *Our mothers were called to work for Lady Liberty it is our duty, nay, obligation to reclaim our place in the home bearing the children that will carry our traditions into the future.*

Connie	: What were you writing on your paper?
Betty	: Married Wellesley girls have become quite adept at balancing obligations. One hears such comments as: "I baste the chicken with one hand and outline the paper with the other." While <i>our mothers were called to work for Lady Liberty it is our duty, nay, obligation to reclaim our place in the home bearing the children that will carry our traditions into the future.</i>

The statement above shows the discrimination of women. Semantically, it has the intention that women's place is at home for taking care of their children. Betty, as one of Wellesley's students who holds the tradition, with her confidence expression writes her opinion on the Wellesley's paper about the roles of the wives at home and her opposition to Katherine. According to Betty, Katherine is so subversive and her political teachings encourage Wellesley girls to reject the roles they were born to fill.

In this part, there is no background, presupposition and details in semantic element. Then, lexicon in stylistic element is also not found. And the last, metaphor in rhetoric element, does not appear too.

Actually, gender socialization can be found in all human aspects. Intentionally or not, women and men understand well their roles in society; therefore, they will be accustomed to fulfill the entire regulation and act everything based on the definition that was made by the society for them (men

and women). On the other hand, they will be called as rebellion, against the tradition and the society norms, once they do not comprehend their position.

Datum 15: *A Rhodes Scholar. I wonder if she recites Chaucer while she presses her husband's shirts.*

Katherine : Thank you. Slide. Contemporary art.

Connie : That's just an advertisement.

Katherine : Quiet! Today you just listen.

What will the future scholars see when they study us? A portrait of women today? There you are, ladies. The perfect likeness of a Wellesley graduate. *Magna cum laude*, doing exactly what she was trained to do.

Slide.

A Rhodes Scholar. I wonder if she recites Chaucer while she presses her husband's shirts.

In this scene of the movie, Katherine shows her students four newspaper ads, and asks them to notify what they thought of the idea that says women are born into the roles of wives and mothers.

At this moment, Katherine tries to open the Wellesley's girls mind to the new thing about their future. She also tries to wriggle the rules made by the society for women. Semantically, Katherine tends to give the example of a Wellesley graduate, a Rhodes Scholar with magna cum laude; but after she is getting married she just lives at home, presses her husband's shirts and without getting any payment.

Then, we look at the background used by Katherine ‘The perfect likeness of a Wellesley graduate. *Magna cum laude*, doing exactly what she was trained to do.’ In this case, Katherine tried to ask her students “what they think about Wellesley graduate, who got magna cum laude, but she just works to press her husband’s shirts and not acquiring any salary.

Rhetorically, Katherine expresses her feeling explicitly, but meaningful. This thing is so ironic, when women have the similar ability and intelligence with men, yet they are not given the opportunity to increase their skills. Who knows that women have more competence than men?

In this part, there are four elements that are not found. That is presupposition and details in semantic element. And then, lexicon in stylistic element and, the last, metaphor in rhetoric element are not found too.

Datum 16: *now, you physics majors can calculate the mass and volume of every meat loaf you make.*

Katherine : Slide.

Now, you physics majors can calculate the mass and volume of every meat loaf you make.

Slide.

Still in wriggle of the rules, Katherine gives other example of a Wellesley girl who is a physic graduate. Semantically in intention element, Katherine tries to show that after she was graduated from Wellesley school, she get married and just work to set the meal for their family. In this case, the event is almost the same

with the datum that we found before. Rhetorically, Katherine also utters her statement explicitly.

Actually, the physics graduate is a wonderful woman, she is so smart and she can calculate the mass and volume of every meat loaf she make. But what happen next, after she get married, she just lives at home to set the meal for her family, whereas, she can do more than that. She was just bridled by the tradition which is difficult to be altered.

The girl is not given the occasion to work in public area, since the customs declares that her position is in domestic area. Allah has exaggerated some of them from some of others. It means that some men may have superiority to the some of others (men); some men also possibly have superiority to some women. In such case, implicitly, women may have superiority to some men.

The superiority, here, has the variation in meaning. The superiority above can occur naturally, such as in health, intelligence, talent, etc, or as human achievement, for example, knowledge, skills, wealth, and others. To sum up, between men and women should be given the same opportunities in developing their ability based on their capabilities and skills that they have.

The conclusion is there are five elements that are not found in this data. Those are background, presupposition, details, lexicon, and metaphor. Most of them are in semantic element.

Datum 17: *A girdle to set you free.*

Katherine : *A girdle to set you free.* What does that mean? What does that mean? What does it mean? I give up. You win. The smartest women in the country. I didn't realize that by demanding excellence I would be challenging. What did it say? What did it say? "The roles you were born to fill." Is that right? The roles you were born to fill? It's my mistake. Class dismissed.

In the bridge situation, Katherine gives the question to the students *a girdle to set you free*. In semantic element, Katherine tends to inform that they have to break the tradition in order to free. The tradition, here is the regulation in which are women designed in domestic area. At that time, Katherine shows an advertisement of a woman who promotes a 'Flex Forum Girdles!' which is followed by the sentence *you couldn't choose a better way to free*. From the sentence above, we can conclude that only the girdles which can set women to be free.

Meanwhile, a freedom according to Magnis Suseno, basically, is a human ability for his/her self (in Hastanti, 2004: 31) and by the freedom, human sovereign of her/him is self to choose anything that he/she fores. Actually, both man and woman have the same right to get their freedom for anything else based on their sex without marginalizing one sex to the other.

Rhetorically, Katherine expresses her statement explicitly in order to make it clear. The statement above has metaphor meaning which means that women could not choose a better way to be free.

In this data, there are only three elements that are not found. Those are presupposition and detail in semantic element and lexicon in stylistic element.

Datum 18: *The roles you born to fill.*

<i>Katherine</i>	: A girdle to set you free. What does that mean? What does that mean? What does it mean? I give up. You win. The smartest women in the country. I didn't realize that by demanding excellence I would be challenging. What did it say? What did it say? " <i>The roles you were born to fill.</i> " Is that right? The roles you were born to fill? It's my mistake. Class dismissed.
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Semantically, Katherine tends to ask 'is it true that the roles they should fill just rise to be a housewife and placed at home?' In this data, presupposition and detail in semantic element and also lexicon in stylistic element are not found.

Then, in background Katherine she 'I didn't realize that by demanding excellence I would be challenging. What did it say? What did it say? *The roles you were born to fill.*' Actually, Katherine suggests her students, especially for Betty, that it is a wrong perception. Whereas, Katherine extensively just tries to open minds of the Wellesley's girl that they have the equal capability with men, they are smart, responsible to their duty, logic, and powerful. There are many things that they can do with their capabilities; therefore, they should have the same roles with men both in domestic area and in public area.

Rhetorically, the sentence above has metaphor meaning as ‘women are fated to be a housewife and placed in domestic area’. From her expression, it seems that Katherine’s sound is full of question mark.

Actually, the manifestation of gender injustice is socialized steadily to women and men, which causes the inequality, and becomes a custom. Then, it is believed that gender role is presumed as nature (*kodrat*), and then, it is received by the society generally.

The perception above appears because there is an error or confusion meaning of gender; in this case, the social construction is precisely presumed as natural means as God omnipotence. For example, the domestic activity such as; taking care of the children and set the house is identical with the women’s duty. Whereas, the duty above is the social construction, therefore, it can be exchanged or can be conducted both by men and women. Therefore, they should not be the men’s inferior.

Datum 19: *I thought it was a place for tomorrow’s leaders, not their wives.*

Katherine	: To hell with Wellesley. I'm done. Goddamn it! It's brilliant, really. A perfect ruse. A finishing school disguised as a college. They got me.
Bill	: What do you expect?
Katherine	: More. More. <i>I thought it was a place for tomorrow's leaders, not their wives.</i>
Bill	: Calm down, please.
Katherine	: No, I will not!
Bill	: I've got 10 more minutes. Meet me in my office. Meet me!

In the bridge situation, Katherine is so angry with the whole regulation and people in Wellesley School. Semantically, especially in the intention element, she has a great expectation for this school (Wellesley) as a place for the next leaders and not the wife of someone. It means that, according to Katherine, Wellesley is too traditional and orthodox. Wellesley has regulation for the curriculum that reinforces women position in domestic area. Therefore, Katherine tries to change the curriculum by giving the modern arts.

From the background that is used by Katherine, 'A perfect ruse. A finishing school disguised as a college. They got me', it appears that she is disappointed with the Wellesley school. She thought that Wellesley is one of schools that is very popular at that time, but in fact Wellesley is so traditional and refused the idea of modernity, including modern curriculum.

Then, it also has presupposition *I thought it was a place for tomorrow's leaders, not their wives*. It means that Katherine expects that the students not only become wife of somebody but also become leader, because of their great potential. Wellesley's girls are generally taught how to be a good wife, even; most of the students are graduated with magna cum laude. Therefore, Katherine would be challenging their paradigm about the women's role. She tries to prove that women have the same intelligence, skill to propose their opinion in public, and others professionalism skill with men. Therefore, they should believe that they also have capabilities to master all sectors and compete with men.

Stylistically, *a place* aimed in the conversation above is university, in this case is Wellesley school. Rhetorically, Katherine is in anger situation and it appears on her expression.

In this part, there are only two cases that are not found in this data. Those are details in semantic element and metaphor in rhetoric element.

Datum 20: *men take women to the cape in the winter when they're embarrassed.*

Betty	: Who?
Giselle	: Charlie Stewart. Your cousin.
Betty	: You're kidding?
Connie	: We spent last weekend at the Cape.
Betty	: A little hideaway he knew about. Operative word, "hide." <i>Men take women to the Cape in the winter when they're embarrassed.</i> He's using you.
Giselle	: He's not using you if you want to go. Come here. Don't listen to her.

In this context, someone tries to influence the ideas of somebody else. Semantically, Betty tends to inform Connie that men like to pull the wool over women's eyes. It is proven from the background used by Betty *he's using you*.

Then, rhetorically, Betty reveals her feeling in hatred expression. In this case, Betty tries to influence Connie's idea about Charlie. She says that Charlie is not good for Connie, because he, actually, has had a girlfriend. Therefore, Charlie takes her to the Cape in the winter in order to hide their relationship from others.

A long time ago, woman is always identical with calm, emotional, and not rational, then, she is presumed easier to be influenced by man. It is proved from the conversation above, Connie, previously, feels that Charlie will gratify Connie by inviting her to the cape in the winter. Nevertheless, it is just his reason to conceal their relationship from others.

In this case, there are four aspects that are not found, those are presupposition and details in semantic element, then, lexicon in stylistic element. And the last is metaphor in rhetoric element.

Datum 21: *you're going to turn around, go home, fix your face and wait your husband.*

Mrs. Warren	: Honey, what are you doing here?
Betty	: I'm staying the night.
Mrs. Warren	: Spencer won't mind?
Betty	: Spencer won't notice. He's in New York again. Working.
Mrs. Warren	: He's working hard for both of you.
Betty	: Don't lie for him, Mother. He does it so well for himself.
Mrs. Warren	: <i>You're going to turn around, go home fix your face and wait for your husband.</i>

In this context, this statement often appears when someone demands that somebody else receive his/her suggestion. Semantically, the sentence above has intention behind the statement of Mrs. Warren. In this case, Mrs. Warren tries to inform Betty that man and woman have different roles in family management. It is the man's duty to work and run the business out side, though woman has duty at home or in domestic area. Then, Mrs. Warren also uses the background to reinforce her argument by saying 'he's working hard for both you'.

Rhetorically, from her expression, we can infer that she has a great expectation for Betty to be a good wife based on her mother's perspective that is faithful waiting for her husband at home while her husband is working outside. At the same time, she sets their house and dresses up for her husband.

As we know, the woman duty, after they got married, is giving birth, which is usually called as reproductive role. The role actually could not be changed by man since it is her nature and can not be avoided. Beside that, traditionally, woman also has to do other family's duties, like: cooking, washing, setting the house, keeping the house, taking care for the children, and preparing family needs.

Hereditarily, those duties are identical with woman, and for the next time the domestic area is persistently the women business. This case will not make gender bias perspective, if the domestic area is the man and woman business, or both of the husband and the wife business. Meanwhile, Mrs. Warren statement about the roles of a wife, are identical with the domestic area, for example; a wife should dress up in order to gratify her husband and keep the house, while her husband task is work outside to fulfill their needs. These emerge the gender bias perspective.

If both woman and man are given the same opportunity to fulfill their productive roles, an activity that produce goods or service production, and the social roles that involved in the social activity, such as; the roles in thanksgiving activity, joining in an organization, active in politics activity, etc, it will not emerge the gender bias anymore. Both of them could involve in the community

activity based on the established gender social system. Thereby, it can be said that women's role are in the household, in the society, or in the nation in order to run 3 roles in the same time, that is: reproductive, productive, and social roles.

In this part, there are four cases that are not found. Those are presupposition and details in semantic element, lexicon in stylistic element, and metaphor in rhetoric element.

Datum 22: *This is the bargain you made Elizabeth. We all did.*

Mrs. Warren	: <i>This is the bargain you made, Elizabeth. We all did.</i>
Betty	: So you're not gonna let me stay in my own house?
Mrs. Warren	: Spencer's house is your house now. Believe me, it's for your own good.

From the conversation above, this statement often emerge when someone tries to convince somebody else. In this case, Mrs. Warren convinces Betty that this is a decision that she has taken and all women did too. Semantically, the sentence above has meaning as “every woman decides to get married and take all the risk that they will get.” Then, Mrs. Warren strengthens her statement by using the background “he’s working hard for both of you”

The word ‘bargain’ has stylistic meaning, in lexicon element, as decision. From this conversation, the decision here means that every woman decides to get married and take all the risk that they will get.

All men and women are predestinated to get married and alive in pairs. Al-Qur’an, Surah Ar-Ruum Verse 21 states:

وَمِنْ آيَاتِهِ أَنْ خَلَقَ لَكُمْ مِنْ أَنْفُسِكُمْ أَزْوَاجًا لِتَسْكُنُوا إِلَيْهَا وَجَعَلَ بَيْنَكُمْ مَوَدَّةً وَرَحْمَةً

إِنَّ فِي ذَلِكَ لَآيَاتٍ لِقَوْمٍ يَتَفَكَّرُونَ ﴿٦٠﴾

“And among His signs is this, that He created for you mates from among yourselves, that ye may dwell in tranquility with them, and he put love and mercy between your (hearts) verily in that are signs for those who reflect.”

This verse beckons the equality of man and woman, in case getting love and peace by giving and accepting one another. God does not create a gender to exploitative the other. Yet, by loving each other, they will get peace. There is no fate says that women should submissive of men, on the contrary, men should not submissive of women.

Life is full of risk, both men and women, after got married, will receive the risk in their life. But, it is better that they not subordinate one to another. Oftentimes after getting married, woman has roles in household business. Because they are identical with calm, emotional, not rational, and motherhood, therefore, they are not appropriate to work and have activity out side. Some stereotypes above make the women's occasion to work out side are very limited, even, some of them who have a good education never apply their knowledge for her actualization.

To sum up, there are four aspects, which are not found. Those are presupposition and detail in semantic element, then, lexicon in stylistic element, the last, is metaphor in rhetoric element.

Datum 23: *Spencer's house is your house now.*

Mrs. Warren	: <i>This is the bargain you made, Elizabeth. We all did.</i>
Betty	: So you're not gonna let me stay in my own house?
Mrs. Warren	: <i>Spencer's house is your house now.</i> Believe me, it's for your own good.

It is one of the old expressions, which has semantic meaning especially in intention element. Mrs. Warren utters the sentence above in order to convince Betty that a wife should follow her husband in all places he will go.

Meanwhile, rhetorically, Mrs. Warren expresses her utterance with full of conviction. In this part, there are five aspects that are not found. Those are background, presupposition and details in semantic element, lexicon in stylistic element, and the last, is metaphor in rhetoric element.

In this case, after getting married, woman is proposed to pursue her husband. Then, their house is judgment as her husband's house, even; her wife also lives with him. Therefore, the husband has more right to decide everything that should be the joint-decision. This is because man is thought as the authority license.

Furthermore, since man has the authority, he has the right to reign over woman. According to Mill (in Hastanti, 2004: 14), there are many argumentation and the common belief that is not useful, which states that men have right to oppose women, while women have obligation to obey his command and it is not correct to regret it.

In this moment, Spencer is a very busy person who has a big farm in the city, so he has to attend meeting in New York every weeks. By all the authority is given to him, he subjected her wife at will. While, Betty as the part of the society, should follow all the regulation made by the society. She attempts to make happiness of her husband by setting the house, making the delicious cook, but what happen next is that her husband was having affair with another woman.

Datum 24: *You could bake your cake and eat it too.*

Katherine	: When Tommy told me that he got accepted to Penn, I thought: "Her fate is sealed. How can she throw it all away?" I realized you won't have to. <i>You could bake your cake and eat it too.</i>
Joan	: We're married. We eloped over the weekend. Turned out he was petrified of a big ceremony so we did a sort of spur-of-the-moment thing. Very romantic.

In the wriggle of the roles, Katherine tries to influence Joan that she still has occasion to continue her study, even, she has married. Although, Katherine does not assert her statement explicitly, however, behind her sentence it seems that she tries to convince Joan. And this include in semantic meaning in intention element. Then, her statement is reinforced with the background she used 'I just want you to understand that you can do both'.

Rhetorically, the sentence above has metaphor meaning that even women has got married, they could do both as a housewife and remain to continue her study. On the other hand, Katherine expresses her statement with confidence.

In the statement above, there are four aspects that are not found. Those are presupposition and details in semantic element. Meanwhile, metaphor in rhetoric element is not found too. And the last, there is no lexicon in stylistic element.

Here, Katherine makes an effort to wriggle the roles that subordinate women. As what stated before, Wellesley is a well-known school that all her students are girl, which uses the traditional curriculum and adhering customary laws that most of them are gender biased. Some stereotypes that appear, at that time, are that women is a human being that has characteristic calm, beautiful, emotional, and motherhood while men are rational, strong, brave and masculine.

Because of some stereotypes that was constructed by the society above, it makes women identical with the activity in domestic area (at home), therefore, their chance to work and have activity out side are very limited, even, some of them who are well educated never apply their education as her actualization. Whereas, women should have roles either in reproductive and productive roles. In Wellesley school all students are very brilliant; therefore, they have many occasions to improve their talent and their interest.

Datum 25: *I want a home, a family. It's not I'll sacrifice.*

Joan	: It was my choice. Not to go. He would have supported it.
Katherine	: But you don't have to choose.
Joan	: No, I have to. <i>I want a home, a family. It's not something I'll sacrifice.</i>
Katherine	: No one's asking you to sacrifice that, Joan. I just want you to understand that you can do both.
Joan	: Think I'll wake up one day and regret not being a lawyer?
Katherine	: Yes, I'm afraid that you will.
Joan	: Not as much as I'd regret not having a family. Not being there to raise them. I know exactly what I'm doing, and it doesn't make me any less smart.

At that time, Katherine debates with Joan about Joan's life. Katherine suggests her to continue her study, but Joan regrets it by the reason she has married and it is more important than study for her. Then, if we analyze the sentences from semantic element, three elements are found. First is the intention element, this sentence has a deep meaning for woman or especially for a wife, that is the most important thing for woman is having family and living together with them.

Second, the statement is strengthened by the background used by Joan. She states 'to you, a housewife is someone who sold her soul for a center hall colonial. She has no depth, no intellect, and no interests.' She believes that to become a wife or mother is something wonderful. The last is in details element, it says 'not as much as I'd regret not having a family. Not being there to raise them. I know exactly what I'm doing, and it doesn't make me any less smart.' She

considers that she will not be disappointed with her choice to get married and not become a lawyer.

On the other hand, Joan is very glorious to the holy marriage. Joan thinks that every body has her own belief, in this context; she believes that the truth is on her own. If we analyze rhetorically this is a conviction of the truth. In this case, she believes that marriage is a sublime for women.

In this case, one of the elements that are not found in stylistic element is lexicon. Then, for the semantic element, it is also one element that is not found that is presupposition. Furthermore, in rhetoric element there is also one element that is not found that is metaphor.

Beside that, Katherine tries to open Joan' minds to her freedom to do whatever she wants with her lives. Katherine encourages her to believe in her selves, to learn being a professional career woman, and to improve her economic futures. Then, Katherine uses her art teachings as a tool to transmit her opinion to the young women; that Joan does need to conform to the stereotypes of women made by society, or the roles made for women by society, as women born to become housewives and mothers. Katherine felt that women could do more things in life better than solely adopt the roles of wives and mothers.

Datum 26: *Do you know what they say? They say you're a whore.*

Giselle	: He's not married like you and Tommy.
Joan	: What does that mean?
Betty	: It means, he and his wife don't speak the same language. Spelled S-E-X. Does he pay you? For sex? At the rate you're going, you could make a fortune.
Joan	: Betty.
Betty	: Everyone thinks so. <i>Do you know what they say? They say you're a whore.</i> Once they've all sampled you, they'll toss you aside like a used rag.

wrong position, in this case, has affairs with other man who was getting married.

Secondly, in order to strengthen the argument above, now let see the details that Betty is used 'Does he pay you? For sex? At the rate you're going, you could make a fortune.' It appears that Giselle is like an easy girl who likes to have a sex. And the last is background element used by Betty. *Once they've all sampled you, they'll toss you aside like a used rag.* At that time, Betty is very angry to her husband because she recognizes that her husband was having affair with other women and then, she releases her anger to Giselle. According to Betty, Giselle is not different from other women who make love affair with the husbands. She notifies Giselle that actually she is a dumb; she is unconsciously cheated by men, who after they are fed up, they will toss her aside like a rag.

Stylistically, the word *whore* has other lexicon such as bitch, prostitute, etc, which has literally the same meaning. Rhetorically, she expresses her statement in hatred.

In this section, there are only two cases that are not found in this data. Those are presupposition in semantic element, and the last, is metaphor in rhetoric element.

For a long time ago maybe until now, women is always in second class, since all the civilization is men possession. Thus, men' mastery toward women, at least, make a superiority in himself. Then, it brings the tendency to repressive attitude for women and it is manifested on the form of hardness of men toward women, such as; sexual insulting, pornography, rape (either in physically or mentally) and also the exploitation based on presentation gender stereotype, like, labeled as calm, loving, sensitive, materialist, and consumerist.

This stereotype is sometimes given in refined unconsciously and is known by women, so it is internalized in her self. Even, sometimes they feel so proud, if they are given a certain predicate, instead, is harmful and insulting them.

Datum 27: *Don't wash your dirty laundry in public.*

Betty	: Look at this, Mother.
Mrs. Warren	: Spencer will try as well. According to her, he's really very upset. You should call him.
Betty	: She's smiling. Is she happy?
Mrs. Warren	: The important thing is not to tell anyone.
Betty	: She looks happy. So, what does it matter?
Mrs. Warren	: <i>Don't wash your dirty laundry in public.</i> Let me tell you something. Not everything is as it seems.

Rhetorically, the sentence above has metaphor meaning that is *don't open the disgrace in public*. Mrs. Warren is angry to Betty, in this case, she suggests her in order not to divorce with her husband, Spencer. She says that there is always a period of adjustment. In this context, it is a kind of secret.

Semantically, Mrs. Warren has intention with the utterance that she said. According to her, the divorce is something that is very embarrassing, especially for her family from the upper-class. Then if we look from the background she says "The important thing is not to tell anyone" it means that it is better not to tell anyone else or not to let others know about the problem.

Then, from the background she uses *not everything is as it seems*, she tries to convince Betty that sometimes what we think is different from the reality. But, Betty was sure with her decision to offer the divorce to her husband, she knew that her husband, actually, never love her, as the fact, he was having affair with another women.

It is unfair for Betty; she suffers of her husband, at the other hand, her mother asks her to keep it for her prestige by endeavor maintains Betty's marriage. If the report about the divorce in her family grows up in the public, Mrs. Warren will disappoint and embarrasses. She is the one who always praises the holy marriage, while she, even, could not keep her daughter's marriage.

In this part, there are only two elements that are not found. Those are presupposition in semantic element and lexicon in rhetoric element.

4.2. Result of Analysis

The result of analysis is presented based on the research finding and data description which discusses about the words and the sentences used by the main characters and the supporting characters that indicate gender bias on Mona Lisa Smile Film. This research tries to answer the problem by analyzing and describing the data by using table of data which can be seen in appendix.

And the result of this research shows that there are many words and sentences that indicate gender bias in the entire elements (microstructure), which is divided into three elements that are semantic, stylistic, and rhetoric elements. The data are taken from the table of data tabulation, which shows the count of gender bias in each element. To make it easy to understand, the result of analysis is categorized based on the types of gender bias and the element of microstructure in the form of table.

4.2.1 Types of Gender Bias

Gender Bias Statements	Count
Words	5
Sentences	27
Total	32

4.2.2 The Element of Microstructure

Gender Bias Statement	MEANING						
	Semantic				Stylistic	Rhetoric	
	Backgr	Details	Intention	Presupp	Lexicon	Metaph	Expr
Words	-	-	5	-	4	2	5
Sentences	11	8	27	3	4	6	27
Total	11	8	32	3	8	8	32

4.3 Discussion

From the data description and the result of analysis, it is clear that there is gender biased on *Mona Lisa Smile* film. It is proven from the words and sentences that are used by the main characters and the supporting characters in the film, here, is the classification of gender biased statements in types of words and sentences.

4.3.1 The Types of Words Indicating Gender Bias in *Mona Lisa Smile* Film

In this case, there are five types of words that are found from the data description that indicate gender bias, in which all the characters use the entire element; semantic, stylistic, and rhetoric element, in expressing their statement.

As the variances of *semantic element* are background, details, intention, and presupposition. Among those variances, background, detail and presupposition are not found in this data. The intentional discursive element according to Eriyanto (2001: 240), “views the information which beneficial for the communicators and obviously will be explained explicitly. On the contrary, the information which is harmful will be explained implicitly”. The main propose that is public only given the information which is beneficial for the communicators. In intention element there are five data that are discovered, in other word, it often appears in each data for example: *just explaining her lesson* (datum 1), *flattering* (datum 2), *to attract a suitable husband* (datum 3), *to defy Betty’s argumentation* (datum 4) and the last is *Betty remind her mother that she often called Giselle with ‘A New York Kike’* (datum 5). In such case, some of the word which gives benefit for the characters will be explained explicitly, on the contrary, the information which is harmful will be explained implicitly.

Then, in *stylistic element* there is only one variance that is lexicon. This element, basically, is used to indicate how someone selects the available words (Dijk: 2004). In this case, there are four lexicons, as follows: *man = human being* (datum 1), *Mona Lisa = beautiful women* (datum 2), *up and down = how to cross and uncross your legs* (datum 3), *freshmen = New students* (datum 4).

Furthermore, in *rhetoric element* there are two variances, those are metaphor and expression. The communicators not only convey the information through the text but also use allegory, idiomatic expression, and metaphor as a discursive ornament. The use of a certain metaphor can be principal guidance to

comprehend meaning of a text. In this data, there are two metaphors, such as: *the word Mona Lisa is not image as real Mona Lisa but it means as woman who beautiful but weak and no strong* (datum 2), and *the word A New York Kike means as bitch* (datum 5).

4.3.2 The types of Sentences indicating gender bias in Mona Lisa Smile film

On the other hand, most of the characters use sentences very frequently than the words in expressing gender bias. All the characters also use the whole element in expressing their statement.

In *semantic element*, most of the element is obtained in these types. Background is a part of the discourse that has an influence in which semantics will be presented (Eriyanto, 2001: 235). In this type, it is found in 11 data, some of them are: *for your information Katherine Watson had to take this job to escape from California* (datum 1), *I just want you to understand that you can do both* (datum 24), *etc.* Meanwhile, in *detail element* is found in 8 data. Actually, this element is a strategy of the writer in order to express his/her posture implicitly. (Eriyanto, 2001: 238). Some of the details are used by the main characters and the supporting characters, as follow: *now, why don't you see if you can't nudge the idea into his head?* (datum5), *she's screwing him* (datum 9), *etc.* Whereas, in *intention element* there are 27 data, some examples of intention element that have important roles in showing the ulterior-motive of the speaker, such as: *every women must get married* (datum 2), *to strengthen the custom that the wife's duties is cooking and taking care their children* (datum 6), *the most important thing for*

women is having family (datum 25), etc. Behind the sentences uttered by the main characters and the supporting characters, frequently, contains ulterior motive that sometimes is not revealed explicitly in order to give the information which is beneficial for them. Therefore, by using intention element, it could help the reader to understand the speaker's utterance. Presupposition discursive element is a statement that is used to support the meaning of a text. It is an effort to support the ideas by giving *premise* that it is believed to be true. Dealing with the datum that is found, there are only three presuppositions those are *unless she's sleeping with her Italian Professor* (datum 2), *even when it's not* (datum 5), *and not their wives* (datum 19).

Meanwhile, in *stylistic element*, it is only one variance that is lexicon element. This element, basically, is used to indicate how someone selects the available words. The diction is used to refer to a certain posture and ideology which indicate of how someone articulates the facts or realities. By this reason, lexicon also has the important role in showing the gender bias that implied in *Mona Lisa Smile* film. Here, there are eight lexicons in *Mona Lisa Smile* film those are: *whore* (datum 3), *university* (datum 19), *decision* (datum 22), *and bitch* (datum 26).

On the other hand, in *rhetoric element* which has two variances those are metaphor and expression, it is visible that expression element is very commonly used than metaphor element. It is showed by the number that it very fantastic 27, it means that it always emerges in each data. This expression can be formed in kinds of the intonation that is used by the speakers in order to it can influence the

public understanding. In this case, the expressions that mostly used by the speaker are *hatred, anger, explicit, and serious statement*. Beside that, in metaphor element there are only 6 data, such as: *contraception* (datum 3), *a dirty girl, fools, and copulation* (datum 4), *women are fated to be a housewife and placed in domestic area* (datum 18), *etc.*

Dealing with the characters who mostly use the gender bias statements is Betty Warren, who is the upper-class and highly vocal. As the school year progresses, Betty speaks out against Katherine both in class and in the student newspaper. She is one of Wellesley School who conform to stereotypes of women made by society, or the roles made for her by society, as women born to become housewives and mothers.

As the conclusion, in this story most of the statements uttered by the main characters and the supporting characters in types of words and sentences indicate gender bias. Most of the statements that gender bias appear implicitly. Based on the data that are found the intention and expression element as the most dominant element in expressing the gender bias, it indicates that intention and expression have the important role in indicating such gender bias. The statement that indicates gender bias uttered by the main characters and the supporting characters often appears implicitly. Therefore, by investigating from their expression when they are spoken and from their ulterior-motive behind their utterances it can help the reader or the listener in understanding the utterances.

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting the finding and the discussion in the preceding chapter, this research will conclude and provide some suggestions.

5.1 Conclusions

After analyzing and interpreting the obtained data in the previous study, it is found that there are many statements that indicate gender bias in types of words and sentences uttered by the main characters and the supporting characters in Mona Lisa Smile film. Here, it is the classification of gender bias statements in types of words and sentences.

In types of words, it is rarely used by the main characters and the supporting characters to express the gender bias, but, it has the important role in showing the gender bias. In such case, all the characters use the entire element; semantic, stylistic, and rhetoric element, in expressing their statement. Semantically, as the most dominant element in expressing gender bias is in intention element, whereas; background, details and presupposition element are not found. In stylistic element, there is only one element that is lexicon, in such case; it has the important position in presenting the gender bias statement of the main characters and the supporting characters. Next, in rhetorical element, the most principal element is in expression element and then, it is followed by metaphor.

On the other hand, the types of sentences as the most dominant gender statement also use the entire element, semantic, stylistic and rhetoric element. As the variances of semantic element, here, intention element is the dominant element, then it is followed by background, details and the last is presupposition. Beside that, in stylistic element, even it is not as the dominant element, but, it gives any contribution in showing the gender bias statement in kinds of sentences. On the contrary, in rhetoric element the most dominant element is expression and it is pursued by metaphor.

As the conclusion, in this story most of the statements uttered by the main characters and the supporting characters indicate gender bias. Meanwhile, types of sentences are the dominant of gender bias than words. In this case, most of the statements that gender bias appear implicitly. Based on the data that are found the intention and expression element as the most dominant element in expressing the gender bias, it indicates that intention and expression have the important role in indicating such gender bias.

5.2 Suggestions

This study discusses what types of words and sentences that indicate gender bias in *Mona Lisa Smile* film. Some suggestions are given as follow:

1. For the English students who are interesting in study the gender bias in *Mona Lisa Smile* film, are expected to pay more attention to the expression and the intention of the main characters and the supporting characters. Therefore, it will help them in indicating the gender bias statements. Furthermore, it is also expected for them to focus on the sentences uttered by the main characters and the supporting characters, because the gender bias statements often appear in types of sentences than words.
2. The last suggestion to the next researcher based on this analysis about a critical discourse analysis of gender bias in *Mona Lisa Smile* film, the researcher suggests that this research can be continued to make further researches in analyzing the other elements of critical discourse analysis, except, microstructure element such as: macrostructure or superstructure, or analyze another aspects like the gender bias seen from pint of view the writer or social background of this film. It should add the theories too from the other sources or previous study that will support and make the research more complete and perfect.

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APPENDIX: Data Identification

1. Gender Biased Statements on the Words

DATUM	WORDS	CONTEXT OF ITS APPEARANCE	MEANING							SPEAKER	HEARER
			SEMANTICALLY				STYLISTIC	RHETORIC			
			Background	Details	Intention	Presupposition	Lexicon	Metaphor	Expression		
1	Man	In formal situation			Just explaining her lesson		Human being		Seriously	Katherine	All the students
2	Mona Lisa	Adoration but discriminate the women			Flattering		Beautiful women	Beautiful but weak and no strange	By smiling	Bill Dunbar	Katherine
3	And up and down.	Students are taught invaluable rules of etiquette and propriety			to attract a suitable husband		how to cross and uncross your legs		Enjoyful	Nancy	All Students
4	Freshmen	In formal situation		That way you could graduate without actually ever stepping foot on campus	To defy Betty’s argumentation		New students		Explicitly	Katherine	Betty
5	"A New York kike."	It appears to laugh in somebody			Betty remind her mother that she often called Giselle with ‘A New York Kike ’			A bitch	Smile	Betty	Mrs. Warren

2. Gender Biased Statements on the Sentences

DATUM	SENTENCES	CONTEXT OF ITS APPEARANCE	MEANING							SPEAKER	HEARER
			SEMANTICALLY				STYLISTIC	RHETORIC			
			Background	Details	Intention	Presupposit ion	Lexicon	Metaphor	Expression		
1	She had torrid affair with a Hollywood movie star.	Jokes	For your information Katherine Watson had to take this job to escape from California.		Making an issue about Katherine				Laughing	Giselle	Connie
2	No women choose to live without a home	In formal condition			Every women must get married	Unless she’s sleeping with her Italian Professor.			Serious expression	Betty	Giselle
3	Oh, honey. It's a girl's best friend.	It’s appear in relaxed talking	Meet the last virgin bride.		Contraception is important for women			Contracept ion	Enjoy full	Giselle	Betty
4	OK. You’re bitch	Vulgar statements in unsatisfying situation			Just swear words		Whore	A dirty girl, fools, and copulation	Hate	Betty	Giselle

5	A good wife lets her husband think that everything's his idea	Compulse someone's ideas to others		Now, why don't you see if you can't nudge the idea into his head?	A wife have to receive everything that is said by her husbands	Even when it's not.			Seriously and explicitly	Mrs. Warren	Betty
6	You've carefully planned your meal set your table and arranged for a babysitter.	In the formal situation	Your husband is at a crossroads in his career. He's competing for promotion against two rivals, Smith and Jones. To get the edge, you have wisely decided to invite the boss and his wife to a dinner.		To strengthen the custom that the wife's duties is cooking and taking care their children				Seriously	Nancy	All students
7	A few years from now your sole responsibility will be taking care of your husband and children.	In angrily condition			To inform that the wife's responsibility is taking care their husband and children				Angry	Nancy	Giselle
8	You may all be here for an easy A but the grade that matters the	In formal situation			What their husband gives to them				Full of anger	Nancy	All students

	most is the one he gives you, not me.										
9	Whatever you do, don't put the boss's wife next to your husband.	It appears in order to reminding of someone		She's screwing him	Betty has to be careful with all women who are around her husband, even, her husband's boss's wife				relaxed	Giselle	Betty
10	After I graduate, I'm getting married.	In daily conversation		And then I'll be married	Every women, after graduate from the university, are getting married				Smiling	Joan	Katherine
11	I had to set up house.	It is something like a tradition.			Set up a house is only the wife's duties				Seriously	Betty	Katherine
12	Don't disrespect me just because you're not (married).	In the bridle situation	Don't disrespect this class just because you're married.		It is something embarrassing if there is women who not married yet				Anger	Betty	Katherine
13	She knew you and Tommy were getting engaged. And she practically filled out your application.	The bridle situation			Women are better getting married than going on the their study				Regret	Betty	Joan
14	Is our mothers were called to work for Lady Liberty it is our duty, nay;	Discriminate women			The women place is at home taking care their children				Confidence	Betty	All students in Wellesley

	obligation to reclaim our place in the home, bearing the children that will carry our traditions into the future.										
15	A Rhodes scholar. I wonder if she recites Chaucer while she presses her husband's shirts.	Wriggle of the rules	The perfect likeness of a Wellesley graduate. <i>Magna cum laude</i> , doing exactly what she was trained to do.		Katherine tends to give the example of a Wellesley graduate, with magna cum laude; they just lived at home presses her husband's shirts.				Explicit	Katherine	All students
16	Now, you physics majors can calculate the mass and volume of every meat loaf you make.	Wriggle of the rules			To show that that the physic's graduate, after they are married they work to set the meal for their family				Explicit	Katherine	All students
17	A girdle to set you free	The bridle situation			They have to free from the tradition			They couldn't choose a better way to be free.	Powerful	Katherine	All students

18	"The roles you were born to fill."	In curious situation		I didn't realize that by demanding excellence, I would be challenging What did it say?	Asking, is it right the roles that their fill is just being a wife?			Women are fated to be a housewife and placed in domestic area	Full of question mark	Katherine	Betty
19	I thought it was a place for tomorrow's leaders, not their wives.	The bridle situation	A perfect ruse. A finishing school disguised as a college. They got me.		She has a great expectation for this school as place for the next leaders and not the wife of someone	Not their wives.	University		Anger	Katherine	Bill
20	Men take women to the Cape in the winter when they're embarrassed.	Influencing of someone's idea		He's using you.	To inform that men like to pull the wool over women's eyes				Hatred	Betty	Connie
21	You're going to turn around, go home fix your face and wait for your husband.	Demand of someone to receive his suggestion	He's working hard for both of you.		Man and woman has the different roles in household management				Expectation	Mrs. Warren	Betty
22	This is the bargain you made, Elizabeth. We all did.	Try to convince of someone else			Every women decides to get married and take anything the risk that they will get		Decision		Seriously	Mrs. Warren	Betty
23	Spencer's house is your house now.	The old expression			A wife have to follow her husband				Full of conviction	Mrs. Warren	Betty

					everywhere he'll go						
24	You could bake your cake and eat it too.	Wriggle the roles	I just want you to understand that you can do both.		Influencing Joan that she still has occasion to continuing her study, even, she has married			Women could do both be a housewife and going on their study	Confidence	Katherine	Joan
25	I want a home, a family. It's not something I'll sacrifice.	The truth is on her own	To you, a housewife is someone who sold her soul for a center hall colonial. She has no depth, no intellect, no interests.	Not as much as I'd regret not having a family. Not being there to raise them. I know exactly what I'm doing, and it doesn't make me any less smart.	The most important thing for women is having family				conviction	Joan	Katherine
26	Do you know what they say? They say you're a whore.	Vulgar and recreate for women	Does he pay you? For sex? At the rate you're going, you could make a fortune.	Once they've all sampled you, they'll toss you aside like a used rag.	Women who always be in the wrong position in this case (having affair with the husband of others)		Bitch		Hatred	Betty	Giselle
27	Don't wash your dirty laundry in public.	It is kinds of secret	The important thing is not to tell anyone.	Not everything is as it seems	Divorce is something that very embarrassing			Don't open the disgrace in public	Anger	Mrs. Warren	Betty