

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Movie is one of literary works that is very interesting. Movie is a type of visual communication which uses moving picture and sound to tell stories or inform the audiences about some issues. Movies as an artwork can be a media to present many events which happen in the society. It delivers many issues such as politic, social and culture in a beautiful and interesting ways. Movie does not only entertain its audiences, but also teaches some moral values in each story.

Recently, we often hear about the issue of woman discrimination in society. The discrimination is shown in many ways. Women still have lower position than man. They do not have any power to make decision because some social values encourage that woman should be loyal and obey her husband, for example, men think that women should not have any good jobs or career. It is because women will be a wives and take care all of household. Most of women think that completing family needs is a men's responsibility, so they depend on their husband. Actually, this situation gives bad effect for women. It is because actually woman and man have the same right in education and career. Woman have to get higher education so they can use their knowledge to get jobs so they do not depend on their husband to complete their daily needs, and also they can be independent woman. One of advantages for being independent woman is they can protect themselves by fulfilling their own needs. This social phenomena is related

to Feminism which concern with struggle for woman equality in education, social and politic.

Not only empowerment in political area but also woman's education issue rises up in our society. We know that all of people has rights to get an education whether they are rich or not, smart or not, and man or woman. In fact some people still think that there are some differences in education. In their book "Practicing Gender Equality in Education", Aikman and Unterhalter (2007; 28) said that:

The way in which girls, their families, and teachers view education and the content of the curriculum, will be influenced by gender equality in wider society. Across the world, assumptions about what is appropriate for boys and girls to learn can undermine equality in learning. For example, in many societies it is assumed that girls are not good at mathematics and that boys cannot learn about the care of young children.

The differences between women and men in curriculum become a basic problem which causes social discrimination in education. Those ways make woman have lower status position than man. In some cases most of the people also think that women cannot be a leader in an institution. It is because the informal education and the mindset of the tradition states that woman are inferior to man. They are supposed to do less than man capability. Therefore, it can learned that education for women can create the equality between man and woman.

One movie that represents the issue of woman equality in education is *Monalisa Smile*. *Monalisa Smile* is a drama movie produced in 2003 by Revolution Studios and Columbia Picture in association with Red Om Films Productions. This movie was directed by Mike Newell and written by Lawrence



Konner and Mark Rosenthal. *Monalisa smile* movie is starred by Julia Roberts as the central character, Katherine Ann Watson, and also Kristen Dunst as Elizabeth "Betty" Warren (Mrs.Jones), Maggie Gyllenhaal as Giselle Levy, Julia Stiles as Joan Brandwyn (Mrs.Donegal) and Ginnifer Goodwin as Constance "Connie" Baker.

This movie tells about the main character's struggle for education. In 1953, Katherine Ann Watson, a 30 year old graduate student in department of Art History at UCLA, teaches of "History of Art" at Wellesley College, a conservative women's private liberal art college in Massachusetts. She comes there because she wants to make a difference and influence women in the next generation. She wants to change the mind set of woman in that institution. In that movie she wants to prove that women can get equality in education and fulfill their dream. She also wants to prove that woman can do something more and become a career woman and expressing themselves without ignoring their responsibility as a wife. But, in Katherine struggles for this equality she facing out some problems and rejections from society about her new idea. Although all people cannot accept her new idea but some of them have a willingness to make changes. Therefore, Katherine realizes that changes cannot be imposed and will come from the individual conscience.

In this research, the writer proposes to analyze this movie using feminist theory. Feminism is a women movement that pays attention in woman right and position in education, politic, social, economy to get equality. It is related to Katherine Watson's character because the film shows how Katherine tries to

struggle for education equality and open her student's mind to get higher education. From this research the writer has expectation that this can give more knowledge to the reader about woman equality in education. In addition, the result of this study is also intended to give more detailed information to those who want to conduct a similar research.

### **1.2 Problem of The Study**

From the background of study, the writer formulates the problem of the study as how does Katherine Watson character struggle for education equality in *Monalisa Smile* movie?

### **1.3 Objective of The Study**

The object of the study is to describe and analyze how the main character struggles for education equality in *Monalisa Smile* Movie.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE AND RESEARCH METHOD**

Review of the related literature is necessary in order to give better understanding about several theories related to the problem of study and in this chapter the writer will explain about theoretical framework which includes the discussion on liberal feminism and gender equality. The writer not only provides previous study for more information about this study, but also uses research method to inform how the writer provides the data source to be analyzed.

#### **2.1 Theoretical Framework**

This subchapter reviews related theories and references used to analyze the object of the study. They are liberal feminism, gender, and film studies

##### **2.1.1 Liberal Feminism**

In this research, the writer decides to use liberalism feminism approach and education equality to analyze the struggle of Katherine Watson for getting equal rights of education. Liberal feminism appeared for the first time in 18<sup>th</sup> and

19<sup>th</sup> century pioneered by Mary Wollstonecraft. Liberal comes from Latin word

Liber which means free. Rosemarie Tong (2009) in her book *Feminist Thought*

Third Edition wrote that liberalism is a school of political feminism that evolves in process reconceptualizing, reconsidering, and restructuring itself. This system

manages that liberalism prioritizes freedom in all aspect of human life, but it does

not mean that there is no rule in society. Society still has rule but it does not interfere human rights. She added that:

“Liberals claim that the “right” must be given priority over the “good.” In other words, our entire system of individual rights is justified because these rights constitute a framework within which we can all choose our own separate goods, provided we do not deprive others of theirs. Such a priority defends religious freedom, for example, neither on the grounds that it will increase the general welfare nor on the grounds that a godly life is inherently worthier than a godless one, but simply on the grounds that people have a right to practice their own brand of spirituality. The same holds for all those rights we generally identify as fundamental.”

Based on the statement above, liberals give us opportunity to express ourselves as a human to choose our faith. People also have equal right in basic aspect like religious freedom, education freedom, and also political freedom.

Around eighteenth century woman position and social economic in Europe declined. It gives some effects to woman's productivity in society because most of productive works at home are done by woman. It is shown by Deborah Simonton in her book *A History of European Women's Work* (2003, p.13) the focus of eighteen-century thought on Nature led to attempts to “discover” the “natural women”. Older idea of woman also influenced them, and they frequently ignored the question of women's inequality or attacked woman as representatives of social classes they wished to condemn. It makes woman choose to marry with professional and entrepreneur, so they can stay at home and do house work even if they have several servants. According to Wollstonecraft in her book *A Vindication of the Right of Woman* (as cited in Tong, 2009, p.13) woman is like a bird in the cage. They just allow to preen themselves and they sacrifice their health, liberty,



virtue to whatever prestige and pleasure for their husband and child. This situation makes woman cannot develop themselves, because there is no demand to do some work by using their knowledge. As stated by Wollstonecraft's book (as cited in Tong, 2009, pg.14) :

“..... it is no wonder Wollstonecraft abhorred Jean-Jacques Rousseau's *Emile*. In this classic of educational philosophy, Rousseau portrayed the development of rationality as the most important educational goal for boys, but not for girls. Rousseau was committed to sexual dimorphism, the view that “rational man” is the perfect complement for “emotional woman,” and vice versa. As he saw it, men should be educated in virtues such as courage, temperance, justice, and fortitude, whereas women should be educated in virtues such as patience, docility, good humor, and flexibility. Thus, Rousseau's ideal male student, Emile, studies the humanities, the social sciences, and the natural sciences, whereas Rousseau's ideal female student, Sophie, dabbles in music, art, fiction, and poetry while refining her homemaking skills. Rousseau hoped sharpening Emile's mental capacities and limiting Sophie's would make Emile a self-governing citizen and a dutiful paterfamilias and Sophie an understanding, responsive wife and a caring, loving mother.”

The quotes above explain that women students are prepared to be good wife. It is shown by the material of study which is about women domestic roles. As a good wife, they are asked to take care of domestic affair. In other hand, equal education between man and woman include learning material which is taught is important to develop woman as human potential. According to Wollstonecraft's book (as cited in Tong, 2009, p.16), a woman is not a “mere means” or instrument to man pleasure or happiness, she is an “end-in- herself” a ratio agent whose dignity consist in having the capacity for herself- determination. In this case education equality for woman can increase their self-actualization and protect them from

domestic violence. As like Lewis (2015, Para.2) stated that Liberal feminism's primary goal is gender equality in the public sphere-equal access to education, equal pay, ending job sex segregation, better working condition- won primary through legal change. Liberal feminism focuses on equality between man and woman in all aspect of life. They struggle for changing the idea that women do not have any right to express their idea in government. Feminist also fight for women right to get equal education as a means to actualize themselves. According to Lewis (2015, Para.4):

“Liberal feminism tends to rely on the state and political right to gain equality—to see the states as protector of individual right. Liberal feminism, for example, support affirmative action legislation requiring employers and educational institutions to make special attempts to include woman in the pool of applicants, on the assumption that past and current discrimination may simply overlook many qualified woman applicants”.

The quotes above show that feminist focus to struggle to change the legal police in all institution to give opportunity for women to have the same right in politic and education. In *Monalisa Smile* film, there are some evidences that show how important education for woman as a self-actualization.

### **2.1.2 Gender**

There are two kinds of people in this world, they are man and woman. Basically, man and woman have some specific things that make them different. They are differentiated by sex and gender. Based on United States Agency International Development (USAID), sex refers to the biological characteristic that defines human as female or male (Gender Terminology, 2007, para.1). The biological aspect makes woman and man quite different. In biological aspect



woman has vagina and man has penis as reproduction. Women have menstruation period so they also have ability to get pregnant and bear children, in other hand men cannot do that.

Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, and relative power and influence that society ascribes to the two sexes on a differential (Gender Terminology, 2007, para.2). A traditional gender role has perception that women do more housework than men. In otherwise men usually do some jobs that use their mind.

Lois Tyson in her book *Critical Theory Today* (2006, p.85) said that Traditional gender roles cast men as rational, strong, protective and decisive, in otherwise women cast as emotional, weak, nurturing and submissive. It successfully makes women have no power to make decision and position in family, government, academic and etc. Woman is also paid lower than man even when they do the same job. From the explanation above, it can be known that woman position in traditional gender roles is lower than man. Traditional gender roles are closed with patriarchal system in society. Patriarchal also oppress woman in many aspect like social, economy, politic, psychology and education. Gender and sex are different thing, gender is differences of characteristic and responsibility that is made by society (masculine and feminism). Therefore, the difference between man and woman is from basic social rules.

### 2.1.3 Film Studies

In this part, the writer uses film studies to analyze the problem, because the object of this research is movie. This theory is taken because film studies is an academic discipline that is appropriate to critic a movie. In fact, movie not only can entertain but also teach some moral value, history, culture and portray of society at that time. Movie also can be a media to criticize some political issues that happen in that country. According to Yale University Film Studies Program (cited in Septiarisa, 2014, pg.9):

Film study is an interdisciplinary program that focuses on the history, theory, and criticism of cinema and other moving image media. In this studies people are able to know the detail of a movie such as the script, the plot, the setting, the costume, or the other things.

In many ways to analyze film using film studies, the writer also use dialogue and mise-en-scene as theory to analyze the object of the study to get the evidence which is show the struggle of woman in *Monalisa Smile* movie.

#### 2.1.3.1 Dialogue

Film is not only to entertain the audience but also as a part of industrial and political culture. It also can convey a message to audience using character, plot, setting, and also dialogue in the movie.

One of important element in the movie is dialogue. Movie is an audio visual product. It produces sounds and picture in one unit. Movie is record picture and projected into motion picture, whereas sounds are given to make it clear. Most of people think that language which is used in movie cannot be complex as language in literature. It is easier to understand so the audience can accept the



message that is conveyed by that movie. But in fact, language in movie is more complicated than other literature like poetry and prose. According to Gianetti (2002, p.232):

“In some aspect, language and film can be more complex than in literature. In the first place, the word of a movie, like those of the live theater, are spoken, not written, and human voice is capable of far more nuances than the cold printed page. The written word is a crude approximation of the connotative richness of spoken language”.

The statement above shows the language that is used as dialogue in every movie is harder than written literature. In the written literature, the writer can emphasize some specific word by underlining them. In other hand, actors in the movie must routinely go through their speech to see which word is stressed and the best expression that is appropriate with the word meaning of that sentence. Therefore, from the dialogue it can be understood the purpose and message of that film. The writer uses dialogues in this study to show feminism in that era.

### 2.1.3.2 *Mise-en-scene*

Besides using a dialogue the writer will use *mise-en-scene* to analyze this movie. *Mise-en-scene* is originally French theatrical meaning “placing on stage”.

According to Gianetti (2002, p.44) :

*Mise-en-scene* (pronounced meez on sen, with second syllable masalized) was originally a French theatrical term meaning “placing on stage”. The phrase refers to the arrangement of all the visual elements of a theatrical production within a given playing area-the stage. ....No matter what the confines of the stage may be, its muse en scene is always in three dimension.

Different with Gianneti's state, Corrigan & White (2004, pg.42) stated that "Elements such as settings, actors, props, lighting, costumes, make-up and performance and other elements depicted by its images, are components existing independent of the camera, and for some critics, those components themselves define a film's *mise-en-scène*."

There are 4 aspects of mise-en-scene according to Lathrop and Sutton, they are setting, custom, figure behavior and lighting. All of the aspect of *mise-en-scene* will create a harmony in a movie.

#### 2.1.3.2.1 Set and Setting

Setting is an important visual element in film, includes all that the viewer sees which informs time and place apart from costume. This aspect of mise-en-scene plays an extremely active role in film and periodically may assume as much importance in the total film as the action, or events. According to Corrigan and White (2012, p.44) :

"The setting refer to a fictional or real place where the action and event of the film occur and the set is strictly speaking, a constructed speaking, often on studio soundstage, but both the setting and set can combine natural and constructed element."

History and culture which are used in every movie can be set and setting.

There are two kinds of atmosphere that are formed by set and setting, realism and scenic realism. Corrigan and White (2012, pg.45) said that realism is the way viewers describe which movie creates a truthful picture of a society, person or some other of dimension life. In other hand, scenic realism enables us to recognize set and settings as accurate evocations of actual place.



One method of setting control lies in selection of natural or artificial locale. Barren mountain plain, tropical jungle and lush green land are example of natural, in other hand it is very different gothic cathedral, sterile institution or inner-city ghetto as artificial local.

The selection process includes, too, the choice of constructing the set rather than using an already existing locale. The set also might represent a particular place, or it might be deliberately constructed to include the possible, improbable, or even impossible locale. Setting function is to influence viewers, to contribute dramatic impact and to add meaning to the film's narrative. Selecting, constructing, and arranging elements of setting all give the director powerful control over his art. Staging the event for the camera, the director exhibits craft and creativity as he uses this aspect of *mise-en-scene*.

#### **2.1.3.2.2 Costumes and Make up**

Costume accessories and clothing are also as important aspect in the film.

Director also concerned in historical reality to search clothing style, textile, and dye likely that is used in certain era. According to Corrigan and White (2012, pg.57):

“Costumes are the clothing and related accessories that a character wears or that define that character. These can range from common fashions, like a dark suits or dress, to more fantastic costumes. Cosmetics, or make up applied to the actor's face and body, highlight or even disguise or distort certain aspect of the face or body”

Costume can serve to enhance the narrative or story, for instance, by suggesting social position of character. Costume also can imply psychological disposition of characters, when costume function as character highlights, they

draw out point to important part of a character's personality. Costume can hint at the character development in the film. In addition to informing narrative through contribution to setting, character, and plot, clothing—as an aspect of *mise-en-scene*—functions also as a prop upon which the film's unity may rest. Any portion of a costume may become a prop. The prop's reoccurrence contributes to viewer's application of the total film. And, it is the director's selection and arrangement of costume as an aspect of *mise-en-scene* gives him control of visual elements necessary to effective filming.

#### 2.1.3.2.2 Figure Behavior

Like setting and costume, figure expression and movement are important elements of *mise-en-scene* used by the director to support the narrative as well as help develop the thematic unity of a film. Figure expression refers to the facial expressions and the posture of an actor, whereas figure movement refers to all other actions of the actor, including gestures. Two of the most important aspects of film study are appropriateness of the expression of the actors and the control the director exhibits over the actor's movements. Figure expression, as an element of *mise-en-scene*, also provides artistic power to the director. Because the actors in a film are used as vehicles of expression by the director, the viewer must keep in mind that an actor's performance should be examined in terms of how well it complements the film's message as opposed to how well the actor's performance supports the viewer's conception of behavior in the real world.

The viewer's preconceived notions of "realistic" behavior should not interfere with his understanding of the appropriateness of the expressions of the



actors. A character's pattern of behavior can alert the viewer to the appropriateness or inappropriateness of an actor's expression. If a character exhibits an expression which is opposed to the expressions he has been displaying throughout the film, the viewer might be led to believe that the actor is demonstrating inappropriate behavior. The viewer should always remember that the appropriateness or inappropriateness of a character's behavior should be judged in relation to the setting of the particular scene and the overall make-up of that particular character.

#### **2.1.3.2.4 Lighting**

Lighting, like the other aspects of mise-en-scene, is a tool used by the director to convey special meaning about a character or the narrative to the viewer. Lighting can help define the setting of a scene or accentuate the behavior of the figures in the film. The quality of lighting in a scene can be achieved by manipulating the quality and the direction of the light. When the director manipulates the quality of the lighting, or the relative intensity of the illumination, he can control the impact of the setting or the figure behavior has on the viewer.

By using lighting that creates clearly defined shadows, the director can suggest a strong division between two spatial areas of a scene. They are two kind of lighting that is usually used by director, natural lighting and directional lighting.

According to Corrigan and White (2012, pg.58) :

“Natural lighting usually assumes an incidental role in a scene; it derives from natural source in a scene or setting, such as the illumination of the daylight sun or the lamps of room.....Directional lighting is more dramatically apparent; it may create the impression of a natural light source but actually directs light in ways that define and shape the object or person being illuminated.”

The director may suggest that situations as well as people may be difficult or impossible to analyze in terms of all good or all evil. At any rate, it is important to keep in mind that hard and soft are relative terms which designate two extreme conditions of illumination. Actually, most lighting arrangements are variations of hard or soft lighting. There are five primary types of directional lighting: frontal lighting, side lighting, back lighting, under lighting, and top lighting.

Frontal lighting is used when the director wants to eliminate shadows from a scene. Side lighting is often used when the features of a character or an object play an important role in the development of the narrative. Back lighting illuminates only the edges of an object.

Under lighting comes from below the object and tends to distort the features and shape of the object. Top lighting, lighting which shines from directly above the object, can be used to direct the viewer's attention toward an area above the objects in the scene. The effect of lighting range from the hard to soft. Hard and soft lighting and lighting will create a variety of complex effects through highlighting and the play and shadow that enlighten viewer in more than one sense.



## 2.2 Previous Studies

For the previous study the writer uses two theses. One of them is entitled “Woman’s struggle in politics as reflected in Margareth Thatcher’s character in the movie the Iron Lady(2008)” written by Afshochul Munyroh, Universitas Brawijaya Malang. This study focused on woman’s struggle in politics as portrayed in England’s politics. This thesis analyzed how Margareth Thatcher struggles for woman existentialism in parliaments. It also shows that in the movie there are improvement of the government system and prove to the public that women can also do what men can do, such as in being a prime minister. This thesis is similar with the writer thesis in which uses Feminism theory.

The writer also uses another study entitled “The Spirit of Feminism Reflected in The Main Character Monalisa Smile Movie: A Study of Feminism in A Patriarchal Society” by Winda Ivani Putri(2011). This thesis focused on how the woman character in *Monalisa Smile* movie life in patriarchal condition. This thesis and the writer’s thesis has similar material object that is *Monalisa Smile* movie which portrays about feminism. In other hand, the writer’s thesis has differences between Putri’s thesis. The writer theses focused on Katherine Watson Character gets equal right of education.

## 2.3 Research Method

This chapter discusses about how the writer does the analysis on *Monalisa Smile*, and these are the steps used by the writer to analyze the work:

### 2.3.1 Deciding the Material object

The writer chooses the movie entitled *Monalisa Smile*. This movie describes about Katherine Watson as a teacher in a traditional college who wants to change girl's mindset to get better life by reaching better education. This movie is chosen by the writer because it portrays about feminism in facing the traditional rule which is made by a traditional college where she teach. It shows that women should not need to have high education, because they soon get married after graduating then obey their husband. This movie also depicts women's condition in 19 century.

### 2.3.2 Collecting the Data

In this step, the writer watches the movie a few times to know the plot and understand the content of the movie. This step is conducted to observe the plot and know about the women characters in the movie. The next step is reading the movie script. It helps the writer to find out the problems and which are exposed in *Monalisa Smile*. After watching the movie and reading the movie script the writer takes note about the data that can help the writer to analyze the data.

### 2.3.3 Analyzing and Interpreting the data

The writer analyzes the data by using feminist theory and movie studies. Liberal Feminism theory is used to show the struggle of woman character to get education equality in *Monalisa Smile* movie. Movie studies is used to show the condition in that era.



### 2.3.4 Drawing Conclusion

After observing, analyzing and interpreting the data based on the theories and some evidences from the movie, the writer draws the conclusion of the study and gives suggestions for the next researcher.



### CHAPTER III

#### FINDING AND DISCUSSION

In his chapter the writer discusses about the research problem and present the result of *Monalisa Smile* film analysis by using the approach that have been discussed in the chapter II. This chapter focuses on the struggle of main character in *Monalisa Smile*, Katherine Watson who comes to Wellesley to make differences.

Recently, there are differences between women today and women in the past. Women today go through many changes. They do not only do household chores and take care of their children but also have ambition to be career woman. To be a career woman, a woman must have good knowledge and enough education. This phenomena is reflected in *Monalisa Smile* movie. Katherine Watson, a teacher of Art History in Wellesley College represents an educated woman who struggles for education equality in the college. This film takes place in Wellesley 1953 when women still have lower position than man. Katherine influences her student to change their old idea. She influences them to reach higher education and also tries to make a decision for their own life. In many ways, although the way to make a difference is not easy, she finally succeeds to open her student's mind set about the important of education for their life.

There are two general issues of this film constructed by the character. These are the patriarchal culture in Wellesley and Katherine's struggle to get education equality. Those two issues function as the basic of the analysis.



### 3.1 Patriarchal Culture in Wellesley.

Every community has its traditions and rules that are believed to handle the running of daily life. The tradition which is embraced by society will be something that is derived from previous to their posterity. One of those traditions is Patriarchy. Patriarchy comes from Greek word *pater* which means father, rule by father or men authority. Patriarchy also means the power of father within families. According to Lloyd (2005, p.74), "Patriarchy is a *system* of male power that permeates *all* aspects of life at all times and in all places". This system makes men dominate in society. According to Simone de Beauvoir (cited in Acinta, 2013, p.14):

"When a woman tries to define herself, she starts by saying 'I am a woman', revealing the fundamental asymmetry between the terms 'masculine' and 'feminine'. 'Man' defines the human, not woman. Woman is riveted into a lopsided relationship with man: he is the One, she is the Other. De Beauvoir shows with great erudition that man's dominance has been secured through the ages by an ideological power: legislators, priests, scientists and philosophers have all promoted the idea of women's subordination. For feminist to break this patriarchal power it is necessary to challenge men at the level of theory, but without entering the theoretical domain on men's term."

Based on the statement above, patriarchal is a system that makes women oppressed and subordinated. In case of mental and physical aspects, women are more inferior to men. In society women are considered weak, emotional, dependent, commonly associated with housework and taking care of the children.

This condition makes women under men's norm. According to Heggen (cited in Tracy, 2007, p.5):

"The inherent logic of patriarchy says that if men have the right to power and control over women and children, they also have the

right to enforce that control . . . domination and glorification of violence are characteristics of patriarchal societies. . . . In patriarchy, women and children are defined in relation to men who control the resources and power. Women and children are the other, the object. Men are the norm, the subject. In a dominance-and-submission social order, there is no true mutual case. Subordinates are to care for the needs of the dominants.”

Almost in all aspects of life such as; education, politic, family, work, economic, and others, women feels suffering because men have held big domination upon women. Based on Simone de Beauvoir in *The Second Sex*(cited in Gardiner, 2007, p.2) women's nature is something constructed by patriarchy, but so cunningly done that the constructions look like nature and think to be unchangeable. Society creates ideas how to treat men and how women should behave. Because of this ideas spread on society, both men and women naturally accept these ideas. Patriarchal culture in Wellesley is shown by Curriculum and rules applied in school.

### 3.1.1 Curriculum and Rules Applied in Wellesley

Katherine an art history teacher from Oakland comes to Wellesley to teach in Art History Department in Wellesley College. In the movie, Wellesley College is described as the most conservative college in America which still upholds some tradition. It is shown by narrative statement “*It was whispered that Katherine Watson, a first-year teacher from Oakland State made up in brains what she lacked in pedigree. Which was why this bohemian from California was on her way to the most conservative college in the nation*” (Monalisa Smile, 2009, minute 00 : 01 : 31 - 00 : 01 : 57).





Figure.3.1 Wellesley students  
(minute 00 : 03 : 13)



Figure. 3.2 Student's and  
teacher's boarding house  
(minute 00 : 03 : 55)

Figure 3.1 shows that all of student in Wellesley College is Women. It shows that there is a tradition which separates between man's and woman's student classes.

In patriarchal system women and men are divided in some aspects of life, one of them is education. In patriarchal system, people assume women do not need high education. The material that is taught is also different. Therefore, some schools differentiate between woman and man classes. It is also shown in figure

3.1. Figure 3.2 shows the boarding house which is provided by campus for student and teacher who want stay at there. Katherine as a new teacher wants to stay in

that boarding house because she wants to know about college life. By using *mise-en-scene* the writer analyze costume and make up that is used by Katherine in figure 3.2. Figure 3.2 shows the clothes that is worn by Katherine. She uses thick

jacket and plain shirt which is different from another person in that school. It shows that Katherine is a person who is independent. She has her own idea to decide what she wants to do and what she wants to wear. She is not affected with

what women tend to use in that era. It is related to feminism that supports women become independent woman and has opportunity to express themselves.

Patriarchal culture refers to a system that upholds the existence of man.

They argue that man as spearhead of life that is responsible to all aspect of life.

They have opportunity to get high education and carrier, while woman is not considered to need that thing. They are asked to stay at home, take care of their

children, and do the household. That situation shackle women's freedom to

express themselves. It makes woman does not have opportunity to be

independent. This issue also appears in Monalisa Smile movie. It is shown by the

rules that are applied by campus. Dormitory keeper states "*Just a few rules. No*

*holes in the walls. No pets, no loud noises, no radio or hi-fi after 8 on weekday,*

*10 on weekends, no hot plates and no male visitors"* (Mike Newell, 2009, minute

00 : 04 : 26 - 00 : 04 : 40).

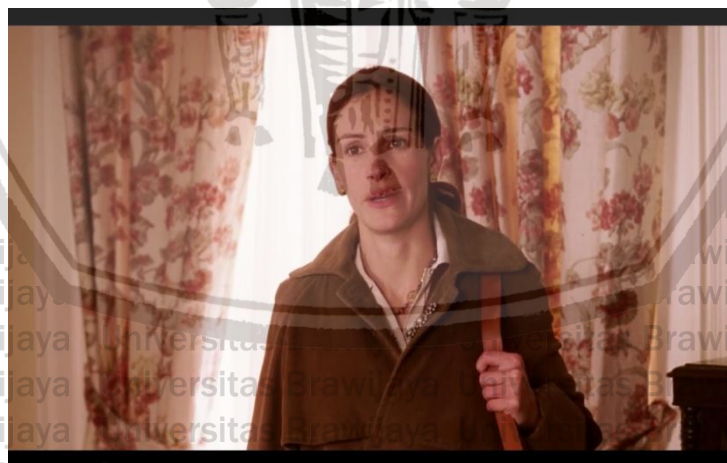


Figure. 3.3 Katherine's disappointed expression (minute 00 :04 : 46)



The figure above shows Katherine's disappointed expression because she thinks there are too many rules in that dormitory. Her expression shows that Katherine is a woman who likes free life. The rule that is applied by the dormitory reflects to patriarchal system that shackles woman freedom to express herself and improve their skill to get better life. It is shown by one of the rules who should not turn on the radio after 8 p.m. Radio is one of media to convey information to the public.

Because the existence of the restrictions in using radio, they will accept less information and knowledge. This is very contrary to feminism that upholds the woman right to get education and knowledge as well as man. Katherine represents feminist in that era. It can be seen from her disappointed expression about the rules. As a woman who struggles for liberal feminism, Katherine resists the rule by leaving the dormitory and look for another place to stay because she presumes that the rules restrict woman's right to get knowledge.



Figure. 3.4 Katherine shocked in the first class (minute 00 :09 : 07)

At her first time teaching she is shocked by student because it is beyond her expectation. Her eyes show a fear to face student. Her frown also shows sadness because she does not have time to explain the material that she has been prepared.

All of students are very active in the class and explain all pictures that is shown by Katherine. That situation reflects that actually the students are very interested in studying. Explicitly they also represent smart and educated woman. It is shown by the students who have prepared themselves by reading syllabus before they enter the class. As a teacher Katherine wants every student listen to her explanation and respects her, but in fact they think that Katherine is not smart enough to teach them, they underestimate Katherine's knowledge because she comes from Oakland States.

Katherine : I already do. I- Honestly, it's beautiful. It's perfect, really

Amanda : Well, don't fool yourself. They have claws underneath their white gloves.

Katherine : Who?

Amanda : The alumnae, their offspring, the faculty. You name it. Watch out for yourself. Too much independence frightens them.

(Mike Newell, 2009, minute 00 : 14 : 43 - 00 : 14 : 48)

Feminism creates women to be independent. They emphasize that woman can do all of things by herself and reach what they want. They also fight for women's right to convince their opinion. Katherine as main character has feminism spirit. She wants to change the way of learning and makes her student to be brave in propose their idea. In other hand, the school took that as a threat. From the dialogue above, it can be concluded that in that time some schools are very conservative and controlled by the right people. As a conservative school



Wellesley is very difficult to accept new idea and concept of learning which is brought by Katherine.

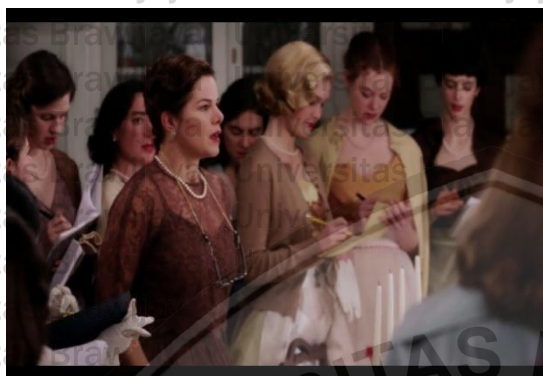


Figure. 3.5 Marriage class by Nancy  
(minute 00 :26 : 48)



Figure. 3.6 Nancy's Class  
(minute 00 :28 : 54)

Wellesley as conservative college inserts some tradition in syllabus. One of tradition that is taught by campus is marriage class. In the Wellesley school every student must attend to marriage lecture that is taught by Nancy. In this class they get some lesson about how to become a good wife. In this class student are also taught how to face and solve household problem. Figure 3.6 is the picture of one of the materials in the class. The picture shows how important to learn how to sit and be good women at the time. This class also shows society's idea about how an educated woman is like, they are prepared to take care their family. As Wollstonecraft (as cited in Tong, 2009, Pg.14) stated:

“men should be educated in virtues such as courage, temperance, justice, and fortitude, whereas women should be educated in virtues such as patience, docility, good humor, and flexibility. Thus, Rousseau's ideal male student, Emile, studies humanities, the social science, and the natural science, whereas Rousseau's ideal female student, Sophie, dabbles in music, art, fiction, and poetry while refining her homemaking skills”.

The material that is taught by Nancy shows a gender bias that appears in Wellesley. Woman is considered to have nurturing and diligent nature, so they are not suitable to become a head of family. They are only asked to do domestic jobs which are considered lower than man's jobs. Domestic work that is done by women is also assumed as unproductive jobs. In other hand man, must not acquire the various type of domestic job. Katherine struggles for equality of learning material and opportunity to fight against gender bias and patriarchal culture in Wellesley. Figure 3.5 shows that the clothes used by student and Nancy show luxury, glamour and very femininity. All students wear dresses in which they represent femininity.

### **3.1.2 Characters Who Represent Patriarchal Culture.**

There are four student characters that stand out in this movie which represent Wellesley student's life. They are Betty Warren, she is the president of alumni association's daughter in Wellesley. She is very critical and concerns on traditional habit. The second is Joan Brandwyn, she represents active and smart woman, she is also interested in education and like something new. The next is Giselle Levy, she has broken family. She feels very disappointed with the divorce. She grows up as rebel girl and have free life but she is very caring to her friends. The last is Connie Baker. She is very kind and unadorned girl.

Wellesley lets their student be married before they finished the school, there is permission for student who is married and there are some dispensations for them. Betty Warren will be married with her fiancé, Spencer. As a daughter of famous woman in Wellesley, her wedding party will become very important for



Betty and her mother. Betty's mother is an idealist woman, it can be seen from how she chooses the decoration of room, tableware, and food.

Betty's mother : The glassware should be trimmed with gold. The little sugar boxes, gold and white, filled with chocolate. No candlesticks. Freesia instead of daisies.

Servant : Wise choice, madam.

Betty's mother : No baby's breath.

(Mike Newell, 2009, minute 00 : 24 : 45 - 00 : 24 : 58)

The dialogue above proves that this wedding is very important for Betty's mother although her daughter is still a student. Therefore, a wedding becomes priority for most women and becoming a wife is more important than getting higher education. It shows that Betty and her mother still embrace patriarchal system that assumes education is second thing that is not more important than getting married.



Figure. 3.7 Betty and Joan go to meet Betty's mother (minute 00 :25 :03)

Figure 3.7 shows that the room is full of luxurious goods. They will be used in Betty's wedding party. All material that is chosen represents Betty family's

social status. It is also shown from how Betty's mother gets dresses. As Eubank (2005, p.1) said that costume can distinguish status social. The costume which is worn by Betty's mother, felt cloak and pearl necklace also show that she is a dignitaries and rich woman. The figure of Betty's mother shows that she is a hard woman, discipline and perfectionist. She is taught that obeying a husband is her responsibility. Even she argues that as a wife does not have any right to tell her opinion. It is shown in Betty and her mother's dialogue about poetry reading by Spancer.

Betty : I spoke to him about reading the poem. He'd rather not. I said all right.  
 Betty's mother : Excuse us for a second, Joan. A good wife lets her husband think that everything's his idea..... even when it's not  
 Betty : I don't care if he reads it.  
 Betty's mother : You will in retrospect. Now, why don't you see if you can't nudge the idea into his head.

(Mike Newell, 2009, minute 00 : 25 : 13 - 00 : 25 : 42)

The dialogue above tells that Betty's mother wants Spancer read a poem in their wedding party, but he does not want it. But she asks Betty to put in her idea as Spancer's idea. According to Betty's mother, a good wife always obeys to her husband. She also does not have any right to tell her opinion. It is shown by how Betty's mother gives some advice to Betty. That dialogue also shows that Betty's family still adopts patriarchal system. Because of patriarchal system that men dominate life, women are known only as the property of men. They must do what men ask to do. The dialogue between Betty and her mother also represents the patriarchal system which teaches that woman does not have any right to tell their opinion. They must do what men decide to do.



Nancy: 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. 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.

(Mike Newell, 2009, minute 00:28:54 - 00:29:34)

The conversation between Nancy and Giselle above shows Nancy's anger to Giselle because of her statement. The dialogue concludes that women are only assigned to take care of house, prepare their meal, and take care of children. It is contrary with liberalism feminism which ensures woman self-actualization rights.

That movie describes woman in 1950's era that does not have opportunity to get their dream and career. Mostly, people think that having career and job are only man's business whereas woman is only doing household chores. From Nancy's statement also shows about woman's helplessness in that era, they accept what their husband gives without have any right to get their wants. In other side, Giselle's statement shows that she is a very brave woman and she does not really care about that tradition. Related to liberal feminism, Giselle's character also represents woman with open minded and does not want to be controlled by men.

She refuses Patriarchal culture that shackle woman right in express their idea.

Betty : If you've nothing else for us, we could go to independent study.

Katherine : Ac-

(Mike Newell, 2009, minute 00:09:59 - 00:10:06)

This dialogue shows that all of students do not respect Katherine. All of students leave from the class without permission from Katherine because they

have already understood about material that is explained by Katherine. This situation shows that actually students in Wellesley have high ability and intelligence. It proves by their ability to do independence study. The material that is given by school shows there are differences between man and woman learning material. Male student learns about humanities, social science, and natural science. In other hand female student studies about music, art, fiction, poetry and homemaking skills. As stated by Wollstonecraft's book (as cited in Tong 2009, pg.14):

“.... it is no wonder Wollstonecraft abhorred Jean-Jacques Rousseau's *Emile*. In this classic of educational philosophy, Rousseau portrayed the development of rationality as the most important educational goal for boys, but not for girls. Rousseau was committed to sexual dimorphism, the view that “rational man” is the perfect complement for “emotional woman,” and vice versa. As he saw it, men should be educated in virtues such as courage, temperance, justice, and fortitude, whereas women should be educated in virtues such as patience, docility, good humor, and flexibility. Thus, Rousseau's ideal male student, Emile, studies the humanities, the social sciences, and the natural sciences, whereas Rousseau's ideal female student, Sophie, dabbles in music, art, fiction, and poetry while refining her homemaking skills. Rousseau hoped sharpening Emile's mental capacities and limiting Sophie's would make Emile a self-governing citizen and a dutiful paterfamilias and Sophie an understanding, responsive wife and a caring, loving mother.”

In this way Katherine sees her student ability and intelligent, she is very optimistic that her student can learn another subject. Katherine struggles to change of curriculum for woman in Wellesley. She assumes that her student should get equality and can get the same material.

Staff : I was in California once. How do you get work done with all that sunshine?



Katherine : We tan in class.  
 Staff : Really?  
 Katherine : No.  
 Staff : You know, not everybody wanted you. I'm not naming any names. These jobs usually go quickly. Ex-students, friends of, you know...the right people. The person they wanted took a job at Brown, and no one else was available. So here you are.

(Mike Newell, 2009, minute 00 : 10 : 42 - 00 : 11 : 17)

The dialogue above shows that at that time capitalism and collusion is still embraced by society. Some controversies come because they do not really want

Katherine to be there, but Katherine is not afraid and gives up. She continuously persuades committee that she is worthy and capable to teach in Wellesley. Finally, Katherine gets a chance from committee to continue her teaching because of her persistence.

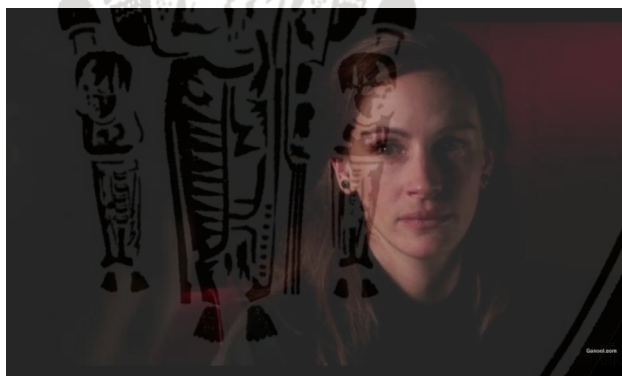


Figure. 3.8 Katherine's disappointed expression (minute 00 :30 : 36)

Bill Dunbar : Yeah, they say you're progressive. A forward thinker.  
 Are you?  
 Katherine : There are a lot of labels here. I've noticed. Right family, right school, right art, right way of thinking.  
 Bill Dunbar : Well, saves the effort on thinking for yourself  
 Katherine : How do you expect to ever make a difference if everything is a joke?

Bill Dunbar : Oh, Katherine Watson comes to Wellesley to set us all free? Come on.

Katherine : Thank you for the drink.

(*Mike Newell*, 2009, minute 00 : 30 : 06 - 00 : 30 : 41)

Katherine comes to Wellesley to make a difference. She wants to change their idea because she wants to see they have better life. Some people in that school do not want Katherine because they assumed that she can ruin the traditions which are applied in that school. The conversation between Bill and Katherine above shows that most people in the school talk about Katherine's characteristic. The dialogue above also shows that Katherine is an independent woman. It is proven by how Katherine teaches that is different from school. Woman in patriarchal culture do not have any power to express their idea. Women are considered as a passive and less smart person. This is contrary with Katherine's character that is smart, active and visionary. She is hardly to make differences in that school because the rules of school are very strict, conservative and hard to accept new thing make Katherine's way is not easy. As professor Dunbar said "They have their own way of doing things here. You've just gotta find a way to work with them. We all had to" (*Mike Newell*, 2009, minute 00 : 30 : 42 - 00 : 30 : 49). It means that all teacher and staff at school are organized by alumni. There is no one who is brave to fight against them. From the figure 11 shows that Katherine's expressions is hopeless. There is a disappointment because she feels that there is no one who can support her struggle. One of *mise-en-scene* part which is used by director in this scene is lighting. The lighting which is used is dark that represents sadness and misery faced by Katherine.



### **3.2 Katherine's Struggle to Get Education Equality for Girl**

Women also have limited access to get high education. Most people think that education for women is not very important because a woman will get married and become a wife. In fact, higher education is very important for every people especially for women. Education has a very important role as a basic for women's development and self actualization in their life. Some women have ever got a bad treatment because of her sex. In fact, higher education today has an important role to make them become career women. It saves them from domestic violence because woman with high education can be a career woman. They can take care themselves, they do not depend on men so they can protect themselves from the risk of domestic violence. Therefore, higher education is one of the ways to correct mindset, expand relationship, support women's career and very useful for themselves, family, and community.

Katherine as the main character in this movie brings a new idea about education for woman toward the rigors of tradition that is still adopted by the local community. In this film, Katherine's character is strong, powerful and not easily gives up. Her high ambition is to make a change makes her survive. She keeps trying to open their mind in different way.

#### **3.2.1 Teaching Method**

In her way to make difference, she has some way to open her student's mind. She introduces new teaching method that opens woman mind. She wants to make her student more attractive and speak up. It is related to liberal feminism that is concerned in woman right to express their idea.

After having failed in the first class, Katherine tries to find another method to give different way of teaching for her class. She gives some material out of syllabus to give new way of teaching.

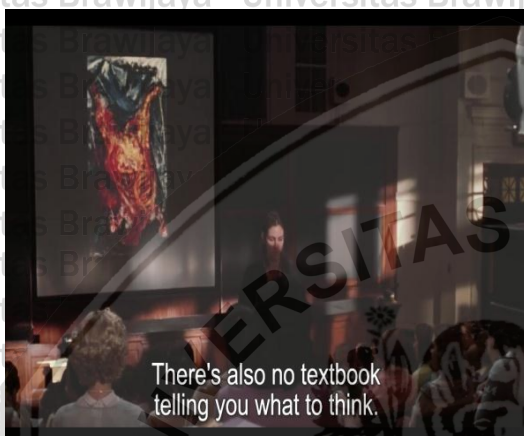


Figure. 3.9 Student complain about the lesson (minute 00 :16 : 07)



Figure. 3.10 Katherine gives new lesson (minute 00 : 16 : 24)

The figure 3.10 shows that all of the students are shocked because the new lesson that is brought by Katherine is not in the syllabus. Their expression shows that they do not accept new idea. It means that their way of thinking is still influenced by traditional teaching which is always focused on one material and one syllabus. Katherine tries to get closer with her students, it can be seen from figure 3.9. She also tries to put her new idea in her students. She wants her student to be able to open their mind for new idea. Katherine wants her student do something from their heart and soul. She also asks her student to be brave to tell their opinion as Katherine said "*Come on, ladies. There's no wrong answer. There's also no textbook telling you what to think*" (Mike Newell, 2009, minute 00:



16:17- 00:16:25). In this part, Katherine begins to show herself, her characteristic and her purpose to make differences in that school. She makes some students brave to tell their opinion about some picture and she succeeds to make the class more attractive. She tries to change their mind set through the way of learning.

After getting married, Betty misses her class. She has dispensation because campus lets her student married and gives them dispensation to miss their class.

Betty : Don't disregard our traditions just because you're subversive.  
 Katherine : Don't disrespect this class just because you're married  
 Betty : Don't disrespect me just because you're not.  
 Katherine : Come to class, do 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.

(Mike Newell, 2009, minute 01 : 01 : 26 - 01 : 01 : 51)

The dialogue above shows that Katherine is very disciplined. There is no excuse for all students who missed her class. It is shown that Betty disagrees with Katherine's statement. In that dialogue it is also proven that Betty is protected by her mother. It can be concluded that Betty and her mother do not really care about education, for them education is not more important than domestic affair. It is related to Patriarchy culture that puts man as dominator in family. Katherine is not afraid of Betty's threat. It shows that Katherine is a disciplined teacher. She tries to open Betty's mind to understand that both of them is very important to do. Katherine's struggle reflect the idea of Liberal Feminism that emphasize knowledge and education are important thing that woman must have.

### 3.2.2 Influencing Student's Way of Thinking.

Joan comes to Katherine's room to complain about her C grade which is given by Katherine. Joan is surprised because she never comes to that room since she has been in this school.



Figure. 3.11 Katherine's room  
(minute 00 :32 : 22)

Figure 3.11 shows Katherine's room setting. Her room does not have much partition. It represents Katherine's soul that is very free and open. It show that Katherine easily accept new thing and new idea, Lighting which is used in this scene is very bright. It represents hope and positive thinking of Katherine.

Katherine	:And it says here that you're pre-law. What law school are you gonna go to?
Joan	: I hadn't thought about that. After I graduate, I'm getting married.
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
Katherine	: Yale
Joan	:They keep five slots open for women, one unofficially for a Wellesley girl.

(Mike Newell, 2009, minute 00 : 33 : 56 - 00 : 34 : 25)



The dialogue above shows that most students in Wellesley do not have any dream to get higher education and continue their study. They only want to get married after graduating from school. When Katherine knows Joan is interested in law school, she feels that this is her opportunity to carry out her mission. Joan said that there are only five slots open for woman. It means that at the time women do not have any opportunity to get higher education. It is proven by only a few of female students that are accepted by Yale University. It is because they think that female students inappropriate to be a lawyer. Lois Tyson's book *Critical Theory Today* (2006, p.85) said that traditional gender roles cast men as rational, strong, protective, and decisive, in otherwise women cast as emotional, nurturing and submissive. Katherine still gives Yale registration form to Joan. This is the beginning of Katherine's struggle for education equality for woman.

Jocelyn : I've been getting some calls about your teaching methods, Katherine. They're a little unorthodox for Wellesley. We are traditionalists, Katherine.

Katherine : Yes, I noticed.

Jocelyn : So if you'd like to stay here

Katherine : Is that a question?

Jocelyn : More a discussion.

Katherine : About my staying here?

Jocelyn : You'll have your formal review in May. Until then a little less modern art. Happy holidays.

(Mike Newell, 2009, minute 00 : 48 : 28 - 00 : 49 : 01)

The dialogue proves that teaching method which is used by Katherine is complained by the alumni. They think that her teaching method does not appropriate for Wellesley. Jocelyn statement shows that it is very hard to change and combine the new idea which is brought by Katherine with their tradition.

In the Christmas holiday, Betty invites Joan and Tommy for dinner in her house. After having a dinner, Betty asks Joan to help her serve some coffee in the kitchen. Proudly, Betty shows her new washing machine to Joan

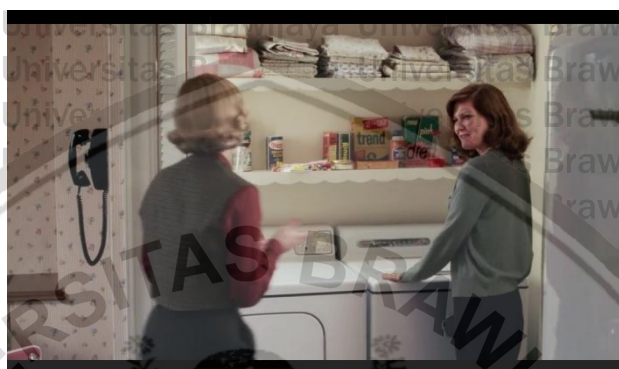


Figure. 3.12 Betty shows her new stuff  
(minute 00 :50 : 25)

The figure 3.12 shows Betty's pride and happy expression. Betty represents a traditionalist woman. She sacrifices herself only for her family. It is represented by the washing machine as woman important stuff.

- Betty : You've got to be kidding me! What right does she have?  
You're getting married!
- Joan : First of all, there's no ring on this finger. Second, I can do both. I can.
- Betty : How does Tommy feel about this?
- Joan : He doesn't know. No one does.
- Betty : Not even her?
- Joan : No one.
- Betty : You are this close to getting everything you ever wanted and this close to losing it.

(Mike Newell, 2009, minute 00 : 48 : 28 - 00 : 49 : 01)

Betty is very angry because she knows that Joan is accepted in Yale school. Betty does not let her to continue her study even Joan said that she can do both. From that conversation it can be concluded that the character of Betty and Joan is quite



different. Betty represents a traditional woman, in other hand Joan represents an open minded woman. Betty argues that getting higher education is not important for woman because they will be a wife and will concern about their family. But in contrast, Joan opens her mind to new thinking. She agrees with Katherine's suggestion that she can do both, studying and taking care her family. In this scene shows that Betty as a woman concerns Patriarchal culture.

Katherine is a visionary woman. Although she likes the openness, she still respect to rules which is applied in society. She keeps herself from doing taboo habitual which is believed by them. It is proven by conversation between Katherine and Paul below.

Katherine	:No, Paul. Nancy'll have a heart attack. She has these rules.
Paul	: Come on.
Katherine	: No.
Paul	: Why?
Katherine	: I said no. I'm not comfortable.I'll make up the convertible sofa.

*(Mike Newell, 2009, minute 00 : 55 : 49 - 00 : 56 : 05)*

Paul is Katherine's boyfriend. He comes to meet Katherine and asks her to getting married. Unpredictably, Katherine is not ready to get married. The dialogue above shows that Katherine respects to Nancy's rules. It describes that although she wants to make differences, she does not want to omit their traditional rules. She wants to make woman have higher education and respect to themselves. She tries to balance the woman right to actualize herself in all aspect of life.



Figure. 3.13 Spencer's and Betty's action  
(minute 01 : 07 : 48)



Figure 3.14 Betty's photo shoot  
(minute 01 :07 : 58)

Betty writes an article about Katherine. She wants to show the people in the school that Katherine decides to declare war on the holy sacrament of marriage.

Both pictures represent woman obligation. They must clean their house and cook which is said as woman nature. The figure 3.13 also describes that woman is inferior to man, it is shown by Spencer actions in that picture. As a man, he feels that he does not need to help his wife because it is her obligation and her job. It is proven by a statement which is written by Betty in her article (Mike Newell, 2009, minute 01 : 07 : 50 - 01 : 08 : 32):

"Married Wellesley girls have become quite adept at balancing obligations. One hears such comments as "I baste the chick en with one hand and outline the paper with the other. ". While 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. One must pause to consider why Miss Katherine Watson, instructor in the Art History department has decided to declare war on the holy sacrament of marriage. Her subversive and political teachings encourage our Wellesley girls to reject the roles they were born to fill".

The dialogue above shows that Betty denies the existence of Katherine in that school. Katherine comes to Joan's home to show an application form for some university in Philadelphia. She tries to offer and persuade Joan to continue



her study although she wants to get married and moves to Philadelphia. In fact, Katherine is very disappointed because Joan decides not to continue her study.

Joan : I want a home, a family. It's not something I'll sacrifice.  
 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.

(Mike Newell, 2009, minute 01 : 31 : 36 - 01 : 32 : 00)

The dialogue above shows that Katherine's struggle for Joan education is very hard. It is shown by Katherine's explanation to Joan that she can do both. Unfortunately, Joan still be in her decision. From this case Katherine knows that she cannot change anything in people's life, only they who can change themselves. Although Katherine fails to ask Joan to continue her study, she is very proud because she can be loved by all students even Betty, the person who hates her.

Woman in patriarchal culture must be obedient and managed by men. However, this film represents another side of woman. Woman can take higher position than man, do everything she wants, and independent. Unfortunately, in the end of the story Katherine must go away. In this case, Katherine represents woman who is powerful, smart and independent and Betty represents woman who is dependent on man. As a visionary woman, Katherine will find new walls to break down and new ideas to replace with them.

## CHAPTER IV

### CONCLUSION AND SUGGESTIONS

In this chapter the writer gives conclusion based on the finding and discussion that the writer has done. The writer also presents suggestion for the next researcher.

#### 4.1 Conclusion

After analyzing *Monalisa Smile* by using Liberal feminism and film studies, the writer finds that education system in the movie treats women differently from men. The analysis uses liberal feminism and film studies. It concludes that Katherine as the important character in *Monalisa Smile* has been described as a powerful and educated woman. By using dialogue and *mise-en-scene*, the writer can get the messages that are conveyed in the film through costumes, setting, lighting, and acting.

Katherine's character in this film is described as a woman who has open mind. Katherine has high ambition to make differences in Wellesley College. She wants to open their mind about education equality for women. To reach her ambition, Katherine learns the old tradition of society. She comes to make differences in one of conservative College in Wellesley.

There are two general issues in *Monalisa Smile* movie. First is patriarchal culture in Wellesley. The existence of patriarchal culture in Wellesley is represented by curriculum that is applied by school. The curriculum discriminates and limit woman to get equal education. They are taught about art and



homemaking skills. Patriarchal culture is also represented by Betty and her mother who assume that women do not need high education. They presume that as a woman getting higher education is not more important than getting married and caring her family.

Second problem is how Katherine Watson struggles for education equality for her students and straightens out patriarchal culture in Wellesley. Katherine fights against patriarchal culture that limits woman motion. She changes teaching method that is applied by school. She shows that woman has right to express herself and convey her idea. it is related to liberal feminism that supports all woman to be independent woman.

Katherine proves that education is very important for woman and every woman has the same right to get high education to actualize themselves.

Therefore, Katherine's struggles are shown by changing teaching method that is used by school. She makes her student brave to express their idea. She also influences student's way of thinking to accept new thing and idea. She also tries to change her student opinion about the important of education for woman. Based on the fact, Katherine's struggle is hard to make change in that school. Katherine cannot make a big change for Wellesley, but she successfully changes her student's idea and opens their mind to accept new things, especially education.

#### 4.2 Suggestion

After the writer has finished analyzing *Monalisa Smile*, the writer thinks that the next researchers need to use another studies and carry out other pieces of analysis. This film can be analyzed by using another theory such as semiotics approach. It will be an interesting study for the next researchers to observe the signs and symbols that appear in the film.

