Emotional Abuse of The Main Characters in *After* Movie by Jenny Gage

Ni Made Yulianti[1], Dwi Budi Setiawan[2]
Universitas Teknokrat Indonesia[1,2]

nimadeyulianti38@gmail.com@gmail.com[1], dwibudisetiawan.dbs@gmail.com[2]

Abstract

This journal discusses a movie entitled "After" by Jenny Gage 2019. The movie, which is adopted from adult fiction novel written by Anna Todd, tells about the story of a college life of Theresa Young who is fondly called as Tessa. Tessa was raised by a single parent mother who always pays attention and tends to control Tessa's life. The way of Tessa's Mother treats her makes Tessa growing up to be a good girl, but then Tessa meets Hardin Scott who does not have good manners and cold hearted. This movie shows some symptoms of emotional abuse in the main characters. In this journal the writers have analyzed about Emotional Abuse experience by the main characters in the movie. The writers conducted library research with descriptive qualitative method. The data in this research are in form of narrations and dialogues, images, and scenes in the movie that are related with the topic of this research about emotional abuse. The psychological approach is applied in this research. Emotional Abuse theory by Charles Wenar and by Oliver in Petro and also cinematic theory by Golden are used in this research. The result of the analysis shows that Tessa experiences emotional abuse from the closest people. The writer finds that Tessa unconsciously experiences emotional abuse from her mother and her boyfriend Hardin. Tessa Experiences some types of emotional abuse such as isolating, corrupting, rejecting, denying emotional responsiveness and terrorizing. All of the Emotional Abuse type also represented through cinematic technique based on Golden such as framing technique, camera angles and movement, editing, and mis-enscene.

Keywords: Character, emotional abuses, closest people, cinematic technique

INTRODUCTION

Basically, abuse is the activity that is done physically or verbally where the activity can cause physical or mental injury. Similar to physical abuse, emotional abuse can also have a negative impact on health. Gordon and Leach (2010:24-26) states that emotional abuse is a form of relationship violence characterized by a pattern of behaviors that result in an injury to an innocent party. It occurs within families, corporations, health care, religious and quasi-religious settings

Analyzing Emotional Abuse through visualized story which is movie that requires detail attention both psychologically and cinematically. In this study, the writer conducts further discussion on Emotional Abuse in the movie entitled After by Jenny Gage 2019, as the additional information this movie is adopted from adult fiction novel written by Anna Todd. As depicted in the After movie, emotional abuse doesn't look like physical abuse, but it can have just as severe consequences, such as cause nervous, breakdown and the effects of it can be painful and destructive, both in the short and long-term. Suffers are often plagued by low self-esteem, anxiety, depression and feelings helplessness. and can even affect social relationships. This study aims to describe emotional abused faced by main character in After movie by Jenny Gage 2019. This study used library research with descriptive qualitative method. This study used Emotional Abuse theory by Charles Wenar (1994: 395) and support stated by Oliver in Petro (2002: 1) also cinematic theory by Golden (2007).

By those cases why this research is important to be analyzed to know how do we know people with emotional abuse living characters life. From this research, the writer also hopes that this research can be useful for readers, to realize whether someone is in a healthy relationship or not. Because looking from the definition of emotional abuse and description of the after film, emotional abuse sometimes does not give direct physical pain, but victims can be affected for a long time from the effects of emotional abuse itself. It is the same in the real world, sometimes a person and most women do not realize that they are in an unhealthy relationship and receive inappropriate treatment or words that are actually hurtful. Most people only question what is going on with their relationship and are afraid to break something or the relationship because they feel there is nothing wrong even though they do not actually realize they are in an unhealthy relationship and often experience emotional abuse from their partner or closest person, and actually it is. can have an effect on a person's mental health if you are in an unhealthy relationship for too long or experience emotional abuse from your partner or those around you too often.

Emotional Abuse

In order to get an improving analysis, in this research the writer will use the theory of Charles Wenar (1994: 395), a professor emeritus psychology at the Ohio State University. He categorizes emotional abuse between parents to their child into seven categories as follow:

a. Rejecting : Parents who lack the ability to bond will often display rejecting behavior toward a child. They tell a child in variety of ways that he or she is unwanted. They may also tell a child to leave. The child may become the family scapegoat, being blamed for all the family problems.

b. Terrorizing : Parents may single out one child to criticize and punish. They may ridicule him or her for displaying normal emotions and have expectations far beyond his or her normal abilities. The child may be threatened with death, mutilation or abandonment.

c. Isolating : A parent who abuses a child through isolation may not allow the child to engage in appropriate activities with his or her peers; may keep a baby in his or her room, not exposed to stimulation; or may prevent teenagers from participating in extracurricular activities. Parents may require the child to stay in his or her room from the time school lets out until the next morning.

d. Degrading : Parents who abuse a child through degrading may treat a child and try to assure them that he or she has no value or unimportant. They do the behavior such as insulting, ridiculing, and imitating to diminish the identity, dignity, and the child's-self-worth. Examples: yelling, swearing, publicly humiliating or labeling a child as stupid, mimicking a child's disability, etc.

e. Corrupting : Parents who abuse children through corrupting, usually encourage the children to do such negative things. They permit children to use drugs or alcohol; to watch cruel behavior toward animals; to watch pornographic material and adult sex acts; or to witness or participate in criminal activities such as stealing, assault, prostitution, gambling, etc.

f. Exploiting : Exploiting is to treat a person or situation as an opportunity to gain an advantage for them. Parents who abuse a child by exploiting them may tell him or her to work or do something which can give an advantage to the parents.

g. Denying Emotional Responsiveness :Parents who abuse a child by using this method, usually treat a child as an object or as a job to be done, they interact only when necessary, ignoring a person mental health, and failing to provide care and love for a child in a sensitive and responsive manner.

METHOD

The researcher applies descriptive qualitative method since it is a content analysis that describes in detail a message or a particular text (Mahendra & Amelia, 2020). According to Yunara and Kardiansyah (2017), qualitative research is the study of humanities which is fundamentally depended on the observation of human being. It is described particular text because the data would be in the form of written text instead of numerical data (Amelia & Dintasi, 2017). According to Afrianto (2018) books, articles and journal include as text. It is

supported by Rido (2015) that descriptive qualitative method is not focus in number. Descriptive research only describes situations or events, this research does not seek or explain relationships, test hypotheses or make predictions (Habibah & Nurmaily, 2020). Qualitative research consists of process to make world visible as stated by Mohajan in Setri & Setiawan (2020). In qualitative research the data collected is not in the form of numbers. The data will be analyzed through dialogue, pictures, and scenes (Istiani & Puspita, 2020). The method that the author uses is descriptive qualitative. Descriptive research is data collected in the form of written or spoken words, pictures, and does not use numbers (Cenita & Nurmaily, 2020). It is also stated by Kardiansyah (2016) that the data in qualitative research are texts including narrations and dialogues. In this research, dialogue and narration are collected through movie script. The script is useful to facilitate the researcher in collecting the data (Pranoto & Afrilita, 2018). The data be synthesized with the theory to find and define the pattern, and to define significant points (Samanik & Lianasari, 2016). This research focuses on the object of the analysis as the main source of data (Kuswoyo & Siregar, 2019).

FINDINGS AND DISCUSSION

Emotional abuse by theory by Charles Wenar (1994: 395) and support stated by Oliver in Petro (2002: 1) through behavior, narration and emotion of the main character, Starr, and the writer also uses theory of cinematic technique by Golden (2007). There are seven sub discussions based on the emotional abuse theory, rejecting, terrorizing, isolating, degrading, corrupting, exploiting and denying emotional responsiveness.

Terrorizing
Main characters Tessa experiences emotional abuse from her mother when her mother said **"If I leave now, You're cut off."** (*After*, **1:04:58).** The finding shows that Tessa as a victim of emotional violence in scene, Tessa shows that she is emotionally disturbed, she is very sensitive to the environment that makes her fearful, and has little self-confidence or self-esteem. From the scene also shows the existence of terrorizing experienced by the main character Tessa because the sentence that Tessa said with shouts and curses here is included in the sentence of threats. The director used a medium shot that shows character and emotion. From this data, it could be seen by mother's emotion. the mis-en-scene lighting that the director uses are high key lighting which is characterized by brightness, openness and light. This mis-en-scene is also usually used in family dramas where the character's motives are not hidden. The director also uses *pan* camera movement technique which move from left to ride. In this data, it is found that Tessa's mother is looking at Tessa first and as the camera moves, following Tessa's eye sight when her mother leaves from that place.
In another scene after the conversation between Tessa and her mother. the director immediately shows the scene of the effects of the verbal abuse. Here Tessa looks difficult to control emotions and afraid of what has happened. The victim of emotional abuse will get an emotional, disorder, being very aware of the environment that turns them into fear, and have little self-confidence or self-respect for themselves.

Isolating
From the scenes in 00:05:28 duration shows Tessa's conversation with her mother, and is included in the isolating category. This is included in the category of mother's isolation from her child because she does not allow her daughter, Tessa, to socialize with her peers. The campus hallway is part of the *mis-en-scene*, and in this scene, the director used a medium shot technique used to represent the actor's waist up. This can work well for showing the emotional details of characters and environments. Moreover, high key lighting is usually characterized by brightness, openness, and light is another *mis-en-scene* in this scene, this lighting is usually used in family drama scenes where character motifs are not hidden. The previous data scene shows that the director used eye-level shot in which the audience can see the object straight on. This camera angle conveys how normal people see something normally in the real life.

Corrupting
There is a scene on 15:58-16:19 minutes, where the main character, Tessa, experiences emotional abuse in the corrupting category. In the scene, Tessa is subtly forced to drink alcohol. In accordance with the theory of emotional abuse, corrupting stated by Charles Wenar (1994:395) is to encourage children or someone to do negative things such as using drugs or alcohol, watching pornography and other adult actions. Tessa felt intimidated and decided to drink the alcohol. The director uses a close-up shot framing technique that displays an image of the actor's head from the neck. This is useful for describing character emotions and emphasizing important objects and details. The previous framing technique showed Tessa's expression when she was under

pressure from her friends by adding details of Tessa's face while drinking alcohol. This illustrates how this scene had a direct effect on Tessa. The bar in the previous data is part of the miss-en-scene which is categorized as a set. The director also uses high key lighting because there are no character motifs that are not hidden. In line with Golden (2007) that camera angles and movements can provide certain features and effects, in this scene the director uses a high angle where the camera is above the object, looking down. This is used by the director to emphasize the weakness or helplessness of the main character Tessa.

Denying emotional Responsiveness

In this category shows that Hardin's mentality is ignored by his father even back from the past when they lived in London when his father completely being a bad father who always put him and his mother into a problem. Even as he grew up, his father never considers Hardin's agreement to take greater action like married with another woman. It explained that Hardin's mentality is ignored by his own father. Taking a look to the cinematic technique used by director, it is found that the director used eye level shot, where we can easily see the object straight on and take a very familiar perspective. In this scene the director focuses on Tessa's emotional face especially on her eyes expression that deeply says her emotion. This scene also uses short takes duration that direct audience attention to important things, which is Tessa's emotions for the treatment of her mother who ignores Tessa's mental health. This scene also uses zoom camera movement as the director intend to reveal the key clue of character emotion. According to Golden (2007) camera angles and movements can give certain features and effects. in this section the director uses a low level camera angle, where the camera is below the subject and looking up. In this section serves to give a larger and stronger impression of the subject than usual. Furthermore, to combine the explanation based on the mis-en-scene technique, from the data obtained above that the main mis-en-scene used by the director is the location chosen as the setting place of the story. The outer dormitory is the main set of these conversations take place.

CONCLUSION

After conducting the analysis, the writers draw a conclusion that Tessa as the main character in *After* Movie experiences emotional abuse from the people around her. Based on Charles Wenar (1994:395) and supported by Oliver in Petro (2002: 1), Tessa experiences some type of emotional ebuses such as isolating, corrupting, rejecting, denying emotional responsiveness and terrorizing. All of the Emotional Abuse of the main character, Tessa, are also represented through cinematic technique based Golden (2016) such as framing technique, camera angle and movement, editing and mis-en-scene. All of the data are gathered after the writer analyzing the scenes and narratives.

The writers found that Tessa unconsciously experiences emotional abuse from her mother. It happened when Tessa started entering the dormitory and her mother discriminated her from hanging out with her roommates. In the corrupting type, the writer finds that Tessa is subtly forced by her friends to drink alcohol, while in the film it is told that Tessa has never drank alcohol before. The rejecting categories occur when Tessa has a dialogue with her boyfriend Hardin, it described that Hardin does not want to be blamed for all problems and shows that Tessa is not wanted. The denying emotional responsiveness category occurs when a conversation between Tessa and her mother is explained that Tessa's mother ignores Tessa's mental health and fails to provide care and affection to the child in a sensitive and responsive manner. The the terrorizing category occurs when Tessa and her mother have a dialogue. In the scene the mother is described as threatening Tessa. If Tessa does not obey her mother's words, the relationship between mother and child will end.

The cinematic technique is used to represent all of those emotional abuse through the character the first is framing. In the framing technique, the director generally used medium shot to show the emotional details of characters and surrounding. Since the PTSD's symptoms that occur in Starr is caused by her environment. Meanwhile, in the camera angle, the director generally used eye level angle that represents how normal people see each other. The director rarely used camera movement however. Meanwhile, in the mis-en-scene, the director used all of the equipment that support the conflict of the story especially emphasizing the emotional abuse through the character such as setting of place and lighting. Hence, at the end the writers conclude that the theory is important to analyze the object of the research and answer the research question. The writers also conclude that emotional abuse can unwittingly be experienced by anyone, and from this appears that someone actually experiences emotional abuse from people around or closest to her.

REFERENCES

Admin. (2012) *Struktur Kepribadian Id, Ego dan Superego Sigmund Freud*. Retrieved from http://belajarpsikologi.m/struktur-kepribadian-id-ego- dan-superego-ssigmundfreud.html

Afrianto. (2018).Poem from Linguistic Point of view. Linguistics, Literature, & Language Teaching Series: *An Overview of Current Issue in Literature, Linguistics, and Language Teaching.* Universitas Teknokrat Indonesia.

Ahira, Anna. (2011). *Teori-Teori Psikologi Modern Tentang Tingkah Laku.* http://www.anneahira.com/teori-teori-psikologi.html.

Anonym. (2013). *Effects of Emotional Abuse*. Retrieved from http://www.EffectsofChildAbuse.htm

Aryangga, Afri & Nurmaily, Ely. (2017). Women's power and stereotype denial in *Pocahontas* Movie. *Teknosastik: Journal Bahasa dan Sastra.* 15(1), 46- 58.

Bertens, K. (2016). *Psikoanalisis Sigmund Freud.*

Carey, Elea. (2015). *Child Emotional Psychological Abuse.* Retrieved from http://www.healthline.com/health/child-neglect-and- psychologicalabuse#overview1

Cenita, L., & Nurmaily, E. (2020). Methaporical Expression in Emily Dickinson's Poems. *Linguistics and Literature Journal,* 1(1), 46-54.

Chugh, Divyanshi. (2012). The Motivations behind and Conditioning of Corruption in India. *The Psychology of Corruption*. Bangalore: India.

Fauzi, Amin, M. (2010). *Traumatic Experience in "Salt" Movie Directed by Phillip Noyce (2010): A Psychoanalytic Approach.*

Habibah, N., & Nurmaily, E. (2020). A Semiotic Analysis on Eldorado Poem by Edgar Allan Poe. *Linguistis and Literature Journal,* 1(1), 78-84.

Hastika. (2013). *Emotional Abuse in Danielle Steel's Novel "Big Girl"*. Alauddin State Islamic.

Hilalni, Yulia. (2018). *The Description of Women Abuse in Liane Mori Arty's Novel Big Little Lies.* University of Sumatera Utara.

Hidayat, Syarifudin & Sedarmayanti. (2002). *Metodologi Penelitian.* Bandung: Mandar Maju.

Istiani, R., and Puspita, D. (2020). Interactional Metadiscourse Used in Blomberg International Debate. *Linguistic and Literature Journal.* Universitas Teknokrat Indonesia.

Karakurt, Günnur. & Kristin, E., Silver. (2013). *Emotional abuse in intimate relationships: The role of gender and age*. Case Western Reserve University, Cleveland, OH2.

Kardiansyah, M, Y. (n.d.). The index of hero's power and nobility in Shakespearean tragedy drama: A semiotic study. *Teknosastic: Jurnal Bahasa dan Sastra,* 14(2).

Kiranamita, Shabrina. & Samanik. (2021). The portrayal of malignant narcissm in the Villain characters of Disney movies. *Linguistics and Literatire Journal.* 2(1), 33-40.

Kothari, C. R. (2004). *Research Methodology Method and Technique.* New York: New Age International.

Liskamalia, Besse. (2012). *Child Abuse in Danny Boyle's Movie "Slumdog Millionaire".* University Makassar.

Lubis, Oryza, S. (2017). *An Analysis of Child Abuse as Portrayed in Donna Ford's The Step Child: A True Story of A Broken Childhood.* Sumatera Utara.

Martin. (2004). *The Analysis of Emotional Abuse in a memoir by Richard B. Pelzer A Brother's Journey: Surviving a Childhood of Abuse.*

Mertania, Yangi., & Amelia, Dina. (2020). Black Skin White Mask: Hybrid Identity of the Main Character as Depicted in Tagore's *The Home of The World. Linguistic and Literature Journal.*

Nababan, Ria Marina & Nurmaily, Ely. (2021). The Hypermasculinity as Seen in the Main Character in *Rambo: Last Blood* Movie. *Linguistic and Literature Journal.* 2(1), 25-32.

Petro, Lori. 2002. *Types of Emotional Abuse.* Retrieved from http://www.types- ofemotional-abuse.html

Pranoto, Budi Eko., & Afrilita, Lidia K. (2018). The organization of words in mental lexicon: Evidence from world association test. *Teknosastik: Jurnal Bahasa dan Sastra,* 16(1), 2-33).

Ridho, Akhyar. (2015). The Use of Discourse Markers as an Interactive Feature in Science Lecture Discourse in L2 Setting. *TEFFLIN*, 90.

Samanik & Linasari, Fita. (2016). Antimatter Technology: The Bridge Between Science and Religion Toward Universe, Creation Theory Illustrated in Dan Brown's *Angeles and Demona. Teknosastik: Jurnal Bahasa dan Sastra.* 14(12), 18-27.

Setri, Teta Irama & Setiawan, Dwi Budi. (2020). Matriarchal Society in The Secret Life of Bees by Sue Monk Kidd. *Linguistic and Literature Journal,* 1(1), 28-33.

Tirtaningtias, Hana. & Setiawan, Dwi Budi. (2021). Trickster Archetype as Seen in Harry Potter MOvies The Fourth and The Fifth Series. *Linguistics and Literature Journal,* 2(1), 41-49.

Tracy, N. (2012, July 29). What Is Abuse? Abuse Definition. *HealthyPlace*. Retrieved from https://www.healthyplace.com/abuse/abuse- information/what-is-abuse-abuse-definition

Yunara, Yurisa Yuli & Kardiansyah, M. Yuseano. (2017). Animus personality in Martin's A Song of Ice and Fire: A Game of Thrones. *Teknosastik: Jurnal Bahasa dan Sastra.* 15(1), 7-13.