

**A SINGLE MOTHER'S PSYCHOLOGICAL ISSUES
REFLECTED IN THE CLIMAX SCENE OF THE MOVIE
*SOCIAL NIGHTMARE***

**Submitted to English Letters Study Program of Universitas Ma Chung in partial
fulfillment of the requirement for the Undergraduate Degree of English Letters**



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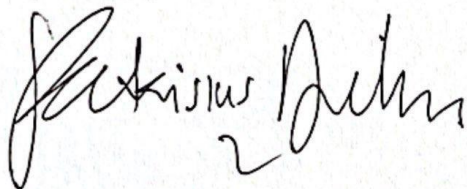
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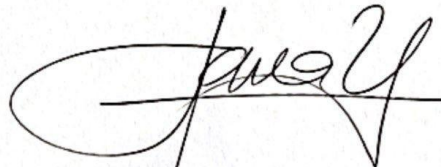
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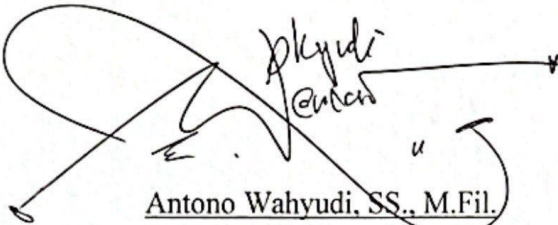


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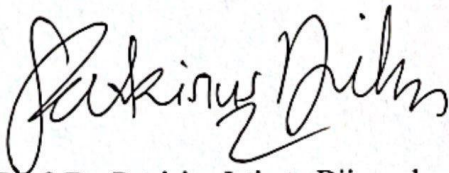
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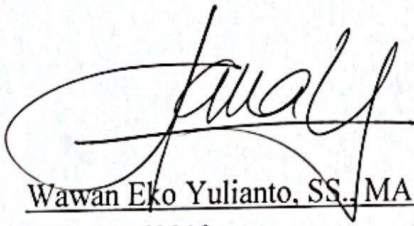
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ABSTRACT

A Single Mother's Psychological Issues Reflected in the Climax Scene of the Movie *Social Nightmare*

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Parents are the first caregivers who have an important role in their children's future. Psychological health is one of the things that need to be considered for prospective parents. Curiously, the movie *Social Nightmare* shows a single mother who struggles for psychological trauma. The author aimed to answer questions on the verbal expressions of the single mother's psychological issues and how the *mise-en-scène* elements of the movie reflect the psychological condition of the single mother's character in *Social Nightmare*. To answer that, the author conducted qualitative research that adopted psychological analysis based on Sigmund Freud's theory and the author also applied the theory of *mise-en-scène* as the visual elements to analyze the psychological issues. As the results, the author discovered several verbal expressions, namely the unconscious psychological condition caused by trauma through language expressions. In addition, there are four elements of *mise-en-scène* applied in the climax scene of the movie, namely figure expression and movement, lighting, setting and costume. The author hopes that through this research, readers and other researchers will gain a better understanding of the new insights into the world of literature.

Keywords: *verbal expression, trauma, mise-en-scène, single motherhood*

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CHAPTER I

INTRODUCTION

In this chapter, the author discussed the background of the study, which can cover the statements of the problems, the theoretical basis, the significance of the study, and also the definition of key terms. Finally, this chapter also discussed the importance of this study for the benefit of society and knowledge.

1.1 Background of the Study

Parents are the first caregivers who have an important role in their children's lives and become the fathers and mothers who will accompany and risk the future of their children. As we know, the role of parents is very important in every aspect for the development of their children in the future. Psychological health is one of the things that need to be considered for prospective parents.

However, many single parents with psychological health problems can still provide safe and loving care for their children without their children being negatively affected in any way. But it is also the case that single parents with psychological health problems need support from family members, friends, or even professionals to help them care for their children. This need for support is crucial in understanding the climax scene in *Social Nightmare*, where Susan (Catherine's mother), as a single mother, still struggles for her unresolved psychological trauma greatly affects her relationship with her daughter.

For this research, the author examined the meaning behind the climax scene that occurs in *Social Nightmare* that answers all the questions that occur throughout the movie.

A child named Cat confronts the person responsible for her social media attacks that have destroyed her reputation at school, who is none other than her own mother (Susan), where the psychological conditions experienced by Susan (Cat's mother) have a huge impact (especially on her own daughter). This was an important part of the author's research of the psychological impact experienced by a single mother who reflects psychological issues, namely verbal expression and *mise-en-scène*.

The author focused on the background of a single mother's character seen in language, dialogue, and *mise-en-scène*, which also has something to do with the psychological conditions (Hossain, 2017) experienced by the single mother in the movie *Social Nightmare*. The author focused on the climax scene in the movie *Social Nightmare* as the main subject of this research. This movie is also known as *Mother*. The author provided a section that refers to the *mise-en-scène* (Lathrop & Sutton, 2014) and the meaning inside the language (dialogue) conveyed in the movie (Hossain, 2017).

1.2 Statements of the Problems

In a sense, the author collected data to answer two questions, namely:

“What verbal expressions reflect the single mother's psychological issues?”

“How does the *mise-en-scène* element in the movie reflect the psychological condition of the single mother?”

So, this study answered questions that will help the local community and the research.

1.3 Scope and Limitation

In writing this research, the author focuses on psychological conditions that show unconsciousness in thoughts or mind, feelings, emotions, and desires that influence behavior and psychological issues. Also understanding how the unconscious mind and psychological developments affect human behavior. The author also points out that this psychological development can also be seen through literary works, such as movies, that have relied on story elements (narrative), characters, themes, dialogue, and visuals in the movie.

Although the author focuses on one movie, the author only puts the (main) focus on the climax scene in this movie, which shows all the data needed by the author. The reason behind why the author focuses only on the climax scene is because this research is based on summarizing all the reasons behind the conflicts and questions throughout the movie, which focuses on Susan's background as a single mother that affects her daughter's life. This research is conducted by the author who may be influenced by personal views. Therefore, the author tried to search for data critically clearly (by using qualitative data or other methods) so that it can be easily understood by readers.

1.4 Significance of the Study

This research is intended for the benefit of knowledge gained by the author that can be given to readers based on the findings and research obtained from the author, which will be given to readers in a different way of delivery. As a student at Universitas Ma Chung, the primary goal of the author of this research is to help readers understand that in literature, it can contain implied meanings that can be seen through language and scenes

in movies. Psychological perspectives also play an important role in what we see and can be linked to elements in literary works.

1.5 Definition of Key Terms

Here are some terms that often appeared in this study:

1. Psychological Issues: problems that relate to the mental condition that affect how individuals think, perceive, feel, and act that often cause distress or impair their ability to function in key areas of life (Benjamin, 2021).
2. Psychoanalysis: Method of treating mental disorders, shaped by psychoanalytic theory, which emphasizes unconscious mental processes and is sometimes described as “depth psychology” (Freud & Carl, 1909).
3. Trauma: derived from ancient Greek word that defines an emotional response that occurs and difficult to accept when painful or horrific events such as accidents, crimes, physical or emotional abuse, death of a loved one, and many more (APA, 2023)
4. Single motherhood: a condition (state) in which a woman raises a child(ren) without the presence or support of a husband (Isanbor, 2024).
5. *Mise-en-scène*: Taken from the French term meaning “place on the stage,” it refers to all the visuals of a theater production. Filmmakers show and extend the meaning of their movie through the visual elements in the movie picture. The four aspects of *mise-en-scène* are setting, costume, lighting, and movement of figures (Lathrop & Sutton, 2014).
6. “Climax” scene: The most tense or emotional moment in the movie scene, which becomes the turning point of the story and begins to lead to the end. (StudioBinder, 2023).

CHAPTER II

REVIEW OF RELATED LITERATURE

This section essentially consists of a review of the literature related to the literary work being studied. It covers review literary theory that is useful for focusing on extracting data, as well as literature on previous studies that have been conducted by other researchers.

2.1 Psychoanalysis Theory

One of the aspects that should be considered before deciding to have children is the psychological well-being of prospective parents. However, there are many individuals who already have children but are still grappling with unresolved psychological issues, especially single parents. This condition creates a complex emotional dynamic, affecting both the parents and their children.

This section elaborated on theories related to the psychological issues experienced by single parents and how these issues are expressed through the language of the movie. The study also discussed the important elements of *mise en scène* that play a significant role in constructing the psychological context of the characters. This approach aims to further analyze the representation of single parents' psychological well-being in the movie and how visual and verbal expression in cinematic works can effectively convey the emotional and mental struggles experienced by the main characters.

By using theories on psychological representation and visual elements in the movie, the author delved deeper into the meaning of each *mise en scène* element used, such as lighting, props, and character gestures, which contribute to the understanding of

the psychological condition of single-parent characters. This theory is expected to provide a more comprehensive understanding of the relationship between cinematography and psychological representation. In this way, the author is able to identify various psychological dimensions hidden behind the dialogues and scenes in the movie.

Psychoanalysis is a modern theory used in English literature, developed by Sigmund Freud. Psychoanalysis seeks to understand a person with an unconscious mind, feelings, emotions, and desires that influence behavior and psychological issues. This theory of psychoanalysis has become one of the mechanisms that help to find out the hidden meaning of a literary text. The aim of psychoanalysis is to show how thoughts and feelings hidden in the unconscious also affect what we are aware of and how we consciously act.

According to Freud's theory, psychoanalysis, when applied in clinical psychology, has always relied on verbal expression. First, it is a method of treating the mentally disturbed, where Freud emphasizes verbal expressions as the primary means of accessing and treating psychological conditions. Through this method, people who have psychological conditions are encouraged to articulate their thoughts, feelings, and experiences freely to express their unconscious thoughts that underlie the trauma (Hossain, 2017). Psychoanalysis theory also helped the author to see the hidden or unconscious reasons behind characters, which helps writers understand what drives characters to act the way they do.

2.1.1 Unconscious Mind and Verbal Expression

Psychologically, not all people with psychological health issues want to express what they are feeling easily. This can affect their mind unconsciously (containing repressed or hidden thoughts that are deeper and more inaccessible) and subconsciously

(often seen to involve things that we can be aware of) affect how they verbally convey their feelings.

In Freud's theory, the unconscious is the part of the mind that lies beyond the boundaries of consciousness of what is too painful to remain in consciousness. The unconscious also contains what Freud calls the law of transformation (Hossain, 2017). For example, when an individual conveys or says something that reflects the anxiety of their unresolved past issues. These verbal expressions can reveal psychological conditions and assist individuals in understanding their own emotions.

The "Freudian Slip" theory refers to an unintentional error in speech, memory, or action that is believed to reveal a person's unconscious thoughts or feelings. This concept is a key aspect of psychoanalysis theory (by Sigmund Freud) that can occur in seemingly trivial mistakes (small mistakes) (Timpanaro, 1976). The most common and classic example is when a husband says, "...i love being here with my wife," and in the different situation, he said, "I'd rather be here with my mom," which indirectly (subconsciously) suggests that the husband may be experiencing emotional challenges in his marriage and may prefer the comfort associated with his mom over his relationship with his wife; this is also an example from the verbal expression.

However, again, it is essential to approach this by knowing what makes them unconsciously say that, as there are many factors that influence human emotions. The conclusion from Freud's theory is that when a person expresses themselves verbally, they will unconsciously reveal their hidden feelings.

2.1.2 The Role of Language within Psychoanalysis Theory

Words are the language that we often use to convey our thoughts and feelings verbally. However, often behind those words lies a deeper meaning that is waiting to be

understood. According to psychoanalysis' theory, words are not just 'something' we say, but words have deeper meanings, such as hidden facts and emotions. Words don't just appear. Every word has a purpose and a story behind it. Words are influenced by our subconscious mind to shape our thoughts and feelings. Words are not only in the form of conveying what is felt directly. (Laplanche & Pontalis, 2018).

2.1.3 Psychodynamics in Psychoanalysis Theory

Psychodynamics in the theory of psychoanalysis refers to the idea that psychological forces within a person, such as desires, conflicts, and motivations, constantly interact and drive behavior, whereas these forces are often unconscious (beneath an individual's subconscious); understanding their interaction is key to understanding psychological conditions and an individual's personal development. Psychodynamics often focuses on present-day (nowadays) relationships and social (cultural) context.

The difficulties faced by psychodynamic thinking are both external (cultural and social factors) and internal (emotions and the unconscious mind). Individually, people may not be fully aware of their own emotions because many feelings and desires are "muffled" into the unconscious mind as a defense to protect the individual from anxiety or emotional pain (from social or cultural impulses) (FONAGY & TARGET, 2000).

In Freud's theory, psychodynamics in psychoanalysis becomes an important part of understanding how the unconscious mind and psychological development affect behavior. Both theories (psychodynamics and psychoanalysis) place significant emphasis on the unconscious as a key element in understanding a person's behavior. Unconscious processes can influence conscious thoughts and actions that often lead to psychological symptoms.

Freud believed that human actions are motivated by internal psychological processes, mainly stemming from past experiences, drives, and influences that cause these to often go unconscious, so Freud's theories often focus on the individual psyche rather than social and cultural influences.

2.1.4 Defense Mechanism in Psychology

There are many ways people defend themselves from their feelings or emotions, especially for those people with psychological conditions. Many of them choose to defend themselves in different ways. The concept of defense mechanism in psychology began with Sigmund Freud's early papers, in which he described a mental operation that kept painful thoughts and affects outside of consciousness (unconscious), which was later expanded in Anna Freud's seminal work (Cramer, 2000).

In psychological studies (1930s), they produced a series of empirical studies on defense mechanisms. Most of them focused on projection defense, which refers to a defense mechanism (Cramer, 2000). Projection defense can be conveyed verbally. Defense of projection involves attributing feelings, thoughts, or impulses that are unacceptable to oneself to others. If an individual is in defense, they are unconsciously combining their subconscious thoughts with the actions they take (even verbally). For example, if someone is feeling angry but they do not realize that they are in that emotion, they may accuse others of being the cause of their anger. Another example is when a man (as a coworker) feels frustrated because he isn't doing well at work. Instead of recognizing his frustration, he accuses his friend of being uncooperative, which is, in this situation, he is subconsciously uncomfortable acknowledging his own frustration, so he projects it onto someone else and makes it seem like his friend is the one that has a problem in the work. This represents how an individual often finds it uncomfortable to face their own negative

feelings, thus unconsciously blaming others for a defense mechanism that helps them cope with emotions they find difficult to accept (process).

Projection defense is one of the main types of defense mechanism. This theory was discovered by Freud in his research, where a person attributes unacceptable feelings and thoughts to others and is often done subconsciously to deal with uncomfortable emotions. From Freud's theory, projection defense is mostly conveyed subconsciously (verbally).

2.1.5 The Impacts of Trauma on Individual's Future

An individual who has a dark past usually has left a deep emotional feeling and affects how an individual faces things in the future, which we usually call trauma. Trauma has a deep emotional response caused by an unexpected experience that makes an individual feel fearful of facing the same thing in their life (future). It is caused when they have shocking or painful experiences. One example is a profound sense of loss. Trauma can cause lasting effects over a long period of time (harder to treat or if wasn't treated promptly) and this affects (unconsciously) how they act based on thought and emotion that have been "clouded" by trauma.

The word "trauma" is derived from the ancient Greek word for "wound". The word "wound" in the context of the meaning of the word "trauma" is a very distinctive type of wound, as there is still no specific set of physical manifestations to identify trauma. These kinds of wounds affect an individual's future that are recurrent, uncontrollable and difficult to estimate the cause. Trauma is also identified as the "initial cause" (Marder, 2006).

According to psychoanalytic theory, people who have psychological conditions have the urge to express their unconscious or subconscious mind through conveying their

thoughts and feelings that underlie the trauma they experienced in the past. These traumas sometimes appear through unusual actions that can affect people around them. If a person is unable to manage the ego (trauma) that exists within them, this can pose a threat, which ends up endangering others.

2.1.6 The Impacts of Anxiety on Individual's Emotion

Anxiety is a signal from the ego about real (i.e. existing) or potential danger. When a traumatized person faces a threat due to their actions, anxiety will arise as a response from the ego that triggers repression (a suppression or ignoring of feelings and thoughts related to the threat to protect oneself from anxiety) to protect against the danger.

In psychoanalytic theory, Freud reversed the anxiety-repression linkage and viewed repression as occurring because of the experience of anxiety. Freud had two theories of anxiety, in both of which he saw anxiety as an everyday phenomenon and as a way of explaining neuroses. Everyday anxiety is realistic anxiety which refers to real objects, which has often been referred to as fear rather than anxiety. Neurotic anxiety can take the form of being free-floating, phobic, or involved in a panic attack (Strongman, 1995).

In general, anxiety often results in panic attacks that occur when an individual recalls their past. It is often not realized by an individual that this is also caused by trauma that occurred in their past.

2.2 Single Parenthood from The Perspective of Psychological Theory

Single parents are becoming very common in the world. Single parents are people who raise their child(ren) without the support of a partner that lives in the same household.

The cause of single parenthood can be a variety of reasons, such as divorce, death of a spouse (husband or wife), or parental choice. Single parents take responsibility for parenting, decision-making, and providing for the family on their own.

According to Kareem & Odunayo, single parents are more likely to experience depression due to the stress and responsibilities of raising a child alone. In other words, raising a child can be a struggle for parents. Single parents are more likely to experience depression due to the stress and responsibilities of raising a child alone. This also has an impact on how they raise their children. Children of depressed parents also experience psychological challenges such as depression, antisocial behavior, and personality disorders (Kareem & Odunayo, 2024).

In conclusion, single parents often face stress due to taking on more responsibilities (on their own) which makes them depressed. It is possible that this also causes their psychological conditions. This is usually due to the past that made them become ‘single parents’ or other traumatic experiences.

2.2.1 Single Motherhood

In general, single mothers often face strong social pressures to fulfill the expectations of being the “perfect mother,” including taking care of children independently and sacrificing herself. There are several factors that can lead to single motherhood, such as divorce, separation, or the death of their husband (spouse). In feminist theory, this focuses on when single mothers feel trapped in an unbalanced and demanding role, leading to stress and trauma.

The understanding of single mothers can be easily deduced from the understanding of mothers, as a mother is a woman who conceives and gives birth to a child. This understanding is used to refer to the woman as the caregiver of another life form

(Osaghale 2023). Single motherhood also comes with unique challenges, including financial pressures, limited social support, and the need to balance their childcare responsibilities with work or educational commitments faced by them alone (Isanbor, 2024).

On the other hand, according to feminist theory, a woman is a female person who is very loving in maintaining a family and raising her children with a man as her husband who is under the authority of a man as to and head of the household (Isanbor, 2024). From this, it is concluded that single motherhood refers to a state or condition where a woman raises their child(ren) without the presence or support of a spouse.

2.2.2 Single Mothers' depression

Depression is one of the mental health conditions that is characterized by persistent feelings of sadness, hopelessness, and a lack of interest in activities, which can affect a person's mood, thoughts, and behavior. Depression may include sleep problems, difficulty concentrating, and even thoughts of death or suicide. Single mothers are usually the most vulnerable to psychological conditions, including depression.

According to the argument proposed by Kotwal, Nidhi, and Bharti Prabhakar (2009), women who were recently widowed reported substantially higher rates of depressed mood, poorer social functioning, and lower mental health and physical functioning than women who were widowed for more than a year. The character of a mother in *Social Nightmare* is a character who has deep emotions because of her past. One of the factors is repeated miscarriages, being left by her husband because their marital relationship wasn't going well. Because of these factors, the character of the mother in this movie represents depression, which causes psychological disorders that also have an impact when raising her child.

2.2.3 Miscarriage, as one of the factors of a mother's psychological disorders

In general, miscarriage is a pregnancy issue that is described as the natural loss of a pregnancy before 20 weeks of pregnancy (gestation). Many mothers experienced miscarriage during early pregnancy and even left a deep and often emotionally challenging trauma of loss. This issue will represent that parents, or even single parents who have a dark background, will also experience a deep sense of loss and pain, which also affects the time they spend with their child. Miscarriage can also be one of the main factors in psychological disorders.

The consequences of facing this traumatic experience alone in relative isolation can have severe psychological consequences. For example, increased anxiety lasting up to 4 months after miscarriage, depression, and grief reactions. Reports of strain on the couple's relationship following the miscarriage, post-traumatic stress disorder, obsessive-compulsive disorders, and panic disorder have also been described (Van den Akker, O. B., 2011).

For the conclusion, miscarriage also has a high risk of impacting their children, both in the womb and as adults. This is due to unfinished emotional issues and deep traumatic experiences caused by the loss of their loved ones. This can be a serious situation, especially for the mother's psychological health.

2.3 *Mise-en-scène*

In reading a movie, particularly in interpreting the experience of the mother in *Social Nightmare*, the author analyzed the *mise-en-scène*. By understanding the *mise-en-scène* of the movie, the writer was able to answer the questions and see inside the language from the movie.

Mise-en-scène is taken from the French word for “putting on stage” or “setting up the scene.” *Mise-en-scène* refers to everything that happens or appears in the movie, with the elements of (1) figure expression and movement, (2) frontal lighting, (3) setting, and (4) costumes. *Mise-en-scène* provides a visual aspect that can help to convey the meaning in each scene that appears in the movie and helps to convey the emotions, moods, and situations that the audience can relate to.

According to the theory of Lathrop, Gail, and David (2014), filmmakers have borrowed the term and have extended the meaning to suggest the control the director has over the visual elements within the movie image. There are four aspects of *mise-en-scène* that overlap the physical art of the theater: movement of figure, lighting, setting, and costume. By using these elements, the director provides his/her audience with vivid, sharp memories (Lathrop, Gail, and David, 2014).

In addition to dialogue, *mise-en-scène* helps to convey the story visually. Through lighting, color, setting, and even the costumes, the mood and emotional state of a scene(s) are determined. As well as the characters positioned in a scene. Their costumes and interactions with the situations in the movie can convey their personalities, motivations, moods and emotional states indirectly.

2.3.1 Figure Expression and Movement

Figure expression refers to how characters express emotions and interact in the visual space of a scene through body language, facial expressions, and gestures. This helps contribute to presenting the emotion, theme, and overall meaning of the scene in the movie.

The expression of the figure is one of the elements of *mise-en-scène* that gives the director artistic power. The director wants the audience to remember that the actor's performance should be examined in terms of how well it complements the message in the movie, not just through how well it supports the audience's conception of "real-world behavior" (Lathrop & Sutton, 2014). It means that the audience should not judge the actor's performances on how well characters in the movie mimic real-life behavior but focus on how well the actors convey the intended message or theme in the movie.

As an audience, we can judge a person's expression without having to say words (even in reality) based on the theory of *Facial Expressions* stated by Ekman (1999). This is the work done by the director of movies that the expression shown by a character will make an audience judge the same thing as another audience's seeing (without having to say it by words) with naked eye. Same thing with someone's (character) movement, as written in the quote from *Nonverbal communication, emotion, and political evaluation* stated by Bucy (2010) that emotions can also be seen through someone's movement (or what we usually call it as non-verbal communication that is given and based on emotions).

One example that combines these two figure elements (expression and movement) can be seen in the movie *Black Swan* (2010), where Nina's performance in the last scene shows her character's descent into madness, which is shown through her erratic and sharp dance movement (figure of movement) and her sad facial expression reflecting her psychological unraveling (figure of expression). This represents her emotional state of disarray and reinforces the theme of the movie.

Figure expression and movement are powerful elements in *mise-en-scène* to help the filmmakers create a strong emotional sense of the characters in the movie. This promotes a strong connection between the movie as well as the audience throughout the

storyline of the movie. This element ensures that every scene in the movie contributes to the overall theme and mood of the character, which makes the story more immersive and impactful.

2.3.2 Frontal Lighting

Lighting, one of the most important elements in *mise-en-scène*, provides insights into the character. Lighting in *mise-en-scène* is more than just “light.” It can convey mood, give meaning, guide the audience’s attention, and strengthen the narrative. By providing both directional and color qualities, directors can enhance the visuals in each scene.

According to the theory of Lathrop & Sutton (2014), lighting is used by the director to convey specific meanings about characters or narratives to the audience and helps define the setting of a scene for characters in a movie. There are five primary types of directional lighting: (1) frontal lighting, (2) side lighting, (3) back lighting, (4) under lighting, and (5) top lighting. Frontal lighting refers to a lighting technique where the light source is positioned directly in front of the character (as a subject). This makes details on the character highly visible and is often used to emphasize the character’s emotions and expressions clearly, as it leaves little room for shadows or ambiguity (Lathrop & Sutton, 2014). From the theory of *Film Art: Introduction* stated by Bordwell, Thomson & Smith (2004), lighting can affect mood and situation from character’s side. For example, low lighting is usually found in mystery tension and high-key lighting can be something that related to positive things. The movie *Titanic* (1997) gives a very clear example of frontal lighting, especially in the climactic scene in the movie. As Rose lies on the wood and holds Jack’s hand, this scene gives a soft lighting on Rose’s face that creates light amidst

the darkness and cold. From this element, it represents Rose's emotional devastation and grief during the tragic event.

Another example is from *The Dark Knight* (2008), right in the interrogation scene between the Joker and Batman, the side lighting effects focus on the Joker's character that highlighting the complex psychological issues that he experiences. Top lighting effects also convey the same meaning as side lighting effects, referring to a character's inner conflict that reflects their psychological state. One example can be found in several scenes on stage and in the rehearsal (practice) room from the movie *Black Swan* (2010), which highlights her physical tension and psychological pressure. Frontal lighting provides a powerful element in visual storytelling. It is also used to focus on a character's face to reveal their emotions in detail. It often creates a deeper connection between the character and the audience.

2.3.3 Setting

The setting is an important visual element in a movie, encompassing everything the audience sees that informs time and place. In addition, it also plays an important role in creating atmosphere and mood.

Setting is not just a setting but also contributes greatly to describing the atmosphere and supporting the action or events in the movie (Lathrop & Sutton, 2014). Setting elements can also reflect details of a character's personality and mood. As stated from the theory of *Theory of film: The redemption of physical reality stated by Kracauer (1997)*, directors use the element of setting in their movie to reflect the real world or reality and allow the audience to connect the story or scenes in the movie with the reality around them. For example, a house that looks grand reflects the amount of wealth a character has, while a messy apartment reflects a character's depression, problems, or exile. The

setting also serves as a certain setting to support the genre in the movie. The most common example is a horror movie that is associated with a big old house, rooms full of dark and gloomy corners, or dusty antiques.

2.3.4 Costumes

In filmmaking, costumes are more than just what each actor wears. Costumes are one of the important visual tools that help tell the story, showing the character's personality, background, or emotions.

Directors who care about accuracy (that is, based on historical reality) often go to great lengths to research the clothing styles of the era that the movie is set in, as costumes are an indispensable means of establishing authenticity. Costumes become even more important when the director “manipulates” the costumes so that they (the costumes) function in specific ways within the movie.

Costumes also imply the psychological position of the character. Thus, costumes are one of the important elements used in filmmaking (Lathrop & Sutton, 2014). An easy example is when a character who wears messy and untidy costumes reflects their emotional problem and their inability to control their lives. As an audience, we can see that the costumes this character wears will add to the impression behind the meaning of brokenness and helplessness. Another example is in “*The Devil Wears Prada*” (2006), seen in the main character, Andy Sachs, who starts out with simple clothes, but as time goes on, her clothes become more stylistic and look stunning, which represents her confidence growing.

2.4 Earlier Studies

In this section, the author discussed previous studies that have similar topics to current research. The author referred to research that discusses the movie *The Babadook* (2014) by Jennifer Kent, which presents a mother's character with similar characteristics from *Social Nightmare* movie which is the main subject for this research.

2.4.1 *The Babadook* (2014) by Jennifer Kent

The connection between this movie and the subject that the author takes is how the character of a single mother who is not finished with their past and has psychological conditions due to trauma has similarities that can be represented through language expressions and scenes that show the character of a mother through *mise-en-scène*.

This movie has a connection between the appearance of the *Babadook* and Amelia's (as a mother) grief over the death of her husband and the anger of her son. This represents the grief and loss felt by a single mother or even single parents, which embodies the 'return of the repressed' as the uncanny manifestation of Amelia's repressed emotion.

According to Quigley, P. (2016), Sarah Arnold explains the role of mothers in horror films and melodramas; she identifies two types of mothers that often appear. (1) A good mother is considered perfect, who always sacrifices herself for her children. This is the image of a mother who always puts the interests of her children first, (2) but bad mothers are mothers who do not conform to traditional expectations of self-sacrifice, where they still refuse to put their children first. Arnold states that the movie shows that the character of mothers can be very different and is an interesting area for further research. Arnold argues that horror and melodrama films often show the two extremes of good and bad motherhood and how both play an important role in shaping the context of the story (Quigley, P., 2016).

2.4.2 Grief and Loss

Grief and loss are common deep emotions. It is felt in the absence or death of someone important in our lives. While grief and loss are universal, it is still very personal. What this means is that it affects each person differently, depending on their relationship with these feelings.

Grief and loss are two of the aspects in the movie *The Babadook* that are similar to the subject taken by the author. It can be seen how the character of a mother expresses this through language expression and *mise-en-scène*. In the world of literature, every time we hear some terms that exhibit contexts and meanings that reflect different layers of meaning and understanding.

According to Howarth, R. (2011), in literature, many terms describe aspects of grief and loss. One example is condolence (grief), which is understood as the experience of losing a loved one. The word grief elicits a variety of reactions, such as emotional, psychological, and behavioral, as the word expresses “loss” (Brown & Goodman, 2005). The complex term grief, which can be interpreted as traumatic (traumatizing) (Prigerson & Jacobs, 2001), describes a level of sadness that lasts longer or feels more intense than would normally be considered normal. This suggests that there are deeper emotional issues, such as depression or other psychological health conditions, due to feelings of ‘loss’ (Howarth, R., 2011).

From the movie *The Babadook* (2014), we can see cinematic depictions that reflect layered sadness. There are also several scenes that show the feeling of loss felt by Amelia. From these, we conclude that movies can also provide very realistic emotions and influence the audience in feeling the emotions in them.

CHAPTER III

RESEARCH METHOD

This section is a detailed description that discusses explicitly certain parts of this research so that the reader understands the details of the study material and how to carry out this research. This chapter also explains the movie taken from the author as part of this research.

3.1 Studied Material

The author took this research from a movie titled *Social Nightmare* that is also known as the title of *Mother* from the *Lifetime* movie. This movie is taken from *Lifetime*'s channel, directed by Mark Quod, and released on August 31, 2013 (United States). The main actors consist of Daryl Hannah (as Susan Hardy, or Catherine's mother) and Kirsten Prout (as Catherine Hardy). *Social Nightmare* delivers a compelling quality that lives up to the expectations of *Lifetime* channel's fans; it's just that the movie isn't universally praised because it only airs on *Lifetime*'s channel. The movie emphasizes the importance of open communication and support between parents and their children. It shows that a supportive and understanding relationship can help children feel comfortable sharing their experience, not in the wrong way.

The story is about a high school student, a daughter of a single mother, who is about to take a chance on getting into a good college, but her life is threatened after seeing inappropriate photos of herself appear on the Internet. She claims that she was framed, but no one believes her. In the climax scene, we are told that it was her own mother who did it all, with the aim of protecting her, who is the only child in her life, after her father's absence. This scene became the main part for the author to write this research.

The author also relates to the theory of the true role of parents in general and how important psychological wellness is before having a child. This movie will show us and realize how parents need to understand their roles and need to know that as a parent, psychological health is very important.

3.2 Study Design

The author used qualitative content analysis as a tool for analyzing the data. The author studied the meaning contained in each message conveyed in the dialogue from the climactic scene in this movie that described the topic and context related to the topic that the author wrote. This movie analyzed and served as a warning that parents must also be mentally and psychologically healthy to accompany and raise their children for their future. Through the movie that the author took as the subject to be researched, the author looked for several studies that have been researched before, that are related to the problem that the author researched.

The author combined each climactic scene with some studies that discussed the psychology of a single mother and related it to the psychological conditions (that focused) experienced by a single mother's past (what caused them to become a single mother and the impact in their lives after becoming a single mother). From here, the author also used the elements of *Mise-en-scène* to help the author figure out every emotion and state that occurred in the climax scene. One of the important studies included the theory of Sigmund Freud (Timpanaro, 1976) and the elements in *Mise-en-scène* (Lathrop, G., & Sutton, D. O. (2014). Finally, the author used the narrative analysis method where the author focused on interpreting the core narrative of the movie and examined it to understand how the characters in the movie experienced something that became the research in this writing.

3.3 Data Gathering

The author collected the data by focusing on the climax scene in *Social Nightmare*, which there will be some languages in the dialogue that the author examined, and the author collected data through the verbal expression given in the dialogue of the climax scene of this movie that represents the psychological conditions of a single mother and developments of psychological issues. The author also collected data by looking into the element of *mise-en-scène*, where the author collected each scene and further examine what happens in the climax scene in *Social Nightmare*.

3.4 Data Analysis

The author started by observing the scenes and conversations in dialogue and observing the visual elements that feature and present the character of a single mother with a number of elements that supposedly depict the emotional conditions and psychological conditions experienced by the single mother's character. One of the most important research materials is the climax in this movie, and the author researched using the "close reading" method, which involves detailed research into the text or visual elements. This method helps the author to combine verbal expression (text) and *mise-en-scène* (visual elements) in one table as the result of the research. After all the data has already collect it, the author also searches one by one for theories that have discussed the material in this research to combine facts and predictions that have been tested and widely accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This section discussed the verbal expression and observing the visual elements (*mise-en-scène*) from the perspective of psychology through the literary work by using close-reading, from the main character of a single mother named Susan Hardy (played by Darly Hannah) and her daughter Catherine. This section is the answer to the questions in the statements of problem.

4.1 The Unconscious Psychological Condition Through Verbal Expression

This section answered the first research objective, namely identifying verbal expressions that reflect the psychological conditions from the single mother in Susan's character in *Social Nightmare*.

4.1.1 Express Trauma Through Language

Trauma has a deep emotional response caused by an unexpected experience that makes an individual feel fearful of facing the same thing in their life (future). It is caused when they have shocking or painful experiences. One example is a profound sense of loss. Trauma can cause lasting effects over a long period of time (which is hard to heal if not treated promptly) and this affects (unconsciously) how they act based on thoughts and emotions that have been "clouded" by trauma. This section focused on understanding a person with an unconscious mind, feelings, emotions, and desires that influence behavior and psychological issues that caused by trauma, developed by Sigmund Freud in his theory called psychoanalysis. The aim of psychoanalysis is to show how thoughts and

feelings hidden in the unconscious also affect what we are aware of and how we consciously act.

In *Social Nightmare*, we are shown in the climactic scene that Catherine finally realizes the irregularities that occurred in her last year at school. After she investigate, she found that all this time, it was her own mother's deeds. Where her mother had put a hidden camera in Catherine's room secretly spread her private photos to the school until it was discovered by the principal herself. This action make her feel as if her life was being tapped by hackers who were accessing and manipulating her life, which turned out to be the actions of her own mother.

Table 4. 1 Psychological Issues Through Verbal Expressions

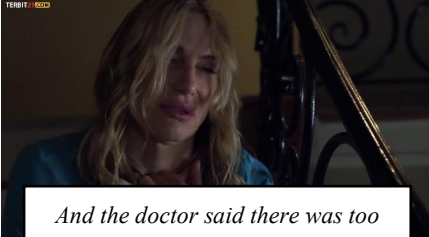
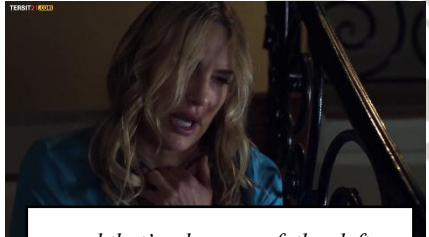
Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues
	CATHERINE <i>You were spying on me.... why??</i> SUSAN HARDY (CATHERINE'S MOTHER) <i><u>Because I was worried about you!</u> And I was right! You're sneaking boys into your room, and you were drinking, you were sending nasty pictures of yourself.</i>	Susan shows her true anxiety, where she wants to protect her daughter from danger, which also affects her daughter's mental health because it has violated her daughter's privacy. Because Susan has traumas from her past, where she has

Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues
	CATHERINE <i>You...<u>YOU POST IT THOSE DISGUSTING THINGS!</u></i>	experienced loss (miscarriage), Susan feels that she cannot control other situations that threaten her child, so she uses the wrong way to protect her daughter, such as “spying” to ensure that her daughter remains under her supervision. This was incorporated according to Freud’s theory that explained about <i>Law of Transformation</i> (Hossain, 2017), that unconscious thoughts, emotions, and memories that are based on trauma and become repressed, will change in conscious life, which means that (hidden) past trauma will affect and change the

Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues
		way an individual thinks unconsciously, through behavior, thoughts, and verbal expressions.
	CATHERINE <i>WHAT IS WRONG WITH YOU?</i> SUSAN HARDY (CATHERINE'S MOTHER) <u><i>I'm protecting you.</i></u>	The actions taken by Susan to “spying” on her daughter are her behavior to protect her daughter (although done in the wrong way) because Susan doesn’t want to lose another child, so she overprotects her daughter because of the anxiety of loss that she doesn’t realize

Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues
		is still a trauma until her daughter grown into a teenager. Anxiety will arise as a response from the ego that triggers repression (a suppression or ignoring of feelings and thoughts related to the threat to protect oneself from anxiety) to protect against the danger. This was (also) related to Freud's theory that talks about psychodynamics (in psychoanalysis) in understanding how the unconscious mind and psychological development (that affected by trauma) can affect individual behavior. Both theories

Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues
		(psychoanalysis and psychodynamics) place significant emphasis on the unconscious as a key element in understanding a person's behavior.
 ...and I tried to give you a baby..brother or sister..  ...but I kept losing it.	SUSAN HARDY (CATHERINE'S MOTHER) <i>...and I tried to give you a baby..brother or sister..<u>but I kept losing it.</u></i> SUSAN HARDY (CATHERINE'S MOTHER) <i>And the doctor said there was too dangerous to try it more and that's when <u>your father left.</u></i>	Her mother tries to give Catherine a sibling(s) to accompany her, but because of the miscarriages, her mother (Susan) has pain that is still buried in the subconscious. Her mother verbally also conveyed that because of her miscarriage, Catherine's father left Susan and became a single mother, which made Susan feel a deeper loss without the support of her husband. The

Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues
 <i>And the doctor said there was too dangerous to try it more</i>  <i>and that's when <u>your father left</u>.</i>		unconscious that shown by Susan is described as a “hidden place” that holds feelings (memories) that are painful to realize unconsciously. It affects indirectly, such as spontaneous actions (either through actions or words). As stated by Sigmund Freud (Hossain, 2017), people who have psychological conditions are encouraged to articulate their thoughts, feelings, and experiences freely (in a negative way) to express their unconscious thoughts that underlie the trauma.

Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues
	<i>SUSAN HARDY</i> <i>(Catherine's mother)</i> <i>...and I tried to give you a baby...brother or sister...<u>but I kept losing it.</u></i>	This scene represents that Susan as a single mother who have a dark background, also experience a deep sense of loss and pain, which also affects the time she spends with Catherine. Miscarriage can also be one of the main factors in psychological disorders. The consequences of facing this traumatic experience alone in relative isolation can have severe psychological consequences. As stated by Van den Akker (2011), reports of stain on the couple's relationship following the miscarriage, post-traumatic stress

Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues
		disorder, obsessive-compulsive disorders, and panic disorder have also been described.
	<i>SUSAN HARDY</i> <i>(Catherine's mother)</i> <i>And the doctor said there was too dangerous to try it more and that's when <u>your father left.</u></i>	Susan becoming a single mother who raise their daughter without the support of her husband. In Susan's case, she couldn't give another child (because of miscarriage) and made her husband divorce her because she couldn't give him another child due to repeated miscarriage. According to Kareem & Odunayo (2024), single parents are more likely to experience depression due

Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues
		to the stress and responsibilities of raising a child alone. Single mother often faces strong social pressures to fulfill the expectations of being the “perfect mother”, including taking care of children independently and sacrificing herself.
	<i>SUSAN HARDY</i> <i>(Catherine’s mother)</i> <u><i>I’m protecting you.</i></u>	This scene represents grief and loss when Susan’s losing her child(ren) because of the miscarriage. As stated by Howarth (2011), condolence (grief) is the experience of losing a loved one. The word grief elicits a variety of reactions,

Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues
		such as emotional, psychological, and behavioral, as the word expresses “loss”. The complex term grief, which can be interpreted as traumatic (traumatizing), describes a level of sadness that lasts longer or feels more intense than would normally be considered normal, as stated by Prigerson & Jacobs (2001).

Table 4. 2 Summary of Psychological Issues

Verbal Expressions	Psychological Issues
SUSAN HARDY (CATHERINE'S MOTHER) <i>“Because I was worried about you!”</i>	Anxiety (caused by trauma) Susan shows her true anxiety, where she wants to protect her daughter from danger.

Verbal Expressions	Psychological Issues
SUSAN HARDY (CATHERINE'S MOTHER) <i>"I'm protecting you"</i>	Unresolved Trauma Susan doesn't want to lose another child, so she overprotects her daughter because of the anxiety of loss that she doesn't realize is still a trauma until her daughter grown into a teenager.
SUSAN HARDY (CATHERINE'S MOTHER) <i>"...and I tried to give you a baby..brother or sister..<u>but I kept losing it.</u>"</i>	Grief and Loss Because of the miscarriages, her mother (Susan) has pain that is still buried in the subconscious.
SUSAN HARDY (CATHERINE'S MOTHER) <i>"And the doctor said there was too dangerous to try it more and that's when <u>your father left.</u>"</i>	Depression (caused by trauma) Because of her miscarriage, Catherine's father left Susan and became a single mother, which made Susan feel a deeper loss without the support of her husband.

4.1.2 Defense of Projection

In the climactic scene, it is shown that Catherine discovers that the hacker behind the destruction of her life is her own mother. One of the defenses used by Susan is a defense mechanism called defense of projection. Defense of projection involves attributing feelings, thoughts, or impulses that are unacceptable to oneself to others. Projection defense also can be conveyed verbally.

Table 4. 3 Defense of Projection

Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues (defense of projection)
 You're sneaking boys into your room  You were sending nasty pictures of yourself.	SUSAN HARDY (CATHERINE'S MOTHER) <i>Because I was worried about you! And I was right! <u>You're sneaking boys into your room, and you were drinking, you were sending nasty pictures of yourself.</u></i>	Her mother tries to defend herself from guilt. Susan deflects responsibility by accusing Catherine of causing the problem (which she shouldn't have done as a teenager), but the fact is, Susan, who created chaos, while at Catherine's age, she should feel safe under her mother's protection. Susan shifts actions or mistakes that are unacceptable to Catherine, to protect herself from guilt. Susan also doesn't realize that she's the one who should be responsible for her actions, so she deflects

Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues (defense of projection)
		the guilt by placing the blame on someone else (Catherine).
	SUSAN HARDY (CATHERINE'S MOTHER) <u>If you leave,</u> <u>I kill myself.</u>	This scene occurs when Catherine can no longer stand the condition of her mother who is trying to hold her (Susan) back from the guilt that she did. When Catherine tries to leave the house and pack her things, her mother tries to intercept her by threatening that she will kill herself and drink all the medicines that Catherine took to calm Catherine's mental state because of the problem that causing by her mother.

Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues (defense of projection)
		This is the proof that projection defense can be conveyed verbally, that involves attributing feelings, thoughts, or impulses that are unacceptable to oneself to others.
 Then why did you ruin it? Because I just can't lose another baby	SUSAN HARDY (CATHERINE'S MOTHER) <i>But I'm so proud of you..I'm so proud and so happy for you..you have many friends and you were so popular...and you just..you were so amazing..that's why I want you to feel that you were part of something.</i> CATHERINE <i>Then why did you ruin it?</i>	This represents that the trauma Susan experienced made her unaware that it would affect the trustworthiness of Catherine's relationships with others. This fear becomes a projection for the people around Catherine which makes Susan assume that they 'don't care' about Catherine or even become a threat to Catherine. So,

Scene	Verbal Expressions from the Dialogue (underlined part)	Psychological Issues (defense of projection)
 You hurt people mom!  People I care about!  They don't care about you!	SUSAN HARDY (CATHERINE'S MOTHER) <i>Because I just can't lose another baby.</i> CATHERINE <i>You hurt people, mom!... People I care about!</i> SUSAN HARDY (CATHERINE'S MOTHER) <u><i>They don't care about you!</i></u>	Susan blames Catherine's friends (outsiders) to avoid the guilt experienced by Susan which is part of the defense of projection (when an individual is in defense, they are unconsciously combining their subconscious thoughts with the actions they take). As stated in the theory of <i>defense mechanism</i> by Cramer (2000), this can be seen when an individual is in defense, they are unconsciously combining their subconscious thoughts with the actions they take (even verbally).

Table 4. 4 Summary of Psychological Issues

Verbal expressions	Psychological Issues
SUSAN HARDY (CATHERINE'S MOTHER) <i>Because I was worried about you! And I was right! <u>You're sneaking boys into your room, and you were drinking, you were sending nasty pictures of yourself.</u></i>	Defense of Projection (A Type of Defense Mechanism) Her mother tries to defend herself from guilt. Susan deflects responsibility by accusing Catherine of causing the problem (which she shouldn't have done as a teenager), but the fact is, Susan, who created chaos, while at Catherine's age, she should feel safe under her mother's protection.
SUSAN HARDY (CATHERINE'S MOTHER) <i><u>If you leave, I kill myself!</u></i>	
SUSAN HARDY (CATHERINE'S MOTHER) <i><u>They don't care about you!</u></i>	

So in summary, in the section above, the author has presented the findings of her research on a single mother's character who experiences a psychological background that causes her life to be plagued by inner psychological conflicts, as depicted in the movie *Social Nightmare*. By using the close-reading method (using the tables), the author connects this analysis to literature through Sigmund Freud's theory that talked about

psychoanalytic theory and defense projection (as one of the defenses in mechanism defense), relating it to the verbal expression conveyed in the movie's dialogue, which represents a psychological study (especially about single mother's psychological issues), that can be examined through movie (from the perspective of literature).

4.2 Discovering Meaning Through Visual

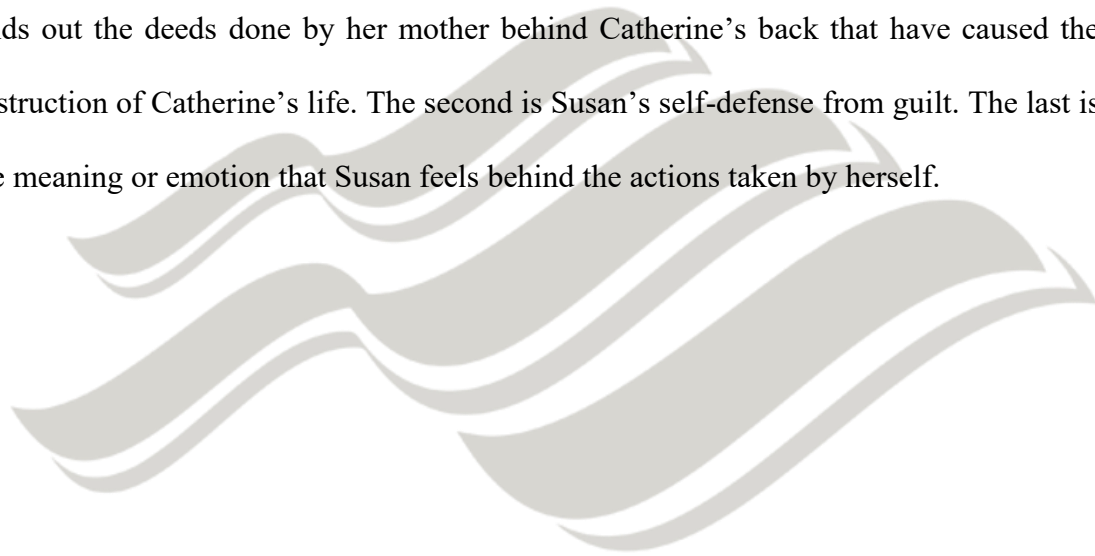
In this section, the author answered the second research question in the statements of the problem, which is the *mise-en-scène* elements in the movie that reflect the psychological condition from the single mother in Susan's character (Catherine's mother) in *Social Nightmare*. *Mise-en-scène* is a key component in visual creation for the movie. Basically, *mise-en-scène* is a "deliberate arrangement" to create visual elements that portray meaning and emotion. There were 4 elements in *mise-en-scène* that were the main material to find out the visuals in *Social Nightmare* which was researched by the author. There are (1) figure expression and movement, (2) frontal lighting, (3) setting, and (4) costumes.

According to the theory of *A psychology of the film* (Tan, 2018), today's audience's interest in the connection between the magic of the wonder of moving image (movie) and reality that can describe the movie-going experience as a "unique inner experience", where it is a combination of visual representation and (present-day) reality that can "take our minds" into complex matters. The theory also explains how cognition (the (visual) process of enabling the audience to understand and think, which includes various brain functions such as perception, attention, language, and reasoning), emotions and psychological experiences also affect the audience. For example, lighting in a *mise en scène* can evoke certain feelings, such as fear, happiness, or sadness. Expressions and

costume choices can also affect how the audience understands the (main) character's condition (Tan, 2018).

4.2.1 Visual Through Figure Expression and Movement

There were three main parts in the climax scene that was used by the author in using this element. The first is the expression of fear shown by Susan when her daughter finds out the deeds done by her mother behind Catherine's back that have caused the destruction of Catherine's life. The second is Susan's self-defense from guilt. The last is the meaning or emotion that Susan feels behind the actions taken by herself.



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Table 4. 5 Meanings Behind Figure Expression and Movement's Element

No.	Scene	Meaning Behind the Element	Summary of the Meaning (Expression)	Summary of the Meaning (Movement)
1.	  (a1), (a2)	In this scene, it is shown where Catherine shows the hidden camera which is her mother's (Susan) doing that all this time who made Catherine's life at school destroyed. The expression that shown by Susan (figure of expression) shows confusion and anxiety, (a1) that can be seen from the furrowed eyebrows which indicates that Susan is trying to understand the situation that she thinks will threaten her. The eyes are slightly narrowed, which indicates disbelief at what is happening in front of Susan's eyes. This can be seen through	(a1) Confusion and Anxiety	(a2) Panic (tension)

No.	Scene	Meaning Behind the Element	Summary of the Meaning (Expression)	Summary of the Meaning (Movement)
		the quote from the theory of <i>Facial Expressions</i> stated by Ekman (1999), that we can judge a person's expression without having to say words. This is the work done by the director of movies that the expression shown by a character will make an audience judge the same thing as another audience's seeing (without having to say it by words) with naked eye. The most visible is the tense expression Susan shows in this scene which shows fear and apprehension that makes Susan speechless. In Susan's movement (figure of movement), (a2) it		

No.	Scene	Meaning Behind the Element	Summary of the Meaning (Expression)	Summary of the Meaning (Movement)
		shows that Susan's shoulders are slightly tense which indicates the feeling of panic (tension) that she feels. It appears that she is showing a cornered situation and doesn't know how to respond or react. As written in the quote from <i>Nonverbal communication, emotion, and political evaluation</i> as stated by Bucy (2010) that emotions can also be seen through someone's movement (or what we usually call it as non-verbal communication that is given and based on emotions).		

No.	Scene	Meaning Behind the Element	Summary of the Meaning (Expression)	Summary of the Meaning (Movement)
2.	 (a3)	In this scene, more simultaneous expressions and movements are shown, where (a3) Susan shows anxiety and fear in the face of a threatening situation. The expressions shown represent Susan's confusion and desperation as she tried to fight to defend herself from feeling guilty. This scene is shown when Catherine is already very disappointed with the actions taken by Susan, and she tries to find a strategy and blame Catherine, who she considers to be starting to be hysterical.	(a3) Confusion and Desperation	(a3) Confusion and Desperation

No.	Scene	Meaning Behind the Element	Summary of the Meaning (Expression)	Summary of the Meaning (Movement)
3.	 Because I just can't lose another baby (a4), (a5)	In the last scene for this element, Susan finally admits why she ruined Catherine's life. (a4) Her expression represents deep sadness (seen through her tears). (a5) Her slumped shoulders (figure of movement) express a feeling of exhaustion or loss of hope. Susan's position shows emotional exhaustion and feelings of deep sadness as well as an unstable emotional state.	(a4) Deep Sadness	(a5) Exhaustion / Loss of Hope

4.2.2 Meaning Through Lighting

There are five primary types of directional lighting: (1) frontal lighting, (2) side lighting, (3) back lighting, (4) under lighting, (5) top lighting. The author used some of these five main types of lighting that were dominant in the scene that was researched by the author. There are two exposures of lighting that can be the point for focusing on the character (Susan) in the climax scene that the author uses for this section. The first is the scene where Susan has been caught by Catherine (her daughter) that she is the culprit who ruined Catherine's life. The second is the scene where Susan admits all that she feels that she did the deed made her think that it would protect Catherine from social danger but instead made Catherine's life destroyed

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Table 4. 6 Meanings Behind The Lighting's Element

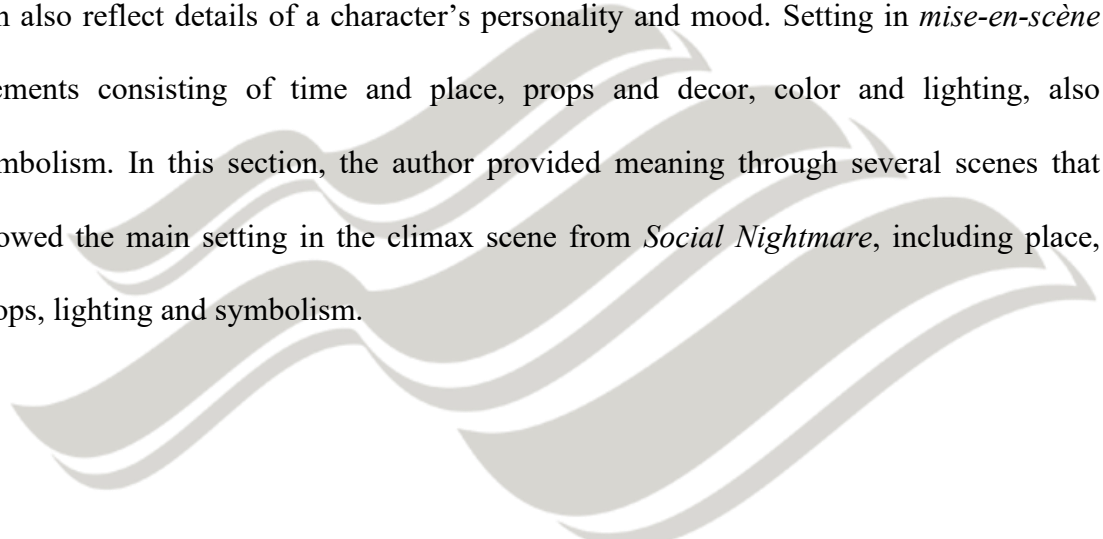
No.	Scene	Type of Directional Lighting	Meanings Behind the Element	Summary of the Meaning
1.	 (b1)	Side lighting	This is the first scene where all of Catherine's answers have been answered, and she shows her disappointment for what her mother's did. This scene dominantly uses the side lighting where we can see the left side of Susan's character's face (b1) highlighted using the lighting, while the other side is darker. This represents that Susan is experiencing inner conflict and there is a side of her that she's "hiding" something (means that she tried to	(b1) Inner Conflict

No.	Scene	Type of Directional Lighting	Meanings Behind the Element	Summary of the Meaning
			protect herself from guilt and pretending that she didn't know anything). As stated by Bordwell, Thomson & Smith (2004) that talks about <i>Film Art: Introduction</i>, lighting can affect mood and situation from character's side. For example, low lighting is usually found in mystery tension and high-key lighting can be something that related to positive things (Bordwell, Thomson & Smith, 2004).	
2.		Side Lighting and Top Lighting	In the second scene where Susan's character has told all the suffering in her past that made	(b2) Past Suffering and Psychological Tension

No.	Scene	Type of Directional Lighting	Meanings Behind the Element	Summary of the Meaning
	 (b2)		her experience this condition. Here we can also see two dominant lights, side lighting and top lighting. (b2) The side lighting in this scene represents something different from the previous first scene, which is Susan's character showing her past suffering and psychological tension. The overhead lighting creates highlights on Susan's disheveled state and gives a dramatic effect to the facial details that give an expression of pain, sorrow, and flowing tears.	

4.2.3 Conveying Meaning Through Setting

Setting elements pay more attention to the location and environment of the scene, which will make the impression of the scene more get into the audience's emotions and mind. Setting plays an important role in creating an atmosphere and mood by encompassing everything the audience sees that informs time and place. Setting elements can also reflect details of a character's personality and mood. Setting in *mise-en-scène* elements consisting of time and place, props and decor, color and lighting, also symbolism. In this section, the author provided meaning through several scenes that showed the main setting in the climax scene from *Social Nightmare*, including place, props, lighting and symbolism.



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Table 4. 7 Meanings Behind The Setting's Element

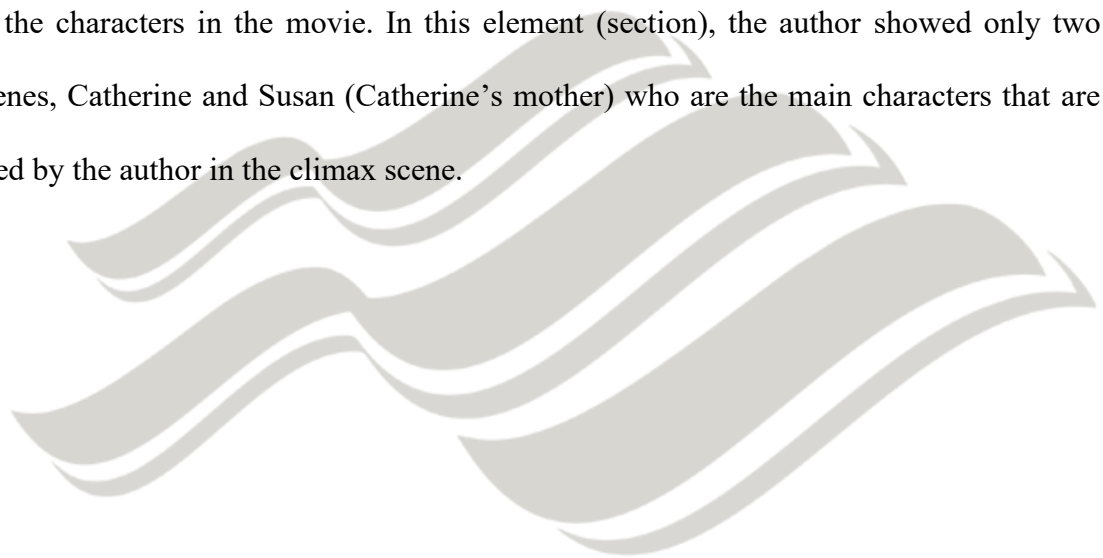
No.	Scene	Meanings Behind the Elements	Summary of the Meaning
1.	 (c1)	This scene shows that Catherine has already been dissapointed by her own mother's actions all this time. The setting of this scene takes place in her own home, where (visually from some movies) we can see that a house is supposed to be a safe place for Catherine. The background of this scene is the kitchen area, which is typically associated with family warmth, but in this scene, it feels full of tension. (c1) Literarily, this represents the idea that a "home", which we usually associate with family, can also leave deep emotional trauma. This scene	(c1) Psychological Distress (emotional suffering)

No.	Scene	Meanings Behind the Elements	Summary of the Meaning
		also illustrates that Catherine has lost her sense of security. The dim lighting also represents the truth that has been revealed all this time (behind Catherine), highlighting the darkness that is devastating. As stated in the <i>Theory of film: The redemption of physical reality</i> by Kracauer (1997), directors use the element of setting in their movie to reflect the real world or reality and allow the audience to connect the story or scenes in the movie with the reality around them. For example, as mentioned above, a house is symbolized as a location or a safe place for a family.	

No.	Scene	Meanings Behind the Elements	Summary of the Meaning
2.	 (c2)	In this scene, Susan (Catherine's mother) is shown in a state of despair and helplessness. Like the previous scene (above), the dim lighting and the shadows on Susan's face represent the deep sadness of her past and the regret that surround her life. The background of this scene shows Susan sitting on the stairs. (c2) In this scene, the stairs can represent a path to a higher place, but it is shown that Susan did not reach the top of the stairs, which symbolizes that she feels lost (for her life).	(c2) Emotional Turmoil (Inner Struggle)

4.2.4 Costumes as Representational Material

Costumes are visual tools that show the character's personality, background, or emotions. Costumes can create the reality of the character when the director "manipulates" the costumes, so that they (the costumes) functions in specific ways within the movie. In this section, the author explained how costumes can represent the meaning of the characters in the movie. In this element (section), the author showed only two scenes, Catherine and Susan (Catherine's mother) who are the main characters that are used by the author in the climax scene.



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Table 4. 8 Meanings Behind The Costume's Element

No.	Scene	Meaning Behind the Elements	Summary of the Meaning
1.	 (d1)	In this scene, the author showed the costume of the character from Catherine, where the costume that Catherine's wear seems to be starting untidy and her performance (her messy hair) also shows (d1) a conflicted state where Catherine's psychological state is out of control and in a tense situation, which represents her mental damage and her trust in her own mother who has been damaged by Susan herself. The clothes shown show that a person under stress and in a messy situation does not pay much attention to their appearance (anymore), as	(d1) Mental Damage

		depicted in literature as a form of expression of a character. As stated by Lathrop & Sutton (2014), costumes become even more important when the director “manipulates” the costumes so that they (the costumes) function in specific ways within the movie. costumes also imply the psychological position of the character. As an audience, we can see that the costumes this character wears will add to the impression behind the meaning of the reality that the director wants to convey.	
2.		In the second section, the author shows the character of Susan (Catherine’s mother) where she	(d2) Psychological Conflict



(d2)

wears clothes that still look neat. Despite the tense situation, the costume worn by Susan represents that she maintains her image as a strong mother. (d2) Through the costume, Susan's character reflects how she maintains the role as a protector and "home" for Catherine (seen how her costume still looks and stays neat), even though inside Susan look very broken and afraid of losing Catherine.

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In summary, this section that talks about *mise-en-scène*, the author provides evidence that aesthetics in movie not only enhance its artistic value, but also serve as tangible proof that movie also can represent the reality around us through the visual crafted by directors. In filmmaking, directors use the elements of *mise-en-scène* consisting of (1) visual expressions and movement, (2) lighting, (3) setting, and (4) costumes, to relate them to the world and reality, both in fiction and non-fictions stories, which not only functions as aesthetics but also helps in conveying themes, emotions, and social context to the audience. Although the elements of *mise-en-scène* are not directly visible or explicitly realized by the audience (can be different perspectives), the author also provides theoretical evidence that corroborates the statements that occur in the scenes that discuss all the elements in *mise-en-scène*.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The author's aim for this research was to conduct research that combined psychology with literature. The author conducted research based on the psychological conditions experienced by single parents. Because this was the first time the author wrote this research (related to psychology through literature), the author finally chose to research single mothers taken from Susan's character in the movie *Social Nightmare*. The author wrote two statements of the problem, including what verbal expressions reflect psychological conditions of the single mother's character in the movie *Social Nightmare*, and finally how the visual elements (*mise-en-scène*) can reflect the psychological conditions that exist in Susan's character. The author finally presented two main theories, one of them is the unconscious theory (psychoanalysis) developed by Sigmund Freud, then the author combined it with the theory and provides reasons why Susan's character as a single mother unconsciously expresses the verbal, by looked at her life background (her past) and the effects of her trauma (from her past). In addition, the author also provides evidence of scenes that illustrate the four visual elements in *mise-en-scène*, which express psychologically through the elements given by the director in several scenes the author took.

The author has written the findings in chapter 4 of the statements of the problem in this research and answered completely according to the theories (that have been developed by previous researchers) and related them to this research. The author has used Sigmund Freud's theory that discusses psychoanalysis as literature material to relate it to

the psychology experienced by single mothers. Through verbal expressions conveyed in the dialog of the climax scene in the movie *Social Nightmare*, the author has conducted research using the theory developed by Sigmund Freud, especially in exploring the unconscious, anxiety and trauma, shown through verbal expressions. In addition, the author also wrote research on *mise-en-scène* which is also associated with psychology that can be seen through visuals. Using the four elements of *mise-en-scène*, which consist of (1) verbal expressions and movement, (2) lighting, (3) setting, and (4) costume, the author has examined each of these elements and has associated them with the psychological character of a single mother. It is concluded that Susan's character (as a single mother) in the movie *Social Nightmare* has a dark past and the author can call it the effect of the trauma based on her past. The trauma that happened to her is as follows: (1) repeated miscarriages after giving to Catherine (Susan's first daughter) so that Susan experienced deep grief and loss, making Susan experienced deep trauma so that it had a huge effect (subconsciously or even unconsciously) on Catherine, namely destroying Catherine's school year and making Catherine's life more dependent and not separated from her mother, and the last (2) was left by her husband because Susan could not give him another child, so Susan felt lost repeatedly and Susan felt that Catherine was all she had.

5.2 Suggestions

The author of this research would like to make some suggestions consisting of several parts, which consist of:

5.2.1 For General Readers

This research focuses on the character of a single mother who has psychological conditions that involve other people in her trauma (psychological conditions) experienced because of her past), where the character of a mother in the movie *Social Nightmare* named Susan, has vented her past (her trauma) in the wrong way and its given a bad effect on the mentality of her child, named Catherine. Through her bad actions towards Catherine (subconsciously or unconsciously), readers can see through verbal expressions conveyed from the dialog in the climactic scene. Throughout the course of the movie, we will be shown the peak of Catherine's school which began to change drastically, because someone hacked into Catherine's social accounts, which made Catherine's friends change their views on her, and made us wonder who was behind all this. The author only takes the climax scene in this movie, because this research aims to find out what causes Susan, or Catherine's mother, to be the person behind all this, and the climax scene is the answer of the author's research. In addition to verbal expression, the author also examines the visual elements that occur in the climactic scene in the movie *Social Nightmare*. Through the four elements of *mise-en-scène*, readers can see through the lens of literature that visuals can also show a person's psychological state that we can see in every movie.

5.2.2 For Future Researchers

To develop this research, future researchers can expand through *Social Nightmare* movie, while still focusing on the characters of Susan or Catherine. In this study, the author only provides research that focuses on the climax scene in this movie. Therefore, the author provides an opportunity for future researchers who want to study for *Social Nightmare* movie. Using the same theory, the author offers two options. First, researchers can analyze Catherine's character and her experience of turmoil during the peak of her

high school years. By examining verbal expressions and visual elements in the movie, researchers can refine the analysis beyond just the climax scene. Second, the author has already studied Susan's character as a single mother, focused only on the climax scene. Therefore, future researchers can enhance the study by analyzing all of Susan's scenes throughout the movie, tracing her character's journey from beginning to end of the movie. As a suggestion, by using visual theory, researchers can examine scenes that focus on Susan and the emotional depth of her character, both through visual aspects and verbal expressions.

5.2.3 For English Study Program

Similarly, for future researchers that study in English Study Program can focus on the two options were suggested by the author: analyzing Catherine's character or studying the mother's character throughout to movie from beginning to end. As researchers in English Study Program, researchers can relate their study to literature as the foundation of their research. With Sigmund Freud's broad and continuously evolving theories, researchers can also incorporate other theories beyond psychoanalysis (as verbal expressions' study) and *mise-en-scène* (as visual elements' study). The author hopes that future researchers will further explore and expand the analysis of the characters in *Social Nightmare*, using literature theories.

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