

CHAPTER II

LITERATURE REVIEW

The second chapter contains a literature review consisting of 3 sub bab, namely: (1) previous study, (2) underlying theory, (3) theoritical framework.

A. Previous Study

The researcher presents relevant research to enhance understanding of this study. Some studies. To analyze this film, the researcher used the Psychological approach.

The first research was conducted by Okania Mentari, and Wennyta (2019). *Personality Traits : Analysis of Main Character in Cinderella Movie 2015 by Disney*. This research use descriptive qualitative and focused on the dialogue and actions of the main character. The purpose of this study is analyzing the main character in the movie *Cinderella (2015)* using the Big Five Personality Traits theory to identify the personality types possessed by the main character. The results show that Cinderella has four personality dimensions, namely, openness, conscientiousness, extraversion, and agreeableness (Mentari & Wennyta, 2019)

The second research was conducted by Lestari & Jayantini (2022). *An Analysis of the Main Character Through Characterization in Cinderella 2021 Movie by Kay Cannon*. This study used qualitative descriptive method. This study aims to idenify how the main character is interpreted through aspects of character that include psychological, sociological, and physiological aspects. The results of the study show that the character of Cinderella in the 2021 film version is more prominently portrayed as an independent woman who is mentality strong, patient, and has big dreams (Made Wulan Lestari & Sri Rwa Jayantini, 2022).

The third research was conducted by Agus Eka and Wayan Juniarta (2023). *Liberal Feminism Portrayed In Dialog On The Main Character Of*

Cinderella 2021 Movie. This study focuses on analyze how Ella demonstrates feminist attitudes and how those attitudes can be categorized as liberal feminism. This research used qualitative descriptive research and library research. The research findings show that Ella's liberal feminism is reflected in her struggle against the inequality experienced by women (Palguna & Juniarta, 2023).

Another research was conducted by Melisa and Sogimin (2024). *A Comparison Of The Plot In Three Versions of Cinderella Movies*. This study used qualitative descriptive method. This research aims to examine how the plot structure of the Cinderella story has changed across the three versions, there are Cinderella 1950, Cinderella 2015, and Cinderella 2021. The results of the study show that all three films have a plot structure that moves forward, but there are differences in how each film develops the story (Sogimin, 2024).

The fifth research was conducted by Putri Nurhaliza, Dewi Puspitasari, and Abdul Rosyid (2024). *Visual Discourse Analysis Of "Cinderella 2021": Exploring Gender Roles Cultural Elements, and Societal Perspectives*. This study aims to examine how these representations can influence or challenge public perceptions of gender. The method used is Visual Discourse Analysis (VDA). The results of this research conclude that gender stereotypes still exert a strong influence in the film *Cinderella (2021)* and are evident in the division of labor, power dynamics, leadership, and family life (Nurhaliza et al., 2024).

The sixth study related to this research was conducted by Dwi Aprilia, Bahri Arifin, and Setya Ariani (2024). *Language Style Analysis in The Main Character Utterances in Cinderella (2021) Movie*. The purpose of this study is to examine how Ella uses various stylistic devices and language functions in her communication through the dialogues in the film *Cinderella (2021)*. This study employs a qualitative method with a descriptive approach. The researcher explains that a casual style is dominant because Ella often finds

herself in everyday conversational situations with friends, family, and other people she wants to get know (Anisaa Dwi Aprilia, M. Bahri Arifin, 2024).

The seventh research was conducted by Monica and Endang (2023). *Realistic Anxiety and Defense Mechanism From Character of Lady Tremaine The Stepmother From Cinderella 2015 Film*. The purpose of this study is to identify the form of realistic anxiety experienced by Lady Tremaine and the defense mechanism she employs to cope with that anxiety. This study uses a qualitative research method. The results of this research show that Lady Tremaine experiences realistic anxiety because she views Cinderella as a threat to her desires. To reduce this anxiety, Lady Tremaine employs three defense mechanism: denial, displacement, and projection (Aisyah et al., 2023).

The eighth research was conducted by Suryanti and Afriana (2020). *An Analysis of Directive Speech Acts in "Cinderella" Movie*. The purpose of this study is to analyze the three types of directive speech acts used by the characters in the film *Cinderella*. The study use qualitative descriptive method. The results show that commands are the most dominant type of directive speech act, while requests are the least frequently used type (Suryanti & Afriana, 2017).

The ninth research that related to this research was conducted by Eka Meilani and Agus Wijayanto (2026). *Politeness and Impoliteness in Cinderella (2015)*. The purpose of this study is to analyze how politeness and impoliteness are used as tools to establish, maintain, and demonstrate power in the interactions between Cinderella and Lady Tremaine in the film *Cinderella (2015)*. This research uses qualitative descriptive method. The results of this study show that politeness and impoliteness in films are not only used to be polite or rude, but can also serve as tools to control others and maintain power (Meilani & Wijayanto, 2026).

Another research that related to this research was conducted by Rosmiati, Desvia, Rahmat, and Solvera (2024). *Social Stratification in Cinderella Movie (2015)*. This study aims to analyze social stratification in

Cinderella (2015) and its impact on characters' lives. This study use qualitative descriptive method to analyze. The results of this study conclude that there are social classes in *Cinderella* (2015): the upper class, the middle class, and the lower class. This research also identifies three main impacts of social stratification: employment, crime, and social relationships (Rosmiati et al., 2024).

The eleventh research was conducted by Daisuke Akimoto (2025). *Beyond the Cinderella Complex? Transforming Gender Representations in Disney's Animation and Live-Action Films*. The purpose of this study is to conduct a comparative analysis of changes in gender representation in Disney's Cinderella films, ranging from animated films to live-action adaptations. This study uses comparative and interpretative analysis from a feminist and gender perspective. The results of the study indicate that gender representation in the Cinderella films has changed from the older animated versions to the live-action versions (Daisuke Akimoto, 2025).

The next research that related to this reserch was conducted by Febiyani, Karima, and Widiyanto (2022). *An Analysis of Moral Values in Cinderella Movie and Its Contribution in Narrative Text*. The study aims to identify the moral values in the film *Cinderella* (2015) and explain their contribution to the learning of narrative texts. The study use a descriptive qualitative method. This study concluded that there are ten moral values in the film *Cinderella* (2015), namely: honesty, bravery, peacefulness, self-control and moderation, purity and selflessness, humility and compassion, and justice and humanity (Febiyani et al., 2022).

The thirteen research was conducted by Karunia Eka and Slamet Setiawan (2026). *Pragma-Stylistic In Cinderella Movie: An Analysis Of Speech Acts and Figures Of Speech And Their Implications For English Language Teaching*. This study aims to identify the use of speech acts and figures of speech in the dialogue of *Cinderella* (2015), examine their role in plot development, and determine their applicability in English Language Learning. The study using descriptive qualitative research design to analyze.

The results of this study indicate that the film's dialogue focuses more on personal and emotional communication and relationships between characters than on the exercise of institutional power (Janah & Setiawan, 2026).

The fourteenth research was conducted by Galang and Sulasih (2022). *Female Stereotypes in Cinderella's Reconstructed Stories*. this study aims to identify the stereotypes of women portrayed in the Cinderella stories reconstructed in the children's book titled *Ketika Rapunzel Menjadi Rapiem* (KPRM). This research use a qualitative descriptive method. These findings indicate that beauty continues to dominate stereotypes regarding women's physical appearance (Primono & Nurhayati, 2022).

Fifteenth research was conducted by Hani, Ardian, and Rasyad (2024). *Depiction of Patriarchal Society in Disney's Cinderella*. The purpose of this research is to analyzing the portrayal of patriarchal society in the Disney animated film *Cinderella* (1950) using the perspective of patriarchal analysis. This study use qualitative descriptive method to analyze it. The results of this study represents a patriarchal society through a male-centric ideology that positions women as wives, mothers, and objects of beauty, as well as through the internalization of patriarchal values by female characters, including Cinderella (Hani et al., 2024).

Based on previous studies, it appears that research on Disney female characters has been extensively studied, but there is still room for more in-depth research on brave personality using a psychological approach. Therefore, this study aims to bridge this gap by analyzing the brave traits of the character Ella in the film *Cinderella* (2015) through a personality psychological approach. This research is expected to contribute new insights into film character analysis.

B. Underlying Theory

This researcher uses various relevant theories to support the answers to the above research questions in this study. The researcher will discuss

various ideas, such as psychological approaches and types of brave in this section.

1. Psychological Approach

The psychological approach is applied to analyze characters, conflicts, motivations, and thought processes in works of fiction. This approach is based on the assumption that characters in narratives have psychological dynamics that can be analyzed using contemporary psychological theories. According to (Guerin, Wilfred L., 2005), the psychological approach provides researchers with an understanding of motives behind the character's behavior, the emotions they feel, and the connection between the character's experiences and their personality growth.

In film character analysis, the psychological approach allows researchers to reveal how direction, dialogue, and visual depictions reflect the emotional state of characters. In this way, characters such as Ella in *Cinderella* (2015) can be explored further through theories related to personality psychology and emotions.

2. Personality Theory

Personality is not formed instantly, but develops gradually through interactions between environmental factors, life experiences, and how humans learn throughout their lives. Each individual has a different and unique personality, which causes people to act, make decisions, deal with problems, and express emotions in very different ways. In literary and film studies, the concept of personality is very important because it helps researchers understand the attitudes, motivations, and behavioral changes of characters when facing conflicts in a story.

According to (Gordon W. Allport, 1961) shows that personality is a combination of psychological and physiological components that change throughout a person's life, not just a

collection of static traits. According to Allport, traits are general tendencies that are relatively stable and unchanging, causing a person to act in certain ways in various situations. He divides traits into three main groups:

a. Cardinal Traits

This trait becomes the most prominent trait of an individual, to extent that almost all of their actions are influenced by it.

Characters like Ella do not have dominant cardinal traits in the film *Cinderella*, but certain other traits are clearly visible.

b. Central Traits

These traits form the basis of a person's character. In addition, these traits often appear in various contexts and shape a person's psychological identity.

In this study, the bravery of the character Ella in the movie *Cinderella (2015)* can be recognized as the main trait that shapes how she acts and deals with conflict and oppression.

c. Secondary Traits

A trait that is not very strong and only appears in certain situations.

Ella's reluctance to retaliate against her stepmother's mistreatment may fall into the category of an additional trait.

According to (Gordon W. Allport, 1961), motivation is more important than understanding what a person does. In Ella's case, her decisions and brave actions were motivated by her desire to uphold the moral values of "have brave and be kind" rather than her past experiences. In addition, Allport emphasized the idea that independent intrinsic motivation can change a person's initial motivation that developed due to external factors. For example, Ella's kindness was initially taught by her parents, but over time, that

kindness and brave developed into personal motivation, she chose to do good even when her parents were not watching her.

Therefore, Gordon Allport's personality theory is very suitable for use in character analysis, including the character of Ella in the film *Cinderella* (2015), because this theory allows researchers to explore how traits such as brave, patience, and kindness can shape a character's behavior patterns consistently throughout the story.

3. Bravery Theory

a. Definition of Bravery

Bravery individuals are those who consciously decide to face danger, risk, or pressure in order to achieve their goals. In another words, a person is considered brave not because they do not feel fear, but because they can manage their fear and still take actions that are considered right or necessary. Courageous actions arise when individuals face difficult choices that involve risk, whether related to physical safety, social status, or psychological conditions. Thus, courage is often defined as the mental strength that enables a person to persevere, fight injustice, and make decisions in stressful situations. In the movie *Cinderella* (2015), Ella's determination is evident not only through her physical actions, but especially in her moral and psychological courage as she continues to uphold her values of kindness despite receiving unfair treatment.

b. Types of Bravery

According to (Putman, 1997, as cited in Zen, 2016) argues that brave can be divided into three main categories, namely physical courage, moral courage, and psychological courage. This division indicates that brave is not only related to physical strength, but also includes mental and moral aspects.

1) Physical Courage

Physical courage relates to an individual's ability to face physical threats such as injury, or even death, especially for important purposes like protecting one's family or country. Furthermore, overcoming fear is not enough if done only occasionally, it must become a habit for a person to truly be called brave and worthy of appreciation. Physical courage is not only a reckless act but involves weighing fear against the goal to be achieved. In another words, a person remains aware of the dangers present but chooses to act because the goal is considered important and worthwhile, so physical courage reflects the ability to control fear in order to achieve that goal.

2) Moral Courage

Moral courage is a form of courage related to a person's ability to uphold moral values, principles, or beliefs despite facing social pressure, rejection, or the risk losing social status. This type of courage is closely linked to integrity and authenticity, as it requires a person to remain consistent with the values they hold dear. The primary source of fear in moral courage is not physical threat, but rather the fear of social rejection and the loss of acceptance by others. Thus, moral courage reflects an individual's ability to consistently uphold their moral principles, even in unfavorable circumstances.

3) Psychological Courage

Psychological courage encompasses the courage to acknowledge one's weaknesses, overcome addictions, confront traumatic experiences, and avoid self-deception. This process tends to be more challenging because it involves inner conflict and emotional

discomfort. Thus, psychological courage focuses not only on external actions but also on the internal processes individuals undergo in understanding and overcoming their own challenges. This courage enables a person to develop mentally and emotionally through their ability to confront various internal challenges, such as inner conflict, trauma, anxiety, bad habits, and other psychological issues.

4. Theory of Film

a. Definition of Film

Film is essentially a narrative conveyed through a series of images and sounds. Although film is a medium that combines visuals and audio, it is considered a form of contemporary literature because its structure is based on the same narrative elements as novels, plays, or short stories.

According to (Casebier & Monaco, 1977), films and electronic media have changed the way we view the world and understand ourselves, but we often accept so much information from these media without questioning how it is conveyed to us. As a visual language, film does not merely record reality, but also interprets and organizes it by arranging visual elements to create specific meanings for its audience.

b. Elements of The Film

Elements of the film are the parts that make up a film collaborate to create meaning, emotion, and viewing experience. In film studies, these components are generally divided into two main categories:

1) Cinematic Elements

Cinematic elements are elements in a film that determine how the story is conveyed audiovisually. These elements

determine how the story is presented, how emotions are developed, and how meaning is created through visuals and sound. In general, cinematic elements consist of:

a) Mise-en-scène

Mise-en-scène encompasses all visual elements placed in front of the camera and captured in a single film frame. According to (Casebier & Monaco, 1977) through mise-en-scène, referring to focused photography and individual scenes; these techniques allow viewers to become more involved in the film-watching experience. Mise-en-scène indicates that film is a true collaborative art form, requiring the contributions of experts with diverse skills.

b) Cinematography

The technique and art of film photography is known as cinematography. It includes things such as shot size, angle, camera movement, framing, lighting, and color. The visual meaning, mood, and philosophical perspective of the film are shaped by this element. Cinematography developers always want to produce images and sound (Casebier & Monaco, 1977).

c) Editing

Editing is the process of selecting, cutting, arranging, and combining images captured by a camera into a complete and meaningful film. Editing is often seen as the heart of film making, because this is where film most clearly distinguishes itself from other competing art forms (Casebier & Monaco, 1977). Without

editing, a film is just a long recording without any meaningful structure.

d) Sound

Sound plays a role not only as a visual support, but also as a narrative and emotional system that builds meaning, atmosphere, and the cinematic experience of the audience. Sound serves to create space and time (Casebier & Monaco, 1977). Sound in film encompasses all audio elements, including dialogue, sound effects, music, and silence.

2) Narrative Elements

The narrative elements of a film are those elements that are directly related to the content of the story and form the main basis for constructing the meaning structure of a film. Narrative elements are divided into several categories, including:

a. Characterization

Characters are formed through actions, conversations, and relationships with other characters and their surroundings. According to (Joseph & Dennis, 2012), the characterization of a film depends heavily on the selection of factors, as most film of actors project certain traits when they appear on screen.

b. Setting

According to (Casebier & Monaco, 1977), composing scenes and managing time are equally important. The setting not only serves as a physical backdrop, but also plays a narrative role in shaping the atmosphere, influencing character behavior, and supporting the meaning of the story.

c. Conflict

Conflict not only provides dramatic tension and plot, but also helps to reveal themes and characters in greater depth. According to (Joseph & Dennis, 2012) conflict is a core element of every narrative, whether conveyed on the pages of a printed, in theater, or on television.

d. Theme

According to (Joseph & Dennis, 2012), the concept of theme in literary and film studies refers to the central meaning or main idea that a work seeks to convey to its audience or readers. A theme is the core message that serves as the foundation for the story's development and acts as a guide for understanding the work as a whole.

e. Plot

A plot is a collection of events that are interrelated and form a story. Although the plot is important in a film, the events that occur are crucial because they help develop the characters (Joseph & Dennis, 2012). The plot is not only merely a sequence of events, it serves to move the reader or audience.

f. Point of View

Point of view is a term used in literature to describe the perspective from which the author presents the storyline (Joseph & Dennis, 2012). The point of view determines who is telling the story, how much information is known, and how the audience understands the story.

g. Moral Values

Viewing film as expressions of ideas that have intellectual, moral, social, or cultural value and have the power to improve our lives (Joseph & Dennis, 2012). The message that can be taken from a story is called a moral

value. Moral value are not only in the form of dialogue or words, but also from the behavior of the characters.

5. The Effect of Bravery on Character Formation

Bravery is very important in building and developing characters. Bravery can be understood as an individual's attitude in facing challenges and daring to take risks for the good of oneself and others. In the process of character building, bravery serves as driving force that enables a person to act accordance with their beliefs and principles. According to (Rate et al., 2007), courage plays a role in character development because it encourages individuals to uphold moral values, demonstrate resilience in the face of obstacles, and exhibit a strong fighting spirit when confronting difficulties. Therefore, this theory is relevant for explaining the direct link between bravery and the process of character development. Courage consists of several character traits, such as :

A. Integrity

Integrity can be understood as an individual's capacity to remain steadfast in their values, beliefs, and moral principles despite facing social pressure or rejection from those around them. In the context of courage, integrity reflects an individual's moral courage in choosing actions they believe to be right. Thus, integrity requires individuals to maintain honesty and consistency with their personal principles, even if doing so may entail social risks or personal losses.

B. Persistence

Persistence refers to an individual's perseverance or ability to keep going in the face of obstacles, pressur, or fear. Persistence reflects the ability to continue taking action

toward a goal considered meaningful, even when faced with difficulties or risk. Thus, persistence emphasizes an individual's psychological resilience and steadfastness in the face of various challenges.

C. Vitality

Vitality is reflected in an individual's psychological energy and resolve to take decisive action amid situations fraught with uncertainty. In this context, vitality not only signifies the courage to persevere but also the inner strength that drives an individual to actively move forward. Thus, vitality provides an internal drive for a person to overcome fear and dare to take the necessary risks to achieve change or uphold the principles they believe in.

In both literature and film, courage or bravery is often portrayed as a key trait that shapes the central character's personality. Characters who possess courage typically undergo significant personal growth because they dare to face various challenges and learn from their experiences. Through this process, positive qualities such as patience, kindness, responsibility, and perseverance emerge. Therefore, courage can be viewed as a crucial factor driving character development.

Theoretical Framework

