



**BLACK FEMINISM STRUGGLE REFLECTED BY FEMALE SLAVES IN
12 YEARS A SLAVE (2013) MOVIE**

A THESIS

In Partial Fulfillment of the Requirements

for S-1 Degree Majoring American Studies in English Department

Faculty of Humanities Diponegoro University

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PRONOUNCEMENT

I honestly confirms that the thesis entitled “Black Feminism Struggle Reflected by Female Slaves in 12 Years a Slave (2013) Movie” has been compiled by myself and without taking any results from other researchers in S-1, S-2, S-3 and in diploma degree of any university. I also ascertain that I do not quote any material from other publications or someone’s paper except from the references mentioned.

Semarang, October 2017

Azmi Luthfiana

MOTTO AND DEDICATION

“Knowledge is not what is memorised. Knowledge is what benefits.”

- Al-Syafi'i

*I sincerely dedicated this thesis to my Mom and Dad who always
love and support everytime. I do love them more than anything.*

APPROVAL

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I realize that the thesis is not perfect yet, therefore I will be glad to receive any constructive criticism and recommendation to make it better. Last but not least, I put big expectation that the thesis can be useful to everyone who reads it.

Semarang, October 2017

Azmi Luthfiana

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ABSTRACT

12 Years a Slave movie directed by Steve McQueen is one of many American movies which shows social life by female and male slaves during the Slavery Era. The movie depicts the 12 years of suffering life of the main character, Solomon Northup. Added, this movie is also dominated by the black feminism issues reflected by the female slaves. The objectives of this thesis are to analyze the intrinsic aspects including the narrative elements (character, setting, and conflict) and cinematography elements (camera distance and *mise-en-scene*) in *12 Years a Slave* movie and the extrinsic aspect that shows the struggle life of black women in Slavery Era reflected by female slaves. The writer uses library research in collecting the data. To analyze the extrinsic aspects of the movie, the writer uses some thoughts from a Black feminist, bell hooks. The result of this thesis shows that the female slaves faced some bad treatments from women and men. As seen from the movie, black women's struggle is depicted through the unfairness life as women and human being perceived by the characters.

Keyword: struggle, black feminism, female slave, slavery era, bell hooks, first wave feminism

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Today, movie can be one of the resources to learn history. Beside books, the power of the movie, as stated by Rudolf Arnheim in his book entitled *Film As Art*, “...are still most genuinely effective when they rely on the basic properties of the visual medium.” (Rudolf, 1957 : Preface to the 1957 Edition). Movie drives the audience to be self-conscious of their experience. The knowledge of cultural background can take effect in how people criticize the movie, both from the producer insight and the audience. The movie makers are always developing their quality to depict events in various genre. On the other side, scenes and motion pictures in movie have strong power to help the audiences to understand phenomena, audio - visually.

The writer chooses a movie entitled *12 Years a Slave* (2013) directed by Steve McQueen as the object of the study. It depicts social issues in American society during the slavery era. This movie is adapted from a real story based on the memoirs of Solomon entitled *12 Years a Slave* written by himself. It is first published in 1853. The movie brings the audiences to Solomon’s deep suffering until he survives from his master’s cruelty. Despite of dominant exposure on slavery, the writer finds out the other issues. Thus, the writer used *12 Years a Slave* to learn the history of African American women during slavery era.

Racial and class issue of African American women are clearly seen in the movie. At the same time, the writer sees the black feminism movement within the

movie. Feminism as we know is a movement to end the sexism issues. It also concerns about equality between male and female. Both female and male are created equally and they are not created to fight against each other. Feminism thought is also stated by bell hooks in her book entitled *Feminist Theory: From Margin to Center*, "Feminism is a movement to end sexism, sexist exploitation, and oppression.". In her other book entitled *Feminism is For Everybody*, she also stated:

".....female and male, have been socialized from birth on to accept sexist thought and action. As a consequence, females can be just as sexist as men. And while that does not excuse or justify male domination, it does mean that it would be naive and wrongminded for feminist thinkers to see the movement as simplistically being for women against men."

The female slaves as depicted in the movie represent the black feminism movement. This becomes the writer's main concern in analyzing black feminism issues. By using some thoughts from Black feminist, bell hooks, the writer will analyze about black feminism movement during Slavery Era as seen in the movie. Therefore, the writer entitles this study "Black Feminism Struggle Reflected by Female Slaves in *12 Years a Slave* Movie (2013)".

1.2 Scope of the Study

Scope of the study limits the discussion of this study. It deals with the boundary of the problems that will be discussed in the study in order to make the obvious explanation. The writer limits the object of study and theories used to support the object itself. Thus, the writer analyzes the intrinsic aspect to explain the narrative and cinematography theory of the movie meanwhile extrinsic aspect

to explain the black female struggles during Slavery Era as the main concern of the study by adding some evidence as reflected in *12 Years a Slave (2013)* movie.

1.3 Aim of the Study

The aims of the study are presented as follow:

- 1) To explain and analyze the intrinsic aspect in *12 Years a Slave (2013)* movie.
- 2) To explain and analyze the extrinsic aspect namely double oppression toward black women characters, masculine roles played by black women characters, and hatred againts black women characters.

1.4 Method of the Study

Method of the study is methodology that is used by the writer in writing this study to solve the research problems. Method of the study describes where the sources are taken and the writer processes the information needed. To analyze the problems of the study, the writer employs two methods namely method of research and method of approach.

1.4.1 Method of Research

In method of research, the writer uses library research method in collecting the information and data needed to support the analysis in this study. It is described by Mary W. George, “library research involves identifying and locating sources that provide factual information or personal/expert opinion on a research question; necessary component of every other research method at the same point.”(George, 2008:6). The writer collects the data by watching the movie to

catch out the meaning of the story deeply, looking for the reference book, e – book and journals by browsing via internet which are connected and related to the main idea of this study.

1.4.2 Method of Approach

Method of approach is the method used to analyze the data. The writer uses objective approach to analyze intrinsic aspects. Objective approach is an approach that analyzes a literary work purely as literary work. It means that objective approach is not related to the author's point of view. It deals with the statement of M.H. Abrams in his book *A Glossary of Literary Term*. He states:

Objective criticism deals with a work of literature as something which stands free from what is often called an extrinsic relationship to the poet, or to the audience, or to the environing world. Instead it describes the literary product as a self-sufficient and autonomous object, or else as a world-in-itself, which is to be contemplated as its own end, and to be analyzed and judged solely by intrinsic criteria such as its complexity, coherence, equilibrium, integrity, and the interrelations of its component elements. (2008 : 63).

Intrinsic aspect consists of narrative elements and cinematographic elements. Narrative element enlightens character, setting, and conflict of the movie while cinematographic elements enlightens camera distance and *mise-en-scene* of the movie.

Meanwhile, the writer uses feminism approach to analyze the extrinsic aspect. The writer limits the feminism theory to black feminism theory because the object of the research is black women. The era will also be limited only during Slavery Era as presented in the movie. Black feminism theory discusses much

black women's struggles in the Slavery Era. The writer uses bell hooks's thoughts to analyze the black feminism movement during Slavery Era. bell hooks wrote about sexism and the black female slave experience in her book entitled *Ain't I a Woman? Black Women and Feminism*. Her thoughts are used by the writer to analyze the problems proposed by the writer in this thesis, those are double oppression toward black women characters, masculine roles played by black women characters, and hatred against black women characters as reflected in *12 Years a Slave (2013)* movie.

1.5 Organization of the Study

The organization of the study consists of five chapters as follow:

CHAPTER I INTRODUCTION

This chapter consists of five sub-chapters. They are background of the study, scope of the study, aim of the study, method of the study, and organization of the study.

CHAPTER II SYNOPSIS OF "12 YEARS A SLAVE (2013)" MOVIE

In this chapter, the writer tells synopsis of *12 Years a Slave (2013)* Movie directed by Steve McQueen.

CHAPTER III THEORETICAL FRAMEWORK

In this chapter, the writer put the reviews of literature used. Theoretical framework consists of intrinsic and extrinsic aspect. The intrinsic aspect describes the narrative element (character, setting, and conflict) and cinematographic elements. While, the extrinsic aspect of the movie describes the black feminism struggle reflected by female slaves which is happened in slavery era.

CHAPTER IV BLACK FEMINISM STRUGGLE REFLECTED BY FEMALE SLAVES IN *12 YEARS A SLAVE* (2013) MOVIE

This chapter contains of the analysis of this study. There will be complete discussion and analysis of intrinsic and extrinsic aspect.

CHAPTER V CONCLUSION

This chapter contains of the conclusion of the study. The conclusion summarizes all the of parts in the study.

CHAPTER 2

SYNOPSIS OF 12 YEARS A SLAVE (2013) MOVIE

12 Years a Slave tells about the memoirs of Solomon Northup. The story is dominated by twelve years slavery life of Solomon. Solomon is a free black man in America living in Saratoga, New York in 1841. He has a wife, a son – Alonzo, and his daughter – Margareth. One day, he is introduced by Mr. Moon with Mr. Brown and Mr. Hamilton. These two men invite him to play violin in their circus performance in Washington. Indeed, his talent in playing violin is undeniable. Until, these two looking gentlemen drug him after they are having dinner. In the next day, Solomon wakes up in the jail with legs-hands chained. Two white men come in the room and tells him that he is a runaway niger from Georgia. Solomon tries to tell them that he is a free man and has a free paper. Unfortunately, they do not care because Solomon does not bring his free paper. He is bitten and whipped with many strabs. He ships off and his journey ends in New Orleans. Solomon realizes that he has been kidnapped and sold as a slave. He arrives in the quay full of niger slave. He is known as Platt.

Solomon meets the other free men and women turned to be slave after has been kidnapped and sold as a slave. One them is a black woman named Eliza. She has a son and daughter, Randal and Emily. Eliza tells that she is already to be a free man after she had been married by her former master, Mr Berry. Unfortunately, Mr Berry gets sick and the control of the house is taken by Mr. Berry's daughter that hate her and her children because their racial and class differences. She brings them to the city by frame-up and their free paper is

repealed. She is separated from her children because her new master does not buy three of them all at one.

Mr. Ford is Platt's first master. In his plantation, there is an overseer named Tibbeats that always gets grudging on Platt because of Platt's hard working. Finally, Mr. Ford sells Platt to the Mr. Edwin Epps because he feels that Tibbeats's revenge endangers him. Mr. Epps is the owner of cotton plantation. He is well known as a cruel master. Platt meets the other young woman slave named Patsey. She is a hard worker slave. Mrs Epps always gets jealous on Patsey. Her jealousy is clearly shown when Mr Epps invites all his slaves for dancing in his house. Mrs. Epps comes and share the bread for all slaves, excepting Patsey. She cannot hide her jealousy then she claws Patsey's face. In the other night, Mrs. Epps is throwing a glass bottle straight to Patsey's face. She always tries to sell Patsey but Mr Epps never do that. In Sabbath day all slaves are allowed to go outside. Patsey goes to the Mrs Shaw's house. She is a former slave that already to be a free man after she had been married by Mr Shaw, her former master. She surrounds by luxury life after being a free man.

Then, Solomon is asked by Mr to go to Mrs. Shaw house to pick Patsey up. In the night, Mr. Epps can not stop his lecherousness and rapes Patsey.

In a season, Mr. Epps's plantation is incured by terrible pest – bollworm. That condition drives him to bring his slaves into Mr. Turner's plantation who needs more worker until the next season. Mr. Turner knows about Platt's talent in

playing violin. He asks him to come to William's Yarney's birthday to show his hidden talent. Platt is paid for it.

In the next season, Platt and the other slaves come back to the Mr. Epps's plantation. He meets a white slave named Armsby. Armsby is a former of slave overseer. He has so many debts and sells himself as a slave. Platt starts to trust and tell him about who really he is. He asks Armsby to send a letter in Marksville post office by giving him some payment. He tries to contact his family to tell them that he is still alive and hope to make efforts to release him freely. Unfortunately, his effort is perennially unsuccessful. In the next day, Mr Epps come to Platt and tell that Armsby has reported about Platt's plan. By giving diversion, Platt tells Mr Epps that he is only uneducated negro that can not read and write and Armsby is just a drunk – liar. Platt realizes that his plan is totally failed. He works hard like cattle even he stays ahead due to his education. On the other hand, he does not stay at that point. He keeps to find out the way to get his freedom back. At noon, Mr Epps gets angry because he does not find Patsey in his plantation. He thinks that she runaway. Then, she comes and tells him that she goes to Mrs Shaw's house for only taking a soap which is never given by Mrs. Epps. Mr Epps ties her and starts to bit her with many great strabs. Mrs. Epps asks him to keep bit her with much more and harder strabs.

Day by day, Bass, a traveller, comes to Mr Eps's house. Strangely, he works as a slave. He tell Platt that he againts slavery even he is white man. He thinks that human right as universal truth should be had by everyone, including black man. Platt starts to believe him. He begs to Bass to write a letter and send to his

friend in the North. Eventually a sherrif comes to the Mr. Epps's plantation with Solomon's friend, Mr. Parker. He makes the travel from Saratoga, New York. He brings Solomon's free paper. Solomon is reunited with his family after his twelve years full of suffering.

CHAPTER 3

THEORITICAL FRAMEWORKS

3.1 Intrinsic Aspect

Intrinsic aspect is very significant to know the movie well. Intrinsic aspect describes the circles and situation of the movie. Therefore, the audiences should understand this aspects to enjoy the movie. Intrinsic aspect consists of two elements. Those are narrative and cinematography elements.

3.1.1 Narrative Elements

Understanding narrative elements is the way the audiences merge with the story. Mostly, narrative element drives the audiences understand the detailed description of the condition in the movie. Narrative elements of the movie used by the writer are character, setting, and conflict. According to the book *Narrative and Media* by Helen Fulton, “narratives in any medium or genre – oral or written, novel or letter, film or soap opera – are ways of structuring representing lived experience.” (Fulton et al., 2005: 27). Therefore, narrative element of the movie is very significant to make the viewers understand the movie well.

3.1.1.1 Character

Character is the one who plays some roles in the movie to construct the story. According to Andrew Bennet and Nicholas Royle, “characters are the life of literature: they are the objects of our curiosity and fascination, affection and dislike, admiration, and condemnation: (Bennet and Royle, 2004 : 60). Mostly, a movie consists of more than one character connecting each other. The whole characters create the meaning and ideas of the story.

3.1.1.2 Setting

Setting is the circumstances shown in the movie. Setting tells not only where the story takes place, but also when the story takes place. It also tells how the environment and social background of the place are described. According to the Sylvan Barnet, “the setting of the story – not only the physical locale but also the time of the day or the year or the century – may or may not be symbolic. Often, however, the setting is more important giving us the people who move through it” (Barnet, 2008: 152). Setting itself is classified into three categories; setting of time, setting of place, and setting of social environment. Setting of time refers to such sign that it is the afternoon, evening, night, past, future, or clock time. It also can be shown by the appearance and fashion of the characters in the movie. Setting of place refers to such things as a city, state, country side, mountain, plantation, or house. Last, setting of social environment can be described as social background which affects the society in the story, tradition, culture, or the other social conditions of the story. The details of setting can be directly and easily shown in the movie. In the other way, some of them are shown implicitly. The audiences can use close reading, close viewing, and close listening method to find it.

3.1.1.3 Conflict

Conflict is the basic substance building the plot and meaning. Ansen Dibell states, “attitudes turning into motives, meeting resistance, creating conflict, and leading to consequences-becoming plot” (Dibell, 1988 : 8). Conflict is something between two or more figures in the movie presented to create a tenseness that

must be ended. Conflict can be divided into two categories, internal and external conflict. Internal conflict is a conflict happened between the character and the character's mind. It is a condition when the character is in confusion. External conflict, on the other hand, is the conflict happened between the characters and the other things outside himself. These can be the other characters , environment, or society.

3.1.2 Cinematic Element

Cinematic elements are the intrinsic elements in the movie made by the film maker. Film maker should be able to make the movie— areal lifelike packed into audio-visual medium. Therefore, these elements are also important to show to the audiences how the scenes are made and supported. These elements consist of camera distance (shot) and *mise-en-scene*.

3.1.2.1 Camera Distance (Shot)

Camera distance or shot directs the camera and angle placement in taking the scenes of the movie. Jill Nelmes says “it refers to the range of shots which suggests the apparent distance of an object from the camera; it is conventionally defined according to the framing of the human form” (Nelmes, 2012 : 93). Shot is one of the essential elements which is influenced the audiences to get the meaning of the movie. There are six types of camera distance or shot.

3.1.2.1.1 Extreme Long Shot

Extreme long shot is a camera placement taken from far distance in order to make the giant things (mountain, tree, etc) seen clearly and fully. According to

the book entitled *The Five C's of Cinematography*, this shot is taken to make audience impressed with the large scope of the setting (1965: 25). This shot is usually taken to make panoramic view of the setting.

3.1.2.1.2 Long Shot

Long shot is taken closer than Extreme Long Shot. According to the book entitled *The Five C's of Cinematography*, this shows the audience over – all appearance of human (1965: 26). The audience can see how the nearby environment and what the character does in that location.

3.1.2.1.3 Medium Long Shot

Medium Long Shot is similar to Long Shot. However, there is a difference in the scope of object caught by the camera. As stated on *Film Art an Introduction*, this shot is framing human appearance about the knees up (2008 : 191). The audience can see the expression of the figures clearly.

3.1.2.1.4 Medium Shot

This shot has a closer distance than Medium Long Shot. As stated on *Film Art an Introduction*, medium Shot is framing a half – human body from waist above (2008: 191). This shot makes the expression of the character is more visible.

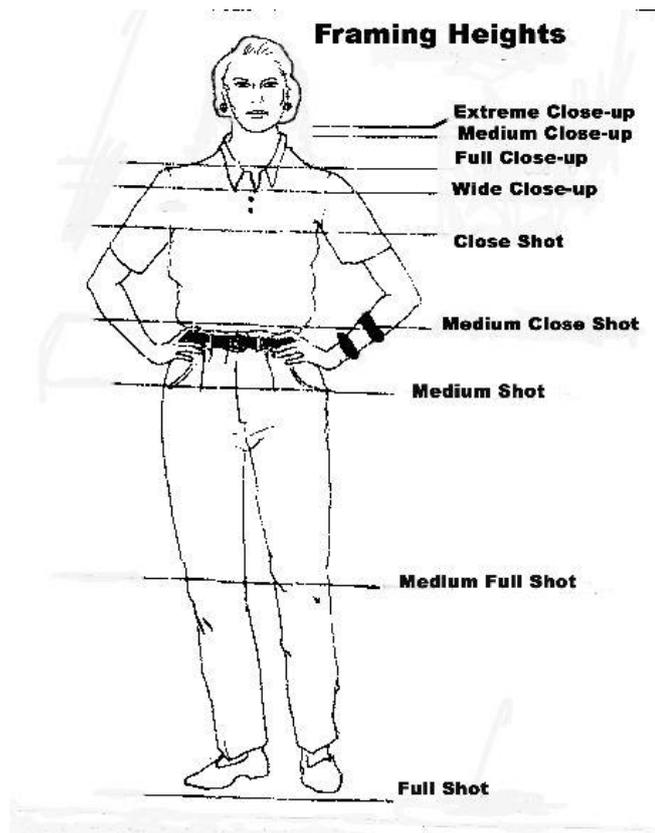
3.1.2.1.5 Close Up

Close Up frames the object or character which relatively large or close. It is stated on *Film Art an Introduction* that this shot is usually taken by focus on one

of parts human body, that could be a head, hand, face, etc (2008: 191). The audience will not only see a focused – object of the character but also a character’s gesture or facial expression.

3.1.2.1.6 Extreme Close-up

Extreme Close Up is the closest distance of camera placement. According to the book entitled *Film Art an Introduction* , this shot singles out a part of the face, might be the eye or lips (2008:191). The audience can see the object in extremely distance.



Picture 1

3.1.2.2 Mise-en-scene

Mise-en-scene is an element or composition of the frame. It is an essential part of the movie. Mise-en-scene includes several elements, such as costumes and make up and lighting. David Bordwell states in his book *Film Art an Introduction*:

In the original French, *mise-en-scene* (pronounced meez-ahn-sen) means "putting into the scene," and it was first applied to the practice of directing plays. Film scholars, extending the term to film direction, use the term to signify to director's control over what appears in the film that overlap with the art of the theater: setting, lighting, costumes, and the behavior of the figures. In controlling the mise-en-scene, the director *stages the event* for camera. (2008:112)

3.1.2.2.1 Costumes and Make-up

Costume refers to the things including dresses and accessories worn by the character in the movie. Costumes can identify the era, moment, condition, and social environment as the setting of the movie. Costumes describe how the figure stars as visually. Costumes can depict and call attention to their real graphic qualities (2008:119).

Make-up is the way to intensify the appearance of the character on the frame. The make-up artist must be able to synchronize the look between the character's appearance and the setting of time of the movie. For example, if the setting of time taken during 1800s, the character's appearance cannot be made up like people living in modern era. David Bordwell states, "Make-up was originally necessary because actors' faces would not register well on early film stocks." (Bordwell, 2008:122)

3.1.2.2 Lighting

Lighting is the manipulation of the light. Different lighting position creates the different result in frame. It helps the film maker to create some dramatic scene by putting some tools supporting the light, such as reflector or lamp. David Bordwell states, "Lighter and darker areas within the frame help create the overall composition of each shot and thus guide our attention to certain objects and actions." (Bordwell 2008:124). Lighting creates the shadows. There are two kind of shadows, attached shadows or shading , and cast shadows. There are four major features of film lighting, they are quality of lighting, direction of the lighting, source of the lighting, and color of the lighting.

First, the quality of lighting refers to the relative intensity of the illumination. The quality of lighting is consist of hard lighting creating clearly defined shadows and soft lighting creating a diffused illumination. Second, the direction of lighting is consist of fives types; frontal lighting, side lighting, back lighting, under lighting, and top lighting. Third, the source of lighting is consist of natural lighting and artificial lighting. Last, colour of lighting can be describes as the use of colour in source of lighting.

3.2 Extrinsic Aspect

Extrinsic aspect is an important aspect to be understood. The purpose of understanding this aspect is to get something to be analyzed by the writer. The writer used a feminist's thoughts; bell hooks. In 1982, bell hooks wrote the book entitled *Ain't I a Woman; Black Women and Feminism*. She writes that black female slaves face multiple oppression consisting of sexual terror toward black

women, masculine roles played by black women, and hatred against black women. Those three major oppressions drive them into several kinds of struggles.

3.2.1 Sexual Terror toward Black Female Slaves

According to the black female slave's experience written in bell hooks's book, it is mentioned that black female slaves came from Africa. They got punishment as the consequences of breaking tribal laws then they were sold into slavery. Another case showed that it is caused as the consequences of committing an adultery act. Since they were sold and brought by slave ship to the Christian land, white males regarded the African males were so dangerous to their safety. They did not see any threat and fear of African females. On the slave ship, black women were stored without being chained while black men were chained to one another. This condition does not drive them to the freedom it yet drives them to be trapped in asexual exploitation. Being unchained makes them to be physically abused and tormented by white men. Rape is the way the white men terrorize the African female slaves. This way goes to make them from recalcitrant black women to be "docile" female slaves.

"As white slavers feared resistance and retaliation at the hands of African men, they placed as much distance between themselves and black male slaves as was possible on board. It was only relationship to the black female slave that the white slaver could exercise freely absolute power, for he could brutalize and exploit her without fear of harmful retaliation." (hooks: 1982)

Slave ship is regarded as the effective way to displace African personality so they would be such a marketable commodity in America. They would lose their name and status as free men.

Raping does not end above the slave ship. In order to be closer and easily noticed by the master, it drives them into the worse sexual exploitation. Black female slave is regarded as breeding worker by white master. Breeding worker here is a way to gain economical life of the master so they could amass by breeding the enslaved black women. Bell hooks stated that offspring of black female slaves would be directly and legally regarded as slaves and they would be owned by the master to whom the female slaves belonged. Some masters induce women to breed by a system of rewards. Some of them will be given a small pig, new pair of shoes, or a small monetary sum. Freedom seldom is promised by slaveowners to black female slaves who bore large families. Slave women would be mated by their master and forced to live together with another male slave in the same cabin. Worse yet, white men see black female slaves as their sexual object. They could not refuse white men's order while they were brutalized and punished if they did not willingly respond to their master sexual lust. During the era, unfortunately, it was not considered morally wrong. This sexual exploitation also usually happened to young slave girls. Sexual exploitation of white men would be experienced soon by their girls if they left the cabin to work in the white domestic household. Slave parents often remind their daughter to anticipate rape. The older female slaves also advised the girls about the possibility for such situations. They also informed them the sexual education and contact.

3.2.2 The Black Female Slaves Play Masculine Roles

The study of feminism struggle has been done since centuries ago in many ways. A different feminist struggle was experienced by black female during slavery

era when Black people lost the term of human being. People recognize them as property who could be bought and sold. *"I'm white – and you're black"* reality is clearly seen between white and black in the movie. Black slaves owned by the master that mostly were the White. They were worked under their master pressure. Black slaves were being unpaid worker, however, some of them got just for very low pay. Scholars opined that the worst impact of slavery is experienced by the black males were broken of their masculinity.

The others, including bell hook, stated that people only understand slavery is a kind of de-masculinization for black male slaves. However, black female has more oppression during slavery era. Black males and females here had no gap as far as they had same status as slave. They are forced to work to their slavers. Unfortunately, the lack of attention to the black female drives people to set aside the black female slave experience. The diversity of work area between black male and black female depicted the worse sufferings of the black female. The black male slave was particularly worked as a labour in the plantation. However, the black female slave was profited as laborer in the plantation, a worker in the domestic household, a breeder, and as an object of slaver's sexual willingness. Colonial white americans saw that female sex labored in the fields is regarded as debased and degraded members. There is no history record that black male slaves were forced to execute feminine roles. It could be denied that black female slave played two roles; feminine and masculine. It was well known that black women usually worked better and harder than their male partner.

Sadistic floggings of naked black female slaves were used to strip them over the onlookers. Black female slaves were punished if they failed to get the amount of work expected of her. This kind of punishment also usually was gotten by black female slaves if they refuse white master's order. Moreover, black female slaves played as protector even for herself or black male slaves. They were forced to exist independently of male protection. Sometimes, enslaved women were depicted as black male's protector.

3.2.3 Hatred against Black Female Slaves

During the slavery era, most of white female were the slavers. As slavers, they had unlimited power to treat their slave included the black female. Once in a while, white female were forced to work in the plantation as punishment, but this was not a common phenomenon. bell hooks stated that "and any white woman forced by circumstances to work in the fields was regarded as unworthy of the title "woman"." (hooks: 1921). It was far different from the black female slaves worked as their obligation. Black female slaves acted like the alternate of black men by the slavers and the white.

