

**SIGNS OF GENDER EQUALITY AND THE
ADOLESCENTS' IDENTITY IN *MOXIE!* MOVIE
SCRIPT**



THESIS

**Submitted to Faculty of Letters of Bosowa University in Partial Fulfillment
of the Requirement for The Sarjana Degree (S1)**

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ENGLISH LANGUAGE AND LITERATURE PROGRAM

FACULTY OF LETTERS

BOSOWA UNIVERSITY

MAKASSAR

2023

THESIS
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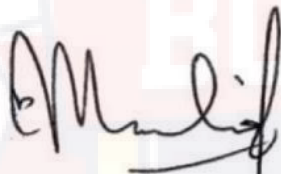
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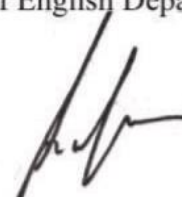
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STATEMENT OF ORIGINALITY

The writer hereby declares that the thesis **SIGNS OF GENDER EQUALITY AND THE ADOLESCENTS' IDENTITY IN *MOXIE!* MOVIE SCRIPT** was the absolute work of the researcher and has never been used in any institution or for any purpose before. The researcher guarantees that the content of this thesis was the result of the researcher's own thoughts. The guidance received in the preparation of writing this thesis and the resources used really exist and were recognized.

Makassar, 14 September 2023

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ACKNOWLEDGEMENT

First of all, the writer would like to praise and give thanks to God Almighty for all His blessings and for always giving the writer health, strength, and encouragement throughout all the challenging moments of finishing this thesis entitled **SIGNS OF GENDER EQUALITY AND THE ADOLESCENTS' IDENTITY IN *MOXIE!* MOVIE SCRIPT**. Shalawat and greetings to the Prophet Muhammad who has always been a source of inspiration and the best example for mankind.

The writer realized that many people had provided support and assistance during the completion of this thesis. Therefore, it was appropriate for the writer to respectfully express gratitude and pray that Allah will give the best reply. For this reason, the writer would like to take this opportunity to express the deepest gratitude to the most important people in her life, her beloved parents, **Lahaddin** and **Nurjia** who always supported the writer mentally and giving a lot of love and attention while the writer studying and working on this thesis, and also for her lovely and annoying brothers **M. Ashar Adinur** and **Muh. Fadhil**, for always supporting, and being there for the writer during her hard times.

The writer delivered grateful to the following person who have contributed therefore this thesis could finish so well. Grateful to her first supervisor **Dra. Dahlia D. Moelir, M.Hum**, and **Asyrafunnisa, S.S., M.Hum** as the second supervisor for being supportive and patient in helped to completed this thesis by provided advice and guidance. Besides the supervisors, the writer would also like

to thank **Andi Tenri Abeng, S.S., M.Hum** as the Head of English Department, **Dr. Sudirman Maca S.S., M.Hum,** and **Rosmawati, S.Pd., M.Hum., Ph.D** as the examiners of this thesis as well as the English Literature lecturers for their brilliant knowledge, supports, and advices. The writer also wanted to thank **Yultriana Sumardi, S.Psi, Rosmini, A.Md** as the staff of the Faculty of Letters who helped the writer so much. Thank you so much to all lecturers of the Faculty of Letter in particular, who had taught the writer for these past four years.

The writer addressed grateful to her best friends **Nur Afifah,** and **Nirwana Syarif** who had been best friends since junior high school, and always supported all of the writer's dreams. Grateful to the writer's friends and classmates **Gebryla Kristin, Yusmiati Shara, Nuuril Abshaari Yusman, Citari Putri Patricia** and **Thesdya Eka Reski Manturino,** for being really supportive friends while the writer was writing this thesis, and her classmates **SASKY** who gave a color of the writer life, the writer is so thankful to have known you guys. The most important, the writer wanted to thank herself as well for always believing, for doing all this hard work, and for never quitting, she is awesome.

Finally, this research presented to English Language and Literature Program of Bosowa University.

Makassar, 27 August 2023

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ABSTRACT

Chairunnisa L. 4519051029. Sign Of Gender Equality and The Adolescents' Identity In *MOXIE!* Movie Script. English Language and Literature Program. Faculty of Letters Bosowa University. (Supervised by Dahlia D. Moelier and Asyirafunnisa)

This research aimed to find out the interpretations of the signs that appear in the movie script, and how women survive from gender discrimination in the *MOXIE!* movie script. The writer used qualitative descriptive, semiotics, and liberal feminism approach in analyzing the data. The data were obtained by reading and comprehending, collecting and classified, identified, and explaining the interpretations of the signs and how women survive from gender discrimination based on Peirce and Saussure theories. The result shows that there were three triadic types of signs used in *MOXIE!* movie script, they were (1) sign or representamen which consisted of qualisign and legisigns, (2) object which consisted of icon, index, and symbol, and (3) interpretant which consisted of dicent sign or dicensign, and argument. There were also 4 types of signs included in gender equality there were marginalization, stereotypes, subordination, and violence. Then liberal feminism that stream accentuated putting women who had full and individual opportunities.

Keywords: Sign, Movie Script, Moxie, Charles S Peirce, Feminism

ABSTRAK

Chairunnisa L. 2023. Sign Of Gender Equality and The Adolescents' Identity In *MOXIE!* Movie Script. Program Bahasa dan Sastra Inggris, Fakultas Sastra. Universitas Bosowa. (Dibimbing oleh Dahlia D. Moelier dan Asyirafunnisa)

Penelitian ini bertujuan untuk mengetahui interpretasi terhadap tanda-tanda yang muncul dalam naskah film, dan bagaimana perempuan bertahan dari diskriminasi gender dalam naskah film *MOXIE!*. Penulis menggunakan pendekatan deskriptif kualitatif, semiotika, dan feminisme liberal dalam menganalisis data. Data diperoleh dengan membaca dan memahami, mengumpulkan dan mengklasifikasikan, mengidentifikasi, dan menjelaskan interpretasi tanda-tanda dan cara perempuan bertahan dari diskriminasi gender berdasarkan teori Peirce dan Saussure. Hasilnya menunjukkan bahwa ada tiga jenis tanda triadik yang digunakan dalam naskah film *MOXIE!* yaitu (1) tanda atau representamen yang terdiri dari qualisign dan legisigns, (2) objek yang terdiri dari ikon, indeks, dan simbol, dan (3) interpretant yang terdiri dari tanda dicent atau dicensign, dan argumen. Ada juga 4 jenis tanda yang termasuk dalam kesetaraan gender yaitu marginalisasi, stereotip, subordinasi, dan kekerasan. Kemudian aliran feminisme liberal lebih menonjolkan penempatan perempuan yang mempunyai peluang penuh dan individual.

Kata Kunci: Tanda, Naskah Film, Moxie, Charles S Peirce, Feminisme

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CHAPTER I

INTRODUCTION

This chapter discussed about the background, the reason for choosing the title, problem of the research, scope of the research, question of the research, objectives of the research, and significance of the research.

A. Background

Literature is an artistic language that usually gives birth to works that are then called literary works. Literature was actually created as a translation of the Greek word *grammatika*; *litteratura* and *grammatika* respectively based on the words *littera* and *gramma* which means letters (writing, *letter*). Literature in the Indonesian language comes from the Sanskrit word namely *shaastra*. *Shaastra* in Sanskrit means 'text containing instructions' or 'guidelines'. Literature can also be understood and has the meaning of directing, teaching, giving instructions, and as a tool or means to give instructions (Teeuw, 2015:20).

According to Hudson (1965:10), literature is an important writing about what is seen by the human eye in the world, what is human natural, and what humans think and feel about certain aspects that have a direct and enduring interest in humans. Basically, humans from ancient times used expressions of life using language media.

At this time, movies have been considered a very powerful medium of communication for people to convey a message, because movies are audio-visual in nature with pictures and sound, movies are able to present a lot of

stories in a short time. Many people learn and know many things from movies, movies are also guides to increase knowledge and insight. Generally, a movie can cover a variety of messages, be it educational, entertainment, and information message (Prisanta, 2021). Movies are created if there is a story that contains a message that can be shown to the audience. Through picture movement, color, and sound, the movie can convey a message because movies can cover everything. Therefore, the audience can easily understand what the content of the movie is.

According to Ayoana (2010), movies are images of life. A movie, on the whole, is frequently called a cinema. Kinematic or motion words are the foundation of cinema itself. The literal meaning is to paint motion with light, as a movie (cinema) equals phytos (light) and graphie equals graph (text, picture, or image). People need a special tool which is called a camera, in order to paint motion with light. One of the most popular forms of entertainment is watching movies. Everyone has a television today to watch movies. There are also scripts for movies. The screenwriters for a movie, television show, or video game write the movie script. Movie scripts can be originals or adaptations of previously written works. The characters' movements, actions, expressions, and dialogues are also narrated in them.

Movie have turned into the most well-known type of amusement for nearly everybody's age and social class. Alongside the advancement of the times, the appropriation of movies is progressively assorted, additionally, the rising utilization of advanced media makes computerized streaming stages

additionally springing up. Netflix is one of the digital streaming distribution platforms that offers video on demand. *MOXIE!* is one of many unique movie and series available on Netflix.

The writer chooses the *MOXIE!* movie script, because it presented a movie with the theme of the feminist movement. *MOXIE!* opened our eyes to what the women support women movement really meaningful. In the case of gender discrimination in the movie script *MOXIE!* here the writer will analyze with semiotics the study of signs by Charles Sanders Peirce's theory.

The rise of the feminist movement needed to be responded proportionally both by men and women. If not, it remains a matter of fairness only becomes an endless discourse. Therefore, the attitude that needs to be done as an effort respond to this equality problem is by fighting for gender balance, profitable both genders, providing equal opportunities to both genders, and upholding justice for both sexes.

The issue of equality needs to be addressed as a form of our concern for various life activities that support the realization of social welfare, in general, it is very guilty if we look at the facts and data that until now there are still many disparities between men and women.

B. Reason for Choosing the Title

The writer chose this title for her research because in the *MOXIE!* movie script tells about "Gender Equality", which is about gender equality and also issues of feminism. The writer also chose this movie script for her research because there are many forms of discrimination that look down on women,

and incidents like this happen a lot around the world. Moreover, the message conveyed is purposeful to create public awareness of this phenomenon women can move freely with unrestricted space. This movie script is considered easy for the writer in the process to analyze the problems and goals to be achieved by the writer. In this research, the writer aims to find out the various sign that appears in *MOXIE!* movie script and also to find out the meaning and purpose of the signs used by the characters in the movie script. Also the writer wants this research to be useful for the understanding of other people who have the same situation and conditions as the movie script to be analyzed.

C. Problem of the Research

From the past until now, women have never really had freedom. The image of women in society is still being looked at and categorized as lower than men. Within the community, the existence of women is still not completely free from cultural domination patriarchy, and gender inequality. Culturally, women's space for movement is still limited, and always get pressure from the surrounding environment, both from family, friends, teachers, and so on. This is due to gender issues as a woman. Therefore, not a little of this phenomenon is described and displayed in a movie. In this movie, various efforts have been made to fight for women's rights. Starting from the right to freedom in making choices to getting a sense of security. There is even an unfair system that favors male students, especially white ones, in getting scholarships and good places in school. Even though the boys at the school often behave badly towards women, including having sex.

D. Scope of the Research

Based on the identification of the problem above, it is important to make a scope of research because it will make the research more objective. The writer limits this research to explain the interpretations of the signs that appear in the movie script, and to describe how women survive from gender discrimination in the *MOXIE!* movie script.

E. Questions of the Research

Based on the limitation of the problem mentioned above, it can be formulated several questions as follows:

1. What are the interpretations of the signs that appear in the *MOXIE!* movie script?
2. How did women survive from gender discrimination in the *MOXIE!* movie script?

F. Objectives of the Research

Referring to the formulation of the problem above, the objectives of this research are:

1. To explain the interpretations of the signs that appear in the *MOXIE!* Movie script.
2. To describe how women survive from gender discrimination in the *MOXIE!* movie script.

G. Significance of the Research

The writer hopes that the results of this research can provide benefits both theoretically and practically as follows:

1. Theoretically, the writer expected that this research would be useful to provide knowledge about semiotics, this research is expected to add to the study and enrich knowledge, especially regarding signs, especially in understanding semiotic theory regarding the signified and the meaning contained in the scene on the movie. It is also expected to be useful for students especially English literature students as their own reference when they want to conduct similar research.
2. Practically, the writer hopes that this research can help the readers to find the hidden meaning in the movie script, and also with this research, the writer hopes that readers will know why gender discrimination still occurs, in particular for women to have the courage to act, to be strong, firm, and intelligent face an unfair situation. and make people aware of the importance of gender equality.

CHAPTER II

LITERATURE REVIEW

This chapter discussed about previous studies, synopsis, the theory of Charles S. Peirce and Ferdinand De Saussure, Feminism, and also gender equality.

A. Previous Studies

Words, images, sounds, gestures, and objects all function as semiotic signs. Semiotics is a component of a sign system that indicates the genre or use of a medium in film. Transmit messages. The creation of meaningful signs is studied in modern semiotics, the representation of reality, etc. Similarly, Chandler (2005:13) states that signs take the form of words, images, sounds, odors, flavors, acts, or objects, but similar effects have no natural meaning and become signs only when we invest them with meaning. Nothing is a sign unless it is interpreted as a sign. Anything can be a sign as one interprets it as a 'signifying' commodity that refers to or stands for something other than itself.

Many researchers used semiotic and gender equality theories in their research approach. These are some previous studies that can be used as a reference to analyze this research. Based on Handwita (2018) with her research, *Representasi Kesetaraan Gender dalam Film Great Wall*. This research aims to see how the media portrays the reality of gender equality. The Great Wall, a movie that tells a tale of gender equality during the Sung Dynasty in China, was the medium selected in this research. In this instance,

the Sung period that supported patriarchal society is depicted in a different way in the movie, which was made by Zhang Yimou. This research uses Roland Barthes' semiotic analysis techniques, which include the signifier, signified, sign, signified II, and sign II/myth, which are applied in this work. The result of this research discovered that women and men may coexist in the same position and are treated with the same respect after evaluating the myth of gender equality that is depicted in the film.

Dwita (2018) entitled, *Gender Equality in Media Television (Semiotics Analysis of Fair and Lovely Advertisement Issue of Marriage or Master Degree)*. This research aims to outline a critique of an inspirational "Fair and Lovely" advertising from Indonesia that promotes gender equality. In order to evaluate the signals regarding gender equality in the episode about deciding between getting married and getting a master's degree, this research employed semiotic analysis, a qualitative interpretive approach. The findings of this study demonstrated that the "Fair and Lovely" commercial's visual cues promote gender equality, particularly in terms of jobs and education.

Paliling (2020) with her research, *Signs in Suzanne Collins' Novel The Hunger Games (Semiotic Approach)*. This research examines Suzanne Collins' novel *The Hunger Games*. Based on Peirce's semiotic theory, this research aims to identify the meaning of the sign that appears most frequently in Panem's life, the meaning of the sign that appears most frequently in the battles of the *Hunger Games* participants, and the connection between the *Hunger Games* and the meaning of the Treaty of Treason. The method used in this research is descriptive qualitative. The writer directs the documentation of

the gathering information procedures. The data that were gathered were derived from primary and secondary sources such as books, novels, the internet, and journals.

According to the findings of this research, the sign that is interpreted the most frequently in the lives of Panem residents is the index, implying that the Capitol, Panem's ruler, is in charge of all policies and regulations affecting the lives of Panem residents. In the meantime, the translation of the sign that shows up most often in the clashes of the members in the Craving Games is an image, deciphering that all members who are called recognition are obliged to participate in the Craving Games in celebration of the Deal of Treachery. The Treaty of Treason was made to make the Hunger Games a symbol of a reminder of the incident of the rebellion. Lastly, the connection between the Hunger Games and the sign is that the Hunger Games appear as a symbol that interprets a warning about the day that district 13 for rebelling against the Capitol was destroyed.

The results of this research show that Peirce's triadic concept can be used to identify the entire meaning of the story through the signs that are interpreted from the novel. In particular, the relationship between the sign and the object produces an interpretant who interprets the story based on the signs represented.

Prisanta (2021) entitled, *A semiotic analysis of racial discrimination in the movie script "just mercy" by Destin Daniel Cretton & Andrew Lanham*. This research is about racial discrimination in the film "Just Mercy". Black

people who are not native Americans are the ones who are subjected to racial discrimination. This research aims to ascertain the manifestations and significance of discrimination against the black race depicted in the movie script. In addition, this research employs a qualitative methodology and applies Charles Sanders Peirce's semiotic theory, which divides the analysis into three stages: sign, interpretant, and object. The result of this research indicates that black people are the target of racial discrimination.

Rorintulus et al., (2022) with their research, *Women's Struggle to Achieve Their Gender Equality in Pride and Prejudice and Jurnal PH.D Mama: A Comparative Study*. This study is about women who need greater efforts to achieve gender equality and to fight for their rights to live independently. This study aims to compare and reveal women's struggles to achieve gender equality in *Pride and Prejudice* and the *P.hD Mama Journal*. This study uses qualitative methods and a feminist literary approach. data collection from two sources, namely primary and secondary. The primary sources are the novel entitled *Pride and Prejudice* by Jane Austen and *Jurnal P.hD Mama* by Kanti Pertiwi et.al. The second source is several books and related studies related to this study. The result of this study demonstrates the way that orientation could impact humans to accomplish their privileges. Inequality existed between men and women. Orientation balance had turned into an idea that was hard to accomplish. This concentration also has extraordinary meanings for ELT, particularly in the training field. Both the teacher and the student should have the right perspective on gender equality so that gender does not become a barrier to human learning and social skills.

Wibisana (2022) with his research, *Symbolic Meaning of Bali Dance Rejang Renteng Dance in Luwu Timur District*. This research aims to decide the sorts of signs, and representative importance of the Bali dance in Luwu Timur Region. This research employs Charles Peirce's theory and qualitative descriptive method to examine ten different kinds of signs and their symbolic meaning. Based on the 9 clothes in the rejang renteng cotillion and the 3 corridors of movement in the rejang renteng cotillion. The result of this research found that both the clothes and the movements had five types of signs: Iconic Sinsign, Rhematic Indexical Sinsign, Iconic Legisign, Dicent Indexical Legisign, and Rhematic Symbol. The attire represented beauty, purity, godliness, tone control, and protection from harm. The development had a sign as concordance, regular equilibrium, bliss, thankfulness, honor, and mortal congruity. The clothes had an emblematic meaning: they represented purity, beauty, protection from harm, and purity. Therefore, the movement has symbolic significance as an expression of gratitude for human grace.

Praharsini (2022) with her thesis *Illocutionary Acts In Emma Watson's Speech Gender Equity*. This research aims to identify the several illocutionary speech actions that Emma Watson uses in her speech on gender equality. It also seeks to understand the purpose of these speech acts in Emma Watson's speech. The methodology of Austin and Searle was employed in this study. As a result of this research, it was determined that assertive, directive, commissive, and expressive speech actions were present in Emma Watson's speech. With an appearance frequency of 18 times, forceful speech acts are the

most common, followed by suggestive with 7 appearances, directions with 6 appearances, and commissive with 2 appearances. The assertive function includes making statements, conversing, emphasizing points, making educated guesses, changing, providing information, protesting, and arguing. Meanwhile, the types of directives correspond of inviting, bidding, and advising. Commissives correspond of immolation and Expressed Readiness, and types of expressive conforming of complaining, appreciating, condemning, criminating, and thanking.

From all the research above, the similarity of this research with previous studies lies in the method used, some writers use a different semiotic theory. In this research, the writer uses semiotic theory by Charles S Peirce, and the object of research is a movie script. However, some writers from previous studies also used the same research object but with different research methods and theories. And also some use the same methods and theories but use different research objects.

B. Synopsis

This movie tells about a Generation Z teen girl named Vivian (Hadley Robinson), who runs the feminist movement in her high school after discovering a treasure trove of memorabilia belonging to her mother. The treasure shows that her mother was an active feminist in her youth. Inspired by the movement led by the feminist band Bikini Kill, Vivian's mother (Amy Poehler) was a rebel against the patriarchal system of her time. This film is a nostalgia that has been passed down from time to time regarding the activism

of the 90s and the women's support women's movement in an effort to get rid of the patriarchal system and misogynistic actions that still occur in this era. The reason Vivian started the rebellion at her school was because of the unfairness of the system that prioritized male students, especially white ones, in getting scholarships and places of honor at school, even though the boys at the school often behaved very badly towards women, including sexually harassing them.

Vivian joins her female friends in a feminist movement to demand justice and punish boys who have sex at her school. In realizing her action, Vivian adopted her mother's actions in the '90s, namely holding secret meetings and making magazines or pocket zines that exposed the rottenness of the school system. But Vivian also uses what her generation has known to campaign, namely the internet and social media. Through Moxie, we can look back at the current reality, namely that injustice and sexual life against women still exist and remain the same, even when compared to previous generations. Aided by technological developments, today's feminist movement is as tough as previous generations and women still have to come together to make it happen (Langit, 2021)

C. Semiotic

1. Definition

According to Saussure in Danesi (2004:3), the word "semiotic" is derived from the Greek word "semeion" a sign-related word. As something that is based, the sign itself is defined can be regarded as

representing previously established social conventions. Something else. Semiotics is a science, according to terminology. Studying a variety of things as signs, like events, cultures, and objects. Simply put, the study of signs, or semiotics. study of signs and all things related to them. Then, how it works, how it relates to other signs, how it is delivered, etc. The usage of the receipt. There are signs all around us, including words. Gestures, stop signs, flags, and so forth. a literary work's structure, or the. A sign could be the way a movie is structured, a building, or a bird sings, (Sobur, 2009:95). Anything could be a sign. Charles Sanders Peirce, a philosopher from America. We can only think through signs. That much is certain. Communication is impossible without signs.

The study of signs is known as semiotics. A science or technique analysis used to analyze signs is called semiotics. The tool utilized in the endeavor is called Signs. Attempting to navigate this world while surrounded by and interacting with humans. In essence, semiotics seeks to understand how humans interpret the world. In this instance, communicating and meaning cannot be combined. In order to communicate, an item must not just convey information, it must also be a part of an organized system of signals, which is what is meant by interpretation. Studies of signs and everything associated to them, including how they work, how they relate to other signs, how they are delivered, and how users perceive them. Systems, norms, and conventions that give these signs meaning are studied in semiotics (Mudjiyanto and Nur, 2013).

According to Paliling (2020), individuals developed the ability to assign meaning with words, able to describe abstract meanings and individuals set each own words based on the things that inconceivable absolutely to detected. Furthermore, a word unimaginable affects a person's understanding of the meaning. For instance, people mistakenly interpret the word "cool" to mean "cool in style" when it actually means "cool in temperature." This illustrates how words should never be understood without thought or context. Finally, semiotic as the study of the sign system aims to generate the meaning that exists in a sign. All things in the world are considered signs, and many objects with no inherent significance may theoretically qualify as signals if people are willing to offer the meaning. Nowadays, the majority of social scientists believe that culture is primarily made up of the symbolic, conceptual, and intangible aspects of human society. Individuals in a culture as a rule decipher the significance of images, relics, and conduct in something similar or comparable ways (Asyrafunnisa, 2021).

2. Semiotic Theory by Charles S Peirce

The term semiotic was chased at the end of the 19th century in Vocabulary Semiotics by Peirce (1909:107) and refers to the formal doctrines of signs. Semiotics' fundamental idea is that the universe is totally made up of signals from the perspective of the human mind, just as language and other systems of communication are. Nonverbal signs like gestures, clothes, and other common social behaviors may be seen as a

type of language made of meaningful signs exchanged on the basis of relationships. Language is the most fundamental sign system used by humans.

Semiotics is based on logic, because logic teaches how people think, meanwhile reasoning is done through signs. According to Peirce, these signs allow people to think, relate to other people and gives meaning to what is displayed by the universe. In this case humans have various signs in various aspects his life. Where linguistic sign becomes one of the most important. In this semiotic theory, the function and use of signs is central attention. Signs as a means of communication are very important in various conditions and can be utilized in various aspects communication. Peirce paid more attention to the linguistic signs that he thought very important. Every sign in general also applies to signs linguistics, but not necessarily linguistic signs also apply to other signs. Signs are related to objects that resemble them. Its existence has a causal relationship with signs or because conventional ties to these signs. Therefore, accordingly in general, Peirce actually stated that his theory applies in general.

Therefore, this linguistic sign in Peirce's theory is something that important but by no means the only important one. Various signs being touched with its objects become a general discussion as Peirce wanted to express in this theory. That various signs are created by humans in order to communicate is a representation on linguistic language or linguistic signs that apply in general.

Charles Sanders Peirce greeted the term John Locke because he see semiotics as harmonious with the former tradition. Inadvertently, Charles Sanders Peirce also offers the best classification of signals. It classifies 66 different sorts of indicators based on how they serve. He mentions qualisign as an illustration of a sign that emphasizes a quality referent. An adjective in English is called qualisign because it draws attention to an object's quality (such as its color, shape, or size). In the non-verbal domain, qualisign comprises the hues employed by a painter, harmony, and musical tonality (Vera, 2014:22).

Peirce's semiotic theory which is sometimes referred to as the "grand theory" in semiotics stresses more the logic and philosophy of signals that exist in society. Peirce asserts that logic has to be studied. The central tenet of Peirce's theory states that this reasoning is accomplished through signals. People can think, relate to others, and give meaning to the universe's displays thanks to signs. The sign variety available to man includes signs, although not the sole category, linguistics is a crucial one (Mudjiyanto and Nur, 2013).

3. Elements of Peirce's Semiotic Theory

Peirce wanted his semiotic theory to become a general reference on the study of various signs. Therefore, it requires more studies on this matter. Especially regarding how broad the range is from this theory. For that, Peirce divides it into several classifications:

a. Sign or Representamen

As the initial component in such a real triadic connection, sign or representamen is described as something that enables someone to act in some manner as a substitute for another. An additional concept known as the "interpretation" of the first sign then refers to the "object" as a result, representamen and its interpretant and object have a direct triadic relationship. It is known as importance to do this. A symbol or representamen so denotes anything that stands in for another. Peirce divided representamen into three categories, namely:

- 1) Qualisign, is the quality of a sign. For example, the quality of words that used in accompanying the sign such as strong words, rough or soft. Not only words that determine the quality of on a sign, it can also be in the form of the color used or even an image that goes with it.

For example: 'White' = holy, clean. 'Doll' = funny, cute, soft.

- 2) Sinsign, is the existence and actuality of an object or event to a sign.

For example, the word flood in the sentence "there was a disaster flood" is an event that explains that the flood caused by rain.

- 3) Legisigns is the norm contained in a sign. This matter regarding what can and cannot be done.

For example: no smoking sign indicates that we are prohibited from smoking on the environment in which the mark is located. Even more common, of course is a traffic sign, which shows things that are allowed and not we can do while driving.

b. Object

Based on Peirce (1909:498), an item or semiotic article is characterized as a topic of a sign and an interpretant, anything discussable or conceivable, a thing, occasion, relationship, quality, regulation, contention, and so on., and may even be fictitious, such as Hamlet. In addition, the social context of a reference to a sign or signs attributed is defined as the object.

According to Peirce in Vera (2014:24-26), classified objects into three namely:

- 1) Icon means a sign that looks like the original object. can be understood, as can the connection between signs and objects that are similar. That the goal of the symbol is to give a message about its unique structure. Icon is a sign which refers to the object that denotes its characters or refers through the similarity to its object.

For example: a map, a picture of President

- 2) Index is a sign related to things that are causal, or cause and effect. In this case it has a relationship sign with the object causally. The sign means the result of a message.

For example: smoke is an index of fire.

- 3) Symbol is a sign which related to the marker as well the sign.

That something is symbolized through an agreed sign by its markers as a general reference.

For example: a red light which means stop, everyone knows and agrees that the light is red indicates stop.

c. Interpretant

The concept of thinking about people who use signs and reducing it to something meaningful in a person's mind about objects referred to by a sign is known as the interpretation (Kriyantono, 2006:265).

According to Peirce in Sobur (2009:42), interpretant consists of three namely:

- 1) Rheme is a sign that allows it to be interpreted in its meaning different.

For example: people whose eyes are red, then it can so he is sleepy, or maybe he has eye pain, irritation, it could be him just woke up or maybe even he's drunk.

- 2) Dicient sign or dicisign is a sign that corresponds to facts and in fact.

For example: on a village road there are many children, so on that road there are lots of traffic signs, be careful children. Another example is an accident-prone road, then accident-prone warning signs installed.

- 3) Argument as the logical reasoning of interpretant or sign of law.

For example: if an individual standing in a room without lighting, the individual declared that the room dark due to the shortage of light. Another example is signs prohibiting smoking at gas stations, this is because gas stations is a flammable place.

4. 10 Kinds of Signs of Peirce's Semiotic Theory

Based on the classification above, Peirce breaks down the signs in his semiotic theory into 10 kinds of signs, namely:

- 1) Qualisign, can be interpreted as the quality of a sign. For example, people who talking loudly means he's angry, someone who laughs means he's happy. For example, the red color that shows courage or courage white denotes purity, and black denotes evil.
- 2) Iconic Sinsign, a sign that shows a resemblance. For example photos and maps.
- 3) Rhematic Indexical Sinsign, which is a sign related to experience directly where its existence is caused by something. For example is lanes that often take casualties due to accidents then a sign is installed the skull indicating the skull where also often displayed the number of victims with the aim that those who sunbathe them are more careful.
- 4) Dicent Sinsign, which is a sign that shows information about something. For example, a sign with a picture of a mosque or gas station indicating that it is not further away there are mosques and gas stations.

- 5) Iconic Legisign, a sign in the form of strict orders and prohibitions related to norms or laws. For example, a traffic sign giving us orders and also prohibitions order the time drive.
- 6) Rhematic Indexical Legisign, a sign that refers to a particular object. For example, the picture on the toilet showing the toilet for men and women.
- 7) Dicent Indexical Legisign, a sign that refers to the subject above certain information. For example, when there is a car that starts the hazard light indicates that the car is having a problem.
- 8) Rhematic Symbol or Symbolic Rema, a sign that shows interaction with the object is generally associated and agreed upon. For example, when we see a picture of a car, we say that it is a picture cars and other people also say the same thing.
- 9) Dicent Symbol or Proposition (proposition) is a sign which is directly connecting between objects with brain capture. For example, someone told us to get out, so we just walked out where we are. This indicates that the sign is connected directly with our brains becomes an order that we carry out.
- 10) Argument, which is a sign that is the result of someone's thinking opinion for a certain consideration and reason. Suppose someone says that a room he entered had a light feel to it. So light here has been approved by him for various considerations, both light and so on according to him the room was indeed bright.

5. Semiotic Theory by Ferdinand De Saussure

Ferdinand de Saussure developed the foundations of general linguistic theory. The fact that he views language as a sign system makes his theory unique. In addition, Saussure states that the hypothesis of semantic signs needs to track down its place in a more broad hypothesis, and for this, Saussure proposes the name 'semiology'. Therefore, the meanings of the terms "semiotics" and "semiology" are not significantly different. Both involve distinct exposures. The use of the word "semiology" demonstrates the fort's influence. Either certainly or expressly, the Saussure familiar semioticians consider that semantic signs enjoy the upper hand over other semiotic frameworks. The concept of de Saussure is always a pair of contradictions, such as the contradictions between "langue" and "parole," "significant" and "signifie," and "syntagma" and "paradigm." (Sanders 2004:5).

To put it succinctly, Saussure's theory of signs places a greater emphasis on internal structure that is devoted to the cognitive thought process or activity of human minds in structuring the physical (material) or intangible (abstract) signs of their environments or surroundings. Among these internal structures is the structure of linguistic signs in the language system that enables them to communicate with one another and function as human beings. Saussure's hypothesis is thought of as the advocate to the prospect that "language does not reflect reality yet rather develops it" since we do not just utilize language or give importance to

anything that exists in the realm of the real world, but in addition to whatever doesn't exist in it" (Chandler, 2002:28). Saussure's accepts that absolutely everything that can possibly impart significance through its language might be concentrated as etymological signs. He holds the belief that traditional objects are mistaken for non-linguistic ones when, in fact, they are in communication and the signs mean something.

Saussure writes that Language is a system of signs that convey ideas and can be compared to things like jotting, the deaf alphabet, emblematic solemnities, forms of courtesy, military cues, and other similar concepts. The only one of these systems that matters the most is language. This general wisdom encompasses more than just linguistics. Linguistics can benefit from the rules that semiology will uncover. According to de Saussure, linguistics will become a distinct field that is integrated into all social relationships. As indicated by de Saussure, 'lanque' is a social reality, similarly as the public language is a public truth. As if the canons have been mutually agreed upon throughout the history of language druggies, "lanque" is a law system that all community members who use the language are aware of.

Many people consider Ferdinand de Saussure to be the founder of modern linguistics. He argues that cultural signs convey meaning through language, which is an instrument of communication. He accepts that absolutely everything that can possibly impart significance through its language might be concentrated as etymological signs. He holds the belief

that traditional objects are mistaken for non-linguistic ones when, in fact, they are in communication and the signs mean something.

6. Sign and Symbols De Saussure's Theory

a. Signs

1) Signifier: is the physical form of a sign, such as a word, image, or sound.

2) Signified: is the meaning or concept associated with a signifier, often abstract.

b. Symbols

1) Symbolic: signs where the association between signifier and meant is essentially socially unambiguous. The chorus of the song "This is America, don't let it catch you slipping off" is repeated in the video for the song "Don't let it catch you slipping off." This means that the culture of America is as it is and that you should not deviate from it because the consequences could be fatal.

2) Iconic Signs: indications in which the signifier resembles the signified. In the video, the notorious sign is when Whimsical Gambino involved his hand as a firearm to imply the utilization of weaponry

3) Indexical Signs: Signifier has a direct correlation in space and time with the signified

4) Denotation: the basic meaning of a sign. In the music video for Childish Gambino's song, we learn that a gun is a symbol of violence.

- 5) Connotation: a thought or emotion that a person has when they hear a word, despite the fact that it has a significant or important meaning. This video of America features children dancing and having fun, which conveys precisely what America means today. In the background, violence is shown, but people appear happy and having fun in the foreground.
- 6) Metonymy: a kind of importance where the part suggests the whole, e.g., 'White House' infers the Official association. In setting to Puerile Gambino's Video the title of the melody connotes the entire of America and what unfolds in the country.
- 7) Paradigmatic relations: a connection that holds between components of a similar classification is known as a paradigmatic connection. Puerile Gambino showed this in the video by how we disregard passing is the same way racial domination ignores the ruthlessness of blacks in America by white individuals.
- 8) Syntagmatic relations: where signs get significance from their progressive solicitation, e.g., sentence structure or the progression of events that make up a story. This is a series of events that formed the story of This Is America, and we see it throughout the music video.
- 9) Myths: a mix of ideal models and syntagma that make up a frequently recounted story with extended social affiliations, e.g., the rancher fantasy, the heartfelt legend. In context, the myth

about black African Americans is that they are worthless and ought to be treated poorly.

- 10) Codes: a supersystem of semiotic systems that act as general maps of meaning and as beliefs about oneself and others that suggest views and attitudes about how the world is or should be.

Semiotics, social structure, and values are all connected in codes. The perspective that America has on the rest of the world is reflected in the song's title.

- 11) Ideologies: codes that are in line with or reinforce power structures. Ideology mostly works by making things that are "common sense," things that people take for granted in everyday life. In Childish Gambino's translation of This Is America, the message is to shift one's perspective on the world and see the bad as outweighing the good.

D. Feminism

Women's liberation is a development that has a long history. The feminist movement started in England between 1550 and 1700 as a fight against patriarchy. Focus on women who are regarded as weaker, inferior, more emotional, and irrational than men in the struggle of feminism to combat subordination. The battle of this development is to give the possibility that ladies as well are important for the local area who partake and assume a part in local area improvement (Sacani, 2022)

There are several flows of feminism that are in accordance with this research as follows :

1. Liberal Feminism

Liberal feminism centers around the individual opportunity for women who maintain that each woman should be held in high regard independent values, virtues, and correspondence esteems that have an opportunity in self-evaluation without compulsion and teaching. This stream accentuates putting women who have full and individual opportunities judiciousness is the base of opportunity and balance. Woman's rights Nonconformists have an objective to help out friendly change through changing regulations and guidelines by battling for them uniformity or equivalent privileges legitimately in friendly and political terms so women can have equivalent privileges in the political field, economy, training, and vocation open doors. Also, have confidence or underlining that women and men share something practically speaking in a levelheaded limit.

Therefore, this flow demands equal rights and opportunities for men. This stream is likewise attempting to make women mindful that they named the abused, and the area of the issue. This is in the gender-biased state policy. The flow of feminism of this liberal believes that Naomi Wolf, the "Power of Feminism," is the answer to the problem at hand. Presently women have power in the part of schooling and sentiments, as well as women should keep on setting expectations in regards to sell the

privileges, so they can have the opportunity to need without contingent upon men any longer.

2. Radical Feminism

This flow is based on the idea that the patriarchal system is at the heart of the idea that women's suffering is reflected in the power of men who use women's bodies as objects to commit fraud. This flow of thought holds the presumption that controlling women's sexuality gives men satisfaction. The body, sexuality (lesbian, heterosexual, transgender, and others), sexism, power dynamics between men and women, and private and public dichotomies all become issues in this radical feminism.

According to radical feminism, hetero is a snare of man-centric culture that causes men to overwhelm and cause women absent of opportunity in communicating sexuality through lesbianism. In addition, the system of sexuality, gender, sex, and reproduction must be abolished in order to establish new social norms by establishing positions for women and men that are gender-neutral, equitable to all, and allow everyone to more easily blend in.

The slogan of radical feminism, namely "The personal is political" (personal is political) implies that all types of change what occurs in the confidential space is likewise the settlement that happens in a public space. This flow plans to annihilate the framework orientation predisposition that spotlights ruling men and cases such that any type of change is extra male power. However, liberal feminists do not believe that

the system can be implemented, and as a result, the control and mastery system that is held by men must be abolished because it is regarded as a component of patriarchal culture.

3. Marxist and Socialist Feminism

This flow proposes that class exploitation and production mode is a source of difficulties for women. At first Production activities aim to meet their own needs and turned into a necessity of exchange (exchange). The Man control production for those exchanges and eventually social relations are dominated by men and reduce the class women become part of the property. Therefore, if the orientation in the production system is the advantage of eating will cause the formation of classes in society, namely the bourgeoisie and the proletariat.

Marxist and Socialist feminism aims to gain a socialist society, starting from the family, where possible create an egalitarian system within a family, it will be represented in the social life of the family. The family is the first place that creates capitalism with the existing patriarchal system. Therefore, the family must retire and become a substitute for the nuclear family, as well as functions that are run in a family where the women dominate.

E. Gender Equality

The definition of gender equality is a situation where access to rights or opportunities is not influenced by gender. It's not just women who are affected by gender inequality all genders are affected, including men, trans,

and people of gender diversity. This in turn impacts children and families, and people of all ages and backgrounds. Equality in gender does not mean that women and men will have or need the exact same resources, but that the rights, responsibilities, and opportunities of women, men, trans people and people of different sexes will not depend on gender assigned to them at birth.

Women no longer fulfill their responsibilities to perform domestic tasks at home in the modern period. Many women who have completed higher education and pursued occupations that match their interests are no longer restricted by the outdated notion that women must eventually get married and have children. This demonstrates that a revolution occurred, allowing women to choose their position according to their desires, with no restrictions and the freedom to make their own decisions. If everyone embraces it freely, it is very lovely. Unfortunately, not everyone who whispers is the same, and there are still many people who feel that women do not deserve the place they have achieved. (Chang, 2021).

It is regrettable that women and men still do not have full rights and equal opportunities. There are still many free opinions regarding gender equality. As a result, numerous discriminatory actions occur. Even though discrimination does not occur everywhere, it would be preferable if it could be stopped and eliminated entirely. To put an end to various forms of discrimination and to guarantee equal access to various aspects of life, such as high-quality education and health care, economic resources, and participation in a good political life, it is critical that every human being on the planet

receive equal rights. either for men or women. Equal access to jobs, leadership roles, and decision-making at all levels for all human beings without gender discrimination is also essential. Gender equality and justice are conditions that explain where women's and men's social cycles are equal, in balance, and in harmony.

Based on Chang (2021), the term "gender" is also defined as "the visible difference between men and women in terms of values and behavior" in Webster's New World Dictionary, 1984 Edition. There will always be varying interpretations of what gender actually means. Despite sharing the same meaning, gender is distinct from sex. What distinguishes it? In terms of language, gender focuses more on social, cultural, and other non-biological aspects, while sex is typically used to identify differences between men and women in biological anatomy. It is distinct from sex if the study places an emphasis on aspects of women's and men's biological anatomy and chemical composition. In the investigation of orientation, more accentuation will be put on the parts of one's manliness and gentility. This is frequently incorrectly detected. This does not imply that men only exhibit aspects of masculinity and women only exhibit aspects of femininity.

According to Menlkh (2023), gender equality (gender equality) is a concept developed by referring to two fundamental international instruments in this regard, namely the Universal Declaration of Human Rights and the Convention on the Elimination of All Forms of Discrimination against Women. The Universal Declaration of Human Rights states that all human

beings are born free and equal. With reference to this Declaration, the Convention on the Elimination of All Forms of Discrimination against Women includes the terms "equal rights for men and women" and "just rights of men and women". The concept of gender equality refers to the full equality of men and women to enjoy a full range of political, economic, civil, social and cultural rights. This concept also refers to a situation where no individual is denied access to these rights, or has these rights deprived of them, because of their gender.

The term "gender equity" was developed by those concerned that the term "gender equality" was insufficient both at a conceptual and practical level to provide "a strong enough picture of, or sufficient ability to address, the various persistent gender-based inequalities ongoing events that make women and other vulnerable groups suffer". As previously mentioned, several forms of gender-based injustice (also known as gender inequality) include subordination, marginalization, double burden, violence, and negative labeling. To achieve gender justice, a series of relevant processes are needed to eliminate the disparities between women and men that are produced and reproduced in the family, society, state and market. In addition, efforts to realize gender justice also require that key institutions (including state institutions) be responsible for overcoming injustice and discrimination that have caused many women to become poor and marginalized.

Numerous studies have demonstrated that gender equality is necessary for all communities to thrive and is essential for human rights and peaceful

societies. United Way of the National Capital Area believes in Equality for all, regardless of race, gender, income and ability. Below, we explain what gender equality is, examples of gender equality action and how it benefits everyone (Martinez, 2022).



CHAPTER III

METHODOLOGY

This chapter discussed about research design, sources of data, method of data collection, and method of analyzing data.

A. Research Design

To answer the research questions, a qualitative methods research design was employed on a number of theories or discussions of qualitative methods studies. What is meant by research Qualitative is a type of research that produces findings that cannot be achieved (obtained) using procedures statistics, or other means of quantification (measurement). Study Qualitative in general can be used for research on life society, history, behavior, organizational functionalization, social activities, and others.

Qualitative data analysis is carried out if the empirical data obtained are qualitative data in the form of a collection of tangible words and not a series of numbers and cannot be arranged in categories/classification structures. Data alone can be collected in a variety of ways (observation, interviews, document digests, tapes) and usually, libraries first before it is ready for use (via logging, typing, editing, or instead of writing), but the qualitative analysis still uses words that usually organized into expanded text, and do not use mathematical calculations or statistics as an analytical tool. Data is the evidence collected by the researcher to answer the research question. The types of data of this research focus on qualitative research data, which forms words, sentences, and spoken, not in numbers.

The primary goal of the writer of qualitative descriptive analysis is to analyze and interpret all the data in *MOXIE!* movie script based on Charles S. Peirce's theory of semiotic signs. The writer reads the movie script to identify the sign system that appears in it and discovers sign meaning based on Charles S. Peirce's theory in the movie script to complete the research.

B. Source of Data

The source of the data in this research was from the movie script of *MOXIE!* Which consists of 83 pages written by Tamara Chestna and Dylan Meyer. Moxie written as *MOXIE!* is a 2021 American drama comedy movie directed by Amy Poehler. This research's primary focus is on Moxie's sign system analysis using semiotic theory.

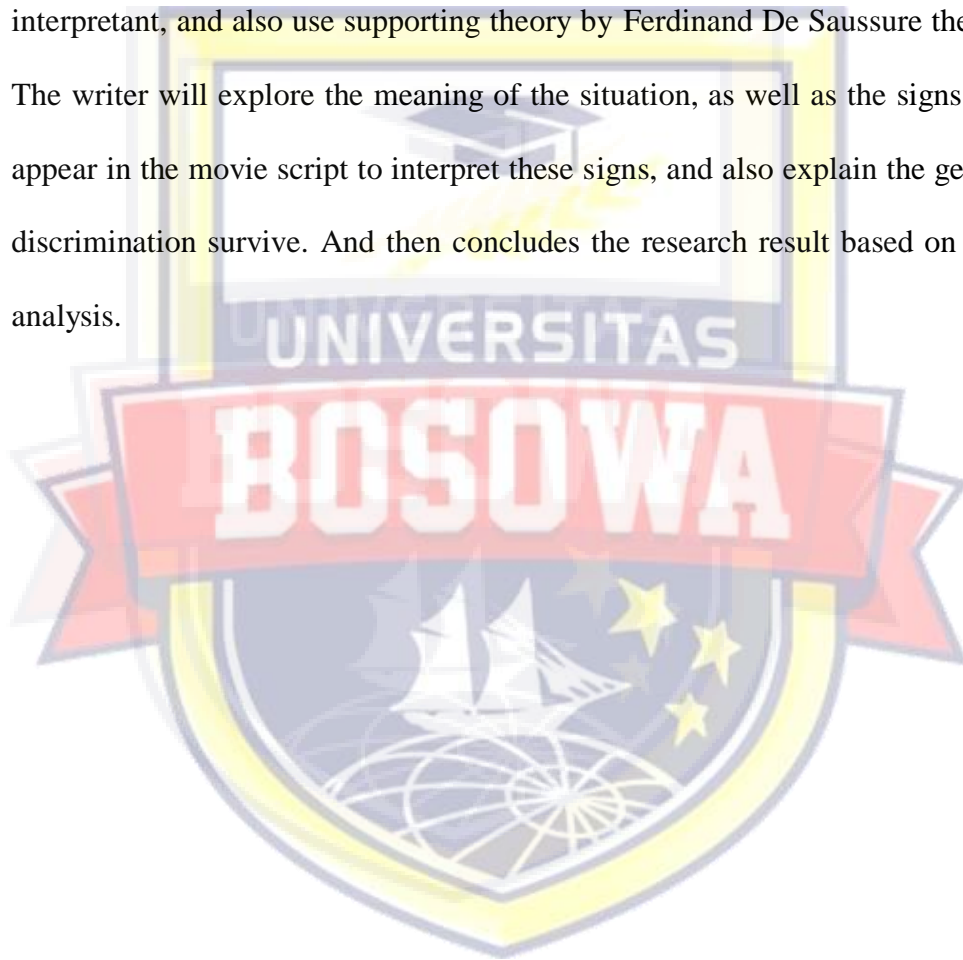
C. Method of Collecting Data

In collecting the data, the writer will collect the data by following steps:

1. Read the movie script of *MOXIE!*.
2. Reading and comprehending the Charles S Peirce semiotic theory from various relevant source data.
3. Collecting and classified sign that appears in the movie script of *MOXIE!*
By looking for and highlighting phrases, words, and sentences that use a variety of semiotic signs.
4. Identified the interpretation of the sign that appears in *MOXIE!* Movie script.
5. Explaining how women survive gender discrimination in their life.

D. Method of Analyzing Data

The technique of analyzing data in this research is used qualitative method. To Identify the interpretation of the sign that appears in the Movie script, the writer used the qualitative descriptive method and also used the theory semiotic by Charles Peirce of sign or representamen, object, and interpretant, and also use supporting theory by Ferdinand De Saussure theory. The writer will explore the meaning of the situation, as well as the signs that appear in the movie script to interpret these signs, and also explain the gender discrimination survive. And then concludes the research result based on data analysis.



CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer would describe the finding and discussion about the interpretations of the signs that appear in the movie script of *MOXIE!* based on Charles S. Peirce and Ferdinand De Saussure's theory. The writer would explain the several signs contained in the movie script and the meaning and purpose of these signs, and also the writer would like to describe how women survived gender discrimination in the *MOXIE!* movie script using the theory of feminism.

A. Findings

1. The interpretation of the sign that appears in the *MOXIE!* movie script

a. Semiotic theory by Charles S. Peirce

The writer used the elements of Peirce's semiotic theory that divided into several classifications, there was sign or representamen, object, and interpretant.

Table 1. Semiotic Theory by Charles S. Peirce

No	Triaticdic	Types of Signs	Data	Page
1	Sign or Representamen	Qualisign	Data 1: [Vivian] He's an idiot. He has been since the second grade. [Lucy] He's dangerous. [Vivian] I don't think he's dangerous. I think he's just annoying. [Lucy] You know that annoying can be more than just annoying, right?	14

			<p>Data 2: [Shelly] All right. Love that. Those girl got moxie. In fact, this entire school's got moxie, am I right?</p>	18
		Legisigns	<p>Data 3: [Mr. Davies] Okey, let's wrap up the conversations. Stop talking, please. Unless one of you young people fixed global warming.</p>	5
2	Object		<p>Data 4: [Lucy] So are you guys gonna do the thing that it says for tomorrow? It says to draw hearts and stars on your hands to show support.</p>	24
		Icon	<p>Data 5: [Kiera] You know what's also messed up? I don't like being voted best ass. [Claudia] You don't like it? Why? [Amaya] Historically, black women have been judged by their asses and hair, and we are done with that. [Lucy] Period.</p>	34
		Index	<p>Data 6: [Claudia] Did you hear, rankings are already starting? [Vivian] What? This is the first day. I mean, they haven't even had time to, like, look at us yet. Are they basing their</p>	3

			<p>decisions on summer? Because nobody even saw us this summer.</p> <p>Unless someone was spying on us playing Mario Kart in your mom's basement.</p>	
		Symbol	<p>Data 7: [Kaitlynn] Know what I just realized? The king is worth more than the queen. Why? The queen is the best. Okay, the queen can have children. Look at this king. He looks like an asshole.</p>	34
3	Interpretant	Dicent sign or dicisign	<p>Data 8: [Vivian] We're both INTJs on the Myers-Briggs test. It's a personality test. We're both introverts. The first time I slept over, we took the test and made T-shirts that said, "Don't talk to me, I'm INTJ."</p>	38
		Argument	<p>Data 9: [Kaitlynn] I got sent home for wearing a tank top. Meanwhile, Jason is constantly shirtless.</p>	33
			<p>Data 10: [Amaya] You know what's not fair? Our team went to state finals and our uniforms suck.</p>	33

Based on the table above, there were five types of signs which had been found in the movie script of *MOXIE!* included sign or representament, object, and interpretant with the total 10 data.

1. Sign or Representament

a. Qualisign

Qualisign was the quality of a sign. For example, the quality of words that used in accompanying the sign such as strong words, rough or soft. Not only words that determined the quality of a sign but also the form of the color used or even an image that went with it.

Data 1

It showed as qualisign in the words *annoying* because Vivian was seen approaching Lucy and telling Lucy to ignore Mitchel. Lucy, who was surprised to hear Viviaan's words, said that why should she ignore Mitchell. while Mitchell was bothering her, Lucy thought that Mitchell was a dangerous person. But Vivian only considered Mitchell as an annoying person because he liked to bully students since the second grade. In this case, *annoying* was included in the qualisign category. *Annoying* could be more than just *annoying*, it can meant someone who was dangerous.

Data 2

It showed as qualisign in the words *Moxie* because Shelly was seen giving opening remarks at a school event. Shelly praised the appearance of the cheerleaders who had shown their appearance. In this case, *moxie*

was included in the qualisign category. *Moxie* could be interpreted as courageous, impassioned, or enthusiastic.

b. Legisigns

Legisigns were the norm contained in a sign. This matter was regarding what could and could not be done.

Data 3

In the sentence *Okey, let's wrap up the conversations* represented as legisigns because in this sentence Mr. Davies confirmed to stop talking because he would to start the class. It was about what could and could not be done. When learning began, students were prohibited from having conversations unless allowed by the teacher or would carry out lesson discussions.

2. Object

a. Icon

The icon was a sign that looked like the original object. Icon could be understood, as it could be the connection between signs and objects those were similar. The goal of the symbol was to give a message about its unique structure. The icon was a sign which referred to the object that denoted its characters or referred through the similarity to its object.

Data 4

In this case, the icon that existed in the sentence was *hearts and stars* as the representamen that stood for its object *to show support*. The relationship between the representamen and the object produced the

interpretant. *hearts and stars* as an icon referred to the object of *to show support*, it denoted that if someone wanted to support the feminist movement that was written about in the moxie zine, the zine writer would want those person to had a star and heart icon on their hand.

Data 5

The icon that existed in the sentence was *asses and hair* as the representamen that stood for its object *black women*. The relationship between the representamen and the object produced the interpretant. *Asses and hair* as an icon referred to the object of *black women* denoted that if there was a black woman, she must had curly hair and a big ass.

b. Index

Index was a sign related to things that are causal, or cause and effect. In this case, it had a relationship sign with the object causally. The sign meant the result of a message.

Data 6

The index of this data was *this is the first day* as the interpretant connected with the object *they haven't even had time to, like, look at us yet*. The cause and effect in this scene made it impossible for the assessment to have started, even though this the first day of school. Unless someone was spying on Vivian and Claudia playing Mario Kart in Claudia's mom basement.

c. Symbol

Symbol was a sign which related to the marker as well the sign. That something was symbolized through an agreed sign by its markers as a general reference.

Data 7

In the sentence *The king is worth more than the queen* represented as symbol because the sentence above showed when Kaitlynn realized something when she saw the card she was holding. The symbol of the sentence above was *the king is worth more than the queen*. As everyone knew and agreed, in card games, the king had a higher rank than the queen. The king could beat the queen because the king was considered stronger than the queen.

3. Interpretant

a. Dicent sign or dicisign

Dicent sign or dicisign was a sign that corresponds to facts.

Data 8

In the sentence *We took the test and made T-shirts that said "Don't talk to me, I'm INTJ"* represented as dicent sign or dicisign because in this case, Vivian and Claudia took a personality test, and they were both introverted, and because of that they also made a T-shirt that says *"Don't talk to me, I'm INTJs."* which described therefore that people understood that they should not talk to Vivian and Claudia because they was both introverts. Therefore, the sign that they made, T-shirts that written INTJ,

was the fact that they were both introverted and did not want to talk to other people.

b. Argument

Argument as the logical reasoning of interpretant or sign of law.

Data 9

In the sentence *I got sent home for wearing a tank top. Meanwhile, Jason is constantly shirtless* represented as argument because in this case, Kaitlynn was worried about the crazy rules at her school which carried out many acts of gender inequality. Kaitlynn was wearing the same tank top worn by another female student in the class at the time, but Kaitlynn was sent home because neither jacket or sweater could cover her body. This was a form of gender inequality because the principal focuses on Kaitlynn simply because her body shape was different from other female students, even the principal never reprimanded Jason who often went shirtless at school.

Data 10

In the sentence *Our team went to state finals and our uniforms suck* represented as argument because in the sentence above was a sign of an argument in which the women's football team *went to the state finals and our uniforms suck*. This was a form of gender inequality because only male students had the right to get the best facilities from the school even though the female students not less outstanding than male students.

b. Semiotic theory by Ferdinand De Saussure

The writer used Ferdinand De Saussure's semiotic analysis which interpreted a separate sign into two, namely signifier and signified. Signifier was defined as a connecting form that was analyzed by a sign such as visual, sound, graffiti, or writing. What was captured in this study was the dialogues and scenes in the movie script of MOXIE! which was related to gender inequality activities in the form of marginalization, stereotypes, subordination, and violence.

Table 2. Semiotic Theory by Ferdinand De Saussure

No	Signifier	Signified	Page
1	<p>Data 11: [Lucy] Hey, I was talking. [Mitchell] Yeah, I know, but The Great Gatsby is a classic. Just because other books are good doesn't mean this is less good. [Lucy] I didn't say it wasn't good. I just wish that... [Mitchell] You're not listening to me. People have read and have loved The Great Gatsby forever. There must be something that makes it so we read it every year at our own school.</p>	<p>This is a sign that Lucy is experiencing acts of marginalization where Mitchell shows gender inequality where Lucy is not seen as a person who has an interest in giving her opinion in class. The scene indicates that Lucy is not given the opportunity to speak because she disagrees with Mitchell. In that scene, Mitchell was offended by Lucy's opinion and began to corner and did not give Lucy a chance to speak to clarify the opinion she had made.</p>	8
2	<p>Data 12: [Mitchell] I think we got off on the wrong foot earlier [Lucy] Don't touch me. [Mitchell] No need to freak</p>	<p>This is a sign that Lucy is experiencing gender inequality in the form of stereotypes which are negative labeling. Mitchell considers Lucy to be an emotional person.</p>	11

	<p>out.</p> <p>[Lucy] I'm not freaking out. I didn't say that you could touch me. Okay?</p> <p>[Mitchell] Why do you always have to be so difficult?</p> <p>[Lucy] I'm literally just trying to buy a soda. You're the one having this meltdown.</p>		
3	<p>Data 13:</p> <p>[Lucy] Mitchell Wilson is harassing me. I don't feel safe.</p> <p>[Shelly] Mitchell?</p> <p>[Lucy] Yes.</p> <p>[Shelly] Wilson?</p> <p>[Lucy] Yeah.</p> <p>[Shelly] Captain of the football team?</p> <p>[Lucy] Yes.</p> <p>[Shelly] He's bothering you.</p> <p>[Lucy] He's harassing me.</p> <p>[Shelly] Oh. There's that word. If you use that word, that means I have to do a bunch of stuff, but if he's bothering you, and that's what it sounds like to me, then we can actually have a conversation.</p>	<p>This is a sign that Lucy is experiencing gender inequality in the form of stereotypes, where Lucy's report to the principal about Mitchell is not considered too important and Lucy is considered by the principal as a very emotional person for exaggerating a problem.</p>	12
4	<p>Data 14:</p> <p>[Meg] Oh, sure. Put me in the back like you always do. That's so original.</p>	<p>This is a sign that Meg is experiencing gender inequality in the form of subordination. Because Meg, who is a person with a disability, always gets a position behind the team because she is considered unimportant.</p>	17

5	<p>Data 15: [Claudia] Viv. They posted the list. [Vivian] You know that list is pretty messed up if you think about it.</p>	<p>This is a sign that female students experience acts of gender inequality in the form of stereotypes. where the female students who were gathered in the auditorium received notifications about the nicknames made by Mitchell Wilson and his friends. The nickname is certainly not in accordance with the facts and approval of the people concerned.</p>	19
6	<p>Data 16: [Student 1&2] Boo! [Vivian] Jesus. [Student 1] Uh-oh. We're in trouble. [Student 2] Her? She's not gonna do anything.</p>	<p>This is a sign that Vivian experiences gender inequality in the form of stereotypes. The scene where Vivian is thought to have no problem when she is surprised by two male students who know that Vivian is called the most obedient student in her school.</p>	20
7	<p>Data 17: [Lucy] Hey! Give that back. [Mitchell] No. Tell me you wrote it and I'll give it back to you. Okay? I'm not even mad. I actually think it's kind of funny. But admit it. [Lucy] I don't care, I don't have to tell you anything. [Mitchell] Whoa. God, you're such a whiner.</p>	<p>This is a sign that Lucy is experiencing gender inequality in the form of stereotypes. In this scene, Mitchell steals Lucy's zine and has no intention of returning it as Lucy has yet to admit that she wrote the zine. The result was, Mitchell thought of Lucy as a whiner.</p>	23
8	<p>Data 18: [Shelly] "Do you have a sweater or a jacket?" [Kaitlynn] "Why?" [Shelly] "Well, your straps are a little thin and you're showing lots of collarbone." [Kaitlynn] "It's like the exact same one she's</p>	<p>This is a sign that Kaitlynn is experiencing gender inequality in the form of marginalization, it denoted that Shelly shows a lack of freedom of expression through clothing for students. An injustice where only Kaitlynn was reprimanded and asked to leave the class even though in that class there were several students wearing the same tank top.</p>	27

	wearing.”		
9	<p>Data 19: [Vivian] Why did you let Mitchell give a speech on the morning announcements? [Shelly] He got it because he asked for it. If anyone from Moxie asked for it, they'd have gotten it, too. [Vivian] How were we supposed to know we were supposed to ask for it? [Shelly] If you want a seat at the table, pull up a chair.</p>	<p>This action shows the gender inequality against Kiera for not being given the same opportunity as Mitchell to give a campaign speech at the school announcement. This shows that female students at Rockport High School are not seen as having an interest in voting in social life, in this case it is a campaign activity. This injustice was detrimental to Kiera as a candidate for the scholarship because in the end she lost to Mitchell Wilson.</p>	66
10	<p>Data 20: [Vivian] Hey, are you mad at me? [Seth] You mean for yelling at me at the table and ditching me during dinner? Nah, Vivian, why would I be mad at you? [Vivian] I'm sorry. I've been under a lot of pressure lately. [Seth] Have you? Really? Seems like you've been doing reckless shit and letting others take the blame while you take cheap shots at me, your mom, and your mom's perfectly nice boyfriend. I've done nothing but support you. I don't deserve to be your punching bag.</p>	<p>The scene mentioned above is a form of gender inequality in the form of a stereotype that women have the nature of thinking that is not in accordance with common sense, and the right reasons. Vivian was angry for no apparent reason and uttered words that had nothing to do with the situation at the dinner table which indirectly attacked Seth personally.</p>	74

Based on the table above, there were four types of gender inequality which had been found in the movie script of MOXIE! included marginalization, stereotypes, subordination, and violence with the total of 10 data.

Data 11

The scene indicated that Lucy was not given the opportunity to speak because she disagreed with Mitchell. In that scene, Mitchell was offended by Lucy's opinion and began to corner and did not give Lucy a chance to speak to clarify the opinion she had made. This included marginalization which was an attempt to limit, control, or provide disturbance to women by reducing or even eliminating women's rights in their lives, therefore that women's position became marginalized.

Data 12

The scene above showed that Lucy was seen as emotional by Mitchell because she refused to be touched. Lucy, who was wanting to buy a soda, she was approached and seduced by Mitchell, and when Lucy backed away to keep her distance, Mitchell said that Lucy always had to be so difficult. Mitchell's treatment of Lucy was a form of gender inequality in the form of stereotypes, stereotypes was defenses made by a group against other groups which resulted in losses and injustice to the labeled group.

Data 13

The scene above was when Lucy made a report that Mitchell Wilson harassed her to the principal but the report was not taken seriously and was

considered excessive and emotional by the principal. This was a sign that Lucy experiencing gender inequality in the form of stereotypes, where the principal labels Lucy negatively and incorrectly.

Data 14

In the scene above, Meg, who was a person with a disability who always got a position behind the team and never got the chance to be in the front row because she was deemed not to have an important role. This was a sign that Meg was experiencing gender inequality in the form of subordination. Subordination was a judgment that one gender was lower than the other. Subordination was more common in women and made them in an inferior or lower position.

Data 15

The scene above told about when female students who were gathered in the auditorium got a notification message containing nicknames for female students made by Mitchell Wilson and his friends. Various nicknames like best rack, best ass, most bangable, etc. which made the female students uneasy because they were given the nickname without their consent. Making the list of nicknames was a form of gender inequality in the form of stereotypes, namely negative labeling of women.

Data 16

The scene above showed when two male students surprised Vivian, the male students thought that there would be no problem because they knew that Vivian was known as an obedient person. The actions of these two male students

supported the statement that women were people who often get negative labels, in this case, women were seen as inferior who could not or would not fight against men.

Data 17

In the scene above, it was seen that Mitchell stole Lucy's zine and was reluctant to return it. Mitchell wanted Lucy to confess to accusations that he wrote the zine, but Lucy was reluctant to give a statement. Therefore, Mitchell said that Lucy was a whiner. Mitchell's treatment of Lucy was a form of gender inequality in a stereotyped form, where Mitchell views Lucy as someone who has emotional trait in the form of whining.

Data 18

Kaitlynn was reprimanded by Shelly for covering her chest with a sweater or jacket because it was considered to accentuate her body shape too much which would interfere with the learning process. With this, it could be seen that Marlene Shelly showed a lack of freedom of expression through clothing for students. An injustice where only Kaitlynn was reprimanded and asked to leave the class even though in that classroom there were several students were wearing the same tank top. This was a form of marginalization and discrimination against women.

Data 19

In the scene above, Vivian was angry because Kiera did not get the same opportunity as Mitchell who had giving a speech at the school announcement. In the scene above, Kiera, as Mitchell's rival in fighting for the scholarship, the

principal was not informed that there would be a speech segment for the nominees for scholarship recipients. This action showed the injustice against Kiera for not being given the same opportunity as Mitchell to give a campaign speech at the school announcement. This showed that female students at Rockport High School were not seen as having an interest in voting in social life, in this case, it was a campaign activity. This injustice was detrimental to Kiera as a candidate for the scholarship because in the end she lost to Mitchell Wilson.

Data 20

In the scene above, Vivian apologized to Seth for what happened at dinner. But Seth said that he was not mad because Vivian left him at that time, but because he was mad unclearly by making Seth, her mother, and her mother's boyfriend as an outlet for his frustration over something that was not clear. Vivian's representation in this scene was a form of gender inequality in the form of a stereotype that women were irrational.

2. The woman survives from gender discrimination in the *MOXIE!* movie script

The writer used the liberal feminism theory. Liberal feminism centered around the individual opportunity for women who maintain that each woman should be held in high regard independent values, virtues, and correspondence esteems that had an opportunity in self-evaluation without compulsion and teaching. This stream accentuated putting women who had full and individual opportunities.

Table 3. Liberal Feminism Theory

No	Data	Page
1	<p>Data 21: [Vivian] I need a shitload of copies. [Printing] How many is that? [Vivian] Uh... Uh... Fifty. [Printing] Yeah, okay.</p>	21
2	<p>Data 22: [Lucy] So are you guys gonna do the thing that it says for tomorrow? It says to draw hearts and stars on your hands to show support. [Vivian] Yeah, I was gonna do it. [Lucy] Yeeah, me too. [Claudia] Why? [Vivian] What do you mean why? [Claudia] I mean, like, what's the goal? [Lucy] Revolution, baby. [Claudia] I don't see what doodling on our hands is gonna do. [Vivian] Well, it's better than doing nothing.</p>	24
3	<p>Data 23: [Shelly] "Do you have a sweater or a jacket?" [Kaitlynn] "Why?" [Shelly] "Well, your straps are a little thin and you're showing lots of collarbone." [Kaitlynn] "It's like the exact same one she's wearing."</p>	27
4	<p>Data 24: [Kaitlynn] Oh, my gosh. It's about me. Listen to this. "Hey, Moxie girls, have you had enough of these ridiculous, sexist dress code checks?" Literally me. [Kiera] "They're arbitrary and focus overwhelmingly on girls over boys." That's true. Double standard. [Amaya] Quadruple standard. [CJ] "Operating on the idea that girls are responsible for boys' behavior." [Kiera] My body is my body [Amaya] And it is a temple. [Meg] "In protest of this outdated archaic set of rules." [Claudia] "On Thursday, come to school in a tank top"?</p>	37
5	<p>Data 25: [Lucy] Hey! I have a nomination! [Shelly] Excuse me? [Lucy] I nominate Kiera Pascal, the captain of the girls' soccer team. [Kiera] What? What is happening? [Shelly] I'm afraid that you need five votes to support a</p>	44

	<p>nomination. [Amaya] I second Kiera! [Kiera] I'm trying to eat. I ran for an hour. [Lucy] Shh. [Amaya] And I third and fourth and fifth! [Shally] That is a spirited but inaccurate demonstration. [Kaitlynn] I third! [Shally] Again, there was a ballot box in the multipurpose room. [Vivian] Fourth! [Kiera] Vivian. No. [Seth] Fifth! [Principal Shelly Scoffs] Okay, sure. Two fine nominees.</p>	
6	<p>Data 26: [Vivian] I hate that we are shoved aside. That we are dismissed, ranked, assaulted. And I mean, nobody does anything about it. Nobody listens to us. And that is why I walk out today. That's why I'm standing up here yelling at all of you. It's why I started Moxie. You know what? If you're going to expel somebody, expel me. Okay? It's me. I started Moxie. I am Moxie.</p>	77
7	<p>Data 27: [Lucy] I started the Moxie Instagram, and I did that shit proudly. I got you.</p>	77

Data 21

Vivian decided to create a zine to distribute anonymously at school. The zine was created as a form of protest, criticism, and movement against actions discrimination against girls in school. It did because the school also seemed to turn a blind eye to the actions in the environment was their own responsibility. Vivian went to the printers to make as many copies of the Moxie zine as she could. This attitude was a form of liberal feminism, that women had reason to make their own decisions.

Data 22

Stars and hearts were a movement the Moxie community was making. The symbol was published through social media. The published star and heart symbols

contained elements of the feminist movement. By drawing the star and heart symbols on their hands, it was hoped that they could invite community members' trust in one another to show the existence of the feminist movement. This showed that the existence of feminism was more and more real.

Data 23

In reality, women were often the object of discrimination in many ways things, one of which distinguished the shape of the body in dress. In this scene shows that there were two girls wearing tank tops in class. However, the two women had different body types. One slim body and vice versa. Discrimination was obtained by obese women with dialogue that was reduce the shape of the female body. However, the same thing was not obtained by slender women.

Data 24

In the side scene, the ban was carried out by the head school to Kaitlynn. These sayings were contradictory because there were other women who was wearing a tank top during class but not banned because of his body not as much as the woman who was reprimanded. This showed discrimination against women's rights to dress. Because of the prohibition such, moxie made a movement to wear a tank top to school for all students. This action done as a form of protest, above ancient rules enforced by school to one of the students who had full breasts.

Data 25

In the side scene, Kiera's character was shown as a women's soccer captain not considered, he was not involved in the selection of athlete scholarship

nominations. Moxie members who felt it was unfair then raised their hands to nominate Kiera. At first the school principal did not agree, but because of democracy that was carried out produce enough sound, the headmaster allowed Kiera to join him nomination. This represented that women were also entitled and equal to participate in an election and organization.

Data 26

Vivian decided to create a zine to distribute anonymously at school. The zine was created as a form of protest, criticism, and movement against actions discrimination against girls in school. It did because the school also seemed to turn a blind eye to the actions in the environment was their own responsibility.

Data 27

When Moxie was first founded, Lucy was very happy with the feminist movement, and Lucy really supported the movement. Lucy started creating a Moxie Instagram account and she was introducing everyone that there was a feminist movement at their school therefore that more people would know and want to support the feminist movement.

B. Discussion

This section discussed the interpretation of the sign and how was the woman survive gender equality, this research used semiotic theory proposed by Charles S. Peirce such as sign or representamen, object, and interpretant. Signifier and signified semiotic theory proposed by Ferdinand De Saussure and liberal feminism theory.

1. Semiotic by Charles S. Peirce

a. Sign or Representament

Sign or Representamen was something that can be perceived through the human senses or perceptible. The presence of the sign was capable of awakening the interpretant as another equivalent sign in one's mind or interpreter. There were three classifications of signs or representations namely *qualisign*, *sinsign*, and *legisign*, but the writer only used two, namely *qualisign* and *legisign*.

The writer found 2 data related to *qualisign* in this research, the quality of words used in accompanying the sign such as strong, rough, or soft words. Data 1 and data 2 showed those symptoms therefore that this data was categorized in *qualisign*. Due to the data that the writer found, such as the words *annoying* or *moxie*, both contained different meanings. *Annoying* could mean that the person is dangerous. Likewise, with the word *moxie*, *moxie* could be interpreted as courageous, impassioned, or enthusiastic, therefore, the data above was included in the *qualisign* category. The writer also found 1 data for *legisigns*. In this data, one of the characters in the movie script comments a statement related to the *legisign*, there were something that could and could not be done. The total of data found in this *sign or representament* was 3 data. 2 data found were included in the *qualisign*, and 1 data was included *legisigns*.

b. Object

Object was an item or semiotic article characterized as a topic of a sign and an interpretant, anything discussable or conceivable, a thing, occasion, relationship, quality, regulation, contention, and so on., and may even be fictitious, such as hamlet. In addition, the social context of a reference to a sign or signs attributed was defined as the object. There were three classifications of object namely *icon*, *index*, and *symbol*.

The writer found 2 data related to *icon* in this research, something that looked like the original object, which could be understood and conveyed a message about its unique structure, was something that belonged to the category of *icons*. Based on data 1 and data 2 showed a sign that referred to the *icon*. As contained in data 1, *hearts and stars* as an *icon* referred to the object of *to show support*, it denoted that if someone wanted to support feminism. The data above meant this data indicated that the data was included in the *icon* category because it showed a sign that carried a message about its unique and understandable structure. The writer also found 1 data for *index* and 1 data for *symbol*. *Index* was a sign related to things that were causal, or cause and effect. In this case, the data that the writer found contained sentences that referred to the index where Vivian and Claudia talked about the school assessment that had started while this was only their first day at school. *Symbol* was a sign that related to the

marker as well as the sign. That something was symbolized through an agreed sign by its markers as a general reference. The total of data found in this *object* was 4 data. 2 data found were included in the *icon*, 1 data was included *index*, and 1 data was included *symbol*.

c. Interpretant

Interpretation was a concept of thinking about people who used signs and reducing it to something meaningful in a person's mind about objects referred to by a sign. There were three classifications of interpretant namely *rheme*, *dicent sign or dicisign*, and *argument*, but the writer only used two, namely *dicent sign or dicisign*, and *argument*.

The writer found 1 data related to *dicent sign or dicisign* in this research, a sign that corresponds to a fact. The data showed that the main character in the *MOXIE!* movie script and her friend Claudia has an introverted personality and they made t-shirts stating that they were both introverted and don't want to talk to other people. Also the writer found 2 data related to *argument*, *arguments* were reasons that proved the truth or untruth of a statement, either in the form of text or speech. Data 1 and 2 show that the data was included in the category of *arguments*, the data shows that moxie girls were entitled to the same rights as male students at their school. The total of data found in this *interpretant* was 3 data. 1 data found was included in the *dicent sign or dicisign*, and 1 data was included *argument*.

The data obtained referred to semiotic theory by Charles S. Peirce could be seen in Table 1. (Semiotic Theory by Charles S. Peirce), (data 1-10) on page 36. The most dominant data that appears in this section was an *object* that contains a total of 4 data because all the types of signs in the triadic *object* were contained in the *MOXIE!* movie script.

2. Semiotic by Ferdinand De Saussure

Ferdinand De Saussure used Signifier and Signified in his theory. Signifier was something that was materialistic (which could be sensed), while signified was a concept of mind. The signifier was a sound symbol, while the signified was the concept of meaning from the signifier.

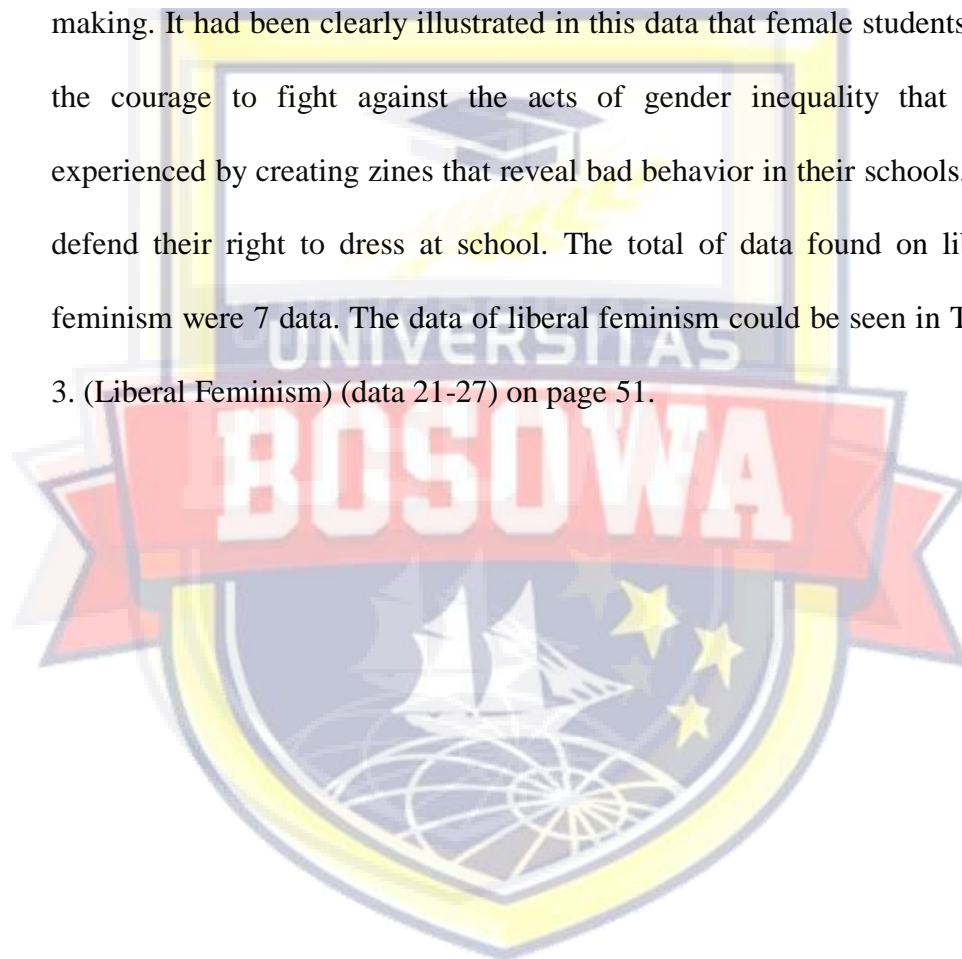
In this research, the characters in the movie script of *MOXIE!* using a conversation that contained a sign. It was these signs that the writer would reinterpret used the theory by Ferdinand which used signifiers and signified in his theory. In this movie script, there were 4 types of signs included in gender equality there was marginalization with 2 data, the marginalized data that the writer found was a sign that they experienced marginalization. People who experience marginalization would feel marginalized and feel their rights are not fulfilled and deprived. Stereotypes with 6 data, the writer categorized the 6 data obtained as stereotypes because this data showed those symptoms therefore this data was categorized as stereotypes. Based on this data, the characters in the *MOXIE!* movie script experienced prejudice based on judgments or assumptions based on other people's

behavioral characteristics. Subordination with 1 data, this data was included in the category of subordination because this data showed that one of the characters in the movie script was judged to be inferior to the others therefore she was always placed at the back. People put her in an inferior or lower position. The last one was violence with 1 data, the data containing acts of violence, both physical and non-physical, perpetrated by male students against female students indicated this data included violence. The total of data found on semiotic theory by Ferdinand De Saussure were 10 data. The data on semiotics by Ferdinand De Saussure could be seen in Table 2. (Semiotic Theory by Ferdinand De Saussure), (data 11-20) on page 44.

3. Liberal Feminism Theory

Women were often neglected and left out in the making decision. The thoughts of a woman were often not considered because of stereotypes in society only the duty of women was responsible and owned role in domestic or reproductive affairs, while men were in public affairs or production. Feminism represented by female figures and intellectuals could develop skills, and it could make decisions. Feminism was also depicted through a woman who had a leadership spirit assertive and careful as a leader. Liberal feminism was also the pressure of reason as a basis for women to obtain an equal position with men in terms of opportunities and rights. Matter this meant that women must also had the ability to think intelligently in order to achieve an equal position with men.

In the movie script of *MOXIE!*, Viviane was capable of showing the attitudes or values of feminism, namely making decisions consciously and giving views to others that changed that person's decision. It was stated in previous research that basically there were elements of feminist ideology of an unhesitating decision made by a female character at this time decision-making. It had been clearly illustrated in this data that female students had the courage to fight against the acts of gender inequality that they experienced by creating zines that reveal bad behavior in their schools, and defend their right to dress at school. The total of data found on liberal feminism were 7 data. The data of liberal feminism could be seen in Table 3. (Liberal Feminism) (data 21-27) on page 51.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After explaining and describing the interpretations of the signs and how was women survive gender equality in *MOXIE!* movie script based on semiotics by Charles S. Peirce, Ferdinand De Saussure, and liberal feminism. There were three triadic types of signs used in *MOXIE!* movie script namely sign or representamen, object, and interpretant. Object was the most dominant type of sign that appeared in *MOXIE!* movie script was written by Tamara Chestna and Dylan Meyer. The triadic namely sign or representamen with 3 data was classified into two classifications namely qualisign with 2 data and legisign with 1 data. Then, object with 4 data was classified into three classifications namely icon with 2 data, index with 1 data, and symbol with 1 data, and also interpretant with 3 data was classified into two classifications namely dicent sign or dicensign with 1 data, and argument with 1 data.

There was also semiotics by Ferdinand De Saussure who believed that the signifier and the signified were one unit, like the two sides of a sheet of paper. Every sign that appears must be different, in this movie script, there were 4 types of signs included in gender equality there were marginalization with 2 data, stereotypes with 6 data, subordination with 1 data, and violence with 1 data, with a total of 10 data. A sign was a unified form of a signifier which was a sign or an idea. That was, the marker was a meaningful sound or meaningful stroke.

The last one was liberal feminism, liberal feminism centered around the individual opportunity for women who maintain that each woman should be held in high regard with independent values, virtues, and correspondence esteems that had an opportunity for self-evaluation without compulsion and teaching. This stream accentuated putting women who had full and individual opportunities. The data of liberal feminism could be seen in Table 3. (Liberal Feminism) (data 21-27) on page 51.

B. Suggestion

The writer would like to give some suggests for the future researchers who want to conduct research about semiotic to use other theories of semiotic such as Roland Barthes and Ferdinand De Saussure theory. The writer also suggests the future researcher to studying profoundly the semiotic theory of Peirce to get the clearest meaning of the signs conveyed by the author in the movie script, specifically based on its object. Besides, the future researcher could apply another object, such as news, advertisements, or even other kinds of media by applying the theory of Peirce, or another signs system that emerges in the novel based on its representamen, object, and interpretant. The writer realizes that this research still had many mistakes. Therefore, the writer needs criticism and suggestions regarding this research to make this research better. The writer hopes this research can be useful and become a reference for the next writer who want to conduct further research related to this study.

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APPENDIX I
BIOGRAPHY OF THE AUTHOR



Tamara Chestna. She is a 15-year veteran of the film & television industry. She segued from producing into screenwriting full-time in 2015 and since then has been steadily working on feature films and in the scripted series realm. Previously, Tamara collaborated with Michael Polish and Kate Bosworth to develop and sell the one-hour drama *The Kill* to Universal Cable Productions and USA network. She also sold her one-hour drama *Wild Side* to YouTube Red, with Gary Fleder attached to direct and produce.

More recently, Tamara completed a feature adaptation of the Young Adult novel *Moxie* for Paper Kite Productions with Amy Poehler attached to direct. She also Executive Produced two seasons of *The Art of More*, starring Dennis Quaid and Kate Bosworth, for Sony TV's streaming platform Crackle.

Currently, Tamara is writing the feature film adaptation of *After*, based on the best-selling series by Anna Todd, for Cinelou Films. The film is slated to shoot this month. In addition to her writing, Tamara continues to produce, currently working on the teen comedy feature *Summer Job* for Gunpowder & Sky, slated to shoot this summer, and the *Troop Beverly Hills* remake with Tristar Pictures.



APPENDIX II

BIOGRAPHY OF THE AUTHOR



Dylan Meyer (born December 4, 1987) is an American actress, screenwriter, producer, and Internet personality. She is best known for her movies like *Moxie* (2021), *Miss 2095* (2016), *Rock Bottom* (2019), and more. **Dylan** was born and raised in the United States. Her nationality is American. She belongs to the Sagittarius Zodiac Sign. The *Twilight Saga* film series (2008-2012) was a critically acclaimed film series that made her famous for her superb performances as Bella Swan. The relationship between Dylan and Kristen Stewart propelled her to fame. During her schooling, she attended a private school in her hometown where she received her education. There is limited information out there regarding her higher studies, however, and it is difficult to determine what she studied. (Indriane, 2021)

APPENDIX III

AUTOBIOGRAPHY



Chairunnisa L was born on 17th of November 2001 in Mangngaungi. Her nickname was Nisa. She was the second child of 3 children from her parents Lahaddin and Nurjia. Her first education was in TK Nurpat Paitana in 2006. Then, she completed her studies at SDN 45 Sunggumanai in 2007, MTS Paitana in 2013, after that in 2016 she entered Senior High School in SMAN 6 Jeneponto and continued her studies and took English Literature at Bosowa University in 2019.

She joined the Jeneponto Children's Forum in 2018, and she joined the Student Executive Board of letters Faculty in 2019. She was contributed as an actress in Sastra Bulang Macorayya 5 in 2019. Later, she was chosen to be a coordinator of Department of Publication and Documentation in the period 2022-2023. She had many goals in her life, one of them is to work in anywhere that have given her a wealth, and her dream is to take her parents on vocation abroad.