

ENGLISH LITERATURE STUDENTS' PERCEPTION OF SEXUAL VIOLENCE/HARASSMENT IN BOMBSHELL FILM: READER-RESPONSE CRITICISM

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ABSTRACT

Violence or sexual harassment, especially against women, can still be found, especially in the world of work, and this is due to the lack of feminist teachings in children, which results in their adulthood with patriarchal thinking. This study uses English literature students as subjects and looks at their responses to the sexual harassment/violence in the movie Bombshell. This research will discuss their opinions about the movie Bombshell, their reactions to gender issues in the movie, and what things shape their responses, all of which will be taken from their answers from the questionnaires distributed and interviews. From the results obtained that there are those who like and dislike the movie, and some get lessons, but some do not get lessons, and their response to sexual harassment/violence is also different. Some agree, and some disagree, and so are the things that shape their response from personal experience to seeing other people.

Keywords: Film, Reader-Response Criticism, Sexual Violence/Harassment, Students' Perception

INTRODUCTION

The problem of gender issues, especially sexual violence or harassment, is still a problem that many people think is a disgrace that must be covered up and something that is not appropriate to be exposed to. Therefore, many victims of harassment remain silent and do not dare to report or talk to others because they feel afraid, embarrassed, and humiliated (Supardi & Sadarjoen, 2006), plus the view

of the wider community that victims of harassment are a disgrace to the family and the victim herself. This is because the wider community still relies on the belief that the woman who is harassed is wrong and the one who cannot take care of herself is the woman herself (Damarjati, 2019), besides that the wider community still considers the role of women in the world of sexuality to be enjoyed and it is natural for men to harass because they consider women to be touched and the woman must obey because the role of women is considered the lower party and has the right to be controlled by men. This also makes the perpetrators of sexual harassment still free to live freely without fear of being reported, so they can commit these crimes many times against the same victim or different victims without any shame.

Sexual violence or harassment itself is considered unwanted sexual advances, where the advances appear in various forms, whether subtle, rough, open, physical, or verbal, and are unidirectional, causing discomfort from the victim (Farley, 1978). The problem of sexual harassment is considered one of the impacts of never being taught gender issues in children. Gender issues are considered taboo issues to be discussed by the general public; for adults, this issue is considered inappropriate to talk about, and only certain people have the right to discuss it; this is also what results in gender issues never being taught in the school world, especially for children from elementary school to high school (Zulfiyan, 2020). This is especially true on the Asian continent where the majority of people still rely on the teachings of their ancestors even though they are living in the modern era or the average person is educated and knows technology, but that does not guarantee they can have broad thoughts, especially about gender issues (Oisamoje, 2016).

In Indonesia, gender issues, especially violence or sexual harassment, are considered taboo and inappropriate to be discussed in the general public, let alone taught in schools, so this is what causes children to not understand sexual harassment from an early age and makes the crime of harassment more widespread and more victims (Zulfiyan, 2020). If in Western and European countries, children have been taught about feminism and awareness of gender issues, which makes children at an early age already understand gender issues and they understand that gender equality and respect for fellow genders or different genders are necessary for social life. Lessons about gender issues in the West or Europe have been taught since they were small or since they stepped into school, are small they already understand feminism; this is different from Asia, which will only be taught feminism if they have stepped into college, but not all majors will be taught about gender issues only certain majors will be taught for example literature and psychology.

In departments that teach gender issues, it is also not directly possible to teach gender issues by direct theory, but lecturers must use tools, one of which is

using movies. Lecturers use movies to teach because they think that films are liked by all people and do not bore them because the viewer would get a pleasant sound and visuals, in contrast to reading which tends not everyone likes to read and some people tend to get bored of reading because it is only letters. In addition, most individuals have the most dominant absorption in the sense of sight, followed by the sense of hearing and then the other senses. That is, learning by involving two senses at once, in this case, the sense of sight and the sense of hearing, will provide more optimal benefits when compared to only one type of sense so that it is easily absorbed and imprinted in their brains (Gustinawati, 2014).

Many movies about sexual violence/harassment are currently watched by many people, one of which is the movie *Bombshell*. Most lecturers who teach gender issues using this movie want students to be able to understand the impact of someone living with patriarchal thinking, especially in terms of sexuality, where these impacts can affect not only women but also men. In addition, lecturers also want to know the students' opinions on gender issues in the movie *Bombshell* whether they are pro or con, so that readers can see whether today's children are familiar with feminism or still adhere to the teachings of the ancestors, in addition to knowing what things shape students' thinking so that they can argue like that.

This movie is taken from a true story that tells about the biggest scandal at Fox Television Stations and Fox News. The scandal was committed by the former chairman and CEO of the company, Roger Ailes. This true story happened in 2016 a host named Gretchen Carlson filed charges of sexual harassment by Roger Ailes. The sexual harassment allegations were denied by Ailes. But not long after, a number of six other women also filed similar charges with Gretchen Carlson. The movie itself tells the struggle of women who were sexually harassed by the CEO of Fox Television Stations and Fox News to get justice for those who were victims of sexual harassment.

Actually, there are many studies on the issue of sexual violence/harassment that can be read, but most of them are only about literature or psychology, such as Schlick, Ellis, Etkin, Greenberg or Aycock, Hazari, Brewe, and Clancy. In addition, most research on sexual harassment involves students only as illustrations or subjects without involving their responses or opinions, such as Clancy and Cotina. This researcher's research will involve student responses or opinions so that what will be studied is the student's response, besides that what makes this researcher's research different is that the discussion of sexual harassment will be combined with the world of education so that it is not only literature but also education. So that in outline, this research does discuss sexual harassment, but what distinguishes it from previous research is the subject that is invited to participate in research, and the subject is also used as a test material, besides that this research will focus on the

opinions of English Literature students about the Bombshell film, what lessons they get from the film, besides that their opinions about violence / sexual harassment in the film, whether they see violence / sexual harassment as the fault of the woman or the man and the things that influence students in giving opinions.

LITERATURE REVIEW

Reader Response Criticism

Reader Response Criticism is a postmodern hermeneutical approach that emphasizes that meaning does not lie with the author or creator but with the reader. With this method, the approach to obtaining meaning depends heavily on the reader's experience and the extent to which they place themselves in the text (Zaluchu, 2020). This theory is different from other literary theories where other theories focus mainly on the author or the content and form of the work, while the reader-response theory is more concerned with the reader, who becomes the benchmark for the value of a literary work. The reader's response is formed from the knowledge that is psychologically formed since childhood and obtained from family upbringing, customs, and the surrounding environment that can affect the mindset of the audience. It can be concluded that this theory states that textual meaning occurs within the reader as a response to the work and recognizes that each reader is positioned in a particular way that includes factors such as ability, culture, gender, and overall experience (Osborne, 2012, p. 583).

To analyze the reader's response, reception theory is needed. Why use reception theory? This theory is very suitable for analyzing the results of the reader's response because the reception is concerned with the opinion of the audience on media content or work; it can be a general opinion that can change to work (Endaswara, 2003: 118). Reception analysis theory is a supporter in the study of audiences who actually want to use audiences not merely passively but are seen as cultural agents who have their own power in producing meaning from various content discourses offered by the media. The meaning carried by the media can then be open or polysemic and can even be responded to in an oppositional way by the audience (Fiske, 2008).

In reception theory, according to Stuart Hall, there are two models, namely encoding and decoding. Encoding and Decoding a communication process; encoding is the message to be conveyed is changed in the form of symbols in the form of sound/writing, dan decoding is the receiver translates the symbols in the form of sound/writing into meaning so that the message can be received as a whole (Morissan, 2013: 21). According to Hall there are three acceptance positions that individuals use to respond to media texts related to the conditions of the surrounding community. First Dominant, the Dominant-hegemonic position is the audience

takes the message in the exact way a sender sent it. The consumer accepts the intended meaning because both (sender/receiver) have the same ideological background. The second Negotiated position is readers understand the message in general, but they don't completely accept it. The audience modifies the message reflecting their own beliefs and interests. And the last Oppositional position is the audience understands the meanings of a message while decoding it in a contrary way, so the audience rejects the message (Storey, 2006: 14-16).

Sexual Violence/Harassment

Gender is a concept used to identify differences between men and women from a non-biological perspective. This is different from sex which is generally used to identify differences between men and women in terms of biological anatomy (Arbain, 2015). Gender is a cultural concept that is used to distinguish the roles, behaviors, mentality, and emotional characteristics of men and women that develop in society. Gender is an inherent trait of men and women which is shaped by social and cultural factors so that some assumptions about the social and cultural roles of men and women are born (Simamora, 2019). In gender, there are several problems that are still often debated and sought solutions so that if collected into gender issues which are currently one of the issues that are still being discussed by the world in addition to other issues.

Issue Gender includes all aspects and concerns related to women's and men's lives and situations in society, the way they interrelate, their differences in access to and use of resources, their activities, and how they react to changes, interventions, and policies (Langbakk, 2014). Gender issues are problems caused by gender gaps or inequalities that have implications for discrimination against one party (women and men) (Afifah, 2021). There are various kinds of gender issues that can still be found in society today, namely gender discrimination, gender roles, sexual violence/harassment, violence/harassment in the workplace, and gender equality. According to the movie that will be used as a research object, it leads to sexual violence/harassment, so this research will discuss the theory of sexual harassment or violence.

Sexual harassment or sexual violence is included in the class of gender issues where sexual harassment is included as an act of violence against women as a matter that needs to be included in the legal arena because it is a manifestation of injustice in relation to gender roles and differences, In addition to other manifestations such as marginalization, sub-ordination, negative labeling/stereotyping of women (Mansour Fakih, 1996, pp. 13-15). Sexual harassment is a form of sexual violence in which someone uses force or coercion to force someone to engage in unwanted sexual activity. People who can become victims of sexual harassment are women, men, or children, but currently, there are

more women and children. Other forms of sexual violence are sexual assault, such as rape, and sexual harassment, which is unwanted or offensive sexual behavior toward the victim (MacGinley; Breckenridge; Mowll, 2019).

RESEARCH METHOD

Research Design

This research uses words or letters without any numbers or counts, so this research is qualitative. This research uses qualitative because it focuses on student responses and is more focused on human elements, objects, and institutions, as well as the relationship or interaction between these elements in an effort to understand an event, behavior, or phenomenon (Mohammed,2010). Qualitative research is research that intends to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, action, etc., in a holistic manner and by means of descriptions in the form of words and language in a special natural context and by utilizing various natural methods (Moleong, 2005: 6).

Because the main focus of this research is the response of the students, therefore the researcher used 30 3rd semester students in the gender class in English Literature undergraduate major taken from one of the private campuses in Surabaya. The researcher chose the subject because the 3rd semester students got gender lessons for the first time, so this is very suitable with what the researcher will study, namely the student's response to gender issues, especially in sexual harassment cases, with their own thoughts formed from the environment and after that influenced by the teachings of the gender class.

Data Collection

This research uses two methods, namely questionnaires and interviews.

Questionnaire

The questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer (Sugiyono, 2017, p. 142). The questionnaire is divided into two, namely open questions, which are questions that expect respondents to write their answers in the form of a description of something. On the other hand, closed questions are questions that expect a short answer or expect the respondent to choose one alternative answer from each of the available questions. Each questionnaire question that expects answers in the form of nominal, ordinal, interval, and ratio data is a closed question from Sugiyono (2017:143).

In the questionnaire, researchers used offline methods; this was done because, according to researchers, offline methods that directly meet students directly and provide questionnaires directly are considered more effective rather than online because it speeds up the data collection process, which makes students

inevitably have to fill out the questionnaire without being able to avoid it. This research uses paper, so the researcher must prepare questions that are printed on paper with questions at the top and answers at the bottom. This research used open questions because the researcher wanted to see the responses of the students so that an open answer was needed and in accordance with the thoughts and opinions of each student in answering the questions given without being limited so that later the questionnaire questions would be in the form of essays or answer questions whose answers were long writing.

This research was conducted in the classroom after students finished watching the movie and interacted a little with the lecturer. The researcher chose after the students finished watching the movie because the researcher wanted the students to focus first on the movie without thinking about the assignment given so that students could really understand the movie and could really learn through the movie which later the movie was the answer to the questionnaire given by the researcher so that students could give their opinions based on what they thought based on the knowledge they got from the surrounding environment and the knowledge they got from the teaching in class. After the interaction between lecturers and students in the class ends, the lecturer will give questionnaires to all students in the class and make it one of the side assignments after the main assignment. At the next meeting, all questionnaires were collected from the lecturer and then submitted to the researcher for analysis.

Interview

According to Riyanto (2010:82), interviews are a data collection method that requires direct communication between the researcher and the subject or respondent. According to Afifuddin (2009:131), the interview is a way of collecting data by asking someone who is an informant or respondent. Based on the experts' explanations, it can be concluded that an interview is a method of data collection by exchanging information and ideas through questions and answers between researchers and subjects or respondents on a particular topic. Interviews as a research method are used to find data on their responses and perceptions of gender issues, especially sexual harassment/violence in films. Interviews were conducted with all students and divided into three weeks of interviews, namely, this week, ten students. Next week ten more students, and the third week ten more students. This interview was to find out their opinions on the movie, their response to sexual violence/harassment in the movie, whether they thought the harassment/violence was the fault of the woman or the man, and other responses. The interview is also to listen directly and completely to their stories about why they think this way and the reasons that influence their response to this issue. In the interview, the student can tell a complete story; for example, what influences their response is the

environment; with the interview, they can tell how the student's environment is. What the student's environment taught them may have influenced their thinking to get that response and so on.

Data Analysis

Because this research uses qualitative research, there is no number system or calculation in this research; all data is taken from questionnaires and interviews, so all use letters or stories (Gibbs, 2018). Answer RQ question 1. It will be taken from all answers to questionnaires number 1 and number 2, which are analyzed by grouping according to gender so that gender can be seen in how women and men think about Bobmsell's film. As for RQ number 2, it will be grouped based on gender and their responses so that it will be seen how women respond and how men respond. To answer RQ number 3, question number 5 is used and will also be grouped based on gender and analyzed, whose answers will be matched with answers from RQ 2. Data discovery from number 5 will be grouped based on Response Vehicles by Lois Tyson (2011), which contains four groupings, namely:

1. Personal identification: Based on the subject's personal experience
2. The familiar character: A character may remind us of a friend, family member, spouse, ex-lover, teacher, roommate, classmate, or anyone else we have known in our lives. Perhaps the character physically resembles, shares some personality traits, or behaves like someone we know or have known.
3. The familiar plot event: Sometimes plot events seem familiar to us because, whether we realize it or not, they remind us of something we've seen or experienced ourselves. Unless prompted to do so, we may not notice that we relate personally to a particular plot event because plot events are generally numerous, and our attention is often focused on the plot event that, according to our teacher or textbook, is central to the meaning of the literary work.
4. The familiar setting: Sometimes a literary setting seems familiar to us because it is geographical location or physical appearance evokes a memory of a place that we associate with an important experience that happened there or that we associate with an important time in our lives, even though we may not realize that we are creating it.

After being grouped by response vehicles, the reasons or things that affect their answers will be seen, which are used to answer RQ.

FINDING

From the results of the analysis of questionnaires and interviews, the results of the answers of the students can be found, which later the results of the analysis are used to answer the three research objectives, which have been explained in the introduction of the three objectives in this study, among others, to find out students'

opinions on the Bobmsell film and what lessons students get from the film, to find out students' opinions on sexual harassment and violence in the Bobmsell film, and to determine what factors shape their opinions.

In the results of this analysis, the researcher analyzed all questionnaires and interview answers from 30 students who answered the questionnaire. It was found that 23 students answered they liked, and seven students answered they did not like mixed genders. Then there were 27 students who answered that they had learned something from this film, but the remaining three students answered that they had not learned anything. Whereas for questions number 2 and number 3 in the questionnaire, there were 25 students who answered against sexual harassment/violence in any form and under any circumstances and answered men who should be able to hold back and should be able to protect women's honor, while for the remaining five students answered harassment/ Sexual violence will not occur if it is not provoked. As for question number 5, the researcher found five students answered based on their personal experience, and the rest answered from seeing other people.

The following researchers will describe some of the students' answers. Not all will be described by researchers; only some will be described by researchers because, according to researchers, there are several answers that are almost the same, or, in essence, their answers are the same; only the selection of words is different. This description will be one by one from question number 1 and number 2, which are used to answer RQ number 1, to question number 5, which is used to answer RQ number 3. Researchers will use the words "subject" to replace the names of students and give numbers 1-30 according to the order of collecting questionnaires and interviews from these students.

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Their Opinion of Bobmsell's Movie

In this discussion, we will discuss their opinions on the Bobmsell movie. Here the reader can find out their opinions and what lessons they learned from the movie. The answers for this section are obtained from questions number 1 and number 2 in the questionnaire and added from interview number 1 and number 2 as

well; only the questions are developed to get a complete answer. In this section, the reader can also find out whether the students liked the movie or not and whether they learned valuable lessons, especially about gender issues, after seeing the movie; all will be discussed in this section.

As written before by the researcher, here, not all the answers of the students are included; only a few will be included by the researcher because it will be too much if included, and almost some of their answers are also the same, so the researcher uses the method of taking answers that are like, dislike and almost the same, such as subject one whose answers and reasons are almost the same as some other students. Subject 1 is female, she is a 3rd-semester student, and when the researcher read the questionnaire, the researcher was interested in her answers; besides that, during the interview, she could also tell very completely and in accordance with the wishes of the researcher.

Subject 1

Questioner:

I like this movie because, in addition to learning English, I also learned about the power of women in raising their self-esteem who are victims of sexual violence and getting the perpetrators punished; besides that, this movie also teaches us women to dare to speak up and defend ourselves.

Interview:

I really like this movie. I've wanted to see this movie for a long time, but I was confused about where to look for it, and finally, I can see it too. I got a lot of learning from this movie. Besides, I can learn English well because 100% of this movie uses English, especially American English, and that can increase my vocabulary and my pronunciation. In addition, this is what is important, namely in this movie, I can learn about gender issues, especially the issue of violence / sexual harassment against women, and teach women, including me, who is also a woman, to dare to speak up if they are victims and for men not to make women as sexual objects because it is not human nature but animal nature.

The answer from subject 1 tends to be that she is very interested in this movie and has learned a lot from this movie, especially in gender issues, especially sexual harassment and violence. This can be seen from the words she wrote to answer the questionnaire, and her answers during the interview seemed very interesting in the movie. In addition, she can also describe what things she can learn from the movie, especially in the discussion of sexual harassment/violence.

If subject one is very interested in this movie, it is different from subject 4, where she is also a woman but does not like the movie because for her the movie is boring for her; the harassment is because women use revealing clothes, and why accept being harassed and not fight back.

Subject 4

Questionnaire:

I didn't like the movie Bobmsell because it was boring, and there was nothing I could learn from it, especially in terms of gender issues.

Interview:

I don't like the movie Miss because I think the movie is not good and monotonous so it's boring. And to be honest, I'm confused about what to learn in terms of gender issues in this movie because I think the sexual harassment or violence obtained by the woman is also because it's the woman's fault for not being able to dress modestly and cover-up.

So the answer can be concluded that she thinks Bobmsell's movie is boring and not recommended to watch. Besides that, she feels there is nothing to learn from this movie because, according to her, the gender issues in this movie are also the fault of the woman who cannot take care of herself or there is no resistance when harassed, and it seems that the woman also likes it.

In addition to the answers from the women, there were also answers from the men who also liked some, and some did not. Here the researcher also took two students to study the answers, and all the students studied were male so that there would be a comparison between male answers and female answers. Here the researcher took subject number 10 and subject number 25; why did the researcher take these two subjects? Because all the male subjects, according to the researcher, answered questionnaire question number 1 well, they explained why they liked the movie and what they learned, especially about gender issues in the movie.

Subject 10

Questionnaire

I have actually seen this movie, and I don't like this kind of genre, but there are some things I can learn, one of which is about the efforts of women victims of harassment who seek justice for their dignity; this is very good because women, even though they are victims of harassment, should not just remain silent or accept the situation. In addition, men who tend to be physically strong must know that women must be protected, not harassed.

Interview:

I've seen this movie with my mom and sister, and I don't like Bobmsell's genre of movies; I prefer mystery and horror movies that are more challenging. But when I saw this movie with my mother and sister, I remembered my mother's words that we men must respect women because women are God's representatives, and if there were no women, we men could not exist on earth, and I really agree with my mother's words that I saw for myself how her struggle was greater than my father's sacrifice. I see my mother waking up early to make breakfast, then taking care of the family, and then taking care of herself. How much a woman sacrifices for her

family, which includes men as well, so when I saw this movie, the boss seemed to disrespect the dignity of his female employees and was considered as a woman who satisfies lust; it made me angry, and I, as a man was very, very tarnished because surely all women will think that men are the same even though not all men are.

It can be concluded that actually, subject 10 did not like the movie, but he learned that women must dare to speak up and defend themselves, even though they are victims of harassment and are considered a disgrace but must dare to speak up and defend themselves so as to deter the perpetrators. In addition, she also believes that men must respect women because for her and her family's teachings, women are God's representatives, and because women are also men can be born into the world.

Subject 25

Questionnaire

I don't really like the movie, and there's nothing I can learn from it because I think the women in the movie are stupid and willing to be harassed; why don't they just quit their jobs and stay?

Interview

I don't like the story because it's boring, and I think the woman in this movie is stupid because she was harassed and didn't report it but kept quiet and continued working there; if I were her, I would have reported it, and resigned.

According to Subject 25, she did not like the movie because it was boring and not to her taste movie. Besides that, she thought that there was nothing to learn from this movie for her. This movie portrayed women who were stupid because they did not want to report to the authorities but instead kept quiet and covered it up, and continued to work there. Plus, why is it only now being exposed, especially for the six women who were harassed? Why did they not report it from the beginning and only reported it when one of the victims spoke up?

Response to Sexual Harassment and Violence in Bobmsell Movie

After finding their opinions on the film and what they learned from the film, we will now discuss the responses taken from students to the sexual harassment/violence in Bobmsell's film. The results of this study are taken from questionnaire questions number 3 and number 4 as well as interview questions number 3 and number 4. In this discussion, also researchers do not include all students; only some students will be included by researchers. This discussion will show the results of the responses of female students and male students to sexual harassment/violence in the Bobmsell movie so that readers can see the responses given by students to sexual harassment/violence in the film, whether they are pro or contra.

Subject 23

The second discussion was opened by subject 23, who is a male student who happened to when the researcher read the complete answer, and according to the researcher during the interview later, the answer will definitely be even more complete.

Questionnaire

Sexual harassment or violence is not justified. In any condition and under any circumstances, sexual harassment or violence is not justified because it can traumatize the victim and destroy the victim's future. As for who is at fault? In my opinion, both are at fault because the woman should immediately report the harassment so that there are not many victims; besides that, the man should be able to restrain himself, especially since he already has a wife; he should be able to maintain the dignity of his wife and other women.

Interview

When I saw this movie, I was very angry as a man because a man should be able to protect a woman's dignity and future. I was taught by my parents to always respect women because women are valuable and make them equal to men, not as slaves, especially slaves of lust. Even if the woman is seductive or dressed openly, men should be able to restrain themselves and prefer to protect the woman because, according to my parents, if a man has the courage to harass other women, it means that the man is not a real man, and there is also karma. Then for wrong one according to this movie, both of them are wrong because the woman should immediately report the harassment so that there are not many victims; besides that, the man should be able to restrain himself; what's more, he already has a wife, he should be able to maintain the dignity of his wife and other women.

From the discussion of this answer, it can be concluded that subject 23 responds against or disagrees with the sexual harassment/violence in Bobmsell's film because, according to him, women are valuable, and men should be able to restrain their lust, so not to hurt women, especially in something related to sex. In addition, according to subject 23, men who dare to harass or commit sexual violence are not real men because real men will maintain women's self-esteem. And according to the subject in this movie, the wrong is both because the victim does not report making many victims, while the suspect is guilty because he has destroyed the victim's self-esteem and future.

Subject 30

Questionnaire

I strongly disagree and condemn sexual harassment or violence. I am a woman, and I can imagine if I became a victim like the woman in the movie Bombshell, I would have been devastated, and there would have been no hope. Then it's the men

who are at fault because they can't control their lust; those who are married should be able to do it with their wives.

Interview

I saw the movie and was very angry and annoyed with the boss because he was powerful and had the money and position to harass women who were his employees and not just one but many. As a boss, he should have the responsibility to nurture and prosper his employees, not make them a tool of lust that can be changed at will. In addition, as a man who should, if he wants to be seen as a real man, not harass or think he can fuck many women, means that a real man is wrong, a real man is a man who can keep his lust and maintain the honor of women. So whose fault is it? Yes, it's the man's fault. I'm not going to blame the women because surely those who are victims are afraid and feel ashamed if they confess, so they better keep quiet and keep everything to themselves.

From this answer, it can be concluded that subject 30 strongly disagrees with or is against sexual harassment and violence in the movie. This can be seen from her words, "very angry and annoyed"; it is clear that the response of subject 30 is very annoyed and does not like the existence of sexual harassment or violence against women, especially in this movie. She feels equally as a woman and does not blame the victim; this is because if she is in the position of the victim, she must be very desperate and angry but also embarrassed and confused. If the victim reports, it will definitely be underestimated because women who are victims of sexual harassment or violence are considered a disgrace, so they choose to remain silent.

Subject 16

Questionnaire

I don't agree with violence or sexual harassment, but sometimes it is the woman who is at fault; sometimes, the woman likes to wear revealing clothes or deliberately flirt with the man even though she knows he has a wife and children. I don't know whose fault it is, but if you look at this movie, it's the women who should be able to take care of themselves, especially when dressing.

Interview

I don't agree with violence or sexual harassment, but sometimes it's the woman who is at fault; sometimes, the woman likes to wear revealing clothes or deliberately flirt with the man even though she knows he has a wife and children. I don't know who is at fault, but if you look at this movie, both of them are at fault. Why should women dress openly and fit their bodies when they are working? Besides that, if she is a victim, she should immediately report it so that other women or her friends do not become victims.

Subject 16 is a woman and does not agree with sexual violence or harassment, but she also criticizes women who sometimes like to wear revealing

clothes or deliberately flirt with men even though they know the man has a wife and children. In addition, she also blames women for dressing sexy when they are working and why they do not report so that the perpetrators can be punished and there are no more victims. From here, the reader can see that she does not agree with sexual harassment or violence, but she also argues that harassment occurs because it is the woman's fault for not dressing closed even though she is at work; besides that, she should immediately report if she is a victim so that there are no other victims. It can be concluded that she is against sexual harassment or violence, but she is also against women who are considered to provoke the harassment to occur.

Subject 7

Questionnaire

I don't think women are sexual objects, and that's normal. In addition, in this movie, the woman is just silent, as if she has given up. Who is at fault? I don't think anyone is at fault because the woman seems to be giving the opportunity while the man will also take the opportunity.

Interview

Indeed, sexual harassment or violence is not right and violates the law, but if a man is given the opportunity to do it, he will definitely do it; besides that, the woman is also silent when given the opportunity.

Subject 7 is a man. From the answers given, he seems to be pro-sexual harassment or violence, especially for him, women are sexual objects, and it is their nature.

What shapes student response

The next discussion is what shapes the response of the subjects. Here the researcher will describe it from 30 students described, with the researcher only ten as representatives of the students. In this discussion, the researcher will not describe one by one the answers to the questionnaires and interviews because it is too long and too much, so the researcher decided to describe them by giving a little summary of the answers of 10 students by making it one, namely the answers to the questionnaires and interviews put together and summarized from several students whose answers are almost the same. Data discovery from number 5 will be grouped based on Response Vehicles by Lois Tyson (2011). Response Vehicles will be divided into four, namely Personal identification, The familiar Character, The Familiar Plot Event, and The Familiar Setting.

The discussion started with personal experience. Of the 30 students, researchers took 10 students, and only 5 answered that their responses were influenced by personal experience. All students who answered based on personal experience were women who had been victims of harassment, indeed not to the stage of rape, but they received harassment such as catcalling, being touched in

several parts of the body such as thighs, buttocks, and even breasts by people in public facilities, some were even victims of "naughty cameras" in public toilets or in places that should be private. This has shaped their response that sexual harassment or violence is very cruel and can traumatize its victims.

Furthermore, there are also student responses that are influenced by characters that have been seen by the subject or stories that have been heard by the subject or have seen or heard stories from other cities or countries. The answers of the five students are divided into several parts, namely two students answered familiar characters, two other students familiar plots, and one student familiar settings. 2 students answered familiar characters because they remembered their neighbors and friends who had experienced sexual harassment in the same workplace as the Bombshell film, so their neighbors and friends experienced the same trauma as the characters in Bombshell. 2 other students answered familiar plot because they like to watch the news so they often hear cases of sexual harassment/violence, especially in the workplace like in the movie Bombshell, besides that, they also like to read online newspapers that discuss crime including sexual violence/harassment. 1 student is formed from a familiar setting, where this is more directed at geographical sites such as places, cities or countries. This student had read a novel that discussed the same case as Bombshell, the story was in the United States, but the work was slightly different. Both were in the office, so when he saw the Bobmsell movie and responded, he remembered the novel.

DISCUSSION

From the discussion of this finding, it can be concluded that there are students who like the movie and feel that they get a lot of lessons from the movie Bombshell, especially learning about sexual violence/harassment against women, but there are also those who do not like it and feel that there is nothing to learn from the film because the film presents women who cannot take care of themselves so that they become victims of harassment, especially because of their open clothes even though they know that their boss is a playboy. But not a few students also did not like the movie but felt that there were a lot of lessons they could take from this movie.

Various responses were given by students, some pro and some con, but many were against sexual harassment. Many disagree with sexual harassment/violence because it can traumatize the victim and destroy the victim's future, but there are also some who are pro-sexual harassment/violence because, for them, the nature of women is used for sexual objects, and that is permitted. In addition, those who choose cons consider that in this film, the wrong person is the man because he cannot maintain the woman's dignity, and men should be able to

restrain their lust, but in contrast to the pros consider that besides the woman as a sex object, if the woman is harassed, the wrong person is the woman because she cannot protect herself and sometimes the woman also opens opportunities for men to commit sexual harassment/violence such as wearing revealing clothes, teasing the man.

All student responses must have something that makes or builds their minds so that they can respond like that. The students are divided, some because of their personal experience, so it makes a memory that builds or shapes the response they give, which makes them strongly disagree with sexual harassment/violence. There are also those who are formed from the characters they know or the characters around them, there are also those who are formed from them seeing or reading news or stories from the same case, and there are also those whom they see or read or hear stories of the same case with the same setting which makes them when they see the Bombshell movie, they remember the case before they know about the Bombshell movie.

The point is that every student is different, even though they are both women or men, but they have different opinions or responses. Like this research, there are female and male students, but the responses or opinions of women and men will be mixed even though the cons are women and the pros are men, but that does not guarantee that women can also be pros and men can also con depending on what they think and depending on something that shapes their thinking.

CONCLUSION

This research will be closed with the core of all research results obtained from student answers from questionnaires and interviews so that it can be concluded that sexual harassment or violence still exists and still occurs even though it is now a modern era. In this study, it can be explained that students from English Literature do not all understand the problem of sexual harassment or violence and cannot look at gender as well to find out whether they are pro or contra because, according to this study, there are female students who are pro harassment and there are male students who are against harassment so we cannot see that women must be contra and men must be pro.

According to this study, there are students who like the movie and feel there is learning to be gained, but there are also those who don't like the movie, but there is learning they get, and there are also those who don't like it and feel there is nothing to learn from the movie. In addition, we can know the responses of students about sexual harassment or violence in the film so that readers can find out how the students respond, whether they are more pros or more cons, and what shapes the students' responses so that they give such a response.

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