

**CHLOE SHERMAN'S RESILIENCE IN THE FACE OF CHILD ABUSE  
IN ANEESH CHAGANTY'S *RUN***

**AN UNDERGRADUATE THESIS**

Presented as Partial Fulfillment of the Requirements  
for the Degree of *Sarjana Sastra*  
in English Letters



By  
**FREDERICA DIANDRA AYUNING KALISTHA**  
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**DEPARTMENT OF ENGLISH LETTERS  
FACULTY OF LETTERS  
UNIVERSITAS SANATA DHARMA  
YOGYAKARTA  
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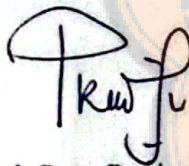
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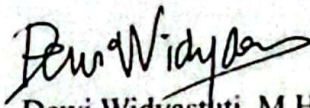
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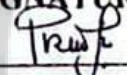
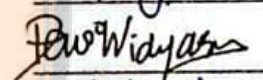
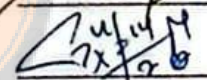
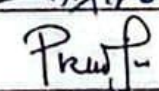
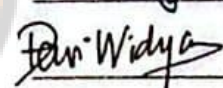
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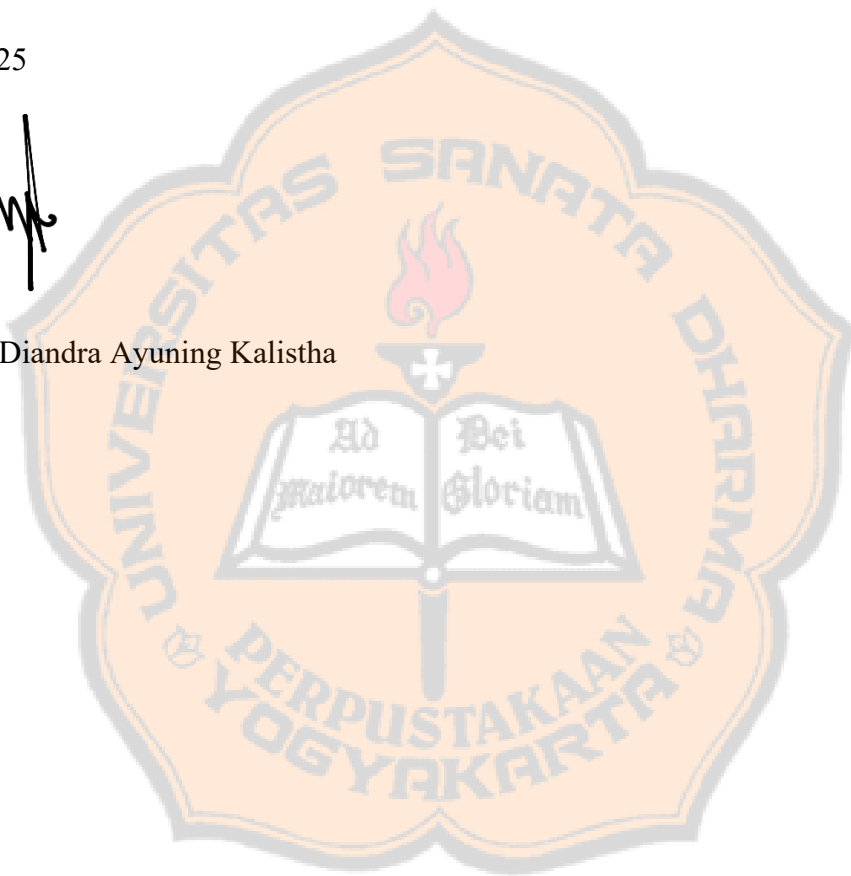
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ANEESH CHAGANTY'S RUN**

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**“Don’t compare yourself with others. It’s  
okay to run slower.”**

**난 잔 하고 있어**

**My Pace – Stray Kids**



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## ABSTRACT

KALISTHA, FREDERICA DIANDRA AYUNING. (2025). **Chloe Sherman's Resilience in the Face of Child Abuse in Aneesh Chaganty's *Run***. Yogyakarta: Department of English Letters, Faculty of Letters, Universitas Sanata Dharma.

Movies have been recognized as a powerful art form on par with theater, literature, music, painting, and sculpture. Movies use narrative and characters to tell stories, just like novels or dramas do, and have depth. The movie frequently serves as an effective medium for social reflection and communication, presenting complex and timely stories that tackle pressing concerns in the real world. By addressing issues such as violence, inequality, mental health, and human resilience, the movie educates audiences while entertaining them and fostering empathy and critical thinking. *Run* by Aneesh Chaganty is one of the movies that focuses on child abuse. This movie tells the story of a wheelchair-bound teenage girl named Chloe Sherman and her controlling mother, Diane Sherman. This research aims to reveal Chloe's resilience in the face of child abuse.

This study has three objectives. The first objective is to identify the characteristics of Chloe Sherman. The second is to examine the forms of child abuse that Chloe experiences in the movie. The third is to analyze how Chloe demonstrates resilience in facing the abuse.

The researcher uses a library research method with a psychological approach to analyze this research. The primary data source is the movie *Run* (2020) by Aneesh Chaganty, and the secondary data are journals, theses, articles, books on psychology and literature, and several theories, including the theory of characterization, the theory of child abuse, the theory of resilience, cinematography theory, and mise-en-scene theory.

The findings of this study indicate that Chloe Sherman is characterized as intelligent, resourceful, curious, and courageous. Chloe's characteristics influence her response to the child abuse that she suffered. The researcher found that Chloe experiences various forms of child abuse, including medical and educational neglect, physical abuse, and psychological maltreatment. Based on Ann Masten's theory, Chloe's resilience is observed through both the person-focused approach, where she shows adaptive responses, and the variable-focused approach, which highlights the interaction of protective factors such as intelligence, curiosity, resourcefulness, and courage against risk factors like medical neglect, physical abuse, and psychological maltreatment.

**Keywords:** *Chloe Sherman, child abuse, resilience, Run*

## ABSTRAK

KALISTHA, FREDERICA DIANDRA AYUNING. (2025). **Chloe Sherman's Resilience in the Face of Child Abuse in Aneesh Chaganty's *Run***. Yogyakarta: Program Studi Sastra Inggris, Fakultas Sastra, Universitas Sanata Dharma.

Film telah diakui sebagai bentuk seni yang kuat dan setara dengan teater, musik, lukisan, dan patung. Film menggunakan narasi dan karakter untuk menceritakan kisah, seperti halnya novel atau drama, dan memiliki kedalaman. Film sering kali berfungsi sebagai media efektif untuk refleksi dan komunikasi sosial, menyajikan cerita yang kompleks dan relevan, mengangkat isu-isu penting di dunia nyata. Dengan mengangkat masalah seperti kekerasan, ketidaksetaraan, kesehatan mental, dan resiliensi manusia, film tidak hanya menghibur tapi mengajarkan penonton untuk menumbuhkan empati dan pemikiran kritis. *Run* yang disutradarai oleh Aneesh Chaganty adalah salah satu film yang fokus pada kekerasan terhadap anak. Film ini menceritakan kisah seorang remaja yang menggunakan kursi roda bernama Chloe Sherman dan ibunya yang suka mengontrol, Diane Sherman. Penelitian ini bertujuan untuk memperlihatkan resiliensi Chloe dalam menghadapi kekerasan terhadap anak.

Terdapat tiga tujuan dari penelitian ini. Tujuan pertama adalah mengidentifikasi karakteristik Chloe Sherman. Kedua, untuk meneliti bentuk-bentuk kekerasan terhadap anak yang dialami oleh Chloe dalam film tersebut. Ketiga, untuk menganalisis bagaimana Chloe menunjukkan resiliensi dalam menghadapi kekerasan tersebut.

Penelitian ini menggunakan metode penelitian pustaka dengan pendekatan psikologis untuk menganalisis penelitian ini. Sumber data primer adalah film *Run* (2020) karya Aneesh Chaganty, dan data sekunder berupa jurnal, tesis, artikel, buku tentang psikologi dan sastra, serta beberapa teori termasuk teori karakterisasi, teori kekerasan terhadap anak, teori resiliensi, teori sinematografi, dan teori mise-en-scene.

Hasil penelitian ini menunjukkan bahwa Chloe Sherman digambarkan sebagai orang yang cerdas, banyak akal, ingin tahu, dan berani. Karakteristik Chloe tersebut mempengaruhi responsnya terhadap kekerasan anak yang dialaminya. Peneliti menemukan bahwa Chloe mengalami berbagai bentuk kekerasan anak, termasuk pengabaian medis dan pendidikan, kekerasan fisik, serta perlakuan psikologis yang buruk. Berdasarkan teori Ann Masten, resiliensi Chloe diamati melalui pendekatan yang berfokus pada individu, di mana ia menunjukkan respon adaptif, dan pendekatan yang berfokus pada variabel, yang menyoroti interaksi faktor-faktor pelindung seperti kecerdasan, rasa ingin tahu, banyak akal, dan keberanian terhadap faktor-faktor risiko seperti pengabaian medis, kekerasan fisik, dan perlakuan psikologis yang buruk.

**Kata Kunci:** *Chloe Sherman, child abuse, resilience, Run*

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Literary works are verbal constructions, speech, or expressions; thus, their unique meaning has determined their distinctive nature (Olsen, 1982). Through these works, people can communicate their life experiences, emotions, and insights. Literature is traditionally defined as fictional and imaginative writings, encompassing poetry, prose fiction, and play (Abrams & Harpham, 2015). The term "literature" is sometimes used more inclusively to refer to all written works, regardless of their kind or quality, particularly when discussing works on a specific subject matter (Abrams & Harpham, 2015). Literature can inspire thought, foster empathy, and motivate change, whether in poetry, prose, drama, or other genres. What underlies literary works is, of course, the human desire to leave stories through creative expression.

Literature and movies share and communicate elements in similar ways. The basic structure of a perceptive movie analysis is literary analysis, encompassing elements such as characters, setting, plot, theme, and point of view. Movies have been recognized as a powerful art form on par with theater, literature, music, painting, and sculpture (Boggs & Petrie, 2008). The compositional components of the visual arts, such as line, form, mass, volume, and texture, are used in a movie.

Like painting and photography, movie exploits the subtle interplay of light and shadow. Like sculpture, movie manipulates three-dimensional space. But, like pantomime, movie focuses on moving images, and as in dance, the moving images in movie have rhythm. The complex rhythms of movie resemble those of music and poetry, and like poetry in particular, movie communicates through imagery, metaphor, and symbol. Like the drama, movie communicates visually and verbally: visually, through action and gesture; verbally, through dialogue. Finally, like the novel, movie expands or compresses time and space, traveling back and forth freely within their wide borders (Boggs & Petrie, 2008, p. 3).

Movies use narrative and characters to tell stories and have depth, just like novels or dramas do (Boggs & Petrie, 2008). This allows them to be analyzed and examined in a way that is similar to that of written literary works.

Although movie has its specific characteristics and terminology, it is possible to analyze movie by drawing on methods of literary criticism, as movie criticism is closely related to the traditional approaches of textual studies (Klarer, 2004, p. 56).

Through careful reading of visual narratives, people can understand the underlying themes, character motivations, and symbolic images present in movies, enriching our understanding of cinematic storytelling. A textual framework can explain a visually appealing presentation, including camera angles, point of view, storyline, and montage (Klarer, 2004).

Movies frequently serve as an effective medium for social reflection and communication, presenting complex and timely stories that tackle pressing concerns in the real world. By addressing issues such as violence, inequality, mental health, and human resilience, movies educate audiences while entertaining them and fostering empathy and critical thinking. Specifically, psychological thrillers like *Run* use sound and visual components to emphasize the emotional and psychological effects of control and violence while highlighting people's struggles and courage in the face of difficulty. In this sense, movies serve as a medium for thoroughly examining significant topics and encouraging audiences to consider them.

*Run*, which was directed by Aneesh Chaganty, who is also credited with directing *Missing* (2023) and *Searching* (2018), is one of the movies that focuses on child abuse. In the suspenseful psychological thriller *Run*, a mother-daughter relationship is ruined by dominance, lying, revenge, and the negative effects of obsessive love. The movie explores the story of wheelchair-bound Chloe Sherman, a home-schooled teenager, and her



controlling mother, Diane Sherman. *Run* by Chaganty explores Chloe's resilience in the face of child abuse. Chloe's intelligence, resourcefulness, courage, and curiosity create her resilience in *Run* (2020).

Despite her disabilities, Chloe is shown as a strong-willed and independent person at the beginning of the story. She discovers the truth about her mother due to her curiosity and intelligence, motivating her to investigate the discrepancies in her life. Her capacity to adjust to difficult circumstances and her strong intellectual desire demonstrate her resilience. Whether she is being physically restrained or kept in her room, Chloe always comes up with inventive ways to overcome the challenges she faces. She faces the horrifying truth of her mother's control, and despite the emotional dangers she faces, she shows bravery and perseverance in her quest to reclaim her freedom. Her survival instincts ultimately motivate Chloe's actions, which cause her to take extreme steps to get away. Together, these elements produce a character that, despite her physical limitations, exhibits extraordinary mental and emotional fortitude, proving to be a resilient force in the face of overwhelming adversity.

In this study, the researcher analyzes the resilience of Chloe Sherman, Diane Sherman's daughter, who is under the custody of her mother. in the movie *Run*. This research uses the topic of resilience, which is worth discussing because it explores how someone can survive in the face of adversity. Chloe's character depicts the struggle to achieve freedom and survive, even when faced with almost impossible situations. Ann Masten's resilience theory offers a framework to analyze how Chloe copes with child abuse and demonstrates her resilience. "Resilience refers to positive development in a context of high risk for problems or maladjustment" (Masten, 2014, p. 9). This theory offers two approaches, namely the variable-focused approach and the person-focused

approach, which are relevant to Chloe's journey. Thus, Masten's theory provides a perspective to understand the complexity of Chloe's resilience, highlighting how this approach has enabled her to overcome significant obstacles in her life. Through a psychological approach, the researcher can observe Chloe's resilience and how Chloe copes with child abuse. This thesis aims to show Chloe's resilience in the face of child abuse.

## **B. Problem Formulation**

Based on the study's background, the researcher formulated three research questions to help analyze the topic above.

1. What are the characteristics of Chloe Sherman in the movie *Run*?
2. What forms of child abuse does Chloe Sherman suffer in *Run*?
3. How does Chloe Sherman confront the child abuse she experiences and demonstrate her resilience?

## **C. Objectives of the Study**

This study aims to answer the problem formulation through three main objectives. The first objective is to identify the characteristics of Chloe Sherman as shown in the movie *Run*. The second objective is to examine the forms of child abuse that Chloe Sherman experiences in the movie. The third objective is to analyze how Chloe faces the abuse and shows her resilience throughout the story.

## **D. Definition of Terms**

Some words should be known to have a better understanding of this research. The terms are **resilience** and **child abuse**.

The first term is **resilience**, which means the ability to achieve positive outcomes in the face of significant threats to adaptation or development (Masten, 2001). It is to better understand the processes that lead to positive outcomes.

The second term is **child abuse**, which means a broad variety of actions and inactions that cause harm, emotional anguish, malnutrition, and illness. These actions can be taken by a child's caregiver or left unchecked (Clark et al., 2007).



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Review of Related Studies

The researcher used *Run*, one of Aneesh Chaganty's works, as the object of analysis. The researcher used resilience as the topic in this analysis. To complete the analysis, the researcher reviewed three related studies. These related studies can serve as a guide to achieving the objectives of this study. Knowing the research can help researchers analyze Chloe Sherman's resilience in the movie *Run*.

The first study is a journal article titled "Diane Sherman's Psychopathy in the Movie *Run*" by Siti Aisyah Aulia from the Faculty of Humanities, Universitas Bung Hatta. The study is an in-depth exploration of the character Diane Sherman, portrayed in the 2020 psychological thriller *Run*. This journal article aims to uncover the symptoms and underlying causes of Diane's psychopathy, utilizing Robert D. Hare's psychopathy theory as the analytical framework. The research adopts a descriptive qualitative methodology, relying on the analysis of various scenes and dialogues from the movie to identify and classify Diane's psychopathic traits. The study identifies a total of twenty-three distinct traits, which are categorized into two main groups: emotional and interpersonal traits, and social deviance.

Emotionally, Diane exhibits a superficial charm, a lack of remorse, and a tendency to manipulate and deceive those around her, particularly her daughter Chloe. These traits are evident in scenes where Diane calmly lies about medication and dismisses the gravity of her actions, showing no guilt. In terms of social deviance, Diane displays impulsiveness and poor behavioral control, such as when she creates a dangerous liquid to inject into Chloe or when she reacts with sudden anger when Chloe discovers her secrets.

The study also examines the causes of Diane's psychopathy, focusing on nurture-related factors. It reveals that Diane's behavior is largely influenced by her traumatic past, including severe physical abuse during her childhood and financial struggles as an adult (Aulia & Dahlan, 2024). These experiences contribute to her obsessive need to control Chloe and justify her manipulative actions as protective.

The similarity between Siti Aisyah Aulia's journal article and the present research is found in the object of the study, where both studies use the movie *Run* 2020 by Aneesh Chaganty. The differences between the present research and Aulia's journal article are found in the topic discussed and the theory. In Aulia's research, the topic is psychopathy, whereas in this research, the focus is on resilience. In terms of theory, Aulia employs Robert D. Hare's (1993) theory of psychopathy, whereas this research uses Ann Masten's theory of resilience. The study focuses on Diane's abusive behavior but does not investigate the psychological impact on Chloe or how Chloe responds to such abuse.

The second related study is a journal article titled "Munchausen Syndrome by Proxy in the Main Character of Diane Sherman in Aneesh Chaganty's *Run* (2020)" by Nurhaliza Anggraini and Latifah Dwi Ariyani from Universitas Sains Al-Qur'an, Wonosobo, Indonesia. This study explores the character of Diane Sherman in the movie *Run* and examines her portrayal of Munchausen Syndrome by Proxy, a mental disorder where a caregiver induces or fabricates illness in a person under their care, usually for attention or sympathy.

The research uses a qualitative approach to analyze the dialogues and scenes in the movie, identifying several symptoms of MSbP in Diane's behavior. These symptoms include her tendency to appear self-sacrificing and devoted, her manipulation of Chloe's health, and her extensive knowledge of medical treatments. Diane's actions, such as

inducing symptoms in Chloe and falsifying her medical conditions, are key indicators of MSbP. The study also highlights Diane's behavior of frequently switching doctors when they begin to question her motives, further showcasing her need to maintain control over Chloe's health narrative. In addition to identifying the symptoms, the study explores the psychological condition of Diane Sherman, revealing her as a manipulative person who suffers from maladaptive daydreaming and deep depression. These mental conditions contribute to her harmful actions towards Chloe, as Diane believes that controlling and harming Chloe is a way of protecting her.

Overall, the article provides a comprehensive analysis of Diane Sherman's character, demonstrating how her portrayal in *Run* reflects the characteristics of Munchausen Syndrome by Proxy and the associated mental health issues. The study contributes to a better understanding of MSbP and its representation in media, emphasizing the psychological complexities behind Diane's abusive behavior.

While the second related journal is focused on her mother, Diane, in how her portrayal in *Run* reflects the characteristics of Munchausen Syndrome by Proxy and the associated mental health issues, the current study wants to highlight how resilient Chloe Sherman was in facing the child abuse she experienced. The similarity between this study and this second journal article is the object of the study.

The third related study is a journal article titled "Fragmented Heroes: Exploring the Resilience of Female Figures during Times of Crisis in *The Ninth Widow*" by Katherina Li (2023). This journal focuses on understanding women's self-empowerment and societal influences through the lens of female resilience, specifically within the context of Yan Geling's novel *The Ninth Widow*. Li explores how the protagonist, Wang Putao,

along with other widowed female characters, navigates the challenges posed by widowhood in a rural Chinese setting. (Li, 2023).

Li's method of research uses a single case study approach, focusing on the dynamics surrounding Wang Putao and eight other widows during the volatile twentieth century. The analysis is divided into five major sections: exploring the Chinese socio-cultural context, analyzing Wang Putao's character, investigating the influence of social factors on behavior, addressing women's oppression, and emphasizing Wang Putao's resilience, independence, and leadership qualities (Li, 2023).

The study emphasizes the impact of Chinese societal norms during the 20th century, considering historical, political, economic, and cultural environments that shaped women's lives. Li compares Wang Putao's unique qualities with those of the other widows in the novel, illustrating her distinctiveness in demonstrating independence and resourcefulness, such as by saving her father-in-law during an economic crisis (Li, 2023). Although Wang Putao is celebrated as a liberated figure, the article argues that she and others like her are still subjected to societal oppression, highlighting the complex cultural challenges that women face. Wang Putao's story of resilience, independence, and leadership emerges as a testament to individual empowerment in the face of adversity (Li, 2023).

The current study and Katherina Li's journal article examine how a woman's character might overcome difficulties as shown by her thoughts and actions. The difference between the journal article and this research is the object of the study; Katherina Li uses a novel entitled *The Ninth Widow*, while this research uses the object movie *Run* by Aneesh Chaganty. Katherina Li's study supports my research by demonstrating how female resilience develops in difficult conditions. Li investigates how



Wang Putao in *The Ninth Widow* overcomes obstacles with independence and courage, similar to how Chloe Sherman in *Run* faces child abuse.

## **B. Review of Related Theories**

### **1. Theory of Characterization**

According to Boggs and Petrie (2008), a character must appear authentic, understandable, and deserving of attention. It is nearly impossible to remain impartial toward characters who are truly believable. Aspects including look, age, gender, employment, social standing, and interests are all part of characterization. Boggs and Petrie offer seven ways to comprehend fictional characters. Because characterization is a crucial literary component, the techniques of understanding a character are used to grasp the character's characteristics and demonstrate the method of understanding characteristics.

#### **a. Characterization through Appearance**

The visual and immediate revelation of a central factor of movie characterization. Although certain actors might be able to portray entirely distinct attributes in various parts, most performers are not. When the audience sees the actors on the screen, the audience will make certain assumptions about them because of their facial features, dress, physical build, mannerisms, and the way they move (Boggs & Petrie, 2008).

#### **b. Characterization through Dialogue**

The character shows their true feelings, emotions, thoughts, and attitudes, which can be expressed through word choice and the stress, pitch, and pause patterns. Usually, the character can use the dialects or grammar sentence structure to reveal their character's social and economic level, mental processes, and educational background (Boggs & Petrie, 2008).

**c. Characterization through Action**

Characters have reasons for their actions since their actions may reflect their motivations, goals, and characteristics. The personalities of the characters are shown in these deeds. A story's narrative and characters are inextricably linked by the characters' excellent motivations and actions (Boggs & Petrie, 2008). There are two different kinds of characterization through actions.

**i. External Action**

Instead of the appearance, a character's actions are the true reflection of their characterization. A character's choices of actions and purpose connect with the story plot; therefore, these choices show a character's personality.

**ii. Internal Action**

Unspoken or unseen motives or purposes of a character that occur in a character's mind may reveal secrets, emotions, or ways of thinking. These internal actions may be shown in daydreams, thoughts, memories, fears, and hopes. Usually, moviemakers use visual techniques to depict these aspirations by showing characters remembering, imagining, or thinking about them.

**d. Characterization through Reactions of Other Characters**

Characters are frequently well-developed through the perspectives of other characters. Using such methods, a character may occasionally already have a significant amount of information conveyed about them before they first appear on screen (Boggs & Petrie, 2008).

**e. Characterization through Contrast: Dramatic Foils**

The most effective characterization technique is the use of foils—contrasting characters whose behaviour, attitudes, opinions, lifestyle, physical appearance, and so on are the opposite of those of the main characters (Boggs & Petrie, 2008).

**f. Characterization through Caricature and Leitmotif**

Actors often exaggerate or distort one or more dominant features or personality traits to etch a character quickly and deeply in our minds and memories. Leitmotif, on the other hand, is the repetition of a single action, phrase, or idea by a character until it becomes almost a trademark or theme song for that character. Because it essentially exaggerates and emphasizes through repetition, such a device acts very much like a caricature (Boggs & Petrie, 2008).

**g. Characterization through Choice of Name**

An important technique for characterization involves choosing a name that has the right sound, meaning, or connotation. It calls this method name typing. While some character names highlight or contrast a character's physical attributes, others refer to their main characteristics or characteristics (Boggs & Petrie, 2008).

**2. Theory of Child Abuse**

Child abuse includes a variety of harmful behaviors that threaten the physical, emotional, and psychological well-being of children. This includes physical abuse, sexual abuse, emotional abuse, and neglect. Child abuse is a global public health issue that impacts an average of 600,000 U.S. children of all ages (0-18 years old) each year (Guastaferrero & Shipe, 2024). According to Cynthia Crosson-Tower (2014), any act, or series of acts of commission or omission, by a parent or other caregiver that causes injury

to a child or creates the possibility of harm, is referred to as child abuse. Under the Child Abuse Prevention and Treatment Act, the United States Congress defines child abuse as neglect as well as emotional, psychological, and sexual abuse. Child abuse and neglect can take many different forms. Cynthia classifies child abuse and neglect into four main types.

**a. Neglect**

Neglect is generally considered by experts to be an act of omission typically linked to parental shortcomings (Crosson-Tower, 2014). These are often categorized into three types: physical neglect, which includes non-organic failure to thrive, insufficient supervision, abandonment, and the inability to fulfil a child's fundamental physical needs; medical neglect, which involves either refusing to provide necessary health care or delaying access to medical treatment; and educational neglect, which entails allowing truancy, failing to ensure a child attends school or is enrolled, and neglecting special educational needs. Emotional neglect includes disregarding a child's emotional needs, while mental health neglect occurs when a caretaker refuses to address a child's significant emotional or behavioral disorders (Crosson-Tower, 2014).

**b. Physical Abuse**

Physical abuse of children is broadly defined as a non-accidental injury inflicted by a caregiver, a physical injury inflicted on a child other than by accident.

The medical community sees abused children by the bruises, welts, broken bones, and burns they present in a hospital or other medical setting. Spurred on by the adoption of the term battered-child syndrome, medical professionals define abuse in light of the child's ailments, which must be healed, and the parent's illness, which must be treated (Crosson-Tower, 2014, p. 86).

The legal community focuses on the intent behind the abuse, holding parents legally and morally responsible for their duties and punishing them if they fail to comply with

societal statutes. This legal definition is intertwined with debates over individual rights. Social workers, on the other hand, view the family as a system influenced by larger societal factors such as the neighbourhood, social strata, state, and culture. They define child abuse as restoring family balance to ensure the continued nurturing of children (Crosson-Tower, 2014).

**c. Sexual Abuse**

Sexual abuse involves any sexual activity with a child for adult gratification, including genital manipulation, compelling a child to observe sexual acts, or taking pornographic pictures. Terms like assault, molestation, victimization, and child rape are also used (Crosson-Tower, 2014).

**d. Psychological Maltreatment of Children**

Psychological maltreatment of children is the most challenging form of abuse or neglect to define or isolate. It encompasses both emotional and psychological abuse and neglect. Emotional or psychological abuse includes verbal or emotional assaults, threatened harm, or close confinement, while emotional or psychological neglect involves inadequate nurturance, affection, refusal to provide adequate care, or knowingly allowing maladaptive behavior such as delinquency or drug abuse (Crosson-Tower, 2014).

Emotional or psychological maltreatment cannot be represented by a single event because it involves a pattern of physically destructive behavior that might include a few things such as rejecting, isolating, terrorizing, ignoring, and corrupting. Rejection involves the adult refusing to acknowledge the child's worth and legitimate needs. Isolating occurs the adult limits their child from regular social experiences, preventing them from making friendships and causing them to feel alone. Terrorizing refers to the adult verbally assaulting their child, which creates fear, bullies them, and leads them to

believe the world is hostile and unsafe. Ignoring includes the adult keeping the child from experiencing stimulation, limiting emotional and intellectual development. Lastly, corrupting involves the adult encouraging the child's disruptive and antisocial behavior, making them unsuited for typical social experiences (Crosson-Tower, 2014).

### 3. Theory of Resilience

According to Ann S. Masten, in her book *Ordinary Magic: Resilience in Development* (2014), resilience is defined as the ability of a dynamic system to effectively adjust to disturbances that threaten its development, viability, or function.

Resilience refers to the adaptation and survival of a system after perturbation, often referring to the process of restoring functional equilibrium, and sometimes referring to the process of successful transformation to a stable new functional state (Masten, 2014, p. 9).

What makes resilience particularly interesting, according to Masten, is that it is not rare or extraordinary. Instead, she emphasizes that resilience is common and comes from ordinary human processes. She calls this idea "Ordinary Magic."

The biggest surprise that emerged from the study of children who overcome adversity to become successful youth and adults in society was the ordinariness of the phenomenon (Masten, 2014, p. 7).

Furthermore, resilience is seen as a form of positive development that occurs in environments where challenges or maladjustment are likely to arise (Masten, 2014). To analyze how resilience emerges, there are two approaches: the person-focused approach and the variable-focused approach. These approaches provide insight into the processes that enable individuals who have faced hardship to develop resilience.

#### a. Person-Focused Approach

Person-focused studies involve identifying individuals whose life stories indicate that they have demonstrated resilience. This includes research on interventions aimed at individuals at risk of serious adaptation problems and studies of people as they evolve or

respond over time. Masten (2014) noted that resilience can be seen through “individuals who change or respond over time” (p. 23), emphasizing that resilience is a dynamic, evolving process.

These studies also include single-case and aggregated-case studies of passively observed resilience, all of which fall within the person-focused framework. Moreover, Masten (2014) stated, “Most single case stories of resilience are biographical or autobiographical accounts that cover the incredible hardships and triumphs of real people, with the rich complexity of human lives detailed over time” (p. 25).

The person-focused approach examines how people actively participate in good adaptation in the face of several threats rather than focusing on a single characteristic. For example, the Kauai Longitudinal Study found that individuals from high-risk environments can develop into competent, healthy adults by forming at least one caring relationship, demonstrating social competence, and exercising personal agency.

#### **b. Variable-Focused Approach**

Variable-focused studies aim to understand resilience by analyzing the relationships between different factors in a group of individuals. This research uses data to see how a person's personal characteristics, social relationships, and environment influence how they cope with adversity. The goal is to discover what factors play an important role in helping individuals survive difficult situations and how these factors work. It identifies risk factors, protective factors, and positive outcomes to understand patterns that support or hinder adaptation (Masten, 2014).

Yavuz (2023) provides further clarity regarding risk factors and protective factors. Risk factors are defined as probability expressions that increase the likelihood of adverse factors to increase a person's vulnerability. They differ according to context, time, and



location. And Protective factors are conditions or traits that help reduce the impact of risk and enable individuals to navigate challenges successfully.

In resilience research, four specific attributes have been generalized as protective factors: social competence, problem-solving skills, internal locus of control, and autonomy. Social competence is related to the skills of empathy, being open to communication, and establishing active, positive relationships. Children with high psychological resilience can change challenging situations with their mental flexibility and problem-solving skills. Even children involved in armed conflict have flexible problem-solving skills. Internal locus of control relates to the individual's belief that he has control over his decisions and efforts about his life. Autonomy and strong independence are associated with self-esteem, self-efficacy, and self-control (Yavuz, 2023, p. 115).

Resilience refers to the adaptation and survival of a system after perturbation, often referring to the process of restoring functional equilibrium, and sometimes referring to the process of successful transformation to a stable new functional state (Masten, 2001). Various indicators, including personality, intelligence, education, financial situation, parenting style, family circumstances, neighbourhood environment, health facilities, and more, influence resilience. To map how each indicator affects the variables and to understand resilience, researchers analyze the interactions between these indicators (Snyder, 2005).

This approach helps in determining how protective factors such as coping mechanisms, intelligence, and supportive caregivers interact with risk factors such as trauma, neglect, and poverty to create resilient results. This model aims to assess which variables are powerful indicators of positive development and how they function across populations (Yavuz, 2023).

#### **4. Theory of Mise-en-scène**

As stated by David Bordwell and Kristin Thompson in *Movie Art: An Introduction*, mise-en-scène is a French term that means "putting into the scene." It originally existed

in theater and is currently applied to movies, encompassing all the director's controllable visual elements within the frame (Bordwell & Thompson, 2008).

The structures of the mise-en-scene flow from it: decor, lighting, the angle, and framing of the shots will be more or less expressionistic in their relation to the behavior of the actor. They contribute, for their part, to confirm the meaning of the action (Bazin et al., 2005, p. 65).

This concept, which involves both predetermined artistic choices and spontaneous components that may emerge during production, is essential to how a movie visually conveys its story and themes. By structuring a scene's visual composition, mise-en-scène plays a vital part in influencing the audience's perception, feelings, and comprehension of the narrative.

#### **a. Setting**

In a movie, the setting is more purposeful than it is in a theater (Bordwell & Thompson, 2008). This encompasses the setting in which the action takes place. It can be anything from an existing location that has been modified for the scene to a set that has been built especially for the movie.

Andre Bazin writes, "The human being is all-important in the theatre. The drama on the screen can exist without actors. A banging door. A leaf in the wind, waves beating on the shore, can heighten the dramatic effect. Some movie masterpieces use man only as an accessory, like an extra. Or in counterpoint to nature, which is the true leading character" (Bordwell & Thompson, 2008, p. 115).

A movie's setting can actively contribute to the plot and give the story significance, rather than just serving as an expression for human behavior. By selecting actual sites or creating fake ones, moviemakers can manipulate the scene (Bordwell & Thompson, 2008).

**b. Costume and Makeup**

Costume and makeup play important roles in determining a movie's storyline, visual style, and character development. Costumes frequently have a narrative purpose, such as representing the characteristics of characters. Closely related to clothes, makeup also improves performers' looks and expressive capabilities. With a concentration on the eyes through eyeliner, mascara, and eyebrow shaping, modern makeup delicately hides flaws and accentuates facial expressions. Makeup can be used to convey feelings or personality qualities. For example, sloping eyebrows can convey sadness, while thick, straight brows might convey seriousness. Character identity, plot action, and thematic meaning are all enhanced by the use of makeup and costume in the visual storytelling of the movie (Bordwell & Thompson, 2008).

**c. Lighting**

The composition, tone, and visual impact of a scene are all significantly impacted by the lighting in a movie. Lighting is more than just illumination; it directs the viewer's look, brings attention to textures, and uses highlights and shadows to add (Bordwell & Thompson, 2008).

There are two basic types of shadows, each of which is important in movie composition: attached shadows, or shading, and cast shadows. An attached shadow occurs when light fails to illuminate part of an object because of the object's shape or surface features (Bordwell & Thompson, 2008, p. 125).

The quality, source, direction, and color of lighting in the movie build the audience's experience and enhance the narrative.

**d. Staging: Movement and Performance**

Humans, animals, robots, objects, or even abstract shapes can all have their behavior in the *mise-en-scène* controlled by the director (Bordwell & Thompson, 2008). These figures can move to produce kinetic patterns or to express feelings and ideas. Acting

integrates sound (voice, effects) and visual components (appearance, gestures, expressions) as part of the *mise-en-scène*. Over time, the idea of realism in acting changes; performances formerly seen as realistic. Not every movie aims for realism. Instead of evaluating acting based only on realism, an analysis of its role in the movie must take into account the actor's skill and thoughtfulness in creating performances that support the plot and aesthetic of the movie. (Bordwell & Thompson, 2008).

## **5. Theory of Cinematography**

The process of translating concepts, dialogue, actions, tone, emotional undertones, and other nonverbal cues into visual form is known as cinematography (Brown, 2016). The researcher uses the theory from Blain Brown to help answer the analysis because movies are the object of this study. Blain Brown classifies seven important categories in creating a visual world in cinematography.

### **a. The Frame**

The frame in cinematography is a carefully chosen snapshot that serves as a powerful tool for moviemakers to convey narrative elements, emotions, and thematic nuances.

Selecting the frame is the fundamental act of moviemaking; as moviemakers, we must direct the audience's attention: "Look here, now look at this, now over here..." Choosing the frame is a matter of conveying the story, but it is also a question of composition, rhythm, and perspective (Brown, 2016, p. 4).

Through composition, perspective, and visual details, moviemakers can communicate complex information and evoke specific responses from the audience, highlighting the importance of thoughtful framing in cinematic storytelling (Brown, 2016).

**b. Light and Color**

Light and color are some of the most powerful and flexible tools in the cinematographer's arsenal. Lighting and controlling color take up most of the director of photography's time on most sets, and for good reason (Brown, 2016). These are essential to establishing ambiance, depth, and mood. They aid in setting the scene's visual tone and can be figuratively utilized to imply emotion and subtext.

**c. The Lens**

The passage highlights the profound influence of lens choice, particularly focal length, on visual storytelling. Whether compressing or expanding space, lenses serve as powerful tools for cinematographers to convey mood, metaphor, and narrative elements within the frames of a movie (Brown, 2016).

**d. Movement**

Movement is undoubtedly another art form that uses motion and time, but movies are the only ones that use movement as a powerful tool (Brown, 2016). It can direct the viewer's gaze, create a sense of calmness or urgency, and give the visual narrative more energy.

**e. Texture**

The use of image manipulation techniques in contemporary moviemaking features examples from movies and music videos. In this context, texture refers to intentional visual changes that contribute to the artistic and narrative elements of a visual production (Brown, 2016). It enhances the visual experience by adding layers, making it more captivating and immersive.

**f. Establishing**

Establishing is the camera's capacity to reveal or withhold information. It is the exposition's visual contrast, which in spoken storytelling refers to giving the audience relevant background knowledge or important information. It is the foundation of visual storytelling; information is conveyed to the audience more cinematically through the use of the camera than through speech or a voice-over narrator (Brown, 2016).

**g. Point of View**

A crucial component of visual storytelling is point of view. On a movie set, the phrase can be used in a variety of ways, but the most common usage is to have the camera view something nearly exactly as one of the actors would: to see the scene from the perspective of that particular character (Brown, 2016).

**C. Theoretical Framework**

In this part of the study, the researcher explores how the relevant theories are applied to analyze Chloe Sherman's resilience in *Run* as a response to her experiences with child abuse. To support this analysis, the researcher utilized five main theories. The first question is answered by using the theory of characterization by Boggs and Petrie (2008), the theory of mise-en-scene by Bordwell and Thompson (2008), and the theory of cinematography by Brown (2016). The second question is answered by using the theory of child abuse by Crosson (2014), the theory of cinematography by Brown (2016), and the theory of mise-en-scene by Bordwell and Thompson (2008). The last question is answered using the theory of resilience by Masten (2014), the cinematography theory by Brown (2016), and the theory of mise-en-scene by Bordwell and Thompson (2008).

The first theory applied by the researcher is the theory of characterization by Boggs and Petrie from their book *The Art of Watching Movies*. 7<sup>th</sup> Edition, published in 2008.

The theory of character and characterization lists seven methods to define characterization: characterization through appearance, dialogue, action, other characters' reactions, contrast, caricature, and leitmotif, and name choice. This theory explains the characteristics of Chloe Sherman in the movie by applying the seven ways to identify a characterization by Boggs and Petrie. The researcher analyzes the characteristics of the character through reactions of other characters, her actions, and her dialogue.

The second theory is the theory of child abuse by Cynthia Crosson-Tower in her book, *Understanding Child Abuse and Neglect*, published in 2014. There are four types of child abuse: neglect, physical abuse, sexual abuse, and psychological maltreatment. This theory helps the researcher identify the forms of child abuse suffered by Chloe Sherman, which focuses on neglect, physical abuse, and psychological maltreatment. There is no depiction of sexual abuse in the movie, so this type is excluded from the analysis.

The third theory is Ann Masten's resilience theory from her book *Ordinary Magic: Resilience in Development* (2014). It explains two main approaches to resilience: variable-focused and person-focused. This theory helps researchers answer the third research question by providing a clear way to analyze resilience in individuals.

The fourth theory is the theory of mise-en-scene by Bordwell and Thompson from their book *Movie Art: An Introduction, eight editions*, published in 2008. This theory aims to express a movie's settings, costumes, makeup, lighting, and staging. This theory answers the first, second, and third research questions. The researcher uses this theory to analyze the settings, costumes and makeup, and lighting in the movie.

The fifth theory is Blain Brown's theory of cinematography from his book *Cinematography Theory and Practice for Cinematographers and Directors*. 3<sup>rd</sup> Edition,



published in 2016. The seven key categories of cinematography theory are used to construct a visual world in cinematography: the frame, light and color, the lens, movement, texture, establishing, and point of view. This theory supports the researcher's analysis of the cinematic features used in the movie, such as the frame, light and color, the lens, and point of view.



### CHAPTER III

#### METHODOLOGY

This section consists of three parts, which are the object of the study, the approach of the study, and the method of the study. The main focus or subject that the research attempts to investigate is referred to as the study's object. It explains the purpose of the study and the main subject under study, which is a movie titled *Run*. The second part is the approach of the study. The approach of the study refers to the overall strategy or framework that guides the research. It includes the theoretical perspective. The last is the method of the study, which refers to the systematic process and techniques used to collect and analyze data. This section outlines how the research is conducted.

##### A. Object of the Study

The object of the study is the movie *Run*, written by Aneesh Chaganty and Sev Ohanian and released in 2020. It is a psychological thriller that follows the story of a homeschooled teenager named Chloe Sherman, played by Kiera Allen. Chloe is legally under Diane's custody because she is a minor. In the United States, a minor is anyone under the stated "age of majority" in their state or territory. All states define an age of majority, which is often set at 18 (Cornell Law School, n.d.). She begins to suspect that her mother, Diane Sherman, portrayed by Sarah Paulson, is keeping a dark secret from her. According to IMDb, this movie got many awards for Best Streaming Premiere Movie in 2020, Authentic Representation in 2020, Best Actress and Best Villain awards for Sarah Paulson, and Best Breakthrough for Kiara Allen.

The movie stands out for its authentic representation of disability, featuring Kiera Allen, a real-life wheelchair user, in the lead role of Chloe. The movie has been praised for its realistic and empowering portrayal of a disabled protagonist who actively uncovers

the truth and fights for her freedom. Additionally, it received acclaim for its suspenseful narrative and strong performances, especially by Sarah Paulson and Kiera Allen. The intense dynamic between the characters, along with the movie's tight pacing and unexpected twists, has cemented *Run* as a standout in the thriller genre.

*Run* is a psychological thriller that follows the story of Chloe Sherman, a teenager living with multiple medical conditions that leave her dependent on a wheelchair. Chloe lives with her mother, Diane Sherman, who raises and educates her at home with great care and love. However, as Chloe begins to prepare for college, she begins to suspect that something is wrong. Her suspicions were raised when she found unknown drugs in their home. After some investigation, Chloe realizes that the drugs are for a disease she does not have. Chloe's suspicions turn to fear when she realizes that her mother may have been giving her unnecessary medication to keep her sick and dependent on her. Chloe tries to escape from home and find the truth about what happened. Tensions rise when Diane learns that Chloe is trying to escape, and she tries her best to stop her. In her struggle to escape and find help, Chloe uncovers dark secrets about her past and her mother's relationship with her.

## **B. Approach of the study**

This research uses the psychological approach. The researcher applies a psychological approach because this study focuses on exploring the resilience of the main character. The psychological approach is the most suitable approach to conduct this research. This approach defines the complexities of human behavior, thought, and action. It helps to explain and comprehend an individual's dynamics and beginnings.

In their book *Reading and Writing about Literature*, Rohrberger and Woods (1971) stated that this method helps the researcher understand the motivations, feelings, and

actions of fictional characters throughout the narrative. They claimed that a character's psychology influences their future actions and decision-making (Rohrberger & Woods, 1971).

This approach can help the researchers to answer the research questions through psychological understanding. This approach is also able to observe the resilience experienced by the character because this research only focuses on the character Chloe and how Chloe deals with child abuse. In addition, the psychological approach examines Chloe's subconscious motivations, feelings, and ideas that influence her behavior in everyday situations that make her resilient. This helps to show Chloe's resilience in facing child abuse.

### C. Method of the Study

This research uses the library research method to analyze the movie since the data are gathered from the script and digital references from the internet. The movie *Run* 2020 provides the primary sources of data. The secondary data that the researcher uses is the theory of characterization, the theory of child abuse, the theory of resilience, the theory of mise-en-scene, and the theory of cinematography to support the research. The researcher also uses sources from journals, theses, articles, and books on psychology and literature as secondary sources. Such as *The Art of Watching Movies* (2008) by Boggs and Petrie, *Understanding Child Abuse and Neglect* (2014) by Cynthia Crosson, *Ordinary Magic: Resilience in Development* (2014) by Ann Masten, *Movie Art: An Introduction* (2008) by Bordwell and Thompson and *Cinematography: Theory and Practice: Image making for Cinematographers and Directors* (2016) by Blain Brown.

In analyzing a movie, several steps were taken. First, to better understand the movie's storyline, the researcher watched it several times. To gain a deeper understanding and pay

more attention to the forms of child abuse experienced by Chloe in the movie *Run*, the researcher reviewed the movie script after watching the movie. The researcher studied how Chloe dealt with the child abuse she experienced.

The second step was to review secondary materials relevant to the research problem in the form of journals, books, and articles to formulate solutions to the problems raised after the researcher determined the forms of child abuse experienced by the main character in the movie.

The third step was to rewatch the movie to collect primary information to be studied along with relevant theories. This information consists of Chloe's characteristics in the movie, the forms of child abuse she experienced, and the demonstrated evidence of resilience.

Using relevant theories such as the theory of characterization, the theory of child abuse, the theory of resilience, cinematography theory, and mise-en-scène theory to address each problem formulation is the fourth step. Finally, the researcher wrote the conclusion of the analysis after the questions were answered.

## CHAPTER IV

### ANALYSIS

This chapter is conducted to answer the research questions in the first chapter of the study. It is divided into three parts. The first one is explaining Chloe Sherman's characterization, which is analyzed through the theory of characterization by Boggs and Petrie (2008), and the second is to reveal the child abuse suffered by Chloe Sherman, which will then help to show her resilience in the third analysis.

#### A. The Characteristics of Chloe Sherman

The researcher aims to identify Chloe Sherman's characteristics in this section by analyzing her actions, dialogue, speech, and the reactions of other characters using the theories of characterization by Boggs and Petrie, mise-en-scene theory by Bordwell and Thompson, and cinematography by Brown.

##### 1. Intelligent

The first characteristic of Chloe is intelligent. According to the Cambridge Dictionary, intelligent means showing intelligence, learning, and understanding things easily. This characteristic is presented by how her mother is proud of and believes in Chloe's abilities. Boggs and Petrie (2008) stated that a character's characteristics can be inferred from how other characters react, as their behavior and actions may reveal the character's personality.

In the first scene, Chloe's mother, Diane Sherman, attends a Home School Association Monthly Meeting. The members share stories about the state of their children. When it is Diane's turn to talk about how she feels that Chloe would soon be entering college, Diane calmly says that she does not need to worry about Chloe because she thinks of Chloe as a child capable of dealing with everything on her own.

MOTHER. Okay. First of all, we haven't heard back from colleges yet so nothing's confirmed. But as far as how I feel? I've taken care of Chloe for 17 years. And in all that time, I haven't travelled, gone out, or dated. She's going somewhere where she gets to do all those things. And more, if you know what I mean. So yeah, I feel fucking great.

CRYING HANDS. But what about...? Chloe is...

MOTHER. Smart? Brave? Faced more emotional and physical challenges from the moment she was born than most adults have by the time they're 40? Chloe's the most capable person I know. If there's someone to not worry about...

MOTHER. It's her.

*(Run, 2020, 00:04:03 – 00:05:00)*

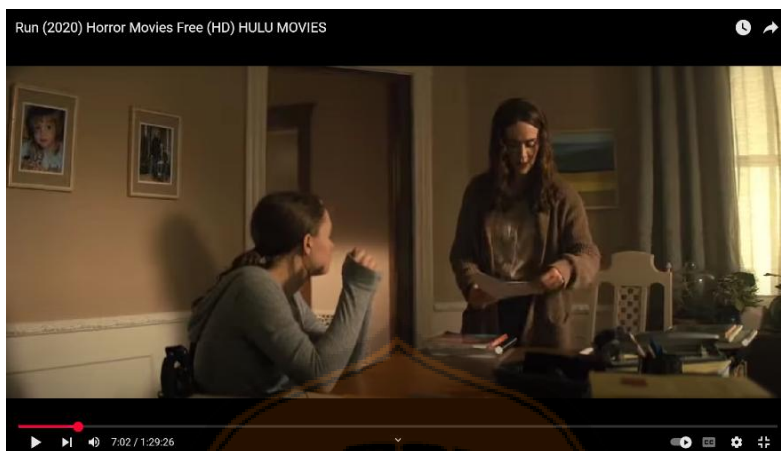
How a character perceives someone can sometimes reveal information about the character before they appear (Boggs & Petrie, 2008). In the dialogue at the Monthly Homeschool Association Meeting, Diane conveys a strong belief in Chloe's intelligence, underscoring her deep confidence in her daughter's capabilities. Despite facing many challenges since birth, Chloe demonstrates extraordinary mental skills and intellectual abilities that surpass those of her peers. This portrayal of Chloe as highly intelligent is further reinforced throughout the movie. Supported by her mother's firm confidence in her capacity to manage college life on her own, as seen by her statement, "Chloe's the most capable person I know."

Chloe has had significant "emotional and physical challenges" since infancy, according to the dialogue, but her intelligence has allowed her to successfully overcome these difficulties. Her mother's claim that Chloe has faced more obstacles than "most adults have by the time they're 40" highlights both her intelligence and her capacity to use it to overcome obstacles in the real world.

Chloe's intelligence is shown through her perseverance in learning and by the way she finishes the tasks her mother assigns her. This is shown through external actions. Boggs and Petrie (2008) stated that a character's traits can be revealed through their actions because characters are not merely story elements; they serve a purpose and act in



ways consistent with their distinct characteristics. Consequently, a character's actions and their relationships should be apparent.



*Figure 1. Chloe's mother gave her materials and assignments (Run, 2020, 00:07:02)*

MOTHER. So, morning, we'll do an hour and 30 in Physics, and just 45 in Lit since I just gave you a few long chapters. And then second half of the day, you can move to Bio. Cool?

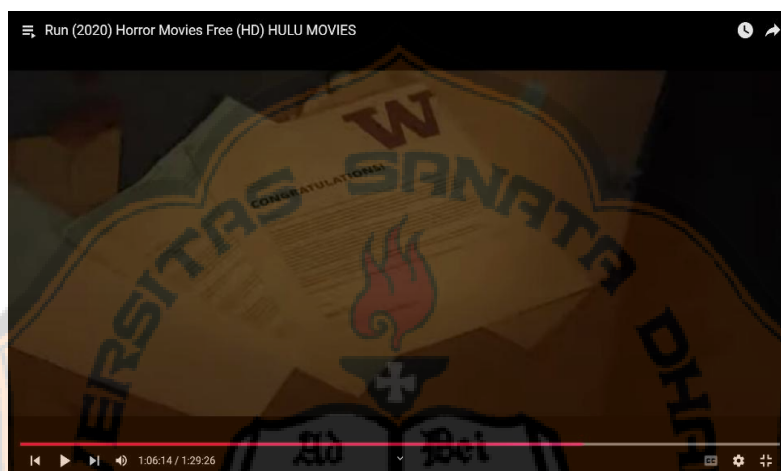
*(Run, 2020, 00:06:53 – 00:07:02)*

The wide-angle shot in Figure 1 shows Chloe in her daily situation, studying the material her mother has given her. A standard lens is used to point both characters in focus and clearly, emphasizing the interaction between the characters. The setting, with books and study materials on the table, shows Chloe's academic diligence. The lighting in Figure 1 uses natural light from the window, creating a warm but slightly dim atmosphere.

In the scene above, Chloe's intelligence is shown through her dedication to studying and her ability to tackle complex subjects such as physics and biology. Her mother, Diane, is Chloe's teacher. Diane's statement in the dialogue supports it, " So, morning we'll do an hour and 30 in Physics, and just 45 in Lit since I just gave you a few long chapters. And then the second half of the day, you can move to Bio." She sets a structured study schedule, which shows her strict control over Chloe's education. Chloe's ability to handle

multiple subjects and complete her assignments demonstrates her learning ability and intellectual strength.

Chloe's intelligence was proven when she was accepted into the University of Washington. The University of Washington is the best in the world and is ranked No. 25. Being accepted into a prestigious university shows that, despite being homeschooled, Chloe is capable of independent learning and demonstrates her intelligence.



*Figure 2. Chloe discovers acceptance to the University of Washington (Run, 2020, 01:06:14)*

Figure 2 shows Chloe finding her acceptance letter at the University of Washington. According to Brown (2016), visual elements give the story's content further layers of significance. The lighting in the scene is dim, with shadows dominating the frame, giving a feeling of secrecy and anxiety. The letter is highlighted to draw the audience's attention to its importance. The contrast between the light on the letter and the darkness around it hints at the truths and opportunities Chloe has been hiding from her.

The setting also adds to the significance of the moment. The papers and folders scattered around the letter suggest that many documents have been hidden and are unknown to Chloe. The letter's bold "CONGRATULATIONS" and the university logo

highlight the independence, freedom, and education Chloe could have had, but Diane's manipulative control prevented her from finding the letter she had been waiting for.

## **2. Resourceful**

Secondly, Chloe Sherman is a resourceful person. A resourceful person is someone who can find quick and clever ways to overcome difficulties and use available resources effectively (Lee, 2018). Chloe shows she is resourceful through her ability to think quickly and through her extraordinary ability to find creative solutions to difficult situations, such as isolation, medical abuse, and emotional manipulation by her mother, Diane. She is kept away from the outside world, given unnecessary medication to weaken her, and made to believe she is sick. According to Boggs and Petrie (2008), this resourceful action taken by Chloe is shown through external action.

If the motivation for a character's action is clearly established, the character and the plot become so closely interwoven that they are impossible to separate, and every action that the character takes in some way reflects the quality of his or her particular personality (Boggs & Petrie, 2008, p.62).

When she found out that the medicine she was taking was dog medicine, Diane locked Chloe in her room. Chloe woke up in bed and found her bedroom door locked from the outside, while Diane was out taking care of something. Chloe, who could find a quick way to escape, used the objects around her to try to escape from her mother.



*Figure 3. Chloe makes a plan to escape (Run, 2020, 00:42:05)*

Figure 3 shows Chloe's resourcefulness in using the tools she has. Figure 3 is set in Chloe's room, in what appears to be a dimly lit room. The lighting is low-key and moody, with shadows of Chloe's wheelchair and the objects in the basket. A close-up shot is used for the scene when Chloe, who is in a wheelchair, is stringing together wires and other objects around her. This resourcefulness is shown through her actions. The scene is shot from a slightly low angle, placing the viewer in Chloe's perspective as she threads the wires inside the basket. This shows that she has made an escape plan using objects in her room. By using simple tools such as wires, an electric soldering iron, and a blanket, she shows that she is using the available resources effectively. Her resourcefulness in using the resources in her room effectively shows her ability to find creative solutions.



*Figure 4. Chloe dragged on the roof (Run, 2020, 00:43:41)*

Chloe, bringing the existing equipment, breaks out of her room by dragging herself onto the roof. Figure 4 shows Chloe on the roof of her house, trying to enter another room that her mother has unlocked. The wide shot in Figure 4 highlights Chloe trying to be dragged across the roof. The high-angle shot creates a sense of vulnerability and smallness as she attempts to get to the unlocked room. The dim natural light enhances the tense and dangerous atmosphere, adding to the intensity of Chloe's escape. The scene above shows Chloe's resourcefulness, despite her physical limitations, namely paralysis; this does not prevent her from leaving her house because she can find a way to utilize the items.



*Figure 5. Chloe tries to break the window glass (Run, 2020, 00:44:37)*

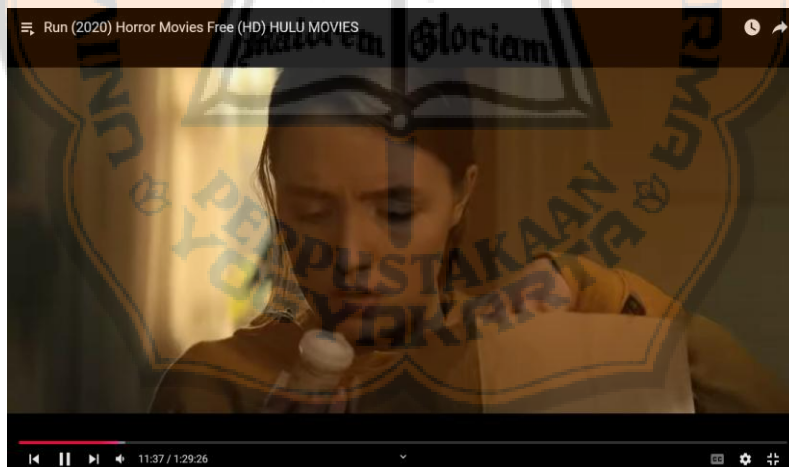
A medium shot is used in Figure 5 when Chloe tries to break the window glass. Brown (2016) stated that medium shots are used to draw attention to a character's behavior, especially their body language. The setting on the roof shows that Chloe is trying to go somewhere secretly because the door to the room is locked from the outside by her mother, which makes Chloe unable to getting out through the door.

After reaching her mother's room, Chloe uses a soldering iron and water that she brought to break the window and enter through it. This is certainly difficult for Chloe to do because being on the roof with a body that is not fully mobile is a big challenge, but

she still finds a way to maintain balance and control her movements. She does not act carelessly, but rather with calculation. Her skill in using simple tools to deal with difficult situations proves she is resourceful.

### 3. Curious

The third characteristic of Chloe that has been identified is curiosity. Curiosity is a miracle of human intelligence. It is fundamental to modernity as a drive for knowledge acquisition, fresh perspectives, and creativity in individuals and societies (Lindholm, 2018). Chloe Sherman shows a high level of curiosity in the movie when she realizes something odd about the drugs her mother, Diane, gave her. Her curiosity is shown through external action and dialogue. Dialogue and external behavior define A character's characteristics (Boggs and Petrie, 2008). This curiosity becomes Chloe's main driving force to investigate further and uncover the truth behind her mother's treatment.

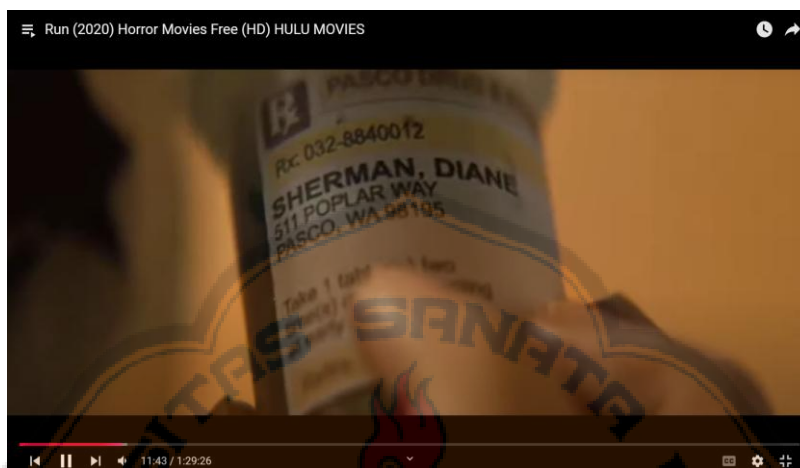


*Figure 6. Chloe finds a pill (Run, 2020, 00:11:37)*

In Figure 6, the medium shot technique is used, where Chloe is seen opening the shopping bag with a curious expression. The background is blurred, keeping the focus on Chloe's reaction and the object she is holding. This technique provides an overview of the initial situation before she finds something suspicious. Figure 6 shows Chloe's



curiosity when she found a new capsule in the Kroger bag, the shopping bag that her mother was carrying. Chloe, who initially wanted to take the chocolate, instead showed a surprised face and a confused expression when she saw the medicine pill she found. She seemed suspicious because the drug was in the name of Diane Sherman, her mother.



*Figure 7. Chloe notices a new pill (Run, 2020, 00:11:43)*

Then, in Figure 7, the camera switches to a close-up shot when Chloe takes the medicine bottle and examines it. According to Boggs and Petrie (2008), a tight or extreme close-up brings us so close to the object of interest that we cannot look elsewhere, namely, the patient's name on the medicine label, which turns out not to be hers, but rather her mother's, Diane Sherman.

Chloe's curiosity is also seen when she asks her mother about the capsule she found. In the theory of characterization by Boggs and Petrie (2008), this is included in characterization through action. Chloe's curiosity arises from her suspicion of things her mother is hiding. The discovery of the capsule in the Kroger bag makes Chloe want to know the truth about the medicine she has been taking.

MOTHER. What's wrong?

CHLOE. I thought... this was yours.

MOTHER. Mine? Why would you think that?

CHLOE. I was looking for the Dove chocolates. In the afternoon

MOTHER. In the Kroger bag.



CHLOE. It had your name on it.

MOTHER. Sweetie, I adjusted your dinners so you can have some. More than that is bad. You know that.

CHLOE. I know. I'm sorry.

MOTHER. Principal Nguyen called, asked if I could sub calculus tomorrow... I'll leave your work on the table, okay?

CHLOE. Your name was on the prescription.

MOTHER. My name was on the receipt.

CHLOE. But it was-

MOTHER. looped around the side? Yeah, that's where they put the receipt.

CHLOE. Oh.

MOTHER. Good night.

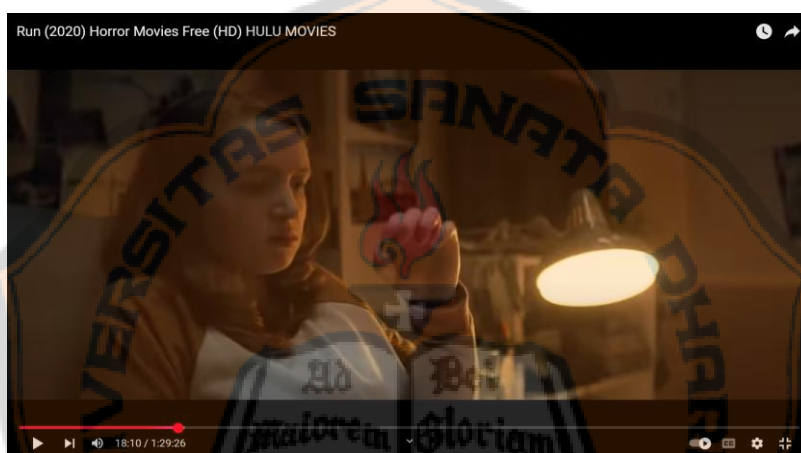
*(Run, 2020, 00:12:28 – 00:13:40)*

In this conversation between Chloe and Diane, Chloe begins to suspect her mother after finding a medicine with the name "Diane Sherman". In this dialogue, Chloe shows her strong curiosity by questioning things that seem unusual to her. She does not just accept information at face value, but actively seeks answers. Initially, she finds a suspicious medicine bottle while looking for chocolate, and instead of ignoring it, she tries to confirm her findings by asking her mother directly: "I thought... this was yours." This statement shows that she already has suspicions and is trying to find certainty.

Chloe keeps searching for answers when her mother's responses appear unconvincing. When her mother tries to change the subject by saying, "Principal Nguyen called, asked if I could sub calculus tomorrow...", Chloe is undeterred and questions her findings again: "Your name was on the prescription." This shows that she is not easily fooled and remains focused on finding the truth. Even after her mother gives an explanation that sounds reasonable, Chloe still tries to confirm: "But it was-" before being interrupted by her mother. Although Chloe ultimately seems to accept her mother's answer with "Oh.", this moment is the beginning of her realization that something is wrong. Her curiosity drives her to continue searching for the truth.

#### 4. Courageous

Chloe's fourth characteristic is courage. Chloe's courage is shown in how she faces danger and stressful situations. Courage is the ability to take on challenges despite fear and disapproval (University of Limerick et al., 2017). Although controlled by her mother, Diane, Chloe bravely faces her fears to uncover the truth and escape her situation. Her courage is clear when she begins questioning the medicine she is given. Despite the risk of her mother discovering her actions, she continues to investigate.



*Figure 8. Chloe begins to question the pill she is taking (Run, 2020, 00:18:10)*

In Figure 8, Chloe shows her courage when her mother gives her a green capsule from the Kroger bag, claiming it is her prescription medicine. Instead of swallowing it as usual, Chloe pretends to take it and hides the pill in her mouth. This scene shows that Chloe wants to break her routine of consuming the medication given by her mother. This is because she saw the same green capsules in the bag the day before, even though Diane always insists that all her medications come from a pharmacy.

The cinematography enhances the tension in Figure 8 through a medium close-up that emphasizes Chloe's confused expression and her action of looking at the pill. A sense of closeness and realism is created by the camera's placement at eye level (Boggs & Petrie, 2008). The camera is positioned at eye level, making the viewer feel as if they are

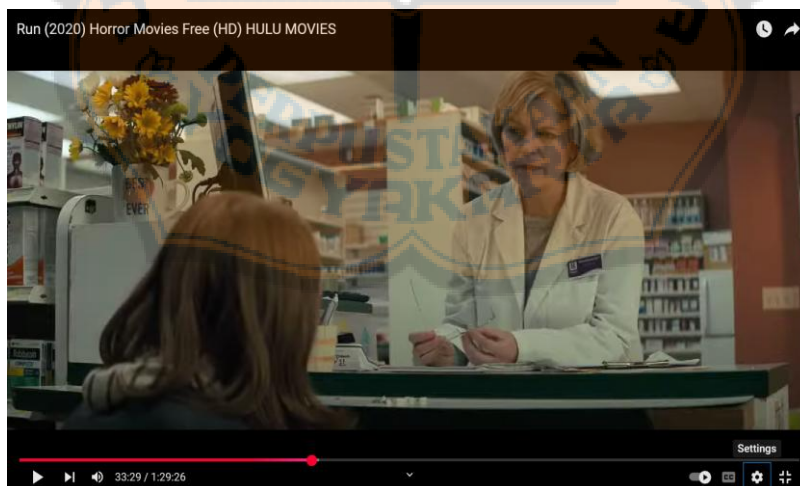
watching the pill. The interplay of light and shadow on her face highlights her emotional state and draws attention to her reaction. These elements create a tense atmosphere and emphasize her character growth as brave, calculating, and determined to find freedom.

Chloe's courage is also seen when she discovers the truth about the medicine given by her mother, Diane. After suspecting that the pills she was taking were not the ones she was to be taking, she tries searching for the name of the pills, Trigoxin, but realizes the house has no internet connection, unaware Diane is watching her with the router unplugged. The next day, Chloe contacts a random number from her mother's bedroom phone and asks the person who answers to search for the medication. He informs her that it is a heart medication and that all images of the medication depict a small red pill.

CHLOE. When's the last time we saw a movie?

MOTHER. What do you want to see  
(*Run*, 2020, 00:28:30 – 00:28:38)

Instead, she planned to go to the movies to get out of the house so she could go to the pharmacy and ask the pharmacist in secret.



*Figure 9. Chloe asks the pharmacist about the pill she found (Run, 2020, 00:33:29)*

In Figure 9, Chloe's courage is shown when Chloe is in the pharmacy to ask the pharmacist about the pill. The medium shot is used in Figure 9. This captures both Chloe

and the pharmacist, emphasizing their conversation. Realizing that the pharmacist cannot disclose information to just anyone without permission, Chloe employs a manipulative tactic by pretending to play a game of “A Scavenger Hunt” with her mother. She says that her mother gave her a clue to find out the medicine her mother is taking. With this tactic, she cleverly prompts the pharmacist to provide her with the information she wants.

PHARMACIST. I think it's a trick question.

CHLOE. Why?

PHARMACIST. Because your mom doesn't get this prescribed for herself.

DAUGHTER. Yes, she does. I saw them. She-

PHARMACIST. She gets them for your dog

PHARMACIST. We share a pharmacy with the vets next door. But the answer you're looking for... is Lidocaine. Green pill, single-striped.

CHLOE. It's dog medicine...

PHARMACIST. Uh-huh. Says it's a muscle relaxant “prescribed to reduce canine leg pain or leg discomfort caused by sunburns, bites, or minor cuts.”

CHLOE. And what would happen if you gave a human being Lidocaine?

PHARMACIST. What kind of question is that?

*(Run, 2020, 00:33:45 – 00:34:24)*

According to Boggs and Petrie (2008), this type of characterization is shown through dialogue. In this dialogue between Chloe and the pharmacist, Chloe shows courage in her quest for the truth. She does not hesitate to question the information she receives. When the pharmacist initially doubts her question and calls it "a trick question," Chloe remains firm and asks back with "Why?" showing that she is not easily swayed or diverted from her goal.

Chloe's courage is seen when she tries to convince the pharmacist by saying, "Yes, she does. I saw them." Even though there is a possibility that she is wrong or could be considered suspicious, she sticks to what she sees and continues to seek information. When it is finally revealed that the medicine is actually for dogs, she does not immediately panic, but calmly confirms her findings by saying, "It's dog medicine..."

When Chloe bravely asks, "And what would happen if you gave a human being Lidocaine?" This question shows that she is starting to understand that her mother may have hurt her and given her the drug on purpose. Her courage is seen not only in how she seeks answers but also in facing the harsh reality she is gradually uncovering. Chloe also shows her courage through her actions. After she managed to get out of the house, Chloe began to seek help so that she could escape from her mother's control. She asked for help from a mailman she accidentally met while she was trying to escape. Chloe knew that one way to escape was to seek help from an outsider because her mother had been holding her in the house and manipulating her.

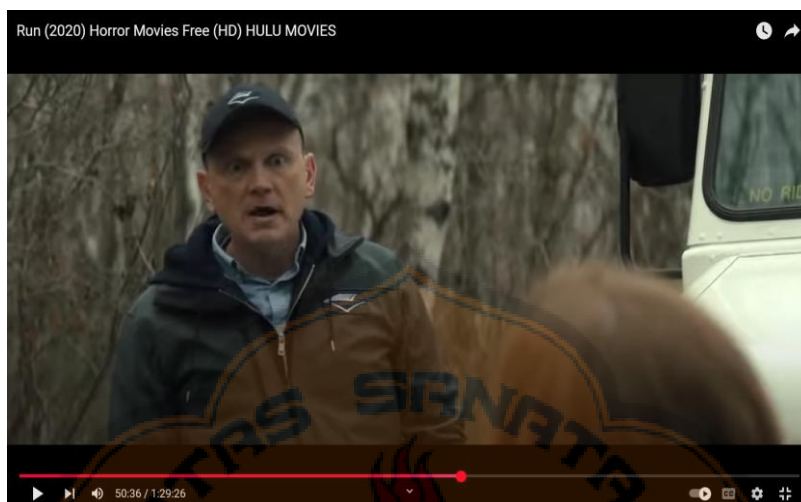


*Figure 10. Chloe almost gets hit by a mail delivery truck (Run, 2020, 00:50:21)*

As explained above, Figure 10 shows Chloe's courage when she was about to run away from her house; she asked the postman for help. The scene takes place on a deserted street, where Chloe is isolated and trying to escape. The frame places Chloe in the middle of the road as the truck approaches, emphasizing the danger she faces. The wide and low-angle shots make Chloe look small and helpless to stop the speeding truck.

The action was very risky, considering that she uses a wheelchair and could be seriously injured if her calculations were wrong. However, Chloe still did it because she

realized that it was the only way to stop the vehicle and make someone aware of her presence. The researcher saw that Chloe's courage was not only seen when she was faced with extreme actions, but also when she faced difficult situations.



*Figure 11. A mailman who is surprised to meet Chloe (Run, 2020, 00:50:36)*

CHLOE. Help.

MAILMAN. What happened?

CHLOE. My mom.

MAILMAN. Your mom?

*(Run, 2020, 00:50:32 – 00:50:39)*

The medium close-up shot in Figure 11 shows the viewer the facial expression of the postman, showing shock, confusion, and worry. The blurred background (shallow depth of field) ensures that the focus is on the postman's facial expression. Chloe is seen in the foreground with her background blurred, indicating that attention is now on the reaction of the person she is asking for help.

By asking the postman for help, she risks everything. Chloe risks her safety, her mother's reaction, and even her fear of not being believed. The way she says "Help" in the dialogue above is an act of survival and is driven by her awareness that the one who must help her is someone else, not her mother. Her next words, "My mother," are just as powerful—she states her threat. This is not just a plea; it is a confrontation of her deepest



fears. Figures 10 and 11 are scenes where Chloe dares to ask for help and uses her instincts rather than the lies her mother tells her.

## **B. Child Abuse Suffered by Chloe Sherman**

Raised and living with only her mother, Chloe was often abused by her mother, Diane. Child abuse is defined as any action taken or not taken by a parent or caregiver that results in harm or threat to a child (Crosson-Tower, 2014). In the theory of child abuse by Cynthia Crosson (2014), there are four types of child abuse, namely neglect, physical abuse, sexual abuse, and psychological maltreatment of children. The forms of child abuse that Chloe experiences in the movie are neglect, physical abuse, and psychological maltreatment of children.

### **1. Neglect**

Neglect is one of the most prominent forms of child abuse that Chloe experiences. Child neglect can be defined as a situation in which a caregiver intentionally or through extraordinary inattention allows the child to suffer in the present or fails to provide one or more of the components that are typically thought to be necessary for the development of a person's physical, intellectual, and emotional capacities (Crosson-Tower, 2014). There are four categories of neglect: physical neglect, medical neglect, and educational neglect. In this movie, the types of neglect that Chloe receives are medical neglect and educational neglect.

#### **a. Medical Neglect**

Medical neglect is the failure of a caregiver to provide or permit necessary medical care (Clark et al., 2007). The fake medication given to Chloe by her mother, Diane, shows the medical neglect she experiences. Chloe has been taking various medications every day since she was a child, believing she had serious medical problems. At the beginning



of the movie, it is revealed that Chloe has six medical conditions: asthma, hemochromatosis, arrhythmia, gastritis, diabetes, and paralysis. Because of this, Chloe sees herself as weak and sick, constantly needing care and assistance from her mother.

However, these illnesses do not exist. Diane creates Chloe's medical condition by giving unneeded or unsafe medication. For example, Diane gives a muscle relaxant for dogs, resulting in paralysis. Diane claims it is prescribed for Chloe, but in truth, it is what keeps her dependent and unable to live independently.

This kind of treatment is a representation of medical neglect and abuse. Diane seems to care for Chloe, but in reality, she manipulates her and makes her sick on purpose. She also keeps Chloe away from outside help and genuine doctors, so she never discovers the truth about herself. Diane's control over Chloe's health causes Chloe to rely on her physically.

CHLOE. I need you to open up Google and look up the word “Trigoxin.” T-R-I-G-RANDOM PERSON Hold on. Hold fucking on. This is the weirdest thing I’ve ever done, ok? Clicking Google... Opening... All right, what was it again? T-R-I CHLOE. T-R-I-G-O-X-I-N.

RANDOM PERSON. “Trigoxin is a brand name drug that treats severe heart conditions, including atrial... fibrillation, flutter or heart failure?” Jesus, this is intense.

CHLOE. Can you click on “Images?”

RANDOM PERSON. Is this what you take?

CHLOE. Yes. Please tell me what you see.

RANDOM PERSON. Uh. Pills. Lots of pills.

CHLOE. Do they all look the same?

RANDOM PERSON. Yeah, they’re identical.

DAUGHTER. What color are they?

RANDOM PERSON. Trigoxin, little red pills.

*(Run, 2020, 00:26:36 – 00:27:41)*

This dialogue above reveals a form of medical neglect that Chloe suffers through the revelation that the medication she has been taking is not Trigoxin, as the medication she should be taking. In the conversation above, Chloe asks a stranger to help her find information about Trigoxin on Google. The person then mentions that “Trigoxin is a

brand-name drug that treats severe heart conditions, including atrial fibrillation, flutter, or heart failure.” This quote explains that the medication Chloe has been taking is not related to her condition. The person also mentions that Trigoxin is a red pill, which explains that the green pill that Diane has been giving her is not Trigoxin.

The dialogue above shows that Diane intentionally falsified the identity of the medication and gave it to Chloe with the wrong name. Diane also did not tell her the real effects of the drug. This is a form of medical neglect where parents not only fail to provide proper medical care, but also give the wrong medication that can harm their child.

After finding out that she has been given the wrong medication, Chloe begins to suspect the medication. So, she makes a plan by inviting her mother to go see a movie. She planned that while she and her mother were watching a movie, she could sneak out and secretly go to the nearest pharmacy.

PHARMACIST. She gets them for your dog

PHARMACIST. We share a pharmacy with the vets next door. But the answer you’re looking for... is Lidocaine. Green pill, single-striped.

CHLOE. It’s dog medicine...

PHARMACIST. Uh-huh. Says it’s a muscle relaxant “prescribed to reduce canine leg pain or leg discomfort caused by sunburns, bites, or minor cuts.”

CHLOE. And what would happen if you gave a human being Lidocaine?

PHARMACIST. What kind of question is that?

*(Run, 2020, 00:33:53 – 00:34:24)*

The dialogue above confirms that the green pill Chloe has been taking is not Trigoxin, as Diane claims, but Lidocaine. Chloe finally finds out that one of the reasons why she cannot walk is that Diane gave her Lidocaine, a dog drug that causes paralysis in her muscles. Diane gave this drug to limit Chloe's mobility, which made it difficult for her to leave the house, and she had to be helped by others. Her mother, Diane, had deceived Chloe by giving the medicine as part of the drugs that Chloe had been taking, which made Chloe believe it and take it every day. Chloe, who accidentally found this drug with a

prescription in Diane's name when she wanted to get chocolate at Kroger's bag, started to suspect the drug, especially when she was given the medicine, which she found should have been her mother's medicine.

Diane's use of Lidocaine on Chloe constitutes medical neglect because this drug is not meant for human consumption and causes physical harm and helplessness. With continuous administration, Chloe became permanently paralyzed, and this paralysis was not natural but intentional. Diane did this to inhibit development and prevent Chloe from living independently and remaining under Diane's control.

Diane also hid the fact that Chloe was a normal child and had no illness at all. By manipulating Chloe's health condition since childhood, Diane, who was afraid of losing her child, made sure Chloe never doubted the medicine she had been taking, and doubted how protective Diane was of her. Diane's actions towards Chloe reflected that she deliberately caused and faked Chloe's illness, that she was treating Chloe to gain attention and control.

CHLOE. Was I ever actually sick?

MOTHER. You were born early. You had lung problems... Your asthma was so bad.

CHLOE. But I could walk.

CHLOE. My heartbeat beat normal? I wasn't covered in rashes? I didn't vomit all the time? I could eat without having to draw my own blood?

MOTHER. Your asthma needs to be treated.

CHLOE. You poisoned me.

MOTHER. Don't say that word.

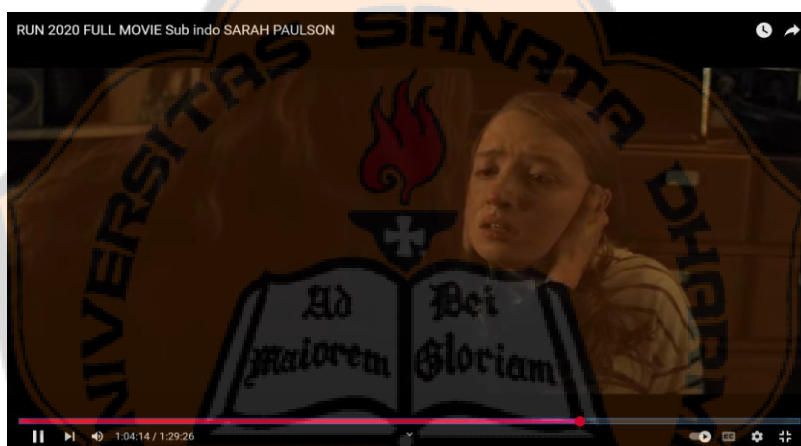
CHLOE. What am I supposed to say then?

MOTHER. Protected, baby. I protected you.

*(Run, 2020, 01:04:18 – 01:05:06)*

In this dialogue above, Chloe questions the truth about her health. She realizes that she is not Diane's biological child and knows that her condition is the result of her own mother's manipulation. Chloe begins to list one by one the symptoms or conditions that have been believed to be part of her illness, such as vomiting, rashes, abnormal heartbeats,

and difficulty eating. Chloe's statement, "You poisoned me," is a direct accusation against her mother, Diane, who intentionally poisoned and gave Chloe the wrong medication to make her appear sick. This is a form of medical abuse and medical neglect. Diane, on the other hand, continues to try to justify her actions by saying that she was only protecting Chloe, even though the evidence shows that she deliberately poisoned and restricted her daughter to keep her dependent on her. This dialogue reflects a form of gaslighting, where Diane rejects the term "poisoning" and replaces it with "protecting," an attempt to distort reality and maintain control over Chloe.

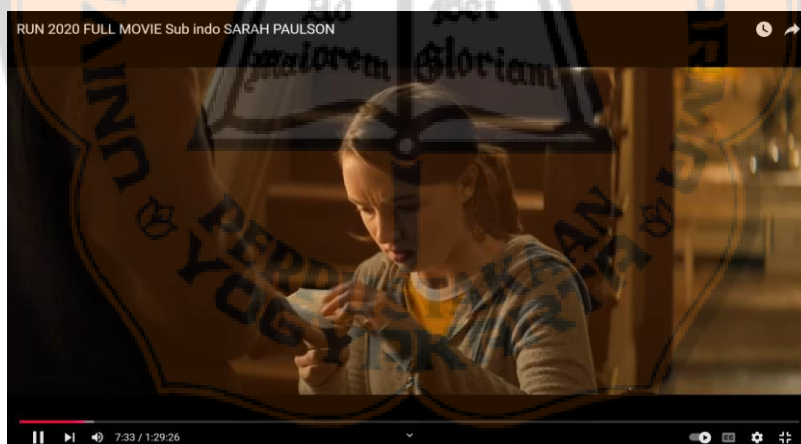


*Figure 12. Chloe's afraid of her mother (Run, 2020, 01:04:14)*

Figure 12 shows the scene where Chloe questions her condition with her mother. Figure 12 shows the setting of the scene in the basement, creating dim lighting that creates a dark and claustrophobic atmosphere. According to Brown (2016), color and light improve the scene and the way moviemakers convey the feelings of the characters. The framing places Diane in the foreground with her back to the camera, dominating the shot, while Chloe is placed in the background, her face bright enough to show fear and desperation. The close-up shot is used to show the audience Chloe's depressed facial expression and Diane's tight grip, which creates a sense of discomfort and fear.

## b. Educational Neglect

In this movie, Diane, a homeschool teacher, chooses to become Chloe's teacher. Diane uses homeschooling as a means to control Chloe's life, including access to education and information, and to limit Chloe's interactions with outsiders. Diane is homeschooling Chloe, intending to limit Chloe's knowledge of the outside world. By not allowing Chloe to attend a regular school, Diane ensures that her daughter only receives information that she deems appropriate so that she can minimize Chloe's questions about the things Diane does to her. This leaves Chloe with no friends her age and no other adults in her life. Additionally, Diane prevents Chloe from entering university. Even though she is only homeschooled, Chloe shows extraordinary intelligence because she always gets good grades and has a strong desire to continue her education in college, but Diane deliberately hides this. Diane deliberately hides the acceptance letter from the university.



*Figure 13. Chloe is checking a letter from campus (Run, 2020, 00:07:33)*

MOTHER. I told you. if there is even one college letter, I will close my eyes and deliver it straight to you.

*(Run, 2020, 00:07:35 – 00:07:41)*

A medium shot in Figure 13 shows Chloe checking the letters in Diane's hand. She is checking to see if there is a letter from the college she applied to. The eye-level angle

shows the audience Chloe's careful and slightly hesitant expression when checking the letter, which is common for a teenager when receiving a letter from a college.

The supportive dialogue in Figure 13 states, “I will close my eyes and deliver it straight to you.” Diane subtly admits that she monitors Chloe’s mail, including potentially important documents such as college acceptance letters. Diane’s interference is her way of limiting Chloe’s access to higher education, thereby hindering her intellectual growth, independence, and opportunities to build a future outside of home. Diane does not encourage or assist Chloe in making her own educational choices; instead, she manipulates and hides acceptance letters that would allow Chloe to advance academically.

After realizing many suspicious things, Chloe finally finds evidence that her mother is indeed hiding something. In the basement of the house, a place she has never entered because of her limitations, Chloe finds the university acceptance letter that she was supposed to receive.



*Figure 14. Chloe finds an acceptance letter from the university (Run, 2020, 00:57:00)*

Figure 14 shows Chloe finally finds the acceptance letter from the university that Diane hid in the basement. The letter says “CONGRATULATIONS” and is from the University of Washington. The use of dim lighting in the basement adds to the tension and mystery. The high-angle shot shows the letter among a pile of other papers, indicating

that Diane has been hiding important documents about Chloe in the basement and considers this unimportant.

This scene clarifies the form of educational neglect Chloe experiences. Diane deliberately prevents Chloe from continuing her education. Diane does not want Chloe to go away from her and refuses to provide academic support that requires Chloe to go far away. This confirms that Diane's actions are not just overprotective but a form of control that is detrimental and violates the child's right to education.

## **2. Physical Abuse**

The medical community recognizes abused children by the bruises, welts, fractured bones, and burns they display in a hospital or other medical setting. Following the adaptation of the term battered-child syndrome, medical professionals describe abuse in light of the child's conditions, which must be treated, and the parent's health issues, which must be treated as well (Crosson-Tower, 2014). Throughout the movie *Run* (2020), Chloe experiences physical abuse from her mother, Diane, who claims that her actions are intended to protect and care for Chloe. However, in reality, Chloe is the victim of continuous physical abuse. Diane poisoned Chloe's body periodically, kept her at home, and directly controlled her physically, such as giving her dog medicine, injecting drugs, and isolating Chloe from the outside world. All of that made Chloe not only physically dependent but also lose control of her own body. Chloe realized that Diane's actions were not driven by love, but she did it because of her obsession. She was afraid that Chloe could not be with her continuously, which indicated a psychological disorder, namely Munchausen syndrome by proxy in Diane. Munchausen syndrome by proxy (MSbP) is a form of child abuse experienced by children whose parents or caregivers make up stories



about their illness and reinforce these stories by creating false physical signs (Crosson-Tower, 2014).

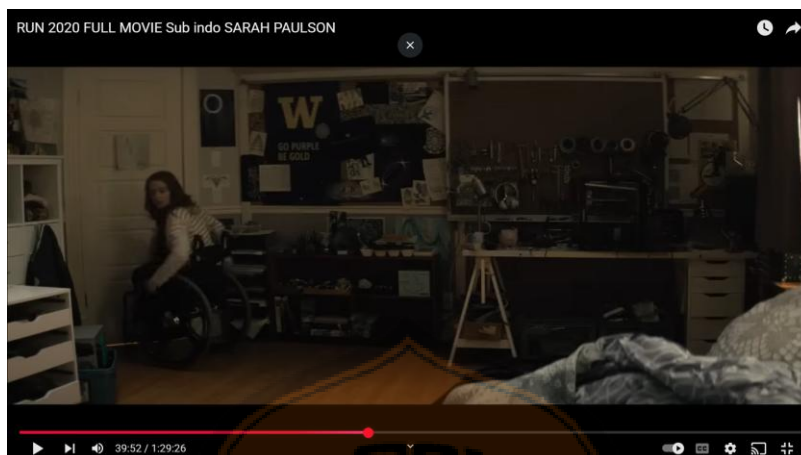


*Figure 15. Diane injects Chloe with an anaesthetic (Run, 2020, 00:35:20)*

Figure 15 uses a close-up shot of Diane's hand as she injects the liquid into Chloe's body. This shooting technique highlights Diane's act of injecting the drug without Chloe's consent. The blurred background makes the audience focus on Diane's action of injecting the drug into Chloe to calm her down. The lighting in this scene tends to be dim and cold, reflecting the tense atmosphere and Chloe's condition as she increasingly loses control of her body and becomes unconscious.

The scene above shows a form of physical abuse committed by Diane. In this scene, Chloe is not in a state of consent and full awareness of this action, which shows that the injection is a form of coercion. Even after successfully leaving the house, Chloe is still in Diane's shadow. The act of forcibly injecting the drug is Diane's action to prevent Chloe from seeking help. Diane's action of locking Chloe in the basement is also a form of physical abuse. After successfully finding evidence that her mother had been poisoning her all this time by giving her Lidocaine, a dog medicine, Chloe tried to escape. But it turned out that Diane knew Chloe's whereabouts at the pharmacy, caught her, and brought

her back home. Chloe was locked in the basement so that she could not get out to ask for help and escape again, like when she was locked in her room.



*Figure 16. Diane locks Chloe in the room (Run, 2020, 00:38:52)*

The wide shot in Figure 16 shows Chloe realizing that her mother has locked her up so she can't go anywhere. Warm lighting with light sources coming from the window creates a tense and isolated atmosphere. The way we perceive the action in a story can be influenced by the overall set design (Bordwell and Thompson, 2008). The setting is in Chloe's room on the second floor, creating a tense atmosphere because Chloe can't go anywhere.

The physical abuse experienced by Chloe is not only through direct violence, but also done slowly and deliberately. Diane deliberately weakens Chloe's body by giving her a dog drug, Lidocaine, which is not intended for human use. In addition, Diane injects Chloe to make her unconscious and locks her in her room to prevent her from running away or asking for help. She does all of this to keep Chloe weak and completely dependent on her. These actions show a form of physical violence intended to control Chloe's life completely.

### 3. Psychological Maltreatment of Children

Psychological maltreatment is maltreatment that results in or may have resulted in conduct, cognitive, affective, or other mental illnesses (Clark et al., 2007). It might include a few things, such as rejecting, isolating, terrorizing, ignoring, and corrupting. Caregiver behaviors, whether verbal or nonverbal, active or passive, with or without intent to harm, can harm a child's cognitive, social, emotional, and physical development (Hibbard et al., 2012).

In the movie *Run* (2020), psychological maltreatment is portrayed through Diane's treatment of her daughter, Chloe Sherman. Although Diane appears to be a loving and devoted mother on the surface, her actions reveal deep emotional and psychological manipulation. The most evident form of psychological maltreatment Chloe experiences is gaslighting. Diane repeatedly manipulates Chloe into doubting her memories and understanding of reality. This is particularly evident when Chloe begins to question the green capsules Diane gives her, which marks the beginning of Chloe's realization that something is wrong.

MOTHER. What's wrong?

CHLOE. I thought... this was yours.

MOTHER. Mine? Why would you think that?

CHLOE. I was looking for the Dove chocolates. In the afternoon

MOTHER. In the Kroger bag.

CHLOE. It had your name on it.

MOTHER. Sweetie, I adjust your dinners so you can have some. More than that is bad. You know that.

CHLOE. I know. I'm sorry.

MOTHER. Principal Nguyen called, asked if I could sub calculus tomorrow... I'll leave your work on the table, okay? CHLOE. Your name was on the prescription.

MOTHER. My name was on the receipt.

CHLOE. But it was-

MOTHER. looped around the side? Yeah, that's where they put the receipt.

CHLOE. Oh.

MOTHER. Good night.

(*Run*, 2020, 00:12:28 – 00:13:40)

The dialogue above is an example of Chloe's gaslighting experience. According to Merriam-Webster (2025), gaslighting is psychological manipulation of a person, usually over an extended period, that causes the victim to question the validity of their thoughts, perception of reality, or memories, and typically leads to confusion, loss of confidence and self-esteem, uncertainty of one's emotional or mental stability, and dependency on the perpetrator. In this dialogue, Chloe begins to notice something odd about the medicine she found in her shopping bag, which shows her mother's name on the prescription label.

The statement "Your name was on the prescription." Indicates that Chloe saw something she should not have, namely that she found her mother's name on the medicine label. However, instead of getting an honest answer, her mother twists the facts by answering, "looped around the side? Yeah, that's where they put the receipt." Diane cuts Chloe off and gives a convincing answer as if it were common. Although Chloe is initially confident in her findings, her mother's manipulative response makes her doubt herself again, as seen by the sentence "Oh," she utters before finally falling silent. This action not only manipulates information but also undermines Chloe's confidence in her perception and logic.

In addition, manipulation and control of information are also seen when Diane hides important documents in the basement. These documents include Diane's biological child's death certificate, a newspaper article about a newborn baby snatched from Stockton Hospital, Chloe's acceptance letter at the University of Washington, and photos showing that Chloe can walk normally. This action not only shows that Diane is hiding important information from her child, but also how she prevents Chloe from imagining a future where she can be independent and prevents Chloe from staying with her.

MOTHER. Everything I did was for you, Chloe. And, can you take my hand?  
 CHLOE. You didn't do this for me.  
 MOTHER. No. That is not true.  
 CHLOE. You did this for you.  
 (*Run, 2020, 01:06:12 – 01:06:38*)

The dialogue above shows a confrontation between Chloe and her mother, Diane. In the dialogue, Diane tries to justify her actions by saying, "Everything I did was for you, Chloe. And, can you take my hand?" This is a form of emotional manipulation, or gaslighting, where Diane tries to twist the facts and make Chloe feel that all the torture she received was for her good. However, Chloe bravely answers, "You didn't do this for me," which shows that she is no longer affected by her mother's lies. When Diane denies it and says, "No. That is not true," Chloe reaffirms the truth by saying, "You did this for you." This dialogue shows how Chloe is finally able to reject the psychological control that has been imposed on her.



*Figure 17. Chloe's important document (Run, 2020, 01:06:13)*

Figure 17 shows an acceptance letter from the University of Washington addressed to Chloe, which was found in a pile of documents in the basement. The dim lighting in Figure 17 emphasizes the sense of secrecy and shocking discovery. A close-up shot highlights the document to show that Chloe was accepted into the University of Washington. Still, her mother hid the letter to prevent Chloe from continuing her

education and leaving the house, because she wanted to keep Chloe under her control. In other words, Diane manipulated Chloe's future and actively hindered her development as an independent individual.

In addition to manipulating the medicine and her education, Diane also lied to Chloe that she was not Chloe's biological mother. While in the basement, Chloe found many documents that had been hidden by her mother, such as documents regarding the death certificate of Diane's biological child, a childhood photo of Chloe who turned out to be able to walk normally, and a newspaper sheet about a missing child case. This made Chloe know that Chloe was not Diane's biological child. Chloe then began questioning about her illness.



*Figure 18. Diane yells at Chloe (Run, 2020, 01:03:47)*

CHLOE. You're not my real mom?  
 MOTHER. Yes, yes, I am, I'm your mom  
 CHLOE. Then who are they?  
 MOTHER. No one, they don't matter to us  
 CHLOE. You took me from them  
 MOTHER. I saved you from them  
 (*Run, 2020, 01:03:28 – 01:03:50*)

Figure 18 shows the situation after Chloe discovers and knows all of Diane's secrets. A wide-angle camera is used for the scene above when Diane screams at Chloe. A frightened expression is seen on Chloe's face, showing that she is afraid of her mother,

who suddenly shouted at her. Dim lighting and warm colors create a tense and emotional atmosphere in this scene.

After hearing Chloe's question, "You're not my biological mother?" and asking all about the document she found, Diane loses control and immediately shows anger. Diane tries to maintain control by answering, "Yes, yes, I am, I'm your mom," which is a form of gaslighting. When Chloe continues by asking, "Then who are they?" and accusing, "You took me from them," it is revealed that Chloe has learned that she is not Diane's biological child, but a kidnapping victim. Diane's reaction to belittling the truth by saying, "No one, they don't matter to us," shows how she continues to try to tell Chloe that she is the only one who matters in Chloe's life, erasing the existence of Chloe's real biological parents.

This maltreatment takes several kinds, including gaslighting, emotional manipulation, verbal intimidation, and control over personal information. Diane frequently manipulates Chloe's view of reality, especially by providing fake information, medical treatment, and hiding important documents that disclose Chloe's true identity and abilities. These activities affect Chloe's mental and emotional state and limit her development and independence.

### **C. Chloe Sherman's Resilience in Facing Child Abuse**

This section discusses Chloe's resilience in facing child abuse by using Ann Masten's resilience theory. According to Masten, resilience is "the capacity of a dynamic system to adapt successfully to disturbances that threaten the function, viability, of development" (2014, p. 6). It is not a rare or extraordinary trait but a common human ability that she calls 'Ordinary Magic.' In this analysis, two approaches are used, namely person-focused and variable-focused. To help understand how Chloe's resilience developed despite



experiencing various forms of child abuse, the researcher used types of child abuse and analyzed Chloe's resilience while experiencing these forms of child abuse.

### **1. Person-Focused Approach**

The person-focused approach in resilience studies focuses on comprehensively and continuously analyzing adaptation patterns exhibited by individuals in the face of major life risks and stresses. Chloe Sherman is a single case study that shows how she was faced with child abuse. “Most single case stories of resilience are biographical or autobiographical accounts that cover the incredible hardships and triumphs of real people, with the rich complexity of human lives detailed over time” (Masten, 2014, p. 25). She is a child who has overcome various forms of abuse, whether physical, medical, emotional, or psychological. Her resilience is evident in her intelligence, curiosity, resourcefulness, and courage.

#### **a. Neglect**

Diane's neglect toward Chloe included medical and educational neglect. Despite receiving medical and educational neglect, Chloe still showed her intelligence and curiosity. Chloe's medical neglect was identified when she realized that her mother had given her unnecessary medication that was harmful to her. Diane gave Chloe the drug Lidocaine, which was later discovered to be a drug not for humans but for dogs. Diane used this drug to create a disease that caused Chloe to remain dependent on her. Chloe's resourcefulness shows when she suspects that the medicine she found in the Kroger bag belongs to Diane, but Diane gave the medicine to her. Chloe realized that something was wrong when the medicine was given to her. Because she felt suspicious, Chloe secretly sneaked into the medicine area and took the medicine she found in the Kroger bag.



*Figure 19. Chloe peeled off Diane's prescription (Run, 2020, 00:17:07)*

Figure 19 uses close-up shots to see the details of the medicine Chloe found. After peeling off the top of the label, she finds that the real name on the bottle is "Diane Sherman," not "Chloe Sherman." This reveals that Diane intentionally gave Chloe the medicine. According to Masten (2014), resilience refers to positive development in an environment where challenges or maladjustment are likely to occur. Chloe's ability to be resourceful and her intelligence reflect positive development when faced with a challenge.

When Chloe found out that the bottle of medicine she had been taking was registered under her mother's name, not hers, she did not remain silent. Chloe began to strategize about finding out the truth about the medicine by secretly visiting the pharmacy.

CHLOE. It's dog medicine...

PHARMACIST. Uh-huh. Says it's a muscle relaxant "prescribed to reduce canine leg pain or leg discomfort caused by sunburns, bites, or minor cuts."

*(Run, 2020, 00:34:05 – 00:34:17)*

This dialogue shows that Diane has lied to her by giving her medicine that should be given to dogs. This medicine is what caused Chloe to be unable to walk. The information she got confirmed her suspicions. This dialogue shows the beginning of Chloe's

intelligence and curiosity. She does not give up on the situation, but instead tries to understand it and take action.

In addition, educational neglect occurs when Chloe is not given the opportunity to access formal education. She is homeschooled, which causes Chloe to have no space to develop socially. This aims to isolate and make Chloe dependent. Even when it was time for a child Chloe's age to register and enter her dream university, her mother hid her acceptance letter from the university, which meant her have no access to the outside world and could not live independently.

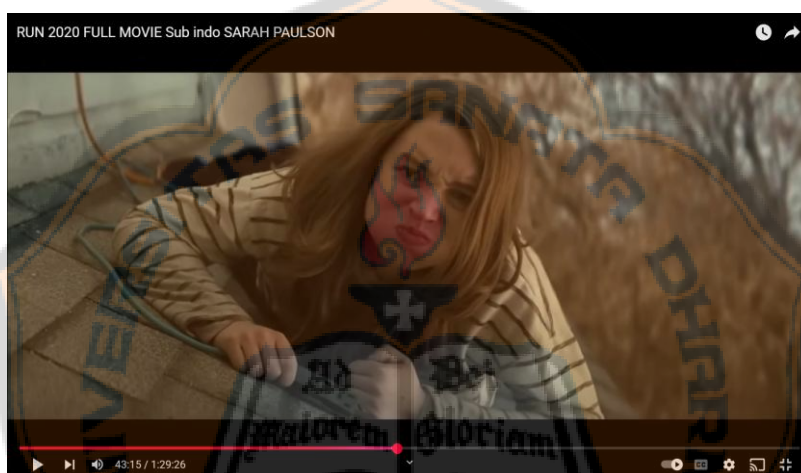
MOTHER. Sweetheart, I told you that if it's from a college, you will open it  
(*Run*, 2020, 00:15:46 – 00:15:49)

This dialogue shows that Chloe always waits for her college acceptance letter, but her mother never gives it to her. In the dialogue above, it is seen that her mother always promises her that she will tell Chloe if the letter is there. Even though her mother hides the college acceptance letter and limits Chloe's access to outside education, Chloe still shows eagerness to learn. She still wants to be independent, dreams of going to college, and tries to find out what happened to the letter from the university.

Chloe's reaction in the face of medical and educational neglect shows that resilience does not always come from external protection, but can emerge from the internal strength that a person has. Even though she lives in her mother's manipulation, starting from counterfeiting drugs and not being given a formal education, she is still able to think critically, question the situation, and act correctly. In a condition where she does not get the information she should and is isolated from the outside world, Chloe still shows a spirit of learning, curiosity, and courage to find out what happened.

### b. Physical Abuse

Chloe was paralyzed by Lidocaine, which her mother repeatedly gave; this made her lose her ability to walk. However, she did not give up. When locked up by her mother because she knew the truth about the drugs she was taking, she did not stay silent. Her resourcefulness is evident as she builds and executes a plan to drag across the roof, and with simple equipment in her room, she takes bold action. She left the window and dragged up to the roof to access another room that her mother had not locked.



*Figure 20. Chloe's trying to drag on the roof (Run, 2020, 00:43:15)*

Figure 20 uses a close-up shot to show Chloe trying to drag on the roof. Chloe's expression is seen as she tries her best to move her paralyzed body. The effort she makes is a positive outcome she makes in an impossible situation. Chloe shows that she remains focused on her goal of being free, despite her paralysis. She does not allow her disability to limit her mind or soul. The scene above shows her determination and her refusal to be controlled by her mother. Chloe's actions show that she is not only surviving but also taking active steps to regain control of her life.

### c. Psychological Maltreatment of Children

Chloe's resilience is also shown in the ending scene, when Chloe visits her mother, Diane, in prison. Unlike the beginning of the movie, when Chloe was physically and

emotionally trapped under Diane's control, this moment signifies Chloe's full recovery and a form of freedom.



Figure 21. *Chloe visits Diane in a prison hospital (Run, 2020, 01:23:28-01:23:36)*

The two figures show Chloe now appears as a calm, strong, and independent adult figure, sitting next to her mother, who is weak and helpless in a prison hospital bed. When conveying a story, frame selection takes into consideration composition, rhythm, and viewpoints (Brown, 2016). These two figures highlight the use of viewpoint to show Chloe's reaction. The medium close-up framing in the first figure focuses on Chloe's face, which emphasizes her happy and calm expression. Chloe is wearing neat and casual clothes, indicating that she is now free and living a normal life. The lighting on Chloe's face is quite bright and natural, giving a warm impression. And the second figure shows Diane lying in a prison bed. The close-up shot of Diane's face reinforces the expression of fear, shock, and loss. Diane is seen wearing a patient's gown, looking very pale with tangled and unkempt hair.

The two figures show Chloe's resilience in a person-focused approach, about the life story of an individual and how they respond and adapt to suffering over time. Chloe's life journey from a controlled teenager to an adult woman who can face her mother calmly shows changes in her life. Her ability to return to face her mother from a position of strength and self-awareness is by Masten's (2014) statement that resilience is seen through "individuals who change or respond over time"(p. 23).

## 2. Variable-Focused Approach

The variable-focused approach examines specific factors that contribute to Chloe's resilience. The primary focus is on the interaction between risk factors and protective factors. Risk factors refer to conditions such as medical neglect, physical abuse, and psychological maltreatment. Protective factors include Chloe's intelligence, curiosity, resourcefulness, and courage, traits that enable her to achieve positive outcomes despite adversity. This section explains how these elements interact to enhance Chloe's resilience.

### a. Neglect

Chloe's resilience in the variable-focused approach can be seen through the experience of medical neglect. She became a victim of this when her mother, Diane, intentionally gave her medicine that she did not need, such as Lidocaine, which is meant for dogs, not humans. Diane never explained the purpose of the drug and did not allow Chloe to find out what she was taking. As a result, Chloe had no control over her own body and health. This kind of treatment reflects medical neglect that is both systematic and manipulative. According to Yavuz (2023), risk factors, depending on time and place, are conditions that increase the likelihood of negative outcomes and make someone more vulnerable. In Chloe's case, this situation became a serious risk to both her physical and mental well-being.

However, Chloe showed protective factors in the form of resourcefulness, curiosity, and courage to act. Protective factors impact how people react to difficult situations, preventing negative outcomes (Yavuz, 2023). When she learned that the drug called Trigoxin was not green but a little red pill, she began planning to ask the pharmacist

directly. She made a plan by taking Diane to the movies and secretly going to a nearby pharmacy.

PHARMACIST: She gets them for your dog. We share a pharmacy with the vets next door. The answer you're looking for is Lidocaine, a green pill, single-striped.

CHLOE: It's dog medicine...

PHARMACIST: Uh-huh. Says it's a muscle relaxant, prescribed to reduce canine leg pain or leg discomfort caused by sunburns, bites, or minor cuts.

*(Run, 2020, 00:33:52 – 00:34:18)*

This dialogue shows that the green medicine given by Diane is not the medicine she should be taking. Chloe learns that the medicine is called Lidocaine, a type of medicine for dogs. In this dialogue, Chloe realizes that the medical condition she has been experiencing all this time may have been engineered by her mother. This not only makes Chloe doubt her mother, but also takes real action based on the information she has obtained herself.

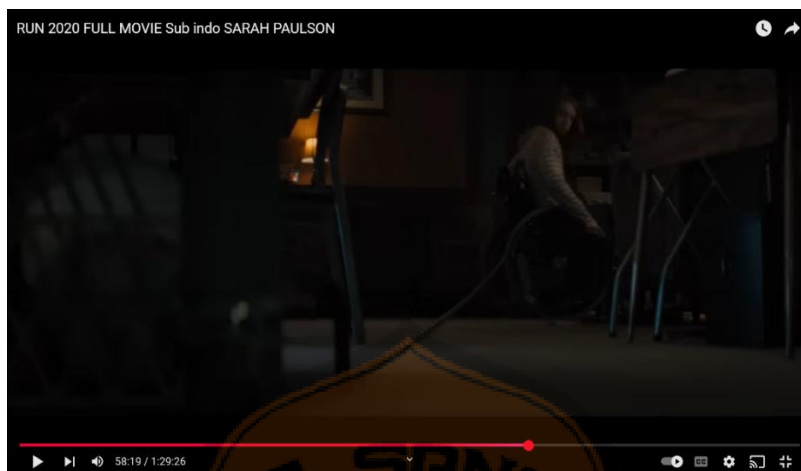
As a positive outcome, Chloe no longer accepts the conditions imposed by her mother, but instead begins to develop an escape plan. Masten (2001) states that in order to discuss the presence of resilience, one needs to examine both the immediate and long-term impacts of adaptive development and functionality in addition to risk and protective factors. She moves from a position of complete dependence to an independent and strategic thinker. In the context of variable-focused, this suggests that even though Chloe faces high risk due to medical neglect, she has positive outcomes that propel her toward recovery and independence

#### **b. Physical Abuse**

In the case of physical abuse, Chloe's resilience emerged when she was locked and chained in the basement by her mother. When she caught Chloe asking for help from the mailman, Diane injected Chloe with a sedative and put her in the basement. There, she could not get out because her wheelchair was chained. In that condition, she did not have

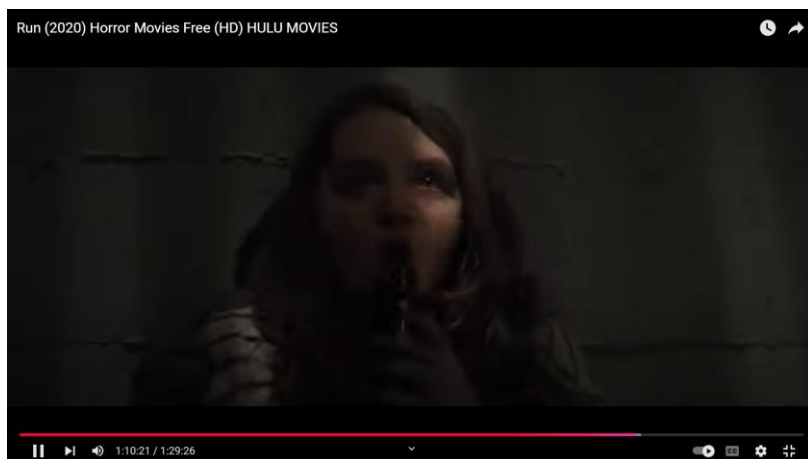


the mobility to move freely. In this case, Chloe's mom finding out that she asked for help is a risk factor that threatens her freedom.



*Figure 22. Chloe's wheelchair is chained (Run, 2020, 00:58:19)*

Figure 22 shows Chloe unable to move her wheelchair because Diane has chained it to a pole. The camera is placed low, almost parallel to the floor, showing the chains connecting Chloe's wheelchair to the pole at the end of the room. This framing also places Chloe in the corner of the frame, visually reinforcing her isolation and lack of agency within the space. Her mother's chaining of Chloe's wheelchair is a form of control and violence created by her mother. Despite being in an isolated and limited situation, Chloe shows protective factors in the form of problem-solving skills and a strong determination to survive. Realizing that there is no way out, Chloe makes a brave and rational decision to drink a toxic chemical.



*Figure 23. Chloe drinks a toxic chemical (Run, 2020, 01:10:21)*

Figure 23 uses Close-up shots to highlight Chloe's expression when she is drinking a toxic chemical. The purpose of this scene's framing is to focus the audience's attention on the character's expression (Brown, 2016). This action is not a form of desperation, but rather a calculated survival strategy. In this way, she creates an emergency that forces her mother to take her out of the house and take her to the hospital. This proves that even under pressure, Chloe is still able to remain stable and functional.

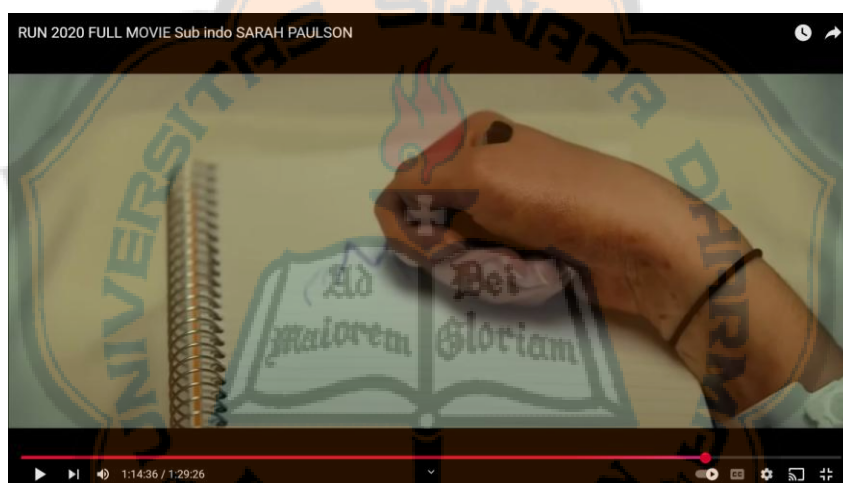
The positive result of this extreme action is that Chloe is indirectly able to get out and gain access to the outside. After drinking the poison, she managed to make Diane panic and take herself to the hospital. It was there that Chloe began to have the opportunity to interact with other people and slowly reveal the truth about her condition and the violence she experienced. Through this risky but effective strategy, Chloe shows a form of resilience in the face of physical abuse, and she can adapt and survive even in dangerous situations.

### **c. Psychological Maltreatment of Children**

Chloe's resilience in the face of psychological abuse occurs when Chloe tries to write in a notebook to tell the nurse that her mother is the one who abused her. For years, Chloe's life was manipulated by Diane by giving her a dependency that made her believe

that she could not live without her mother's help. This long-term manipulation is one form of risk factor that resulted in Chloe's ability to make independent decisions. When Chloe finally managed to get out of the house and was taken to the hospital in a weak physical condition due to ingesting toxic chemicals and having difficulty speaking, she still tried to communicate.

Despite her weak body and difficulty moving her hands, Chloe showed protective factors in the form of courage and resourcefulness. She still tried to write a message to the nurse, in the hope that the nurse would be able to help her.



*Figure 24. Chloe tries to write something (Run, 2020, 01:14:36)*

Figure 24 uses a close-up shot to show Chloe's trembling hand holding a crayon. The camera's focus on the details of her hand and the unstable crayon strokes emphasizes her very stressed physical and psychological condition. The audience can closely look at the characters and gestures in the shot since it was captured from an objective point of view, using the camera as a window (Boggs & Petrie, 2008). The white background of the notebook creates a visual contrast that shows the wounds and bruises on her hand. This scene shows that Chloe is able to take action to save herself.

The positive result of Chloe's action in this scene is her courage to report her mother as a process of safety and freedom. In variable-focused, this shows how Chloe, despite facing abuse from her mother, has a protection system within herself and produces positive outcomes. Her efforts to convey messages through writing, although physically limited, show a form of resilience and make her an independent person.



## CHAPTER V

### CONCLUSION

The movie *Run* (2020), directed by Aneesh Chaganty, tells the story of a teenager who is a victim of child abuse by her mother, with Chloe Sherman as the main character. This research explores Chloe's resilience in dealing with child abuse using theory of characterization by Boggs and Petrie (2008), the theory of child abuse by Cynthia Crosson (2014), the theory of resilience by Ann Masten (2014), the theory of mise-en-scene by Bordwell and Thompson (2008), and the theory of cinematography by Blain Brown (2016). The researcher formulated three research questions to examine the topic of resilience.

The first question focuses on the characteristics of Chloe Sherman. Through the theory of characterization by Boggs and Petrie (2008), the theory of mise-en-scene by Bordwell and Thompson (2008), and the theory of cinematography by Blain Brown (2016), the researcher found that Chloe has the traits of intelligent, resourceful, curious, and courageous. These traits are shown through internal and external actions in several scenes in the movie. Chloe's intelligent side is revealed through her mother's perspective, as Diane, her mother, has confidence in her daughter's capabilities. Chloe's also shown through her ability to handle complex subjects, despite receiving her education through homeschooling rather than a formal school setting. Chloe also proves her intelligence by successfully being accepted into a prestigious university.

Resourcefulness is the second characteristic of Chloe. Her resourcefulness is shown in her ability to think quickly and find solutions. This is shown when Chloe is locked in her room. She finds a way to escape by using the equipment in her room and exiting through the roof. The third characteristic of Chloe is curiosity. Chloe's curiosity is shown

when she realizes that there is something odd about the medicine she is taking. This makes her try to uncover the truth about the medicines her mother gave her. The last characteristic is courageous. Chloe's courage is shown when she starts to question the medicine she is taking and starts to investigate the medicine by secretly asking random people on the phone and going to the pharmacy.

The second question explains the forms of child abuse experienced by Chloe, namely medical and educational neglect, physical abuse, and psychological maltreatment. Using Crosson-Tower's (2014) theory of child abuse, the researcher identified that Chloe experienced child abuse. The first is neglect. Chloe received two forms of neglect, namely medical neglect, which occurred because Diane created Chloe's medical condition by giving her drugs that Chloe did not need and were not safe for consumption. Educational neglect occurs because Diane does not provide access for Chloe to formal education and isolates her from the outside world. This caused Chloe to have no room to develop and socialize.

The second child abuse is physical abuse. The physical abuse by Diane happens when Chloe begins to discover her lies. Diane locked Chloe up at home and in the basement and gave Chloe tranquilizers without her consent. The last child abuse is psychological maltreatment. Chloe experiences psychological maltreatment by her mother in terms of manipulation. Diane manipulates Chloe's emotions and psychology so that she doubts her memories and so that Diane can control the information available.

The third question discusses Chloe Sherman's resilience in the face of child abuse. Using two approaches by Ann Masten (2014), person-focused and variable-focused, the researcher identified Chloe's resilience. Through the person-focused approach, Chloe is an individual who has adaptive responses despite experiencing various forms of child

abuse. Chloe can show her resourcefulness, intelligence, and take action to escape from her mother. Her intelligence and courage help her uncover the truth about the medicine she is taking, and her resourcefulness allows her to escape the house despite her physical limitations.

Through the variable-focused approach, Chloe's resilience is seen through the interaction between risk factors and protective factors. Chloe experiences risk factors such as medical neglect, physical abuse, and psychological maltreatment. However, she also has protective factors such as intelligence, curiosity, resourcefulness, and courage. She can face adversity as a result of these protective factors. She can identify the child abuse she experiences, seek help from others, and make strategic decisions to save herself. Chloe's attempts to escape and discover the truth reflect her ability to achieve positive outcomes in the face of child abuse.

In conclusion, Chloe Sherman is a resilient person who can survive and overcome the child abuse by her mother. Despite experiencing medical and educational neglect, physical abuse, and psychological maltreatment, Chloe shows her personal development, such as intelligence, curiosity, resourcefulness, and courage. These characteristics help her to uncover the truth, escape from her mother, and take control of her life. By using Ann Masten's (2014) theory of resilience, Chloe's resilience is proven through both the person-focused and variable-focused approaches. Chloe shows protective factors that allow her to resist the risks around her and grow stronger as a positive outcome.



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