

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explores the design of the research encompassing research objectives, a brief description of textual analysis, data source, and research procedure providing data collection and analysis.

3.1. Research Objectives

The core of the study conveying speech functions and the realization of mood types' numbers to reveal tenor dimension of the dialogic text and gender differentiation in language use were served. It hence becomes the focus of the study which is conducted to investigate:

1. The significant aspect(s) of speech functions and mood types realized in "Mr. & Mrs. Smith" movie script to construct social role relationship;
2. How interpersonal meaning(s) are being expressed in the movie script as realization of tenor dimension.

3.2. Textual Analysis

David Butt, et. al (2000) defined a 'text' as "a harmonious collection of meanings appropriate to its context". This study is subjected to the transcription of *Mr. & Mrs. Smith* movie which hence focused on what's on the text and based the principle to what Van Dijk (1978) suggested as a more linguistic basis or aim.

Clausal analysis of the movie script was conducted to gain more access in classifying grammatical patterns occurred in the text. Individual clauses in the text are strands together to achieve cohesive whole unit of meaning (Butt, et. al, 2000). Therefore, my motivation in doing this research through textual analysis is to uncover social phenomenon about gender stereotyping.

Butt, et al stated that one clause relies on another clause to make meaning and it depends on social context outside the text, i.e. shared knowledge. It expands a comprehension about meanings in a text in order to make sense.

Through examining grammatical structures realized in the text, the researcher expected to explore social issues occurred within functional grammar's viewpoint that Butt, et al. approved. It relates text, structure and grammar to the global purpose of the text in the way that context motivates grammatical choices.

This sort of detailed text analysis is a form of 'qualitative' social analysis which can significantly be supported by the 'quantitative analysis' offered by corpus linguistics (De Beaugrande, 1997; Stubbs, 1996). The quantitative analysis helps to reveal a precise numbers of the data collected from clausal classifications, but the value is limited. For this reason, I believe that complementing it through detailed qualitative analysis is very necessary to be done.

3.3. Data Source

"Mr. & Mrs. Smith" movie script is the subject for this study. This is a film directed by Dough Liman which was released in 2005.

3.3.1. The Profile of *Mr. Mrs. Smith* Movie

Mr. & Mrs. Smith



release date:	Friday June 10, 2005 Tuesday November 29, 2005 (dvd/video)
genre:	Action
running time:	120 min.
director:	Doug Liman
studio:	20th Century Fox
producer(s):	Akiva Goldsman, Arnon Milchan, Eric McLeod, Lucas Foster, Patrick Wachsberger
screenplay:	Simon Kinberg
cast:	Brad Pitt, Angelina Jolie, Vince Vaughn, Adam Brody, Kerry Washington, Keith David, Chris Weitz, Rachael Huntley, Michelle Monaghan, Jennifer Morrison

3.3.2. *Mr. & Mrs. Smith* Movie Synopsis



Mr & Mrs Smith opens with John and Jane visiting a marriage counselor. John and Jane Smith is an ordinary suburban couple with an ordinary, lifeless suburban marriage. But each of them is hiding something the other would kill to know: Mr. and Mrs. Smith are actually highly paid, incredibly efficient assassins, and they work for competing

organizations.

Mr. and Mrs. Smith discover a new source of excitement in their marriage, when they're hired to assassinate each other... and that's when the real fun starts.

The result is the ultimate action spectacle, as Mr. and Mrs. Smith put their formidable skills to work and their marriage to the ultimate test.

3.4. Research Procedures

3.4.1. Data Collection

The study employed conversation analysis involving the collection of data without making any interference to manipulate it. The procedure took a major position in conducting an observation to investigate the ongoing activities with no access to control or determine the original data (Alison Wray, Kate Trott and Aileen Bloomer, 1998:186).

Mr. & Mrs. Smith movie consists of twelve (12) scenes each of which is worthy to be analyzed. Transcribing the movie into a set of script is the first step for collecting data. Here, I only focus on the dialogue between Mr. and Mrs. Smith considering the research objectives to investigate interpersonal relationship between the two main characters by examining speech function and grammatical mood occurred in their conversations.

3.4.2. Data Analysis

The focus of this study is on:

A. Functional Grammar of Speech Function and Grammatical Mood

The structure of each sentence uttered in the dialogue is analyzed using the theory of speech function and grammatical mood adopted from Egging which is originally taken from Halliday's work.

Each sentence including the dialogue between Mr. and Mrs. Smith is classified into speech function elements:

a. Speech Role

- Information (giving, demanding)
- Goods-&-services (giving, demanding)

b. Initiating Speech Function

- Statement
- Question
- Offer
- Command

c. Responding Speech Function

- Supporting (acknowledgment, answer, acceptance, compliance)
- Confronting (contradiction, disclaimer, rejection, refusal)

Subsequently, the analysis continues to make correlation between the semantic choice of speech function and grammatical structure. The elements of grammatical mood can be divided into two groups:

a. Unmarked Correlation (Typical Clause Mood)

- Statement can be realized through declarative clause
- Question typically uses interrogative
- Offer uses modulated interrogative
- Command uses imperative
- Acknowledgment uses elliptical declarative

- Answer uses elliptical declarative
- Acceptance uses minor clause
- Compliance uses minor clause

b. Marked Correlation (Non-Typical Clause Mood)

- Statement also can be realized through tagged declarative
- Question uses modulated declarative
- Offer uses imperative or declarative
- Command uses modulated interrogative or declarative

In order to make the classification process of the data collected easier, simpler but detail, I classified the speech function and grammatical mood elements mentioned above within table 3.1 (can be accessed in appendix 2). This is the tool to analyze clauses of dialogic text which is further summarized into six categories:

- Typical (unmarked) correlation of initiating moves (table 3.2)
- Non-typical (marked) correlation of initiating moves (table 3.3)
- Typical (unmarked) correlation of supporting response (table 3.4)
- Non-typical (marked) correlation of supporting response (table 3.5)
- Typical (unmarked) correlation of confronting response (table 3.6)
- Non-typical (marked) correlation of confronting response (table 3.7)

These summary tables were applied in the next chapter of findings and discussions to find out the numbers of unmarked and marked structures occurring in *Mr. & Mrs. Smith* movie script. Those numbers function as a parameter of which unmarked correlation structure takes more dominant toward another. It implies tenor dimension of role relationship conveyed by the participants. These numbers of initiating moves, supporting response, and confronting response, both unmarked and marked correlations, were then simplified into table 3.15. It indicates the overall numbers of those three moves.

To investigate male and female language use differentiation, it is necessary to classify the analysis of Mr. Smith's utterances separated from Mrs. Smith's. The table 3.8 presented the analysis classification which was subsequently summarized into six categories for each participant, both male and female character, as follows:

- Initiating moves based on Eggins' theory (table 3.9)
- Initiating moves included into miscellany category (table 3.10)
- Supporting response based on Eggins' theory (table 3.11)
- Supporting response included into miscellany category (table 3.12)
- Confronting response based on Eggins' theory (3.13)
- Confronting moves included into miscellany category (3.14)

These numbers of initiations and responses were also simplified into table 3.16 for the total moves of initiating speech function and table 3.17 for the total moves of responding speech function.

The simplification of classification tables was aimed to make the presentation of data analysis more reader friendly due to the fact that the process of analysis itself needed more than one stage of classification using different tables for each categorization. It was just a representation of what is proposed in detail.

Note: The whole detail of the tables above can be accessed in appendix 3.

B. Tenor Dimensions

After being classified, the data show us what grammatical mood occurs in what context of situation to uncover tenor dimension of the interpersonal relationship as a realization of speech functions exchanged in the interactive dialogues.

The choice of marked and unmarked structure will obviously demonstrate the role relationships between the two main characters, in this case Mr. and Mrs. Smith as interactants. As I mentioned in the research objectives that these variables become parameter to measure the value of tenor dimensions. The data would later depict male and female language use distinction.

Egins (2000: 196) also claims that the choice of marked Mood structures typically functions to express tenor dimensions such as equal power, less deference, frequent contact and high affective involvement.

3.5. Stages of Research

In undertaking this study, the following stages are applied:

- a) Determining the object of the study. Here I took *Mr. & Mrs. Smith* movie script in which I only focus on the conversation between the two main characters, i.e. Mr. and Mrs. Smith.
- b) Deciding the interesting core issue which subsequently became the tool of analysis. Speech functions and grammatical mood which lies in the area of functional grammar are much considered to be examined to uncover tenor dimension as one of register variables (interpersonal relationship). The theory comes from the work of Michael Halliday (1994) which is then best performed and extended by Suzanne Egging (2000).
- c) Carrying out library research by searching, browsing, collecting and comprehending the references dealing with speech functions, grammatical mood and tenor.
- d) Formulating research questions with regard to *Mr. & Mrs. Smith* movie script as the subject of the study.
- e) Watching repeatedly the whole part of the movie to gain a comprehensive understanding about situational context of the conversational interaction.
- f) Transcribing the 12 scenes movie into a written text (script).
- g) Grabbing the conversation between the two main characters in the movie and separate them from dialogues in which Mr. and Mrs. Smith make no any interaction with the other characters. In this case, the fourth and sixth scenes became excluded for the absence of Mr. and Mrs. Smith's interaction.

- h) Analyzing Mr. and Mrs. Smith's dialogues through classifying them into certain variables of speech functions and grammatical mood using the table 3.1 figured above.
- i) Summarizing the collected data of clausal analysis in table 3.1 into six separated tables consisting typical (unmarked) correlation of initiating moves – table 3.2, non-typical (marked) correlation of initiating moves – table 3.3, typical correlation of supporting response – table 3.4, non-typical correlation of supporting response – 3.5, typical correlation of confronting response – table 3.6 and non-typical correlation of confronting response – table 3.7 to gain an overall sight of the most frequent speech function appeared and what kind of mood types realize it.
- j) Classifying variation of mood choices to realize particular speech functions which hence were considered as miscellany category attached in each summary tables.
- k) Simplifying the overall numbers of unmarked and marked initiations and responses through table 3.15.
- l) Uncovering the implication of the findings of unmarked and marked correlation numbers.
- m) Classifying the collected data into two separated identical tables 3.8 to describe female and male representation dealing with language use distinction.
- n) Making summary of the data presented in table 3.8 with presenting participant speech role in initiating the moves (table 3.16) and table 3.17 performed the numbers of supporting and confronting responses.

- o) Revealing tenor dimension of interpersonal relationship expressed by the two main characters in the movie by using the data gained from separated classification of female and male character.
- p) Mentioning other interesting phenomena occurred in clausal analysis of Mr. & Mrs. Smith interactions.
- q) Drawing the conclusions and recommendations for further study.

