CHAPTER II

THEORY AND METHOD

2.1 Theoretical framework

This section will discuss the interpersonal metafunction within Halliday's Systemic Functional Linguistics (SFL). The interpersonal metafunction focuses on the social aspect, particularly the relationship between the speaker and the listener, and is concerned with clauses as forms of exchange. It includes speech functions, exchange structures, and expressions of attitude (Halliday and Matthiessen, 2014). In alignment with the objectives of this study, which are to identify the types of speech functions and analyze the interpersonal roles used in the movie *The Greatest Showman Movie By Michael Gracey 2017*, the discussion in this thesis will be limited to the interpersonal metafunction. This sub-chapter will be divided into 2.1.1. Interpersonal meaning as an exchange, 2.1.2. Basic types of exchange process, 2.1.3. MOOD, and 2.1.4. Speech functions.

1.1.1. Interpersonal meaning as an exchange

In communication, especially in a conversation, people use interpersonal language to interact with others and control their behaviour. Interpersonality reflects the function of language as a means by which the speaker participates in the verbal situation. Interpersonal meanings include the following key areas. First area is about the types of interactions that take place and the types of information being exchanged, and the other area concerns speakers articulate the positions of their message.

In the context of conversation, the interpersonal meaning system is enacted by the participants involved, who take on and assign roles throughout the

interaction. Halliday and Matthiessen (2014) explain that from an interpersonal perspective, a nominal group conveys specific pieces of information, people, or attitudes, which are part of an exchange between the speaker and the listener. This exchange involves giving and requesting information or services, thereby establishing a social relationship between the participants. Through expressing opinions, the speaker assumes and assigns roles, while also accepting or rejecting roles assigned by others. This process allows the speaker to communicate their judgments, attitudes, and personality, which can influence the listener. Thus, roles are both accepted and assigned as a means of social interaction.

1.1.2. Basic types of exchange process

Speech role in exchange	Commodity exchanged	
	Information	Goods and services
Giving	Statement He's giving her the teapot	Offer Would you like this teapot?
Demanding	Question What is he giving her?	Command Give me that teapot!

Table 1. speech roles in exchange and commodity exchanged

(Halliday and Matthiessen, 2014: 134)

The table, derived from Halliday and Matthiessen (2014), categorizes the fundamental types of speech roles in exchanges into two primary functions: giving and demanding. In the context of giving, the speaker provides information or offers goods and services. The commodities exchanged in these interactions can be classified into either information or goods and services, allowing for diverse interpersonal communication. Ultimately, the table illustrates how these dual roles

of giving and demanding underpin the dynamics of social exchanges, facilitating both the sharing of knowledge and the transfer of tangible goods.

1.1.3. MOOD

MOOD is a fundamental component of grammar that pertains to the selections made by the speaker from the available options within the structure of a clause, reflecting the roles of speech (Halliday & Matthiessen, 2014). MOOD is the first element in *interpersonal* component. According Halliday and Matthiessen (2014:140) the MOOD consists of two main elements which are the subject and the finite. According to Halliday (2014) residue serves to provide additional information that enriches communication or emphasizes certain parts of the clause, such as in the form of adjuncts or other elements that provide context. Residue often serves to provide further information about the circumstances or situations related to the actions taken by the subject. In the analysis of interpersonal metafunction, residue can be seen as an element that changes or adds nuance to more direct or more formal communication. The residue includes the Predicator, Complement, and Adjunct. In English, only independent clauses typically exhibit a choice of MOOD, where the Subject and Finite serve as the components of the MOOD structure (Bloor & Bloor, 2013).

a. Subject

Characterized by a *nominal group* as explained by Halliday and Matthiessen (2014:140) *"The subject, when it first appears, may be any nominal group"*. Can be understood to mean that a subject can be marked with a *person* or *thing* which plays the main role in a clause in the form of a *nominal* group.

b. Finite

Finite is the second element of the MOOD element. Based on Halliday and Matthiessen (2014:140) *"The finite element is one of a small number of verbal operators expressing tense"*. A finite also shows time, grammatically called *primary tense* or *modality.*

The position of the subject and finite within a clause determines the MOOD. Consequently, these two components can shift to create different MOOD or clause types. MOOD types serve as functional categories that manifest in speech functions. There are two primary categories of MOOD types: indicative and imperative (Halliday & Matthiessen, 2014) as showed in picture below:
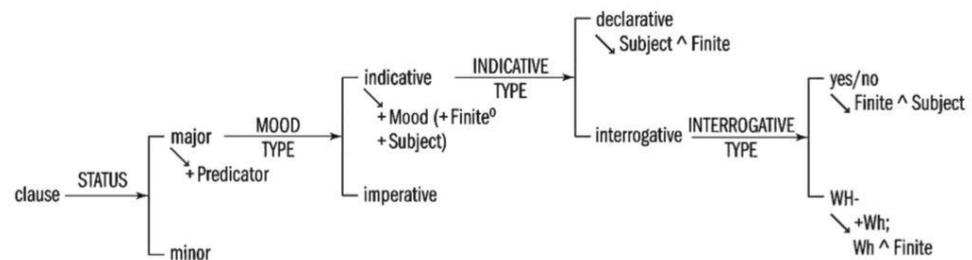
Picture 1. MOOD Types

(Halliday and Matthiessen, 2014:140)

The indicative MOOD is further divided into declarative and interrogative forms. Declarative MOOD expresses the speech function of a statement. The speaker generally uses this type to give the hearer information or an idea. The order of Subject occurs before Finite can be identified in declarative MOOD (Halliday & Matthiessen, 2014, p. 143). Interrogative MOOD expresses the speech function of a question. It is about asking a question to the hearer and ends with a question mark. The speaker uses a question to demand some information from the hearer or give some goods & services in the expression of an offer. Interrogative MOOD is divided into polar interrogative and WH-interrogative. The polar interrogative is a yes/no

question used to specify the polarity of the hearer's message. The structure of it is marked by order of Finite before the Subject. Therefore, the answer is always in the form of 'yes' or 'no' answer. Further, WH-interrogative has characteristics of WH elements such as who, where, when, what, why, and how. According to Eggins (2004, p. 168), this WH- element is always fused whether with the Subject, Complement, or Adjunct. It means that every WH element has its function; for example, the WH element in 'who' is used by the speaker to ask the Subject or person who did the activity. Thus, it functions to specify the entity that the speaker wishes to have supplied.

Imperative MOOD expresses the speech function of a command. The speaker uses it in demanding goods & services in exchange. The hearer must do something needed by the speaker. According to Halliday and Matthiessen (2014), imperative MOOD consists of Subject and Finite, Subject only, or even no MOOD but Predicator or Finite only. However, the imperative MOOD has a different system of a person from another type. In this type, the Subject of command is in the form of the second person, including *you, me,* or *you and me*.

The system of MOOD belongs to the interpersonal metafunction of the language, it is the key interpersonal system of the clause, and is the grammatical resource for realising an interactive move in dialogue. For example, each of the following alternatives has a different interactional status and each embodies an alternative MOOD choice:

Example	MOOD
The spy came in from the cold.	Declarative
Did the spy come in from the cold?	Interrogative: yes/no
Who came in from the cold?	Interrogative: wh

Come in from the cold! Imperative

(Martin, Matthiessen, and Painter 2010)

The distinction in capitalization between MOOD as the name of an element of the interpersonal structure of the clause (MOOD + *residue*). The residue consists of functional elements of three kinds; *Predicator, Complement and Adjunct* (Halliday and Matthiessen 2014:151).

Sister Susie	's	sewing	shirts	for soldier
Subject	Finite	Predicator	Complement	Adjunct
MOOD		Residue		

Table 2 Structure of the residue (Halliday & Matthiessen 2014:151)

1.1.3.1. Residue Element

The residue element comprises three types of grammatical functions: Predicator, Complement, and Adjuncts. In this context, the residue structure may consist solely of a Predicator, one or two Complements, and multiple Adjuncts. The next section will provide an explanation of each element within the residue structure.

1. Predicator

Predicator is part of *verbal group* but is different from *finite* because the predicator is a verb that is identified as non-finite.

Sister Susie	's	sewing	shirts	for soldier
		Predicator		

According to the table above, the predicator differs from the finite, as it represents a verb that denotes the action performed by the subject. Halliday and Matthiessen (2014:151) state that "the predicator is present in all major clauses, except those where it is omitted through ellipsis."

2. Complement

The complement is another grammatical function found within residue elements. It has the potential to function as the Subject, as it is represented by a nominal group. Halliday and Matthiessen (2014, p. 153) indicate that any nominal group that does not serve as the Subject will act as a Complement; for instance, in the sentence "George was given a book by Simon," the noun phrase "a book" functions as a Complement since it is realized in a nominal group. Furthermore, the Complement can serve as the Subject, especially in passive clauses. Complements answer questions formulated as "is/had what," "to whom," and "did to what."

3. Adjunct

Adjuncts are grammatical functions within a clause that do not have the potential to act as the Subject. Instead, they provide additional information, which is represented by an adverbial group, such as details about place, time, and manner, or by a prepositional phrase. Halliday and Matthiessen (2014, p. 153) illustrate the identification of Adjuncts with the example: "*My aunt was given that teapot yesterday by the duke.*" In this sentence, "*yesterday*" and "*by the duke*" serve as two Adjuncts. The adverbial group "*yesterday*" indicates a circumstance of time, while the prepositional phrase "*by the duke*" denotes an agent. Thus, Adjuncts can be identified as elements that lack the potential to become a Subject since they do not belong to a nominal group, but rather to adverbial or prepositional forms.

There are two types of Adjuncts: MOOD Adjuncts and Comment Adjuncts. MOOD Adjuncts are closely related to the Finite verbal operator, alongside the Predicator. They convey meanings related to temporality, intensity, modality, and polarity. Within the MOOD structure, MOOD Adjuncts are positioned next to the

Finite, which is part of the verbal operator, occurring either before or after the Finite.

In contrast, Comment Adjuncts are less directly connected to the clause structure, as they are not included in the MOOD or Residue elements. Instead, they express the speaker's attitude toward the proposition as a whole within the clause. Comment Adjuncts typically follow the Subject and are realized in the adverbial group, with examples including: frankly, honestly, really, luckily, hopefully, tentatively, provisionally, broadly speaking, generally, understandably, as expected, wisely, and amazingly.

1.1.4. Speech functions

Halliday and Matthiessen (2014) explained that speech function is one of the parts of interpersonal meaning as an exchange. There are four basic types of speech functions: offers, questions, statement and command. Four basic functions are involved in the communication process at the same time. Those four basics of speech functions are depended on the speech roles (giving or demanding) and commodity choice (information or goods and services) that the speaker chooses. The four basic speech functions can be shown below:

1. Command

    Command is orders to be followed. The speaker demands the addressee to do what is told, either demanding information or demanding something to be done (Halliday and Matthiessen, 2014). The most common way to convey commands grammatically is using imperatives (Thompson, 2014). The following are examples of commands as presented by Martanto (2014) "Great idea, you start!" and "Tell me about the story of Naruto."

In the first example, the speaker instructs the addressee to take action. In contrast, the second sentence requires the addressee to provide information. In both cases, the role exchange is characterized as demanding, involving the exchange of goods and services.

2. Offer

An offer is defined as an expression of willingness to provide or perform a service. It implies a readiness to assist or inform someone. According to Thompson (2014), offers are unique because they are not tied to a specific MOOD choice. Halliday and Matthiessen (2014) explain that an offer can be made without the use of language, suggesting that the words spoken do not always dictate how effectively an offer is received. The following statements, provided by Martanto (2014), "Here, let me pour that for you." and "Let me help you out with that."

In these examples, the speaker is proposing to perform an action for the recipient. The speech function in these sentences represents an offer, characterized by a role exchange that involves giving and the commodity of goods and services.

3. Statement

Statements are typically understood as providing information, which can be either positive or negative, and they usually conclude with a period (.). Each fundamental function is closely associated with specific grammatical structures. According to Halliday and Matthiessen (2014), statements are primarily expressed through declarative forms. The following examples of statements are provided by Anugratamur (2013) "By the time the police we called had smashed

the window and entered the room, it wouldn't have seemed so strange." and "Apparently, he was just bowled over by my wonderful self's genius deductions."

In both sentences, the speaker articulates an opinion through a clear statement. These sentences serve as examples of a speaker conveying new information to the addressee. Therefore, both are categorized as statements, as the exchange involved is one of providing information.

4. Question

A question is a linguistic term used to seek information. Questions are typically expressed through interrogative sentences, and they are most effectively conveyed using interrogative forms in terms of grammatical structure (Halliday and Matthiessen, 2014). It is also noted that another common type of question can be declarative in specific contexts. Thompson (2014) refers to this hybrid form as a 'queclarative,' which blends declarative and interrogative elements. Often, this type of question does not necessitate a response. The following examples of questions are provided by Anugratamur (2013) "How did they get this fat Ol' Ishiguri-san's body to the door without leaving any marks on the floor?" and "Was he in the room at the time?"

The example sentences conclude with a question mark, indicating that the speaker is seeking information from the addressee. Each question begins with a WH-word, followed by the content that the speaker wishes to inquire about. Therefore, the exchanges in these sentences involve a demand for information. By cross classifying the two dimensions of speech role and commodity, we can come up with the four basic moves we can make to get a dialogue.

1.1.4.1.The speech functions responses

As previously discussed, speech functions encompass statements, questions, commands, and offers. Halliday (2014) suggests that alternative responses to these speech functions can be broadly categorized into two types: supporting responses and confronting responses.

1. Supporting responses

Supporting responses express agreement and consensus. Such responses may involve acknowledging a statement, answering a question, accepting an offer, or complying with a command. Generally, supporting responses tend to conclude the exchange, as the proposition has been settled.

   a. Acknowledgment

Acknowledgment refers to the acceptance of the information presented, where the addressee does not dispute the statement made. Martanto (2014) illustrates acknowledgment with the following examples:

   1. Statement

"I hate it when a guy calls a girl who did not give him her number."

[2] "So this is me not calling." (Martanto, 2014)

   2. Acknowledgement

"Yes, You're right" (Martanto, 2014)

In these examples, the addressee confirms the statement, demonstrating a clear acknowledgment where they not only accept the statement but also express support for it.

   b. Answer

An answer constitutes a proper response to a question, serving as a means to provide the requested information. Syamsiyah (2018) offers the following example of an answer:

1. Question

"So, what can I bring you from the market?" (Syamsiyah, 2018)

2. Answer

"A rose, like the one in the painting." (Syamsiyah, 2018)

In this example, the addressee responds clearly and directly to the question posed, effectively supporting the inquiry.

c. Compliance

Compliance refers to the act of following a command. In this scenario, the addresser requests that the addressee respond with specific goods or services, and the addressee complies with the command. An example of compliance is provided by Nasution (2018):

1. Command

"Drink it!" (Nasution, 2018)

2. Compliance

"All right." (Nasution, 2018)

This example illustrates that upon issuing the command, the addressee promptly obeys without any objection. It indicates the addressee's agreement to fulfil the request made. The response serves as a supportive acknowledgment of the command.

d. Acceptance

Acceptance refers to the act of agreeing to take or receive something that has been offered. Below are examples of acceptance as provided by Martanto (2014):

1. Offer

   "You might need these" (Martanto, 2014)

2. Acceptance

   "All right" Martanto (2014)

   The responses reflect a supportive acknowledgment of the offer. In the example above the addressee readily accepts the offered items.

2. Confronting responses

Confronting responses enact disagreement or non-undertaking. For example, disclaiming knowledge rather than acknowledging, declining to answer a question or refusing an offer than enact (verbally) some degree of confronting.

a. Contradiction

Contradiction refers to a display of disagreement with a statement or piece of information. It often manifests as a denial or the presentation of an opposing viewpoint. An example of contradiction provided by Anugratamur (2013) is as follows:

1. Statement

"Ishiguri had recorded everything on video and uploaded it onto the internet, so Uriu got pretty depressed." (Anugratamur, 2013)

2. Contradiction

"but that guy got so scared he just burst into tears." (Anugratamur, 2013)

In this example, the addressee expresses disagreement with the initial statement by offering a counterargument. The response functions to confront the original statement, indicating a clear contradiction.

b. Disclaimer

A disclaimer is a statement used to deny something or to refuse to provide an answer when prompted. The following examples of disclaimers are taken from a dialogue in *Beauty and the Beast*, as noted by Syamsiyah (2018):

1. Question

"Will you join me for dinner?" (Syamsiyah, 2018)

2. Disclaimer

"You've taken me as your prisoner and now you want to have

  dinner with me?" (Syamsiyah, 2018)

The examples illustrate how the addressee responds to questions with a negative statement, effectively refusing the requests made. The responses in both instances confront the questions posed, signalling disagreement or rejection.

c. Refusal

Refusal refers to the act of rejecting a request or command, signifying a complete unwillingness to comply with what has been ordered. An example of refusal is presented below, as noted by Anugratamur (2013):

1. Command

"Tell me about Henry James, please." (Anugratamur, 2013):

2. Refusal

"Sorry, I can't tell about it" (Anugratamur, 2013):

In this example, the addresser issues a command, but the addressee declines to fulfill the request. The response clearly confronts the initial speech act, demonstrating the addressee's refusal to comply.

d. Rejection

Rejection refers to the act of dismissing or refusing an offer presented. It signifies a refusal to accept what is being proposed. An example of rejection, as noted by Nasution (2018), is as follows:

1. Offer

"Just give me your daughter's hand, and I'll set you free" (Nasution, 2018)

2. Rejection

"Never" (Nasution, 2018)

In this instance, the initial statement is an offer that is met with a decisive rejection. The response clearly confronts the offer, demonstrating the addressee's unwillingness to accept the proposition.

Conclusively, all those speech functions and responding speech functions proposed by Halliday (2014) can be seen briefly in the table provided by Halliday & Matthiessen (2004) as below:

Table 3. speech function pairs and responses

Initiating speech function	Responding speech functions	
	Supporting	Confronting
Offer	Acceptance ⟷	Rejection
Command	Undertaking ⟷	Refusal

Statement	Acknowledgement ⟷	Contradiction
Question	Answer ⟷	Disclaimer

Based on the explanation above it can be concluded that a speech function is expressed through a typical type of sentence construction. For example, speech function of command is typically expressed through imperative sentence and for a certain purpose, a command is expressed through interrogative sentence.

1.2. Research method

This research discuss the research method of this study. It consist of type of study, population and sample, method of collecting data and analyzing the data. This study used descriptive-qualitative method since it is a study to describe and analyze the way things are.

1.2.1. Type of Research

This study uses descriptive qualitative-method. It is descriptive-qualitative because this study presents the result by describing and elaborating the phenomenon in its own environment without applying any statistical procedures. According to Creswell (2022) this type of method has an advantage in presenting its study. It primarily used to gain an understanding of a group or phenomenon. This study classifies the types of speech function used by Barnum in *The Greatest Showman* movie and identify the interpersonal meaning produced by Barnum.

1.2.2. Data, Population, Sample and Sampling

The data for this study were taken from *The Greatest Showman* movie and produced by Michael Gracey (2017). The data were from the dialogue of Barnum and the other characters of the movie. The population were 340 turn which involve speech function and interpersonal meaning spoken by Barnum. In this study, sampling was based on the speech functions used by speakers in the interaction. The speech functions include different types of utterances that can be categorized as statements, questions, offers, commands, acknowledgments, contradictions, answers, disclaimers, acceptances, rejections, undertakings, and refusals. The sampling focused on the types of speech functions that are most relevant to the research objective.

1.2.3. Method of Collecting the Data

For this study, the field study method was used in data collection. The field study method involves observing subjects in their natural environment without actively participating in the actions or behaviors of those subjects. In this case, I, as the researcher, served as an observer, collecting data from the actual environment of the movie *The Greatest Showman*. Specifically, I focused on the clauses spoken by the character Barnum. I did not participate in the events of the movie; rather, I observed the dialogues by watching the film and reading its script.

To gather and analyze the data, I employed a note-taking technique. This method involved documenting relevant speech functions within the dialogues and classifying them according to specific categories such as statements, questions, commands, etc. The note-taking process also helped in transcribing the context of the dialogue to ensure accurate representation of the interactions.

1.2.4. Method of Analyzing the Data

The writer used a content method in analysing data. Content analysis focuses on analysing and interpreting recording material to learn about human behavior. The material may be public records, films, tapes, diaries, themes, reports, or other documents (Ary *et.al*, 2010). Researcher used some technique of Ary's notion (2010:458) steps in content analysis which is used in this research, first is identification. I identified the clauses spoken by Barnum in *The Greatest Showman* movie which contain speech function and interpersonal meaning. Second is analysing data. After identifying the data, I classified the clauses in accordance with Halliday's classification of speech function. I also analysed the data by using J R Martin's classification of interpersonal meaning. Third is concluding the data. The last step was concluding the data that I had analyzed. It made to create a brief answer for the research questions of this study.