

## **CHAPTER II**

### **THEORY AND METHOD**

#### **2.1 Theoretical Framework**

This chapter specifically includes the concepts and theories that are needed as the basis for analyzing the data gathered for this research. The theory that is used in this research is the transitivity theory by Halliday (Halliday & Matthiessen, 2014). On the other hand, the concepts that are used as supporting material for this research are feminism by Hooks (2004), Gill (2007), and McRobbie (2004), and patriarchy by Walby (1990).

##### **2.1.1. Systemic Functional Grammar**

People use language in every activity and required to produce language which makes sense (Eggins, 2004). Language is also known to be the resource of a strategic meaning-makings. Systemic Functional Grammar is developed to theorize the language and gives methodological analysis to the language system (Eggins, 2004). SFG is also used to make sense of one's language from experience, followed by the social relationship from it. This specific function of making sense of the language from the experience and social relations is called the metafunction of language (Halliday & Matthiessen, 2014). Halliday's Systemic Functional Grammar has three metafunctions, ideational, interpersonal, and textual.

Ideational metafunction deals with human's experience, providing the theory of human experience and the resource of lexicogrammar of every language. From the ideational metafunction, the clause of the grammar represents more than just a process, therefore showing language as an action. This function is called the

interpersonal metafunction. The last metafunction is textual metafunction, where language function to create continuity and cohesion (Halliday & Matthiessen, 2014). The specific choice to call it ‘metafunction’ instead of ‘functions’ is due to the significance of the addition of analyzing the language, not just the purpose of using the language.

### **2.1.2. The Concept of Transitivity Process as Ideational metafunction**

A flow of events, also known as experience can be expressed from a system of clauses (Halliday & Matthiessen, 2014). According to Halliday and Matthiessen, (1999, as cited in Halliday & Matthiessen, 2014, p. 213) those flow of events that require sensing, doing, saying, or behaving are considered as **figures**. Transitivity, on the other hand, is the grammatical system of the interaction of these figures.

Transitivity is used in a broader sense; it explains the whole clause rather than just explains if the sentence has a verb or an object (Thompson, 2014). To explain the whole system of transitivity, two components are needed. Those components are process and circumstances. The process is then divided into six categories, namely material, mental, relational, behavioral, verbal, and existential.

#### **2.1.2.1. Material Processes**

Every process that requires physical actions is considered a material process (Thompson, 2014). It consists of the ‘doing’ and ‘happening’ (Halliday & Matthiessen, 2014). The do-er of the process in order to put energy into this process is called an **actor**. On the other hand, if the action is affecting the other participant, the affected participant is called the **goal**. According to Halliday and Matthiessen

(2014), this type of material process is divided into two, which are **transitive** and **intransitive**. For examples:

- (i) *The lion sprang*
  - (ii) *The lion caught the tourist*
- (Halliday & Matthiessen, 2014, p.225)

The (i) clause is the intransitive process, with ‘*the lion*’ as the actor and the phrase ‘*sprang*’ as the process. The (ii) clause is the transitive process, with the phrase ‘*the tourist*’ as the goal since it is the affected participant of the clause. Other than the Actor and the Goal, there are a few participant roles that may be involved in the process of a ‘material’ clause and these are Scope, Recipient, Client, and Attribute (more marginally). For examples:

- (iii) *Then cross **Hyde Park and the Domain** to the Art Gallery of N.S.W.*  
(Scope)
  - (iv) *Did Kerry give **you** those files there?* (Recipient)
  - (v) *Do you want us to make up the full pallet **for you**?* (Client)
  - (vi) *They stripped her **clean** of every bit of jewelry *[[she ever had]]**  
(Attribute)
- (Halliday & Matthiessen, 2014, p.236-237)

From the previous subsection, Scope is the most general across the four additional participants of the material process. For the recipient and the client, the functioned resembled is something benefitting from the action of the process (in services or goods). The recipient is the one that the goods are given to and the client is one who services are done for (Halliday & Matthiessen, 2014). As for attribute, the example given shows the specified resultant state of the Goal, her.

### 2.1.2.2. Mental Processes

The mental process deals with one’s experience through consciousness (Halliday & Matthiessen, 2014). This process includes the action of sensing and the

quantum of change in the flow of events take place in someone's consciousness. The action only takes in the mental state, unlike the material process which affects the goal directly. Usually, this process deals with emotions, thoughts, and feelings.

Another difference between mental and material processes is in the criterion of the clause. The actor of the material process is called a **senser** while the goal is called the **phenomenon**. For the material process it might be external, however, what happens through the mental process is something internal. Instead of 'acting', the doer of the mental process is 'undergoing' something (Thompson, 2014).

Other than the basic form of Mental process, according to Halliday (Thompson, 2014) mental process is also divided into a few sub-categories, there are **perceptive** (seeing, hearing, etc.); **emotive**, or reactive (processes of feeling); **cognitive** (process of deciding, knowing, understanding, etc.); and **desiderative** (a technical term for 'wanting'; not included in Halliday's 1994 theory). For examples:

- (vii) *He could not see anything* (**perceptive**)
- (viii) *I like most operas* (**emotive**)
- (ix) *You can imagine his reaction* (**cognitive**)
- (x) *I don't want any trouble* (**desiderative**)

(Thompson, 2014, p.99-100)

In clause (vii), the phrase 'he' is the senser, 'could not see' is the perceptive mental process, and 'anything' is the phenomenon.

### 2.1.2.3. Relational Processes

Relational clause functions to characterize and identify (Halliday & Matthiessen, 2014). Usually, relational processes involve two concepts in a clause. For example:

- (xi) *The bread is stale*

(Thompson, 2014, p.101)

‘The bread’ here is an object and ‘stale’ is the quality of the object. On the other hand, the word ‘is’ indicates whether there is a relation between the two criteria. However, it is possible that two concepts might be presented as different ways of referring to the same entity (Thompson, 2014). For example:

(xii) *His immediate objective was the church.*

(Thompson, 2014, p.101)

According to Thompson, there are two types of relational processes, which are **attributive** and **identifying** relational processes. According to Halliday, these are the two distinct modes of being (Halliday & Matthiessen, 2014). In the attributive relational process (clause (xiii)), the two criteria are the **Carrier** and the **Attribute** (Thompson, 2014).

(xiii) *This bread is stale*

(xiv) *The strongest shape is the triangle*

(Thompson, 2014, p.103)

On the other hand, in identifying relational processes, the general category is called the **value** and the specific embodiment is the **token** (clause xiv). To differentiate which one is more general or more specific usually is by identifying the specific embodiment from the general category that has already been established, or vice versa (Thompson, 2014).

#### 2.1.2.4. Verbal processes

Verbal processes are the processes that are trivial as a resource to many types and kinds of discourse (Halliday & Matthiessen, 2014). This process is also significant to the verbs of ‘saying’ (Thompson, 2014). The function of this process is to create a possible narrative from a dialogue. The participant in this process is called the **sayer**. Another participant that the sayer addressed is called the **receiver**.

The message conveyed by the sayer is called the **verbiage** (Halliday & Matthiessen, 2014). However, if the verbal processes are directed to another participant (other than the receiver), the term **target** is used. To distinguish whether the participant is a target or a receiver, a target cannot be a human. Other than that, a target appears only with a small subset of verbal processes (Thompson, 2014). Reported speech is also considered in the process of verbal process. The message will be delivered through the verb ‘said’ and is usually in a separate reported clause. This is called **projection**. For examples:

- (xv) I explained to her what it meant (verbal process with **receiver** and **verbiage**)
- (xvi) The report sharply criticizes Lilly’s quality-control procedures (with the **target**)

(Thompson, 2014, p.108)

#### 2.1.2.5. Behavioral Processes

This process typically involves physiological and psychological behavior (Halliday & Matthiessen, 2014). It is a mix of mental and material processes (Thompson, 2014). Usually, a behavioral process pairs processes that express a conscious physical act involved in perception. For example, ‘see’ is mental while ‘watch’, ‘look’, etc. is behavioral; ‘hear’ is mental while ‘listen’ is behavioral, and so on. Behavioral processes can only have one participant and usually is a human. This participant is called **the behaver**. If there is another participant, usually that participant functions as a complement and is called **the behavior**. For example:

- (xvii) *He stared in amazement*

(Thompson, 2014, p.110)

#### 2.1.2.6. Existential Processes

This process represents something that occurs or exists. It also only expresses the existence of an entity without predicating anything else of it. Usually, the subject of existential processes is ‘there’ (Thompson, 2014). The participant in this process is usually called the **Existent**. The word ‘there’ is needed as a subject without any experiential meaning.

(xviii) *Maybe there is some other darker pattern*

(Thompson, 2014, p.111)

### 2.1.2.7. Circumstances

Circumstances are giving information regarding where the process takes place, usually indicated by circumstantial adjuncts (Thompson, 2014). According to Halliday and Matthiessen, circumstances are then divided into nine types and four categories. The first category of circumstantial element is the enhancing category, there are **Extent** (involves distance, duration, and frequency), **Location** (place and time), **Manner** (means, quality, comparison, and degree), **Cause** (reason, purpose, and behalf) and **Contingency** (condition, default, and concession of a process). The second category is extending circumstantial element which only includes **Accompaniment** (comitative and additive). The third category is elaborating which includes **Role** (guise and product). The fourth category is Projection which includes the circumstantial element of **Matter** and **Angle** (source and viewpoint).

- (xix) knock **three times** (Circumstance of Extent in frequency)
- (xx) get up **at six o’clock** (Circumstance of Location in time)
- (xxi) we know it **well** (Circumstance of Manner in quality)
- (xxii) Assad died **of heart failure** (Circumstance of Cause in reason)
- (xxiii) Get back to the bedroom and change clothes **in case of bloodstains** (Circumstances of Contingency in condition)

- (xxiv) I was traveling up the west coast of Florida **with my father** in a boat, ... (Circumstances of Accompaniment in comitative)
- (xxv) Proteins are first broken down **into amino acids** (Circumstances of Role product)
- (xxvi) Tell me about the Paris Review (Circumstances of Matter)
- (xxvii) It seems to me (Circumstances of Angle in viewpoint)

(Halliday & Matthiessen, 2014, p.236-237)

### 2.1.3. Feminism and Post-Feminism

Feminism is originally defined as a movement to end exploitation, oppression, and sexism toward the women's community (Hooks, 2000). Post-feminism itself aligns with Hooks' theory and is not seen as a historical shift nor a backlash, but a phenomenon (Gill, 2007). On the other hand, post-feminism is where equality was achieved and started during the 70s until the 80s (McRobbie, 2004). Hooks explained that feminism, especially feminist politics is indicated by **strong sisterhood, reproductive rights, equality at work, ending violence**, and many more. On the other hand, what is being highlighted from post-feminism, according to McRobbie is **more representation of women** in different sectors such as law, education, to an extent medicine, and the media (McRobbie, 2004). For example, McRobbie argued that Bridget Jones is the perfect example of a woman who lives in a post-feminism era. Bridget Jones is portrayed as someone independent, single, and living the freedom as a woman in a modern world (McRobbie, 2004). However, this individualism also raises anxiety and insecurity for a woman, where the questions then later become a burden (McRobbie, 2004).

Following McRobbie's theory and through the media culture's lens, post-feminism developed a sensibility on how women are represented through the media, especially from the male perspective (Gill, 2007). Gill (2007) argued that women

are **more desirable as sexual subjects**, developed a constant need to **self-surveillance** themselves, are perceived as **bodily property**, and believe in the **makeover paradigm** where they always lack in certain aspects of their lives.

#### 2.1.4. Patriarchy

According to Walby, a system and a social structure of men's domination, exploitation, and oppression of the women's community is defined as patriarchy (Walby, 1990). According to Walby (1990), there are six types of women subordination. The first structure of patriarchy is **patriarchal paid employment** where women are given less wage than men. The second structure is **patriarchal household production** where women's house labor is being exchanged with money or maintenance. The third structure is **patriarchal culture** where patriarchy is practiced through the lens of many aspects such as religion, education, and many more. The fourth structure is **patriarchal sexuality** where heterosexuality is the norm and sexual double standard is the key. The fifth structure is **patriarchal violence** where women are the victim of rape, sexual harassment, rape, domestic violence, and many more. The last structure of patriarchy is a **patriarchal state**, where there is a certain discrimination, either sexism or racism towards the women community in a constitutional structure.

One of the results of patriarchal structure is masculinity. There are a few types of masculinities, such as **multiple masculinities, hegemonic masculinity, collective masculinities, active construction, internal complexity, and dynamic masculinity** (Connell, 2002). One type of masculinity that embodies patriarchal values is hegemonic masculinity. Hegemonic masculinity is where the traditional

male role is dominant over the others. Hegemonic masculinity also shows that men have privilege over women (Connell, 2002).

## **2.2 Research Method**

### **2.2.1. Type of Research**

The method that is applied to this research is the descriptive qualitative method. The descriptive qualitative method is effectively used to retrieve any specific value, opinion, behaviors, and social-cultural information (Mack, et al., 2005). This research is also considered as a descriptive qualitative method since the figures' utterances are acquired as the data and analyzed by describing how they express gender representation by the supporting theory in analyzing the data.

### **2.2.2. Data, Population, Sample, Sampling Technique**

The data was taken from the *Barbie* movie, released in 2023 and produced by Universal Studios. The data was retrieved online from the streaming platform Amazon Prime, and the transcript of the utterances was gained by the researcher's observation. The population for this research is utterances that have the phrase '*Barbie*', '*Women*', '*Woman*', '*Power*', '*Ken*', '*Men*', '*Man*', '*Patriarchy*', '*He*', '*She*', and '*You*' from Barbie, Ken, the Narrator, and Gloria. Purposive sampling is used for this research since the researcher gathered specific data that are relevant to the phenomenon.

### **2.2.3. Method of Collecting Data**

The data was taken through the complete observer observation method, where the researcher observes without participating (Creswell & Creswell, 2018).

Then, observational protocol by recording information while making observation is conducted. Observational protocol can be applied to distinguish participant descriptions, dialogue reconstructions, descriptions of physical arrangements, records of specific events, or activities (Creswell & Creswell, 2018). First, the researcher watched the *Barbie* (2023) movie. Then, in classifying the data, the researcher uses a note-taking technique where the researcher takes notes while watching the *Barbie* (2023) movie to achieve the script from the movie. From the script, the utterances are classified into clauses. The clauses that are able to be analyzed are the clauses with a keyword in it. Then, the clauses are divided and categorized according to the speaker of the utterances. Therefore, there are four categories of data (Barbie's utterances, Ken's utterances, The Narrator's utterances, and Gloria's utterances). The categorized data then will be analyzed with the study's references.

#### **2.2.4 Method of Analyzing Data**

The method that is used in analyzing the data is the distributional method. The distributional method seeks to both shift linguistic analysis away from meaning-based analysis and establish a language's structure only from the distribution of its forms (Joseph, 2020). First, the researcher sorted the utterances and split it into four categories since there are four research questions. To determine the systematical way of the figures in the movie constructed their language to express the gender representation, the ideational meaning needs to be achieved. Therefore, the researcher determines what are the participants, the

processes and the circumstances from the data which has been classified into clauses.

After analyzing the process from the data, the researcher explains the gender representations by connecting the feminism or patriarchy theory with the transitivity analysis. Lastly, from the overall result of the discussion, the researcher draws a conclusion.