MOOD ANALYSIS OF LITTLE WOMEN MOVIE SCRIPT IN CONTRIBUTION FOR TEACH ELT CLASSROOM

by Nur Cholifah

MOOD ANALYSIS OF *LITTLE WOMEN* MOVIE SCRIPT IN CONTRIBUTION FOR TEACH ELT CLASSROOM

Anggita Sani Khofifatu Salsabillah[1], Jafar Sodiq[2,] and Dias Andris Susanto[3]

[1]Universitas PGRI Semarang, Indonesia

[2]Universitas PGRI Semarang, Indonesia

[3]Universitas PGRI Semarang, Indonesia

*anggitasani07@gmail.com

Abstract.

This study explores the various moods depicted in the film Little Women with the goal of identifying the moods according to M.A.K. Halliday, Gerot, and Wignell theory and outlining the main ones. The descriptive qualitative method was used to interpret the data. The sources of data is video of Little Women that has 2 hour 15 minutes taken from Netflix. Therefore, the data are also taken from https://variety.com/wp-content/uploads/2019/12/little-women-by-greta-gerwig.pdf to get the script of Little Women movie. The technique of collecting data of this study using documentary technique. There were three types of data in data analysis: video, script, and classification. The goal of the researcher was to use the ELT technique to aid students in understanding the linguistics from the movie. The researcher also examined the mood, which included a study of the mood system, speech function, and modality. The research found there were 102 clauses in Little Women movie. The findings indicated that there were 3 types of mood, 4 type speech function, and 3 values of modality in Little Women movie. They were 74 declarative mood with percentage 73%, 17 interrogative mood with percentage 17% and 11 imperative mood with percentage 11%. Then, 78 clauses of statement with percentage 76%, 13 clauses of questions with percentage 13%, 7 clauses of command with percentage 7%, and 4 clauses of offer with percentage 4%. And then the dominant than the other types in modality is "will" the kind of modality is obligation. Declarative as the most dominant types of mood is used in Little Women it is mean give or state information and speech deals with giving information to the audience.

Keywords: mood types, speech function, modality, ELT, Little Women

Introduction

Language is a crucial component of communication because it allows one person to send messages to another. However, depending on People will use language to interact with others in conversation in different ways depending on the cultural or situational environment. This is because language itself has a wide range of functions in communication. For instance, a person's vocabulary when acting as a boss in the workplace will undoubtedly differ from his language when acting as a father at home. So when we discuss the many forms of communication. The daily actions of people include communication in large measure. Communication is the sharing or exchange of knowledge, ideas, and emotions between two or

more individuals. Keyton (2011) asserts that communication is the act of imparting information and a common understanding from one person to another. In their daily lives, people communicate for a variety of reasons. A process of information exchange between the communicator and the receiver can be used to communicate and generate feedback. No misinterpretation will result in an effective communication.

Interpersonal communication can be given via a variety of media, including news, text, photographs, and advertisements. The sentences that are written in the commercials themselves typically reflect the writer's unique mood. The majority of the moods in the advertisements for gadgets and mobile phones in the Jakarta Post are declarative moods rather than urgent and interrogative moods (Susanto, D.A. 2013). It's possible to say that the creator of those adverts intended to share and exchange information about the advantages of adopting those products by using declarative moods. Interpersonal meaning analysis, on the other hand, is useful for determining the mood of other texts, whether they are brief or in-depth. According to Susanto, D.A. (2009), the drink labels' interpersonal meaning is mostly declarative moods—exchanging goods and services as well as providing and receiving information. In reality, we may observe that interpersonal meaning is consistently achieved in all media to the extent that texts are incorporated into it.

Language is crucial in movies to interact with viewers or listeners. To comprehend the meaning or aim of the film, analyze the atmosphere and dialogue. A speaker or writer and their addressee (listener or reader) are both actively involved in the interactive process of making an utterance. Movies come in a variety of genres, including romantic, dramatic, adventurous, and cartoon.

The grammar system known as the mood system is connected to the interpersonal metafunction of language. The interpersonal metafunction is concerned with clauses as exchanges and is concerned with the social environment, particularly the interaction between speaker and hearer. By focusing on the semantics of interaction and the metalanguage that connected to language as interaction (exchange) and modalities, interpersonal metafunction can be explained.

The writer is interested in implementing the research based on the phenomenon already outlined above on the mood analysis of *Little Women* movie script in contribution for teach ELT classroom.

Statements of The Problem

The following problem limits the discussion of the study:

First, How are the Mood realized in the script movie "Little Women"?. Second, How are the dominant Mood, Speech Function, and Modality in Little Women movie script by Greta Gerwig and Louisa May Alcott realized in Language Learning?. Third, How do the Mood analysis contribute to ELT classroom?

Literature Review

Interpesonal Meaning

According to Gerot and Wignell (1994:13), the interpersonal meanings are meanings which express a speaker's attitudes and judgments. These are meanings for acting upon and

with others. Interpersonal meaning, according to Butt (2001:86) is one of the most basic interactive distinction is between using language to exchange information and using it to exchange goods and services.

The ideational meaning, interpersonal meaning, and textual meaning are the three metafunctions that Halliday utilizes to examine a language. The three different kinds of meaning, or metafunctions, according to Graham Lock (1996:8) are textual, interpersonal meaning, and experiential.

Evidently, clausal interpersonal meaning appreciates the atmosphere. In interpersonal meaning, the nature of the relationship between the author and the text's audience can be investigated through the choice of mood. The study of interpersonal meaning contains two parts: the mood element and the clause's residual meaning. (Halliday and Matthiessen, 2004:111-120).

Mood

A system called mood allows for the linguistic realization of interpersonal meanings. (Gerot and Wignell, 1994:22). Mood deals with two elements, namely 'subject' and 'finite'. 'Subject' is a nominal group and finite is a part of the verbal group. 'Finite' is part of the verbal group operators that expresses temporality or tense (e.g. be, has/have), modality (e.g. can, must), and polarity (positive or negative). A single component known as "the mood" is created as a result of the combination of the two components.

According to Eggins (1994:152), the organizational scheme of the set of functional pieces, including the constituent subject, is referred to as the mood structure of the sentences. The mood system at the clause encodes the relationship between the parties in an interaction as well as the speaker's or writer's attitude and opinion. Here, for instance, are all indicative, imperative, and interrogative instructions. Additionally, the mood system provides a variety of modality possibilities, such as statements of duty and probability.

Systemic functional grammar includes the concept of mood. The text's interpersonal implications convey the tone. Mood is the primary element of trade grammar (Matthiessen, 1995:391).

Speech Function

Ye (2006:36) defined speech function as an activity or performance made by language users, such as asking, directing, and responding, to carry out the intentions of the speakers and listeners. In order to meet their demands, speech functions are used as a vehicle for experience exchange. Offer, Question, Statement, and Command are the four fundamental speech functions, according to Halliday (1994:68–69). Both the exchanging process and the four fundamental speech functions are connected. Of course, the most basic goals of any transaction are to provide (and take) or demand (and receive) a commodity of some type. In these situations, the speaker's intent is carried out solely and mostly through language: the speaker makes a statement to offer information or asks a question to demand it, and the exchange is effective if the listener receives or comprehends the information the speaker gave or provided (answer the question).

Sulistyowati (2010:71) asserts that in order to effectively communicate, we must organize the concepts we want to cover in a discourse. The structuring of communications requires giving and demanding, and this relationship may be difficult than it first seems. Giving

something implies inviting others to receive, whereas demanding something suggests inviting others to give.

There are just two fundamental speech functions, giving and demanding, according to Halliday (1994: 68), which are hidden underneath all other more specific forms. Either the speaker is providing the audience with something or is asking them to do something. Demanding implies "inviting to receive," and giving implies "inviting to give." Even these straightforward categories already include complex concepts. The speaker asks the audience to act in addition to taking action themselves.

Modality

According to Halliday (1994:89) there are two categories of modality, called "modalization" and "modulation," according to Halliday (1994:89). Scales of likelihood and usuality are present in modulation. As soon as the speaker makes a judgment regarding, there is probability, the probability of something happening or being happened. It consists of 'probably', 'possibly', and 'certainly'. Usuality occurs when the speaker expresses a judgment about the frequency with which something happens. It consists of 'sometimes', 'usually', and 'always'. The types of modulation contain scales of obligation and inclination. Obligation occurs when the speaker gives command, demand, suggestion, and advice to the listener. Additionally, inclination refers to the speaker's propensity for doing something as well as their own emotional capacity. High, medium, and low levels are used to categorize each category of modalization and modulation.

The range of degrees between the polarities of positive and negative as well as between yes and no is known as a modality (Halliday and Matthiessen, 2004). When giving or asking for information, they could mention how frequent and typical something is. Modality is another way to express the degree of responsibility and tendency to provide and expect someone to perform an action. Modality is the measure of how certain and true a claim is in practice (Ayoola, 2013).

Movie

Hiawan Pratista (2008) defines a movie as an audio-visual media that incorporates both cinematic and narrative aspects. While the plot or storyline that runs from beginning to end is the cinematic aspect, the narrative element itself is connected to the theme. A movie is defined as an audio-visual communication medium that not only offers amusement but includes information and has the power to stir the audience's emotions. The term "movie" refers to a variety of methods used to communicate ideas through moving pictures, camera technology, color, and sound. The story's background comprises the message you want the director to deliver to the audience of the movie (Susanto, 1982:60).

A movie is a cultural artifact and a vehicle for artistic expression, according to Effendi (1986; 239). As a form of mass communication, film combines a number of different technologies, including photography, sound recording, visual and theatrical arts, literature, architecture, and music.

According to Effendy (2000: 207), advances in filmmaking have enabled a greater number of images to resemble reality. This is due to both the technology and the surroundings used in the films. The audience watched a story that appeared to actually occur before him in a dimly lit movie theater.

Relation between Movie and Interpersonal Meaning

A movie contains two texts at once, and when an actor reads from one of them, it's fascinating to observe how the actor manipulates words and stanzas to express meaning. This makes movies an excellent medium for evaluating systemic functional linguistics. The backdrop of the movie also offers compelling and successful listening and speaking focuses. There are three metafunctional lines of meaning; the first is ideational meanings, which talk about things, happenings, and the contexts in which these happenings and doings take place. Second, textual meanings that convey how language relates to its context, which includes both the verbal context—what has already been spoken or written—and the non-verbal, situational context (co-text) (context). Interpersonal meanings, which convey the speaker's views and assessments, are the final category. Considering those three metafunctions, the writer chooses the interpersonal meaning as the basic of the mood analysis of *Little Women* movie script in contribution for teach ELT classroom.

ELT

Swan, Kirkpatrick, and Cummins (2011) offer recommendations for how to use regional languages 'guilt free' in an English language class. They claim, among other things, that utilizing the native tongue enables teachers and students to work from prior knowledge, translate challenging grammar and terminology, and make cross-linguistic comparisons, all of which contribute to the comprehension of the situation. In an ELT course, a variety of texts may be provided. It is insufficient to teach a text exclusively in English. A local language is necessary as well. English doesn't have a word for everything. Then, it is possible to employ the local tongue to help the students understand.

The veracity of ELT materials is a topic of constant discussion. Authentic writings, or those written by native English speakers, are typically chosen. The English language is no longer the exclusive domain of native speakers due to changes in the circumstances. Local designers create the texts and instructional materials that are utilized in ELT classes. In these books, local social and cultural influences predominate. The purpose of the essay 'A Critical Look at the Concept of Authenticity" was to provide a quick introduction to the idea of authenticity. The idea of authenticity, according to the essay, is developed from a variety of angles and should not only be used in reference to literature. Texts must have the capacity to be communicative in order to be real and authentic. To foster genuine contact, learners must feel enthusiastic about their tasks and activities. They largely rely on teachers' oral output and authenticating strategies for their understanding of the teaching contents (Shomoossi and Ketabi, 2007).

Research Method

The research design for this study was a descriptive qualitative study. The writers sought for the written of Greta Gerwig's Little Women movie script while conducting qualitative research, watched and listened to the film, and eventually located it. After understanding the screenplay, the writers examined the sentences' Subject, Finite, Predicator, Complement, and Adjunct elements. As a next step, the author categorized them according to the mood-residue components and discovered the modality by using the modal finite and mood adjunct. The clause was examined in a table style so that it would be simpler for readers to understand. In order to determine which Mood Types were employed in the script of the Little Women movie, the writers then classified the sentence. In order to identify the speech function that was most prevalent in those lyrics, the writers then categorised the sentences according to that

function. After that, the writers classified the Modality realized in those lyrics. For the last steps, the writer drew the conclusion based on the research findings.

The writer served as the primary tool in the descriptive qualitative study. The study's focus was established by this human instrument, which also selected the data source, acquired the data, evaluated the data, interpreted the data, and came to a conclusion based on the research findings. Since the qualitative researcher is the major tool for data collection and analysis, as claimed by Mariam (1988) in Creswell (1994:145), the biases, values, and judgment of the study become plainly articulated in the research report.

A way of carrying out an action in order to gather the data required for the study is known as a data collecting methodology. The writer used a library research and documentation technique to get the necessary data for this study. A document can be a written, visual, or personal monumental work such as a life history, a story, a biography, a set of rules, a photograph, a video, etc., according to Sugiyono (2012:85). These steps were used by the author to gather the data:

Step 1: Viewing the film

In order to comprehend the plot, characters, and dialogue, the researcher watched the film.

Step 2: Read the Script.

To better grasp it, the researcher read the "Little Women" movie script carefully.

Step 3: Pick a clause

The clause from the screenplay that the researcher intended to investigate would be her subject of choice.

Step 4: Recognizing Clauses

Recognizing the speech and mood clauses in the "Little Women" script.

Step 5: Finding the Script's Mood.

To do this, the author studied the Moods (declarative, interrogative, and imperative Moods).

Result

There are two different mood types, indicative and imperative, according to the research's findings. Declarative and interrogative are the two sorts of indicators. A total of 29 modalities, including several that fall into the low, middle, and high categories, are used in the Little Women movie script. The dominant mood used in the speech is declarative mood and followed by the interrogative and imperative. There are 102 clauses identified as declarative mood or around 73% in Little Women script, and it is followed by 17 clauses or over 17% as interrogative mood, and 11 clause or about 11% as imperative mood.

Mood Types	Speech Function	Mood Element	Appearance	Percentage
Declarative	Statement	Subject + Finite	74	73%
Interrogative	Question	Finite + Subject WH/ Finite	17	17%

		+Subje ct		
Imperative	Command	Finite	11	11%
		Total	102	100%

Finding and Discussion

The research findings in this study include five points; (1) How are the Mood realized in the script movie "Little Women", (2) the most dominant mood types used in the Little Women Movie Script, (3) the most dominant speech function used in the Little Women Movie Script, (4) the modality used to realize the interpersonal meaning of the Script in Little Women Movie, (5) the contribution of mood analysis in Little Women Movie to the teach of English Language Teaching.

1. The movie "Little Women" has mood and residue based on an examination of the mood that was realized in the script. By phrasing the clause in accordance with the components of the interpersonal meaning, it is achieved. After choosing a clause, the author used Mood Systems to assess it for its interpersonal meaning.

2. The mood types that Little Women Movie Script uses the most dominant. After identifying each line or clause in the Little Women movie script, the author analyzes them in light of the mood types. With the help of the data, we can determine that the Declarative Mood Type is the most dominant used mood type in the Little Women movie script. However, Imperative Mood is less predominate.

3. The most dominant utilized speech function in "the Little Women Movie Script." The writer additionally examines the Little Women Movie Script based on the Speech Function in addition to the Mood Types. The analysis's findings are displayed in a table for the readers' perusal, and it is clear from that information that the most prevalent Speech Function in the Little Women Movie Script is Statement, while Offer is less frequently used. This suggests that the writer or actor intended for this film to serve as a means of educating viewers.

4. The modality to implement the Little Women Movie Script's mood system. The author of this study examines modality in "the Little Women Movie Script" by using the modal finite and mood adjuncts. There are three modalities that consist of one modal finite (can't) and two mood adjuncts (ever, just).

5. The role that mood analysis played in the Little Women Movie Script to Teach of ELT Classroom. The role of mood analysis in the Little Women Movie Script to Teach of ELT Classroom is to assist the students in analyzing the interpersonal meaning of the movie, regardless of whether it is their favorite narrative or their favorite actress, in an easier and more engaging way. Because Little Women is a classic movie with a simple storyline, it makes it simpler and more intriguing to analyze. In addition, the movie offers a background for engaging and useful grammar, listening, and speaking exercises. Some students find grammar, listening, and speaking to be challenging, but these skills will get simpler if we use engaging media that we find to be highly enjoyable, like a movie.

Conclusion

The writer came to the following findings as a result of the data analysis: The language of the phrases in the Little Women movie script that are based on the Mood (subject, finite) and

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Residue (predicator, complement, adjunct) elements express interpersonal meaning. According to the Mood Types study, the Declarative Mood is the most prevalent mood type in the Little Women movie screenplay, meaning that the writer or the performer wishes to proclaim or declare something to the viewer or listener through these movie and script. Based on the research of speech functions, the most dominant speech function in the Little Women movie script is Statement, which means that the writer or the performer is trying to enlighten the viewer or listener through the film or script. In the script for the movie Little Women, there are a few clauses that use finite modal and mood adjunct, according to the results of the modality analysis using finite modal and mood adjunct. The usage of interpersonal meaning in the Little Women movie script in the teaching of ELT classroom helps make it easier and more engaging for the students to study the interpersonal meaning of their favorite films.

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