

**STEREOTYPING IN GUNG HO MOVIE: AN APPRAISAL  
ANALYSIS**

THESIS

Submitted in Partial Fulfillment

of the Requirements for the Degree of Sarjana Pendidikan



Winda Adelia

112012014

ENGLISH LANGUAGE EDUCATION

FACULTY OF LANGUAGE AND LITERATURE

SATYA WACANA CHRISTIAN UNIVERSITY SALATIGA

2016



## PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : WINDA ADELIA  
NIM : 112012014 Email : windatjan@gmail.com  
Fakultas : BAHASA DAN SASTRA Program Studi : PENDIDIKAN BAHASA INGGRIS  
Judul tugas akhir : STEREOTYPING IN GUNG HO MOVIE : AN APPRAISAL ANALYSIS

Pembimbing : 1. DIAN TOAR Y.G. SUMAKUL, M.A.  
2. MENY ISHARYANTI, M.A.

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar kesarjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diujikan yang telah diketahui dan disetujui oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 16 Mei 2016



Tanda tangan & nama terang mahasiswa  
Winda Adelia



## PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : WINDA ADELIA  
NIM : 112012014 Email : windatjan@gmail.com  
Fakultas : BAHASA DAN SASTRA Program Studi : PENDIDIKAN BAHASA INGGRIS  
Judul tugas akhir : STEREOTYPING IN GONG HO MOVIE: AN APPRAISAL ANALYSIS

Dengan ini saya menyerahkan hak *non-eksklusif*\* kepada Perpustakaan Universitas – Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

- a. Saya mengizinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA
- b. Saya tidak mengizinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA\*\*

\* Hak yang tidak terbataskannya bagi satu pihak saja. Pengajar, peneliti, dan mahasiswa yang menyerahkan hak non-eksklusif kepada Repositori Perpustakaan Universitas saat mengumpulkan hasil karya mereka masih memiliki hak copyright atas karya tersebut.

\*\* Hanya akan menampilkan halaman judul dan abstrak. Pilihan ini harus dilampiri dengan penjelasan/ alasan tertulis dari pembimbing TA dan diketahui oleh pimpinan fakultas (dekan/kaprodi).

Demikian pernyataan ini saya buat dengan sebenarnya.

Salatiga, 16 MEI 2016

WINDA ADELIA

Tanda tangan & nama terang mahasiswa

Mengetahui,

Dian Toar Y.G. Sumakul, M.A.

Tanda tangan & nama terang pembimbing I

Neng Isharyanti, M.A.

Tanda tangan & nama terang pembimbing II

# PUBLICATION AGREEMENT DECLARATION

As a member of the (SWCU) SatyaWacana Christian University academic community, I verify that:

Name : Winda Adelia  
Student ID Number : 112012014  
Study Program : English Teacher Education  
Faculty : Language and Literature  
Kind of Work : Undergraduate Thesis

In developing my knowledge, I agree to provide SWCU with a non-exclusive royalty free right for my intellectual property and the contents therein entitled:

## STEREOTYPING IN GUNG HO MOVIE: AN APPRAISAL ANALYSIS

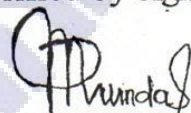
With this non-exclusive royalty free right, SWCU maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name is still included as the writer.

This declaration is made according to the best of my knowledge.

Made in : Salatiga

Date : May 2016

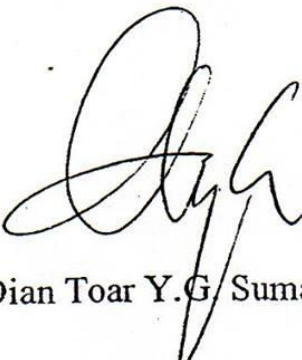
Verified by signee

  
Winda Adelia

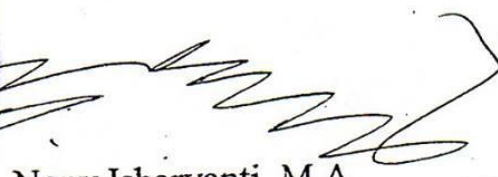
Approved by

Thesis Supervisor

Thesis Examiner

  
Dian Toar Y.G. Sumakul, M.A.



  
Neny Isharyanti, M.A.

**STEREOTYPING IN GUNG HO MOVIE: AN APPRAISAL  
ANALYSIS**

THESIS

Submitted in Partial Fulfillment

of the Requirements for the Degree of Sarjana Pendidikan


Winda Adelia

Approved by:



Dian Toar Y.G. Sumakul, M.A.

Supervisor



Neny Isharyanti, M.A.

Examiner



# APPRAISAL ANALYSIS IN GUNG HO MOVIE

Winda Adelia  
112012014

## ABSTRACT

Many people do communication without comprehending the meaning contained in the sentences. The need to understand the meaning of the sentences of stereotyping threat by Appraisal analysis could make people become more aware with their sentences. Appraisal analysis, an approach by Thompson (2004) is a method to analyze stereotyping threat sentences. The sentences are divided into Appraisal sub-categories: Affect, Judgement and Appreciation. This study was conducted to find out the stereotyping in Gung Ho movie. This movie is considered as one that is rich with stereotyping according to the audience. With the help of functional grammar perspective, the analysis could be more reliable. Using Appraisal Analysis, there were 15 sentences found to have stereotyping. From those 15 sentences, there were 7 sentences of Affect and 8 sentences of Judgement. There was no sentence of Appreciation. The data indicated that the most of stereotyping threat sentences were Judgement.

*Key Words: Appraisal analysis, stereotyping threat, effective communication, Gung Ho Movie, Interpersonal analysis*



## INTRODUCTION

Since there are many different cultures among the world, people tend to stereotype someone who does not belong from his culture and make their own judgement. This is known as stereotyping, a reaction that leads to racial prejudice (Katz and Braly, 1935). Those happen when people are being categorized unfairly and the evaluated by ignorance and ill-founded knowledge. Even though stereotyping can build a racial prejudice toward someone, it also can lead a different meaning in a communication.

Furthermore, stereotypes can bring negative influence to people because some of them can lead/convey incorrect assumptions. In contrast, they can help people to communicate effectively, because they can increase our awareness toward many cultures. Stereotyping is important because as Jussim et al. (1996) mentioned, some ethnic and gender stereotypes are accurate, although they admitted that many were inaccurate and could be harmful, particularly those regarding people's political origins, beliefs, and/or actions. Stereotypes have been used in daily communication among people over the world. However, to check their function in a communication, appraisal, a way to indicate whether the speaker thinks that something is good or bad could be one method to use. For example, Clark and Kashima (2007) did an analysis about a situated functional of stereotype consistency bias in communication. The results showed that stereotype-consistent information is recognized as more socially connective but less informative than inconsistent information, and when the stereotype is recognized to be highly shared in the community, more stereotype-consistent than inconsistent information is communicated due to its greater social

connectivity function.

Even though stereotyping has become an issue among people, many have to understand the communicative function of it. The aim of this study is to analyze stereotyping using appraisal analysis in Gung Ho movie dialogues by the characters related with stereotyping. In other word, this study wants to investigate how the characters in the movie can achieve the interpersonal meaning of the stereotyping threat, from the functional grammar perspective, especially the appraisal by doing an interaction. One indication that this movie is about stereotyping is the comments and review on, [www.rottentomatoes.com](http://www.rottentomatoes.com). Audience of the movie consider this as a movie rich with stereotyping. This study contributes to the extension of knowledge of effective communication in language study.

It is expected that this study can provide new perception toward the people about the communicative function of using stereotyping in a conversation. In other words, by reading this analysis, people will become more aware with their speech and its function, therefore, they will communicate effectively.



## LITERATURE REVIEW

### Systemic Functional Linguistics: The Three Metafunctions

Language is one of the important factors in people's communication to deliver thoughts, intentions, and messages. Halliday and Matthiessen (2004) mention two basic functions of a language related to humans' ecological and social environment, i.e., making sense of our experience and acting out our social relationship. There are three main categories of the way humans use language in the context systemic functional analysis:

**Ideational metafunction.** Language is used as representation and reflection of human's experience. As Halliday (1978: 21) explains,

“Language has to interpret the whole of our experience, reducing the indefinitely varied phenomena of the world around us, and also of the world inside us, the processes of our own consciousness, to a manageable number of classes of phenomena: types of processes, events and actions, classes of objects, people and institutions and the like.”

The ideational metafunction is also distinguished into two components i.e., the experiential and the logical. The experiential emphasizes the cause-&-effect aspect and the content of processes meanwhile in the logical emphasizes the system or relationship among ideas.

**Interpersonal metafunction.** Language is used as a tool to interact with other people in a social environment and express human's certain feeling, attitude and judgement, such as, give an order or to make an offer, express our intention, etc. It means that language function is both interaction and personal.

**Textual metafunction.** Language is a discourse makers and it is used to relate

to the construction of text. It also appears as a clearly represented motif within the grammar of a text.

Furthermore, as Bloor and Bloor (2004) cited in Karwur (2015), believed that whenever people use language to communicate, those three metafunctions only could work simultaneously while people are intending to give a meaning to the context of the language itself. They often work together in a language feature because some of them present the ideational, some other present the interpersonal and the rest would present the textual.

### **Appraisal**

Common sense seems to dictate that communication is not only about words and language. When people have a communication, what elements that could influence the value in an English clause? It depends on the choice of appraisal, whether the speaker could share their feeling or values. In general, appraisal is a central part of the meaning of any text and that analysis of the interpersonal meanings of a text must take it into account. According to Martin & White (2005), appraisal analysis is a way to see how writers / speakers approve and disapprove, enthuse and abhor, applaud and criticize, and with how they position their readers / listeners to do likewise. The good or bad scale could be seen as the simplest and most basic one, but there are many other scales of appraisal, and it is revealing to see what kinds of values are established in any particular genre. Martin (2000) divides appraisal into three main categories: Affect, Judgement and Appreciation.

**Affect.** Affect is a sense about the most 'natural' way of talking about how we feel about things. It covers the expression of our emotional responses. In other words,

affect is concerned with registering positive and negative feelings, whether the speaker feels happy or sad, confident or anxious, interested or bored, and etc. For example the bold words in the sentences below indicate an Affect.

- I was **apprehensive** at the prospect of doing this.
- People either **love** or **hate** beetroot (the speaker is included in the subject of 'people').

**Judgement.** Judgement deals with attitude towards behavior of the addressed person, which the speaker admires or criticizes, praises or condemns, etc. Judgement focuses on the qualities / values of the appraised. For example the bold words in the sentences below indicate a Judgement.

- She is **lovely**
- You have almost exterminated our people, but there are enough of us remaining to expose the **humbug** of your claim, as white Australians, to be a **civilized, progressive, kindly** and **humane** nation.

**Appreciation.** Appreciation involves evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field. It also focuses on the qualities / values of the appraised, but appreciation is intended for something except person, such as, a thing, an action, an event, etc. For example the bold words in the sentences below indicate an Appreciation.

- This is a **warming, fragrant** and **very inviting** supper dish.
- **Virtually flawless**, with **impeccable** regional details, **startlingly original** characters, and a **compelling** literary plot that borders on the thriller, Ondaatje's **stunning** achievement is to produce an **indelible** novel of **dangerous** beauty.

This division is intended to see the importance that people naturally place on human beings in the world around them. But, it also indicates people's value or feeling towards each other as opposed to other things whereas feeling is a feature that people could interpret as affording their tendency to spill out and sprawl over a phase of discourse.

### **Gung Ho: Cultural Stereotypes**

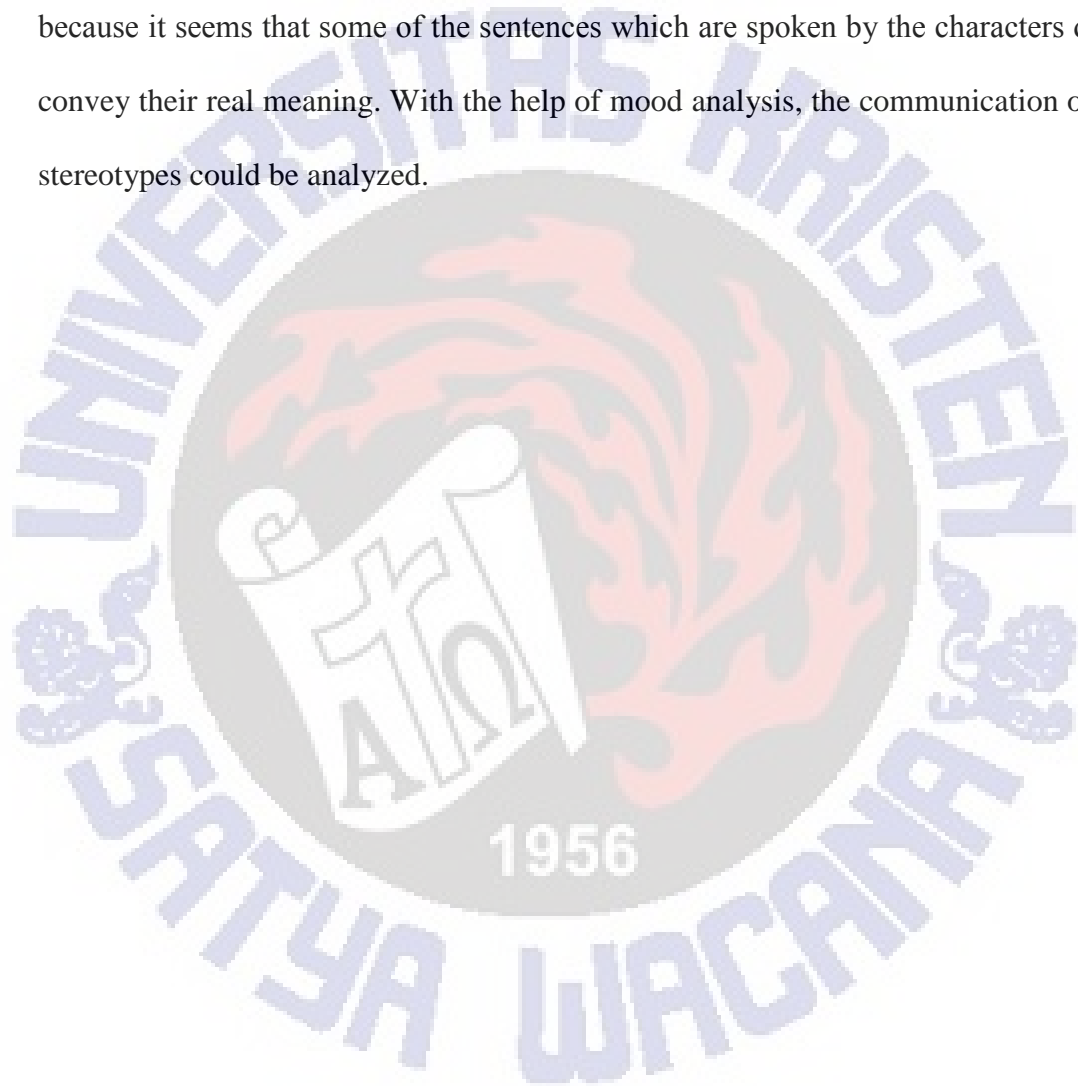
Many people assume that every culture in the world has a different attitude and judgment which could make people come from different culture judge each other. This judgment is often called as *stereotyping*. A researcher, Mark Connolly (2002), has made an analysis toward Gung Ho film and indicates that it is rich of cultural stereotypes. Generally, Gung Ho (1986) that is directed by Ron Howard is a comedy film. It indicates two main cultures: Japanese and Americans in the long period ago. The characters in the film which are Japanese and Americans blend into one setting but they still remain different attitude that could create stereotypes among them. The stereotypes that occur in the film could make it becomes a good comedy. In the other hand, it also could dissect the concept of cultural stereotypes.

### **Stereotypes Communication**

According to Zhang (2009), stereotypes simply mean cognitive representation of another group that could influence our feeling toward members of that group. In other words, they are the main content when we are categorizing another people from different group. Besides, stereotypes have a direct role on our communication with the strangers. In addition, with stereotyping, people are likely to estimate the information that they get from communication in a negative way. People could assume whatever they want based on the information that we cannot make sure the

accurateness. By that case, it is not easy to see the real meaning of stereotypes that are conveyed by people.

By the previous studies above, it is important to see the speech role of communication among the characters in Gung Ho film, especially the stereotypes because it seems that some of the sentences which are spoken by the characters don't convey their real meaning. With the help of mood analysis, the communication of the stereotypes could be analyzed.



## **THE STUDY**

### **Research Question**

This study tries to answer the following question: “What is the sub-category of appraisal that is used by the characters of Gung Ho movie to convey the interpersonal meaning of stereotyping threat in their conversation?”

### **Context**

The research is an appraisal analysis study. It looked at the communicative function of Gung Ho movie using interpersonal analysis in the category of appraisal: Affect, Judgement, and Appreciation (Thompson, 2004). Gung Ho is a movie which is rich with cultural context, especially the stereotyping among the characters. There are two kinds of major culture in this movie, Japan and Western which are have a big different in culture. Those differences will create some conflicts that the characters will face and they have to find a way to fix them. Most of the characters will use stereotyping threat to show their emotion.

### **Object of the Study**

The object of the study is the dialogues of Gung Ho movie which is directed by Ron Howard and released on March 14<sup>th</sup>, 1986, USA. This movie takes one hour and fifty two minutes and there is a lot of conversation among the characters. Researcher will take some parts of the dialogues which are considered as a stereotyping, interesting and contain communicative function because a sentence of the conversation may contain several meanings.

### **Instruments of the Data Collection**

The instrument used was Appraisal analysis. The data was taken from Gung

Ho movie and was analyze using Thompson's theory of appraisal (2004).

Affect : focus on the feelings of the appraiser

Judgment : focus on the qualities of the appraised (a person)

Appreciation : focus on the qualities of the appraised (a thing, an action, an event, etc.)

### **Data Collection Procedure**

The data is collected by finding the transcription from *www.script-orama.com*. To check the validity of the transcription, the procedure was continued by watching the movie. Next, it was needed to find sentences that were considered as stereotyping threat and analyzed them with Appraisal analysis. The confirmation from a rater about the Appraisal analysis was become the last step of the procedure. The rater was a lecturer from the English Department, Satya Wacana Christian University.

### **Data Analysis Procedure**

After completing the stage of data collection, the data will be divided into each clause. The researcher will find the processes in each clause and decide the sub-category of Appraisal. After deciding all the sub-category, the researcher will see the sub-category of each sentence and put it into a table so he could see how many sub-categories that are used in each sentence in that movie and decide the communicative function. The Appraisal analysis will consider the meaning of analyzed sentences without seeing the whole meaning in the conversation with the interlocutor.

## FINDING & DISCUSSION

### Stereotyping Threat

Early stereotyping threat research searched for evidence that those who receive stereotype also report feeling more anxious, more concern about being evaluated negatively, or lower expectations for how they would do (Spencer, Steele, & Quinn, 1999; Stangor, Carr & Kiang, 1998). The speaker of stereotyping threat will not take a long time to value the addressed person because it occurs right away. The treatment usually exists between the speaker and the addressed person who have differences, such as culture, nationality, or even status in their occupation.

However, to verify the stereotyping threat unsure in the Gung Ho movie, it is needed to analyze the script to find sentences that are considered as stereotyping. The result shows that there are 15 sentences of stereotyping threat in the movie. These are two examples of stereotyping treatment with different context that have been found in the analysis:

The first example of Stereotyping Threat is taken from the following line:

*“You are all weak.”*

(Gung Ho, 1986, 02:01)

The first sentence was uttered by an actor to his interlocutor that came from a same nationality but different status in their occupation as showed in the movie in 02.01 minute. The speaker was Japanese which had a higher status than his interlocutor. He was training the new employees that joined at Assan Motors while he uttered the first sentence. The sentence “you are all weak” is considered as a stereotyping threat because it is kind of prejudice for the interlocutor. From functional



grammar perspective, it was determined that it is stereotyping. The subject that is used in the sentence is “you” which means a pronoun for the person being addressed in the conversation. The addressed persons are judged with his interlocutor with an adjective “weak” whom mean physically powerless. There is no strong or obvious evidence that proving the addressed persons are really weak in the movie. By that case, the first sentence above indicates stereotyping threat as supported by the theory of Schmader (2002) that said stereotyping threat occurs when targets of stereotypes are alleging their inferiority in a relevant domain.

The second example of Stereotyping Threat is taken from the following line:

*“They look like the Yankees.”*

(Gung Ho, 1986, 37:20)

Another example of stereotyping threat is “they look like the Yankees” which was uttered by an American to his American friend in 37.20 minute. In the movie, it was clearly showed that the sentence was addressed to the Japanese. The setting was in a baseball field before the game started. The American main character invited the Japanese, who would become his fellow worker, to play baseball with a certain approach. The sentence “they look like the Yankees” was suddenly uttered by the main American character’s friend to him to describe the Japanese. Alike the first sentence, this second sentence is also considered as a stereotyping threat but in different context. The context of the first sentence is about status, while in the second sentence is about origin. Undervaluing other people based on their origin without figuring out who they really are, could be called as a stereotyping threat. As Blum (2004) sentenced that stereotypes are misleading generalizations about groups held in

a manner that renders them largely, though not entirely, immune to counterevidence; the researcher points out that the sentence is a stereotyping threat. Another perception to verify the probability of stereotyping unsure in that sentence is from functional grammar perspective. The speaker commenced the sentence with “they” as the subject which means he focused on the addressed persons. By adding the verb and preposition “look + like”, which means having the same appearance as the speaker has already described the addressed persons. The adjective that is added after the verb will determine whether the speaker are undervaluing or overvaluing them. “Yankees” is the term that is used by the speaker to value the subject. There is no exact meaning of Yankees, but it is a term for undervaluing people. In general, American tends to use the word Yankees to describe Northerners, who are having a harsh life. Therefore, the speaker is already doing heuristic than thinking of the addressed person’s actual performance. As Baltes& Parker (2000a; 2000b) mentioned about thinking heuristically without knowing the exact fact, or in other name is called stereotyping threat, the researcher could say that the second sentence is determined as a stereotyping threat.

In conclusion, with the support of some theories above and the functional grammar perspective, it could be explained why the two sentences are considered as stereotyping threat, even though they have different context when they were uttered: status and culture. The two sentences are representing the other sentences that contain stereotyping unsure. Therefore, it has probability that the Gung Ho movie is rich with stereotyping threat. By valuing other people without knowing their background first, could lead into misleading information. By that case, deceitful information will determine the speaker on how they will treat and see the addressed person.

## Appraisal

Communication is one of the basic needs of humans to socialize with each other. It helps humans to express their own needs and concerns. Communication can occur in both oral and written. Here will be provided analysis of lexical choices in the script of Gung Ho movie related with appraisal (or 'evaluation') to see their meaning which is called as appraisal analysis. Besides, the sentences that have been classified into stereotyping threat of the spoken dialogues in the script will be also mentioned. Furthermore, from the data that has been gotten, they will be divided into their sub-category in the term of appraisal, whether they are Affect, Judgement, or Appreciation. Thompson (2004) has already elaborated their differences:

Affect : focus on the feelings of the appraiser

Judgement : focus on the qualities of the appraised (a person)

Appreciation : focus on the qualities of the appraised (a thing, an action, an event, etc.)

The result of the categorizing in Gung Ho Movie script shows:

Affect	7 sentences
Judgement	8 sentences
Appreciation	-

The data above are sentences that are considered as a stereotyping in the Gung Ho movie, the sub-category of appraisal and their explanation. From 15 sentences of stereotyping, it shows that there are 9 sentences of Judgement and 6 sentences of Affect. There is no indication of appreciation in the stereotyping

threat because it always occurs between people or group. It is concluded that the most of stereotyping threat is Judgement, while the rest is Affect.

**Affect.**As social persons, people will communicate to each other to confess or express their feelings. Some people usually prefer to confess their feeling instead of listening to other's feeling. That kind of people perhaps will use 'I' as the subject of their sentences, or noun that could represent themselves such as, people, Indonesians, etc. That kind of sentence is indicated as 'Affect' in the context of functional grammar. Hereafter, there are 3 sentences of Affect which are found in the script of Gung Ho movie.

The first example of Affect is taken from the following line:

*"Americans really like to feel special."*

(Gung Ho, 1986, 31:24)

The sentence was spoken by an American which took place in the minute 31.24 of the movie. The context of the sentence, while it was uttered, meant that the Japanese was trying to tell the American to work properly. Being treated unfairly, his friend who was also an American tried to defend him by saying that sentence. Perhaps, the speaker was hoping that the Japanese will treat the American as a colleague, not as an employee that has a different status. That sentence is indicated as an Affect from functional grammar perspective because the speaker of the sentence focuses on his own feeling instead of his interlocutor. Even though the subject of the sentence is not begun with pronoun 'I' but the origin of the subject which is American, would make the sentence categorized as an Affect because it is begun with 'American' as the subject. He was overvaluing American, including himself, by putting 'special' as the adjective of the sentence.

The second example of Affect is taken from the following line:

*“Japanese worker is very loyal.”*

(Gung Ho, 1986, 49:49)

The sentence was spoken by a Japanese employee that took place in the minute 49.49 of the movie. The context of the sentence happened while the Japanese and the American were discussing about what’s going on the factory in one of the Japanese’s house. The American was surprised with the Japanese achievement and asked why they could do that. Then the speaker was explaining his working habit that put company above everything by saying that sentence. Same with the first sentence, the sentence is also categorized as an Affect from functional grammar perspective because the speaker was focused with himself instead of his interlocutor. Having the same case with the first sentence, the second sentence is not begun with pronoun ‘I’ to state that he was talking about himself. The Japanese nationality that belongs to him will be indicating that the sentence is an Affect as the word “Japanese” is used as the subject. The adjective ‘loyal’ that is used to describe the subject, has a positive meaning which can support the argument of overvaluing sentence. The interlocutor who was an American was having a contrast manner with the speaker and it is probably the reason why the speaker might say that sentence.

The third example of Affect is taken from the following dialogue:

*“Americans are better than anybody else.”*

(Gung Ho, 1986, 01:23:49)

The sentence was spoken by an American that took place in the minute 1.23.49 of the movie. The context of the sentence is when the main character,

American, was giving a speech to his American friends. The sentence was uttered by the speaker to compare the American, including himself, with the Japanese. The context of overvaluing is found in the sentence because the word 'better' is classified as the adjective that describes the subject. Having the same case with the other two sentences above, the speaker was not using pronoun 'I' to elaborate his meaning, but he chose the noun 'American' instead which meant it categorized as an Affect from the functional grammar perspective

**Judgement.** Having a contrast meaning with Affect, Judgement tends to focus with the feeling of the appraised or the addressed person. Some of those sentences are indicated with the use of pronoun she, he, it, names or even noun that are not related with the speaker. Hereafter three sentences of judgement that is found in the script of Gung Ho movie:

The first example of Judgement is taken from the following dialogue:

*"This guy doesn't work and play well with others, if you ask me."*

The first sentence is indicated as if clause because it has two clauses that are connected with 'if'. The focus of the sentence is in the first clause '*This guy doesn't work and play well with others*'. It is found in the minute 35.37 of the movie and the context of this sentence occurred when the main American and Japanese actor were having discussion about Saito, a Japanese man who was also working in the company. This sentence was uttered by the American to describe the subject of the sentence. The speaker used 'this guy' as the subject to represent Saito and didn't mean to talk exactly/precisely about Saito himself. To conclude the explanation of the first sentence, it could be said that the sentence is categorized as a judgement because it focuses on the appraised. The speaker is undervaluing the appraised because some

negative words 'doesn't work and play well' are following the subject.

The second example of Judgement is taken from the following dialogue:

*"They put themselves above company."*

The sentence which took place in the minute 49.23 was uttered by Japanese.

The context occurred/appeared when the Japanese and American were having discussion and the Japanese stated that he was going to fire the American. He explained the reason why the American was going to fire by saying that sentence. The subject 'they' at the beginning of the sentence represent American workers, including the Japanese interlocutor. He tried to explain that American workers didn't have loyalty towards the company by adding words 'put themselves above the company'. It is clearly stated that the sentence is categorized as a judgement because if it is seen from functional grammar perspective, there is no indication from that subject that represents the speaker.

The third example of Judgement is taken from the following dialogue:

*"The Japanese can do everything better, faster and longer."*

The sentence which was uttered by an American took place in the minute 55.29 of the Gung Ho movie. The context of that sentence was when the American was giving speech to his American friends about the quality of Japanese workers. The adjectives 'better, faster, and longer' are giving a positive value to the subject, the Japanese. As the sentence is describing the subject, it is categorized as a judgement from functional grammar perspective because there is no indication that the speaker was talking about himself.

## **Pedagogical Implication**

The discussion above reflects that the language of stereotyping threat has a specific structure. In every stereotyping threat that has been found in the script, they always carry an Appraisal meaning, even though their sub-category are different. Besides the language, the discussion above also carries a benefit related with communication, a way for changing information (Keyton, 2011). When people are aware with the meaning of their uttered sentences, the communication between the speaker and the interlocutor will be effectively proceed. Effective communication is not merely about the description of fact, but it is more about developing a strategy for transmitting a specific message. In other words, this discussion is made to achieve the effectiveness of people communication because some people may not be aware of the real message in the sentences that they are uttered or heard. In an effective communication, the speaker and his interlocutor must understand the carried message and its quality. Meanwhile in stereotyping threat, people tend to value or describe the addressed person without knowing the facts about him. In effective communication people talk based on the facts, meanwhile in stereotyping threat, people talk based on their own preconception. Gordon (1962) categorized that attacking (interrogating, criticizing, blaming and shaming) is kind of communication barrier that might happen 90% of the time in conflict situations. Unavoidable, this barrier often happens in people daily communication. Appraisal analysis in the discussion above will be very useful to understand the real meaning of stereotyping threat that has been found in the script.

In order to have a better socialization, people must be careful about what they are going to say and what they are going to listen. Barriers that happen in the



communication perhaps will affect the way how people will treat each other. When the stereotyping threat is used to overvalue the addressed person, Lunenburg (2010) will say it as an improvement of a good communication. In contrast, when the stereotyping threat is used to undervalue the addressed person, it will consider as a barrier. Appraisal analysis in the discussion above will be very useful to understand the real meaning of stereotyping threat that has been found in the script whether it is overvaluing or undervaluing. The speaker should consider those who will receive the communication and who will be affected by it. Some people may not be pleased when they receive undervaluing sentences even though the speaker says it without any purpose. In that case, it is also important to understand the purpose of communication. Lunenburg also stated that examining the true purpose of each communication will also increase the effectiveness of communication. Before the speaker communicates, he must really sure what he wants to accomplish with his message, whether he wants to obtain information, initiate action or change another person's attitude. When it is related with stereotyping threat, the most possible reason for undervaluing someone is perhaps to change his attitude. However, to achieve that purpose, it would be much better if people don't use stereotyping threat. For example, in the sentence "*you are all weak*" that is found in the Gung Ho movie, the speaker perhaps wants to encourage the addressed persons so they could be stronger. It would be much better to say it in a positive way instead of undervaluing them.

In summary, the findings and the discussion above have an impact toward people's communication in daily life. The more aware toward the meaning of each uttered sentences, the more effective the communication in daily life.

## CONCLUSION

This study looked at the stereotyping in Gung Ho movie. Looking at the sentences or utterances used in the movie, some sentences were considered as consisting of stereotyping. The analysis was based on the Appraisal theories by Thompson (2004). The data that is found in the research have answered the research question.

The result of the study showed from 15 sentences, there were 7 Affect sentences and 8 Judgement sentences. There were no sentences that considered as Appreciation because they were spoken. From the result, it could be seen that there are two types of sentences that could lead to stereotypes in communication. As a socialize person, it is needed to have an effective communication to achieve a better socialization. By that case, people should learn how to communicate effectively since they were young. The role of the teacher is to teach young learners to use a proper language in their daily communication, so they will have an effective communication. In teaching English, teachers tend to teach about grammar or vocabulary more intent rather than the use of the language and resulting some barriers in communication. One of the barrier was found in the analysis which was in the Judgement. Therefore, it is very important to learn more about the use of language to avoid the barriers that may happen in communication.

This research has been elaborated about the meaning of stereotype threat sentences quite well. However, there are some things that could be improved from this research. The lack of Appraisal analysis has limited this research as a whole to furthermore analyze what could trigger the speaker to use stereotype threat in their

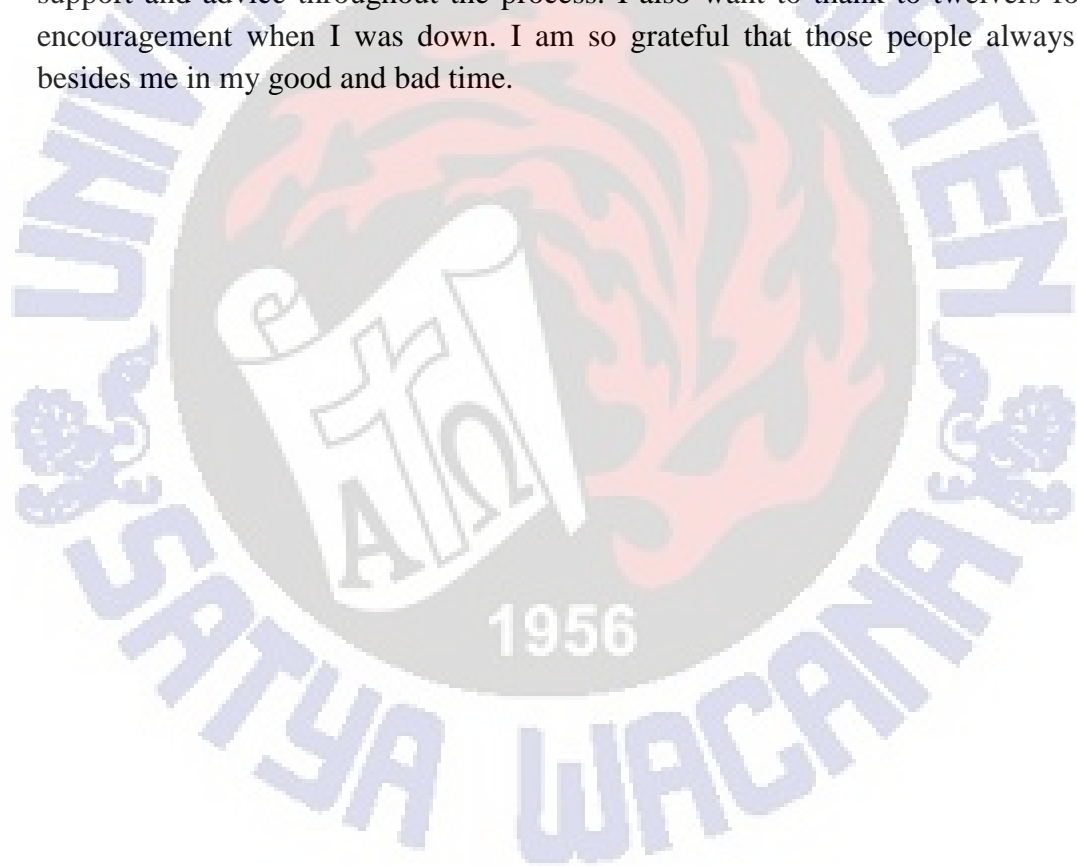
daily communication and the result of using it. Further research is possible to reach some points that have not yet been elaborated. An interesting possible analysis is to find some ways that could overcome the barriers that happen in people's communication. In addition, another possible further study is doing an Appraisal analysis that involve the interlocutor to see the cycle of a statement and a reaction. In specific, it will analyze the models of negotiation of meaning to describe the process. There are four constituents in the model: a Trigger (T), an Indicator (I), a Response (R), and a Reaction to the Response (RR) (Gass& Varonis, 1982, 1985)



## **Acknowledgement**

Being able to finish this thesis is a pleasing milestone. I would not be able to finish this thesis without prayer, support, love and also encouragement from many people. First of all, I want to thank to God for His love and bless in breaking all of the obstacles while I was writing this thesis. Second, I would like to thank you to my parents, brother and my two aunts that always give me support and provide me with all things that I need for finishing this thesis. Third, my supervisor, Dian Toar Y. G. Sumakul, M. A. and the examiner NenyIsharyanti, M. A. for their advice, ideas and also the correction throughout my thesis writing.

My deepest gratitude also belongs to my beloved friends, Vera, who always gives me support and advice throughout the process. I also want to thank to twelvers for the encouragement when I was down. I am so grateful that those people always stay besides me in my good and bad time.



## References

- Adams, L. (2008). *Gordon Training International*. Retrieved from [www.gordontraining.com](http://www.gordontraining.com)
- Alter, A. L., Aronson, J., Darley, J. M., Rodriguez, C., & Ruble, D. N. (2010). Rising to the threat: Reducing stereotype threat by reframing the threat. *Journal of Experimental Social Psychology*, 166-171.
- Amancio, L. (1993). Stereotypes as Ideologies: The Case of Gender Categories. *Revista de Psicologia Social*, 8(2), 163-170.
- Bauer, C. C., & Baltes, B. B. (2002, November). Reducing the Effects of Gender Stereotypes. *Sex Roles*, 47, 465-476.
- Connolly, M. (2002). Japan Goes to Hollywood: Using Film to Study Culture and Critical Thinking at The Novice Level. *Asia University*, 1 – 25.
- Halliday, M. A., & Matthiessen, M. I. (2004). *Introduction to Functional Grammar*. New York: Hodder Arnold.
- Inzlicht, M., & Schmader, T. (2011). Stereotype Threat. *Oxford Scholarship Online*, 1-19.
- Inzlicht, M., Tullett, A. M., Legault, a. L., & Kang, S. K. (2011). Lingering Effects: Stereotype Threat Hurts More than You Think. *Social Issues and Policy Review*, 5(1), 227-256.
- Karwur, O. P. (2015). MOOD CHOICES IN L.N. PALAR'S POLITICAL SPEECHES. 1-29.
- Lock, G. (1996). *Functional English Grammar*. Cambridge: Cambridge University Press.
- Lunenburg, F. C. (2010). Communication: The Process, Barriers, And Improving Effectiveness. *Schooling*, 1(1), 1-11.
- Martin, J., & White, P. (2005). *The Language of Evaluation*. New York: PALGRAVE MACMILLAN.
- McGarty, C., Yzerbyt, V. Y., & Spears, R. (2002). *Stereotypes as Explanations*. Cambridge: Cambridge University Press.
- Page, R. E. (2003). An Analysis of APPRAISAL in Childbirth Narratives with Special Consideration of Gender and Storytelling Style. *Walter de Gruyter*, 23(2), 211-237.

Pascual, M., & Unger, L. (2010). Appraisal in the research genres: An analysis of grant proposals by Argentinean researchers. *Revista Signos*, 43(73), 261-280.

Thompson, G. (2004). *Introducing Functional Grammar*. London: Hodder Education.



