CHAPTER I.
INTRODUCTION

1.1 Background of the Study

Movies are a powerful medium that educates and enhances people's understanding of specific subjects through visual storytelling, significantly conveying information and delivering messages to audiences. Sharjeel and Dadabhoy (2013) explained that movies present clear images that make their messages easily understandable, although some viewers may find these messages challenging to grasp. A key message often conveyed in movies pertains to moral values. By combining visual elements such as cinematography and editing with narrative structures, films effectively engage audiences and address complex social issues and ethical dilemmas in an accessible manner. This integration creates a more immersive and impactful experience for viewers, enhancing their ability to understand and reflect on the conveyed messages. Boyatzis (1994) supported this by stating that integrating visual and narrative elements creates a more immersive and impactful experience for the viewer.

Brown (2011) asserted that films reflect societal values and cultural norms, often challenging or reinforcing prevailing ideologies. According to Brown (2011), films in educational settings can pose questions about pressing social issues and develop critical thinking and consciousness. By presenting characters and situations

that embody specific virtues or vices, movies prompt audiences to consider their own moral beliefs and the ethical implications of their actions. Movies' capacity to arouse emotional responses, strengthening the audience's connection to the characters and the story, further enhances their effectiveness in conveying messages. According to Sharjeel and Dadabhoy (2013), this emotional involvement can result in a deeper comprehension of the themes and messages presented in the movie, demonstrating the potential of films as practical educational tools.

The effectiveness of "Green Book" in addressing its central themes is deeply rooted in its masterful use of cinematography, editing, and narrative techniques. The film does not simply narrate a story but immerses the audience in the historical and social contexts of the 1960s American South. The Civil Rights Movement and significant racial tensions of this period serve as the backdrop against which the characters' experiences take place. The meticulous visual storytelling in "Green Book" is instrumental in achieving this immersion. Every shot is carefully composed to convey the nuances of the era, from the segregated environments to the intimate moments between characters. The use of color palettes, such as the muted tones that reflect the subdued atmosphere of the South and the vibrant hues that symbolize hope and change, further enhance the narrative's depth.

Additionally, the strategic editing choices, such as the pacing of scenes and the juxtaposition of contrasting images, heighten the emotional impact on the viewer. This attention to detail in visual composition and editing brings the historical context to life and allows the audience to intimately experience the

characters' challenges and triumphs. By engaging viewers on both an intellectual and emotional level, "Green Book" effectively conveys its messages about race, identity, and friendship, making the film a powerful tool for reflecting and discussing these critical social issues.

A comprehensive review of existing literature revealed significant contributions to understanding multimodal discourse analysis, visual grammar, and the interplay between text and images in films. Halliday and Matthiessen (2014) provided an essential foundation for understanding how language functions as a semiotic system. Their work on systemic functional linguistics (SFL) offered insights into how different modes of communication, including visual elements, work together to create meaning. They described language as a resource for making meaning, which aligns with the multimodal approach where visual and textual elements are integrated to convey messages. This perspective is crucial for analyzing films, emphasizing the interplay between various semiotic resources in constructing a cohesive narrative.

Building on this foundational theory, Kress and Van Leeuwen's (2006) framework for visual grammar provided a robust methodology for analyzing film features. They argued that understanding visual elements such as composition, color, and perspective is crucial for interpreting a film's overall meaning. Their framework is beneficial for analyzing how visual elements convey complex social and cultural messages. According to Kress and Van Leeuwen, visual grammar

elements such as symbolic, interactive, and compositional meaning are critical for interpreting semiotic resources in visual media.

O'Halloran (2011) elaborated on the necessity of multimodal discourse analysis by explaining that this approach extends language study to include other resources such as images, scientific symbolism, gesture, action, sound, and music. This comprehensive approach has been applied to various forms of media, including advertisements and movie posters. O'Halloran's analysis showcased how multimodal discourse analysis can uncover the complex interactions between different semiotic modes, providing a deeper understanding of how meaning is constructed in media.

Building on these theoretical perspectives, Zhao (2016) analyzed movie posters to illustrate the role of visual and textual interplay in creating impactful and memorable promotional materials. Zhao's study demonstrated how visual grammar and layout design in posters work together to attract and engage audiences, further showcasing the broad applicability of multimodal discourse analysis.

Saputra and Rosa (2020) highlighted how advertisements use multimodal elements to convey persuasive messages. Their research demonstrated that advertisements leverage visual and textual elements to enhance their persuasive power, showcasing the practical applications of multimodal discourse analysis in commercial media.

Xu Bo's (2018) analysis of "Argo" demonstrated how films construct multimodal discourse through context, language, and imagery interplay to

propagate ideological messages. Xu Bo explained that "Argo" constructs its discourse by blending contextual elements, language, and visual imagery, effectively publicizing Western mainstream ideology. This study elaborated on the representational, interactive, and compositional meanings constructed through the visual elements in "Argo." The symbolic meaning is conveyed by depicting actions, reactions, and events that align with the film's ideological stance. Interactive meaning is achieved through techniques like camera angles and shot distances that influence the viewer's emotional and psychological engagement with the film. Compositional meaning integrates these elements into a cohesive visual narrative that supports the film's overall message.

Similarly, Zhu and Huanga's (2023) study of "The Tea House" underscored the importance of analyzing film images, music, and text to understand how these elements collaborate to create a cohesive narrative and evoke specific emotional responses. Their research highlighted the effectiveness of multimodal discourse analysis in revealing deeper meanings within films by examining the integration of various semiotic resources.

These studies underscored the necessity of examining visual and textual elements in films to uncover their deeper meanings. By integrating various semiotic resources, films can create rich, layered narratives that engage audiences on multiple levels, making them powerful tools for communication and persuasion. This comprehensive approach to film analysis not only enhances our understanding

of individual films but also contributes to broader discussions about the role of media in society.

Synthesizing these theoretical perspectives allows for a deeper appreciation of how films use multimodal elements to communicate complex social, cultural, and ideological messages. This approach provides a framework for understanding how visual and textual elements work together to address themes such as race, identity, and friendship in historical and social contexts.

The true story of Dr. Don Shirley, a well-known African American pianist, and Tony "Lip" Vallelonga, an Italian American bouncer hired to drive Shirley through the Deep South during a concert tour in 1962, inspired the film "Green Book," which Peter Farrelly directed and wrote with Nick Vallelonga, Brian Hayes Currie, and Farrelly. This film, which won several prestigious awards, including the Academy Award for Best Picture, provided a rich context for examining the interplay between visual and textual elements to communicate complex social messages about race, identity, and friendship.

The movie's historical setting during the Civil Rights Movement and its use of "The Negro Motorist Green Book" as a central element highlighted the pervasive racial discrimination of the era. African Americans looking for secure lodging in segregated America needed this travel guide, which Victor Hugo Green published. The historical context of "Green Book" grounds the film in reality and enhances its narrative depth, making it an ideal subject for a detailed multimodal analysis.

This research used the frameworks provided by Halliday and Matthiessen (2014), Kress and Van Leeuwen (2006), and O'Halloran (2011) to analyze "Green Book." These frameworks offered a comprehensive approach to understanding how different semiotic resources work together to create meaning in films.

Halliday and Matthiessen's Systemic Functional Grammar provided the basis for understanding how language functions as a semiotic system. This approach analyzed the film's dialogue and narrative structure, exploring how they contribute to its meaning. Their work emphasized the importance of context in understanding how language and other semiotic resources create meaning.

Kress and Van Leeuwen's visual grammar framework analyzed the film's visual elements. This included the shots' composition, color, and perspective, as well as how these visual elements interact with the textual elements to convey the film's themes. According to Kress and Van Leeuwen, components such as representational meaning (the depiction of actions and events), interactive meaning (the relationship between the viewer and what is viewed), and compositional meaning (how elements are arranged) are crucial for interpreting visual media.

O'Halloran's multimodal discourse analysis extended this approach to include other resources such as images, gestures, actions, sounds, and music. This comprehensive approach allowed for an in-depth analysis of how these different modes work together to create a cohesive narrative and evoke specific emotional responses from the audience.

To illustrate the research approach, consider Scene 34, where Dr. Shirley and Tony Lip travel through the South in their Cadillac. In this scene, Tony "Lip" Vallelonga drives fast while smoking, and Dr. Don Shirley, choking on the smoke, opens the window. This scene highlights the interplay of visual and textual elements, such as Lip's frantic driving and smoking juxtaposed with Shirley's composed but discomforted demeanor. This dynamic interplay of visual cues and dialogue provides a rich tapestry of meaning, portraying the evolving relationship between the characters and highlighting their cultural and personal differences.

Table 1.1 Preliminary Data

Scene Element	Description	Symbolism/Meaning
Textual Analysis	Dialogue between characters	Depicts social dynamics and evolving relationships
Visual Analysis	Composition, color, perspective	Highlights contrasts and reinforces themes of cultural tension and understanding
Multimodal Analysis	Integration of visual and textual elements	Conveys complex social messages about race, identity, and evolving relationships

This scene effectively uses multimodal elements to depict the underlying cultural dynamics, illustrating how visual grammar and dialogue contribute to the film's overarching themes of friendship and mutual respect. The detailed analysis of this scene will encompass the integration of Halliday's SFL for textual analysis, Kress and van Leeuwen's visual grammar for visual analysis, and O'Halloran's Multimodal Discourse Analysis to synthesize the findings, providing a comprehensive understanding of the film's narrative and thematic messages.

Building on the theoretical frameworks of Halliday and Matthiessen, Kress and Van Leeuwen, and O'Halloran, this study aimed to provide a comprehensive multimodal analysis of "Green Book." This research uncovered how the film communicates its themes by examining key scenes and their multimodal elements. This approach enhanced our understanding of "Green Book" and provided a framework for analyzing other films, contributing to the broader field of multimodal discourse analysis. Through this detailed analysis, "Green Book" served as an exemplary case for exploring the interplay of visual and textual elements in conveying complex social messages.

1.2. The Problem of the Study

The study explored several key questions related to the film "Green Book." The problems of the study were formulated as follows:

1. What messages are conveyed in the "Green Book" movie?
2. How are these meanings realized in the "Green Book" movie?
3. Why are these meanings realized in their specific social context?

These questions aimed to uncover the film's thematic messages, analyze the techniques used to express them, and understand the social context that influenced their realization.

1.3. The Objectives of the Study

To address the problems, the objectives of the study were as follows:

1. To analyze the narrative and thematic elements of the "Green Book" movie will help us understand the primary messages and moral lessons the film seeks to communicate.

2. To examine how these meanings are realized in the "Green Book" movie by investigating the techniques and methods used in the film, including dialogue, visual elements, and character interactions, to convey the intended meanings and messages.

3. To explore the reasons for realizing these meanings in the movie by analyzing the social and historical contexts that influence the film's portrayal of its themes and messages, understanding why they are presented in the specific manner observed.

1.4 The Scope of the Study

The scope of this study encompassed a detailed examination of the film "Green Book," focusing on its narrative and thematic elements, the techniques and methods used to realize its meanings, and the social and historical contexts that influenced these meanings. It involved analyzing how the film's storyline, dialogue, visual elements, and character interactions work together to convey messages about race, identity, and friendship, grounded in the frameworks provided by Halliday and Matthiessen (2014), Kress and Van Leeuwen (2006), and O'Halloran (2011).

Additionally, the study contextualized the film within the 1960s American South during the Civil Rights Movement to understand how these realities influenced the portrayal of the film's themes. By including specific examples and preliminary data from the film, the study provided new insights into the use of multimodal elements in film to communicate complex social messages, contributing to broader discussions about the role of media in shaping social and cultural narratives.

1.5 The Significance of the Study

This study's significance lies in its contributions to theoretical and practical domains, enhancing our understanding of film analysis and the application of multimodal discourse analysis.

1.5.1 Theoretical Significance

The study contributed to the theoretical understanding of multimodal discourse analysis by applying the frameworks of Halliday and Matthiessen (2014), Kress and Van Leeuwen (2006), and O'Halloran (2011) to the film "Green Book." This application provided more profound insights into how films use various semiotic resources—visual elements, dialogue, and narrative structure—to convey complex social messages. By examining how these elements interact within the historical and social context of the 1960s American South, the study enhanced our comprehension of the interplay between different modes of communication in film. This contribution was significant for the broader field of film studies, multimodal

analysis, and systemic functional linguistics, offering a robust framework for analyzing other films and media texts.

1.5.2 Practical Significance

Practically, this study offered valuable insights for filmmakers, educators, and media analysts. For filmmakers, understanding the detailed multimodal analysis can inform the creation of more nuanced and impactful films that effectively communicate their intended messages through visual and textual elements. Educators can use the findings to teach students about the importance of multimodal literacy, helping them critically analyze films and other media texts for their underlying messages and themes. Media analysts and critics can apply the study's methodologies to provide more informed and comprehensive reviews of films, contributing to a more nuanced public discourse about media and its role in society. The study underscored the importance of context and multimodal literacy in understanding and interpreting media by demonstrating how "Green Book" uses multimodal elements to address themes of race, identity, and friendship.