

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, there are some sub chapters, i.e., theoretical perspective and previous studies. For the theoretical perspective, it comprises some theories such as Discourse Analysis, Critical Discourse Analysis, Teun A. van Dijk's Critical Discourse Analysis, and social criticism. The previous studies related to the topics.

#### **2.1 Discourse Analysis**

Discourse Analysis (hereinafter DA) is a study of text and context in a certain discourse (Schiffrin, 1994). In a general concept, some people suggest text is only restricted to written language while discourse to a spoken language. However, Halliday (1978) assumes that texts function as a continuous process of semantic choice. Tischer et al. (2000) argue texts are viewed as an explicit epiphenomena of cognitive process in more or less entities. Text consequently is not only in the form of written language, however, any language forms whether written or spoken, which has cognitive processes in it. It is in line with Luxemburg et al. (1992) who state that text is defined as a language expression comprising content, syntax, and pragmatics as the unity.

Context, on the other hand, is a world comprising utterances by people who have social, cultural, personal identities, knowledge, beliefs, goals and wants, and interact with one another in various socially and culturally defined situations (Schiffrin, 1994). He also mentions a 'discourse' as a contextualized unit of linguistic production whether spoken or written (1994). Seidlhofer and Widdowson (1999) define discourse as "the process of conceptual formulation whereby we draw

on our linguistic resources to make sense of reality” while text as “the linguistic product of a discourse process”. Discourse is a language in use and plays a role as a social process (Candlin, 1997). Fasold (1990) adds that discourse refers to a process which is situated in a society. Discourse Analysis aims not only semantically, but also pragmatically (Juez, 2009). Therefore, DA can be defined as a language study of discourse which has text and context refers to the syntax/structural analysis, pragmatic, and society process.

According to Slembrouck (2005, cited in Alba-Juez, 2009), the term of DA is very ambiguous. He eventually defines Discourse Analysis as a linguistic analysis of speech or written language that attempts to discover the language use into larger linguistic units in social contexts particularly in the interaction or dialogue. Fasold (1990) defines the study of a discourse (Discourse Analysis) as a study of any aspect regarding language use. Dijk (2002) assumes that DA is a multidisciplinary study, thus, it needs the deviation of complex theories that is accountable both for the textual, social, political, and historical dimension of discourse. Some possible approaches to DA could see a language as a system to seek out the *patterns*, language patterns associated with the *topic*, the patterns within *broader contexts*, and the use of language itself (Wetherell, 2001).

Alba-Juez (2009) adds that in a discourse analysis activity, it must be concerned not only for linguistic facts, but also more attention to the language use related to social, political, and cultural aspects. She adds that in analyzing a discourse, it is not limited to functional grammar, sociolinguistics, and pragmatics, since all these fields are interrelated and have common tenets. Discourse Analysis

helps to shed light on how speakers/authors/writers organize their discourse to indicate their semantic intentions and how audiences (hearers/readers) interpret what they receive from the discourse.

According to Machmud (2016), Discourse Analysis functions as a concept, method, theory, and effort which is done in certain semantic research to seek out the hidden meaning that can be understood well. The seeking of the meaning can be done by positioning the researcher into text structure which also reveals the meaning of it. In this analysis activity, the meaning of certain discourse could be written or spoken. It is a communication and linguistics' study which tries to answer the question "how" within the discourse. Tarigan (1993, cited in Sobur, 2015) mentions that Discourse Analysis is a pragmatic study in discourse. Therefore, DA can be seen as a semantic and pragmatic study of language in discourse.

To clarify the concept of DA, Alba-Juez (1995, cited in Alba-Juez, 2005) mentions that the key concept of Discourse Analysis is strategy. She argues that strategy in DA is an attempt to reach the meaning of various discourse procedures given a communication aim delivered by the speaker. The communication events accordingly have some components (Jakobson, 1960), as follows.

1. Referential, which focused on the referential content of certain messages in any text or discourse.
2. Emotive, which focused on the speaker's state.
3. Conative, which focused on the practical effect on the reader.
4. Metalinguistic, which focused on the dealing of the code being used.

5. Phatic, which focused on the channel or the people's bonds' establishment.
6. Poetic, which focused on how the message is encoded, or the artistic and the creative use of language.

Communication events which use language consequently contribute to the objective of the using of language either to refer, to express, to persuade, to use the language itself as a code, to deal with society, and to creative use of language in certain forms. The communication event also has functions, which were stated by Halliday (1976; 1978), as follows.

1. Experimental; concerning language as a tool to conceptualize and describe people's experience.
2. Interpersonal; concerning the relationships among participants and the illocutionary acts.
3. Textual; concerning the messages as the organized units of information.

It can be seen that a communication event has some functions regarding language as the tool to communicate, the communication's participant, and the message within the communication itself. On the other hand, Brown and Yule (1983) argue the functions of communication, which are delivered by the speaker as two functions, i.e., Transactional function, which concerns the expression of the content and Interactional function, which concerns the expression of social relations and personal attitudes. Communication, therefore, sees the content and the participant.

Regarding the function of communication and language, discourse has some functions in the analysis. According to Syamsuddin (1992, cited in Sobur, 2015), discourse discusses language in a society (according to Widdowson), is an approach to understand the meaning within context, text, and situation (according to Firth), is an understanding regarding semantics (according to Beller), is a language understanding in the daily activity (according to Labov), and the use of functional language (according to Coulthard). Therefore, DA has many functions regarding the use of language in a communication. Specifically, discourse tries to understand the use of language in the society, the daily activity, semantically (the meaning of certain language used in discourse), and its functional use.

In the analysis of discourse, DA aids the researcher to know deeply what is the hidden meaning or message and how it is constructed in the discourse by the author (Pawito, 2007). There are some models of DA such as van Dijk's model known as Socio-Cognitive Approach/SCA, Dialectical-relational Approach/DRA by Norman Fairclough, Social Actors Approach/SAA by Theo van Leeuwen, Discourse-Historical Approaches/DHA by Ruth Wodak, and others. The different model of DA has different concerns. However, the main objective of those models remains the same, which try to find the semantic and pragmatic meaning within the context and society. The use of language is approached to discourse analysis either only to look at the content/theme or the structural use of language to make meaning in specific contexts (Gee, 2011).

## **2.2 Critical Discourse Analysis**

Critical Discourse Analysis (hereinafter CDA) is an approach to discourse originated at the end of 1970s as the reaction against the dominant formal paradigms of the 1960s and 1970s (Alba-Juez, 2009). Dijk (2001) mentions that CDA is defined as a type of discourse analytical research studied on the way of social power abuse, dominance, and inequality that is enacted, reproduced, and resisted by text in the social and political context. He mentions that CDA aims to understand, expose, and ultimately resist social inequality. Discourse is created through language to communicate the idea within it. It is in line with Fairclough (no date) who states that language is shaped by material and social conditions in which it is produced and shaping discourse practices in society. Therefore, language and social conditions are correlated to create a discourse. Different with the concept of DA, CDA concerns the discourse that tries to reveal social critiques in any inequality forms in social activity.

Wetherell et al. (2001) propose CDA in a semiotic approach that views it as an irreducible part of material social processes in the form of meaning-making whether in visual images, body language, or verbal language. Further, Wodak (1989) defines CDA as a multidisciplinary approach to language study which intends to study language behavior in social relevance. Alba-Juez (2009) mentions that CDA therefore does not have a unitary theoretical framework. It is because CDA tries to look the way certain discourse structures are deployed in the reproduction of social dominance, not limited to power, dominance, hegemony, ideology, gender, race, and discrimination, among others. Therefore, CDA aims to

explain the discourse structures in terms of social interaction and its structure, rather than only describe them.

As summarized by Fairclough and Wodak (1997), hereby the main tenets of CDA:

1. CDA addresses social problems
2. Power relations are discursive
3. Discourse constitutes society and culture
4. Discourse does ideological work
5. Discourse is historical
6. The link between text and society is mediated
7. Discourse analysis is interpretative and explanatory
8. Discourse is a form of social action

Alba-Juez (2009) states in the relation of those tenets that CDA consequently believes a discourse is a form of social actions and uses the discourse to make people aware of several significant social and political issues in society.

### **2.3 Teun A. van Dijk's Critical Discourse Analysis**

One of the common CDA models to seek out the hidden meaning throughout textual analysis, social entity, and context in daily activity is a Socio-cognitive Approach/SCA by Teun A. van Dijk. This model is commonly used to analyze hidden meaning in a discourse since it is practically applying textual analysis, social recognition, and the context of society together. Therefore, the model is also known as 'social cognition' analysis and interpretation, which also employs social psychology as the explanation of the text structure and how it is

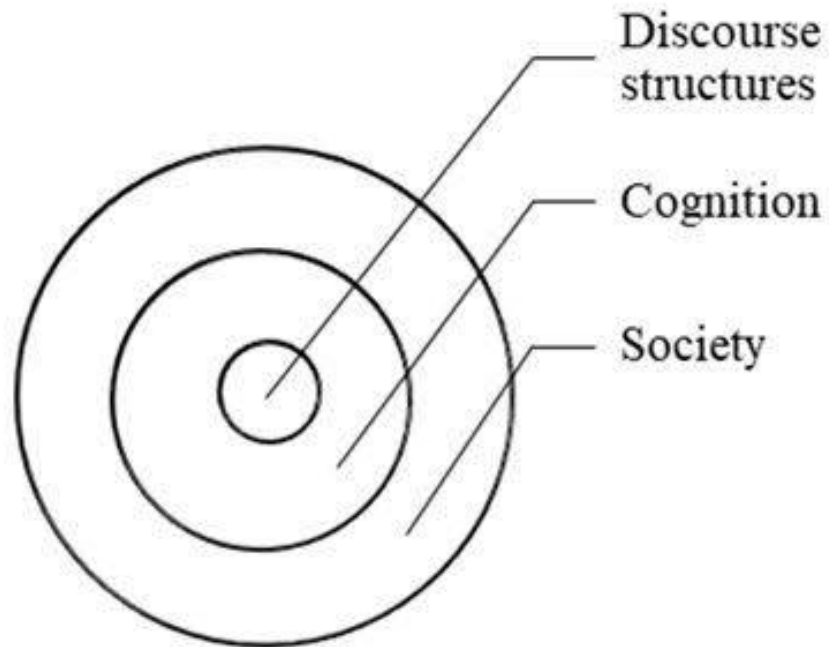
constructed (Sobur, 2015). Social cognition is the sharing of knowledge and attitudes of a group (Dijk, 1997). Alba-Juez (2009) adds that social cognition influences the specific beliefs of the members of a group to make up the basis of certain discourse.

Specifically, van Dijk's model of CDA depicts a discourse in the three analysis concepts, i.e., text dimension, social cognition, and social context. Citing from Machmud (2016), hereby the brief description of those dimensions.

1. **Text** is an event contextualization into a written form of language. In the text, it is an understanding on how text structure and discourse strategy are used to build a meaning.
2. **Social cognition** is an external factor from the text or discourse as the unity with the text itself.
3. **Social context** is a combination of social context in the society and the text itself.

To get clearer comprehension of the concept, hereby the figure of van Dijk's CDA model according to him (1998).





*Figure 2.1 van Dijk's CDA Model (cited from van Dijk, 1998)*

The model of van Dijk's CDA contributes to the recognition of social cognition and context, which at the same time also contributes to the text creation in discourse. In the first layer, text or discourse structures (written or spoken) describes the text genres, types, or categories. The second layer, social cognition becomes the context of situation as a process of (re)production and consumption of text. In this layer, the analysis would be the interpretation as seeking meaning of the description. In the third layer, social context is the social conditions of discourse's production. It implicates the meaning for social practice as in societal, economic, political, and environmental conditions of production and interpretation. Hereby the detailed explanation for each layer/dimension.

## **A. Text Analysis**

In the first analysis concept, van Dijk's concept concerns the textual analysis in the discourse. As mentioned earlier, text is defined as a language expression comprising content, syntax, and pragmatics as the unity (Luxemburg et al., 1992). Therefore, text in any discourse can be functioned to cohere the information within it. Van Dijk sees the text as an entity to construct some structures together. According to him (cited in Eriyanto, 200a; in Sobur, 2015), textual analysis in the discourse consists of some different structures or levels which elaborate to one another. They are respectively named as macrostructure, superstructure, and microstructure, as follows:

1. **Macrostructure**; textual analysis which focuses on the creation of meaning through a topic. The topic represents some events in the social context, not only as the content of certain discourse in the text.
2. **Superstructure**; it is a textual framework and discourse element that is fully shaped in the text.
3. **Microstructure**; how meaning is gathered by textual analysis such as word, sentence, proposition, paraphrase, and others.

The structure can be seen as the table below.

<b>Discourse Structure</b>	<b>Observed objects</b>	<b>Element</b>
Macrostructure	Thematic Theme/topic in text. (What is said?)	Topic
Superstructure	Schematic Schemed part and order of text as discourse. (How arguments are constructed?)	Scheme
Microstructure	a. Semantics Intended and emphasized meaning within texts. (What is the meaning?) b. Syntax Selected sentence as a form and arrangement. (How argument delivered by selecting particular sentence?) c. Stylistics Chosen word in text. (What diction is used?) d. Rhetoric Emphasized way being conducted. (How the intended meaning is delivered?)	a. Setting, detail, intention, assumption, nominalization. b. Sentence form, coherence, pronoun. c. Lexicon d. Graphics, metaphor, expression.

*Table 2.1 Discourse text elements of CDA's model by Teun A. van Dijk*

*(cited in Sobur, 2015)*

Based on Table 2.1 above, it can be explained that the textual analysis concept of Teun A. van Dijk's CDA is divided into three structures, namely macro structures, superstructures, and microstructures. The three structures are divided into what things are observed and what elements in a text will be further analyzed, each of which has a relationship with each other. To know the

depiction of those elements in discourse text elements, hereby is the brief explanation regarding those elements.

### **1. Macrostructure (Thematic)**

First, in macro structure, studies are focused on matters related to the theme in a discourse. Briefly, Sobur (2015) explains the various things observed in the discourse text elements of the Teun A. van Dijk model. First, 'theme' (in the macrostructure) related to the theme, namely the mandate/main topic in a writing delivered (Keraf, 1980).

Understanding the theme in language studies as a communication tool has various views. The first time, the concept of theme was coined by Vilem Mathesis (1882-1945) as a linguistic expert of the Prague school. This study is known as a structural study of the theme and focus of a text. Theme is a topic of conversation (Sinar, 2009), furthermore, according to Brown and Yule (1983) the theme used in a text is a matter of discourse, not only as a process of forming sentences. Therefore, what is expressed by the communicator will have an impact on the overall meaning of the text (Rochmawan, 2018).

Themes in a text are related to other text themes, which then form a unified theme in a complete text. The function that is formed is often called a textual function (Rochmawan, 2018). In other words, a theme in a text contains various forms of unity that

coherently give meaning to the most important part of a text (Budiman, 1999b, in Sobur, 2015).

In a text, the theme is the starting point of a message conveyed through language. The starting point is then realized into a series of clauses as the form of the main/parent/top clause in a text (Saragih, 2007, in Rochmawan, 2018). Teun A. van Dijk himself explores the notion of a topic in a text to become a determining tool for a problem and a solution taken by communicators through text messages (Sobur, 2015). A topic in the text is studied through a person's cognition or mentality obtained through the experience of a certain event, which finally a topic is revealed through a text (Eriyanto, 2001, in Sobur, 2015).

## **2. Superstructure (Schematic)**

Second, in the superstructure, the study is more focused on schema in a discourse. Schematics deals with schematic matters in a discourse. That is, in a discourse, a writer puts which things need to be emphasized first and so on. That way, the author places a variety of information with a schema strategy ranging from the title to the content itself. It is aimed at attracting the attention of the audience.

A schema is a chart, framework, framework, or outline of something (KBBI, 2022). However, some people are still wrong in interpreting the notion of a schema as a timeline or sequence. This

is of course different because the sequence focuses more on a process, while the meaning of the schema is not a process, but a basic framework of something. This is clarified by Chaplin (1981, in Sulistyarningsih) who describes the schema as 1) a cognitive map of various ideas, 2) a reference frame for recording data, 3) a model, and 4) responses along with the response standards.

The schema in a text can be divided into two schemata/schematics, namely 1) a top-down schema and 2) a bottom-up schema. In knowing a schema, a person interacts between individuals, between environments, and so on to get a background on something. After getting a schema, someone will show that knowledge physically and mentally (Rochmawan, 2018).

Furthermore, Piaget (1983, in Rochmawan, 2018) explains that the scheme does not only include related knowledge, but also the process of acquiring it starting from the beginning of knowing a schema, the process of exploring, modifying, adding, to replacing the previous schema. This will then make a schematic develop into a broader and comprehensive schematic.

In the context of the scheme of a discourse, the scheme is divided more specifically into two categories, namely 1) formal schemes and 2) content schemes. The formal schema is a knowledge of the background of the formal organization of the text structure, while the content schema examines the background content of the

content of a particular text (Carrell, et al., 1992, in Rochmawan, 2018). Furthermore, Rochmawan (2018) examines the formal schema as known for his knowledge of the structure of rhetorical formal texts such as fables, short stories, newspapers, magazines, articles, to the type of expository text. Meanwhile, the content scheme examines the conceptual knowledge of the content of the text in a particular field of study or discipline.

Schema can be interpreted as a capture of knowledge/information/data/facts associated in everyday life when reading a word, phrase, and sentence in a text as an understanding of meaning. That way, the meaning of something will differ between individuals. This is because the meaning of reading does not lie in the text alone, but in the cognition or thought of each individual. As a consequence, to be able to understand a meaning in a text, one is recommended to have a fairly good schema (Anderson, 1972, in Sulistyaningsih, no date).

In the context of discourse analysis, schematic structure is used in a text in relation to schematic matters in a discourse. That is, in a discourse, a writer places which things need to be emphasized first and so on. That way, the author places various information with a schema strategy starting from the title to the content itself. This is intended to attract the attention of the audience (Sobur, 2015). Furthermore, in the context of Teun A. van Dijk's discourse analysis,

the schematic structure is divided into two categories of schemas, namely: 1) summary which is contained in the title and lead sections of a text and 2) story which is the content of the discourse as a whole (Eriyanto, 2001, in Sobur, 2015).

The title has a function to advertise the story, summarize the story, and beautify the discourse page (Anwar, 1996, in Sobur, 2015). While the lead as the essence of discourse serves to answer general questions 5W + 1H, emphasize news features, and summarize information in a discourse (Sobur, 2015). Then, the story functions in conveying all information in a discourse (Eriyanto, 2001, in Sobur, 2015). Story in a discourse is divided into two parts, namely 1) situation and 2) comments. The situation examines the story or event in a discourse, which is divided into a) the episode [the main story in the discourse] and b) the setting [the atmosphere/context of the story to support the episode]. While the comments examine the description of the various parties involved in providing comments, which are divided into a) verbal reactions/comments from story characters and b) conclusions/reactions to comments from various characters (Sobur, 2015).



### **3. Microstructure**

Third, in the microstructure, the study is focused on various elements consisting of meaning, how to convey meaning, choice of selected words, to rhetoric of emphasis in a meaning. Each in the microstructure study has a variety of elements classified into semantic, syntactic, stylistic, and rhetorical contexts in a discourse.

#### **A) Semantics**

In short, semantics is the study of language that is focused on studying meaning in a discourse context. This meaning can take the form of lexical or grammatical meanings. However, in the discourse of Teun A. van Dijk, the intended meaning is a local meaning that refers to intercal meaning, interproposition, explicit meaning, and implicit meaning (Wijaya, 1996, in Sobur, 2015). The meaning can be positive for their own group and negative for other groups. In the discourse analysis of semantic elements, the analysis study is divided into setting, details, intent, perception, and nominalization.

##### **1) Setting**

Setting affects the meaning of the word semantically in a discourse. Background is an element that can be used as a background reason for a text in the context

of a certain discourse meaning. This is because the setting functions as an ideological element in constructing a discourse.

## 2) **Details and Intent**

Details in a discourse are described between one choice in detail or not. This is intended to control the information desired by the communicator in conveying some important and beneficial information for him. It is almost similar to but different from the 'intent' element. Intent is more focused on studying the way in which information is conveyed, either explicitly or implicitly.

## 3) **Perception**

The perception is a semantic strategy that is able to give a certain self-image to the communicant. This is circumvented by providing some accurate information that is not biased or rhetorical, so that the communicant will immediately believe in the assumed facts.

## 4) **Nominalization**

Nominalization is a form of conveying meaning to be general or referred to as generalization/expansion of meaning. This is used as a strategy in giving suggestions to the communicant.

## **B) Syntax**

Syntax, that is, the study of sentences in a discourse, such as the ins and outs of discourse, sentences, clauses, phrases, and so on (Pateda, 1994, in Sobur, 2015). Syntax refers to the use of sentences, how the form of sentences is used, coherence, and pronouns in a discourse, one of which aims to support semantic elements in giving positive or negative meaning to a text in discourse. It is an element of sentence form in syntax.

### **1) Sentence form**

The form of a sentence is syntactically related logically to the principle of causality between sentences. This is because the form of the sentence affects the meaning contained by seeing which is the cause and which is the effect, which is the main sentence, which is

the subordinate clause, and which is the subject and which is the object in a sentence.

## 2) **Coherence**

Coherence is a systematic arrangement of reality and ideas, facts and ideas, as a logical unit in understanding the message contained (Wohl, 1978; Tarigan, 1993, in Sobur, 2015). In a text discourse, coherence can be found with causal or explanatory conjunctions such as and, but, then, because, although.

## 3) **Pronoun**

Pronouns in the context of discourse analysis function in determining the subject in a discourse. The subject plays an important role in the exposure of social meaning. That is, the use of pronouns plays the role of exclusivity or inclusiveness in a communication contained in the text of discourse. The pronouns in the ad video are described using the first person singular, the third person singular, and the first person plural.

### **C) Stylistics**

The third thing observed is stylistic, a study of the selection of words/style of words used in a discourse. According to Sudjiman (1993), stylistic studies are the study of language style in a context used to express a desired meaning/message. Language style itself includes various things such as diction/lexical choices, sentence structure, figure of speech, rhymes, and personal language styles. In terms of discourse text analysis, stylistics examines the choice of words used in presenting a society's ideology.

### **D) Rhetorics**

The last form observed in the analysis of Teun A. van Dijk's model discourse is rhetorical. Rhetoric is a study of the style expressed to emphasize a message/information. The rhetorical form is expressed through graphics, metaphors, and expressions of a person in conveying something to the targeted audience.

#### **1. Graphics**

Graphics are a form of discourse analysis strategy in the form of images.

## **2) Metaphor**

Metaphor is a figurative language or expression that alludes to the main idea of a discourse. Metaphors can also be used by the communicant as a basis for thinking and the principle of justification for the message to be conveyed.

## **3) Expression**

Expression is a rhetorical strategy that is illustrated through visual representations that want to emphasize other ideas indirectly or directly.

## **B. Social Cognition**

In CDA of van Dijk's model, social cognition is also considered to know the meaning in the discourse. CDA is not only concerned with personal experiences, but also, group and social movements' events such as power use, power abuse, and dominance (van Dijk, 2008b). Citing from Machmud (2016), social cognition is an external factor from the text or discourse as the unity with the text itself. Yusar et al. (2020) mention that social cognition comprises knowledge, opinion, and behavior. In this discourse process, social cognition aids the researcher to know the text production process from the author's perspective. Social cognition is important to create a discourse in society. It has a tendency throughout the author's perspective/mentality/cognition even where the discourse has been created (van Dijk, in Eriyanto, 2002).

Eriyanto (2002) adds that in CDA, it is important to know the social cognition, which is the mental awareness of the author. In van Dijk's model, the analysis of critical discourse is not limited to text analysis, but also production process of certain discourse, i.e., behavior, ideology, power, dominance, which involves the complexity of the discourse. Social cognition is the second phase from discourse making. This phase is known as the bridge between the phenomenon in society and the text in the discourse that is affected by social cognition of the author. In this phase, the certain meaning gathered by the author is communicated throughout the discourse.

### **C. Social Context**

Social context involves cultural context and social situation. According to Musyafa'ah (2017, cited in Yusar et al., 2020), social context concerns the social activity that is constructing discourse by affecting the author of the discourse. Social context is a combination of social context in the society and the text itself (Machmud, 2016). To understand certain discourse, social context is needed to correlate the text and the phenomenon outside of the text such as language and culture. Therefore, the information gathered in a complete, complex, and detailed manner (Sumarlam, 2020).

## **2.5 Previous Studies**

### **1. Appraisals and Critical Discourse Analysis in “Baby Shark” Song Lyric (by Muhammad Arif, Yogyakarta State University).**

This research aims to analyze a phenomenal song entitled “Baby Shark” which is composed by the Pinkfong education brand, a South Korean media startup. The song has become viral over children and even adults. It is undertaken to find out; the composer’s attitudes, the social relation among the participants, the context of the situation, and the power relation in the discourse. The object of the study is obtained from the whole lyric. Then it is analyzed through Appraisals and Critical Discourse Analysis (CDA) by connecting every single line to the intentional marketing and social context in Indonesia.

The study shows that the composer describes wild animal habits, in this case; the shark, they also supports the representation of the shark family, they explicitly describes what was happen when you faces wild animal and the preventive act to solve it, the song is only a children song which develop their fine motor skills as they have fun, and the song intends to promote and gain support for worldwide customers through this song.

### **2. A Critical Discourse Analysis of Teun van Dijk on The Jakarta Post’s Editorials “New Year in Singkil” and “Banning Hate Speech” (by Arini Nurfadilah, Syarif Hidayatullah Jakarta).**



This thesis presents CDA especially in text structure, social analysis, and social cognition of two articles about religion conflict among Muslims and Christians on the Jakarta Post online newspapers. The method is qualitative research by using the descriptive analysis with van Dijk's concept of CDA. This research shows that CDA can explore the relationships between language and ideology. Through the language used, it can be known that the strength of power and the purpose of the speaker is clearly understandable.

Based on those previous studies, this study can be considered as different and original analysis since the first research uses different songs and the second research uses news as the material data. In this study, the researcher uses the *Junko Furuta* song by Danilla Riyadi.