CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

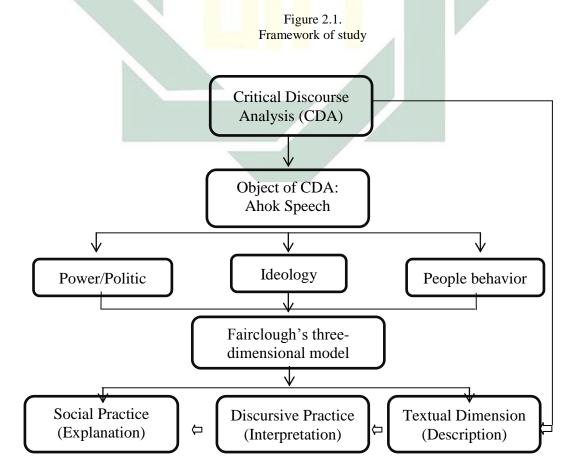
This chapter presents the research review and some literatures related to the research tittle. This chapter explains the concept, some related theories and support previous chapter. The researcher makes effort to reveal the video of Basuki Tjahaja Purnama (Ahok)'s speechbecause of creating some social phenomenon and people perception about the video content.

The process of understanding speech which is delivered by Ahok can be known through a review in the Discourse analysis. But the problems that occur in content of the speech related to the understanding of society about the blasphemy of Islam by Ahok against the meaning of one verse from the letter of Al-Maidah. Therefore, in terms of religion, social and culture in Indonesia, it turns out to have provided a broad discourse not limited to the understanding of text only, but other things related to the appearance in the video and the response of Indonesian society, was coloring this problem so that requires understanding critically and profoundly by using Critical Discourse Analysis (CDA). This is a very crucial aspect in which power and domination are examined in public life through media (Ramanathan and Hoon, 2015 in Orelus, 2017).

Discourse analysis (DA) is an analytical framework used to study text and words in a communicative context. DA is also considered a common methodology, theory and critique related to social construction and social power. However, the presence of CDA provides its own style in understanding the media based on the integration of text analysis, production process, consumption and distribution of text and sociocultural analysis (Fairclough, 1995: 24). The understanding of CDA through visual media is based on the linguistic analysis of the text that are contained therein, because visual analysis has traditionally been the domain of media and cultural studies (Machin and Mayr, 2012: 1). Textual analysis in CDA involves linguistic and intertextual analysis, both of which are closely related to discourse media order which belongs to the domain of cultural power (Talbot, 2007: 15).

Domain of cultural power is seen in Ahok's speech which can be analyzed based on CDA by viewing discourse - the use of language in speech and writing - as a form of social practice (Fairclough and Wodak, 1997: 258 in Bazzi, 2009: 72). Therefore, the description of social practice in the discourse implies directly the dialectical relationship between certain discursive events and the situation, in this case (at that time) related to the election of the governor of Jakarta which involves in understanding the religion of the surrounding community against the verses of the Qur'an in the letter of Al-Maidah verse 51. Therefore, the study of Ahok's speech can be categorized into two discussions as linguistic discourse and discourse practices (Georgakopoulou and Spilioti, 2016: 362).

The discussion can be determined by relation between linguistic and non linguistic aspects which are explained by Norman Fairclough to analyze news in mass media: text (description), discourse practice (interpretation) and cultural social practice (explanation) (Fairclough, 1995: 97). As the description in CDA includes vocabularies, grammar, cohesion and text structure. Besides, interpretation is based on the combination between texts and its meaning toward related resource of study. Furthermore, explanation portrays the provision that is implemented in the level of social structure discourse and its process. So, Ahok's speech in youtube did not relate to textual or linguistics only, but it relates to many kinds of non linguistics dimensions, even power discourse which encourages Ahok to make the speech.



2.2. Discourse Analysis

2.2.1. Understanding of Discourse Analysis

Human speech may become an interactive activity which may have some characteristics to be discussed seriously in order to understand and know the purpose of speech. So that, human speech may influence people'sunderstanding, perception, social and culture, even religion. This perspective to interpret and understand human speech is able to be understood by using discourse analysis, eventhough discourse analysis is not implemented in human speech only, but there are many kind of aspects that may be able to use it such as politic, social, culture, art and others.

However, the important term is to know the understanding of discourse analysis in order to be able to relate and intergrate some discussion so the expected purpose can be achieved well. Eriyanto (2006:2) presents some understanding of discourse, *firstly*, discourse is communication of verbal, speech and conversation. *Secondly*, subject formal treatment in speech or text, and *thirdly*, the unit of text that's used by linguist to analyze more units of sentences. While Crystal (1992:25) as cited in Tauschel (2004:2) defines it as a continuous intesifying of language that is larger than a sentence.

According to Brown and Yule (2003:1), discourse analysis is required to analyze the usage of language. This creats the value of language usage to transmit factual and proportional information and be

able to describe as transactional. It is also applied to approach analysis of language in order to know language pattern which relates to cultural and social contexts because this discourse analysis can pursue some one to make option and choose it as wanted in social context or cultural context (Paltridge,2012:1-3). Language analysis naturally occurs to connect the speech or writen discourse, but the discourse analysis focus on language use in social context and in part of interaction. While Laclau and Mouffe does not limit the discussion of discourse in language only, but it may be studied in activities, texts and other objects so discourse simply mentions and relates to both of linguistics aspect and non-linguistics aspect (Laclau, et.al., 1985:100).

The relation between linguistics and non linguistics aspect is explained by Norman Fairclough in analyzing news in mass mediainto three parts; text, discourse practice, and cultural social practice (Fairclough, 1995:97). Fairfclough's manner of analysis consists of describing linguistic from language text, interpretation of relationship between different processes and text, explanation of relationship between different processes and social processes.

Furthermore, Fairclough (2003) explains about the manner to apply discourse that may relate to analysis. According to him, there are three manners, firstly, language is a part of social community, seccondly, language is social practice, and the last is usage discourse as noun that gives meaning through the manner of delivering words or speaking. The

first manner explains that discourse may relate to certain field of knowledge such as politic, economic or other scientific discourse. Hence, discourses meet flexibility to be understood and practiced so the analysis involves to suitable method of discourse that relates to purposed knowledge. While the second manner explains that discourse does not arrange the social structure only, but arranged, moreover if the discourse is critical discourse analysis usually has relationship with power and politic. Then, the last is to determine meaning that is created from people experience to analyze discourse in some perspectives or aspects such as environtment, politic ideology and others.

Based on Fairclough's thought, it may be concluded that discourse analysis may be understood in two aspects namely linguistics study and politic. In linguistics, it is defined as reaction from formal linguistic form which pays attention more to words unit, phrases, or sentence without doingmore attention to the relationship of those element each others. While discourse analysis in politic is defined to the application of language, because language is fundamental aspect of describing subject, and the idelogy can be absorbed from language (Halwati, 2013:153).

However, discourse analysis initially may refer to discourse that's defined and limited as language as social practice form. While analysis refers to user or group of discourse. Hence, discourse analysis is study of multiple aspect in interpretation of language use which relates to social practice and communication (Taylor,2013:16). This relation involves the

research or investigation toward language, its meaning, practices and resources that can be operated in critical language study such as sociolinguistic, communication, semiotic and others.

Implementation of discourse analysis generally in many various of knowledge give felexibility of powerful way to observe and study many related knowledges because it is important development to understand about linguistic and social sciences deeply. The importance of discourse analysis is found in Wood and Kroger (2000:29-30) statement that's cited by Philips and Hardy (2002:10) as below:

Thus the task of discourse analysis is not to apply categories to participant's talk, but rather to identify the ways in which participants themselves actively construct and emplor categories in their talks. Further, all categorization is provisional: analysis requires constant reflexive attention to the process of categorization of both the participant and the analyst.

The statement above explains that discourse analysis is complex science that all of the aspects can not be studied or understood well because it requires text, context, discourse and capability of researcher to reveal the study by using discourse analysis, because of understanding of discourse is not enough by using verbal media but it is used to all processes of social interaction where language becomes a part of social interaction. That is way, Halliday (as cited from Canepari, 2011:83) states

two intentions of discourse analysis namely to understand the text which is studied and to evaluate it and effectiveness of text evaluation. These two intention and achievement give sign that interpretation of text is not the fundamental thing in discourse analysis, but it must be supported by others such as context of culture, social and situation. So text and context are two things which are difficult to be separated in discourse analysis.

Analysis of text is on major approach of discourse analysis. Because language can not be reduced from existence of social life, interconnection with social life elements, that all of it may receive development and be able to distinguish one discourse to other discourse (Fairclough,2005:2-3). Of course, the text which is based on language have to be analyzed to know the objectives of the text in social life so this analysis becomes part of social life. This distinction in discourse analysis that relates to social life distinguish discourse analysis that shows about function of language use in a goal to show and interpret the relationship between order or pattern with purpose that is expressed from unit of language only (Purbani,2009:3).

Thus, according to expert of social linguistics such as Norman Fairclough, Teun Van Djik, Ruth Wodak, the understanding of discourse analysis is not to interpret and represent only, but it also constructs and makes form of social entity and relationship, hence, this development of discourse analysis in social term is called with 'order of discourse' as Norman Fairclough's statement (Fairclough, 2005:3). Furthermore, the

order of discourse how that language is not the only one in discourse analysis, but language is social practice so the position of analyst here has to be put into account. Thus, the model of discourse analysis that is developed into critical discourse analysis which may be implemented in various of knowledge discipline such as politic, educational and others is needed. Therefore, Fairclough determines three-stage critical discourse analysis model involving description, interpretation and explanation (Baker and Ellece, 2011:191).

2.3. Critical Discourse Analysis

2.3.1. Understanding of Critical Discourse Analysis

Critical Discourse Analysis (CDA) in cultural sciences is recognized one of textual analysis form and development of linguistic analysis of text as resource for research and social analysis (Fairclough, 2005:3). CDA is development of discourse analysis that is used by Fairclough in order to enable power analysis of social relationships and social change analysis (Christie, 2002:8). So,CDA can be a political relationship with the practitioners acting which has power to change a world avoiding discrimination because of ager or social class, colour and others (Caldas, *et.al.*,2003:9). Thereby, it's implemented to witten text and soeech by using critical theories to reach for the purpose of CDA to identify and analyze ideologies and relationshiop or involvement of power (Beaudry and Miller,2016:89).

Van Dijk (1995) in Ulinnuha (2013:262) stated that CDA is special approach that still includes in discourse analysis, but it concentrates to certain situation and condition, elements and group or institution behavior which have created power abuse. In other words, this critical discourse analysis is an attempt at the disclosure of matters related to social and political contexts by using written texts as well as words to counter or reproduce them, such as the expression of power, power, injustice done, dominance develops.

Thus, it shows that critical discourse analysis is the development of discursus analysis that involves social, cultural, and even political context. Therefore, to study it required three frameworks as steps that must be done as an analysis, namely the analysis of verbal and written text, practical discourse analysis that is to express a text so that it can be produced, distributed and even consumed, and discursive analysis of events namely analysis to socio-cultural problems or things that occur in the midst of social society (Fairclough, 1995: 24). The three frameworks are critical application of critical discourse analysis that is interpreted as language, either verbally or in writing, is seen as an action, so it aims to detect some social problems that occur, especially relates to power and discrimination. In short, this discourse study is interpreted as a reflection of the relation or linkage of power that occurs in society (Renkema, 2004: 282).

The use of critical discourse analysis can combine social and language theory and describes how both of them are applied and used not

as usual and the methodology of language analysis has production source in-observation deeply that exceeds ordinary experience (Dolon and Todoli, 2008: 132-133). Based on this, critical discourse analysis means (Titscher, et.al., 2000: 149-150 in Richardson, 2006):

The analysis of relationships between concrete language use and the wider social cultural structures. He attributes three dimensions to every discursive event. It is simultaneously text, discursive practice-which also includes the production and interpretation of text-and social practice. The analysis is conducted according to these three dimensions.

The statement is seen in the important perspective of CDA closely relates to the idea of power through the language approach as the basic unit of communication which is a central condition in social life (Weiss and Wodak, 2007: 12). This linkage is attempts to develop the theory of real language, because language can be implemented in various ways such as expressing social and cultural forces and ideologies contextually (Wodak and Meyer, 2009: 10). Because CDA aims to change linguistics and other areas of language learning by introducing critical perspective on language, the critical theory is then integrated into social science that completes the shortcomings of discourse analysis (Norman Fairclough and Isabela Fairclough, 2012).

This distinguishes CDA from Saussure's stretched discourse because it only focuses on the discussion of the context of spoken

language. So discourse researchers are required not only to be social observers, but to be the social critics and the most important CDA targets of power elites, acting as policy breakers, continuing, legitimizing, forgetting or justifying discrimination and social injustice (Whetherell et al., 2001: 383; Wodak and Chilton, 2005: 88), although in general, the linguistic and non linguistic aspects are a dimension of totality in discourse (Laclau, at.al., 1985: 100).

On the level of reality, CDA is known and developed by parties who have interests and powers by through its efforts to produce discourse dominantly to control the void of public space in order to influence the other so follow to be dominated. Automatically, the media that is used to produce the discourse is a dictionary language and a choice of text, containing all its purposes and in accordance with its mission of interest and power. Therefore, through the CDA is expected to reveal the dominant discourse that has been produced, power and holders of power (www.wkuswandoro.com).

2.3.2. Model of Critical Discourse Analysis

As mentioned earlier, the discourse referred to the critical discourse analysis is an understanding of something that creates a statement that doesn't reflects only but also shapes and constructs relations and social entities. The term and understanding of CDA has been expanded and developed by social linguists such as Teun van Djik, Ruth Wodak and Norman Fairclough.

CDA model which's applied by Teun Van Djik (1993: 249) is seen from definition by limiting the social and political context to counter the flow of discrimination and social injustice. This is in contrast to the understanding of CDA by Jorgensen and Philips (2007: 1-3) who believe it as an approach in social constructivist. Therefore, Van Djik's model of understanding of CDA is not merely an analysis of the text, but an understanding of the text that becomes results of social production to get result and comprehensive understanding about the background and purpose of the text is created. Thus produces the description of discourse dimension by Van Djik (as cited from Eriyanto, 2006: 225) that is divided into three dimensions those are texts, social cognition and social context. Meanwhile Fowler et.al. (1979) in Seidlhofer (2003: 127) describes his analysis model in the form of critical linguistic (CL) which is the development of concept and method of Halliday's functional-systemic grammar, which emphasizes the structure and function of language to know an ideological practice. Therefore, the elements of study are vocabulary and grammar.

In contrast to Fairclough's (2003) model of understanding which focuses on CDA targets toward spoken and written texts, furthermore both of them are used as discourses to produce desired outcomes. Therefore, Fairclough (cited from Joseph and Robert, 2004: 45) develops CDA theory through his concept of analysis called three-dimensional discursive in the form of text, discursive practice (production, distribution and

consumption) and social practice. Fairclough's three models are also expressed in the form of description, interpretation and explanation. (Mayes and Elma, 2006: 71).

The division model of Fairclough CDA dimensions clearly distinguishes between text and context. While in speech and learner's statement in vygotsky theory it can be understood based on micro genetic development and in Fairclough CDA it can be known and understood through text level. From here, it is clear that context in CDA Fairclough become the next explanation to complete explanation that's obtained from texts. The division of context involves processes, ideologies and powers that are implemented in the public level. (Gruske and Swaffield, 2008: 94).

2.3.3. Textual Dimensions (Description)

The combination of texts and discourses can be used in a variety of ways based on different research traditions being implemented. The first model in Fariclough's thinking is known by description, which shows what the language says through text so as to have face values, such as grammar, vocabulary and others that can be described either through text description or visual image.

The analysis uses description in CDA is divided into four commonly used in non-critical approaches to discourse analysis namely vocabulary (defined as individual words), grammar (defined by word combinations in a sentence), cohesion (defined by one sentence relation),

And text structure (defined by the nature of word settings on a large or large scale) (Joseph and Robert, 2004: 45).

In addition to these four things, Fairclough (1992) adds 3 other dimensions in the textual, it's form of acts speech, constitution and intertextuality. However, some dimensions in the textual dimensional can be concluded textual analysis that's used by Fairclough into two characters. First, interdiscursive analysis, it is discourse, genres and style, are analyzed and then described in a text so that all three can be articulated. It is understandable that each of these three has the text as the main part of it that can be articulated together. Second, linguistic analysis, or analysis on some texts that must have multimodal analysis of different semiotic modes such as language, visual image (body language). At this stage, the text is not only limited to be articulated but also the analytical level of orders of discourse so that social practices of moments, social organizations and institutions can be recognized as well (Fairclough, 2010).

Furthermore, Fariclough (1989: 110) explains that the inquiry items used for analyzing texts should not be used entirely, but rather on open alternatives to be discussed and developed in such a way. Some of these items are: the first, vocabularies include experiental values, relational values, expressive values and metaphors used. the second, grammar of the same scope, only removes the metaphor and adds how the

sentence to each other is connected. The third, the textual structure includes the form of interaction and the larger structure of the text.

2.3.4. Discursive Practice (Interpretation)

This second dimension is a dimension closely relates to the production process and the consumption of the texts. Furthermore, Fairclough explains that interpretation can be created through a combination of texts and its meanings, based on the use of sources for interpretation. Therefore, there are levels in the depiction of how interpretations are implemented, those are utterance surface, utterance meaning, local coherence and text and point (integrity of discourse) (Fairclough, 1989: 142). Thus, it can be concluded that the results of interpretation are derived from the determination of the meaning of specific features of text that has a close relationship with specific contextual factor (Litosseliti, 2010: 208).

These four levels are the stages in sequence to implement interpretation (Beautiful, 2009: 8-9). The first level deals with the process and expertise of the interpreter in performing the process to identify words, phrases, clauses and speech phrases. The second level is the determination of meaning is part of the texts. This is done by integrating the meaning of words and information that's based on grammar, then processed in such a way as to obtain the implicit meaning to be overall meaning of proposition. While the level when this level is further interpretation that creates a meaning relationship between the sentence at

the previous level. However, at this third level it is still covered by local coherence in certain parts of the texts. Furthermore, the last level is a global coherence on all the texts that mutually support and relate each others. Based on these levels, it is known that the texts have the existence and dimension of interpersonal relations and ideational relations (Widdowson, 2004: 19).

2.3.5. Social Practice (Explanation)

Explanation is the analysis that express the relationship of social context in discourse and practice. It is implemented if two previous dimension of Fairclough's thought were done. However the explanations has function to portray determination of social structure in discourse and its process (Fairclough, 1989:163). Therefore, this research will explain the text that relates to social practice in the video in order to know well the reality of critical discourse analysis which occured in Indonesia social and politic term.

Social practice in this research will use particular text inside the video that may be implemented the characteristic of social practice and power. However, the text within video shows how social practice elements come into texts. Therefore there are some elements include social practices as below (Leeuwen, 2008:8-12):

a) Participants

This element is the first to set all needs in social practices in particular roles (it relates to instigator, agent, afffected or beneficiary). However,

participants sometime are not addressed in the text clearly or explicitly but participant may be analyzed and recognized from the integration of text and context.

b) Actions

The next element is set of actions that can be showed in a sequence. The actions make easy to know the chronology and sequence in the text. So, it purse someone or researcher of discourse to choose some actions that relate to the discourse to be interpreted until explanation as well. However, actions has relation each other which may creat explanation each other until finding the purpose of discourse.

c) Performance Modes

This element directs to proper explanation of actions inside the text or object of critical discourse analysis. So it determines how performance modes take a role to make good explanation.

d) Eligibility condition (participant)

This elements is the qualification participants in particular social practice in order to be eligible.

e) Presentation style

This element explains social practices involves some styles of presentation such as dress or body style. It is also able to explain how the text or visual text is delivered by participant or conveyor.

f) Times

This element determines particular parts of the text or visual text takes place in definite times. In this research, time also explains many kinds of reactions during related text or visual text existence.

g) Location

Specific location determines the explanation of the text or visual text which relates to social practices.

h) Eligibility condition (locations)

This element refers to the preparatory practice in social practices such as building, different social institution, decoration and others.

i) Resources: Tools and Materials

Resources relate to practices of performances which are considered as resources in order to be able explain social practice.

j) Eligibility conditions (resources)

This element determines some condition that relate to social practice in order to be resource. So not all conditions here can be taken to be resources, but eligible condition may be taken a role into resources. Of course, it needs selective resource to strengthen the explanation.

Those elements may be understood and concluded into the condition of socio-cultural which's divided into three division: *firstly*, situational: unique situation when the text was produced, *secondly*, institutional, it is the influence of institutional toward produced text. *Thirdly*, societal which can be known and understood by look around the

social practice within macro things in society such as politic system, economic system and people culture (Fairclough, 1989:164).

