

CHAPTER II

LITERATURE REVIEW

This chapter explores the theory used in this study and also several previous studies which had been done by several researchers with similar object, issue, and theory. The first section of this literature review outlines the theoretical framework that is important to give a powerful aspect in supporting the analysis. Hereafter, several earlier studies are reviewed as comparison and as the device proving the originality of this study.

2.1 Film as Media Representation

Film is one of the visual Medias that inform history, story, uncovering facts, and fantasy stories. According to Graeme Turner in the book *Film as Social Practice* (1999), the film has its owns 'codes', shorthand methods of establishing social or narrative meanings; film own convention sets of rules roommates audiences agree to observe and which, for example, allow us to overlook the lack of realism in a typical musical sequence.

According to Christopher P. Jacobs (2013), the definition of the film is entertainment; films are documents of time and place. Films are also artistic forms of self-expression. Films which we see at theatres, on television, or home video are typically narrative. They tell stories about characters through experiences. Film as visual tool which can deliver the knowledge and idea is the hardworking result done by the director, producer, actors and supporting people.

Film as a cultural communication media can be defined as the culture industry and also can be meant as an important site for the production of subjectivity of individual and national identity (Hasan, 2006:67). Social issues in

the community are captured in the film and shared by the media as a discourse that needs to be socialized. Delivery of messages on issues in society can be submitted through film because it is a form of mass media which the story usually departs from a phenomenon happening around us. According to Gledhill in the book of *Culture Studies dan kajian budaya pop* (Storey, 2009:84), film is an understanding in relation between audiences and the film text as a negotiation term. Film also brings the ideology often interpreted as an idea or ideas. According to Destutt de Tracy in the book of *Culture studies dan kajian budaya pop* (Storey, 2009:115) film defines ideology as "science of ideas" in which ideology there in described as a program that is expected to bring about institutional change (institutions) in society. Therefore, the writer concludes that film is a media representation that brings information, ideology and understanding that are depicted through social visual production.

Racism refers to the generalized and absolute evaluation of real or fictitious differences that is advantageous to the accuser and detrimental to his or her victim (Memmi, 1992:103). Furthermore, racism deals with discriminatory prejudices as being primarily a problem of social perception. Some social cognition researchers such as Hamilton and Troler (1986) argue that the way of our minds work and the way we process information, they may become sufficient to generate a negative image of a group. It points to several strands of evidence but most notably to the illusory correlation studies (Wetherill and Potter 1982:38).

Based on the explanation above about racism, it becomes a reason that racism is applicable to analyze in *Twelve Years a Slave* film. The film explores

on the racism that depicted between the conflict on Blackman and white Americans.

The film identifies with the Critical Discourse Analysis with the background and setting portrayed in the film about the story that has been happened in the mid-19th century in the United States. In this study the writer identifies the racism by using the Critical Discourse Analysis (CDA) specifically on Historical Approach.

2.2 Critical Discourse Analysis – CDA

CDA focuses on language and text, and also context of how discourse is produced. CDA aims to investigate critically social inequality as it is expressed, constituted, legitimized, and so on, by language used (or in discourse). Furthermore, it analyzes the historical dimension of discursive action by exploring the ways in which particular issue of discourses are subject to diachronic change (Wodak.1990: Wodak 1994: Wodak, 1996).

Different disciplinary backgrounds and a great diversity of methods as well as objects of investigation, give some parts of the new fields/paradigms/linguistic sub-disciplines of semiotics, pragmatics, psycho- and sociolinguistics, ethnography of speaking, conversation analysis and discourse studies. All are dialed with discourse and have at least seven dimensions in common (Van Dijk, 2007a; Wodak, 2008a):

CDA sees discourse language used in speech and writing as a form of ‘social practice’. Describing discourse as social practice implies a dialectical relationship between a particular discursive event and the situation(s), institution(s) and social structure(s), which frame into 4(Fairclough and Wodak,

1997). CDA understands discourses as relatively stable uses of language serving the organization and structuring the social life. Within this understanding, the term 'discourse' is of course used very differently by different researchers and also in different academic cultures (Wodak, 2006a, b).

CDA highlights the substantive linguistic and discursive nature of social relation of power in contemporary societies. This is partly the matter of power on how power relation is exercised and negotiated in discourse. It is fruitful to look at the both 'in power discourse and power over discourses' 'in these dynamic terms (Wodak 1996).

2.3 CDA – Historical Approach

There are many kinds of CDA that is very important to identify many texts in the film. The film *Twelve Years a Slave* is about to reveal racism which happened in the mid-19th century. According to Wodak (2006, p.65) historical approach endeavors to work with different approaches, multimethodically, and on the basis of a variety of empirical data as well as background of information.

This approach has been developed by Ruth Wodak and other scholars in Vienna working in the tradition of Bersteinian sociolinguistic and the Frankfurt school. The approach is particularly associated with the large program of research in interdisciplinary research team focusing on sexism, anti-Semitism and racism. One of the major aims of this kind of the critical research has been its practical application.

In investigating historical, organizational and political topics and texts, the discourse-historical approach attempts to integrate much available knowledge about the historical sources and the background of the social and political fields in

which discursive "events" are embedded. Furthermore, it analyzes the historical dimension of discursive actions by exploring the ways in which particular genres of discourse are subject to diachronic change (Wodak et al., 1990; Wodak et al., 1994; Wodak 1996). It has also supported by Martin Reisigl, Peter Muntigl and Gilbert Weiss who have been much involved in planning and creating previous versions of the model of formulating on theory of historical approach with her.

Wodak divides the context of discourse into four levels named triangulation concept: (1) the immediate, language or text internal co-text: (2) the intertextual and inter discursive relationship between utterance, text, issue and discourse: (3) the extra linguistic social/sociological variables institutional frames and specific context of situation (middle range theories): (4) the broader sociopolitical and historical context, which discursive practices are embedded in related to the grand theories (Wodak,2006,p.67).

The detail of the four level contexts is:

- a. The immediate, language or text internal co-text: The writer uses film as the object of the study since it used as media of representation. The languages used in the film are analyzed on linguistic aspect and internal text. The scenario text which is used by the main characters are analyzed by using five discursive strategies as the concept of category analysis by Ruth Wodak.

a.1 Five Discursive Strategies

There are several questions which need revealed to create the discursive strategy:

1. How are the characters named to linguistically? (Referential or nomination strategy)
2. What are characters, qualities and features constructed to them?

3. What argumentation schemes do specific character or social group in the story try of justify the racism, discrimination and exploitation the slave? (Argumentation strategy)
4. From what perspectives or point of views are all the labels, attribution and arguments expressed. (perspectivation, framing or discourse representation)
5. Are the respective utterances articulated overly? Are they intensified or are they mitigated? (Mitigation strategies and intensifying strategies)

Those all question are connected to these five discursive strategies:

Strategy	Objectives	Devices
referential / nomination	Construction of in-groups and out-groups	Membership categorization metaphors and metonymies Synecdoches (<i>pars pro toto, totum pro pars</i>)
Predication	Labelling social actors positively or negatively	Stereotypical, evaluative attributions of negative or positive traits implicit and explicit predicates
argumentation	Justification of positive or negative attributions	topoi; fallacies
Perspectivation, framing or discourse representation	Expressing involvement Positioning speaker's point of view	reporting, description, narration or quotation of events and utterances
intensification, mitigation	Modifying the epistemic status of a proposition	intensifying or mitigating the illocutionary force or (discriminatory) utterances

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Wodak 2010. Tabel 1.1 Discursive Strategies

- b. The intertextual and inter discursive relationship between utterance, text, issue and discourse: The text of the object is taken from the

interview video from the director of the film as an object material of the study.

- c. The extra linguistic social/sociological variables institutional frames and specific context of situation (middle range theories): The text is analyzed by relating to the formality of situation, the setting, the time, the political issue and the ideological situation, also their ethnic , national and culture issue.
- d. The broader sociopolitical and historical context, which discursive practices are embedded in relation to the grand theories: the writer uses some of the supporting book, journal and articles to view the historical context and discursive.

The assumption to various approaches to CDA is that processes of social change are in part processes of change in discourse, and that change in discourse may, subject to certain conditions, have constructive effects on processes of social change more generally. The challenge is to develop theories of social change which coherently integrate discourse and relations between discourse and other elements or moments of the social process, and methodologies for focusing specifically on these relations, and the particular place and impact of discourse, in trans-disciplinary research on social change (e.g., Fairclough, 1992, 1995, 2006, 2007; Heer, Manoschek, Pollak, & Wodak, 2008; Kova'cs & Wodak, 2003; Krzyz'anowski & Wodak, 2009).

In historical analysis, the traditional ideal typical models of the state centered on the concept of nation and the culture centered concept of nation appeared to be inappropriate for two description of a specific empirical nation

state, which on the assumption that the two concepts are strictly mutual exclusive. Thus the study reveal that the distinction between the two concept of nation is the best understood as illuminating differences in national self-image within one and the ideological orientations and affiliations within the state (Wodak.1998,Reisigl 1998, de Cillia, Reisigl and Wodak,1999).

2.4 Related Studies

Stephanie Li on her research *12 Years a Slave as a Neo Slave* which has been published by Oxford University Press on January 31 2014, argues that *12 Years a Slave* is best understood through one of the most important African-American literary genres of the past 50 years named the neo-slave narrative. Bernard Bell argue, neo-slave narratives have become most closely identified with texts like Toni Morrison's *Beloved* (1987) and Ishmael Reed's *Flight to Canada* (1976) that feature enslaved protagonists. The article also explains and interrogates the "relationship between the history of slavery and the social significance of contemporary racial identity". Stephanie Li works are closely related to the identification of discrimination and racism toward African American.

In addition Li also reveals that the film that highlights the inability of black men to protect enslaved women from rape, physical abuse, and the hardships of work all slaves endured, while Northup is explicit in his written narrative about his despair in seeing women like Eliza and Patsy who has been beaten by the white Americans. Therefore this studi is different from Stephanie Li's study study since a slave as an object of analysis. While the writer of the study analyzes *Twelve Years a Slave* through the racism aspects on a Solomon

Northup's character supported by use of Critical Discourse Analysis (CDA) focusing on Historical Approach and revealing the historical aspect of the story.

In another related study explained by Valerie Smith in the *Black Life in the Balance: 12 Years a Slave* published on February 20, 2014 by Oxford University Press suspects that Northup's *12 Years a Slave* has achieved success with a global viewing audience precisely because it is a story about the tenuous nature of black freedom. *12 Years a Slave* offers a nuanced view of the racial, gender, class, and power dynamics that underwrote and enables the system of slavery. Both through the narrative of a northern black man captured into slavery, and in the casting of actors from across the diaspora, the film reminds viewers of the national and global reach of the institution. The research shows that racism is not some abstract artificial concept, but it is part of the lives and social experience of African Americans in today's society and that it has real effects on the body. What scientists have found is that racism influences people's physical health in all these indirect ways affecting access to health care, decent work, housing, healthy food and safe places to exercise. Then, it can have more direct consequences, typically by creating more stress in people's lives.

The clear implication is that society needs to address systemic discrimination. They need to have greater enforcement of anti-discrimination legislation. It is quite true that it should be concerned with individuals but will not change the dynamic, that discrimination and racism is still rooted in society right now. There will be a lot of losses obtained especially in big society life. The hardest things for Blackman in United State are only fighting for equality in society.

The next related study is found in a thesis Analisis naratif Rasisme dalam film the Help by Roshida Wisni Agustiyanti from Universitas Muhammadiyah Yogyakarta. This study told about the racism that is depicted in characters of black maid Aibileen and Minny and white character named Skeeter in life in Jackson (United State District) in 1960. The result of the analysis of the narrative text using narrative structure and Gliiespy Lecey shows that racism displayed clearly consists of black racism, racism religion, gender and racism among whites. The writer used the theory of racism to analyze the film and the issue that were explored through stereotypes and prejudices as well as discrimination. However, the writer in this study used the same theory but different application on method of data analysis.

The last study is analyzed by Faradiba Rahma Fitri and her thesis in 2013 about Discourses of Chinese in Ernest Prakasa's Stand up Comedy Indonesia. The study is about exploring the ethnic of china which represented Chinese ethnic by Ernesh who is Chinese-Indonesian and he represented his own ethnic. The issue is about the background of the subject Ernest Prakasa as Chinese Indonesian brings his culture and ethnicity to Stand Up Comedy Indonesia. The analysis of this writer's study used Critical Discourse Analysis (CDA) which actually same with the writer's study but the object of the writer's study is Black man in United States.

Those three studies explored the racism and the issue of ethnic in different time and circumstances. However, all the writers' study only told about the racism with itself without supporting on the historical background and the discourse analysis that will be analyzed more in this study. The character of Solomon

Northup as a represented of Blackman in the mid-19th century in this study can complete the weakness of those previous studies. This research can give a new perspective about what was happening in mid-19 in United States in case of the racism that until now still happen everywhere. In this study the writer identified racism represented in the film *Twelve Years a Slave* embodied through Solomon Northup character and the writer is going to reveal the historical aspect through Critical Discourse Analysis (CDA) on specific Historical Approach.

Those studies explore the racism and the issue of ethnicity in different time and circumstances. However the studies told about the racism with without supporting on the historical background and the discourse analysis. The character of Solomon Northup is a representation of Blackman the in mid-19th century that can complete the weakness of those previous studies. This research can give a new perspective on what was happening in the mid-19th century in United State. Besides it also shares that the racism happend in the United State. In this study the writer of the study identifies racism represented in the film *Twelve Years a Slave* embodied in the Solomon Northup character and reveals the historical aspect through Critical Discourse Analysis (CDA) on specifically Historical Approach.