CHAPTER 2

LITERATURE REVIEW

2.1. Review of Related Theories

The focus of this study is the meaning construction in the media with Critical Discourse Analysis as the analytical tool. The writer considers Critical Discourse Analysis (CDA) as the most applicable tool because it analyzes the use of language, the motive of language use, and the implication of language use in order to reveal the values that underline the text. The study of meaning construction in the media is conducted in order to see the change in the meaning making of the concept pornography. This incorporated discussion is to discover the meaning construction of the pornography concept in *Kompas*.

2.1.1. Meaning Construction

Language develops as the development of language user. Pateda (2004) explained that when the language user's thoughts expand as they grow; the usage of language also changes. When people communicate, they need words or sentences to express what they want to say, if there is no word to express what they need, they will make a new word or extremely change the meaning of such existing word. What they think, they feel and they need have to be aspirated in a language use. This situation is called meaning construction. Additionally, Radden (2007) describes meaning

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construction as an on-line mental activity whereby speech participants create meanings in every communicative act on the basis of underspecified linguistic units.

A meaning understood by each person differently, depend on their knowledge and a conception they receives. That different conception often raised a debate among people and it construct a different significance based on person subjectivity. A concept is interpreted subjectively; depend on the context in society, and in a period of time.

Relating to this study, the writer drew a notion that every people will construct a new conception if they not agree or have different idea with others thought about certain phenomenon. This will make a debate among society. A phenomenon of RUU APP and its biased meaning on the concept pornography has grown in society. Every person or group of people has their own conception about the indefinite concept of pornography. They received different idea of what RUU APP is and transfer the idea differently, after that, they generate and belief their own perception which reported in the national newspaper. Since it has been reporting in the national newspaper, their idea will persuade the reader's mind and perception. That different perception will make sides in society, whether they are supporting or opposing the bill.

In addition, Shore (1991) provides an explanation that meaning construction involves the perpetual encounter of a meaning-making subject and a culturally conventionalized object-world. From its view, we can see a consideration of society

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in meaning creating activities, which, according to Shore, is aimed to reconcile the different points of view and activity from different groups in society.

Moreover, Shore (1991) also mentioned the foundation of a theory of meaning construction which is related with the cognitive phenomena, such as ideas, belief, and values. People need a conception of meaning that includes experiences, it must be expanded and encompass more. The experiences are generally considered as aspects of affect and sensation.

2.1.2. Discourse Analysis

This study also relates to Discourse Analysis since this study applies Critical Discourse Analysis as the theory applied. The term Discourse Analysis signals the particular view of language use based upon an assumption that language is an irreducible part of social life; it is interconnected with other elements of social life, so that social analysis and research always has to take account of language. (Fairclough, 1995).

Fairclough (1995) mentioned that his approach to discourse analysis is inspired by social theory which tend not to analyze texts and works which focuses upon language of texts but tends not to engage with social theoretical issues. Here, the process of analysis on texts and works are relating to the social issues. The focus is not only upon language, or the use of language, but also upon the partially linguistic character of social processes and structures.

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Additionally, Eriyanto (2001) expanded that there are three view points in discourse analysis. First is positivism-empirical, in a relation with discourse analysis, people do not have to know the subjective meaning of what they have utter. Moreover, the utterance is delivered clearly based on syntactic and semantic rules. Discourse analysis is meant to draw the pattern of sentences and languages. Language of a text is regarded as "object" in which its formal features can be described without interpretation. This belief, in turn, is believed that through language, people can construct and arrange reality.

Second is constructivism, this view point finds that a subject is the central factor in the discourse. The constructivist not yet analyzes the power relation which is inherently embedded on discourse; therefore, critical paradigm gives its attention on the power relation which is exercised within the process of production and reproduction of meaning. (Eriyanto, 2001).

The third viewpoint is criticism. Discourse analysis in this view point is used to reveal the power imbalances within a text; what limitations are allowed to use in the discourse, what perspective should use and what topic should be talk. A discourse sees language always occur in the power relation in the discourse analysis. Because of its critical aim, this view also called critical discourse analysis.

2.1.3. Critical Discourse Analysis

Critical Discourse Analysis (henceforth CDA) is an approach to discourse analysis that analyzes discourse or the use of language in social interaction

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(Fairclough & Wodak, 1997). CDA differs from other discourse analysis approaches in one distinctive character. With its "critical" aim, which is possessed by CDA means that CDA not only describes the power imbalances and ideological loadings, which are found in discourse, but it also criticizes them. The way CDA criticizes the power imbalances and hidden ideological loadings is by addressing critiques toward the oppressor and encouraging those who become the oppressed group to resist in hopes of promoting social change.

The following is a summary of five approaches in CDA, which are proposed by some leading figures in CDA:

1. Critical linguistics

Critical linguistics (CL) developed by Roger Fowler, Gunther Kress, and Robert Hodge in Britain around 1970s was focusing on discursive formation, and giving attention to grammar in its analysis (Fairclough & Wodak, 1997). In its analysis, Fowler and colleagues also see features of the grammatical form of a text as meaningful choices in grammatical system as the representation implicit.

2. Critical Feminist Studies by Sara Mills

The prominent figure in Critical Feminist Studies is Sara Mills. In her works, she tries to focus on the issue of feminism: how women are portrayed in a text, whether in a novel, pictures, photograph, or in news. Mills considers that most texts are biased in depicting women. Women are marginalized than men are (Eriyanto, 2001:199).

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3. Socio Cognitive Studies by Teun A. van Dijk

Teun A. van Dijk's approach is called Socio Cognitive approach because the most important thing in the text production is the cognitive matter. In this approach, societal structures influence discourse structures and in turn, are enacted, instituted, legitimated, confirmed or challenged by text and talk. Moreover, van Dijk sees there is no direct relation that can or should be constructed between discourse structures and social structures, but they are always mediated by the interface of personal and social cognition (Fairclough & Wodak, 1997:265).

4. Discourse Historical Approaches by Ruth Wodak

The distinctive feature of this approach is its effort to integrate all background information in the analysis and interpretation of a written or spoken text. The Discourse Historical methodology is designed to enable the analysis of implicit prejudiced utterances as well as to identify and expose the codes and allusions contained in a discourse (Fairclough & Wodak, 1997:266).

5. Sociocultural Change by Norman Fairclough

Fairclough tries to explain and elaborate the relationship of discursive changes in a number of contemporary discourses, which lead to social and cultural change. Discursive change is analyzed in terms of the creative mixing of discourses and genres in text. (Fairclough & Wodak, 1997:265).

Besides the five approaches, CDA also extends out five characteristics. Eriyanto (2001) stated the characteristics of Critical Discourse Analysis could be defined as follows. First, discourse is regarded as an action. Discourse is placed in open and external circumstances. Pieces made by someone must have aims. Aims mean that those pieces implicitly are used to persuade, react, provoke and so on. The actions are consciously and under control expressed indeed. In short, every people have intentions when he/she is speaking or writing.

Second characteristic is that, discourse is regarded, created and analyzed in a certain context. Cook (1994) states that discourse concerns on the context of communication. It means that to whom the text communicates with, why and where it takes place have close relationships. The study of language in this case definitely includes context since language always exists in context. There is no action of communication without any participants, situations and so on.

Third characteristic is history. Discourse can be understood by placing the discourse being analyzed within certain historical context. For example, we can understand discourse constructed in publics during national election by knowing how political situation at that time. In short, historical context will always be used in interpreting a text.

Power is the fourth characteristic of CDA. Discourse produced is not regarded as a natural and neutral thing. There must be a dominant power between two sides. For instance, conversation between employee and employer is not a natural conversation since there is a dominant power in boss side. CDA believes that

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dominant side has ability to control the subordinate one and this characteristic helps the analyst to reveal those practice through text produced.

The last characteristic is ideology. Ideology is central concept when analyzing critically language since text is a form of ideological practice. Text can reflect ideology in each particular party. Ideology is constructed by dominant group of people and they try to make their ideas and dominance to be taken for granted. Ideology has some implications: ideology is inherently social, instead of personal or individual. Ideology can run only when members of community or group have similar ideas so that they can share their vision and mission together, e.g. feminist and anti-racism.

2.2. Review of Related Studies

There are three studies that the writer considers closely related to her study. The first study is conducted by Ferra Putri Febriyanti (2007). In her study, Febriyanti tried to evaluate the portrayal of boys and girls through the vocabulary in the tips articles of a newspaper in order to see whether the columnist preserve the practice of gender inequality. Her study applied Norman Fairclough's Critical Discourse Analysis as the methodological framework that helped her analyze the phenomenon in details. Her finding was, the columnist of the newspaper applied the strategy in gender inequality by depicted women negatively.

The following related study is a thesis conducted by Dwi Imanita Rahmawati (2009). Rahmawati's study deals with the construction of pornography concept in the

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Bill of Pornography (RUU APP). She explained that legal text as RUU APP exercising power through its language use and sustaining the power into society.

The third study that the writer will discuss further is a study conducted by Karmen Erjavec (2001). Erjavec's study is to find how the thematic and form structures of the news report work to legitimate and naturalize discrimination. In her study, she applied critical discourse analysis to see the journalistic presentation of the discrimination. In the news report she analyzed, she found that in order to create a coherent meaning of the news text, the journalist first reduced the definition of the situation to only one event, which presented the majority population in the positive light. The majority populations in her study were the dominant group, responsible for the process of doing and saying as actors and sayers.

Both Febriyanti and Rahmawati study are took Critical Discourse Analysis which proposed by Norman Fairclough on their study, Febriyanti focused the application of Critical Discourse Analysis in experiential and expressive values in the vocabulary level to analyze gender inequality in the newspaper's news. Other while, Rahmawati, applied Critical Discourse Analysis to see the meaning construction on the legal text to see the power relation. Erjavec's study, on the other hand is considered by the writer as having deeper analysis since she had completed critical analysis by giving an elaborate discussion.

Even both previous studies (Febriyanti and Rahmawati) applied the same tool as in this study; therefore, the writer gives different point of view in the analysis. This study applies in depth analysis on the application of Norman Fairclough's Critical

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Discourse Analysis since this study applies 8 of 10 questions in the analysis. Beside that, the writer applied the concept of meaning construction in her analysis in order to hold a deep and elaborate analysis. Using the more questions proposed by Fairclough to analyze the text, the finding is interpreted further and can be more elaborate.

2.3. Theoretical Framework

2.3.1. Norman Fairclough; Sociocultural Change Approach

Socio-cultural change approach is an approach that sets out the social theories supporting CDA. Fairclough explains that CDA is useful to be applied in order to analyze the discursive change in numbers of contemporary discourse that lead into social and cultural change. CDA looks to establish connections between properties of texts, features of discourse practice (text production, consumption and distribution) and wider socio-cultural practice. Fairclough (2001) stated that to see a language, a person must also analyze the relationship between text, processes and the social condition Thus, socio-cultural change defines how a text is produced and understood. Fairclough sketches out these links into what is called "three-dimensional" conception of CDA framework.

The three dimensions or stages in critical discourse analysis are description, interpretation, and explanation. The figure below explains the relationship between texts, processes, and their social conditions. Fairclough (2001) explains that in seeing language as discourse and as social practice, one is not only analyzing the text nor the processes of production, but also the relationship between text, processes and the

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social conditions both the immediate conditions of the situational context and the conditions of institutional and social structures.

Figure 1: Discourse as text, interaction, and text

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+-----------------------------------------------------+
| Social conditions of production                     |
|                                                     |
|        +-------------------------------+            |
|        | Process of production         |            |
|        |      +-----------------+       |            |
|        |      |                 |       |            |
|        |      |  Text           |       |            |
|        |      |                 |       |            |
|        |      +-----------------+       |            |
|        | Process of interpretation     |            |
|        | Interaction                   |            |
|        +-------------------------------+            |
| Social conditions of interpretation                 |
| Context                                             |
+-----------------------------------------------------+
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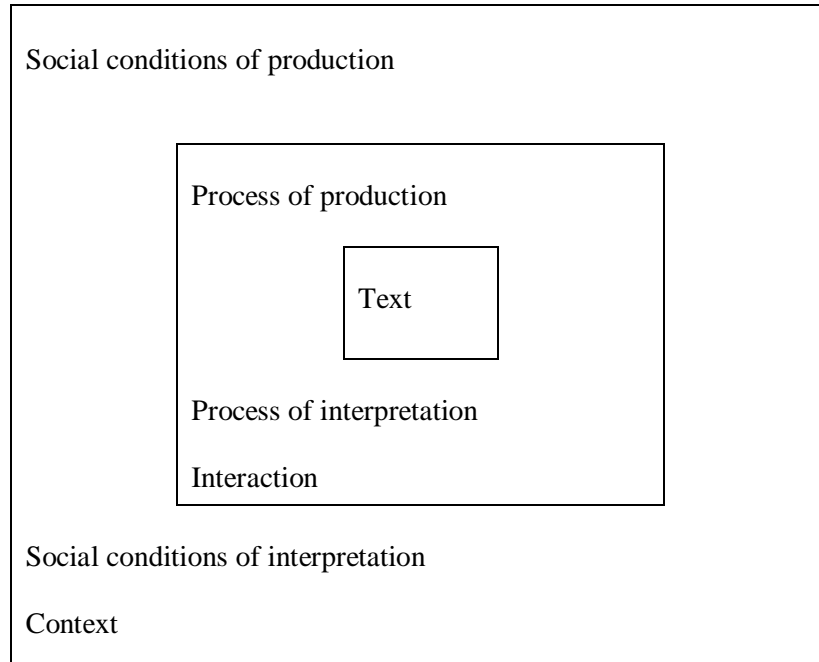
Source: Fairclough (2001, p.21)

The figure links three dimension stages in critical discourse analysis. The three stages of critical discourse analysis are:

1. Description: this is the stage which is concerned with formal properties of a text. In the case of description, analysis is generally thought of as a matter of identifying and labeling formal features in a text in terms of the categories of a descriptive framework.

2. Interpretation is concerned with the relationship between text and interaction with seeing the text as the product of a process of production and as a resource in the

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process of interpretation. The stages of interpretation is the cognitive processes of participants and the stage of explanation is the relationship between transitory social events (interactions) and more durable social structures which shape and are shaped by these events.

3. Explanation is concerned with the relationship between interaction and social context with the social determination of the processes of production and interpretation and their social effect. The stages of interpretation also known as "discursive practice" stage where there are processes of production distribution and consumption of a text. Many factors were raised in this stages indicate that the fundamental of the discursive practice is the normative frame. The factors that come up in the interpretation stage are the relationship on how a power influences the media and how power constructs the power relation in a group or between groups.

CDA is consolidated as a "three-dimensional" framework of discourse which the aim is to map three separate forms of analysis onto one another: analysis of spoken or written language text, analysis of discourse practice, and analysis of discursive events as instances of socio-cultural practices.

Discourse is always related to the social condition, which specifically covers process of production of a discourse and the process of interpretation. This means that language is no longer used in a social practice as a text but also including the relationship between text, process and social condition. (Fairclough, 2001)

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This study will be conducted with ten main questions and the sub-questions proposed by Norman Fairclough regarding the theoretical framework of CDA. The ten central questions and some sub-questions are shown as follow:

A. VOCABULARY

1. What *experiential* values do words have?

    a. What classification schemes are drawn upon?

    b. Are there words which are ideologically contested?

    c. Is there *rewording* or *overwording*?

    d. What ideologically significant meaning relations (*synonymy, hyponymy, antonymy*) are there between words?

2. What *relational* values do words have?

    a.   Are there euphemistic expression?

    b.   Are there markedly formal or informal words?

3. What *expressive* values do words have?

4. What metaphors are used?

B. GRAMMAR

5. What experiential values do grammatical features have?

    a. what types of *process* and *participant* predominate?

    b. is agency unclear?

    c. are processes what they seen?

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d. are *nominalization* used?

e. are sentences active or passive?

f. are sentence positive or negative?

6. What relational values do grammatical features have?

a. what modes (*declarative, grammatical question, imperative*) are used?

b. Are there important features of *relational modality*?

c. are there pronouns *we* and *you* used, and if so, how?

7. What expressive values do grammatical features have?

a. are there important features of *expressive modality*?

8. How are (simple) sentences linked together?

a. What logical connectors are used?

b. Are complex sentences characterized by *coordination* or *subordination*?

c. What means are used for referring inside and outside the text?

C. TEXTUAL STRUCTURES

9. What interactional conventions are used?

a. are there ways in which one participant controls the turns of others?

10. What larger-scale structures does the text have?

Thus, the set of textual features included is highly selective, containing only those, which tend to be most significance for critical analysis. The writer only applies stage A (vocabulary stage) and B (grammar stage) in this study since stage C (textual structures stage) is be valid to the transcribing text, such as dialogue and monologue

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transcriptions, the writer will not enclose textual structures stage in the analysis of this study.