

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Critical Discourse Analysis

According to Fairclough (1995, pp. 132-133), Critical Discourse Analysis (CDA) is a discourse analysis which aims to systematically explore often opaque relationships of causality and determination between event and text. CDA analysts see that CDA relates with event which is held by people to show some implicit meanings or ideologies. They embed messages based on their own interest because common people sometimes are not aware to see the behind meaning of their messages.

When common people read news or articles, they just read and understand the content in the news or articles without making deeper investigation that there is a meaning which is embedded by power holders, elites, or text producers. Deeper investigation can be understood by looking out the structures which are used by text producers in some news or articles. Van Dijk (1997) even stated that various ideologies are expressed in various kinds of structures. Therefore, CDA analysts see that elites, power holders or text producers have power in shaping ideology based on their own interest. They want to control minority people or groups to do what they want because they have more power and access to media or other institution.

According to Eriyanto (2001, pp. 8-14), there are five characteristics of CDA.

They are:

1. Action

There are two tenets in this characteristic. First, CDA is a result of an action performed by people or groups. It means that texts do not stand alone and always have an aim whether to persuade, to give command, or to argue. Second, CDA is an action which is performed by people consciously. It means that they control about the text or talk.

2. Context

CDA is performed by people or groups which based on the participant, background, event and setting. These factors make CDA is related with context. It happens because CDA analysts think that the way text producers use their language are based on the context itself. For example, texts which tell about education often always academic language because the participants are teachers, professors, or students. Therefore, the context influences the language use in CDA.

3. History

History cannot be separated from CDA. It happens because past events sometimes need to be embedded within text in order to get background information why the text is told in that way.

4. Power

Here, every texts or talks which occur in our lives are often related with power and control. People or groups who have power could control people

who are under guidance with them. For example, conversation between employer and employees is regarded as an unnatural conversation because employer has a power, so he or she could control the employees to do what he or she wants.

5. Ideology

Ideology is the central concept in CDA. Certain people or groups will use a medium to spread out their ideology to common people. They often use media to deliver the ideology and form it as the common sense and taken for granted naturally.

Therefore, groups who have (more or less) power can control the acts and minds of members of other groups. According to Lukes (1986), this ability presupposes a power base of privileged access to social resources, such as force, money, status, fame, knowledge, or information. Different types of power may be distinguished according to the various resources employed to exercise such power: the military men will rather be based on force; the rich people will have power because of their money, whereas the more or less persuasive power of parents, professors, or journalists may be based on knowledge, information, or authority.

CDA also provides some approaches to research with the primary aim to uncover the relationship between language, society, power, ideology, values and opinions. According to Chilton (2004), the most significant research within CDA has been performed by Van Dijk, he combines cognitive psychology and CDA to uncover how ideological structures are hidden in peoples' memory.

2.1.2 Socio Cognitive Approach

The writer applies Critical Discourse Analysis (CDA) particularly socio-cognitive proposed by Van Dijk in order to uncover gender role in parenting context which is constructed by text producers. According to Van Dijk (2008, p. 221), socio cognitive approach is related with language and context. CDA analyst has to know not only the structure of the news or articles but also the context which embedded by the text producer. For example, the writer conducts a research project about gender role in parenting context, so he also has to know the context because context influences language use (Van Dijk, 2008, p. 215). This approach is also supported by Eriyanto (2001). He stated that the way text producers write news or articles is not only based on information they got but also how society sees the topic. Socio-cognitive approach consists of three dimensions; textual analysis, social cognition analysis, and societal analysis.

The first dimension is textual analysis covers macrostructure, superstructure, and microstructure. Macrostructure is regarded as the main topic which can be regarded from subtopics of the article or news. Superstructure is known as the scheme of texts which are arranged by text producers. Microstructure is recognized through the selection of words, sentences, and styles which are applied within texts (Eriyanto, 2001, p. 227). By using this dimension, the writer will understand the theme, the scheme, and the linguistic features which is used by text producers. The elements of textual analysis are summarized by Eriyanto (2001, pp. 228-229) and can be seen from the table below:

Textual analysis	Things which are observed	Elements
Macrostructure	Thematic	Topic
Superstructure	Schematic	Scheme
Microstructure	Semantic style Meanings which are emphasized within texts	Background, detail, meaning, nominalization and presupposition
	Syntactic style How the form and organization of the sentences are formed	Sentence form, coherence, and pronoun
	Stylistic style How dictions are used within texts	Lexical choice
	Rhetoric style How and in what way the tendency is embedded within texts.	Graph and metaphor

Table 1. Elements of the textual analysis

According to Eriyanto (2001), the definitions of the elements in textual analysis are:

Macrostructure

This is the thematic level. It contains global meaning of a text and can be understood by looking at the subtopics of the articles.

Superstructure

This is the schematic level which is related with the organization of the text formed by text producer. He or she will introduce the introduction before entering the main story. Here, comments from experts or people sometimes embedded by text producer.

Microstructure

This is the smallest level than macrostructure and superstructure. The meaning of texts can be observed by analyzing the words, sentences, propositions, graphs, etc.

Furthermore, there are more detailed elements in microstructure. They are:

1. Semantic style

Semantic style consists of background, details, meaning, presupposition, and nominalization. Background is a part of the news or articles that affect the meaning. Next, details are related with detailed information embedded within texts. Meaning is related with explicit or implicit meaning. Presupposition is an effort of the text producer in order to convince the reader that his or her statement can be followed by the readers. Nominalization is a noun formation which is derived from verbs.

2. Syntactic Style

Syntactic style includes sentence form, coherence, and pronoun. Sentence form is divided into two; active and passive sentence. Coherence connects words or sentences in order to show coherence. Pronoun is an element in order to show distance between communicator and listener or reader whether the distance is close or not.

3. Lexical Style

Lexical choice shows that the text producer chooses some certain words in order to emphasize meaning or ideas.

4. Rhetoric Style

Rhetoric style includes graph and metaphor. Graphic can be observed from the text created in other forms of writing, such as the use of bold, italics, underline, larger fonts, including captions, graphic, images. Metaphor is related with an ornament of a story. Text producers use proverb or religious advice to support their sentences.

The second dimension is social cognition, according to Van Dijk (2008, p. 10), social cognition is generally associated with the formulation of mental schemata of the text producer. This happens because the meaning of texts will not stand alone and there is always background information such as institution's, owner's background, or previous experience which influences the way he or she writes texts.

The third dimension of socio-cognitive approach is societal analysis. This dimension is embedded by text producer because other references are needed to support his or her ideas. For example, when a text producer writes about corruption issue in Indonesia, he or she sometimes use intertextuality such as corruption event in the past or comments from people about the corruption. Therefore, the writer assumes that text producer's data will be deeper and better if use intertextuality. According to Eriyanto (2001, p. 272), two points of this dimension are power and access. Power focuses on group or elites who have

power such as funds or higher status. They have more power to control minority people or groups because minority people have lesser power than them. Elites will control beliefs, attitudes, even knowledge. Next, access focuses on people or groups who have more access than other people. Elites who have more access will use media to promote their ideas to common people. For example, they will do press release about their social responsibility to make positive image for their institution or company through advertisement on television or news.

2.1.3 Language and Gender

For many years, individual or groups who have been working for gender equality have periodically focused on language analysis as it relates to gender to change attitudes and raise awareness toward discrimination (Goddard and Patterson, 2000, p.73). Gender role may vary across time and societies, but gender inequality seems to be closely related in which men typically claim more prestige and power (Eckert and Ginnet, 2003, p.32). For example, in patriarchal society, men generally have more control over the economy, leadership roles, politic, etc. while women possess only limited role which in turn makes women get unequal treatment.

According to Graddol and Swan (1989), there are two relations of language and gender that can be made. The first relation is that language reflects social division and the inequality of gender. The way language is used in everyday communication including in media might reflect particular evaluations of men and women on their characteristics. Men and masculinity are generally evaluated and

characterized in binary opposition to women and femininity, and sometimes the first is also more appreciated than the latter.

The second division is that social division and inequality of gender are created from sexist behavior language. Sexist denotes that language treats one gender as inferior to the other in a variety of attributes. Concerning physical attributes or behavioral traits for instance, as in term 'aggressive' which can have a positive meaning when applied to men as in sport or in business context, but has a negative meaning when applied to women (Goddard and Patterson, 2000, p. 34).

Another illustration of sexist attitude of language that creates gender inequality also can be seen from the example of the existence of words like 'chairman' and 'policeman'. It is likely that people in general will assume that these professions are attributed only for men because of the noticeable embedded suffix '-man'. On the other hand, words such as 'seamstress' and 'housewives' are closely related to women because the noticeable embedded suffix '-ess' and '-wife'.

2.1.4 Gender Roles

According to Wienclaw (2011, p.33), gender roles for men and women are different because biology impacts on how men and women should do. For example, a man cannot give birth and milk breast-fed, so a man's performance is only as the protector of his wife and children. Another example is infant girls are cared more gently and treated more tenderly than infant boys (Wienclaw, 2011, p. 34). Therefore, the writer assumes that the differentiation in treating infants or babies which is performed by parents will lead to gender inequality.

The socialization process continues as the child grows, a father usually plays more roughly with their male children than with their female children. As the child continues to grow and mature, little boys are typically allowed to roam a wider territory without permission than little girls (Wienclaw, 2011, p.35). From the example above, a father gives a wall when playing with boys and girls. He thinks that a boy is only related with tough and strong performance; on the other hand, a girl has lesser tough and strong behavior. Furthermore, when a girl plays robot toys with boys rather than dolls with girls, then society will think that the girl as a boyish girl.

However, in many places, traditional gender roles still apply. For example, boys have to become strong, aggressive, and dominant. On the other hand, girls have to be sensitive, passive, emotional, and interested in the things of home and family (Wienclaw, 2011, p.34). As the writer has already mentioned in the previous chapter, gender roles also depend on culture. For example, in the Tchambuli culture of New Guinea, gender roles for women include doing the fishing and manufacturing as well as controlling the power and economic life of the community. Tchambuli men, on the other hand, are dependent, flirtatious, and concerned with their appearance; often adorning them-selves with flowers and jewelry (Wienclaw, 2011, p.34). Therefore, the writer assumes that in a certain way, women have bigger responsibility than men in the society.

According to Flynn (2011, p. 64), family gender roles as a means of exploring how gender is constructed and performed; how familial relationships are maintained; and the ways in which the family unit affects society. It means

that family gender roles and society are related and they cannot be separated. The way a mother, a father, and a child maintain the family will also give influence to society. For example, low class family is different with medium or even high class family. Medium and high class families often contribute their ideas to society with their knowledge and thoughts. Meanwhile, low class family often contributes their physical power to society. It probably happens because low class family rarely gets better education compared with medium or high class family.

In classical or traditional sociology, as represented by sociologist Parsons (2004), divides family gender roles into expressive roles and instrumental roles (Flynn, 2011, p. 65). In traditional social role division, women's roles and men's roles in the family are differentiated. Classical sociology views that men play instrumental roles by earning money in their chosen profession. On the other hand, women play expressive roles, taking care of the home and emotional life of a family. Based on the definition above, the writer assumes that expressive and instrumental roles may still apply in some place because society still thinks that men have to work and women have to raise the children.

2.2 Review of Related Studies

One study related to parent's role was done by Sunderland (2006) which entitled "*Parenting or Mothering? The Case of Modern Childcare Magazines*". In this study, three magazines (*Parents*, *Parenting*, and *Baby Years*) were analyzed in terms of the extent to which the language of their advice features addressed women and men, and whether they could be seen as promoting 'shared parenting', 'hands-on' fatherhood, or at least a father-friendly environment. Another study

was conducted by Sasangka (2008) entitled "*The Portrayal of Gender Stereotype in Ponds' and AXE Television Commercials (A Study of the Discourse of Advertising)*". This study attempted to investigate the portrayal of gender stereotypes in Ponds' and Axe television commercials to find out whether both of the ads represent the evidence of stereotype toward men and women. Wang (2009) conducted a study entitled "*Language and Ideology: Gender Stereotypes of Female and Male Artists in Taiwanese Tabloids*". This study analyzed that a gossip-filled entertainment column contains gender bias. Female artists are associated with money worship and social pressured with respect to marriage.

In this study, the writer uses CDA proposed by Van Dijk as the approach for his study. The difference of these earlier studies is that the writer conducts a study about gender role construction in mother's column and father's column in official website of *Mother and Baby* magazine. The writer is interested in conducting this study because the writer assumes that young parent readers are unaware about gender role in parenting context which is then constructed by text producers to spread their ideas about gender bias of men and women in parenting context to readers.

CHAPTER III

METHOD OF THE STUDY