CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter explains the related literature of the research. Critical Discourse Analysis, Norman Fairclough's Critical Discourse Analysis theory, Instagram, and some related previous studies. This section will also review YouTube Channel as the main object of this research.

A. Discourse

Discourse can refer to many different thoughts. Each of the perceptions needs to be specified to make it specific. The word "discourse" is derived lexically from the Latin word *"discursus",* which means dialogue or communication (Gee, 1999:10). Thus, discourse refers to the general notion that language is organized by different patterns that people's language reveals when involved in a variety of social contexts; well-known examples include "medical discourse" and "political discourse" (Jorgensen & Phillips, 2002:2). According to Bloor & Bloor (quoted in Tenoriom and Hidalgo, page: 184–185), can make the following distinctions: **First,** Phonemes, morphemes, words, phrases, clauses, sentences, and texts all belong to the category of discourse, which is the highest level of linguistic description. **Second,** discourse is a sample of language usage, typically written to be spoken, that is, a speech. **Third,** Discourse refers to the communication expected in one situation context alongside one field and register, such as the discourse of law or medicine. Discourse is human interaction through any means, verbal and non-verbal. **Fourth,** it only spoken interaction constitutes discourse; **Fifth,** the "discourse" refers to the entire communicative process.

The definitions above are categorized according to their relationship to the social context in which they occur. According to Leech in Yuwono (as mentioned in Siddik, 2008), can be divided into five categories: **a)** Expressive discourse, such as speeches and some written texts, is derived from the speaker's or writer's opinion to express his or her thoughts; **b)** Opening discourse sets the tone for the conversation and ensures that it flows well, like the opening speech at a part; **c)** Informational discourse refers to communicating ideas or information to listeners or readers, such as news discourse in popular culture; **d)** The aesthetic discourse emphasizes the message while highlighting the elegance of the word arrangements in poetry and music, and **e)** Directive language Speeches and advertisements, for example, aim to alter the behavior and response of readers or listeners.

B. Discourse Analysis

Zellig Harris (1952) developed the phrase discourse analysis to examine related speech and text. It highlighted knowledge that reaches beyond the words, clauses, phrases, and sentences necessary for effective communication (Paltridge, 2006:2). The speech and written materials are what the discourse analysis focuses on. Then, discourse analysis concerns "what occurs when people use their knowledge of knowledge to act in the world" (Johnstone 2002:3 as cited in Paltridge, 2006:3).

Discourse Analysis looks at how language is used across texts and takes into account how it interacts with social and cultural contexts (Paltridge, 2006:2). It also includes asking questions about the way language is used in a particular situation and setting to carry out the seven building tasks that we have already looked at. The six areas that the analyst can submit such queries are what the

methods of inquiry we've described are meant to cover. Discourses, conversations, figured worlds, intertextuality, situated meanings, and social languages are some of these resources (Gee, 1999:121).

DA consists three paradigms, according to A.S. Hikam in Eriyanto (2009) (Eriyanto, 2009:4 as referenced in Nugroho, 2009: p.24–26). The positivism-empiric paradigm is the first. This paradigm sees language as a communication between people and the outside world. In this paradigm, concept and reality are distinct. Because an essential statement is based on syntax and semantics rather than subjective meaning or worth, it follows logically from this understanding that humans do not need to grasp these concepts. The constructivism paradigm is the second. The idea of phenomenology has an impact on this viewpoint. In this paradigm, the subject and object are distinct.

In terms of this paradigm, language is the structure of a word for a particular reason. A third paradigm needs to exist. In the context of responsiveness to the production process and meaning development that takes place historically or institutionally, this paradigm aims to correct the constructivism paradigm. Thus, the goal of discourse analysis in this paradigm is to destabilize the power relationships that shape language development.

C. Critical Discourse Analysis

Critical Discourse Analysis (CDA) according to (S. Darlan, 2017) is a method that allows us to go more thoroughly into understanding the intents of the word to be interpreted (Fairclough, 1995: 7). Critical Discourse Analysis is a part of Discourse Analysis. CDA is one from the perspective that we know about language. CDA is a point of view in which the language itself is understood as a

representation that plays a role in shaping certain subjects, themes of particular discourse, and the strategies it contains. The analysis is used to disassemble a power or something found in every language process. If likened, this analysis is like a "black box" in a sentence or context using a critical perspective (Eriyanto, 2006: 6). Even Van Dijk (1997: 9) likens CDA to an iceberg at sea level so that the analyzer must be responsible for uncovering the meaning behind the texts.

D. Concept of Critical Discourse Analysis

According to Haque (2007), CDA investigated a discourse model that identified hidden issues or aims for society. Although CDA examined a range of texts and conversations, it didn't begin there. The main cause of society challenges and problems was people's social interactions (Fairclough, 2001). Gee (2004) employed CDA as a method for language analysis, identifying texts as the center of social implementation linked to implication politics with issues of solidarity, power, and status. Show texts have been criticized by the CDA for taking advantage of implicit signals to back up the reality of a specific ideological framework.

E. Basic Idea of Critical Discourse Analysis

Van Dijk (1998) claimed that CDA was a sort of analytical discourse analysis that analyzed how verbal and non-verbal texts in a political and social context contributed develop and maintain repressive social power, a dominant position of power, and inequality. It meant that by using this critical discourse analysis to look at ways text are created and transmitted, the problem of power abuse and dominance in society would be put to public. In this case, CDA described how power was applied in discourse to influence people's views and behaviors, even

when it wasn't in their best interests for it to do so. The dominant group's interests were promoted by doing this (Van Dijk, 1993, 2003, 2005).

Communicating in a manipulative and persuasive manners, both verbally and nonverbally, gives the rise to social and political power. The power of the dominant group over information, knowledge, resources, and socio economic standing was where it all began (Van Dijk, 1998, 2001).

F. Principles of Critical Discourse Analysis

The essential concepts of CDA were developed by a number of well-known professionals and exceptional people. They were Ruth Wodak, Teun Van Dijk, Theo Van Leeuwen, Gunther Kress, and Norman Fairclough, and they all focused on the same aspect of power, language, ideology, and social practice with the objective to reveal the hidden issues and social structures that dominated that particular society (Haque, 2007). The CDA concepts were described and set up as follows by (Van Dijk, 1993) includes: **First**, what we observe in the modern world is the effect that language use has on society. **Second** is the dominance, power, and resistance are more social practices arising from language or discourse. **Third**, there is a dialectical relationship between the texts and social issues; every element reflects the ideas and perceptions of both the writers and readers. The **fourth** principle is that all linguistic components, whether utilized consciously or unconsciously, provide some sort of function. Then, power of relationships arises from the development, use, and replication of speech, according to the **fifth** principle. Next, the **sixth** principle is the idea that both speakers and writers should have objectives in mind when engaging in discursive activities that require inclusion and exclusion. The final point is that

the meanings of writings depend on a variety of elements, such as time, place, the social environment, cultural context, and ideological background. Therefore, discourse can be described as historical. (Van Dijk, 1993). The conversation on CDA topics could have missing anywhere, in theory. Any speech or media (discourse mode) may contain it.

G. Norman Fairclough's Critical Discourse Analysis

Fairclough's Critical Discourse Analysis consisted of three interrelated phases of analysis. These phrases are linked to three interrelated dimensions of discourse: textual, discourse (interpretational), and social. At each level, the researcher would classify into a different kinds of analysis, includes text analysis, discourse and social practice.

a) Text Analysis

Fairclough (1989) mentions that the text was the subject of analysis in the first stage, therefore linguistic features such as vocabulary, grammar, and text structure needed to be semantically evaluated. According to Fairclough (1989), the text's formal characteristics and description stage were connected. It meant that the descriptive step included an analysis of the text's linguistic components. Additionally, he looked at the text from the perspectives of identities, relations, and representation, which is known as a multifunctional point of view. According to Fairclough (2003), linguistic traits, actual articulation, and linguistic techniques are used to convey the supplied notion in conversation at the micro-level or text level. A euphemism with relational value and metaphor was utilized in the research on language, encompassing formal and informal vocabulary (Fairclough, 1989).

Johnstone (2008) also explains a few common CDA linguistic constructs. He demonstrates four common linguistic devices, including: **Active and Passive Voice.** The active and passive sentence was significant in analyzing the news reports or newspaper. The active verb provided a clear view of the performer, a particular action, and to whom the action was being done. At the same time, the passive voice showed what had been done and to whom the action was being conducted (Johnstone, 2008). **Naming** lingustic devices based on Richardson (2007), the people named in the news discourse had an enormous impact on them to be noticed by the readers. People had a range of identities, roles, and characteristics. Those factors could have been used to characterize them equally but in different meanings. **Pre and Post-modifier** usually to modify a noun. Both pre and post-modifier usually appear in a different places, before the head noun (post-modifier) and after the head noun (pre-modifier). The form of a post-modifier had several types. Those were phrasal and clausal post-modifier (Biber, 1999). Modifying a noun gave a clear view and additional knowledge about the noun. And, the last devices is **Direct and Indirect Quotation.** A direct quotation was the actual saying of the actor that the author wrote using quotation marks, whereas an indirect quotation was the paraphrase of the actual saying. The use of direct and indirect quotations usually had different backgrounds and purposes. Direct quotations usually represent the truth. Then, the indirect quotation gave an obscurity view of what the speaker had said.

b) Discursive Practice

The text and socio-sociocultural practice were mediated by Fairclough's second layer analysis paradigm. In considering the text as the end result of a replication process, he said there was a relationship between text and interaction. Therefore, it is important to interpret the relationship between discourse, text output, and text consumption at this point (Fairclough, 1989). In addition, Fairclough (1995) created an analytical framework contains text, discursive practices and social practices into the text's discourse and genres (interdiscursivity); the connections between texts that come before and after it (intertextual chains); and discourse representation (manifest intertextuality).

One, Interdiscursivity was the way how to analyze genres, modes, and tenors. It was articulated to each other, and Interdiscursivity was also the main distinctive feature of this CDA version. It helped analyze the texts' context to find out the correlation between events and social practices. **Two,** Intertextual chains were linked with producing the texts (media) with the consumers. In this dimension, texts as a discursive practice, including process (editorial process) and discourse process (which texts undergo in production and consumption). This is the central concept of intertextuality to explain the discourse process. **Three,** Manifest intertextuality was an interpretative analysis in the borderline of text and discourse practice. This step dealt with the factors such as many layers of meanings in production the texts were experiencing addition or reduction from the texts. Those factors should be considered to make the news eligible for the exploration interpretative news report.

c) **Sociocultural Practice**

Discourse as a social practice was investigated by critical discourse analysis. The goal of the study was to comprehend societal power language exercises. It aimed to understand how the dominant forces in society use spoken or written language to construct interpretations of reality that serve their interests (McGregor, 2018). According to Fairclough (1995), connections between the use of language and the claim of power were frequently not obvious, and the researcher was only able to identify them through CDA. Researchers in this subject moved beyond simply monitoring and studying language in certain situations; instead, they saw their work as a political and moral responsibility and saw themselves as agents of transformation (Van Dijk, 1997). Using CDA as a research methodology, it's possible to analyze any text critically to figure out how it influenced the development of a text (discourse), taking into account situational, institutional, and social levels.

Discourse practices (Jorgensen & Philips, 2002) mentioning that characteristics of socio-cultural practice frame and condition texts, and they did not directly, but by influencing the amount of texts produced and consumed (Fairclough, 1995), served as a mediator in the relationship between texts and socio-cultural practice. The researcher could examine various layers while examining the socio-cultural practice of a communicative event, such as the immediate situational context, the context of institutional practices that the event was surrounded by, or the more general context of society and culture (Fairclough, 1995). Based on Fairclough (1989), the interplay between the production and interpretation processes and the social milieu has an impact on

society. Because social and institutional factors had such a significant impact on the explanatory part, the historical, social, and cultural background was examined on news report.

Critical discourse theory examined undiscovered power, ideology, and language in news reports using institutional and societal context (Fairclough, 1995). The claim was made in relation to discourse as a social or sociocultural practice. The influence of ideology or power was fully estimated at this point to explain the connection between the sociocultural background and the flow of text production and consumption. These steps of analysis would reveal the knowledge of linguistic, social, and intertextual variables that remain hidden within the news discourse.

H. YouTube

According to Ilyas, M., & Putri, M. E. (2020) YouTube channel is a video-sharing website in which users can upload, share, and view videos. It was created in 2005 and founded by Chad, stevechen, and Jawal Karim, who were employees at PayPal Company. The domain name is www.youtube.com, and then it developed and rapidly grew to more than 100 million video views per day. YouTube is classified as the third most visited website on the internet. In these days 2010, YouTube launched a new design to simplify its interface and increasing the time users spend on the site. It provides students with a visual connection to abstract literary theory, which helps teachers to increase students' participation and shed the light on context.

Asmawati, A., & Widyastuti, S. (2022) mentions that Learn English with TV series is a YouTube Channel created by three YouTubers: Ethan, Andrea,

and Ollie. Ethan speaks with an American accent, Andrea with a British accent, and Ollie with an Australian accent, dedicated to all YouTube users who want to learn or improve their English. This channel uses serials from TV to make the subscribers interested and make it easier to learn English from TV series that the public loves, such as cartoons and famous films worldwide. This channel not only brings us into a film atmosphere but also helps us while learning English or broadens our horizons with various kinds of vocabulary that may be unfamiliar to our ears. It not only tells more vocabulary but also explains the meaning of that word in English. This YouTube channel provides a sensation to watch TV series while learning vocabulary.

I. Previous Studies

The researcher has found various references in this study, both theses and journals. However, they have some differences, such as research subjects, research formulas, and research theories.

First, the thesis research conducted by Dwi Pratiwi (2015) focused on identifying the portrayal of racism embodied in Solomon Northup in *Twelve Years a Slave* film. The researcher analyzed used the theory of Critical Discourse Analysis (CDA) focusing on the historical approach by Ruth Wodak which is the writer of the study focuses not only linguistic aspect of racism but on sociopolitical and historical contexts of racism in the United States in two different times, in the past and nowadays. After analyzing *Twelve Years a Slave* film, several conclusions can be drawn that the racism in the primary source is produced by the white who do not accept the dignity and power of the Blackman.

Second research conducted by Tetty Marlina (2018), which focused on the analysis of three dimension model of CDA, especially first dimension: text proposed by Fairclough to analysis text news of CNN based on text only. From the research text news of CNN about relationship between United States and North Korean, it can be concluded that it can be concluded that the United States and North Korea relations were found. And from the analysis of the identity of the text, the writer found that the text production identifies itself as the general public.

Third research was conducted by Indah Fatmala (2019), which focused on the analysis of CDA elements and described the macrostructure, superstructure, and microstructure of the Ghazwul Fikri book written by Abdul Shabur Marzuq. The result showed that the authors had the purpose that Muslims should be careful of ghazwul fikri in semantics element, syntax element found: additive (*'dan'* and, *'atau'* or), temporal (*'selama'* as long as, *'sejak'* since, *'ketika'* when), clausal (*'jika'* if), and contrast (*'tapi'* but), in stylistic, used the lexicon element to choose word according to author interpretation of Ghazwul Fikri book. Moreover, in rhetoric, it used metaphor elements to describe the author's linguistic style suitable to Ghazwul fikri's book.

And fourth, research by Yulia Fernandita (2021) focused on the analysis of the linguistic features and the social processes of Jacinda Ardern's Christchurch Speech. The results indicate that the ideologies that struggled are socialism and patriotism, marked by the values of collectivism, equality, and some linguistic features. There are at least seven powers shown by the Prime Minister: depicting New Zealand's local cultures as their identity; projecting the close relationship amongst New Zealanders; maintaining the compassion and welcoming qualities

of the people of New Zealand; expressing deep condolence both as an individual and as the government; representing the victims' humility and modesty; excluding and calling out violence and extremism practices in the country, and urging the people and the world leaders to end violence and extremism practices.

This research is beneficial in increasing understanding and as a reference, especially in understanding the elements found in the speech and social cognition found in the text using Van Dijk's theory.