

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Review of Related Literature**

There are some concepts of the theories used in the present research, namely; the theory of discourse analysis, the position of discourse analysis in a literature field, critical discourse analysis, critical discourse model of Teun A. van Dijk, patriarchal culture, and gender inequality. Those are explained below.

##### **1. Discourse Analysis**

Recently, discourse has become one of the most famous studies among experts. Most of experts discuss all discourse studies. Discourse can be used in many fields such as in a politic, social, economic and especially in a linguistics study. There are many experts who explain, describe and examine the nature of discourse analysis such as Tarigan (1987), Geoffrey Leech and Michael Short (2004), Sara Mills (2004), Crystal (2004), Mulyana (2005), Sumarlam, Fatimah Djajasudarma (1994), Hasan Alwi (2000), Kridalaksana (2011), Slembrouck (2009), Syamsuddin (1992), and many others.

The term of discourse is explained by Tarigan (1987: 27). He argues that discourse is the most complete set in the language. It is the higher than clauses and sentences. Deal with this, Kridalaksana (2011: 259) emphasizes that discourse is the most complete element of language in the highest grammatical hierarchy and has position in the highest or greatest grammatical unit. Discourse is realized in the

form of intact compositions, such as in a novel, short story, or prose and poetry, encyclopedia series and others as well as paragraphs, sentences, phrases, and words which carries to the complete message. Moreover, discourse is a larger linguistic unit than sentence or clause. Discourse analysis is a linguistic unit analysis which is used in a spoken and written language involving messengers and message recipients in communication acts (Slembrouck, 2009: 1).

Discourse which has a complete element has good and clear cohesion and coherence. Regarding this statement, Djajasudarma (1994: 1) gives an explanation regarding discourse studies. She defines that discourse is a sequence of interconnected sentences. It was intended to connect one proposition with another proposition and make or form in a unity. Alwi, et al. (2000: 41) suggest the notion of discourse as a series of which is related to the sentences that formed a harmonious meaning among the sentences. Thus, a series of sentences cannot be called a discourse if there is no agreement of meaning, unity of meaning, and interconnecting sentences.

Social community can deliver a discourse in various forms according to their wishes. Based on the media in delivering a discourse, people can use two forms namely spoken and written discourse. In this case, Leech and Short in Mills (2004: 3) argue that discourse is a part of linguistic communications which is considered as a transaction between the writer and reader or speaker and listener. In a line with Leech, Crystal in Mills (2004: 3) states that discourse analysis is divided into two forms. They are spoken and written discourse. First, he emphasizes the structure of verbal, oral or spoken language that occurs naturally. It can be seen in

a daily conversation including dialogue, speech, and interviews. Second, the text analysis in the form of written text merely focuses on its construction or structure of the text such as in some papers, theses, dissertations, articles, essays, journals, or literary works like a novel, the script of drama, poem, poetry and so forth.

A discourse can be delivered by anyone and in any amount of user. It depends on the current condition at that time. In this case, Mulyana (2005: 53) categorizes some types of discourse. There are two types which are related to the characteristics from the amount of user. The first type can be called by a monologue discourse. It is delivered by one person namely one-way conversation in communication and it is not interactive. Monologue discourse does not need feedback from another addresser or interlocutor. It can be seen in a giving a speech, oration, literary work such as in a song, novel, short story and among others. The second type of discourse is a dialogue discourse, or generally known as a conversation in two ways. This type comprises of two ways of communication. It involves two or more people and the flow of communication is done interactively. It can be seen clearly in many situations such as in a discussion forum or open discussion, meeting, conference, gathering, convention and so on. The dialogue discourse is reciprocal communication. There is feedback from other people who are involved and participate in the communication.

In terms of exposure, compilation, content, and the nature of the discourse, discourse can be divided into several types based on the form of discourse namely narrative, procedural, hortatory, expository, dramatic, epistolary, and ceremonial discourse. Those types is explained in more detail by Syamsuddin (1992: 9) and

Mulyana (2005: 47-51). *First*, narrative discourse. This discourse contains something which related to some accident or events by highlighting or emphasizing the actors. This discourse aims at broadening the knowledge of readers or listeners. The strength of this discourse lies in the order of the story based on time of occurrence and the way or storytelling style that has been arranged through a plot. It can be applied in a newspaper, article, biography and literary work such as a novel, manuscript of a play, and many more. *Second*, procedural discourse. It comprises the description of things sequentially which should not be randomized. It must be correlated to the chronology of the time. It is due to the urgency of the initial element will be the basis for the next element. It can be seen in food recipes, hot to process or manage of a thing.

*Third*, hortatory discourse. This discourse is a speech arrangement whose contents are persuasive solicitation, invitation or advice. It aims at strengthening the decision to be more convincing to the public. It can be seen in political speech, oration, and advertisement. *Fourth*, expository discourse. It means that discourse is a series of speeches that describes a subject matter by explaining and delivering a description in detail. The purpose of this discourse is to achieve a level of understanding something becomes clearer, deeper, and broader than before. Sometimes this discourse inserts illustrative examples. In other words, it is used to inform and explain something in detail. This discourse can be seen in article, journal, and conference. *Fifth*, dramatic discourse. It is correlated with dialogue or conversation between speakers. This discourse can be found in film scenarios, the script of drama, operas, or plays. *Sixth*, epistolary discourse is generally used in a

personal letter. It has certain forms and systems that become habits or rules. This begins with the opening paragraph, followed by the contents, and ends with the closing paragraph. *Seventh*, ceremonial discourse. This discourse is used in official events or ceremonies. This discourse is very related and depends on the context of the situation and condition that occurred at that time. It can be seen in commemoration of important days in history, ceremonies of important events, wedding ceremonies, and inauguration of something.

A great deal of previous theories about discourse, it can be concluded that discourse is the most complete complement in language use because it has the clarity of cohesion and coherence. Discourse is divided into two forms namely spoken and written. In spoken, discourse appears in a speech, interview, conference whereas written discourse appears in an article, magazine, news, essays and so on. Discourse plays pivotal role in a linguistic communication between one person and many people based on the amount of language user.

## **2. The Position of Discourse Analysis in a Literature Field**

Discourse analysis always develops so that it can be used to analyze in another field, such as in science, law, history, mass communication, politic, social, culture, and even psychology and many others. The contributions given by other disciplines have enriched discourse analysis studies. According to McCarty (1991: 5) she explains that during the 1960s until the early 1970s discourse analysis elaborates with other disciplines, they are linguistics, semiotics, psychology, anthropology, literature, and sociology. In other words, in those years, discourse

analysis appears to be closely related to humanities. The position of discourse analysis in the discipline of literature can be explained as follows; literature as a form of artistic creation that uses language as its presentation. Discourse in literature is not only studied as an element of language but also language that has aesthetic value. The writer or author of literary works uses the language to convey, deliver, and show all idea, view, thought or perspective from writer or author. By using good language, the writer or author can draw or interact the attention and interest of reader to the literary work that has been made by the writer or author.

As explained previously, literary work is a part of discourse analysis in form of monologue. Literary work as a tool of discourse reveals a problem or phenomenon in one-way of communication. In this case, discourse is only conveyed by one person to another person or public without reciprocal or direct response from reader or listener. A novel is a form of monologue discourse. It is because novel is written by one author or writer to be read and enjoyed by many people without direct feedback or reciprocity. As for the response from the reader, it cannot be delivered directly during the process of writing a novel.

Furthermore, novel is included in one type of narrative discourse. This happen due to author want to describe a thing, incident, or phenomenon which are related to the social problem or hot issue in social life. By explaining this social problem, it is expected that reader's knowledge will increase and broaden. People will be well prepared to face this social problem in a real life. In delivering an event on discourse, it is closely related to the storyline or plot of the story so that reader knows well about the cause and effect of the problem presented.

### **3. Critical Discourse Analysis**

Critical discourse analysis (CDA) is not only seen as a part of language study or in linguistic perspective. Although language is a crucial and necessary element in critical discourse analysis and as a tool used in constructing the text, it does not give emphasis to the analysis of language itself. The language explained here is not same from old-fashioned linguistic. However, this explanation has to correlate with some social problems. They are misuse of power in a society, the dominance of things, and the inequality about something are determined, reproduced and resisted through the speeches and texts in a social and political context (van Dijk, 1995: 17-18). The growth and the development of critical discourse analysis (CDA) run rapidly. There are many professionals or experts who analyze, examine, and explore the nature and the characteristic of this field. They are Michael Foucault (1981), Roger Fowler (1996), Theo van Leeuwen (1986), Sara Mills (1992), Norman Fairclough and Ruth Wodak (1997) and Teun A. van Dijk (1995).

Foucault (1981) argues that discourse is a tool to show the power, hegemony, cultural dominance and science. Power and dominance are established through discourse. Power clearly has influence on it. A certain dominance and hegemony use discourse as a tactical element and component to influence belief, opinion, or perspective of society. In society, there are two kinds of discourse. They are dominant discourses and discourse that are marginalized. The dominant discourse is the discourse chosen and supported by power, while other discourses that are not supported will be marginalized and submerged.

Roger Fowler (1996) emphasizes Halliday's theory about the structure and

function of language which is the basis of the structure of grammar and then communicates to social community. Fowler laid down the grammar and the practice of user to know the ideological practice. This approach was developed from linguistic theory. Reserchers observe the phenomenon of how certain grammar makes and produces certain words (diction) that can give certain implications and ideologies later. Theo van Leeuwen (1986) introduces a discourse analysis model to detect, notice, reveal, and examine how a social group or individual is marginalized in a discourse. The dominant group or the majority of the group has more control in interpreting an event and its meaning while another group of inferior position tends to be illustrated as a bad object. Sara Mills (1992) only focuses on feminist discourse. She discusses how a woman is displayed in text, a literary work such as in a novel, short story, drama. A woman tends to be displayed in text as the wrong person and marginalized from man. Inequality and bad image of woman became the object of the main problem of Sara Mills.

Fairclough and Wodak in van Dijk (1997) clarify the most crucial principles of critical discourse analysis as follows; critical discourse analysis emphasize on kinds of problems or troubles in a society such as power relations, dilemmas and crises in society, and other problems such as in culture, ideology, historical, the relationship between a text and society which are mediated and interpretable, and the last is discourse is a feature of social action or social practice (Fairclough, 1995: 11). They classify the characteristics of critical discourse analysis as follows: (1) action is a discourse which described as an action. It means that the discourse



is considered as one form of community interaction. By using language, social community can write and speak aim to establish social interaction. It is intended to react, debate, influence, persuade, and contrast; (2) critical discourse analysis denotes to the setting time, place, situation and condition. It can be clarified, examined, interpreted by particular context. The context has a correlation to the participant, setting, function, and so on; (3) historical discourse is related to a particular historical context. Context is a crucial element of interpreting discourse. The discourse cannot be understood without including context. In analyzing, understanding, and interpreting the discourse, it needs to review why the discourse is growing over time, and why a certain language is used and worked; (4) the power related to the social perspective, which states that every discourse has a strength or power. The power position in a discourse is very essential because it serves to control or manage someone or a social group in a social community. One person or social group may manage, control, or command to another person or group by using a discourse; (5) ideology is formed by the dominant group that controls the weak group in social life. This dominant group aims to produce and legitimize the dominance of weak group. Discourse as a medium is used by dominant group which aims to manipulate, dominate, manage, control, influence, persuade, and hold the weak group in a social community.

A great deal of previous theories about critical discourse analysis, it can be concluded that critical discourse analysis is related to the discourse which reveals the phenomenon, event, issue, and problem in social life critically. There are a number of social problems such as power abuse, dominance, and inequality about

something.

#### **4. Critical Discourse Analysis Model of Teun A. van Dijk**

This model of critical discourse is the most common use in research. Van Dijk elaborates all of the elements or components of discourse, so it can be used in any practical terms. Critical discourse analysis defines explicit positions and seeks to realize, comprehend, recognize, and resist social inequality or other social problems (van Dijk, 1997: 22). There are many kinds of phenomena which occur in social life such as domination, power abuse, inequality of something and many other (van Dijk, 1985: 352). This model can be called as social cognition. It does not merely focus on the linguistic aspects, but also it has the correlation with the context of the discourse occurred. Context is an essential element in the study of language, discourse and cognition. It is related to the communicative situation in discourse. The recipient or participant has to understand the background knowledge of sociocultural, situational, and personal properties of the recipient or participant such as the aim or purpose, belief, interest, and inference (van Dijk, 2009: 10).

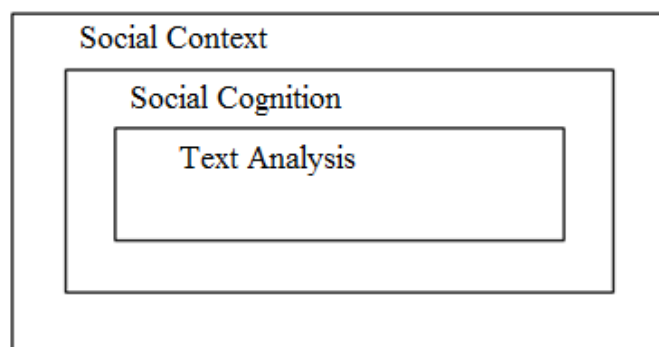


Figure 1 The Framework of Critical Discourse Analysis by van Dijk

Van Dijk (2008: xxviii) categorized the three dimensions of critical discourse analysis. They are, text analysis, social cognition, and social context dimension. All of these three dimensions can be explained as follows:

**a. Text Analysis Dimension**

The first dimension of van Dijk's model is text analysis. It is called as a linguistic aspect. Text analysis discusses about the three structures such as macrostructure, superstructure, and the last is the microstructure.

**1) Macrostructure**

This structure examines the global or general theme which can be observed from sub-themes in a text (van Dijk, 2008: xxviii). Although consisting of various elements of sub-themes, all these elements must be unity, interconnected and supportive from one element to another element. This theme is one of the most important elements in a text. Theme is closely related to the basis or guideline used by the author to develop a text. Every text is usually made based on a particular theme and all activities or phenomena in a text are also based on that theme.

Theme means that the most prominent abstract idea which arises in a literary work regarding the subject-matter, or a topic reappearing in many kinds of literary work. Theme in a text may be revealed explicitly, but most of theme in a text appears implicitly or indirectly by bringing back every text (Baldick, 2001: 258). The sub-themes are interconnected to form or create general meaning. All of these

sub-themes have a correlation to each other to form a common theme or general meaning of the text. The general meaning can be known by reading the whole text. If someone does not read the whole text, it can be ascertained that someone does not know the real of content.

Furthermore, theme is considered as a starting or beginning of utterance or communication. It is not only found in discourse but can also be found in an event such as discussion, debate, conference and many more. Theme is used as a general framework or goal to be achieved (Brown & Yule, 1983: 126; Mulyana, 2005: 37). In the same vein, the explanation of theme will be described by another expert. They define that theme is meaning which is contained in the story. In general, theme is not shown or explained directly and clearly. Theme presents or exists in a story implicitly. This reason causes difficulties in interpreting a theme of a story. The interpretation of the main or general theme should be done by reading and understanding the whole story. The theme can be considered as the basis or general idea of a literary work called a novel (Kenny, 1966: 88; Nurgiyantoro, 2009: 67; Stanton, 1965: 20).

## **2) Superstructure**

Superstructure is a part of discourse structures that has correlation with the framework or scheme of a text and the elements of the text are arranged to be a good and complete text. As for example, in creating a good song and meaningful song, the composer or the songwriter has to pay attention to the element which includes in song lyrics. The element construction in a song includes

introduction/intro, verse, bridge, chorus, refrain/reff, interlude, modulation, and coda. Furthermore, superstructure can be seen in the paper or research-based article i.e abstract, keywords, introduction, review of related literature, method, findings and discussion, conclusion and suggestion, references, and appendix if any (van Dijk, 2008: xxx). The framework or scheme of a text is not only applied in song and work-paper but it can also be used in other literary works such as in a short story, novel, manuscript of play (drama) and so on.

Writers or authors may not make their works recklessly and carelessly. They also give strong attention to the element construction in a story, novel, and play (drama). The framework or scheme can be observed clearly in the plot of the story. The plot is one of important aspects of the novel, short story, and drama manuscript. Plot means the arrangement of the event's pattern and all the situation or condition in a story. It has correlation each other and it can be called by coherent. The plot reveals the cause and effect concerning all of the actions and accidents in a story (Baldick, 2001: 195).

The same statement with previous explanation comes from Forster (1955: 93), the plot shows that a story contains all events and actions of people in time-sequence. The time sequence involves falling on causality. The plot of a story has correlation with the combination of actions and events which produces the effect on readers effectively (Schwiebert, 2005: 163). The plot of a story is related to pattern of actions and events that is combined to produce a total effect in readers. A plot is formed by a kind of conflict, such as conflict between actors of protagonist and antagonist, actors and their environment or society, and main

character and minor character.

In process of creating a literary work, an author or writer is very concerned about some important aspects to make a good literary work and can attract the attention or interest of many readers so that readers feel happy and enjoy in reading the literary work. One of the important aspects in making a good literary work especially novel, short story, and drama manuscript is the clarity in compiling a plot (Nurgiyantoro, 2009: 110). Clarity between one event and another event will facilitate reader's understanding to the story. The clarity of the plot also makes it easy for the author or writer to convey the message or value to all readers. The authors or writers create the literary work certainly to have certain intentions and objectives for readers. They will try to create their work by inserting various messages or values that are useful for their readers.

The plot is called as a series of occurrences or sequences of the story or event. The structure of the plot contains five elements, they are exposition, rising action, crisis, falling action, and catastrophe (Freytag, 1894: 114-115).

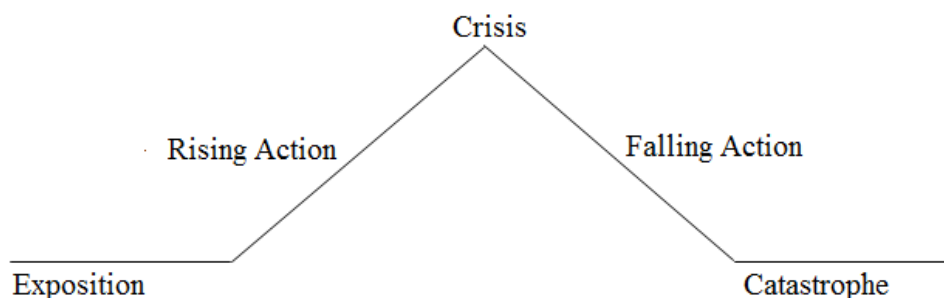


Figure 2 The Framework of the Plot by Freytag

The first stage of the plot in a story is exposition. It is the beginning of the story which provides the crucial, essential, or important background about all of

the information in a story. Some people mention that exposition is an introduction of a story. Exposition presents about the actor or actress and characterization or personality. The second stage, the rising action is a stage which appears or introduces the conflict of the story. This conflict will grow up gradually. The third stage is crisis. It is a part in which the actors or actresses (characters) reach on the top of the story. The tension and atmosphere in the scene become heated, tense, and strain. This stage is the climax of the story. Generally, protagonist and antagonist faces the many problems and feels confuse to solve the problems.

The fourth stage is falling action. It is the section after the crisis which has been achieved or reached by characters. The tension of the story will be subsided and the plot moves toward to the final stage i.e. the conclusion or resolution. Some people mention this stage as catastrophe. Catastrophe means the section where all of the characters (actors or actresses) can fix, solve, and unravel their problems clearly. Usually, they will make a peace treaty each other or the protagonist will be the winner and the antagonist will be a loser and even the character is dead.

### **3) Microstructure**

The elements of microstructure are the perspective of syntax, semantic, and rhetoric element. Syntax is a branch of a linguistics studies which is related to the rules or principles about the formation or structure of sentences, clauses, and phrases The function of the syntax is to create the coherent sentence and to convey the meaning to the text. There are a number of elements which contains

syntax in English. They are agreement, reflexive pronoun, word order, declarative sentence, imperative sentence, interrogative sentence, exclamatory sentence, major and minor sentence, simple sentence, compound sentence, complex sentence, compound-complex sentence, complement, insertion (addition), deletion, substitution, transposition (permutation), and so forth (Richards & Schmidt, 2010: 579).

Semantics, as stated by Griffiths (2006: 15), is a branch of linguistic which concerns about meaning of word and meaning of sentence. Deal with this, Carston (2008: 359) conveys that semantics is a linguistic study which is related to sentence meaning. It has no relationship to the implication of the speech content because it is analyzed by pragmatic study. This semantic study only focus on the meaning, from the smallest language unit i.e. word, sentence, and so on. There are two types of semantic. They are connotative semantic and denotative semantic. Connotative semantic is the word, phrase, clause, sentence or text which has imaginative meaning or non-literal meaning. Generally, connotative semantic is related to the stylistics which uses figurative language. The meaning of figurative language has no relationship with language use in daily conversation because the writer or speaker want to create special effects and artistic effects (Nurgiyantoro, 2017: 74). Many authors of literary works emphasize the use of the diction and the use of figurative language in their works. The authors can use figurative language or figure of speech that they want. There are many kinds of figurative language or figure of speech, such as simile, hyperbole, personification, metaphor and so on. Meanwhile, the denotative semantic uses literal meaning. It is usually used in



daily conversation.

The other elements of the microstructure is rhetoric. It focuses on the way and style of writing and speaking in achieving the goals effectively. It is intended to persuade, influence, convince, or even provoke the feeling, emotion, and thought of people. It can be used in an argument, oration, and speech of someone who has the particular interest, article, journal, thesis or literary work such as novel. For instance the speech by a politician like the candidate of president. President will use good language. Someone who has a good language style and use the good language usually contains rhetoric device. Moreover, in creating a literary work, a writer or author uses rhetoric device. The use of this rhetoric depends on the style of language used by people and background knowlegde in linguistics possessed by people. Sometimes the rhetoric called by stylistic study. Stylistics is a study regarding the style in using language in certain context (Nurgiyantoro, 2017: 75). With regard to the previous explanation, stylistics is the study about way and style of language use which possessed by someone in saying and writing. The characteristic of language style which possessed by person is different. It can show the personality of the language user.

Rhetoric device involves the use of figurative language or figure of speech in a language usage. Figurative language is language which contains selected word or phrase which is used to gain special effect. The aim or purpose of speaker and writer is to make aesthetic function. The use of figurative language in a literary works do not have real meaning or it can be called by non-literal meaning. In creating discourse or literary work, authors usually use metaphor. Metaphor can

be used in a daily conversation, magazine, newspaper, poetry, poem, short story, and other literary works. People can add some colors to their language use by using the figurative language. It is intended to give the aesthetic function.

Nowadays, the use of metaphor can be applied in novel. There are some experts who explain the definition of metaphor. Metaphor comes from Greek *metapherein* means transference. Metaphor is one of figure of speech in which a word or phrase is used in describing about something that it is learning meaning (Mcglone, 2007: 109). According to (Richards & Schmidt, 2010: 363) metaphor is an expression in which something is compared to another thing but no function words are used. The function words are *like* and *as*. A metaphor is one of figure of speech describing an object or action in a way that is not literally true, but explain an idea or make a comparison.

Knowles & Moon (2006: 3) explains metaphor as an important thing because of its purposes in clarifying, explaining, describing, evaluating, expressing, entertaining. There are a number of reasons people use metaphor in their speech and writing. They are, sometime people feel difficult to say and write because there is no other word to denote or refer to certain thing is like, to deliver the meaning in more creative and interesting way. Nurgiyantoro (2017: 224) states metaphor is a figure of speech which compares one thing to another thing. Keraf (2009: 139) presents that metaphor is a kind of analogy that compares two things directly, but in a brief form. Metaphor as direct comparisons do not use word *as*, *tubs*, *like*, etc so that the first principal directly connects to the principal in the second fact.

Table 1 Three Structures of the Text Analysis Dimension by van Dijk's Model

<b>Discourse Structure</b>	<b>Elements</b>	<b>Description</b>
Macrostructure	Sub-themes, topic	The representation of thoughts, ideas, or views in a text that mutually support each other to create or form a general meaning.
Superstructure	Framework, scheme, plot  The plot of the novel consist of the exposition, rising action, crisis, falling action, and catastrophe	This structure has correlation with the construction of the text (novel).
Microstructure	Syntax	The type of the sentence in a text (novel).
	Semantic	The meaning of the text (novel).
	Stylistic	Diction, the selection of good sentence in a text (novel).
	Rhetoric	Emphasizing the use of language in a text (novel).

**b. Social Cognition Dimension**

A discourse does not merely describe and investigate the structure of text but it also shows the meaning, value, philosophy, opinion, principle, purpose, and aim the content of the text. It is intended to unravel the hidden meaning of text. The hidden meaning of text is related to the way, method, technique, approach, and the manner of the text production process. By looking and knowing at how a text is produced, it is hoped that reader will get knowledge behind the finished text, reader will know the reason why a text can be like that, knowing all of processes of making a text correctly. In analyzing and unraveling the hidden meaning of text, it requires an analysis of cognition and the social context. The social cognition dimension refers to cognitive approach. It is based on the assumption that the text

has no meaning. However, meaning can be revealed through the language user, or it can be said that meaning is given from the process of mental awareness of language user (Eriyanto, 2011: 221).

The dimension of social cognition from van Dijk's model is considered as a crucial thing to be examined more deeply. According to van Dijk, a text cannot appear or stand alone, but there is one element which connected between language (text, discourse) and social structure (society). By this case, van Dijk offers and introduces his findings named dimensions of social cognition. This dimension explains the representation of mental or cognition from the speaker, writer, author or communicator. They are always considered as a part of the community that shares all events, phenomena, accidents which occur and develop in social life. This social cognition is based on common assumption and perspective about the way community sees and responds to the event and problem which occurs in social life. The speaker or author presents belief, prejudice, and knowledge based on the social life. All perceptions and actions can produce and interpret the discourse based on the mental representation of each event.

There are many phenomena which can be revealed through social cognition dimension. One of them is a text which explains the position of women in a social community. A text tends to marginalize women's position and in this case further research is needed, why the text of marginalizing women appears. This phenomenon occurs because of cognition or mental awareness among writers and social community who see that the position of women are lower than men and the representation of society which implements a patriarchal culture (Eriyanto, 2011:

222). Cognition dimension refers to process of text production and construction which made by the writer or speaker. This dimension also reveals a description of moral values about patriarchy and then spreads and is absorbed by the author's cognition and it is finally used to create a text.

In other words, social cognition is a scheme which is conceptualized as a mental structure which discusses how to see and observe human behavior, social roles, and events. This scheme shows that mental structure is used to select and process information coming from surrounding environment. This scheme is largely determined by experience, background knowledge, and socialization of the writer or author of the text. It aims to help and guide people to get better understanding the complex reality of the world. The social cognition emphasizes some things such as how the events are understood, defined, investigated, analyzed, interpreted and then displayed or showed in a model. This model illustrates dominant act or event, participant in the event, setting of time, place, circumstance, situation and condition, relevant object or the action device are formed within the text structure.

### **1) Phenomenon**

This case tells about the most prominent, conspicuous, or dominant of events, accidents, incidents, or phenomena in a text. What problems are often faced by the characters in the text become important material from this dimension of social cognition. In general, phenomenon means that something which exists and it can be seen and felt by common people. There are a number of phenomena that occur

in the community or society, including the social, political, economic, education, defense and security or military (van Dijk, 1997: 22). All these phenomena can be used as a material for analysis by the experts or researchers. The kinds of phenomena which occur in a society like the issue of economic downturn in a region, immoral case, the case of socio-cultural disparity, the lack of facilitation in education, the lack of combat equipment for the military field and so on.

All of those phenomena can be applied in a literary work. There are many titles of literary works which contain the social problem like that. The writers or authors create their literary works based on their experience in a society. Most of the literary works created by the writer or author are inspired by the true story or real life.

## **2) Actor**

This item discusses about the participant, actor, or character involved in conflict or problem in a text. Figures, actors, or characters are involved and face the problem continuously, what kinds of the character who participates in the problem actively, and how the character faces the problem that occur in the text. The characters are considered as the most important element in a story because they are the imaginary people who fill up and do all things based on drama manuscript from the author or writer (Kenny, 1966: 24-25). The person who plays a role in the story must do it naturally and do it as in a real life. So that the audience and reader can feel what the character experience the problem in the story.

The character can be divided into two types. They are major or main character and supporting or minor character. Main character is considered as the most important element in the story. Almost all of activities in the story are centered on the main character. Furthermore, minor character is a character who only supports or destroys the life of the main character. This character does not play much in the story. The frequency of occurrences of the minor character is less than the main character (Nurgiyantoro, 2009: 176-177).

In facing the problem that occur in the text especially in literary work such as short story, drama, and novel, the actor or character should has undergone changes in him/her life. It is impossible for a person who has a static personality or characterization. The character develops during the process in his/her life. The personality development is called as dynamic character or developing character. Meanwhile, the character who does not develop is called as static character (Altenbern & Lewis, 1966: 58). The character who undergoes development and change can be seen in her or his physically, sociologically, and psychologically.

Every object or thing has particular dimensions. They are height, depth, and width. Meanwhile, the dimensions are not only used in an object but also in a human being including physiology, sociology, and psychology. This study aims to know, understand, appraise, and interpret human beings. It can be used to analyze or examine what the human being is, what the human wants, and what the purpose of human actions. For instance, person who has bad personality or characterization and changes to good personality, changes from rude to gentle, from religious to irreligious, from moral to immoral, and so on. It can be

examined or observed more deeply why it happens to the human being, why the human does like that, and why the human attitude can change that way. All of these dimensions can be called the bone structure (Egri, 1960: 32).

The first dimension of bone structure is the physiology. This dimension is an easy and simple description that can be analyzed by many people. People observe it by seeing the appearance of the person. People judge or appraise the beautiful woman because of many reasons such as her good appearance, wearing a nice skirt, using a good jewelry, having a good or ideal body shape, and so on. It can be seen by people through their eyes. The elements contained in the dimension of physiology are; sex (female and male); age (infant, child, young, adult, middle aged, and old); color of eyes, color of hair (black and blonde); color of skin (black, white, and brown); posture of human body (hunched and strapping); height (short and tall), weight (thin, slim, ideal, and fat), defect (blind, deaf, and other disabilities), heredity, and another physical appearance

The second dimension is sociology. It has correlation with social life, social background, and social problems in a society. Social problem faced by people are the way of people live in a society, the interaction of a person with others, the patterns of relationship in a society, and the problem solving of the social problem. This dimension gives clear description through the following elements such as the occupation (kinds of work, time of work, quality of work, income or salary, situation and condition of workplace); social status or stratification (lower, middle, and upper class); religion (religious and secular); education (types of education, amount, favorite subject); home life (living of parents, parents separated,



divorced); race or nationality, political issue, and so on. For example, the woman who has not man figure in her home and she lives in the particular culture or system like patriarchal culture. This woman will surely get unpleasant treatment from people around, especially from her neighbors.

The third dimension of bone structure is psychology. It is the study of the behavior, mind or thought, and feeling of person. It means that this dimension is personal quality. Psychologist examines the behavior and mental process including the cognition, emotion, attention, intelligence, motivation, desire, ambition, frustration, temperament and so forth. This dimension can be called as the result of the combination of the physiology and the sociology. This dimension gives strong attention to the following illustration, when a person gets unpleasant treatment from the others, the psychological condition of this person will be disturbed, distracted, and easy to change. It affects the psychological condition of the person. One's mental can be identified through her or his attitude and thought to deal with and resolve the problem.

### **c. Social Context Dimension**

The last dimension of Teun A. van Dijk's model is social context. Discourse has close relationship with social community because it appears in a social life. In analyzing and examining a text, the discourse must be associated with the analysis of intertextual between how the discourse is produced, created or how the discourse is constructed in the social community and developed in social life (Eriyanto, 2011: 225). In addition, this dimension has to be correlated between

problems that occur in the text and real social life. As for example, people who have the access and power in many medias, they can direct, operate, manage, control, organize, persuade, influence, guide, and even to intimidate the small or minor group in a social life.

According to Mulyana (2005: 21), discourse is a form of language which has communicative, interpretative, and contextual domain. Language user should pay attention to these three aspects especially in the contextual domain. Context is an important element in understanding a discourse. He explains that context is related to the situation or setting of a communication. In this case, the context also has a relationship between cause and effect or the reason behind the occurrence of a conversation, dialogue, or another communication. In achieving the goal of communication, the first person (speaker or writer) and the second person (listener or reader) have to know about what the purpose, aim, meaning, and core information of the communication are.

Context is considered as a one the essential aspects of communication or in a speech act. Sbis (2002: 424) gives clarification related to this aspect. She asserts that the context in a communication process should be reflected as a construction from the participants in a communication process, how the participants join or contribute in that process, and what the cores or contents of the communication. In addition, Schiffrin (2005: 177) argues that in understanding, interpreting or unravelling the meaning of the communication especially in a conversation or text, the partner of communication (addressee/interlocutor) must have the awareness, comprehension, insight, or sense of the context which happens in that

communication. He intends that there are three aspects of context. The first aspect is the position or the function of participant in a communication process, they are; speaker (someone who performs the speech or utterance), addressee (someone who receives the utterance), agent (someone who influences the speech), and the last is listener (one who discloses in the communication but it does not contribute or participate actively. The second aspect is correlated to the speaker's background knowledge about the information of several phenomena that occur during the communication process. The last aspect is verbal actions in the form of speech.

In this case, Fatimah Djajasudarma (1994: 1) asserts that discourse has close correlation with context. The context of the discourse is constructed by some elements such as situation, speaker, listener, time, place, action or scene, topic, event or phenomenon, message, channel and code. Context can be interpreted variously by linguists. Kridalaksana (2011: 134) defines the context as (1) aspects of the physical or social environment which are related to certain utterances, (2) same knowledge possessed by speaker and listener so that the listener understands what the speaker means. According to Brown & Yule (1983: 25) context is an environment or circumstance in which the language occurs and is used by the speaker. Context can be considered as the cause and reason for a conversation or dialogue. Everything related to speech, whether it is related to meaning, purpose or information, it should be based on the context behind the speech event.

In essence, discourse is a tangible manifestation of human verbal communication. Therefore, discourse always presupposes that there is a first

person or commonly called speaker, writer, greeter, or speaker (addressor), and a second person as a talk partner or listener, reader, speaker (addressee). The understanding of speech between first and second person, depends on how these two speakers understand the contextual speech. There are types of context, it can be seen from some experts who describe it. The first is context of situation, Hymes in Brown & Yule (1983: 37-38) gives a detailed explanation of the characteristics of relevant context in context of situation, namely: (a) addressor namely the speaker, author or writer (someone who produces and construct the statement, speech or utterance; (b) addressee namely listener or reader (someone be a recipient of the utterance); (c) topic is a subject matter (by knowing the topic of conversation, it will be easy for someone to understand the conversation or writing); (d) settings are information about place and time; (e) channel is also very important in interpreting the meaning of speech, channel can be in form of spoken or written channel; (f) code is indicated as language used, dialect or style of language used by the speaker, writer or author; (g) message is core of text. The message which delivered must be appropriate, because this form of message is important for human beings. It can be seen in many ways such as preaching, drama manuscript, poetry, novel, essay, advertisement and many others; (h) event is an act of conversation and interaction of people.

The second type is the context of knowledge. According to Schiffirin (2007: 549), he says that speech act theory and pragmatics view context in term of knowledge, which is what might be known by the speaker and speech partners and how that knowledge guides and shows the use of language and interpretation of

speech. This means that when the speaker and speech partner have the same knowledge of what is being discussed, they get the clear communication. However, if they get misunderstanding or inaccuracy in the interpretation, they cannot communicate intensively.

## **5. Patriarchal Culture**

Everybody knows that gender inequality is one of the great issues in the world. Almost all of regions in Indonesia deal with this issue. Gender inequality creates discrimination in getting the same treatment between men and women. Gender inequality or gender discrimination arises from the society who has regulation in patriarchy. Walby (1990: 20) asserts that patriarchy as a system is related to the social structures and social practices in which male figures dominate, oppress, and even exploit everything in the female figure. In this case, this patriarchal system is formed because of the mindset, view or perspective of the social community which emphasizes that male figures are the most special creatures and who have full power or authorities over all in social life. Therefore, male figures are considered as superior than female figures. In other words, patriarchy is system which places male figures in higher status and position than female figures.

Another explanation is presented by Mosse (2007: 65). She defines patriarchy as a conception which male figures as holder all of the essential regulations such as in a social community, military, politic, education, economic, industry, health care and many others. Women felt that they are not in luck because their movements are limited by society and especially men. Women cannot access the

public facilities freely. Almost all men master and dominate it. All rights and authorities held by women are seized by men because of bad social's perspective in which only men who have power, control, and rule in many situations and context. It is certainly very detrimental to women because it will cause inequality between men and women in accessing public facilities. In the same vein, Millet in Carter (2006: 94) generally conveys that patriarchy will treat women as inferior in all fields and sectors of social life. Women as inferior in two domestics. They are in public life and domestic life.

Men's role dominate the role of the women. All movements of women are observed and then limited by men. Men have to play important roles in all aspects in society. Women must obey and follow to the will, desire, hope, guidance, and command of men. Even this patriarchy system forbids the activities which carried out by women. This system causes restrictions on women's movement. Almost all men occupy the position in all aspects of government. Men only want that women to do the household at home. It can be called by domestic life. In general, men have the perception that only men are allowed to earn money. Sometimes, women cannot defend and fight for their rights. Women do not have the opportunity to develop and improve their abilities because of gender inequality. Women are only allowed to live and do activities at home (domestic life). Women can only act as wives and mothers for their children. Doing household such as cooking, sweeping, washing, gardening, and cleaning the house. Moreover, women are also allowed to take care of their children from feeding, bathing, playing, and many more.

There are six aspects of restriction to women in a social community. They are

in a paid work, culture, state, household, sexual, and the last is in violence. The restriction can be seen clearly in social life such as in accessing public facilities, segregation in a work place, limitation of the position in a politic and public field, limitation access of education, forcing in a marriage, and so on (Walby, 1990: 20).

## **6. Gender Inequality**

### **a. Definition of Gender**

There are a number of assumptions which state that gender and sex are same. However, those assumptions are wrong. Gender and sex have different meanings. Marger (2008: 325) asserts that sex is a part of a person biologically. When human was born, the difference will be clearly seen whether male or female. It can be seen and observed from the vital sexual organs, parts of the body, its biological function, and the most important thing is the difference of hormones. When a person is mature, women can conceive or pregnant and give birth while men cannot do it. Meanwhile, gender is related to the perspective and expectation from social and cultural side to present that male has a masculine trait and female has feminine trait. Gender is related to societal, personal, cultural perspective of sexuality (Nugroho, 2008: 3; Purwanti, 2015: 1; Remiswal, 2013: 12; Sugihastuti & Saptiawan, 2010: 5; Lenhart, 2004: 5). Sex tend to be permanent whereas gender can change based on the situation in social community.

The difference of men and women can be seen clearly through their right, role, responsibility and obligation in social life (Grown, Gupta, & Kes, 2005: 140). In addition, Mosse (2007: 2-3) points out that there are some standards to

differentiate masculinity and femininity. It is based on the appearance, characterization, personality, responsibility, doing the works, behavior, action, attire and so on. Deal with this, J. Johson, Greaves, & Repta (2007: 7) state that gender is created, produced, and constructed by social institution such as religion, education, media, politic, and social system. It arises stereotyping in social life. It also influences in creating the perception of gender.

#### **b. Definition of Gender Inequality**

As clarified before, gender and sex are different and cannot be equated. Sex is related to human body which given to humans since they were born by their mother. In this case sex is attached to the person itself. It cannot be removed or changed. Whereas the gender is something that can be changed because it is formed from the habits in which the person lives in a social environment, so that the views, paradigms, and perspectives of the social community about the gender roles in the person are formed.

Based on the contradiction between men and women, the social community distinguishes the position, role, and responsibility of them. The gender role from the man side called as masculinity while the woman side called as femininity. These different gender make the main reason of occurring the gender inequality or gender discrimination in a social life. Society will treat based on their portion, masculinity and femininity.

Women are considered as victim of gender inequality in patriarchal society. It is due to assumption that the position of women under of men's position. Women



as inferior or second sex in society (DeBeauvoir, 1953). Women have to follow the instruction, guideline, and request from men. Men are important human than women. Almost all of sectors in social life held by men. Women cannot do anything to reject, refuse and protest to the unpleasant treatment because they affraid to men. They realize that their position are under the position of men.

### **c. Kinds of Gender Inequality**

The region which applies patriarchal culture will arise the inequality between men and women. The social community will treat men and women in many aspects differently. The different treatments can be seen in the perspective of society toward men and women. Most of the societies have many bad perspectives about the women. They think that women is a weak person, cannot do many things without the help of men.

In fact, social community differentiates men's role and women's role. The society places men figures in many positions and in many sectors. The position of man figure have to be the first person in everywhere so the woman's existence is limited. According to (Fakih, 2013: 12), there is a number of gender inequalities toward the woman in a society. He classifies that gender inequality divided into five. They are marginalization, subordination, stereotyping, violence, and the last is workload. Those are will be described below:

#### **1) Marginalization**

The first kind of gender inequality in a social life is marginalization. The term

marginalization can be called by alienation, separation, or segregation toward person. Commonly, the person who get marginalization from social community is women. Women get this trait in marginalization because they lives in a region which employes patriarchal culture in which the patriarchal culture emphasizes that this system based on the men's rule. Women's movement in a public place is limited. Women cannot do anything what they want. Marginalization is defined as a system in expelling women from precious member in a social environment. Person who gets marginalization from public field is a person who has not control, influence, or authority in a social life. Social community prohibits this person to join, contribute, participate, or involve in several activities such as in getting public health facilities, education access, public access, politics and so on (Makama, 2013: 116; Young, 1990: 53).

In addition, Darma (2009: 177) conveys that marginalization is something that limits the women's movement in terms of economy namely in the field of work. Young (1990: 53) also adds that marginalization is the action which makes women get the access restrictions in getting something economically or financially. Woman feel that their movements are limited because they cannot reach all sectors of the economy freely. Women cannot choose their job position according to their will, expertise and their passion. If they get a job, it might not be according to their will. Women will be forced to work in that position which they get.

Moreover, the another constraint of women is about salaries which earned are not in accordance with the burden of the work which given by their boss. As a consideration, almost of all the women's wages are less than men even though the

women's workload is greater than men. There are many examples of marginalization in a society, one of them is the opportunity between a housemaid and a driver in a rich family. Job as a housemaid is one of the hard work of taking care of and working on everything in the house, from cooking, washing clothes, washing dishes, sweeping, mopping, and many more. While a driver only takes and picks up the boss while travelling. In facts, their wages are different. The salary of a driver is higher than the salary of a housemaid, even though it is clear that the workload of housemaid is greater.

Furthermore, Fasih (2013: 13) presents that marginalization is experienced by women and happens in almost all sectors, fields, divisions, segments in human beings such as in social life, work place, politic, education, culture, and so on. As a result, women feel that their all movements are limited by men. Women cannot access or participate the various activities in a society freely. There are many opportunities provided by the government in a social life, but all of them are only filled by men. Men become a holder or ruler in almost all of the job positions. In regions which applies this patriarchal culture, the marginal actions are certainly very disturbing and detrimental to women's life.

## **2) Subordination**

The second kind of gender inequality is subordination. It is an action which places women in second position after men. The society has bad perspective about women so that the social community puts the men in the highest position or superior position. This subordination was formed since women were born. Women

are born only to be regulated, not as regulators. Men have the right to regulate all authorities in social life. Men dominate almost all of the sectors in a public domain (Aggarwal, 2016: 60). Women cannot gain the access of public activities and facilities. The patriarchal society limits the movement of women so that they cannot do anything what they wants. The society assumes that women are weak, dependent, helpless, unskilled, irrational and emotional. These poor assumptions will worsen the situation and position of women in a social life especially in a public domain. Women who get the subordination treatments were very detrimental to their life. They faces many problems and cannot do anything because they are in unfortunate situation where women are forced to succumb, stay, or live under the control and authority of men (Sultana, 2011: 8).

In the same vein, Fasih (2013: 15) states that subordination occurs because of the condition of women who have irrational and emotional personality. Therefore, in a patriarchal region, men as holder of the power, authority, right, capability, and influence in social life are either in the public domain or in private domain. Social community thinks that only the male figures can play an important role in a social life. Men are seen as an assertive person and have high authority, rational, swift and right in making decisions.

There are a number of cases occurring in real life such as in Javanese. In Java, people are more concerned toward the men than women where parents want baby boy than baby girl, prioritizing the needs of men rather than women (which is in the form of material giving, economically or education). Moreover, people have also a view that the major women's task or job is only in the domestic realm, such

as being in the kitchen, cooking, taking care of her husband, taking care of the children, taking care of the house, taking care of household finances and.

### **3) Stereotyping**

The third kind of gender inequality in a social life is stereotyping. Stereotyping, as stated by Darma (2009: 179), is a concept which is related to gender role where there are generalizations about the qualities possessed by men and women without being proven again. As for example, the description of women who have bad emotion, weak person, passive, cannot stand alone (dependent), irrational, have subjective thoughts while the man who has the power, strong, brave, independent, have rational, logical and objective thoughts. This assumption causes women to be given a second position because of the stereotyping. Besides, this stereotyping is also influenced by the existence of social classes or social status from the middle to lower social classes. This stereotypical attitude will eventually lead to gender injustice or gender inequality where male domination will arise such as marginalization, subordination, repression, and other discriminations.

In Fakhri (2013: 16), stereotyping is defined as person categorization, classification, and label. There are two types of labelling on someone. They are positive and negative labeling. But in this case, a patriarchal society will use negative labeling. Patriarchal society will give a negative label and bad mark on women. Whatever the situation and condition, women will still be considered as a bad people by the social community. The negative consideration has become a bad

habit until now. This stereotyping arises inequality traits between men and women in a social life.

Furthermore, Fakih (2013: 17) explains women get the bad trait of society especially from the men in sexual harassment or sexual abuse. People who have the wrong perspective or negative stereotypes against women will blame these women because they assume that women wear inappropriate or wear the open clothes. As a result, the men will be interested in doing bad things to women. Men can do it because they feel that they occupy the highest position rather than the position which occupied by women.

#### **4) Violence**

The next kind of gender inequality in a society is violence. Violence, as asserted by Darma (2009: 180), is defined as a form of invasion or can be said as an attack towards the woman. The source of this problem is due to the differences in a status, rank, position, power, and domination of a group in society. The dominating group (major group) will do anything and act arbitrarily (freely) to the weak group (minor group). In this case, women are considered to be weak group, which leads to unpleasant treatment from the dominant group, namely men.

The impact of this kind of gender injustice or gender inequality is very clearly seen in the victims namely women. Women feel that their movement are oppressed, separated, limited by surrounding environment. (Campbell, 1967: 823). The violence act arises because of inequality of forces or power in a social life. There are many unpleasant treatments faced by women. Generally, the attack or

violence can be divided into three types. They are from physical violence, psychological violence, sexual violence (Darma, 2009: 179-180; Fakhri, 2013: 17). The examples of violence act against women include slapping, kicking, beating, humiliating, intimidating, grabbing, raping, indecent treatment, sexual harassment, and many others which are related to the unpleasant treatments by men.

The following is a kind of crime which categorized as a gender violence. The first case that often occur in social life is raping towards women. Raping is an action which is carried out by someone through coercive treatment to another person (Fakhri, 2013: 17). Person who usually gets this treatment is womenfolk. In this case woman is forced to serve the request, desire, want, and lust of men. Men will do everything to get sexual service from women. Women cannot do anything. They cannot refuse and they only accept it resentfully. There are many factors why women do not fight or reject when rape occurs to them. Some of women feel fear, shame, and the demands for economic problems from women.

The second case of violence action toward the woman is domestic violence. Sometimes, a woman as a wife gets harsh treatment from her husband by getting rude speech from her husband, being beaten, slapped, and kicked. The third case is torture of the genitals of a person. In this case the female genital was circumcised, this was intended to suppress and control the population and the women's movement. Moreover, the other reasons also explain that women have to obey all of the order of men. The fourth case of women violence is in the form of prostitution. This prostitution is held by an economic mechanism that is very unfavorable for women. In fact, the government raided, banned, and arrested sex

workers or prostitutes, but in reality the government also requested or collected taxes from the sex workers. On the other hand, prostitution is considered as a kind of occupation at lowest level job but still many customers or users of commercial sex services are using this service.

The fifth violence towards the woman is pornography. This type of violence includes non-physical violence. Pornography is defined as an act of harassment of woman for personal gain. The sixth case, this violence is in the form of sterilization in family. This is intended to control population growth. The position of women in this case is victim of the treatment of men. The next violence experienced by woman is a covert violence or molestation violence. This treatment can be interpreted as an act which touches a certain part of women's body without permission from the owner of the body. This incident can occur in a workplace or other public places, such as in a crowded area, public transportation such as bus, train, ship and so on. The last violence against the woman delivered by (Fakih, 2013: 20) is sexual harassment. This sexual harassment is very common occur in a social community as for example in giving jokes in a vulgar way, touching the body without permission, interrogating sexual life to another person and many more.

##### **5) Workload**

The last kind of gender inequality in a social life is workload. The difference of gender role between man and woman arises the difference of burden in a social life. It can be divided into two forms. They are in domestic domain and public



domain. In fact, women get the workload in domestic domain. In this domestic domain, women face and hold all of the households. Women do the household by themselves without the help of men figure. Sometimes the woman as a wife and a mother is helped only a little by her children and her husband. However all of works are still carried out and done entirely by herself. The social community has assumption that only the women who are suitable to do all the work or household at home (Fakih, 2013: 21; Sen, 2001: 3).

The domestic work is very hard. There is no one who can do it by herself. The women must have a lot of energy to solve it lonely. The women have a big responsibility in handling everything in her house. All of this act is the hardest work than the other works. Even though the women have done this work lonely but no one who gives her a salary. The work done by men is not comparable to the work done by women.

## **B. Relevant Studies**

In conducting this research, the research has to comprehend the case that will be analyzed because it is needed to conduct the literature review correlated to the topic and material. This is intended to find out the results of research conducted by previous researchers. After knowing the previous research, the researcher can make comparison between this research and previous research. There are a number researches which are correlated to this research that can be used as references in reflecting the way to collect and analyze the data.

### **1. Soraya, Aini. (2016). *Feminist Literary Criticism in the Novel of Willow***

***Trees Don't Weep by Fadia Faqir. (Thesis, Syarif Hidayatullah State Islamic University Jakarta, 2016).***

Soraya's research aims at describing gender relations between several female characters and male characters in the novel. Besides, this research only focus on the main female character in the novel. This research and Soraya's research has the same on data source i.e. Fadia Faqir's novel entitled *Willow Trees Don't Weep*. However, Soraya's research used feminist literary criticism while this research used van Dijk's critical discourse analysis. The result of Soraya's research about gender relation is divided into three categories namely male domination, discrimination towards the woman, and violence against woman. Meanwhile, this research attempts to explain phenomenon of gender inequality more deeply through discourse construction seen from social cognition dimension namely stereotyping, violence, marginalization, and subordination.

- 2. Juilita, Festy. (2010). *Konstruksi Realitas Flu Babi dalam Pemberitaan Media (Studi Konstruksi Realitas Flu Babi dalam Teks Berita Harian Solopos Periode 29 April 2009-5 Agustus 2009 dengan Pendekatan Analisis Wacana van Dijk)*. (Thesis, Sebelas Maret University, 2010).**

Juilita's research explored discourse construction on news text by using the theory from Teun A. van Dijk. The theory about discourse construction seen from three dimensions namely text analysis, social cognition, and social context dimension. Both researches used different source data. Juilita used news while this research used novel. Juilita's research has the same with this

research namely descriptive qualitative study. Juilita's research has similar objective research with this research. However, Juilita's research only revealed one dimension i.e. text analysis dimension through macrostructure (theme), superstructure (sheme/framework), microstructure (syntax, semantic, rhetoric) while this rearch revealed all dimensions i.e. text analysis through macrostructure (theme), superstructure (sheme/framework), microstructure (rhetoric), social cognition (dominant phenomenon), and social context dimension (correlation in a novel and real life).

- 3. Hidayah, Jujun. (2016). *Kajian Analisis Wacana Kritis Dua Wacana dalam "Perempuan Berbicara Kretek"* Karya Abmi Handayani, DKK. (Thesis, Gadjah Mada University, 2016).**

Hidayah's research examined discourse by using the critical discourse analysis by Teun A. van Dijk. Hidayah used two articles while this research only one discourse namely one novel. Both researches are descriptive qualitative study and those researches have similar objective research. However, Hidayah only analyzed the discourse construction seen from one dimension namely text analysis dimension (macrostructure, superstructure, and microstructure) while this research analyzed all dimensions namely text analysis (macrostructure, superstructure, and microstructure), social cognition (dominant phenomenon), and social context dimension (correlation in a novel and real life).

- 4. Wareza, Monica Ramadhona, Supratman, Lucy Pujasari, & Maulana, Syarif. (2016). Analisis Wacana Teun A. van Dijk dalam Novel Inferno Karya Dan Brown. *e-Proceeding of Management*. 3(2), 2609-2616.**

The research examined discourse construction by using critical discourse analysis which developed by Teun A. van Dijk. It used novel as the data source. Both researches are descriptive qualitative and those researches have similar data source by using novel. Those researches also has similar objective research i.e. text analysis dimension. However, this research attempts to analyze all dimensions seen from text analysis dimension, social cognition dimension, and social context dimension.

5. **Oktariani, Pinny & Putra, Dedi Kurnia Syah. (2017). Representasi Materialisme (Analisis Wacana Kritis Teun A. van Dijk atas Lirik Lagu Buaya Buntung Karya Yoni Dores). *e-Proceeding of Management*. 4(2), 1918-1925.**

Oktariani and Putra's research analyzed discourse construction seen from the dimension which developed by Teun A. van Dijk. Their research employed song lyric as their source data. Both researches has the same namely used the critical discourse analysis which developed by Teun A. van Dijk. However, their research only analyzed two dimensions i.e. text analysis and social context dimension while this research analyzed all dimensions i.e text analysis, social cognition, and social context dimension. Both researches has difference, their research used song lyric while this research used novel as source data.

The first previous study or research only investigated the portrait of the female character in a social life particularly in a patriarchal culture by using feminist literary criticism. Here, this research will reveal the discourse through critical

discourse analysis by Teun A. van Dijk. It is intended to reveal the discourse more detail rather than the previous research. This research is not only focus on phenomenon of gender inequality but also the construction of the novel seen from other dimensions namely text analysis (linguistic aspect), social cognition, and social context dimension. There are four previous researches employed critical discourse analysis by Teun A. van Dijk. These previous researches only revealed discourse construction seen from the first and the last dimensions i.e. text analysis dimension and social context dimension. Here, this research attempts to reveal the discourse construction seen from all three dimensions of van Dijk's theory i.e. text analysis, social cognition, and social context dimension. This is due to the fact that this research is not only focus on the social aspect or social life of the character but also this research investigates in the terms of its linguistic feature or aspect such as in rhetoric. Moreover, this critical discourse analysis's theory is commonly used to explore and analyze song lyric, news text, and other articles. As a result, only few researches which explained the critical discourse analysis by using the literary work especially novel.

Although, this research give many advantages in social perspective and linguistic aspect. This research has some weaknesses. This research only reveal the rhetoric especially metaphor. It is intended to know why people like and assume that this novel has high aesthetic value. The language used in writing this novel is very touching, interesting, and arousing the feelings of readers so that readers are interested in enjoying this novel. Moreover, the message or moral value that will be conveyed by the author to readers can be conveyed well.

Table 2 The Similarity and Difference between this Research and Relevant Studies

No.	Author	Similarity	Difference
1.	Soraya, Aini	<ul style="list-style-type: none"> <li>a. Same data source. Both researches used Fadia Faqir's novel entitled <i>Willow Trees Don't Weep</i>.</li> <li>b. Same research design: descriptive qualitative</li> </ul>	<ul style="list-style-type: none"> <li>a. Different objective. Soraya's research analyzed the gender relations between several female characters and male characters while this research analyze discourse construction.</li> <li>b. Different method. Soraya used feminist literary criticism while this research used van Dijk's critical discourse analysis.</li> </ul>
2.	Juilita, Festy	<ul style="list-style-type: none"> <li>a. Same research design namely descriptive qualitative.</li> <li>b. Same method. Both researches used the theory from Teun A. van Dijk.</li> </ul>	<ul style="list-style-type: none"> <li>a. Different data source. Juilitas used news while this research used novel.</li> <li>b. Different objective. Juilita's research only revealed one dimension i.e. text analysis dimension through macrostructure (theme), superstructure (sheme/framework), microstructure (syntax, semantic, rhetoric) while this rearch revealed all dimensions i.e. text analysis through macrostructure (theme), superstructure (sheme/framework), microstructure (rhetoric), social cognition (dominant phenomenon), and social context dimension (correlation in a novel and real life).</li> </ul>
3.	Hidayah, Jujun	<ul style="list-style-type: none"> <li>a. Same research design namely descriptive qualitative.</li> <li>b. Same method. Both researches used the theory from Teun A. van Dijk.</li> </ul>	<ul style="list-style-type: none"> <li>a. Different data source. Hidayah used two articles while this research only one discourse namely one novel.</li> <li>b. Different objective. Hidayah only analyzed the discourse construction seen from one dimension namely text analysis dimension (macrostructure, superstructure, and microstructure) while this research analyzed all dimensions namely text analysis (macrostructure, superstructure, and microstructure), social cognition (dominant phenomenon), and social context dimension (correlation in a novel and real life).</li> </ul>

4.	Wareza, Monica Ramadhona, Supratman, Lucy Pujasari, & Maulana, Syarif	<ul style="list-style-type: none"> <li>a. Same data source. Both researches used novel.</li> <li>b. Same research design namely descriptive qualitative.</li> <li>c. Same method. Both researches used the theory from Teun A. van Dijk.</li> </ul>	<ul style="list-style-type: none"> <li>a. Different objective. Wereza's research analyzed discourse construction seen from text analysis dimension while this research attempts to analyze all dimensions seen from text analysis dimension, social cognition dimension, and social context dimension.</li> </ul>
5.	Oktariani, Pinny & Putra, Dedi Kurnia Syah	<ul style="list-style-type: none"> <li>a. Same research design namely descriptive qualitative.</li> <li>b. Same method. Both researches used the theory from Teun A. van Dijk.</li> </ul>	<ul style="list-style-type: none"> <li>a. Different data source. Oktarini's used song lyric while this research used novel.</li> <li>b. Different objective. Their research only analyzed two dimensions i.e. text analysis and social context dimension while this research analyzed all dimensions i.e text analysis, social cognition, and social context dimension</li> </ul>

### **C. Conceptual Framework**

A conceptual framework shows a principal role in conducting a research. It summarizes the entire research guideline process. This research is conducted through the following framework of thinking designed by the researcher.

In conducting this research, it is essential to highlight the critical discourse analysis studies to the literary work. The literary work used in this research is novel. The novel will be examined by using a critical discourse analysis model from Teun A. van Dijk. There are three dimensions of van Dijk's model, namely text analysis dimension, social cognition dimension, and social context dimension. All of these dimensions are used to reveal the discourse construction which shows the representation of main female character that occur in Fadia Faqir's novel entitled *Willow Trees Don't Weep*.



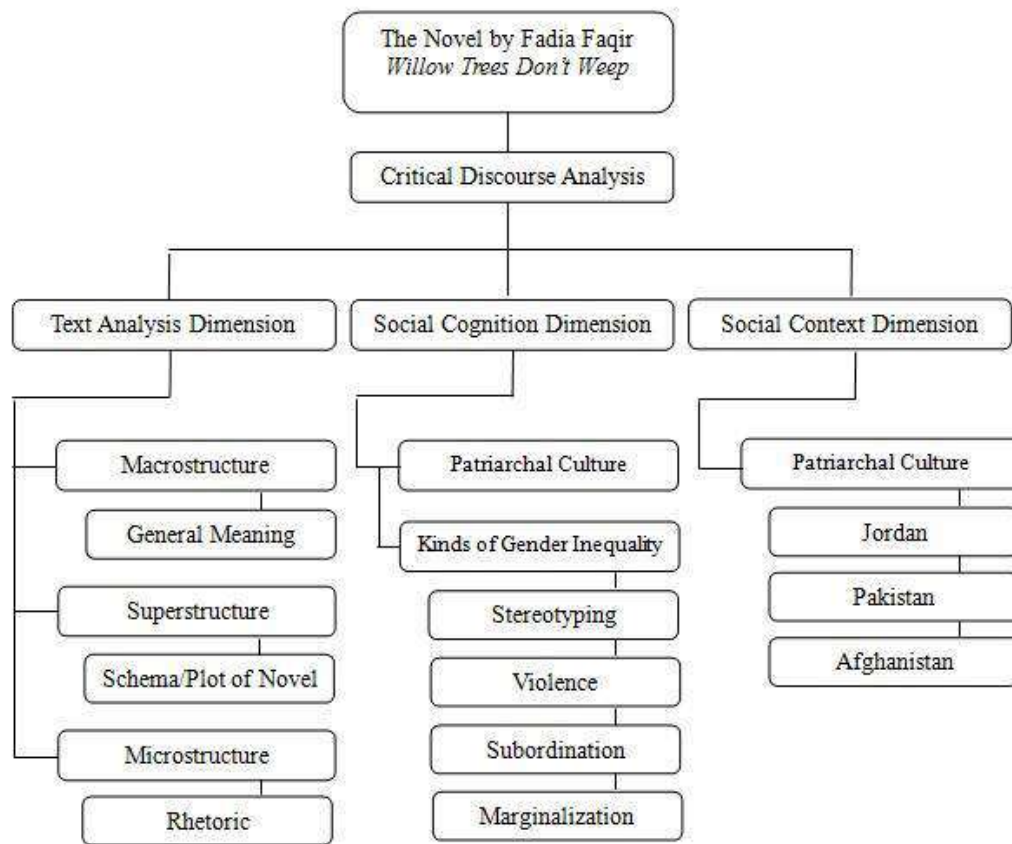


Figure 3 Conceptual Framework of Critical Discourse Analysis by van Dijk

The figure above presents the whole process of this research. The novel entitled *Willow Trees Don't Weep* by Fadia Faqir is the source data of this research. This research analyzes the discourse construction seen from three dimensions namely text analysis, social cognition, and social context dimension by the theory which developed by Teun A. van Dijk. In the first dimension, text analysis dimension will examine the aspect of linguistics. It has three structures namely macrostructure, superstructure, and microstructure. Macrostructure has correlation with the general theme. Superstructure is associated to the schema or plot of the novel. Likewise, microstructure is interrelated to the rhetoric. The rhetorical

aspect chosen in this research is the use of metaphors in the novel. In the second dimension, social cognition dimension will reveal the phenomena in the novel namely patriarchal culture. Patriarchal culture arises various unpleasant treatments received by women. These unpleasant treatments makes women feel that they get gender inequality in a social life including marginalization, subordination, stereotype, violence, and workload. In the last dimension is the dimension that connects between phenomena that occur in the novel with the reality of social life (intextual). In this social context chooses three countries namely Jordan, Pakistan, and Afghanistan because those countries have many actions, events or occurrences regarding the gender inequality based on the novel. Moreover, those countries included in Middle-East country which involved in and applied the patriarchal culture.

#### **D. Research Questions**

Based on the literature review and related studies about the discourse construction of woman representation in patriarchal culture, the researcher has developed some research questions as follows.

1. How is the discourse construction seen from the dimension of text analysis based on the van Dijk's model in the novel *Willow Trees Don't Weep*?
2. What structures are found in the dimension of text analysis?
3. What are sub-themes in supporting the general theme based on the dimension of text analysis?
4. What is the most dominant sub-theme to support the general theme?

5. What stages are contained in the novel?
6. What is the most dominant stage to reflect the scheme or plot of the novel?
7. What elements are used to analyze microstructure?
8. Why only analyze the use of metaphors in microstructure?
9. How is the discourse construction seen from the dimension of social cognition based on the van Dijk's model in the novel?
10. What is the most dominant phenomenon in the dimension of social cognition?
11. What is the most dominant kind of gender inequality experienced by the main female character?
12. How is the discourse construction seen from the dimension of social context based on the van Dijk's model in the novel?
13. What country is the most dominant when the main female character experiences gender inequalities?
14. What phenomenon is the most dominant based on the three countries?