



Dr. Herman, S.Pd., M.Pd.

A GUIDE TO DISCOURSE ANALYSIS AS
**THEORY
AND PRACTICE**

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Analisis wacana merupakan salah satu disiplin ilmiah dalam linguistik yang secara khusus mengkaji tentang wacana. Kajiannya dapat dilakukan secara internal maupun secara eksternal. Wacana memiliki arti yaitu kesatuan makna (semantis) antarbagian di dalam suatu bangun bahasa. Dengan hal tersebut, wacana dipandang sebagai wujud bahasa yang utuh karena setiap bagian dalam wacana memiliki hubungan padu. Di samping demikian, wacana juga bertalian erat dengan konteks. Sebagai kesatuan yang abstrak, wacana dapat dibedakan dari teks, tulisan, bacaan, tuturan atau inskripsi, yang berpijak pada makna yang sama, yaitu bentuk nyata yang terlihat, terbaca, atau terdengar.

Bahan analisis wacana meliputi satuan bahasa yang melibatkan komunikasi antara pengirim pesan dan penerima pesan. Bahasa yang digunakan dapat berupa bahasa lisan maupun tulisan. Prinsip analisis wacana terbagi menjadi dua yaitu prinsip lokalitas dan prinsip analogi. Analisis wacana pada awalnya bersifat konvensional dengan menggunakan pendekatan kohesi dan koherensi. Pada perkembangannya, teori modern yang bersifat kritis, sosiologis dan psikologis telah digunakan untuk analisis wacana.

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Hak Cipta 2022 @ Yayasan Penerbit Muhammad Zaini

Hak cipta dilindungi undang-undang. Dilarang keras menerjemahkan, memfotokopi, atau memperbanyak sebagian atau seluruh isi buku ini tanpa izin tertulis dari Penerbit atau Penulis.

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This book is about a guide to discourse analysis as theory and practice. As we know that discourse has a very important position in linguistics since discourse is related to text in spoken or written. In this occasion, I as the author of this book would like to say thank you to Nanda Saputra who helped me in making this text what it is. Special thanks to my colleagues in the Department of English Education at Universitas HKBP Nommensen Pematangsiantar for their support and friendship. Special thanks to Dumaris E. Silalahi, Yanti Kristina Sinaga, Juli Antasari Br. Sinaga, Ridwin Purba for their valuable comments and understanding to this book rebirth. I also thank for patient and skilled editors who have edited this book. This book presents some courses or topics that can stimulate and give more references for students' discussion in the classroom. Finally, I am grateful to my wife and children who keep supporting me since day 1 to start writing this book until this book is published.

Pematangsiantar, 3 November 2022
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PREFACE

Discourse analysis, the study of how language is used to communicate in context, is a quickly growing subject that is distinguished by an abundance of analytical techniques and consistently updated tools. Its scope encompasses a wide number of academic fields, including psychology, sociology, anthropology, and education. Discourse analysis has simultaneously established a substantial theoretical, descriptive, and applied linguistics base for itself.

The book presents fourteen chapters as a guide to students' handout in the classroom. Chapter 1 discusses about what discourse analysis is with various definitions about discourse analysis from some experts, the role of discourse analysis in the language learning process, and some types of discourse analysis. Chapter 2, history of discourse analysis, presents the history with context of discourse discussion, principles of local interpretation and principles of analysis, and the elements of discourse. Chapter 3, discourse structure: cohesion in text, discusses about cohesion in text and the kinds (types) of discourse cohesion (grammatical and lexical cohesion) with its elements. Chapter 4, Coherent in Discourse Interpretation, begins with concept of discourse, coherence in discourse interpretation, and terms of discourse. Chapter 5, the role of discourse analysis in linguistics, considers about implications of discourse analysis in learning English, some

benefits of discourse studies in the Indonesian context, comprehend some approaches in discourse analysis, and the position of discourse analysis as a discipline of science. Chapter 6, the importance of meaning in discourse analysis, discusses the types of discourse analysis in the perspective of communication studies, discourse as a medium of reality and communication, types of discourse use in the form of monologue, dialogue, and polylogue with discourse as a medium of communication

Chapter 7, the relationship of discourse and pragmatics, deals with relationship Between Discourse and Pragmatics, discourse Studies with a Pragmatic Approach, pragmatics of the Grice Model as a Discourse Plan, and the Role of Pragmatics in Language Teaching. Chapter 8, the relationship of discourse and semantics, presents the Concept of Semantic Implementation in Language Learning, making References in Meaning, scope of semantics and its elements, and the benefits of Studying Semantics in Education. Chapter 9, genre-based discourse approach, begins with the based discourse. Then it continues to Genre-Based Discourse Approach, techniques for Performing Discourse Analysis, the Validity of Discourse Analysis and Utilization of Analysis Results, and getting to Know the Variety of Text Studies. Chapter 10, the position of discourse in Educational studies, discusses the role of Discourse Analysis in the Language Learning Process, requirements for Good Discourse Development, and the Position of Discourse in Linguistics.

Next, chapter 11, discourse analysis in language teaching, deals with the types of discourse in English, the Implications of discourse analysis in English language learning, the language concepts in discourse analysis, and the discourse analysis and language learning. Chapter 12, classroom discourse analysis in the education implementation, promotes the class discourse structure, the fundamentals of discourse analysis, the roles and implications in teaching productive skills, and the conversation analysis as an approach to class discourse analysis. Chapter 13, the role of discourse analysis in literature, summarizes about literary discourse analysis method, the internal elements of discourse, the critical discourse analysis approach, and the nature of discourse and the position of discourse in linguistics. The last chapter, Critical discourse analysis: An introduction, concludes analyzing critical discourse to examine ideology, analysis of critical discourse and language in social context, the language, text and social context in critical discourse analysis, and the differences between critical discourse analysis approach and other discourse theorists

Since it is the first edition, the author realizes that this book needs revision. Critiques and suggestions from the readers of this book are always welcomed.

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Chapter 1: What is Discourse Analysis?

The goals or objectives are:

After learning the first chapter about What is Discourse?, the students are expected:

- To be able to comprehend various definitions about discourse analysis from some experts
- To be able to comprehend the role of Discourse Analysis in the Language Learning Process
- To be able to comprehend that there are some types of discourse analysis

Introduction

Discourse analysis is a field of study that looks at and analyzes the language that is naturally spoken and written by members of a society. A discourse can be studied structurally by linking text and context, as well as functionally by examining the activities someone takes for a certain goal in order to provide meaning to the parties involved.

Focusing on discourse formation, the data employed in discourse analysis comprises both spoken and written text in the form of written variety. The benefit of discourse analysis is to understand a language which is certainly useful in the process of language learning and language behavior

as well as increasing the acquisition of communicative competence.

Definitions of Discourse Analysis from Expert's Perspective

- Harimurti Kridalaksana

According to Harimurti Kridalaksana, In the grammatical hierarchy, discourse is the highest or largest grammatical unit and the most comprehensive linguistic unit..

- James Deese

According to James Deese, discourse is a collection of connected ideas that work together to give readers or listeners a sense of unity. Though much of the cohesiveness that the listener or reader experiences must come from the style of expression, namely the expression of discourse, cohesiveness or cohesion itself must originate from the content of the discourse.

- Fatimah Djajasudarma

According to Fatimah Djajasudarma, discourse is a series of interconnected sentences, connecting one proposition with other propositions, forming a unity, proposition as the content of a rough concept that will give birth to a statement or statement in the form of a discourse or sentence.

- Soeseno Kartomihardjo

Soeseno Kartomihardjo stated that discourse analysis is one of the branches of linguistics which was developed to analyze a language unit that is larger than a sentence and is commonly called discourse. The units in question can be in the form of paragraphs, reading texts, invitations, conversations, short stories, and so on.

Discourse analysis seeks to achieve a meaning that is exactly the same or at least very close to the meaning intended by the speaker in spoken discourse or by the author in written discourse. Discourse analysis uses sociolinguistic patterns, a branch of linguistics that studies language in society.

- I.G.N. Oka and Suparno

According to I.G.N. Oka and Suparno, Discourse is a unified language that carries a complete message.

- Henry Thunder Tarigan

According to Henry Guntur Tarigan, the most complete linguistic unit is discourse, which is superior than clauses and sentences. Discourse is continuous, has a defined beginning and finish, good cohesion, and coherence.

- Sumarlan et al

According to Sumarlan and colleagues, discourse is the most complete unit of language expressed orally

such as lectures, speeches, dialogues and sermons or in writing such as novels, short stories, letters, books and written documents seen from the external structure or in terms of structure. Forms are cohesive, interrelated and from their inner structure (in a sense) coherently integrated.

- Hasan Alwi et al

According to Hasan Alwi et. al., a coherent meaning is created between a collection of connected sentences that make up a conversation. Therefore, a series of sentences cannot be said to as a discourse if there is no harmony of meaning, and vice versa if a series of sentences constitutes a discourse since the series will produce a harmony of meaning.

- Abdul Chaer

Because discourse is the most comprehensive linguistic unit, it is the highest or greatest grammatical unit in the grammatical hierarchy. When conceptions, ideas, thoughts, or ideas are fully developed and clear to the reader (in written discourse) or listener (in oral discourse), discourse is said to be complete.

Discourse is said to be the highest or largest because discourse is formed from sentences or sentences that meet grammatical and other discursive requirements (cohesion and coherence). Cohesion is a harmonious relationship between existing elements. Cohesive

discourse can create coherent discourse (good and right discourse).

- B.H. Hoed

Discourse is an abstract theoretical construction. Discourse is studied as a theoretical structure that shows the relationship between a proposition or a number of propositions with their frame of reference in the form of context and situation. Within these limits, B.H. Hoed distinguishes between discourses that are abstract and included in the langue level with texts that are concrete (discourse realization) and are included in the parole level.

Advantages of Discourse Analysis

Discourse studies have great benefits when associated with the context of Indonesia which has cultural and cultural diversity. These benefits include the following.

1. Can help the community to understand various problems that often occur and find solutions.

With discourse analysis can also help people to think hard in dealing with various problems that exist in society. For example, discourse studies will be able to assist in exploring the following problems, finding solutions to various problems. For example, floods that always hit the capital city every year, understanding the market for presidential nominations, dealing with

problems related to beggars that will mushroom, everywhere, traffic jams, or others.

2. As a consideration to be able to determine the steps to be taken after seeing the facts that will develop in the community.

In discourse analysis, there must be various views supported by logical thinking. With these considerations, it will be easier for people to make decisions. A simple example is, when a woman chooses a beauty product that is suitable for her, of course there are also many product offerings that will vary from product form, price, or quality. This discourse study will help analyze to determine this choice.

3. Discourse studies can also reveal various facts, ideals that will be implied in a discourse in order to find out the intent or purpose of the author of the discourse.

This discourse study is primarily a benefit of critical discourse studies. This study will also help the public in understanding more deeply about the domination of power in discourse. For example, in an advertisement there must be an attempt to influence viewers and readers to use certain products or services.

With the existence of critical discourse analysis, it will help the public to think more critically and with various careful considerations so that they are not easily tempted by the bombastic persuasion of the advertisement.

4. Uncover the values that will be contained in a discourse.

These values are, of course, true truth values, not just a camouflage language game. Of course, the community will be led to choose which values are good and which are not at the same time supporting these good values so that they thrive in the culture of society, for example the values of harmony, togetherness, tolerance, and so on.

Purpose of Discourse Analysis

The purpose of discourse analysis to be achieved in a discourse can also be influenced or determined by basic human needs. There are 4 basic needs that can influence discourse. Basic needs can be:

1. The desire to be able to provide information to others or also obtain information from others about something.
2. The desire to be able to convince someone of the truth or something, and subsequently influence the attitudes and opinions of others.
3. The desire to be able to describe or tell how the shape or form of an object or object, or describe the taste of an object, or sound.
4. The desire to be able to tell other people the events or events that occurred, either experienced by themselves or heard from others.

Each of these basic needs will also underlie the basic characteristics of a discourse, which specifically characterizes the general purpose of a discourse. For written texts, the discourse analysis that will be carried out aims to make explicit (clear) implicit language norms or rules. In addition, discourse analysis also aims to find hierarchical units that will form a discursive structure. Based on this objective, various discourses will traditionally be distinguished.

The Role of Discourse Analysis in the Language Learning Process

Discourse analysis seems to have an important role in the language learning process, especially in productive skills. In terms of writing, we know the terms of unity and coherence both in one paragraph and in a complete essay. The main purpose of dividing a complete essay into paragraphs is to separate and emphasize the stages of thinking and to show the transition from one idea to another that is still closely related to the larger main idea.

However, that goal should not be hindered by a lack of wholeness and coherence. The requirement of integrity in the science of rhetoric is actually in line with the principle of locality and the principle of analogy in discourse analysis. One paragraph can be said to be unified, only if the paragraph details refer to one topic. Once the listener's or reader's mind is ready to accept details about topic A,

for example, the reader will be confused, if details referring to topic B or topic C are inserted into paragraphs without warning.

Writers who master the principles of rhetoric and the basics of discourse analysis, will consciously think about the integrity of what will be presented to the reader. This awareness will at least remind the writer of the two conditions for writing a complete paragraph. The two conditions for completeness are the presence of a topic sentence in each paragraph and the exclusion of material or details that have nothing to do with the topic sentence.

Furthermore, paragraphs that are aware of the importance of coherence will consider at least two conditions in expressing their ideas. The two conditions are: (1) logical composition of the material, (2) the use of transition words that connect thoughts in one sentence with two thoughts contained in other sentences.

Coherence can be achieved through transitions that connect the use of words that show transitions that connect thoughts in one sentence with ideas in another sentence. So, the relationship between one thought and another can be seen from the linguistic signs that function to connect the items of thought. The magnitude of the role of discourse analysis in the process of learning language skills (recognitive and productive) is also strengthened by a pragmatic aspect called implicature theory, which was introduced by H. P. Grice.

Types of Discourse Analysis

By looking at the position of researchers in a critical perspective, discourse analysis can be classified into several parts. Departing from this method, discourse analysis in communication studies is divided into 4 types, namely:

1. Representational Discourse

Representational discourse is a positivistic type of discourse in modernism. The researcher separates himself from the object under study and perceives the object and makes a representation of reality in the form of linguistic expression and is not critical.

2. Discourse of Understanding

Discourse of understanding or interpretive discourse (postmodernism discourse) is a type of discourse which is interpretive modernism. The researcher and the object or reality under study are not separate. Reality is defined by researchers through interactions between those who know the research subject or informants with knowledge, especially from literary sources. The researcher compiles observations that are known or factual and are not critical.

3. Discourse of Doubt

The discourse of doubt is a type of discourse that is structural and critical of modernism. Researchers construct reality based on the framework of social order and are critical.

4. Postmodernism discourse

Postmodernism discourse (discourse of postmodernism) is a type of discourse that is poststructural by rejecting all social orders and is critical.

A qualitative and interpretive approach to text analysis is discourse analysis (as opposed to more systematic methods such as content analysis). Our interpretations are based on the specifics of the content and the situation.

Discourse analysis can be carried out in a variety of ways, but the fundamental procedures must be taken as outlined in the following steps.

1. Establish research objectives and decide on the analysis's topic

We begin by developing a specific study question before beginning discourse analysis. After formulating your question, choose a variety of pertinent resources to respond to it. Depending on the goal and timeline of the study, discourse analysis is a technique that can be used on both big and small samples of data.

2. Assemble data and theories regarding the situation

The social and historical context in which the content is created and intended for consumption must then be established. Obtain factual information about the content's creation, including the author, publisher, and distribution information. In addition to comprehending the discourse's real-world context,

we may also do a literature review on the subject and create a theoretical framework to direct the analysis.

3. Content analysis for themes and patterns

In this step, we carefully examine the words, phrases, paragraphs, and general structure of the text and relate them to characteristics, patterns, and themes that are pertinent to our research question. Selected texts are examined for terms and phrases that express or allude to democratic and authoritarian political philosophies, including attitudes toward authority, liberal principles, and public opinion.

4. Analyze the findings and develop conclusions.

Consider the outcomes after giving the material elements specific properties to ensure that the language was clear and functional. In order to reach results that address our research question, we will now take into account the analysis in respect to the larger context.

Discourse Analysis Method

Discourse analysis focuses on the variety of writing and speech to understand the meaning of the participants, which can be done with several approaches. Some of the approaches used in discourse analysis are as follows: The discourse theory of Ernesto Laclau and Chantal Mouffe is a departure that focuses on discourse that constructs meaning in the social world because language is unstable and never permanent.

Critical discourse analysis is an approach that emphasizes the active role of discourse in constructing change in the social world, because the use of concrete language is based on an established community agreement.

Discourse psychology is an approach that analyzes discourse on a large scale and focuses on the specific problem of language users in social interaction, namely the psychology of discourse of a person in a society.

There are many ways that can be done in researching a social problem, and discourse analysis is one method that can be done. Discourse analysis offers a way out of the rut that conventional content analysis with a constructivist or positive paradigm has created in the field of media analysis.

Discourse analysis will make it possible to uncover the hidden motivations behind a text or behind the choice of certain research methods to interpret the text. While the notion of discourse itself is a certain way to talk about and understand this world (or aspects of the world).

Simply put, critical discourse analysis is the deconstruction of a text or problem (but keeping in mind that postmodern philosophy perceives reality as a text in every possible interpretation). Since every text is affected by a discourse, the discipline is known as discourse analysis.

Discourse analysis focuses on all written and spoken language, including things like conversations and newspaper articles. The underlying social structure, which might be assumed or acted out in a conversation or writing, is the

main topic that discourse analysis studies. It focuses on the techniques and tactics people do when communicating, such as speaking slowly to emphasize points, employing metaphors, selecting specific words to convey influence, and more.

Weaknesses of discourse analysis

As a method used in researching social problems, discourse analysis also has several weaknesses, including:

When analyzing a discourse, high intelligence and skills are needed in order to understand the intent of the discourse maker. We must be able to digest the meaning of each word and sentence of discourse so that in the end we can understand the meaning or content of the discourse.

In interpreting a discourse, we are not only faced with linguistic problems, but also face social problems, so that in understanding it we experience some difficulties.

The meaning is more complicated because as part of a social research method with a qualitative approach, this discourse analysis also uses a research paradigm. Thus the research process does not only try to understand the meaning contained in a manuscript, but often explores what is behind the manuscript in accordance with the research paradigm used.

It is necessary to master political theory, because Discourse Analysis takes more political discourse in its research. In research with discourse analysis, we tend to

be more careful and very thorough in paying attention to all aspects, no matter how small. Discourse analysis does not provide definitive answers, but will produce insights or knowledge based on ongoing debates and arguments.

The advantages of discourse analysis

Any circumstance or topic can benefit from discourse analysis. Discourse analysis's fresh viewpoint enables one to develop to a high level of creative fulfillment and can help one develop their ability to think critically. To create a preexisting framework, existing data can be recreated. Discourse analysis can result in substantial changes in the way organizations, professions, and society as a whole operate without the use of technology or money.

Discourse Analysis as a Qualitative Technique

A recently created qualitative method called discourse analysis has been applied to research public relations communication. Without wanting to oversimplify, discourse analysis analyzes how language is organized at a level of analysis higher than clauses or sentences. Larger language units like complete conversations and written messages are the main focus. Discourse analysis also examines the use of language in social circumstances and how individuals interpret one another's messages.

In order to acquire data for discourse analysis, samples of texts and messages that are pertinent to the issue under

investigation must be gathered. It might include already-published materials like speeches by corporate leaders, news articles, internal memos, and advertising. In addition, by speaking with important informants, researchers might gather fresh data. There is no set method for carrying out discourse analysis. In data analysis, big chunks of language are generally focused on to find themes, pictures, and other textual patterns.

Researchers can also perform a rhetorical analysis, which examines the way different arguments are put together and organized in a particular body of language. Finally, the researcher should pay close attention to the language's context, taking into account details like the speaker, the situation in which they are communicating, and the target audience.

The ethos of discourse analysis itself is that language and discourse (in the sense of voice communication) is not a fixed reality and does not exist, therefore the issue is not with the wording of this definition but with the notion itself, which indicates that language might have a set meaning. can be modified.

However, that is influenced by social context, which might help discourse writers create their own vision of the world. Discourse analysis focuses on all written and spoken language, including things like conversations and newspaper articles.

The underlying social structure, which might be assumed or acted out in a conversation or writing, is the main topic that discourse analysis studies. It focuses on the techniques and tactics people do when communicating, such as speaking slowly to emphasize points, employing metaphors, selecting specific words to convey influence, and more.

Conclusion

Lots of definitions about discourse have been discussed in this chapter. The term discourse comes from Sanskrit which means speech. The word discourse is one of the words that is often mentioned, such as democracy, human rights, and the environment. The word discourse is also widely used by many groups ranging from language studies, psychology, sociology, communication, politics, literature and so on

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Chapter 2: History of Discourse Analysis

The goals or objectives are:

After learning the second chapter about ‘History of Discourse Analysis, the students are expected:

- To be able to comprehend the history of discourse analysis
- To be able to comprehend the context of discourse discussion
- To be able to comprehend Principles of Local Interpretation and Principles of Analysis
- To be able to comprehend the elements of discourse

Introduction

Discourse analysis interprets the meaning of an utterance by paying attention to the context, because the context determines the meaning of the utterance. Context includes linguistic context as well as ethnographic context. The linguistic context is in the form of a series of words that precede or follow, while the ethnographic context is a series of characteristics of the ethnographic factors that surround it, for example the cultural factors of the language user community.

History of Discourse Analysis

Historically, it was noted that until the early 1950s, the study of grammar was still sentence-centered. In 1952, a well-known linguist named Zellig S. Harris expressed his dissatisfaction with the grammar of sentences. According to him, there are still many linguistic problems that have not been touched by a scalpel called ‘sentence grammar’. He then wrote and published an article entitled “Discourse Analysis”. This essay was published in *Language* magazines Numbers 28:13 and 474-494.

In his writings, Harris argues about the need to study language comprehensively, at least not to stop at the internal structural aspects. External aspects of language, which actually include contextual sentences, also need to be studied to obtain clear information.

At the time, Harris’ statement was actually a bit contradictory. The flow of linguistics that developed in America at that time was the flow of Structuralism, the ideas of Bloomfield (1887-1949) and its followers (Dede Oetomo, 1993z6).

The Bloomfieldians strictly separate the study of syntax from semantics and other things outside of sentences. Other linguists, such as Franz Boas (1858-1942) and Edward Sapir (1884-1939), who were also anthropologists, actually studied language in terms of cultural and social contexts. However, Bloomfield with his influence which is deeply rooted in the flow of linguistic structuralism, continues to

shine with his teaching, namely that the study of linguistics must examine the form and substance of language itself, not study others.

That's why, Harris's call to get out of the confines of Bloomfield and develop linguistic studies, did not get a meaningful response. Long before that, in 1935 in England, John Firth (1890-1960) had suggested that linguists try to study spoken language. In his opinion, "this is where we will find the key to a better and wider understanding of what is called language and how it works". Firth's proposal received a response with the birth of an analysis of the discourse on the "buying and selling" conversation conducted by Mitchell in the community in Cyrenaica.

Efforts that are more or less in accordance with Harris's recommendation are slightly different in terms of the object of study (oral vs. written conversation). In addition, Harris tends to be hesitant and hesitant when he wants to involve the social context in his analysis.

Whereas Mitchell deliberately involved it (Dede Oetomo, 1993: 8), Since then, in Europe, especially France, discourse analysis working from structuralist semiotics has been born, from figures such as Bremond, Todorov, Metz, and many others. Meanwhile in America, a sociolinguistic approach has emerged which was pioneered by Dell Hymes, which among others examines the problems of conversation, communication, and forms of greeting, which will later develop into a broader discourse study.

This interest and result of sociolinguistic research continued in the 1960s. Research in the fields of phonology, morphology, syntax, semantics, and stylistic variations is increasingly opening up its contacts with social factors. This condition in turn encourages them to look at the field of discourse studies that seems to accommodate these problems. In those years.

Other language studies emerged, such as the philosophy of language, and ethnography by Austin (1911-1960) and Searle, the field of communication ethnography by John Gumperz, and Dell Hymes: ethnomethodology, dialectology, or conversational analysis by Harvey and Erving: and not to mention, the study of psycholinguistics or psychology and artificial intelligence developed by Bartlett. Discourse analysis, as a discipline with a clear and explicit methodology, only really developed steadily in the early 1980s. Various books on the study of discourse were published in that decade, for example Stubbs (1983), Brown and Yule (1983), and the most comprehensive was the work of van Dijk (1985).

The focus of discourse analysis also keeps expanding and is now permeating a variety of societal concerns, including gender differences, political discourse, women's emancipation, and other topics that are hotly debated in today's society. Understanding the nature of language, the process of language learning, and language behavior are advantages of engaging in discourse analysis activities.

Understanding Discourse and Discourse Analysis

In order to communicate in a social setting, discourse is a language unit above the sentence level. A string of sentences or utterances might serve as the unit of language. Oral or written discourse might be transactional or interactive. Discourse can be considered as a process of communication between the greeter and the speech opponent in verbal communication events, whereas in written communication, discourse is seen as the outcome of the greeter's ideas being expressed.

Discourse analysis is the academic field that analyses discourse. Studying or analyzing the language that is naturally used, whether in written and oral form, is called discourse analysis.

1. Discourse Form Requirements

The use of language can be in the form of a series of sentences or a series of utterances (although discourse can be in the form of a single sentence or utterance). Discourse in the form of a series of sentences or utterances must pay attention to certain principles, the principles of unity and coherence. A discourse is said to be complete if the sentences in the discourse support the topic being discussed, while a discourse is said to be coherent if the sentences are arranged in an orderly and systematic manner, thus showing the coherence of the ideas expressed.

2. Discourse Elements

The elements of discourse are the elements that make up the text of discourse. These elements are arranged in a systematic and hierarchical manner. Based on the information value, there are core elements and extra core elements. The core element is the element that contains the main information, the most important information. Elements outside the core are elements that contain additional information, information that is not as important as the main information.

Based on the nature of its presence, discourse elements are divided into two categories, namely mandatory elements and optional elements. Mandatory elements must be present, while voluntary elements may be present and may or may not be present depending on communication needs.

3. Relationships Between Elements in Discourse

There are various relationships between elements in discourse. Coordinative relationship is the relationship between elements that have an equal position. Subordinate relations are relations between elements whose positions are not the same. In this subordinate relationship there are elements of superiors and subordinates. Attribute relationships are relationships between core elements and attributes. Attribute relationships are related to subordinate relationships because attribute relationships also mean

the relationship between superior and subordinate elements.

Complementary relations are relations between elements that complement each other. In that relation, each element has an autonomous position in forming the text. In this type there are no elements of superiors and subordinates.

4. Indonesian Discourse Structure

The structure of discourse is a discourse construction, namely the organization of discourse elements in forming discourse. The structure of discourse can be described based on the ranking of priority or importance of information and exchange patterns. Based on the ranking of priority information, there are discourses that follow the upright triangle pattern and there are discourses that follow the inverted triangle pattern. Based on the exchange mechanism, the following exchange patterns can be proposed: (1) P-S, (2) T-J, (3) P-T, (4) T-T, (5) Pr-S, and (6) Pr-T.

Indonesian Discourse Reference and Inference

References in discourse analysis are broader than reference studies in syntactic and semantic studies. Reference terms in discourse analysis are linguistic expressions used by a speaker or writer to refer to something that is being discussed, both in a linguistic context and in a non-linguistic context. In interpreting the reference,

it is necessary to pay attention to (a) there is a shifting reference, (b) different expressions but the reference is the same, and (c) the same expression refers to different things.

Inference is making inferences based on expressions and the context in which they are used. In making inferences, it is necessary to pay attention to implicatures. Implicature is an indirect meaning or implied meaning caused by what is said (explicature).

1. Cohesion and Coherence of Indonesian Discourse

The term cohesion refers to the relationship between parts in a text which is characterized by the use of language elements as a binder. Cohesion is one of the elements forming coherence. Therefore, in a text coherence is more important than cohesion. But that does not mean that cohesion is not important, there are three types of cohesion tools, namely substitution, conjunction, and lexical.

Coherence is the integration of ideas between parts in discourse. Cohesion is one way to form coherence. Another way is to use forms that have a parataxis and hypotaxis relationship (parataxis and hypotaxis). Parataxis relationships can be created using parallel (coordinative) and subordinate statements or ideas. Coordinative arrangement means arranging parallel ideas in one line.

2. Oral and Written Discourse

Based on the channels that have been used in communicating, discourse is divided into written discourse and oral discourse. Oral discourse is different from written discourse. Oral discourse tends to be less structured (grammatical), less subordinated arrangement, rarely uses cohesion tools, short noun phrases, and topic commentary structures. On the other hand, written discourse tends to be grammatical, has a more subordinate arrangement, uses conjunctions, long noun phrases, and has a subject-predicate structure.

3. Discourse Monologue, Dialogue, and Polylogue

Based on the number of participants involved in the conversation in communication, there are three types of discourse, namely monologue discourse, dialogue, and polylogue. If in a communication there is only one speaker and there is no direct feedback from other participants, the resulting discourse is called a monologue.

Thus, the speaker does not change the role of the listener. If the communication participants are two people and there is a change in roles (from speaker to listener or vice versa), then the discourse that is formed is called dialogue. If there are more than two participants in the communication and there is a change in roles, then the resulting discourse is called a polylogue.

4. Description of Discourse, Exposition, Argument, Persuasion and Narrative

Judging from the purpose of communicating, there are discourses of decryption, exposition, argumentation, persuasion, and narration. Descriptive discourse aims to form a picture (imagination) of something to the recipient of the message.

The psychological aspect that can digest narrative discourse is emotion. While exposition discourse aims to explain something to the recipient so that the person concerned understands it. Expository discourse can contain concepts and logic that must be followed by the recipient of the message.

Therefore, to understand the discourse of exposition, a thought process is needed. Argumentative discourse aims to influence the reader or listener to accept the statement being defended, both based on logical and emotional considerations. To defend the argument, supporting evidence is needed. Persuasion discourse aims to influence the recipient of the message to take action as expected by the sender of the message.

To influence this, every possible effort is used to influence the recipient of the message. To achieve this goal, persuasion discourse sometimes uses irrational reasons. Narrative discourse is a type of discourse that contains stories. Therefore, the elements that usually

exist in the narrative are the elements of time, actors, and events.

Context of Discourse Discussion

1. Nature of Context

Context is an object or thing that exists with the text and becomes the environment or situation of language use. The context can be a linguistic context and can also be an extralinguistic context.

The linguistic context which is also a text or part of the text and becomes a text environment in the same discourse can be called an extralinguistic context in the form of things that are not linguistic elements, such as participants, topics, settings or settings (place, time, and events), channels (spoken or written language), form of communication (dialogue, monologue, or polylogue)

Language users need to pay attention to context in order to use language appropriately and determine meaning appropriately. In other words, language users are always context bound in using language. The context that needs to be considered is the linguistic context and the extralinguistic context.

2. Various Contexts.

Context is something that is present in or around the text. The linguistic context and extralinguistic context are the two broad categories into which the

conversation context is split. Language aspects serve as the context for the linguistic context. Prepositions, property verbs, auxiliary verbs, and affirmative propositions are all part of the linguistic context.

Apart from context, there is also context. Context is text that relates to other texts. Context can also be a text element in a text. The form of context varies, it can be in the form of sentences, paragraphs, and even discourse. Extralinguistic context is a context that is not in the form of linguistic elements. Extralinguistic context includes presuppositions, participants, topic or topic framework, setting, channel, and code.

Participants are actors or people who take part in language communication events. Participants include speakers, speech partners, and listeners. Setting is the place and time and the occurrence of communication. Channels are the variety of languages and means used in the use of discourse. Code is the language or dialect used in discourse.

In analyzing discourse, the main target is not on the structure of the sentence but on the status and functional value of the sentence in its context, both in the linguistic context and in the extralinguistic context.

Three uses of context in discourse analysis.

- a. The use of context to find references, namely the formation of references based on the linguistic context.

- b. The use of context to determine the meaning of an utterance, namely that the meaning of an utterance is determined by the context of the discourse.
- c. The use of context to search for unspoken forms, namely forms that have unspoken elements or elliptical forms are forms that can only be determined based on context.

Principles of Local Interpretation and Principles of Analysis

In discourse analysis, two principles apply, namely the principle of local interpretation and the principle of analogy. The principle of local interpretation is the principle of interpretation based on context, both linguistic and contextual contexts as well as non-linguistic contexts. The non-linguistic context which is the local context is not only in the form of place, but can also be in the form of time, the realm of discourse use, and participants.

The principle of analogy interpretation is the principle of interpreting a discourse based on the same or appropriate previous experience. By interpreting the analogy, the analyst is able to understand the discourse in the relevant context only. This means that the analyst does not have to take into account all discourse contexts.

Schematics in Discourse Analysis

Schemata is knowledge that is systematically packaged in human memory. The schemata has a control structure that is how to activate the schemata as needed. There are two ways called activation in its structure, namely (1) top-down activation method and (2) bottom-up activation method.

Top-down activation is the process of controlling the schema from concept to data or from whole to part. Bottom-up activation is the process of controlling the schema from data to concept or from parts to whole. Schemata works for both readers or discourse listeners and discourse analysts. For listeners or readers, schemata function to understand discourse. For discourse analysts, in addition to functioning to understand discourse, schemata also function to analyze various aspects of discourse: discourse elements, discourse structures, discourse references, discourse coherence and cohesion, and others.

Failure to understand discourse occurs because of three possibilities. First, the listener or reader may not have a schema that fits the existing text. Second, the listener or reader may already have a suitable schema, but the instructions given by the author are not sufficient to suggest the required schema, Third, the reader may get constant interpretations of the discourse and fail to understand the speaker's intent.

Cohesion and Coherence Analysis

The practice of discourse analysis is carried out by applying the principle of local interpretation and the principle of analogy interpretation. Discourse analysis can be directed at: structure, cohesion, and coherence, which can be operationalized, among others, to determine the relationship between discourse elements and the tools of cohesion that apply in a text. In the analysis applied context relevant to the needs of the analysis.

The relationship of discourse with other sciences

Discourse with conversational units requires communication elements in the form of sources (speakers and writers) and recipients (listeners and readers). All elements of communication are related to the function of language (Djajasudarma, 1994:15).

Language functions include:

- An expressive function that produces a type of discourse based on expository exposure.
- Fatigue function (conversation starter) that generates an opening dialogue.
- Aesthetic function, which involves elements of the message as an element of communication.
- The directive function relates to the reader or listener as the recipient of the discourse content directly from the source.

1. Discourse and Pragmatics

Pragmatics deals with discourse through language and context. In this case it can be distinguished three things that are always related, namely syntax, semantics and pragmatics. Syntax is the relationship between elements, semantics is the meaning, both each element and the meaning between relationships (lexical and grammatical considerations), and pragmatics is related to speech results (speakers and listeners or writers and readers).

2. Grammatical and semantic relations in discourse

The relationship between propositions contained in the discourse (sentence) can be viewed in terms of grammatical (has a grammatical relationship) and in terms of semantics (relationship of meaning in each proposition).

Grammatical elements that support discourse can be:

- a. An element that functions as a liaison (connector) of a larger sentence or unit, such as so, therefore, why, and for example.
- b. The omitted blank element repeats what has been said in the previous (other) section, for example: My work is wrong, the right seems to be carried away.

- c. Alignment between sections, for example: Lucky people are not necessarily honest. Honest people are not necessarily lucky.
 - d. Reference, both endophora (anaphora and cataphora) and exophora. Reference (reference) includes persona, demonstrative, and comparative.
3. Lexical cohesion

Lexical cohesion can occur through diction (word choice) which has a certain relationship with the previously used words. Lexical cohesion can be in the form of repetition, synonym and hyponymy, and collocation.

4. Conjunction

Conjunctions are elements that connect connecting words (clauses/sentences) in discourse.

Discourse is a medium of verbal communication that can be assumed by the presence of greeters (speakers and writers) and recipients (listeners and readers). Characteristics of Discourse. Based on the explanation above, it can be obtained the characteristics or characteristics of a discourse. The characteristics of discourse are as follows.

- Grammatical units
- The largest, tallest, or most complete unit
- Sentences
- Have a propositional relationship
- Have a continuous relationship, continuously

- Have a coherent relationship
- Have a cohesive relationship
- Complete linguistic recording of communication events
- Can be transactional as well as interactional
- Medium can be spoken or written
- According to the context

Elements of Discourse

Discourse is related to intralinguistic elements (internal language) and extralinguistic elements related to communication processes such as social interaction (conversations and exchanges) and theme development (monologues and paragraphs).

1. Context and Co-text

Discourse is a semantic building formed from the semantic relationship between language units in a coherent and context-bound manner. There are various contexts in discourse. Oral discourse is a language unit that is tied to the context of the speaker's situation. The context of language (sentence) in written discourse is another sentence before and after it, which is often called the context.

2. Text

Fairdough sees text on many levels. A text not only shows how an object is described but also how

the relationships between objects are defined. Every text basically, according to Firdough, can be described and analyzed from these three elements.

a. Elements: What is seen

Representation: How events, people, groups, situations, circumstances, or anything else are presented and explained in the text.

b. Relationship: How the relationship between journalists, audiences, and news participants is presented and described in the text.

c. Identity: How the identities of journalists, audiences, and news participants are presented and described in the text.

Types of discourse can be studied in terms of its existence (reality), communication media, methods of exposure, and types of use. The reality of discourse in this case is the existence of discourse in verbal and nonverbal forms. A series of verbal language or language exists (the presence of language) with the completeness of the language structure, refers to the structure as it is, nonverbal or language likes to refer to discourse as a series of non-language (a series of meaningful signs or signs).

The form of discourse as a communication medium is in the form of a series of oral and written speech. As a communication medium for oral discourse, its form can be in the form of a complete conversation or dialogue and pieces

of conversation. Discourse with written communication media can be in the form of text, paragraphs, and discourse.

A discourse must have a clear and solid structure. Discourse is also related to human actions that are carried out with language or not with language. Language (verbal) is related to the act of direct conversation carried out by two or more people, while (non-verbal) is an action that is not through conversation or verbal.

The development of discourse is also growing rapidly from time to time, according to the times. In modern times like today, many discourses appear and are used in various aspects. In the world of formal education, the term discourse is used as a name, body, such as Budya Wacana, Widya Wacana and so on.

In today's era, there are still many people out there who still don't know the difference between text and discourse. There are still many people who think that the difference between discourse and text is only slight. But basically the term text is actually more of a race towards writing, the meaning contained in the text that can distinguish between text and discourse. In writing, text is a non-interactive monologue, while spoken discourse is an interactive dialogue.

Conclusion

Discourse is a language unit above the sentence level that is used to communicate in a social context. The unit

of language can be a series of sentences or utterances. Discourse can be in oral or written form

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Chapter 3: Discourse Structure: Cohesion in Text

The goals or objectives are:

After learning the third chapter about “Discourse Structure: Cohesion in Text, the students are expected:

- To be able to comprehend about cohesion in text
- To be able to comprehend the kinds (types) of discourse cohesion (grammmatical and lexical cohesion) with its elements

Introduction

Discourse is the largest level in the linguistic hierarchy. As the largest level in the linguistic hierarchy, discourse is not a random arrangement of sentences, but is a unit of language, both spoken and written. For discourses that are delivered in writing, the delivery of content and information is delivered in writing. This is so that the writing is understood and interpreted by the reader. The relationship between sentences in written discourse is arranged continuously and forms a coherence.

Therefore, the coherence of meaning and neatness of form in written discourse is one of the important factors to increase the level of readability. Fostering good social

interaction between students and teachers and between fellow students must continue to be developed.

If social interaction is well established, it will be very useful. Students will feel trust, comfortable, and relationships with teachers and other students are also well established. In addition, the teaching and learning process will run smoothly.

For this reason, the ability of students to interact socially is important to improve. A good discourse is a discourse that must pay attention to the relationship between sentences. The link and coherence between phrases must always be maintained.

According to the theory that language is made up of form and meaning, there are two different kinds of relationships in discourse: the relationship of form, known as cohesion, and the relationship of meaning, or semantic relationship, known as coherence.

Discourse can be divided into two types, namely oral discourse and written discourse. Discourse is the largest level in the linguistic hierarchy. As the largest level in the linguistic hierarchy, discourse is not a random arrangement of sentences, but is a unit of language, both spoken and written. For discourses that are delivered in writing, the delivery of content or information is delivered in writing. This is so that the writing can be understood and interpreted by the reader.

Information conveyed through written discourse certainly has differences with information conveyed orally. The difference is indicated by the relationship between positions. The linkage in written discourse is stated explicitly which is a series of grammatical sentences.

As for spoken language, the connection is stated implicitly, while the clarity of information will be supported by context. Seeing the existing phenomena, in written discourse the relationship between sentences must always be considered to maintain the relationship and coherence between sentences.

Cohesion and coherence are terms used in linguistics to describe the connectedness and regularity of forms. In order for the discourse to be coherent, cohesion and coherence must be maintained in the interaction between sentences. This means that the text must have more than just a collection of sentences, each of which must state the concept of bonding. Discourse in this case written discourse becomes an interesting material to be studied. Discourse originating from media such as newspapers, magazines, textbooks, documents, inscriptions, novels, short stories, and so on can be studied from grammatical, lexical and contextual forms. These discourses have their own uniqueness so they are interesting to study. Discourse is a broad linguistic structure that goes beyond sentence boundaries, so that in its preparation it must always use an effective written form. One form of written discourse is short stories or in Javanese it is called *cerkak*.

Short stories as literary works are not determined by the number of pages to realize the story or the number of characters contained in the story, but by the scope of the problem to be conveyed. When viewed from the field of linguistics, in written discourse cohesion and coherence must always be considered to maintain the interrelationships between sentences so that the discourse becomes cohesive.

Written discourse in a collection of *cerkak* is thought to have variations in the use of cohesion and coherence markers. Its function is as a liaison between one sentence to another, between one paragraph to another so as to form a relationship.

Cohesion in Text

A formal feature of language in dialogue is cohesion (relationships that appear in form). A syntactic architecture known as cohesion serves as a container for sentences that are tightly and coherently constructed to form speech. Cohesion in this context also refers to how sentences in a discourse relate to one another in terms of particular lexical and grammatical strata. If the linguistic form and the context match, the text or conversation is actually coherent (situation-in language, as opposed to context or situation-out).

In other words, the incompatibility of the form of language with the context and also with the context will result in a text that is not cohesive. Cohesion in paragraphs

is the attraction between sentences in a paragraph so that the sentences do not contradict each other, but seem to unite and support the main idea of the paragraph. Paragraphs like this are called cohesive paragraphs.

Cohesion is a syntactic organization and is a container for sentences that are arranged cohesively and densely to produce utterances. Cohesion is the relationship between sentences in a discourse, both on a grammatical scale and on a certain lexical scale.

Cohesion in discourse is defined as structural cohesion of forms to form syntactic bonds. Cohesion-cohesion basically refers to the relationship of form. That is, the elements of discourse (words or sentences) used to compose a discourse have a coherent and intact relationship.

Regarding this, Tarigan argues that cohesion is a formal aspect of language in discourse. Thus, it is clear that cohesion is a syntactic organization, a container for sentences that are cohesively and densely arranged to produce speech.

Haliday and Hassan in Bambang Hartono reveal that cohesion is a concept of meaning that refers to the relationship of meaning in a discourse. Cohesion is the semantic unity between one utterance and another in a discourse.

The relationship between sentences in a discourse, both on a grammatical and lexical scale, is known as cohesion. The term “cohesion” refers to the formal arrangement of

the discourse's components in order to create a coherent whole.

An element of speech can be interpreted in respect to other elements when there is a cohesive relationship between them. Cohesive indicators, both grammatical and lexical, are frequently used to identify cohesive relationships in language. A number of markers of the relationship between sentences in Indonesian discourse. Signs of this relationship include:

The signifying relation of designation is the use of words or phrases to designate or refer to words, phrases, or other grammatical units in a discourse. Appointmnet relationships can be anaphoric or cataphoric. Some words that function as markers of this designation relationship are: this, that, this, that, and that.

Substitute relationship markers, namely markers of relationships between sentences in the form of words or phrases that replace words, phrases, or other grammatical units that are located in front of them or anaphorically or behind them or cataphorically. The form of this relationship marker includes personal pronouns, place pronouns, clitics, these words, such, such, and such.

A sign of an omission relationship or an ellipsis, i.e. omitting one element in the next sentence, but the existence of the sentence element can be estimated.

Connecting relationship markers, namely relationships caused by words that combine one sentence with another

sentence in a paragraph. Words or groups of words that function as markers of connecting relationships between, among others, and, then, but, even though, on the contrary, actually, for example, except that, because of that, besides, even so, and so on. .

Lexical relationship markers are relationships caused by the presence of lexically related words. Markers of this lexical relationship can be divided into repetition, synonyms, and hyponyms.

Kinds of Discourse Cohesion

Cohesion in discourse is defined as the integration of structural forms to form syntactic bonds. A good and complete discourse requires coherent sentences. The link between forms is what the coherent concept actually alludes to.

This indicates that the relationships between the discourse components (words or sentences) used to create a discourse are intact and coherent. Sentences must be coherent in order to produce a strong and comprehensive discourse.

An element of discourse can only be evaluated according to how it depends on other elements when there is such a cohesive link between the elements. Grammatical cohesion and lexical cohesion are the two components of discourse cohesion.

I. Grammatical Cohesion

Grammatical cohesion is cohesion that is achieved by using grammatical elements and rules. Grammatical cohesion, among others, can be formed through reference, substitution, and ellipsis. This can be seen in the following example.

Some parents agree that students can bring cell phones to school because they think it will make it easier for parents to contact their children.

When the cell phone rings while the teacher is teaching in class, even if only in vibrate mode, the teacher will miss some teaching opportunities due to distractions. It would be to the detriment of the entire class.

Based on the example (1), the word “child” refers to parents, while in example (2) the phrase refers to the sentence that the teacher will lose the opportunity to teach. The means of grammatical cohesion include referents, ellipsis, substitutions, and conjunctions.

A. Reference

Reference is the relationship between a word and its reference. The words that function as references are called deixis while the elements they refer to are called antecedents. Reference can be exophoric (situation) if it refers to antecedents that are outside the discourse, and endophoric (textual) if it refers to discourse.

An endophoric reference that is positioned after the antecedent is called an anaphoric reference, while a reference that is placed before its antecedent is called a cataphoric reference.

One sort of grammatical coherence known as reference or reference is when one lingual unit refers to another lingual unit (or reference) that comes before or after it.

The lingual unit whose reference is in the text of the discourse is called an endophoric reference, while the lingual unit whose reference is outside the text of the discourse is called an exophoric reference. Referring to the endophores based on the reference direction, they are divided into two, namely:

1. Anaphoric references.

When a lingual unit refers to a lingual unit that comes before it, it is referring to the antecedent on the left. This is known as anaphoric reference. An anaphoric reference is one of the grammatical cohesions that takes the shape of a specific lingual unit that refers to another lingual unit that comes before it, or refers to the antecedent on the left, or refers to the parts described earlier.

2. Cataphoric Reference

A lingual unit refers to a subsequent lingual unit or the antecedent on the right when it uses a cataphoric reference. A cataphoric reference is one of the grammatical cohesions that takes the shape of a

specific lingual unit that refers to another lingual unit that follows it, the antecedent to the right, or an element that was simply spoken afterwards.

Persona (personal pronoun), demonstrative (indicative pronoun), and comparative are just a few examples of linguistic constructions that refer to other linguistic constructions (a unit that functions to compare one element with another).

One sort of grammatical coherence known as reference or reference occurs when one lingual unit refers to another lingual unit (or reference) that comes before or after it.

Depending on whether the reference is made inside or outside the text, it is classified as either (1) an endophoric reference (the referenced lingual unit is or is in the discourse text) or (2) an exophoric reference (the reference is made). References are within the discourse text or are not.

Endophores are mentioned in relation to the first form of cohesiveness. Endophores are classified into two categories, anaphoric references and cataphoric references, depending on the reference direction.

Anaphoric references are grammatical cohesions that take the shape of a specific lingual unit that refers to a lingual unit that comes before it, or refers to the antecedent on the left, or refers to the parts described earlier.

The cataphoric reference, on the other hand, is one of the grammatical cohesions in the form of a specific lingual unit that refers to another lingual unit that follows it, or refers to the antecedent on the right, or refers to another lingual unit that follows it, or refers to the antecedent that has just been mentioned later.

Persona (personal pronoun), demonstrative (indicative pronoun), and comparative are just a few examples of linguistic constructions that refer to other linguistic constructions (lingual unit that functions to compare one element with another).

Thus, the types of grammatical cohesion references are classified into three types, namely personal references, demonstrative references, and comparative references.

1. Reference Persona

Personal pronouns, which comprise the first, second, and third persons, both singular and plural, are used to make personal references. Some singular pronouns are bound, while others are free (free morphemes) (bound morpheme).

Furthermore, there are bound forms, some are attached to the left (left attachment) and some are attached to the right (right attachment). The following is a classification of personal pronouns.

Persona 1: Single: me, servant, me, cave or me, ana
or ane

Left attached: ku–

Attached right: –ku

Plural: we and us

Persona 2: Single: You, you, you, brother

Left clingy: you–

Attached right: –mu

Plural: all of you, all of you, all of you,

Persona 3: Single: he, she, he,

Left attached: at–

Attached right: –nya

Plural: they

2. Demonstrative Reference

There are two types of demonstrative pronouns: temporal demonstrative pronouns and demonstrative locative pronouns (locational).

The past, present, future, and neutral times can all be referenced with demonstrative pronouns. Demonstrative pronouns are places or places that are expressly indicating the place and are close to, a little distant from, or far from the speaker. Here is a list of demonstrative pronouns organized by category.

a. Demonstrative time

Now: now, now, today, now, now

Past: yesterday, past, past, past

What's to come: tomorrow, tomorrow, in the future, in the future, in the future

Neutral: morning, afternoon, afternoon, evening

b. Demonstration of the place

Close to the speaker: here, here, here

Somewhat close to the speaker: that, there, there

Far from the speaker: there, there, there

Explicit: Demak, Semarang, Sala

c. Comparative reference

A sort of grammatical coherence known as comparative reference (comparison) compares two or more items that are alike or alike in terms of shape, attitude, nature, behavior, and other factors. Rich, similar, identical, meh padha, and other comparable terms are only a few examples of often used comparison words.

B. Substitution (duration)

Substitution refers to replacing a word with another word. Substitution is almost the same as reference. The difference between the two is that reference is a relation of meaning whereas substitution is a lexical or grammatical relation.

In addition, substitution can be in the form of proverbs, i.e. words used to indicate actions, circumstances, things, or

the contents of the discourse parts that have been mentioned before or after can also be in the form of clause substitution.

Substitution is one type of grammatical cohesion in the form of replacing certain lingual units with other lingual units in discourse to obtain a distinguishing element.

1. Nominal substitution

The process of substituting lingual units that fall under the noun category for other lingual units that fall under the same category is known as nominal substitution. For instance, the words level and title are swapped for rank and title, respectively.

Take a look at the following example. Agus has now managed to get a Bachelor's degree in Literature. His bachelor's degree will be used to serve his country and nation through his literary works.

2. Verbal substitution

The act of replacing a lingual unit that is categorized as a verb (verb) with another lingual unit that is also a verb is known as verbal substitution. For example, the word composing is replaced with a verb, the word trying is replaced with the word endeavor, and so on. Take a look at the following example. Vishnu has a hobby of composing short stories. He has worked since he was in junior high school.

3. Phrase substitution

Phrase substitution is the process of switching out particular linguistic units, such as words or phrases,

for other lingual units, such as phrases. For example in the following example. I mean to see my parents. As long as Sunday, a holiday.

4. Clause substitution

Clause substitution is the process of swapping out some lingual units, such as clauses or sentences, with other lingual units, such as words or phrases. See the following speech example.

Q: If Anang's changes are not well received by the people around him, it may be because many people are not as successful as Anang.

A: It seems so.

C. Ellipsis (absorption)

Ellipsis is anything that isn't spoken in discourse, therefore it isn't in communication, yet it can still be comprehended. So the understanding is certainly obtained from the context of the conversation, especially the textual context.

As a guide, it can be said that the notion of ellipsis occurs when an element that is structurally supposed to exist is not displayed. So it feels like something is incomplete. The ellipsis/deletion cohesive relationship is basically the same as the substitution/substitution cohesive relationship.

It's just that in this elimination relationship the substitute element is expressed in the form of zero (zero).

Something that is stated in a certain word, phrase, or part of a sentence is released because it has been mentioned in the previous or following sentence.

Naming omissions is usually with a syntactic function or role. For example, eliminating the subject (function), and eliminating the actor (role). Consider the following example.

Budi suddenly woke up. covered his eyes from the glare, wiped his face with a handkerchief, then asked, “Where is this?”

Leasing can be divided into locative, patient, agentive, instrumental, and temporal.

1. Locative deletion occurs when the omitted element is a word that indicates a place.
2. The patient punctuation mark occurs if the deleted element is a word that indicates the target or object.
3. Eradication of perpetrators occurs if the element that is removed is in the form of the perpetrator or the subject.
4. The deletion of an action occurs if the element that is omitted is in the form of an act, deed or predicate.
5. Instrumental deletion occurs if the element that is omitted is a word that indicates a tool.
6. Temporal dissipation occurs when the omitted element is a word indicating time.

D. Conjunction (sequence)

Conjunctions are linguistic forms or units that function as liaisons, couplings or liaisons between words and words, phrases with phrases, clauses with clauses, sentences with sentences, and so on.

Conjunctions are also known as a means of connecting discursive elements. Conjunctions are easily recognizable because their presence is seen as a formal signifier. Some types of conjunctions include: a) adservative conjunctions (but, but), b) causal conjunctions (because, because), c) correlative conjunctions (moreover, that), d) subordinate conjunctions (though, if), and e) conjunctions temporal (before, after, then, then).

Conjunctions or conjunctions have the task of connecting two lingual units. The units in question are clauses, phrases, and words. So, conjunctions can connect between similar lingual units or between lingual units of one type with other lingual units.

II. Lexical Cohesion

Besides being supported by grammatical aspects, the cohesiveness of discourse must also be supported by lexical aspects. Lexical cohesion or lexical integration is a lexical relationship between parts of discourse to obtain a cohesive structural alignment.

The elements of lexical cohesion consist of synonyms (equality), antonyms (opposite words), hyponyms

(relationships of parts or contents), repetition (repetition), collocation (password), and equivalence. The purpose of using the lexical aspect is to get the influence of the intensity of the meaning of language, the clarity of information, and the beauty of other languages.

Lexical cohesion is cohesion that is achieved through word choice. Lexical cohesion can take the form of repetition, antonyms, synonyms, and hyponyms.

There are six different types of lexical cohesiveness, as follows:

1. Repetition (repetition).

Repetition is the repetition of lingual units, such as syllable sounds, phrases, or sentence fragments, that are important enough to warrant stress in the right situation. Repetition can be categorized into eight different categories based on where linguistic units are repeated in a line, clause, or sentence. These categories include epizeuxis, tautotes, anaphora, epistrophe, simplek, mesodiplosis, epanalepsis, and anadiplosis.

2. Synonyms (Word Match).

Lexical aspects other than repetition are synonyms. The purpose of synonyms in discourse is to create a relationship of equivalent meaning between one linguistic unit and another lingual unit. One of the lexical elements that contributes to the coherence of conversation is the use of synonyms.

The study of words with similar meanings or instances in which two or more words have the same meaning are two examples of synonyms. Synonyms, on the other hand, are words with the same meaning. Words with words, words with phrases or vice versa, phrases with phrases, or clauses/sentences with clauses/sentences can all be synonyms.

3. Antonym (opposite meaning).

The term antonym is used to express the opposite meaning while the opposite word is called antonym. Antonyms are relationships between meanings whose logical forms are very different or contradictory. Antonyms are also called oppositions of meaning.

Concepts that are utterly opposed to those that are just contrasted are included in the definition of the opposition of meaning. An antonym is a term for something else or a linguistic unit that has the opposing connotation to another linguistic unit.

4. Collocations (word pairs).

Collocations or word pairs are certain associations in the use of word choices that tend to be used side by side. Word collocations are words that tend to be used in a particular domain or network.

5. Hyponymy (top-down relationship).

A language unit (word, phrase, or sentence) that is believed to be a portion of the meaning of another

language unit is referred to as a hyponym. A relationship between words known as hyponymy can take the shape of a top-down or meaning that combines several other elements.

The word class that is in the higher class is called superordinate and the lower class is called hyponym because there is an upper class that comprises a number of smaller components and there are a number of lower classes that are components that are included in the upper class.

6. Equality (Equivalence).

Equivalence is the relationship between two linguistic units in a paradigm that are equivalent to one another.

Conclusion

It can be concluded that cohesion is the relationship between propositions stated explicitly by grammatical and semantic elements in sentences that make up discourse. Cohesion is a formal aspect of grammar, especially in the syntactic organization of sentences to produce complete speech

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Chapter 4: Coherent in Discourse Interpretation

The goals or objectives are:

After learning the fourth chapter about “Coherent in Discourse Interpretation”, the students are expected:

- To be able to comprehend the concept of Discourse
- To be able to comprehend Coherence in Discourse Interpretation
- To be able to comprehend Terms of Discourse

Introduction

Etymologically the term discourse comes from the Sanskrit *wac/wak/vac* which means to say. The word then turns into discourse. The *ana* form that appears at the end is a suffix which means to objectify (nominalize). So, the word discourse can be interpreted as words or speech.

According to Kridalaksana, the highest or largest grammatical unit in the grammatical hierarchy, discourse is the most complete language unit. This discourse appears as comprehensive writings (novels, books, encyclopedia series), paragraphs, lines, or single words that convey the entire idea.

From this definition, it appears that the emphasis of discourse according to Kridalaksana is written discourse, not oral discourse. According to him, lingual units ranging from words, sentences, paragraphs, to essays can be in the form of discourse, as long as it carries a complete message.

Tarigan in Purba and Herman (2020) state that the most complete linguistic unit is discourse, which is superior than clauses and sentences. Discourse is continuous, has a defined beginning and finish, good cohesiveness, and coherence.

Concept of Discourse

From the above understanding, in compiling a discourse, the elements must always be considered so that a complete discourse is formed. Sumarlam, on the other hand, asserts that discourse, which can be observed from the exterior structure, is the most comprehensive unit of language presented vocally, such as speeches, lectures, sermons, and dialogues, or in writing, such as short tales, novels, books, letters, and written documents (in terms of form). that are integrated, connected, and have a coherent inner structure (in terms of meaning).

The language unit known as discourse is constrained by a unity. Both form and meaning can be considered as aspects of unity. As a result, a discourse is always realized as a collection of sentences. Discourse can be expressed with sentences, as well as with words or phrases.

Discourse, according to Mulyana, is the most nuanced and comprehensive linguistic component. The linguistic support units for completing essays comprise phonemes, morphemes, words, phrases, clauses, sentences, and paragraphs.

In short, discourse is the most complete language unit formed from a series of sentences that are continuous, cohesive, and coherent according to the context of the situation.

In other words, discourse is speech units which are the embodiment of language that can be realized in at least one paragraph, paragraphs can be realized in one or more words. The form of discourse can be in the form of complete essays, namely novels, books, encyclopedia series and forms of oral discourse in the form of speech.

Discourse is formed from segmental and non-segmental elements, but discourse does not display the completeness of its constituent elements but also displays a picture of how language-speaking communities use language through a series of utterances.

Discourse research is essentially an attempt to understand language in relation to social situations when using language in its language. The purpose of casting discourse is to convey information, evoke feelings and a combination of both. The discourse approach used must be in accordance with the objectives and functions. The purpose of information can use a factual approach. The

purpose of generating feelings can use an imaginative or fictional approach. While the purpose of information and evoke feelings (both) can use a factual-imaginative approach.

From some of these statements, it can be seen that discourse in its realization is always a collection of sentences. A sentence is a collection of several words and a word is a collection of syllables and a word is a collection of letters.

Novels, books, encyclopedia series, and types of oral discourse in the form of speech are examples of written discourse in the form of entire essays. Discourse, to put it briefly, is the most comprehensive linguistic unit made up of a string of continuous, cohesive, and coherent sentences that are appropriate to the occasion.

According to Chaer in Sumarlam's book, discourse is a cohesive entire language, making it the highest or biggest grammatical unit in the hierarchy. When conceptions, ideas, thoughts, or ideas are fully developed and clear to the reader (in written discourse) or listener (in oral discourse), discourse is said to be complete.

Because discourse is composed of phrases or sentences that comply with grammatical and other discursive standards, discourse is referred to as the highest or greatest form of language (cohesion and coherence). Eriyanto added another statement about the purpose of debate. Discourse is understood as the combination of text and context.

Discourse analysis is concerned with describing how text and context interact during a communication process.

Additionally, Eriyanto discussed the significance of discourse components, including context, participants, intertext, and circumstance. Discourse is a type of social practice that applies the dialectical link that exists between actual events, actual institutions, and the resulting social structure. The language unit known as discourse is constrained by a unity. Both form and meaning can be considered as aspects of unity. As a result, a discourse is always realized as a collection of sentences. Discourse can take the shape of sentences, even short phrases or single words.

In Tarigan, Kridalaksana had a somewhat identical viewpoint on this. According to him, discourse is the highest or largest grammatical unit in the grammatical hierarchy and the most comprehensive language unit. However, in fact, discourse can appear as whole works (novels, short tales, books, encyclopedia series, etc.), paragraphs, sentences, phrases, or even single words that convey an entire idea.

Crystal in Nosa et. al. (2022) revealed that in the field of linguistics, discourse means a continuous series of sentences that are wider than sentences, while from a psycholinguistic point of view, discourse is a dynamic process of expression and understanding that governs grammar.

The appearance of people in linguistic interactions. Thus, what is meant by discourse is a linguistic unity whose elements are complete, composed of words, phrases, sentences, or sentences both spoken and written that form a harmonious and integrated understanding, both in terms of meaning and phonetic form.

Coherence is the integration of relationships between sentences in discourse. Coherence is also a harmonious reciprocal relationship between elements in a Keraf sentence. In line with that, Halliday and Hasan assert that the structure of discourse is basically not a syntactic structure, but a semantic structure, namely the semantics of sentences containing propositions. Because some sentences will only become discourse as long as there is a meaning relationship between the sentences themselves.

Coherence in Discourse Interpretation

Coherence is the relationship between propositions, but the relationship is not explicitly or clearly seen in the sentence that expresses it. Discourse coherence is actually a semantic relationship. That is, there is a relationship between propositions. Structurally, the relationship is represented by connecting semantically one sentence (section) with another sentence. This meaningful relationship is sometimes indicated by a lexical device, but sometimes without a sign.

The semantic relationships in question include:

1. Causal relationship
2. How it is generated
3. Causality
4. Purpose-meaning relationship
5. Conclusion-background relationship
6. Result relationship
7. Term-yield relationship
8. Comparative relationship
9. Paraphrasing relationships
10. Relationship strengthening
11. Time additive relationship (simultaneous and sequential)
12. Non-time additive relationship
13. Relationship identification
14. Specific general relationships, and
15. Same-sex relationships.

Cohesion is one technique to create coherence, which is the integration of ideas amongst discourse components. One component of discourse that is crucial to maintaining the integrity of its meaning is coherence. The semantic-pragmatic relationship that should exist in an utterance is not built and is irrational if the statement lacks coherence. Coherence refers to the understanding and coherence between sections of a text or speech.

The coherence component of discourse structure is crucial to its existence since it organizes the internal relationships between ideas in order to achieve wholeness. The existence of a meaning relationship that takes place between pieces semantically explains why a whole is cohesive.

In essence, the coherence connection is a collection of logically ordered facts and ideas. Due to the fact that it refers to areas of meaning that call for interpretation, coherence might occur implicitly (covertly).

In addition, understanding the coherence relationship can be achieved by inferring the relationship between propositions in the body of discourse. Cohesion can be stated explicitly, which is expressed in the form of coherence markers in the form of markers of relationships between sentences.

Relationship markers serve to connect sentences as well as add clarity to the relationship between sentences in the discourse. Several forms or types of coherence relationships in discourse have been described by experts.

D'Angelo in Tarigan states that the elements of discourse coherence include: additional elements, repetition, pronouns, synonyms, totality of parts, comparisons, emphasis, contrasts, conclusions, examples, parallelism, location of members, and time. Wohl in Tarigan, states that coherence is a neat arrangement of reality and ideas, facts,

ideas, into logical strands, so that it is easy to understand the message they contain.

The coherence of a discourse can be realized implicitly or explicitly. Implicitly this can be achieved through the context of the situation in which the language is used. This can be achieved explicitly through its cohesion element and its continuous reference element.

The purpose of the aspect of using aspects or means of coherence, among others, is to create an order and structure of discourse that has a harmonious, coherent, and logical nature. The nature of harmony means appropriate, compatible, and compatible.

The accuracy lies in the harmonious relationship between propositions in the unity of discourse. Coherent means sequential, systematic, not discontinuous, but related to each other. While the logical nature contains the meaning of fair, reasonable, clear, and easy to understand. Discourse cannot be defined as a succession of statements without a logical connection between form and meaning.

Halliday and Hassan assert that the structure of discourse is basically not a syntactic structure, but a semantic structure, namely the semantics of sentences containing propositions. Because some sentences will only become discourse as long as there is a meaning relationship between the sentences themselves.

According to Brown and Yule, coherence refers to the consistency and comprehension of ideas inside individual

text or voice units. The coherence component of discourse structure is crucial to its existence since it organizes the internal relationships between ideas in order to achieve wholeness.

The purpose of using aspects or means of coherence, among others, is to create an atmosphere and discourse structure that has a harmonious, coherent, and logical nature. The nature of harmony means appropriate, compatible, and compatible. The accuracy lies in the harmonious relationship between propositions in the unity of discourse. Coherent means sequential, systematic, not discontinuous, but related to each other. Confusion means generally occurs in the structure of the sentence (structure).

This principle is needed to neatly integrate the elements of discourse into a single unit so that there are no leaps of thought. Logical nature means reasonable, reasonable, clear, and easy to understand. A series of sentences that do not have a logical relationship between form and meaning cannot be said to be discourse.

The discourse coherence relationship is actually a semantic relationship. This means that there is a relationship between positions. Structurally, this relationship is represented by sentences (sections) that are semantically connected to each other. These meaningful relationships are sometimes marked by lexical tools, but sometimes by signifiers.

1. Cause and effect relationship

The first line expressing the cause and the subsequent one stating the result demonstrate this cohesion. The following are examples of phrases that use cause-and-effect relationships.

He couldn't possibly find a fiction book in the library. This library collection is exclusively for non-science books.

2. Cause and Effect Relationships

This coherence is expressed by the second sentence which states the cause of the occurrence/action stated in the first sentence. The following is the use of cause-and-effect relationships in sentences. Suddenly, he missed his son. Without much preparation he went to that distant city.

3. Yield Means Relationship

This coherence is expressed by the first sentence which states the means of acquisition which is stated in the next sentence. The following is the use of the way-result relationship in a sentence.

Our badminton athletes finally dominated the Indonesia Open championship. We should not be surprised, they train hard and are very disciplined.

4. Destination Means Relationship

This coherence is expressed by the second sentence which states the conditions for achieving what is stated

in the other sentences. The following is the use of the mean-end relationship in sentences. Work hard. Your dream of becoming a rich person will come true.

5. Relationship Reason Action

This coherence is expressed by the first sentence stating the reason for the form of action stated in the next sentence. The following uses the reason-action relationship in a sentence. This year they are determined to build their own house. They have lived in your house for a long time.

6. Background Relationship Conclusion

This coherence is expressed in one sentence which states the conclusion of the statement in another sentence. The following is the use of background-inferential relationships in sentences. Even though the car is old. Apparently the owner is good at taking care of him.

7. Earnings Allowance Relationship

This coherence is expressed in one sentence which states the failure of a business which is stated in another sentence. The following is the use of slack-yield relationship in sentences. I've been in this town looking for him for a long time. I can't find the address either.

8. Relation of Result Terms

This coherence is expressed in one sentence stating the conditions for achieving what is stated in another sentence. The following is the use of the result-conditional relationship in sentences. Give the right seasonings and seasonings. Your food must be delicious.

9. Comparative Relationships

This coherence is expressed by the first sentence compared to that expressed in the next sentence. The following is the use of cause-and-effect relationships in sentences. The bride was very graceful. Like the gods from Heaven.

10. Paraphrastic Relations

This coherence is expressed by the idea expressed in the first sentence which is expressed differently by the next sentence. The following is the use of paraphrasing relationships in sentences.

I do not agree with the increase in the budget for this project, because last year the funds did not run out either. It's time for us to save people's money.

11. Amplification Link

This coherence is expressed by the idea stated in the first sentence reinforced or confirmed by the idea in the next sentence. The following is the use of amplification in sentences. Don't separate the two birds. Put in one cage only.

12. Additive Relationship

This coherence is expressed by the idea stated in the first sentence followed or added to the idea in the next sentence. The following is the use of additive relationships in sentences. Let him sit down first. I will finish this work (together).

13. Relationship Identification

This coherence is expressed by the idea stated in the first sentence which is identified by the next sentence. The following is the use of identification relationship in sentences. Not being able to go to university doesn't mean you're stupid. You know what, Einstein? The genius physicist also failed to enter university.

14. Generic-Specific Relationships.

This coherence is expressed by the first sentence expressing general or broad ideas, while the following sentences express specific or narrow ideas. The following is the use of generic-specific relationships in sentences. The model girl is very beautiful. Her face is clean, her eyes are beautiful, her lips are charming. Moreover, the way is extraordinary.

15. Gene-Specific Relationship

This coherence is expressed by the first sentence expressing general or broad ideas, while the following sentences express specific or narrow ideas. Here is the use of generic-specific relationships in sentences.

I wake up at 05.00. I take a shower and pray at dawn. After that I help my mother and have breakfast if there is anything. Then go to school. That's what I do every morning.

Types of Discourse

Discourse is classified according to media (oral discourse and written discourse), based on its expression (direct and indirect discourse), based on form (drama discourse, poetry discourse, and prose discourse), and based on placement (speech discourse and discourse). Discourse is based on several aspects, namely (1) form, (2) media, (3) number of speakers, and (4) nature. Thus, discourse can be classified based on: the medium of delivery (used), the nature or type of use, form, method, and purpose of presentation.

Discourse can be separated into two categories: written discourse and oral discourse, depending on the delivery method. Discourse provided in writing or using written media is referred to as written discourse, and it involves indirect communication between the author and the reader.

Speaking directly to the audience through spoken language is known as oral discourse, and it allows for direct interaction between the speaker and the listener.

Discourse is split into two categories, monologue discourse and conversation discourse, depending on its purpose or type of use. Monologue discourse is a type of

discourse spoken by one person without involving other people to participate. Dialogue discourse is a type of discourse spoken by two or more people.

Based on its form, discourse can be classified into three forms, namely prose, poetry, and drama discourse. Prose discourse is discourse that is conveyed in prose. Poetry discourse is discourse that is conveyed in form. Drama is a discourse that is conveyed in the form of drama, in the form of dialogue, both in the form of written discourse and oral discourse.

Discourse is typically divided into five categories based on the presentation strategy and goal: narrative discourse, exposition, argumentation, persuasion, and description. Speaking in the first or third person at a specific time and emphasizing the order of time, narrative discourse is also known as storytelling speech.

Narrative discourse describes the occurrence of an event, both fictitious and real. With regard to the incident, it is explained who the perpetrator is, how he behaves, where it happened, when it happened, what was the atmosphere of the incident, how the story went, and who was the storyteller.

Narrative discourse can be factual or imaginative such as fairy tales, novels, biographies, sketches, and anecdotes. Expository discourse or disclosure discourse is a discourse that does not question time and actors.

This discourse is subject-oriented, and the parts are logically tied together. Exposition or discussion discourse is a discourse whose contents explain something, for example explaining the meaning of something, explaining what has been said or written by other people.

Explain how something happened, explain past and present events, explain the importance of something, and so on. School lessons, lectures, reports, editorials, are usually organized in expository discourse.

Argumentative discourse is a discourse that contains ideas or ideas that are equipped with data as evidence and aims to convince the reader of the truth of the idea or idea. In argumentative discourse, the reason for something is true or not, with the intention that the interlocutor can be convinced so that he is compelled to do something. In defending or disproving something, reasons are put forward based on evidence, not based on feelings or passions.

The goal of persuasive discourse is to firmly persuade the reader or listener to follow the advise or invitation. Its content usually takes the shape of an invitation or advice and is brief and engaging. A discourse that tries to describe, describe, or characterize something in terms of what it is is known as descriptive discourse. Descriptive discourse contains sensory images (sight, smell, thirst, fatigue), feelings, and mental behaviors (hopes, fears, love, hate, longing, and feelings of depression).

Sensing is carried out on an event, condition, situation, or problem. Through descriptive discourse, readers are expected to be able to see or feel what is described in the discourse.

Terms of Discourse

The ideal discourse contains a set of related propositions to produce a sense of cohesion or a sense of cohesion. In addition, regularity or neatness of arrangement is also needed that creates a sense of coherence.

In other words, cohesion and coherence are important factors in improving the quality of discourse. The elements that determine the integrity of discourse are cohesion and coherence. To form a complete discourse there are several conditions. The first condition is the topic, the second is the existence of speech that reveals the topic, and the third is the existence of cohesion and coherence.

1. Topics.

Topic is something that is discussed in a discourse. Topics can be stated by the editor, what is someone talking about?, what is someone saying? what are they talking about?, and so on. That is, the topic animates the whole discourse. This topic causes the birth of discourse and the functioning of discourse in the communication process.

2. Topic Revealing Speech.

The second discourse requirement is speech that reveals the topic. The topic needs to be elaborated so that the meaning composed of several sentences becomes intact because the concrete form of the speech is the relationship between paragraphs and other paragraphs that make up the text.

The text referred to in the discourse is not always in the form of written speech, but also oral speech. Therefore, in the study of discourse there are written texts and oral texts.

3. Cohesiveness

In general, a good discourse will have cohesion and coherence. Cohesion and coherence are the third conditions of discourse. Cohesion is a harmonious relationship between one element and another in the discourse so as to create a good and coherent understanding.

Cohesion refers to connecting forms, while coherence refers to connecting meanings. Good discourse exists generally has both. Sentences or phrases that are related to each other; one meaning is connected to another.

The word cohesion implies wholeness, while in coherence it implies affinity or relationship. Cohesion refers to the aspect of form while coherence refers to the aspect of meaning.

With the cohesion and coherence in a discourse, making the discourse easy to read and understand. In other words, cohesion and coherence determine the level of readability and understanding of a discourse.

Conclusion

Coherence according to linguistics is the integration between lingual units in text or speech. Coherence also means the semantic relationship between sentences or between parts of discourse, whose existence serves to create cohesion between parts in a text or speech.

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Chapter 5: The Role of Discourse Analysis in Linguistics

The goals or objectives are:

After learning the fifth chapter about “the role of discourse analysis in linguistics”, the students are expected:

- To be able to comprehend the Implications of Discourse Analysis in Learning English
- To be able to comprehend some benefits of Discourse Studies in the Indonesian Context
- To be able to comprehend some approaches in Discourse Analysis
- To be able to comprehend the Position of Discourse Analysis as a Discipline of Science

Introduction

At first linguistics is part of philosophy. Modern linguistics, pioneered by Ferdinand de Saussure in the late 19th century, studies language scientifically. Modern linguistic studies are generally limited to issues of language elements, such as sounds, words, phrases, and sentences as well as elements of meaning (semantics). The study of linguistics seems unsatisfactory. Many unresolved language problems. As a result, scholars are trying to develop a new discipline of study called discourse analysis.

Discourse is the most complete language unit above the sentence and the highest grammatical unit in the grammatical hierarchy. As the most complete unit of language, discourse has concepts, ideas, thoughts, or ideas that can be understood by readers and listeners.

As the highest grammatical unit, discourse is formed from sentences that meet other grammatical and discursive requirements. The grammatical requirement in discourse is that the discourse must be cohesive and coherent.

Cohesive means that there is a harmonious relationship between the elements in the discourse. While coherent means that the discourse is integrated so that it contains a neat and correct understanding.

Discourse analysis interprets the meaning of an utterance by paying attention to the context, because the context determines the meaning of the utterance. Context is divided into linguistic context and ethnographic context. The linguistic context is in the form of a series of words that precede or follow, while the ethnographic context is a series of characteristics of the surrounding ethnographic factors, for example the cultural factors of the language user community.

More Definitions about Discourse Analysis

According to Michael Foucault (1972), discourse is sometimes a field of all statements, sometimes as an individualization of a group of statements, and sometimes

as an organizing practice seen from a number of statements. Discourse is a word that is often used by people today. There are many meanings surrounding this discourse. In the field of sociology, discourse refers primarily to the social context of language use. In a linguistic sense, discourse is a language unit that is larger than a sentence.

According to Eriyanto (Discourse Analysis, Introduction to Media Text Analysis), Discourse Analysis in linguistic teaching is a reaction to formal language forms (which pay more attention to units of words, phrases, or sentences solely without seeing the relationship between these elements). Discourse analysis is the opposite of formal linguistics, because it focuses on the stages of the sentence above, such as the grammatical relationships that are formed in the stages of a larger sentence.

When the purpose of discourse analysis in the field of social psychology is also interpreted as a conversation. The discourse referred to here is somewhat similar to the structure and form of user interviews and practices. Whereas in the political field, discourse analysis is the practice of using the subject, and through the ideological language absorbed in it, this aspect is studied in discourse analysis.

There are three views of language in language. The first view is represented by empiricist-positivism. According to them, discourse analysis describes the relationship of sentences, language, and shared understanding. Discourse

is measured by considering truth or untruth according to syntax and semantics (point of concern is based on whether the language is grammatically correct) Content Analysis (quantitative)

The second view is called constructivism. This view places discourse analysis as an analysis to reveal certain intentions and meanings. Discourse is an attempt to uncover the hidden intentions of the subject asking the question. Disclosure is done by placing oneself in the speaker's position with interpretation following the speaker's meaning structure. Framing Analysis (frame)

The third view is called the critical view. Discourse analysis in this paradigm emphasizes the constellation of forces that occur in the process of producing and reproducing meaning. Language is not understood as a neutral medium that is outside the speaker. Language is understood as a representation that plays a role in shaping the subject, theme of discourse, or strategy in it. Therefore, discourse analysis is used to reveal the strengths that exist in each language process, what limits can be a discourse, what perspective should be used, what topics are discussed.

Discourse sees language as always involved in power relations. This is due to the use of a critical perspective. This category of discourse analysis is also known as critical discourse analysis. This is to distinguish it from discourse analysis in the first and second categories (discourse analysis).

Implications of Discourse Analysis in Learning English

Discourse analysis offers something new. Language is analyzed not after being separated from the owner, user and context, but as the event takes place. Thus, the analysis is emphasized on the analysis of language processes. However, because this is done, it is necessary to use video recordings, cassettes, or written transcripts, so that analytical activities are carried out by reconstructing the discourse that has been in the form of products using interpretation tools so that the atmosphere of language use that is raised by language users can be described again. Thus, discourse analysis which is approached from a pragmatic point of view becomes important in language teaching.

There are at least two language teaching activities that need to be considered, namely: a) the teaching process and b) the objectives to be achieved. The teaching process is essentially a communication process between participants, namely between teachers and students. The teacher conveys the message of the subject matter to students in the form of discourse. The language used by the teacher is not a free language but a language that is built using discourse-forming tools so that it is easily understood by students.

Students are participants who catch the message conveyed by the teacher by interpreting the teacher's speech. They try to understand the teacher's intention by reconstructing the speech in his mind. Students will only be able to capture the meaning contained in the utterances

correctly if they are able to bring back the discourse-building tools used by the teacher as a means of interpretation.

Teachers formulate teaching goals for students, thus teachers act on behalf of students. Students as learning people must understand what must be achieved so that all activities carried out always lead to goals and there is no feeling of being forced to act. In Indonesia, this task is represented by the teacher. So that the learning objectives of students have been arranged in the form of packages while students just have to achieve them. The purpose of teaching English in schools is for students to be skilled in speaking both orally and in writing.

Based on the formulation of these objectives, it can be concluded that students can communicate using English directly or indirectly. To achieve this goal, discourse analysis has a very big role. Because this activity is carried out in the classroom, the indicators that can be raised are:

1. goal-oriented curriculum.
2. students communicate with teachers, students will achieve goals, so discourse analysis plays a very big role in teaching listening and reading skills.

Listening is intended so that students can hear and understand the sound of the language spoken by the teacher, then catch the message. Listening skill is an oral receptive skill, so that student activities are centered on the ear and mind. The ear catches the sound, while the mind reconstructs the discourse expressed by the teacher to capture the

message contained in it. Listening is a receptive language activity in communicating, it is impossible for listeners/readers to catch messages without recognizing aspects of the context of the situation, coherence, implicature, inference, reference, and so on.

Reading is intended to pronounce the written sound and then capture the ideas contained in the series of sounds. Writing as a language product is intended to convey messages to readers indirectly. The reader tries to recreate the writing process with a writing interpretation tool with the intention of capturing the message contained in the writing. The essence of reading is reciting sounds with the intention of capturing messages, discourse analysis plays a role in efforts to capture messages. The author's message is contained in written language which is arranged systematically based on the rules of language and writing.

Messages can be arranged hierarchically between main messages, explanatory messages, illustrations, and examples. The form of writing cannot be separated from the author's perception of the object/problem at hand, so that the reader does not only recite the writing and then can capture the message.

Benefits of Discourse Studies in the Indonesian Context

Discourse studies have great benefits when associated with the context of Indonesia which has cultural and cultural diversity. Some of the benefits are:

1. Helping the community understand the various problems that occur and find solutions. With the discourse analysis can help people to think critically in dealing with various problems that exist in society.

For example, a discourse study will help in exploring the following problems, finding solutions to various problems, such as floods that always hit the capital city every year, understanding the presidential candidacy market, dealing with problems related to beggars that are mushrooming everywhere, traffic jams.

As a consideration to determine the steps to be taken after seeing the facts that developed in the community. In discourse analysis, there must be various views supported by logical thinking.

With these considerations, the community will be easier to determine the steps. A simple example, when a woman will choose a beauty product that is suitable for her, of course there are many product offerings that vary from product form, price, and quality. This discourse study will help analyze to determine these choices.

2. Discourse studies can reveal various facts, ideals that are implied in a discourse in order to find out the intent and purpose of the author of the discourse. This discourse study is primarily a benefit of critical discourse studies. This study will help the public to

understand more deeply about the domination of power in discourse.

For example, in an advertisement there must be an attempt to influence viewers/readers to use certain products or services. With the existence of critical discourse analysis, it will help the public to think more critically with various careful considerations so that they are not easily tempted by the bombastic persuasion of the advertisement.

3. Unpacking the values contained in a discourse. These values are, of course, true values, not just a camouflage of language games.

The community will be led to sort out which values are good and which are not at the same time supporting these good values so that they thrive in the culture of society, for example the values of harmony, togetherness, and togetherness. tolerance. , etc.

4. Discourse studies contribute to the development of education by instilling skepticism and critical thinking about everything. Cultivating this attitude will always increase awareness of things. Indirectly this will encourage people to always practice thinking systematically.
5. Discourse studies allow analyzing phenomena that occur in the surrounding environment from various points of view. This will have an impact on increasing

understanding and knowledge from various parties so that it can enrich experience and knowledge.

Approach in Discourse Analysis

Discourse analysis is a general term that is widely used from various disciplines and with various paradigms. There are three paradigms of discourse analysis, among others: a formal paradigm or view (highlighting structure), a functional paradigm (highlighting usage in context), and a formal and functional paradigm (dialectics).

1. Based on the Formal View

Tarigan (1993:25) states that discourse is a unit of language; most complete, largest, and highest; above the sentence/clause, regular, continuous, spoken and written and has a definite beginning and end. Thus the meaning of discourse in this context refers to the whole paragraph. As a paragraph that is considered discourse, of course the paragraph has a main idea (main idea) and supporting ideas (supporting idea).

The two collaborated to compose the message. In this way, the message conveyed in a discourse is well packaged so that it is easy to understand and this view is understood to lead to a more formal view.

2. Based on Functional View

The functional approach is poorly documented, and even attempts to assign a common set of labels to the language's main functions facilitate analysis.

The language function is involved in the expression of social relationships and personal attitudes that function in an interactional way.

Oral discourse is very easy and can be found in everyday life. Oral discourse is formed through a combination of verbal and nonverbal elements. The two combine into one to build a discourse. When someone speaks, body parts such as hands, head, eyes and even feet will move according to the tone of speech and the psychological situation in speaking. Each is a part that is not part of the form of communication.

3. Based on Formal and Functional View (Dialectic)

Discourse is a structured event that is realized through linguistic behavior (language). Daily human life is always colored by various activities and events, both routine and incidental.

Ngaben (cremation ceremony in Bali), Tiwah (part of the Ngaben ceremony for the Dayak nganju community in Kalimantan. Batagak pangulu (Minangkabau), Mengket Rumah (traditional house climbing ceremony in Karo Batak, see wake up, are some examples of structured events in human life, this is in the form of discourse whose manifestations can be observed in the form of text.

Discourse is a complete linguistic record of communication events, both spoken and written. Discourse can be said as a series of interconnected

sentences (connecting one proposition to another) and forming a unified meaning. Discourse as a speech event, which is what happens between the speaker and the receiver.

The Position of Discourse Analysis as a Discipline of Science

Discourse analysis interprets the meaning of an utterance by paying attention to the context, because the context determines the meaning of the utterance. Context includes: linguistic context and ethnographic context.

The linguistic context is in the form of a series of words that precede or follow it, while the ethnographic context is a series of characteristics of the surrounding ethnographic factors, for example the cultural factors of the language user community.

The benefits of conducting discourse analysis activities are understanding the nature of language, understanding the process of language learning, and language behavior. The discipline that studies discourse is called discourse analysis. Discourse analysis is a study that examines or analyzes the language used naturally, both in written and oral form.

This understanding is in accordance with the functional view which views discourse as the language used. Discourse analysis can be said as a discipline that has existed for a long time and its development is still relatively new.

In the study of literature and speech, the origins of discourse analysis can be traced back to 2000 years ago. This can be seen from the rhetoric. Classical rhetoric was one of the most prominent disciplines of the time. Classical rhetoric is the art of good speech, including planning, composing, and presenting public speeches in the fields of politics and law. In Europe, discourse research is known as text linguistic research or tektgrammar.

Types of discourse based on the purpose of communicating

Discourse based on the purpose of communicating, includes discourse of argumentation, persuasion, exposition, description, and narration.

1. Discourse argument

Argumentative essay is a form of discourse that tries to influence the reader or listener to accept the statement being defended, both based on logical and emotional considerations.

Argumentation is a form of discourse that tries to prove a truth. Furthermore, an argument tries to influence and change the attitudes and opinions of others to accept a truth by presenting evidence about the object being argued.

Examples of argumentative discourse are: But what is worrying is the negative impact of excessive

doses of vitamins and minerals, especially by those who have a healthy body condition.

A number of studies reveal that multivitamins are not proven to prevent disease and vitamin supplements cannot improve malnutrition due to indiscriminate eating patterns. Even consuming high doses of vitamins and minerals in the long term can trigger the risk of certain diseases.

2. Exposition Discourse

Exposition discourse aims to explain something to the recipient (reader) so that he has an interest in understanding it. Exposition is a form of discourse that seeks to describe an object so that it can broaden the view or knowledge of the reader.

This discourse is used to explain the shape and nature of an object, for example explaining the meaning of culture, communication, technological development, economic growth to the reader.

These discourses also provide accurate and coherent explanations of complex topics, such as the structure of the state or government, theories about the emergence of a disease. It is also used to describe the occurrence of something, the operation of a tool and so on.

Example of exposition discourse: To get maximum results, it is necessary to pay attention to the following points: Before doing teeth whitening, the patient needs

to be diagnosed with the condition of his teeth, such as tooth enamel must be good because the whitening process takes place on tooth enamel. Also pay attention to whether the tooth is still active or not. After cleaning your teeth, the doctor will direct you to choose the right product to use.

3. Persuasion discourse

Persuasive discourse is a discourse that aims to influence the speech partner to act in accordance with what the speaker expects. To influence the reader, usually every effort is made to influence the interlocutor.

To achieve this goal, persuasion discourse sometimes uses irrational reasons. Persuasion is actually a deviation from argumentation, and specifically seeks to influence other people or readers.

So that the listener or reader does something for the person being persuaded, even though the person being persuaded actually doesn't really believe what he says. Persuasion prioritizes the use or utilization of psychological aspects to influence others. The most common types of persuasion discourse we encounter are campaigns and advertisements.

An example of an advertising discourse is as follows: "Use Daia, forget the rest. At this low price, cleaning up your pile of dirty clothes just gets even cleaner."

4. Descriptive Discourse

Descriptive discourse is a form of discourse that seeks to present an object or thing in such a way that the object seems to be seen, imagined by the reader, as if the reader can see it for himself.

The description has the function of making the reader seem to see an item or objects. A house description is expected to present many of the individual appearances and characteristics of the house, and several aspects that can be analyzed, such as size, construction materials, and architectural design.

In short, the description aims to make the reader aware of what the author has absorbed through his five senses, stimulates the reader's feelings about what is described, presents a quality direct experience.

The object described can be something that can be felt with our five senses, a green expanse of rice fields and beautiful scenery, city streets, mouse ditches, faces of beautiful people or people who are sad, music or the sound of thunder and etc.

Example: In the first rapids the big boat turns, then enters the third rapids with the stern first, until it finally crashes! The boat hit a large rock measuring 4 x 3 meters, and got stuck on the rock at an angle.

5. Narrative Discourse

Narrative discourse is a type of discourse that contains stories. In narrative discourse there are

important story elements, such as time, actors, events. There is an emotional aspect that is felt by the reader or recipient. Through narration, the reader or recipient of the message can form a picture or imagination.

Narrative discourse example: As I sat in that crowded courtroom, waiting for my case to be heard, I wondered how many people here today feel, like me, confused, heartbroken, and very lonely. I felt as if I was carrying the weight of the whole world on my shoulders.

Topics in Discourse Analysis

The topic in the discourse is not the same as the topic in the sentence. Sentence: that person has a very nice house. The expression of the person is the topic (subject) while the very good house is the commentary, the description of which consists of prime as the predicate and house, as the subject.

In the discourse analysis of the sentence above, it will be discussed as such, because the topic in question is the topic of the speaker. Thus the topic of the sentence above is very good. Very good phrases become the substance of the house (there are ugly houses, pretty good houses and very nice houses).

People's conversations about something can be about the same topic, namely:

A : It hasn't rained in a long time, now it has started to rain.

B : Yes, it turns out that the rainy season has started again, right?

A: possible! It rained only once, the air looks clean and feels fresh.

If the topic of this conversation is the same, then it is called topical (Brown, 1985:84). There are also conversations between two people that can go on and on, but they talk about their respective topics, for example:

A : I went to Surabaya yesterday to visit my nephew who is in the navy.

B : My son who is in Surabaya often sails to Singapore with export goods and when he comes home he often takes electronics with him.

A : Yes, his name is the navy, his wife also often complains that all her children's affairs must be taken care of by themselves.

B : Electronic goods are cheap, you know, especially if you get contraband.

Indeed, sometimes the topics discussed are still related, but the speakers often raise the issues of conversation individually. this kind of thing is called on the topic. One of the characteristics of discourse is cohesiveness. Apart from being a feature of discourse, cohesion can also be used as a means to interpret discourse in terms of its

sentence structure. If a sentence has a sequence of structural relationships between sentences, the sentence is called a cohesive. So cohesion is the coherence of the relationship between sentences.

Conclusion

It can be concluded that the relationship between linguistics and discourse analysis lies in the object of study. The object of study in discourse is the language itself. Discourse is the most complete language unit above the sentence and the highest grammatical unit in the grammatical hierarchy.

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Chapter 6: The Importance of Meaning in Discourse Analysis

The goals or objectives are:

After learning the sixth chapter about “the importance of meaning in discourse analysis”, the students are expected:

- To be able to comprehend the importance of Discourse Analysis
- To be able to comprehend Types of Discourse Analysis in the Perspective of Communication Studies
- To be able to comprehend Discourse as a medium of reality and communication
- To be able to comprehend Types of discourse use in the form of monologue, dialogue, and polylogue.
- To be able to comprehend Discourse as a medium of communication

Introduction

A discourse has a definite beginning and finish and is the largest and most comprehensive language unit above a phrase or clause. It can be presented orally or in writing. Discourse analysis is the study of the various functions

(pragmatics) of language. We use language in continuity or discourse strands. Without context, without discourse relationships between sentences and super-sentences, it is difficult for us to communicate with each other correctly.

Discourse includes four purposes of using language, namely: self-expression, exposition, literature, and persuasion. Each language also has several different types of discourse, including: narrative, conversation, composition, declamation, poetry. The important elements in discourse are language units, the most complete and largest, above sentences/clauses, orderly/tidy/combination of taste, continuity/continuity, sense of cohesion/sense of cohesion, spoken and written, as well as real beginnings and endings.

The Importance of Discourse Analysis

Discourse analysis aims to identify language principles that underlie discourse construction, production, comprehension, and symbolism. Discourse analysis's goal is to present discourse—as one of language's exponents—in the context of its use as a tool for communication. Discourse analysis is defined as a discipline that frequently studies or analyzes language that will be organically utilized by users as members of society, in both written and oral form. By relating text or context, a discourse's structural analysis can be carried out. Additionally, one is able to feel the conversation effectively by reflecting on their actions in

order to provide context for other participants by doing the same.

Data for discourse analysis will be collected by concentrating on discourse production, which consists of written texts in different written forms or vocal texts in different forms of speech. Discourse analysis or discourse analysis is a technique or procedure for investigating existing discourses or discourses included in communication messages, both textually and contextually.

Types of Discourse Analysis in the Perspective of Communication Studies

By looking at the position of researchers in a critical perspective, discourse analysis can be classified into several parts. Departing from this method, discourse analysis in communication studies is divided into 4 types, namely:

1. Representation

Representational discourse or representational discourse is a positivistic type of discourse in modernism. The researcher is removed from the item under study, feels it, and creates a representation of reality in the form of language expression without being critical.

2. Interpretive

Discourse of understanding or interpretive discourse or postmodernism discourse is a type of discourse which is interpretive modernism. The

researcher and the thing or reality being investigated are no different. Researchers define reality through interaction with people who know the research topic or informants with information, especially from literary sources. The researcher organizes observations that are known to the real world that are not important.

3. Doubt

The discourse of doubt is a type of discourse that is structural and critical of modernism. Researchers critically create reality based on the framework of social order.

4. Postmodernism

Postmodernism discourse or postmodernism discourse is a type of discourse that is poststructural in nature by rejecting all social orders and is critical.

Benefits of Discourse Analysis

Discourse has great benefits when it is associated with the context of Indonesia, which is diverse in culture and culture. These benefits include the following that you need to know:

1. It can help the community in understanding and solving various problems that often arise. Discourse analysis can also assist individuals in thinking critically about many social issues. As a determining factor for the next action to be taken after seeing the facts that will appear in the community. A discourse analysis must include

many points of view supported by logical reasoning. With these factors, people will be able to make better judgments.

2. Discourse studies can also reveal various facts, ideals that will be implied in a discourse in order to find out the intent or purpose of the author of the discourse. The main value of critical discourse studies is this discourse research. This research will also help the public to better understand the dominance of power in debate.
3. Revealing the values that will be presented in a debate. This is, of course, the true value of truth, not a gimmick disguised by language games. Without a doubt.
4. The community will be guided to choose which values are good and which are not, and support these good values in order to survive in the culture of society, such as the values of harmony, togetherness, tolerance, and so on.

Discourse as a medium of reality and communication (in terms of discourse reality)

In terms of reality, a discourse is in the form of a series of languages with all the completeness of the language structure as it is. But it turns out on the other hand, discourse can also manifest as a series of non-language.

For example, a series of signs and a series of signs which means a language that has been agreed upon by

several community groups as a convention. The circuit can be divided into:

Movement with movement around the head or face that includes:

1. Eye movements
2. Lip movement
3. Head movement
4. Changes in facial expressions
5. Hand movements
6. Foot movements
7. Whole body movement

Signals through the movement of other body parts can be divided into:

1. The reality of discourse in this case is the existence of discourse in verbal and nonverbal forms. A series of verbal language or language exists (the presence of language) with the completeness of the language structure, refers to the structure as it is, nonverbal or language likes to refer to discourse as a series of non-language (a series of meaningful signs or signs).
2. The form of discourse as a communication medium is in the form of a series of oral and written speech. As a communication medium for oral discourse, its form can be in the form of a complete conversation or dialogue and pieces of conversation. Discourse with

written communication media can be in the form of text, paragraphs, and discourse.

3. The presentation of discourse is the same as a review of the content, the way of preparation, and its nature. Based on this explanation, discourse includes narrative, procedural, hortatory, expository, and descriptive.

Types of discourse use in the form of monologue, dialogue, and polylogue.

Monologue discourse is a discourse that does not involve conversation or conversation between two interested parties. Discourse is a dialogue in the form of a conversation or conversation between two parties. The discourse of polylogs involves conversational participants in conservation. Signs which mean language, namely meaningful signs found on traffic signs

The process of constructing reality by discourse makers, for example in the mass media, begins with the existence of the first reality in the form of circumstances, objects, thoughts, and so on. In general, the communication system is a factor that influences actors in making discourse.

In a libertarian communication system, the discourse that is formed will be different in an authoritarian communication system. In particular, external and internal dynamics involving construction actors certainly affect the construction process. This also shows that the formation of discourse does not exist in a vacuum.

The influence can come from the author's personality in the form of idealistic, ideological, and so on. To carry out the construction of reality, construction actors use certain strategies. Not free from external and internal influences, this construction strategy includes the choice of language from words to paragraphs. The choice of facts to be included/excluded from popular discourse is called a framing strategy. And the choice of technique for presenting discourse in public is called priming strategy.

Discourse as a medium of communication

Delivering messages is the process of communication. Ideas or thoughts that are shared between parties in order to affect one another. In most cases, oral communication is conducted using mutually understandable language. If verbal communication is not possible, it can still be done by body language or sign language, such as by smiling, shaking one's head, or making other gestures.

Humans communicate to share knowledge and experiences. The common form of communication is spoken or written language. Communication can be interactive and transactive. The attitudes and feelings of a person or group of people can be understood by other groups through communication.

However, communication will only be effective if the message conveyed summarizes the components of communication. Components of communication are

things that must exist so that communication can take place properly. These components include the following.

1. The party who announces the message to the other party is known as the sender or communicator.
2. The party that receives communications from other parties is known as the communicant or recipient.
3. A message is the information or intent that one party conveys to another.
4. A response from the message's recipient or to the delivered message's content is known as feedback.

When viewed from the function of discourse as a medium of communication, the form of discourse can be in the form of a series of oral or written speech. As a medium of oral communication. Discourse in media life also has a deep meaning.

According to Norman (1995) in Herman et. al. (2022), discourse is the language used to represent a social practice, viewed from a certain angle. According to Fiske, discourse must be interpreted as a statement or more expressions. Discourse, then, is a process of communication that makes use of symbols that are connected to meanings and occurrences across a wide social system. Via a discourse approach, messages are conveyed using a variety of media, including words, writing, graphics, and others.

The process of media discourse produces text in the media (media discourse). The media's ideas, morals, and

interests are at play in this process. This demonstrates how the media is not objective in how it creates social reality. In interpreting social reality, the media take into account their point of view and viewpoint; they use it to decide which features are emphasized or left out. Determine the news's organization based on their preferences, including which side of the story is promoted, which details are prioritized or ignored, and which details are highlighted or left out.

Approaches in Discourse Analysis

Discourse is frequently interpreted as the basic idea that language is arranged according to diverse patterns followed by language users' speech when they participate in various spheres of social life, such as "political discourse" and "medical discourse," for example. In light of this, discourse analysis examines these patterns.

Early in the 1970s, discourse analysis emerged as a scientific field with a clear methodology that was firmly based in the western scientific tradition. The phrase discourse analysis was created in an effort to provide a more complete understanding of language since some features of language cannot be fully understood by focusing solely on structure and meaning. As a result, discourse analysis allows for the explanation of the relationship between what is said, what is meant, and what is understood in a given context. Discourse analysis is a method that looks at how language and its context relate to one another.

Another way to think about discourse analysis is as a study that looks at or analyzes how language is used fairly to users as components of society, both orally and in written form.

A discourse can be studied structurally by linking text and context, as well as functionally by examining the activities someone takes for a certain goal in order to provide meaning to the parties involved. The information employed in discourse analysis is focused on discourse production, which includes both spoken and written material of the written variety. There are various methods for doing discourse analysis, which focuses on the variety of writing and speech to grasp the meaning of the participants.

Some of the approaches used in discourse analysis are as follows:

1. The discourse theory of Ernesto Laclau and Chantal Mouffe, is an approach that focuses on discourse that constructs meaning in the social world, because language is unstable and never permanent.
2. Critical discourse analysis is an approach that emphasizes the active role of discourse in constructing change in the social world, due to the use of concrete language based on community agreement.
3. Discourse psychology, is an approach that analyzes discourse on a large scale and has a special focus on language users in social interaction, namely the psychology of one's discourse in a society.

4. Discourse analysis which is an effort to understand a language certainly has benefits in the process of language learning and language behavior. Studying discourse seriously will increase the acquisition of communicative competence.

Types of Use of Discourse Forms (based on language function)

Referring to Leech's (1974, in Kushartanti and Lauder, 2008:91) opinion about the function of language, discourse can be classified as follows.

1. Expressive discourse, if the discourse comes from the ideas of the speaker or writer as an expressive means, such as speech discourse.
2. Discourse phatic, if the discourse comes from a channel to facilitate communication, such as introductory discourse at a party.
3. Informational discourse, if the discourse originates from messages or information, such as news discourse in the mass media.
4. Aesthetic discourse, if the discourse originates from a message that emphasizes the beauty of the message, such as poetry and song discourse.
5. Directive discourse, if the discourse is directed at the actions or reactions of the interlocutor or reader, such as sermon discourse.

Discourse analysis can be used in all research fields, although not with all kinds of theoretical frameworks. In addition, despite its theoretical and methodological underpinnings, discourse analysis cannot be employed as an analytical technique.

The three methods that will be specifically described in this article are all founded on social constructionism. The major collective title for a fresh batch of theories regarding culture and society is social constructionism. Discourse analysis is one method of social constructionism among others, however it is one of the most popular methods in social constructionism.

In Burr's work (1995: 2-5), there are four premises shared by all constructionist approaches, which build on the description put forward by Gergen (1985). These premises are:

1. A critical approach to knowledge that is considered normal for what it is

We shouldn't regard our understanding of this universe as the absolute truth. Reality that we can only access through categories, meaning that our knowledge and representation of this world do not reflect reality "out there," but rather the outcome of our categorization of this world, or, in terms of discourse analysis, the outcome of lectures.

2. Cultural and historical specificity

By nature we are cultural and historical human beings, our view of our knowledge of the world is the product of historical situation-based exchanges between people. As a result, the way we perceive and describe the world is culturally and historically specific and perhaps our actual worldview and identity may differ and that worldview and identity change over time.

3. The relationship between knowledge and social processes

Social mechanisms develop and sustain the way we perceive the world. Social interactions allow us to construct truth together and compare what is correct and bad, which is how knowledge is generated.

4. The relationship between knowledge and social action

Some types of behavior are deemed to be natural in a particular worldview, whereas others cannot be taken into account. Different social perceptions of the world inspire various social behaviors, and social constructions of knowledge and truth can have social repercussions.

The central tenet of social constructionism rejects totalitarian and universalist ideologies like Marxism and psychoanalysis and has its roots in French poststructuralist thought. There is disagreement about the definitions of social constructionism and poststructuralism, and there

is no agreement on how the two are related. We view poststructuralism solely as a subset of social constructionism, which is a larger concept. The poststructuralist and structuralist theories of language serve as the foundation for each of our discourse analysis methods, yet these methods differ just as much as the poststructuralist moniker. The most “pure” form of poststructuralist theory is found in Ernesto Laclau and Chantal Mouffe’s *Theory of Discourse*. This theory is founded on the poststructuralist notion that discourse creates meaning in the social environment and that language cannot ever be fixed since it is intrinsically unstable.

No discourse is a closed system, yet every discourse changes as a result of interaction with other discourses. The active role of discourse in creating the social environment is also emphasized by critical discourse analysis, which focuses on Norman Fairclough’s methodology. Contrary to Laclau and Mouffe’s assertions, Fairclough asserts that social practice has many different facets in addition to speech. Fairclough’s exploration of change is a key topic in his critical discourse analysis. Because language users construct it based on pre-existing meanings, the use of concrete language is always based on the initial discursive structure. Through the idea of intertextuality, which refers to how individual texts rely on the components and discourses of other texts, Fairclough focuses his attention on this issue.

The use of tangible language has the power to alter individual discourses by fusing components from several discourses, which in turn alters the social and cultural environment. Through this intertextual analysis, we may look into how new discourses are combined with old discourses to transform discourse and reproduce it without adding new elements.

Critical discourse analysis and discourse psychology both have the same empirical focus, which is the particular issue of language use in social interaction. In order to examine how people's emotions, thoughts, and sense of self are shaped and altered through social interactions and to explain how these processes contribute to change and reproduction, discourse psychology has created a type of discourse analysis. cultural and social. In terms of language and subject views, all discourse analysis methodologies also agree with the overall social constructionist premise. Our access to reality is always through language, according to the poststructuralist and structuralist philosophy, which is the beginning point for the discourse analysis approach. By utilizing language, we may describe reality in a way that isn't only a reflection of what has come before, but also has the power to help create new realities. This does not imply that reality does not exist in and of itself. Both representations and meanings are true. Although physical objects also exist, only language can give them meaning.

Language serves as more than merely a means of disseminating information about important mental and behavioral traits or universal truths. On the other hand, language is a tool that creates the social reality itself by driving it. Language also governs social identity and interpersonal relations. In other words, changes in language serve as tools for transforming the social environment. The idea that language is a system that is independent of the world it refers to has its roots in structuralist linguistics, which was developed as a result of Ferdinand de Saussure's avant-garde ideas.

According to Ferdinand de Saussure, the relationship between the two sides of a sign—its form (signifiant) and its substance (signifie)—is arbitrary. The meanings we give words come from societal rules about how we assign meaning to certain sounds rather than from the meanings that words themselves have. Such structures, according to Saussure, are social institutions that are subject to change over time. Additionally, Saussure distinguishes between two levels of language: language and parole. Language has a fixed structure known as a langue, which is a network of signs that communicate meaning to one another.

Signs are really utilized by language users in specific settings, unlike parole, which is the use of language dependent on situations. Language must always be the basis for parole. Though structuralist theory served as the foundation for poststructuralism, it underwent some

significant alterations as a result. Poststructuralism adopts the structuralist tenet that signs acquire meaning not through connections to reality but rather through internal connections within the network of signs. Language is not a stable, immutable, or comprehensive structure, according to poststructuralism, which further blurs the distinction between *langue* and *parole*.

The structure does exist, but it is only temporary and does not have to be in a consistent state. This kind of understanding provides poststructuralism with the tools to solve one of the traditional problems of structuralism, namely the problem of change. Because in poststructuralism, the structure can change and the meaning of the sign can shift in relation to each other. Not all discourse analysis approaches clearly produce poststructuralism, but all agree on the following points:

1. Thinking Language does not reflect a reality that already exists.
2. Discourse or a pattern of language is used. According to Saussurean structuralism, there is more than one general system of meaning; rather, there are many systems or discourses, and meaning can vary from one discourse to another.
3. Discursive activity involves both the preservation and modification of discourse patterns. Therefore, it is necessary to analyze the unique environment in

which language operates in order to investigate how these patterns are maintained and changed.

Every social practice has a dimension or moment, and discourse practice is no different. These moments interact dialectically with one another. In addition to other social dimensions that make up the discursive dimension, discourse practices also reproduce or modify other social practice aspects. When considered collectively, discursive behavior and another aspect of social practice are what shape our world.

Conclusion

Discourse analysis aims to identify language principles that underlie discourse construction, production, comprehension, and symbolism. Discourse analysis aims to present discourse as one of language's exponents in its use as a tool for communication.

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Chapter 7 - The Relationship of Discourse and Pragmatics

The goals or objectives are:

After learning the seventh chapter about “the relationship of discourse and pragmatics”, the students are expected:

- To be able to comprehend the Relationship Between Discourse and Pragmatics
- To be able to comprehend Discourse Studies with a Pragmatic Approach
- To be able to comprehend Pragmatics of the Grice Model as a Discourse Plan.
- To be able to comprehend The Role of Pragmatics in Language Teaching

Introduction

Discourse is the unity of meaning between language components in a language structure related to context. The unity of the structure in discourse is abstract so that it distinguishes it from text, writing, speech, reading, or inscriptions in the same sense. This analysis includes the function or meaning of expression, logical, interpersonal and textual. Pragmatic discourse is to analyze:

What is not communicated (not uttered or written) through speech is examined. We must look beyond the primary social concerns of interaction and conversation analysis, look back at the forms and structures that exist in texts, and pay more attention to psychological concepts like background knowledge, beliefs, and expectations in order to conduct discourse pragmatics. In speech pragmatics, we must inevitably investigate the speaker's or writer's thoughts. The meaning of the discussion above is that discourse pragmatics is the study of meanings that are not in discourse (not written or spoken or what is in the mind of the speaker or writer).

This meaning is formed by the speaker of the language related to the psychological concepts of the speaker of the discourse, including background knowledge, beliefs, and expectations. Technically this concept includes coherence, schema and frame.

Coherence is the relationship of meaning based on the general experience of speakers of the language. Schemas are knowledge structures that already exist in the minds of language speakers, already schemas that are in the sequence of events. Morris describes pragmatics as a subfield of semiotics, or the study of signs. According to Morris, semiosis, the process through which anything serves as a symbol, consists of three steps. Sign (sign), a series of deeds serving as a sign: a sign (designatum), to which the sign alludes.

Morris identified three ways to study signs, namely syntax, semantics, and pragmatics. Syntax is the study of formal relationships between one sign and another. Semantics is the study of how signs relate to objects they refer to or can refer to, while pragmatics is the study of the relationship between sign interpreters. From these definitions, it can be concluded that pragmatics is learning about how the interpreter uses or involves sign users or sign recipients when describing the sign itself.

The study of how the speaker's or communicator's meaning is received by the listener is known as pragmatics. In other words, pragmatics also studies the meanings that language users convey. Language users transmit more meaning than is expressed in writing. This means pragmatic linguistic units which can be in the form of sounds, words, clauses, phrases, paragraphs, or other linguistic forms. Broadly speaking, all accept the concept of a pragmatic definition that the relationship between a sign and its wearer is the center of pragmatic study.

The Relationship Between Discourse and Pragmatics

If discourse analysis explains the interpretation of discourse elements without leaving the realm of language, pragmatics seeks to explain other domains of human activity (beliefs, feelings, knowledge, intentions, etc.).

Pragmatics deals with discourse through language and context. In this case we can distinguish 3 things that are

always related, namely syntax, semantics, and pragmatics. Syntax is the relationship between elements, semantics is the meaning, lexical and grammatical, and pragmatic meaning is related to the results of speech (speaker-listener and writer-reader).

Pragmatic Supporting Elements

1. Presumption

The meaning of presumption is not only reflected in the element itself. The meaning of presumption is added to something that is already known. When someone says ‘We are going to Jakarta’, the listener or reader understands who ‘we’ are, what the activation is, and where (the meaning of the utterance is well understood). This can be understood as an assumption. This presumption is needed in discourse analysis which is commonly called pragmatic presupposition. Pragmatic presupposition is the speaker’s assumption which is an expression he makes that can be accepted by the listener (reader) without challenge (rejection).

Presumption is also referred to as a type of pragmatic inference (based on the linguistic structure of the sentence on the surface). Presumption is divided into two parts, namely (1) Presumption based on logic and (2) Presumption based on pragmatics. Pragmatic presupposition is obtained when a sentence (expression) is made based on a certain context when the expression

is spoken. Pragmatic presuppositions involve a broader perspective than logical presuppositions.

2. Deixis

The link between language and context in the structure of language itself is best explained by the phenomena of deixis. Deixis is a Greek word that means designation. Deixis based on prototype uses demonstrative pronouns, I and II personal pronouns, tense, temporal, and specific locations (such as now, here), as well as grammatical elements that are specifically relevant to the speaking context. When a speaker or interlocutor speaks, deixis might take the form of locution (location), identification of people, things, events, processes, or activities that are being discussed or referred to in relation to the dimensions of space and time.

Deixis efforts can be in the form of (1) personal pronominal (personal), self-name, demonstrative, (2) tense (tension), aspect (grammatical feature of time/lexical time). Deixis is closely related to the grammatical way the characteristics of the speech context or speech events which are also related to the interpretation of speech which is very dependent on the context of the speech itself. Thus, the demonstrative pronoun “this” does not necessarily refer to a specific form in various situations, but varies depending on the particular form given by the context. Deixis is a

pragmatic domain because it is a direct relationship between the structure of language and the context used. It is clearer to say that pragmatics deals with all aspects of the meaning and structure of language which cannot be understood through the conditions of semantic truth.

If there is a boundary between semantics or pragmatics, then deixis is related to the marking of various elements in different situations around the utterance, in the utterance itself. Natural language speech is directly related to context elements.

3. Speech Action

The speech act will develop in discourse analysis and is a pragmatic element that involves the speaker-hearer or writer-reader and what is being discussed. Psychologists suggest that mastery of the concept of speech acts is essentially a prerequisite for general language acquisition. A literary critic considers speech act theory to explain subtle (difficult) texts or to understand the realm of literary genres (types), anthropologists will be interested in this speech act theory in considering spells and magical rituals.

Philosophers also see potential applications, among other things, to the status of ethical statements. Meanwhile, linguists (linguists) see the idea of speech act theory as a theory that can be applied to various problems in sentences (syntax), semantics, second language learners, and others. In linguistics, speech

act pragmatics is still a presupposition with special implicators. Implicature (terms in the conversational part, the meaning of which is taken from the form of speech based on the principle of cooperation).

4. Implicature

The concept of implicature was first introduced by H.P. Grice for solving language meaning problems that ordinary semantic theory cannot solve. Implicature is used to take into account what is suggested or what the speaker means is different from what is stated literally.

What is meant by conversational implicature is the existence of a relationship between the utterances spoken between two people who are conversing. This relationship does not appear literal, but only understood implicitly. Grice again states that what is meant by conversational implicatures is speech that implies something different from what is actually said. In other words, what the speaker means is different from what is said (expressed).

Conversational implicature according to Nurgiyantoro is defined as understanding conversation in a pragmatic context (implicature, which is actually short for conversational implicature, 'conversational implicature'). The concept of implicature is very important in pragmatics. People who are able to understand the implicature of a conversation are only

those who master the language, customs, cultural conventions, and know the concept of conversation.

Discourse Studies with a Pragmatic Approach

Discourse has a broad dimension because it is produced by a diverse and culturally rich community of owners. To understand deeply and thoroughly requires various points of view. There are five kinds of approaches in studying discourse, namely structural approach, sociolinguistic approach, pragmatic approach, speech act approach, and critical approach or known as critical discourse analysis. However, this paper will only describe discourse studies with a pragmatic approach. The study of discourse with a pragmatic approach aims to describe the substance of a discourse by utilizing pragmatic epistemology. This study aims to find and reveal the characteristics of discourse from a pragmatic perspective. The object of discourse study with this approach is the pragmatic aspect contained in a discourse. For example, understanding:

Principles and maxims of politeness in narrative discourse, maxim of cooperation in narrative discourse, principles and maxims of jokes in humor discourse, persuasive principles and maxims in advertising discourse, speech rules and rules in judicial discourse, speech rules and rules in negotiation discourse, speech rules and rules in the discourse of debate, the value of politeness contained in the discourse, and so on. The interest of various parties

to pragmatic studies certainly does not just happen, but there are certain reasons behind it. Historically, pragmatic approaches have been taken into account in analyzing linguistic data since Lakoff and his colleagues in America argued that syntax cannot be separated from the study of language use.

This shows the phenomenon of linguistic awareness that the disclosure of the nature of language is difficult to achieve if it does not consider pragmatics, namely studying how language is used in communication. Since then, linguistics has evolved from a narrow discipline dealing with the physical data of language, to a broad discipline that includes form, meaning, and context. However, by the time American pioneers such as Lakoff and Ross began to enter the realm of pragmatics, there was already a group of English philosophers who had long worked in this field, such as Austin, Searle, and Grice.

These philosophers have the greatest influence on the development of modern pragmatics. The function of the pragmatic approach in analyzing linguistic data is based on traditional problems that have been tackled over the years in linguistic research. At first, pragmatics was treated more as a storage basket of data that was difficult to explain and easy to forget. But over time, pragmatics is increasingly attracting the attention of the public because the pragmatic approach offers new solutions to solve these problems. Through pragmatics, problems in linguistic research

have been studied from different perspectives and even considered other disciplines. For example, the problem of conversation and the mechanism of speech alternation have been studied on the basis of ethnomethodology by sociologists, and the problem of argumentation has been studied under the influence of the disciplines of philosophy, etc.

In connection with the explanation above, there are several linguists who propose a definition of pragmatics. For example, Richards et al define pragmatics as the study of language interpretation that depends on knowledge of the world, how speakers use and understand speech, and how sentence structure is affected by the relationship between speaker and receiver. Thus pragmatics is more interested in what speakers mean by their utterances rather than words or phrases based on their literal meaning. This opinion of Richards et al was later confirmed by Leech.

According to Leech, pragmatics treats meaning as a relationship that involves three aspects (triadic). That is, in pragmatics meaning is defined in relation to the user or speaker of the language or more broadly with the speech situation. In general, Mey defines pragmatics as a study that can examine human language behavior in depth and more fully.

Therefore, based on some of the opinions above, it can be concluded that in essence pragmatics is the study of language based on its nature as a tool used to communicate.

In relation to studies, conversational analysis cannot be separated from pragmatic studies. This is reinforced by Levinson's opinion which suggests that to get a very basic understanding of pragmatic phenomena. One can study conversation because conversation is the core or the most basic type of language use prototype. Various pragmatic aspects are displayed clearly in the conversation. Thus the study of the organization of conversation must consider the pragmatic aspect. Likewise, to interpret the pattern of turn-taking mechanisms or how participants in turn-taking conversations share, 14 pragmatic tools are needed to analyze them, especially those related to speech acts.

Discourse pragmatics is the study of the meaning of discourse that is not in discourse. This meaning is written by speakers of the language related to the psychological concepts of discourse speakers, which includes background knowledge of discourse pragmatics, several terms can be put forward such as pragmatics, inter-language pragmatics and pragmatic accents. The pragmatic approach provided by Grice's model for discourse analysis is based on a set of general principles about the motivations for communicative behavior (PK), which explains how speakers and speech partners understand and make use of the background information provided in a text or discourse. Knowledge of the world to better convey and comprehend what has been expressed in a communication, including knowledge of the immediate social context.

The application of this principle leads to a view of a definite structure of discourse (which can actually be defined) whose stages hang the boundaries defined by one part of discourse on what appears in the text, because of the influence of general principles of communication on the linguistic realization of the speaker's meaning at different times. For example, our analysis of the reference stage, states that the textual and contextual information presented at the initial position in the discourse is presented as the background that determines how much of the information corresponds to the position of the text, as well as objective relevance. of information. The application of the cooperative principle in one part of the discourse helps to limit the choice of another; functionally has a basis of interdependence that helps create the characteristic stages of discourse rules and enables people to use text and context as sources of communicative communication between people.

Grice's pragmatic offering of discourse analysis looks at how participants' assumptions about cooperative contexts for communication (contexts include knowledge of texts, and situations) contribute to meaning, and how these assumptions help create stages of speech patterns. The pragmatics of Grice's model of frames of reference in a story means that analysis is aided or demonstrated in the main parts and stages of reference in the story, rather than proposing abstract relevance between maxims and trying to find examples that reinforce this relevance.

Pragmatics of the Grice Model as a Discourse Plan

Grice's idea describes the meaning of the speaker and the principle of cooperation, which is then followed by the application of the idea to a particular problem. The cooperative principle is used to describe the condition of people using different expressions for the purpose of referential communication in discourse. The reference stage is the result that is pragmatically based on the pressure of the provisions, the accuracy of the quantity of information in a relevant way, and if the structure of the discourse is made (in parts) through the principle of cooperation.

In Grice's notion of quantity and relevance of information can help solve problems of speech interpretation which depend on assessing the contribution of different types of context to interpretation.

The application of the principle of discourse cooperation leads to a special discourse view and it is analyzed that discourse as a contextual text (including cognitive, social, and linguistic) provides an interpretation of the speaker's meaning in speech. Grice's pragmatic model is a set of principles that limits the stages of choice in a text and allows the listener to analyze the speaker's intent by helping to relate what the speaker said (in an utterance) to the text and its context. The pragmatic approach offered by Grice's model for analyzing discourse is based on a set of general principles about the rationality of communicative behavior

that tell the speaker and the interlocutor how to recognize and use the information offered in the text.

Together with background knowledge of the world (including knowledge of the immediate social context) to express (in understanding) more than what was said in a nutshell, for communication.

The application of this principle leads to a view of the structure of a particular discourse whose stages depend on the boundaries determined by one part of the discourse to what appears in the text, because of the influence of general principles of communication on the linguistic realization of the discourse. the speaker's intent at different times. The application of cooperative principles in one part of the discourse helps limit the choices of the other: it is functionally based on interdependence which helps to create the characteristic stages of discourse rules and enables people to use text and context as communicative sources. Thus, Grice's offering of pragmatic discourse analysis looks at how participants' assumptions about cooperative contexts for communication (contexts include knowledge of texts and situations) contribute to meaning, and how these assumptions help create stages in speech patterns.

The Role of Pragmatics in Language Teaching

Pragmatics is the field that studies how in a context contributes to meaning. Pragmatics is concerned with the

interpretation of linguistic meaning in context. Pragmatics is a very fun and interesting topic to learn. If you haven't studied it before, a person will learn that he has the ability to reshape his understanding of everyday phrases, sentences, expressions, statements, and questions. Pragmatics is a set of skills that enable us to know what to say, to whom, and how to communicate someone's message in a given context (what, how, who, and when).

Situational context is world information, while linguistic context is dialogue that comes before phrases to be understood. The linguistic context helps comprehend the second statement based on what the first sentence means in the following sentences, where the children have eaten and, surprise, they are hungry.

Given that humans typically do not feel hungry after eating, the situational context aids in understanding the second line.

1. Maxims of Conversation

A speech convention like the maxim of amount, which asserts that the speaker must be informative as necessary and neither more nor less, is an example of Grice's principle for dialogue. The speaker should be succinct and tidy, minimize ambiguity, and adhere to the maxim of relevance, which essentially indicates that they should stay on subject. The fourth principle, known as the maxim of quality, stipulates that speakers must neither exaggerate or make false statements.

2. Performative Sentences

In this kind of statement, the subject is the speaker who completes an additional action by speaking the sentence, such as bolding, withdrawing, or nominating. These are all present-tense, affirmative, declarative sentences. Placing the word I(I) in front of the verb is a non-formal test to determine if a statement is performative or not. Bet, promise, pronounce, bequest, swear, testify, and lay off are more performative verbs.

3. Presupposition

This is the implicit assumption required for a sentence to have meaning. Presuppositional sentences are forbidden in court because admitting the truth of one implies accepting the truth of the other. Have you given up robbing cars? could not be accepted in court since, despite the defendant's denial, it was still assumed that he had stolen the vehicle. Do you no longer smoke? suggests that you've already smoked and would like another piece. suggests that you have one piece already.

4. Deixis

Depending on the situational context, deixis can relate to individuals, things, or events. Because the reference is entirely reliant on context, first and second person pronouns like mine, mine, you, yours, yours, we, ours, and we are always deictic. For learners or students, studying pragmatics is crucial, particularly in

the language department. Numerous linguistic insights can be gained by studying and mastering pragmatics.

Relationship between Pragmatics and Syntax

The study of structural linguistics (or simply linguistics) emphasizes the structure and form of language rather than meaning. Structural linguistics, especially syntax, operates in the language area, while pragmatics operates in the speech area. The unit of linguistic study, like semantics, is a sentence (sentence), while the unit of pragmatic study is speech (speech). It could be that pragmatics and linguistics or syntax have the same object of study, namely sentences, but have different points of view. In a syntax lesson, for example the sentence “Can you send me this letter?” then the sentence is seen as a sentence that stands alone, regardless of the context.

Sentences that are used as examples are usually taken as “standard” sentences, according to grammatical rules, both in structure and in word choice. Because it’s impossible to cite a sentence like, “Could you send me this letter?” The first thing that is seen from the syntax is the form or shape (consisting of this word and that word), then it is said that form is an interrogative sentence, whose structure is different from the news sentence, the subject is not mentioned so that it becomes an incomplete sentence, and so on.

If we talk about its meaning or semantics, it is said that the sentence means “(the speaker) declares to someone whether that person is capable (or unable) to do the work of mailing”. Linguistic or syntactic or grammatical analysis becomes structural and formal. Pragmatics analyzes the function of sentences in communication, and we must think of “sentence” as “speech”. In terms of function, the sentence exemplified above is actually not asking but ordering, even though it is in the form of an interrogative sentence.

For the command function (imperative) or command, people can use the first or second sentence depending on the context, for example, it will be found who suggested and to whom the sentence was spoken. For syntactic analysis, the context of using sentences as described above is never considered. It should be noted that pragmatics is not only the study of speech (sentence) but more than that.

Conclusion

Discourse analysis cannot be separated from pragmatics. Discourse analysts must take a pragmatic approach to language investigation or language study. Several pragmatic concepts that are closely related to discourse analysis are references, implicatures, and speech acts.

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Chapter 8: Relationship of Discourse and Semantics

The goals or objectives are:

After learning the eighth chapter about “the relationship of discourse and semantics”, the students are expected:

- To be able to comprehend the types of semantics
- To be able to comprehend the Concept of Semantic Implementation in Language Learning
- To be able to comprehend Making References in Meaning, scope of semantics and its elements
- To be able to comprehend the benefits of Studying Semantics in Education

Introduction

Semantics is the study of meaning. The relationship with discourse is that both Semantics and Discourse both examine the meaning of language as an object of study. The only difference is that Semantics studies the lexical meaning of language (linguistic meaning), while Discourse studies the contextual meaning or implicature of speech or text.

What is Semantics?

Semantics is the science of meaning. This term comes from the Greek, namely “semantikos” which means to give a sign, important. In other words, etymologically, semantics is the study of the meaning of signs. The term semantics was first used by a French philologist named Michel Breal. The word semantics is then agreed upon as a term used in linguistics as the science of linguistic signs with the things they signify.

It can be concluded that semantic meaning is a branch of linguistics that studies the meaning contained in a language, code, or other type of representation. However, in a linguistic context, the sign or symbol in question involves a code or language, in particular: Words or other, smaller grammatical units that have meaning. So, it can also be said that what is meant by semantics is the study of symbols or signs such as words that express meaning and relationships and their influence on speakers or users (humans).

Types of Semantics

The term “lexical semantics” refers to one of the various types of semantics, which can be divided into categories based on the level or area of the language under study. The meanings that the language’s lexemes hold are studied through lexical semantics. As a result, lexical meaning refers to the meaning that a lexeme like this contains. Lexem is a term commonly used in semantic studies that

mentions meaningful language units. The term *lexeme* is more or less the same as the terms commonly used in the study of morphology and syntax and is often interpreted as the smallest grammatical unit that stands alone.

Meaning is always a component of what we say and is inextricably linked to semantics. The link between semantics and meaning, according to the *Encyclopedia Britannica*, is the study of how language variations relate to mental processes or symbols used in speaking actions. One of the branches of linguistics known as semantics examines the meaning that results from the interaction between the speaker and the listener in a discourse. The function of a meaning has been discussed by a number of specialists or linguists in accordance with their individual viewpoints. This is expressed by Leech who gives 7 types or various types of semantics.

1. Conceptual Semantics

Understanding denotative meaning, also known as cognitive meaning, is an important aspect of linguistic communication. This is a result of the mental meaning, which is arranged in a very complex manner.

2. Grammatical Semantics

Grammatical semantics such as affixation, reduplication, composition, or kalamatization. An example of grammatical semantics or grammatical meaning is the fixation of the prefix “ber-” with

“clothing: giving birth to the grammatical meaning of “wearing clothes”.

3. Referential Semantics

The notion of referential meaning is the meaning of a lexeme based on its reference or reference. Words that have a referential meaning have references in the life around them. Examples of referential meanings such as the word chicken, red and so on.

4. Non-Referential Meaning

The definition of non-referential meaning is a meaning that does not have a reference or reference. Examples of words and because, so, are not included in words that have a referential meaning because they do not have a reference.

5. Narrow Meaning

The definition of narrow meaning is a narrower meaning of the whole speech. The broad meaning can be narrow or the word that originally has a broad (generic) meaning can be narrow (specific) because it is limited.

6. Broad Meaning

The definition of a broad meaning (widened meaning or extended meaning) is the meaning contained in a word that is wider than expected. With almost the same meaning, the broad meaning explanation is the utterance meaning that is more external than the central meaning.

For example, the broad meaning is the meaning of school in the sentence “He goes to school again at Seskoal” which is broader than the meaning of “the building where he studies”.

7. Meaning of the word

Understanding the meaning of a word is a clearer meaning possessed by a word if the word is already in the context of a sentence or the context of a situation.

8. Denotative Semantics

The definition of denotative meaning is the original meaning, the original meaning, or the meaning that actually has a lexeme. So the real meaning of this denotative meaning is the same as the lexical meaning.

9. Connotative Meaning

The notion of connotative meaning is another meaning that is added to the denotative meaning contained in a lexeme.

10. Requirements Semantics

Even when the sentence’s context is removed, the term’s meaning is unmistakable, unambiguous, and unequivocal. As a result, it is frequently claimed that although words are context-dependent, terms are context-free. However, bear in mind that a phrase may only be employed in specific sectors or scientific endeavors.

11. Associative Semantics

Understanding associative semantics is a meaning that has a lexeme or word related to the relationship of the word to something outside the language. Examples of associative meanings are the word red is associated with courage, the word “black” is associated with evil.

12. Idiomatic Meaning

The meaning of an idiom is an utterance unit that has a meaning that cannot be “predicted” from its elements, both lexically and grammatically.

13. Proverb Semantics

The definition of proverb is a meaning that can still be traced or traced from the meaning of its elements because there is a “link” between the original meaning and the meaning of the proverb.

14. Figurative Meaning

The figurative meaning is the opposite of the actual meaning. All forms of language (whether words, phrases, or sentences) that do not refer to the actual meaning (lexical meaning, conceptual meaning, or denotative meaning) are called figurative meanings. Examples of figurative meanings are the word Putri Malam which means the moon and the king of the day which means the sun.

Semantics has a close relationship with five other language study subsystems, namely phonology,

morphology, syntax, discourse, and pragmatics. Ngusman Abdul Manaf explains the semantic relationship with the five subsystems of language studies as follows:

1. Phonology

Phonology can be further broken down into phonetics and phonemics. Phonemics have a closer relationship with semantics. Because semantics examines the meaning that acts as a differentiator of meaning, and phonetics studies the sounds of language without paying attention to its role as a differentiator of meaning.

2. Morphology

The relationship between semantics and morphology is clearly seen in the morphological process. Morphological processes include transposition, affixation, reduplication, and composition. In the morphological process there is a change in the meaning of the language unit.

3. Syntax

Syntax is a linguistic subsystem that examines the structure of intrasentence. The context of a sentence determines the meaning of a lexeme.

4. Discourse

Discourse is a subsystem of linguistic studies that discusses the relationship between sentences. Weaving sentences that match each other will form meaning.

5. Pragmatics

Pragmatics examines the meaning of language units from three sides, namely spoken or written sentences, sentence references, and non-linguistic contexts. To understand the meaning of language units pragmatically, language units need to be understood based on their lexical and grammatical meanings.

The Concept of Semantic Implementation in Language Learning

Semantics plays an important role in language activities. Language activities can be interpreted as verbal or written communication or speaking activities. In this activity, language is used to convey meaning. The meaning of language can be found in every word in a series of sentences used in communication. Chaer emphasized that knowledge of the relationship between symbols or language units and their meanings is very important in communication with language. The benefits of learning semantics greatly depend on the area in which or work it is involved in our daily lives. Semantic learning is very useful in the acquisition process and language learning.

In the process of language acquisition, all aspects of meaning will be understood from the beginning of language acquisition and then will continue to all other aspects of language acquisition. A child expresses his desire to eat by saying *maem*. By saying the word, he already understood

its meaning, but he had not yet acquired the ability of the word. Meaning learning in the classroom will distinguish between lower meaning learning and upper meaning learning.

The meaning of learning in class is usually seen from students' misunderstanding of the words expressed by the teacher. What will students ask? The word was replaced with an incomprehensible word.

The existence of these problems is an indicator of students' understanding of meaning. This usually occurs when the word is new and has never been used in its environment. This will also happen in the learning of meaning in the upper grades. The ability of a student to understand the meaning of words will be different from other students, this is due to the language acquisition environment and many other factors that are not explained in this book. For this purpose, educators need to understand the level of semantic learning in each class. Learning semantics is also useful for choosing words that are constantly changing and evolving. Over time, language shows the development of a large number of new vocabularies. Each word has a different meaning from other words.

With semantic abilities, we can choose vocabulary that is appropriate for the era. Therefore, semantic knowledge will make it easier for him to choose and use words with the correct meaning to convey information to the public. People who have semantic abilities will be good at choosing

words such as polysemy, homophone, denotation, and connotation. Choosing the type of words and meanings will help him convey ideas, thoughts, and expressions correctly. Especially for students who will become educators, the benefits of semantic acquisition and learning can be applied to educational and teaching activities. He can choose and sort words according to the level and level of education of students.

Not only that, in learning activities, semantic skills can help him teach the core skills of Indonesian language courses. For reporters, journalists and people working in newspapers and journalism, they may find practical benefits from understanding semantics. It is based on bad words that are sometimes found in the news. In all activities of life, there are always words, sentences and other forms. Each form of language unit has a meaning that must be understood correctly. In communication, understanding meaning will be the basis for establishing smooth communication. For example, many words or slogans to deal with waste. However, the slogan was ignored by the public.

This neglect can be caused by incomprehension, indifference, ignorance, and unconsciousness. Ignorance due to misunderstanding is part of semantic power. For example, in the slogan of a smoke-free zone, what does it mean no smoking?

Examples of Semantic Implementation in Learning

Research is a systematic scientific thinking technique that uses instruments and tools, as well as procedures that must be carried out to obtain adequate solutions to problems. Language research is necessary: First, the language itself needs to be recorded. Second, knowing the actual form of language in spoken or written form and how to use it. The results of the language survey are needed to determine the subject matter and how to teach it. This can be done by conducting language research or language research analysis.

This language research is basically a study of language phenomena that exist in language-using communities. This language research is divided into two parts: basic research and advanced research. This basic research includes research on phonetics and phonology, syntax and morphology. The next research is sociolinguistics, pragmatics, psycholinguistics, discourse, social pragmatics, anthropological linguistics, and other applied linguistics. So, we can conclude that in language research there are several things that need to be considered, namely: The object of semantic study, language symbols, how semantics work in understanding language, sound and meaning of language, meaning and expression, words and meaning, meaning and style of language, meaning in relation to meaning, means ineffectiveness, changes in meaning, meaning in words borrowing, meaning in language learning, and vocabulary learning.

Making References in Meaning

1. Glossary

A glossary is a compilation of words and their definitions organized alphabetically in a certain field of study. A glossary is typically located towards the conclusion of a book and contains words that are either newly introduced or at least not frequently used in the text.

A bilingual glossary is a list of words in one language with their definitions in the other or with their translations. The glossary provides definitions of terms associated with specific sciences and occupations in a more generic sense. The lexicon and ontology are related in this regard.

A glossary can also be said as an alphabetical list summarized in a book, paper, etc. These lists have meaning, and sometimes alphabetical lists often appear at the end of the page. A glossary can help to find the meaning of difficult words.

2. Dictionary

A dictionary is a reference book to explain the meaning of words. Dictionaries are used to help a person recognize new vocabulary. In addition to explaining the meaning of words, dictionaries may also have clues about the word's name, origin (etymology), and examples of word usage.

The word dictionary is taken from Arabic, namely *qamus*, and its plural form is *qawamis*. The history of the word clearly shows the basic meaning contained in the word dictionary, namely the container of knowledge, especially linguistics, which is infinite in depth and breadth. Today, dictionaries are a treasure trove of vocabulary in a language, and ideally, they are endless.

General dictionary. According to the Big Indonesian Dictionary, the definition of a general dictionary is a dictionary that contains words used in various languages and explains their intent and purpose, avoiding the use of technical terms or words used in a limited environment.

Dictionary of terms. According to the Big Indonesian Dictionary (KBBI), the meaning of the term dictionary is a dictionary that contains terms with conceptual meanings from certain scientific fields (such as law dictionaries and chemistry dictionaries).

3. Encyclopedia

The word 'encyclopedia' is taken from the Greek; *enkykliospaideia*, which means 'whole circle or teaching'. This means that the encyclopedia is a complete education, covering all fields of science. Encyclopedias are often confused with dictionaries, and early encyclopedias did develop from dictionaries. The main difference between dictionaries and encyclopedias

is that dictionaries only provide definitions of each entry or term from a linguistic point of view or only synonyms of words, whereas encyclopedias provide deeper explanations than we are looking for.

The encyclopedia describes each article as a phenomenon. In short, a dictionary is a list of words explained in other words, while an encyclopedia is a list of things sometimes accompanied by pictures for further explanation. An encyclopedia is a work of reference or an abstract that offers a summary of data from all scientific disciplines or a specific topic. Encyclopedias are divided into articles or entries, which are typically ordered alphabetically and occasionally by subject area.

Compared to most dictionaries, encyclopedia entries are lengthier and more in-depth. Encyclopedia articles typically concentrate on factual information on the subject specified in the article title, as opposed to dictionary entries that concentrate on linguistic information about a word (such as meaning, pronunciation, usage, and grammatical form). Encyclopedias existed about 2000 years ago, and since then have evolved into available languages, sizes, intentions, cultural perceptions, production and distribution technologies, and cultural awareness.

Scope of Semantic

As previously said, semantics is a fairly vast field that includes transdisciplinary scientific fields as well as the structure and function of language. However, in this instance, the scope of semantics is restricted to the interaction between linguistics and the science of meaning itself. Semantics as a result of non-symbolic language is also influenced by non-linguistic variables. Semantics is the study of how different languages relate to mental processes or symbolic behavior in speech.

There are various methods to express how language and mental processes interact. Some mental process specialists believe that because they are unclear, they do not need to be examined. Other experts believe that semantics should be studied without addressing mental processes. In actuality, structure and function are strongly tied to semantics or meaning. It implies that both structure and meaning cannot exist without the other. Therefore, when researching or analyzing the components of language, the form or structure, function, and meaning are all interrelated.

It is clear from the existence of a variety of levels and complexity that, despite the fact that meaning and symbols, as well as certain aspects of semantics and grammar, are elements that cannot be separated, there are still a number of differences when determining the relationship between semantics and linguistics. Some academics prefer to refer to semantics as a theory of meaning and immediately classify

it under language philosophy. On the other hand, there are critics who contend that meaning is still something abstract during the abstraction and process of relations and combinations, making it impossible to implement empirical investigations and the findings of scientific studies.

Elements of Semantic

Three semantic components are shown below, including:

1. Signs and Symbols (Symbols)

Language contains two components: signs and symbols. The sign evolved into the semiotics theory. There are three linguistics-related aspects of semiotics: syntactic, pragmatic, and semantic aspects.

2. Lexical and Referential Relationships

The smallest units in the linguistic meaning system that can be identified from other smaller units are called lexical elements. Lexical meanings are groups and syncategorematics in which all words, their implications, and the scientific groups with which they are associated with must be explained in terms of construction. While in referential relations, the connection that a word has to the world outside of the language that the discourse is referring to.

3. Naming

The procedure of looking for language symbols that serve to describe objects, concepts, processes, and

other things is the phrase *Kridalaksanan* perfected. Additionally, naming is used for existing assets, among other things, by establishing new words or word groups or by altering their potential meanings. The semantic relationship is the relationship between the propositions of the parts of the discourse. The relationship between propositions can be in the form of a relationship between clauses which is seen from the type of dependence and from the logical semantic relationship.

Semantic logical relationships can be related to the semantic function of conjunctions in the form of (1) expansion, which includes elaboration, explanation/addition, and (2) projection, in the form of utterances and ideas.

Benefits of Studying Semantics in Education

Studying semantics is very useful for everyone, because one can know the exact meaning in a language, whether he hears that language, looks in a text, chats with other people, etc. In the world of education, studying semantics is very important. A teacher, especially a language teacher must study semantics, which aims to explain to students the exact meaning in a language. So that students can know the exact meaning in a language. Actually, not only a language teacher must study semantics, teachers in other fields can also study semantics, which aims to find out the exact meaning in a language.

So that the teacher is not wrong and confused in conveying explanations, and students are easier to absorb information. A student is obliged to study semantics, so that the language he speaks is not misunderstood that can offend other people's feelings. By studying semantics, students can also easily analyze language (both the language they have learned, the language they have not learned, and the language they will learn) and it is also easier to learn meaning in language.

The benefits that we can get from semantic science really depend on the field we are involved in in our daily tasks. For a journalist, reporter, or person who works in the world of newspapers and news, they may find practical benefits from knowledge of semantics. Semantic knowledge will make it easier for him to choose and use words with the right meaning in conveying information to the general public. Is there a semantic benefit to the layman? Of course there is. Indeed, for ordinary people, or for ordinary people in general, extensive knowledge of semantic theory is not required. But the use of the basics of semantics is of course still needed to understand the world around it which is full of information and linguistic traffic. All the information that surrounds them, and which they also have to absorb, takes place in language, through the lingual world.

As humans, it is impossible for them to live without understanding the nature around them which takes place through language. For those who are involved in language

research, such as those studying at the faculty of literature, semantic science will equip them with theoretical provisions to be able to analyze the language, or the language they have learned.

As for teachers or prospective teachers, semantic knowledge will provide theoretical and practical benefits. Theoretical benefits as well as practical benefits.

Conclusion

The semantic relationship is the relationship between the propositions of the parts of the discourse. The relationship between propositions can be in the form of a relationship between clauses which is seen from the type of dependence and from the logical semantic relationship.

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Chapter 9: Genre-Based Discourse Approach

The goals or objectives are:

After learning the ninth chapter about “genre-based discourse approach”, the students are expected:

- To be able to comprehend the based discourse
- To be able to comprehend Genre-Based Discourse Approach
- To be able to comprehend techniques for Performing Discourse Analysis
- To be able to comprehend the Validity of Discourse Analysis and Utilization of Analysis Results
- To be able to comprehend the Getting to Know the Variety of Text Studies

Introduction

The term text was already known by language teachers before the term discourse appeared. However, the meaning of the text is not always the same for everyone. In a general sense, the term text is always associated with written language. Thus, the text of the proclamation, for example, is understood as a text containing a statement of independence which was read for the first time by Soekarno on behalf

of the Indonesian people together with Hatta. Likewise with other texts, always associated with written language. The term discourse then appears as the equivalent of the term discourse in English. There are various definitions of discourse, but from these various definitions can be concluded with just one sentence.

Discourse is the result of using language in a natural context. By paying attention to the definition of discourse, it can be understood if people assume that discourse is a form of using language according to the context. Therefore, discourse has various forms, it can be in the form of short utterances or long descriptions of something; it could be a short written message, such as an SMS, it could be a long explanation about a field, such as a research report; it can be a poem, song lyrics, novel, or drama, it can be a dialogue, it can also be a monologue.

Text Based Discourse

The use of the term discourse is found in various fields outside the field of language itself. From the fields of philosophy, communication, mass media, socio-culture, to politics, economics, and even sports, the word discourse can be found in it. In a general sense, discourse can be defined as a discussion, in discussion, or in debate, has not yet become a public decision or policy. This general understanding of discourse seems to be in accordance with the basic understanding that discourse is talk.

Etymologically, the term discourse comes from the Latin *discursus* which means ‘run’ or ‘launch’ or ‘memorize’. Historically this has been applied to spoken language training activities, such as ‘memorizing’ a speech on a topic.

The term discourse in KBBI means (1) speech, speech; (2) the whole speech which is a unit; (3) The most complete language unit, its manifestation can be seen in the form of a complete essay, such as a novel, book, or article, or in speeches, sermons, and so on. In linguistics, discourse is a larger linguistic unit. Instead of sentences, it can be in the form of paragraphs, invitation cards, conversations, short stories, and so on. Discourse is a continuous series of language (especially spoken) that is larger than a sentence. Meanwhile, said by Alwi et al. Discourse is a series of sentences that connect one proposition to another. A more functional view is put forward by van Dijk that discourse is not just a verbal object, but is a form of social interaction.

This view is based on classical rhetoric which states that discourse is not only about grammar, but is a rule of how to speak appropriately. In this case, the focus is the effectiveness of the persuasive communicative function. This view is held by most linguists that discourse is a form or result of using language. Wijana and Rohmadi collect definitions from experts, then conclude that the definition of discourse always evolves depending on the definitional point of view. This is because discourse is the highest and

most comprehensive unit of language so that linguists can examine it from various points of view, based on the material it contains, based on its generic structure, and based on the culture and even the ideology hidden behind it. Back to text terms. From the previous explanation, it is known that text is more directed to written language, while discourse can include written or spoken language. However, there is also an opinion which states that the text includes written language and spoken language.

The definition of text is based on the opinion of several experts, which Ahmad later reviewed that text is an entity that is seen as a form of language, can be spoken (spoken) or written so that the text is identical to language. Even text includes nonverbal signs, such as traffic signs, images in advertisements, and icons or symbols whose meanings are understood. In relation to K-13, the text is explained as a social process that is oriented towards social goals.

The social goals in question are displayed through an area called the context of the situation. In order for social goals to be achieved, a means of communication is needed in the form of language. The language that appears based on the context of the situation embodies registers and language as text.

Genre-Based Discourse Approach

Herman et. al. (2020) defined that the genre-based approach (GBA) is a language learning approach that has

been around for more than ten years. PBG or GBA has been used in learning English in primary, secondary, and higher education, both for English-to-native learners and English as a second language (TESL) or foreign language (TEFL). In various countries: United States, Canada, Italy, UK, Australia, Hong Kong, China, Thailand to Singapore. There are two groups in the application of PBG: a focus on social processes and a focus on communicative purposes, such as correspondence (business), scientific reports, formal meetings, marketing promotions, legal documents, and job applications.

Halliday's view of Systemic Functional Linguistics (SFL). One of the important views of SFL is that meaning is strongly influenced by the cultural context of the language-speaking community. Therefore, together with R. Hasan Halliday, he also developed language in a socio-semiotic perspective. In PBG, this semiotic social perspective becomes an important view. In this view, language is interpreted as a symbol or sign whose interpretation depends on the socio-cultural context of the community.

The language in PBG is in the form of text or discourse that is used by its users according to its socio-cultural context. People of a language transact using texts, listen to texts, read texts, present texts, write texts, texts that are the focus of the language, not sentences or words. There are many ways that can be done in researching a social problem, and discourse analysis is one method that can be done. Discourse analysis is an alternative to the deadlock in

media analysis which has been dominated by conventional content analysis with a positive or constructivist paradigm. Discourse analysis will make it possible to uncover the hidden motivations behind a text or behind the choice of certain research methods to interpret the text. While the notion of discourse itself is a certain way to talk about and understand this world (or aspects of the world).

Critical Discourse Analysis is nothing more than deconstructive reading and interpreting a problem or text (while keeping in mind that postmodern theory understands every interpretation of reality, therefore, reality itself as a text. Each text is conditioned in a discourse, so it is called Discourse Analysis. The focus of discourse analysis is on any form of written or spoken language, such as conversations or newspaper articles. The main topic that is the subject of discourse analysis is the underlying social structure, which can be assumed or played out in a conversation or text. It concerns the tools and strategies that people use when engaging in communication, such as slowing down speech for emphasis, using metaphors, choosing certain words to show influence, and so on.

Advantages and Disadvantages of Discourse Analysis

1. Disadvantages

As a method used in researching social problems, discourse analysis also has several weaknesses, including:

When analyzing a discourse, high intelligence and skills are needed in order to understand the intent of the discourse maker. We must be able to digest the meaning of each word and sentence of discourse so that in the end we can understand the meaning or content of the discourse.

In interpreting a discourse, we are not only faced with linguistic problems, but also face social problems, so that in understanding it we experience some difficulties.

The meaning is more complicated because as part of a social research method with a qualitative approach, this discourse analysis also uses a research paradigm.

Thus the research process does not only try to understand the meaning contained in a manuscript, but often explores what is behind the manuscript in accordance with the research paradigm used. It is necessary to master political theory, because Discourse Analysis takes more political discourse in its research. In research with discourse analysis, we tend to be more careful and very thorough in paying attention to all aspects, no matter how small. Discourse analysis does not provide definitive answers, but will produce insights or knowledge based on ongoing debates and arguments.

2. Advantages of Discourse Analysis

Discourse analysis can be applied to every situation and every subject. The new perspective provided by discourse analysis allows personal growth to a high level of creative fulfillment and can guide a person to be able to think critically. Existing data can be reconstructed to develop a pre-existing framework. No technology or funding is required but discourse analysis can lead to fundamental changes in the practice of institutions, professions and society as a whole.

Discourse Analysis Research Instruments

1. Questionnaire. Questionnaires were conducted to explore and compare the data or information obtained to be used as research material.
2. Interview. This interview was conducted to obtain direct data from informants to clarify the required data.

Main Idea in Discourse Analysis

1. Language is not a reflection of a pre-existing reality.
2. Language is arranged in a pattern or discourse. There is not only one general system of meaning as proposed by the structuralist Saussureans, but there is a series of systems or discourses, in which meaning can change from one discourse to another.
3. Discourse patterns are maintained and transformed in discursive practice.

4. Therefore, the maintenance and transformation of these patterns must be explored through analysis of the specific context in which language acts.

Techniques for Performing Discourse Analysis

In practice, discourse analysis for communication science is placed as part of social research methods with a qualitative approach. As understood in social research, every research problem is always seen from the perspective of social theory (in this case communication theory). Discourse analysis as a social research method does not only question language (discourse) but is also associated with social problems. For a theoretical perspective, discourse analysis as a social research method usually uses two types of theories: substantive theory and discourse theory.

The substantive theory here is a certain theory that fits the research theme, for example political theory, gender theory, power theory, political-economic theory, ideological theory, and so on. Substantive theory is needed to explain the problem areas of discourse analysis research from the perspective of the theory in question. And discourse theory is needed to help analyze the text that is the object of discourse analysis. Which discourse theory is used depends on the text analysis method used. If the manuscript analysis is used semiotic method, for example, then used semiotic theory, if we use framing as text analysis method, then we use framing theory as discourse theory. However, if we

apply CDA, we must explain CDA theory in a discourse theory approach.

Validity of Discourse Analysis and Utilization of Analysis Results

The objectivity of the results of discourse analysis research lies in the consistency of researchers in applying theoretical approaches, research paradigms and types of research and methods of discourse analysis. As long as he refers to his research tools to answer the problem and prove the purpose of the research, the results of his research can be said to be objective. Therefore, avoid personal opinions and always use the criteria for the quality of the research paradigm and the character of the discourse analysis methods used before, during, and after the research is conducted.

Efforts to always be consistent with the quality criteria of this research paradigm in turn are part of the researchers' efforts to maintain the validity of the results of discourse analysis research in accordance with their respective paradigms. Discourse analysis only tries to explain the content of the text and if necessary, along with the context or history of the themes or issues contained in the text. Thus, the results of discourse analysis research are ideographic. Discourse analysis is able to provide many benefits for social change, including mutual understanding in relations between nations.

In addition to social significance, the use of discourse analysis at least awakens the interpreters of the text to be more responsible for the “reading” they do, not solely based on personal opinion but guided by the principles of consistent and responsible research methodology. The genre approach offers a teaching methodology that allows teachers to present explicit instructions in a very systematic and logical way, and uses factors that are believed to help students obtain information, describes the teaching and learning cycle using a genre approach, consisting of three stages, as follows.

1. Modeling a text

At this stage, the teacher selects or determines a text to be used as an example related to the learning objectives. Then, students are invited to identify how the text functions in real life, namely the social purpose of the text related to its context.

Students are asked to read carefully and thoroughly the sample text that has been given by the teacher. Then the teacher guides the class discussion by giving oral questions related to the content of the text. Students are asked to analyze the elements of the text that have been given.

2. Joint construction of a text

Students discuss about the structure of the text that has been given as a whole. Students discuss the

content, features, elements, and grammar used in the text.

In addition, students were asked to be more proactive in analyzing the formal form of the text that was read to conclude the purpose, genre or type of text, and rhetorical structure, as well as discussing grammatical patterns under the guidance of the teacher.

3. Independent construction of text

After carrying out the previous stages, the last stage that students do with this approach is to write texts according to the types of texts that have been exemplified previously. In other words, the teacher gives time for students to practice writing based on the type of text that has been read or exemplified before.

Getting to Know the Variety of Text Studies

Text study is basically a data analysis that examines the text in depth, both regarding its content and meaning as well as its structure and discourse. According to Lockyer, the text in question is not only in the form of written narratives taken from newspapers, magazines, TV shows, speeches, but also extends to architecture, clothing models, even household furniture, offices, restaurants and facilities in public spaces. Anything that can be interpreted is treated as text. Text reviewers focus on how the text is constructed, how meaning is produced, and what the nature of the meaning is. At first the study of texts was

only used in the field of communication, especially political communication, but now it has developed into many disciplines such as sociology, geography, history, language, art, literature, media and even film.

The term study or text analysis basically refers to the type or model of qualitative research methods. There are several types of text studies, namely: (1) Content Analysis, which originally used a quantitative approach, but recently has also developed a qualitative content analysis approach, (2) semiotics (semiotics), (3) phenomenology (phenomenology), and (4) more philosophical hermeneutics.

There are also two types of hermeneutical methods: intentionalism and Gadamerian hermeneutics. There are several methods used to examine the structure of texts and discourses, namely: (1) Text Style Analysis, (2) Narrative Analysis, (3) Discourse Analysis, (4) Structural Analysis (5) Post-Structural Analysis, and (6) Analysis postmodernism text. Discourse Analysis was also developed into Critical Discourse Analysis. If Discourse Analysis emphasizes purely linguistic aspects, then Critical Discourse Analysis or often called Critical Discourse Analysis (CDA) focuses more on the struggle for power through discourse, feminism, and domination of power (politics). Each of these methods has advantages and disadvantages. There are many ways that can be used to conduct a text study depending on the individual's academic interests. Some examine the text by

focusing on the relationship between the meaning in the text and the situation in the field or outside the text.

There is a match or not. While others examine the construction and strength of cultural myths behind the presence of texts. As previously stated, each method has advantages and disadvantages. For this reason, the text reviewers try to use a combined method to reduce these weaknesses. For example the method of Content Analysis with semiotic analysis. The first emphasizes the frequency of use of words used in the text and has a positivistic paradigm, and the second emphasizes symbols as a place to store meaning. As is known, the positivistic paradigm has a fundamental weakness, namely it is unable to reveal the nature of deeper meaning because it relies on what is (written) empirically.

Meanwhile, semiotics also has a weakness, namely the subjectivity of the reviewer is too dominant. By combining the two, it is hoped that a more objective meaning will be obtained. Text reviewers also develop their search area, not only exploring the textual meaning of the text, but also understanding the ideological implications of the text, both real texts and fictional texts. Basically all texts have a narrative structure and persuasive power and are intended to convey certain meanings according to the author's intent. What needs to be an important concern for all text reviewers is that the study of the text is not meant to find the 'correct' interpretation of the text, but to find out what kind of interpretation is used.

Because, the truth of the meaning of the text as a whole is impossible to obtain. It is not surprising, then, that interpretations are often broader than the author's intent. And, there is nothing wrong with the assumption that the text that is already in the public sphere has been separated from its author (the author is dead). The text is polysemic, so it has many meanings and multiple interpretations. So, the meaning of the text is never singular. However, it does not mean that the interpreter of the text can interpret the text as desired. This is because meaning is carried by code (words), conventions, and more importantly by the style (genre) of how the text is written, the social, cultural, historical, and ideological context that surrounds the text.

Everything comes together to convey the overall meaning of the text. Thus, the reviewer of the text cannot freely interpret the text based on his will and personal interests. There are also text reviewers who focus their studies on the interconnection of meaning within the text and meaning outside the text.

Thus, the questions asked are about the rhetorical context of the text, such as (Who wrote the text?, What is the author's intent or intent?, Who are the expected readers?, What topics or issues are raised?. How is the reader addressed?, What are the themes and claims? made?, Is there any evidence or explanation that supports the theme? What is the nature of the evidence?, and the broader question of 'How does this text relate to other texts of the same style and format?').

Here the text reviewer performs what is called intertextuality reading. The meaning of a text can also be traced by reading other texts. Logically, the text never appears suddenly and exists alone. Therefore, context and intertextuality always exist. Despite these shortcomings, text analysis is a very interesting methodology and is growing rapidly along with the development of social and humanitarian texts. Text studies can be used to understand the construction of text meaning from various cultural texts. Through in-depth study, text analysis can give birth to a lively and broad field of academic discussion, because of the wide range of meanings carried by the text. One of the advantages of text study is that it concerns the nature of the data. The text first existed in the community before text researchers began to study it. However, being able to understand the construction of the meaning of the text and its ideological implications does not mean that the reviewer can escape the biases that arise. Interpretive bias is difficult to avoid. To that end, the efforts made by each text reviewer were to reduce as much as possible the bias that arose during the analysis and when data was collected.

Based on the above, the critics of text studies question the validity of the text study approach. The reason is, reading the text reflects the perspective of the reviewer and the method of understanding the text is very ideological. Realizing this, text study experts, such as Paula Saukko, underlined that a text can never be fully understood. This

is because the activity of reading and reviewing texts is largely determined by the ongoing social conditions at the time the text was written or studied. Furthermore, text reviewers must be able to critically reflect on what has been done, by looking at the existing political and social aspects. To achieve this, Saukko suggests that text reviewers can use a multi-perspective text analysis model by combining several text study approaches together.

For example, the semiotic approach with postmodernism, Discourse Analysis with Hermeneutics, Content Analysis (which is quantitative) and examines it qualitatively (Qualitative Content Analysis). Interestingly, if all this time Content Analysis was known as a text study method with a positivism paradigm which of course used quantitative research methods, then with the birth of Qualitative Content Analysis that assumption has shifted.

If in recent field research, mixed methods have been introduced that try to combine quantitative and qualitative approaches simultaneously considering that each has advantages and disadvantages or is known as mixed methods, text studies do not want to be left behind. That is by offering a similar approach called Qualitative Content Analysis. As a discipline, research methodology like any other discipline is constantly evolving and changing. Methods that have long been the standard can shift according to the demands and challenges of the times.

Conclusion

The discourse approach is an approach used to discuss a discourse in a language above a certain sentence. The genre-based approach is a language learning approach that has been around for more than ten years.

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Chapter 10: Position of Discourse in Educational Studies

The goals or objectives are:

After learning the tenth chapter about “the position of discourse in Educational studies”, the students are expected:

- To be able to comprehend the Role of Discourse Analysis in the Language Learning Process
- To be able to comprehend the Requirements for Good Discourse Development
- To be able to comprehend the Position of Discourse in Linguistics

Introduction

Initially, the word discourse in Indonesian was used to refer to reading material, conversation, and speech. The term discourse has a broader reference than just reading. Discourse is the largest language used in communication which is a form of verbal communication. The word discourse is also widely used by many groups ranging from language studies, psychology, sociology, politics, communication, literature and so on. The discussion of discourse is closely related to the discussion of language skills, especially productive language skills, namely

speaking and writing. Both discourse and language skills use language as a communication tool.

Position of Discourse in Educational Studies

The position of discourse is in the largest and highest position. Discourse as a grammatical unit and object of linguistic study that contains all the linguistic elements needed in communication. Discourse studies are always related to linguistic elements such as phonemes, morphemes, words, phrases, clauses or sentences. That is, the linguistic unit below it will be included and become part of the language unit above it. The form of discourse as a communication medium is in the form of a series of oral and written speech. As a communication medium for oral discourse, its form can be in the form of whole conversations or dialogues and fragments of conversations.

Discourse with written communication media can be in the form of text, paragraphs, and discourse. Based on the description above, how important is discourse and its understanding so that there is no misunderstanding in the meaning of discourse. In this discussion, discourse is used as a term that is equivalent to the term discourse (English). The term discourse has a broader reference than just reading. Discourse is a linguistic unit under which sentences, phrases, words, and sounds are successively. Sequentially, a series of sounds forms a word. A series of words form a phrase and a series of phrases form a sentence.

Finally, a series of sentences forms a discourse. Discourse is the ability to move forward (in discussion) according to an orderly and precise sequence, and to communicate ideas, both verbally and in writing, which is official and regular (Herman et. al., 2022).

In addition, discourse is a complete linguistic record of communication activities and often consists of a collection of sentences with semantic relationships. Both verbal and written language may be used in the communication. Discourse discussion on the other hand discusses language and speech which must be in a unified whole situation of use. Here the meaning of a language is in a series of contexts and situations. Language as only meaningful in the context of the situation. As a result, he contends that discussing this discourse essentially entails discussing how the various settings in the text relate to one another. The purpose of the debate is to clarify the connections between the sentences or utterances that make up discourse.

From some of the definitions above, it can be concluded that discourse is a language unit that is at the highest level at the sentence level used to communicate in a social context. The unit of language can be a series of sentences or utterances. To get a clearer picture of the definition of discourse and the position of discourse in linguistics, it is better to first look at the boundaries or meanings of discourse from various sources. The term discourse is currently used as a translation of the English word discourse.

There are several meanings of discourse according to various linguists, namely:

1. Ismail Marahimin defines discourse as “the ability to advance (in discussion) in an orderly and proper order,” and “the formal and orderly communication of ideas, both oral and written”.
2. According to Riyono Pratikto, a person’s thought process is closely related to the presence or absence of unity and coherence in the writing he presents. The better the way or pattern of thinking of a person in general, the clearer the unity and coherence.
3. Henry Guntur Tarigan argues that “the term discourse is used to encompass not only conversation or chat, but also public speaking, writing, and formal endeavors such as scientific reports and plays or plays”.
4. According to Samsuri, “discourse is a complete linguistic record of communication events, typically composed of a collection of sentences that have an understanding link with one another. Both verbal and written language can be used for communication.

In a simpler sense, discourse means the way objects or ideas are discussed openly to the public so as to give rise to certain broad understandings, giving rise to certain broad understandings. Kleden called discourse as speech in which a speaker conveys something about something to his listeners. Based on the various opinions above, it appears that the meaning of discourse can be summarized

as “a series of words or a series of speech acts that express a thing (subject) which is presented regularly, systematically, in a unified whole, formed by segmental and non-segmental language elements. -segmental.” Discourse is described as the general realm of all assertions, or all utterances or texts that have meaning and have effects in the real world, based on the theoretical conceptual level. Conversely, discourse refers to a collection of claims that can be categorized according to particular concepts in the context in which it is used.

This understanding emphasizes efforts to identify certain structures in discourse, namely groups of utterances arranged in a certain way, for example imperialism discourse and feminism discourse. Meanwhile, when viewed from the method of explanation, discourse is a practice that is structured to explain a number of statements.

The Role of Discourse Analysis in the Language Learning Process

Discourse analysis seems to have an important role in the language learning process, especially in productive skills, namely speaking and writing. In terms of writing, we know the terms of unity and coherence both in one paragraph and in a complete essay. The main purpose of dividing a complete essay into paragraphs is to separate and emphasize the stages of thinking and to show the transition from one idea to another that is still closely related to the

larger main idea. However, that goal should not be hindered by a lack of wholeness and coherence. The requirement of integrity in the science of rhetoric is actually in line with the principle of locality and the principle of analogy in discourse analysis.

One paragraph can be said to be unified, only if the paragraph details refer to one topic. Once the listener's or reader's mind is ready to accept details about topic A, for example, the reader will be confused, if details referring to topic B or topic C are inserted into paragraphs without warning. Writers who master the principles of rhetoric and the basics of discourse analysis, will consciously think about the integrity of what will be presented to the reader. This awareness will at least remind the writer of the two conditions for writing a complete paragraph.

The two conditions for completeness are the presence of a topic sentence in each paragraph and the exclusion of material or details that have nothing to do with the topic sentence. Furthermore, paragraphs that are aware of the importance of coherence will consider at least two conditions in expressing their ideas.

The two conditions are: (1) logical composition of the material, (2) the use of transition words that connect thoughts in one sentence with two thoughts contained in other sentences.

Coherence can be achieved through transitions that connect the use of words that show transitions that connect

thoughts in one sentence with ideas in another sentence. So, the relationship between one thought and another can be seen from the linguistic signs that function to connect the items of thought.

The magnitude of the role of discourse analysis in the process of learning language skills (recognitive and productive) is also strengthened by a pragmatic aspect called implicature theory, which was introduced by H. P. Grice introducing theories related to how humans use language. He stated that there is a set of assumptions that guide human behavior in speech. In Grice's theory, there are four general principles for speaking, which Grice calls the "essential maxims of conversation", which underlie the cooperative and efficient use of language. The four maxims form the principle of cooperation which is formulated as follows.

Requirements for Good Discourse Development

In order for discourse to be good, we must pay attention to the conditions in the construction of discourse. The condition is that the discourse must be cohesive and coherent. If the discourse is cohesive and coherent, it will create a discourse that has cohesion, unity, completeness.

1. Discourse Cohesion

To achieve coherence, the step we must take is the ability to arrange sentences and paragraphs so that they are related logically and coherently. To keep sentences

and paragraphs logical, we must use conjunctions. There are two types of conjunctions, namely inter-sentence conjunctions and inter-sentence conjunctions.

Intra-sentence conjunctions are words that connect a clause to the main clause, while inter-sentence conjunctions are words that connect one sentence to another.

Examples of intra-sentence conjunctions are because, so, but, whereas, if, then, etc. Examples of connecting words between sentences are therefore, then, then, however, next, even and so on.

2. Unity of Discourse

In addition to cohesiveness, the prerequisite for good discourse writing is the principle of unity. What is meant by the principle of unity of discourse is that each paragraph as a constituent of discourse has a relationship that is being discussed. This linkage can be done, for example by using a specific to general development pattern. With the development of this method we can explain things in general terms first.

3. Completeness of Discourse

A discourse is said to be complete if it contains paragraphs that are the core of a discussion raised in the discourse as a whole to show the main idea. The characteristics of an explanatory paragraph are that it contains an explanation in the form of details, descriptions, examples and others. Explanatory

paragraphs also require connecting words, both connecting words between sentences and between sentences.

Position of Discourse

1. Discourse Analysis with Phonology

According to Chaer (2007:102), phonology is a branch of linguistics that examines and analyses language's sound system. Discourse is a field of study that looks at how language is utilized in spoken and written contexts.

The following describes how phonology and discourse are related:

- a. Language is the subject of both phonology and discourse analysis, with the difference being that phonology analyzes language's structure—particularly its sound—while discourse analysis examines language's use when it deviates from structure or rules.
- b. Phonology is the lowest level of discourse in terms of hierarchy. Because phonology serves as the foundation for other branches of linguistics, the notion of language sounds is crucial to understanding conversation.
- c. Phonology and discourse both study language in spoken form; the main distinction is that discourse looks at texts in written form, whereas phonology

only studies the sounds of language produced by human speech instruments..

2. Discourse Analysis with Morphology

According to Wijana in Herman, van Thao and Purba (2021), the study of morphemes and how they combine to generate linguistic units known as polymorphic words is known as morphology.

Following is the link between discourse and morphology:

- a. The study of language is the subject of both morphology and discourse. Discourse analysis, in contrast, investigates language outside of structures or laws, whereas morphology, like phonology, also studies language structure (particularly word production).
- b. Morphology is the second-smallest level in Discourse in terms of hierarchy. Because discourse in the form of text is created from word-by-word arrangements that have meaning, word formation theory is necessary for researching discourse.
- c. Word choice in discourse must be exact and in line with the message that is intended to be given, hence discourse and morphology, the study of word production, are intimately intertwined.

3. Discourse Analysis with Syntax

Ramlan clarified that the study of syntax, a subfield of linguistics, deals with the subtleties of discourse, sentences, clauses, and phrases. In contrast, Kridalaksana in Tarigan says that discourse is the greatest or largest grammatical unit and the most comprehensive linguistic unit. Complete discourse (novels, books, encyclopedia series, etc.) or paragraphs, sentences, or words that convey the entire idea make up this discourse.

The following shows how syntax and discourse interact with one another:

- a. Language is used as the subject of study by both syntax and discourse. Discourse analysis, in contrast, investigates language outside of structures or rules, while syntax, like phonology and morphology, examines language structure (particularly sentence production).
- b. Syntax is the third-smallest level in Discourse's hierarchy.
- c. Because a theory of sentence creation is required for the study of discourse, syntax, which examines the mechanics of sentence formation, is closely tied to discourse. If the sentences in a discourse are coherent and cohesive with one another, the discourse might be deemed to be good..

4. Discourse Analysis with Semantics

George succinctly and widely explains that semantics is the study of meaning. The connection between semantics and discourse is that both explore the meaning of language as an object of study. The main distinction is that discourse examines the implications or contextual meaning of speech or text, whereas semantics investigates the lexical meaning of language (linguistic meaning).

5. Discourse Analysis with Pragmatics

In his book *Pragmatics*, Levinson outlines certain restrictions on pragmatics. Some of the objections raised by Levinson, among others, claim that pragmatics is the study of the interaction between language and context, which is the basis for the justification of language's meaning. In this context, it suggests that in order to comprehend how language is used, we must also comprehend the context in which it is used. Levinson believes that another restriction of pragmatics is that it is the study of how language users connect phrases with the right environment. Examining the meaning of language created by context is the link between "Pragmatics" and "Discourse,".

6. Discourse Analysis with Philology

Philology is the study of a country's written cultural and linguistic heritage, including language, history, and cultural heritage manuscripts. Discourse

and philology are related because they both focus on language as it appears in writings or manuscripts. The subject matter of the two texts or scripts differs from one another. While Wacana highlights issues from all facets of social life, Philology raises issues that are more broadly related to history.

7. Discourse Analysis with Semiotics

A subfield of linguistics called semiotics examines how language meaning develops from linguistic signs. The connection to discourse is that both semiotics and discourse examine the meaning of language. However, discourse studies the meaning of utterances and utterances created by speech communities, whereas semiotics examines the meaning of language based on icons, symbols, or indexes.

8. Discourse Analysis with Psycholinguistics

The study of how people use and learn language is known as psycholinguistics. From this description, it is clear that there are two distinct aspects: the first is language acquisition, which refers to how individuals, particularly children, learn language, and the second is language use, which refers to language usage by typical parents. The preparation of discourse, the themes or issues raised, or the utterances made based on human mental state are all related to discourse. One of the circumstances that can assist researchers in evaluating a statement is this psychological situation.

9. Discourse Analysis with Sociolinguistics

Because people in social life are no longer seen as individuals but as social communities, Purba et. al. (2022) noted that sociolinguistics as a branch of linguistics views or places the position of language in relation to language users in society. The connection to discourse is that sociolinguistics and discourse both emphasize language in context. The difference is that sociolinguistics focuses on the community of language users, whereas discourse analyzes speech (language) produced by the community.

The Position of Discourse in Linguistics

Indonesian discourse is made up of a collection of linked sentences that join one notion with another to make a cohesive whole. Due to the fact that discourse is the highest and largest grammatical unit, it has the highest hierarchy in the linguistic level. At first the word discourse in Indonesian was used to refer to reading materials, conversations, speeches. In Indonesian language textbooks from elementary to high school, this understanding is still often found, especially in the reading section. In these books, the word discourse is used as a general word. In this discussion, discourse is used as a term that is equivalent to the term discourse (English). The language units below are sentences, phrases, words, and sounds, respectively.

Sequentially, a series of sounds forms a word. Words make up phrases and sequences of sounds make up sentences. Finally, a series of sentences forms a discourse, all of which can be spoken or written. Cook states that discourse is the use of language in communication, both orally and in writing. The use of language can be in the form of advertisements, dramas, conversations, discussions, questions and answers, debates, letters, theses, papers, and so on.

Discourse is a semantic unit, and not a grammatical unit. Unity is not because of its form (morpheme, word, clause, or sentence), but the unity of meaning. Actually there are two units of language that can be learned.

First, the abstract elements on which the language rules work. Second, the elements used to communicate. It is the language for communicating that is called discourse, as Cook puts it “This latter kind of language is used, for communication is called discourse.” So it can be concluded that discourse is a scientific discipline that seeks to examine the use of real language in acts of communication. Data in discourse analysis is always in the form of text, either spoken or written text. The text here refers to the form of transcription of a series of sentences or utterances. As explained above, sentences are used in various written languages whereas utterances are used to refer to sentences in various spoken languages. Sources of data in discourse analysis are language users, but the number is limited as in case studies.

At first the word discourse in Indonesian was used to refer to reading materials, conversations, speeches. In Indonesian language textbooks from elementary to high school, this understanding is still often found, especially in the reading section. In these books, the word discourse is used as a general word. In this discussion, discourse is used as a term that is equivalent to the term discourse (English). The language units below are sentences, phrases, words, and sounds, respectively. Sequentially, a series of sounds forms a word. Words make up phrases and sequences of sounds make up sentences. Finally, a series of sentences forms a discourse, all of which can be spoken or written.

Conclusion

The word discourse in Indonesian is used to refer to reading material, conversation, and speech. The discussion of discourse is closely related to the discussion of language skills, especially productive language skills, namely speaking and writing. Both discourse and language skills use language as a communication tool.

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Chapter 11: Discourse Analysis in Language Teaching

The goals or objectives are:

After learning the eleventh chapter about “discourse analysis in language teaching”, the students are expected:

- To be able to comprehend the types of discourse in English
- To be able to comprehend the Implications of Discourse Analysis in English Language Learning.
- To be able to comprehend the Language Concepts in Discourse Analysis
- To be able to comprehend the Discourse Analysis and Language Learning

Introduction

The word discourse is one of the words that is often mentioned, such as democracy, human rights, and the environment. Like many words used, sometimes language users do not know clearly what the meaning of the words used. Some interpret discourse as a language unit larger than a sentence. There are also those who interpret it as a conversation. The word discourse is also widely used by

many groups ranging from language studies, psychology, sociology, politics, communication, literature and so on.

Types of Discourse in English

Based on the form or type, discourse is divided into four, namely as follows:

1. Narrative Discourse

Narrative is a story based on a sequence of events or events. Narrative can be in the form of expository narrative and imaginative narrative. The important elements in a narrative are events, characters, conflicts, plots, and settings which consist of time, place, and atmosphere.

2. Discourse Description

Description is an essay that describes an object based on the author's observations, feelings, and experiences. To achieve the perfect impression for the reader, the writer details the object with impressions, facts, and pictures. Judging from the nature of the object, the description is divided into 2 types, namely imaginative or impressionist descriptions and factual or expository descriptions.

3. Exposition Discourse

Expository essay is an essay that describes or explains in detail (explains) something with the aim of providing information and expanding knowledge to the

reader. Expository essays are usually used in scientific works such as scientific articles, papers for seminars, symposiums, or training courses. The stages of writing an expository essay are determining the object of observation, determining the purpose and pattern of presenting the exposition, collecting data or materials, compiling an outline of the essay, and compiling an outline of an essay into an essay. The development of the expository framework can be patterned on the presentation of the existing topic sequence and the climax and anticlimax sequence.

4. Discourse Argument

Argumentative essay is an essay that contains opinions, attitudes, or assessments of a matter accompanied by logical reasons, evidence, and statements. The purpose of an argumentative essay is to try to convince the reader of the truth of the author's opinion. The stages of writing an argumentative essay, namely determining the theme or topic of the problem, formulating the purpose of writing, collecting data or materials in the form of: evidence, facts, or statements that support, compiling an outline of the essay, and developing a framework into an essay. The development of an argumentative essay framework can be patterned into a pattern of cause and effect, cause, or problem solving.

Implications of Discourse Analysis in English Language Learning.

There are at least two things that need to be considered in language teaching activities, namely: the teaching process and the goals to be achieved. The teaching process is essentially a communication process between participants, namely between teachers and students. The teacher conveys messages in the form of subject matter to students in the form of discourse. The language used by the teacher is not a free language but a language that is built using discourse-forming tools so that it is easily understood by students. Students as participants will catch the message conveyed by the teacher by interpreting the teacher's speech. They try to understand the teacher's intentions by reconstructing his thoughts.

Students will only be able to capture the meaning contained in the utterances correctly if they are able to bring back the discourse building tools used by the teacher as a means of interpretation. Another aspect of language teaching is the most important goal to achieve. The teacher formulates teaching objectives for students, so in this section the teacher acts on behalf of the students. Students as learning people must understand what must be achieved so that all activities carried out always lead to goals and there is no feeling of being forced to act. In Indonesia, this task is represented by the teacher so that the learning objectives of students have been stated in the form of packages, while students just have to achieve them.

Is it in accordance with student learning desires? Regardless of whether it is in accordance with the wishes of students (assumed to be appropriate), the purpose of teaching Indonesian in schools is so that students are skilled in language, both oral and written. Based on the formulation of these objectives, it can be concluded that students can communicate using Indonesian directly or indirectly. To achieve this goal, discourse analysis has a very big role.

Because this activity is carried out in the classroom, the indicators that can be put forward are: 1) goal-oriented curriculum, 2) students communicate with teachers, students will achieve goals, so discourse analysis plays a very important role. Great role in teaching listening and reading skills. Listening is intended so that students can hear and understand the sound of the language spoken by the teacher, then along with the message. Listening skill is an oral receptive skill, so that students' activities are centered on the ear and mind. The ear catches the sound, while the mind reconstructs the discourse expressed by the teacher to capture the message contained in it. The activity of analyzing discourse is essentially analyzing speech through a thought process. Speech contains a message to be conveyed to students, students catch the sound through the ear and then process it in the mind, to get the message.

This is done by recognizing the type of language used by the teacher through the reconstruction of the building (language) made by the teacher. Thus, if it is returned that

listening is a receptive language activity in communicating, it is impossible for the listener or reader to catch the message without recognizing aspects of the context of the situation, coherence, implicature, inference, reference, and so on. Reading is intended to pronounce the written sound and then capture the ideas contained in the series of sounds. Writing as a language product is intended to convey messages to readers indirectly. The reader tries to re-create the writing process through interpretation tools with the aim of capturing the message contained in the writing. If the essence of reading is to pronounce sounds with the intention of capturing the message, discourse analysis plays a role in trying to capture the message.

The author's message contained in written language is systematically arranged based on linguistic and written rules, at least according to the author's ability, the message can be contained in stages between the main message, explanatory messages, illustrations and examples. The oral form cannot be separated from the author's perception of the object or problem at hand, so that the reader does not only recite the writing and then can catch the message. Reading activities must also be arranged hierarchically, namely from reciting sounds (reading writing), reciting sounds to capture explicit meanings, reciting sounds to capture implied meanings, reciting sounds to capture the author's cultural background why he has certain perceptions of objects or problems. so different.

With the perception of other authors. It is in this last hierarchy that discourse analysis is needed. The reader must be able to reconstruct cohesion, coherence, context, implicature, inference, presupposition and so on that may surround the writing process. The reconstruction of the occurrence of writing needs to be re-expressed because the real message contained in a reading is not only what is written but the series of meanings behind the implied meaning is the actual message.

Language Concepts in Discourse Analysis

1. Language Always Happens in Context

Research carried out by sociolinguistics and psycholinguistics experts has yielded details of various contexts as the starting point for language occurrence and how to translate it. There is a cultural context, a social context and a cognitive context. Cultural context is related to the meaning and general view of the world. Social context is concerned with one's self-identification in relation to others who create rules and ways of understanding situations and behavior. Cognitive context is a place to connect statements and past experiences and knowledge. Understanding how language is used and how it is structured is to some extent influenced by views on how language relates to these various contexts.

2. Language Is Context Sensitive

Sensitive meaning meant here not only means sensitive or easily influenced, but also means can be recorded and measured. Language does not only always take place in context, but its patterns are sensitive to the characteristics of that context, both in terms of its form and function as well as its level (deep structure and surface structure). Analysis from multiple perspectives has noted a systematic relationship between language and context that extends to different levels of language. See, for example, sociolinguistic analysis which focuses on observing the influence of existing boundaries in the cultural, social, psychological, and textual fields on phonological, morphological, and syntactic variations.

3. Language is Always Communicative

Language is always directed or directed at the person who is expected to receive the message, except for speech issued by people who are sleeping/dreaming or people who have memory problems. Furthermore, the recipient of the message can be a real (actual) or intended (intended) recipient. The speech that comes out of the mouths of the two people involved talking to each other (either in person or by phone or letter), the person who lectures, the person giving the speech has a real recipient. Speech produced by someone outside the event of the language, for example writing in newspapers, announcements or advertisements, and

the word stuck on the side of the highway “watch out!” have a receiver too.

But not the actual recipient but the intended recipient, newspaper reader, for the announcement or advertisement is the person affected by the message in the announcement or advertisement. While the word “be careful” on the highway has a connotation consisting of people riding motorbikes or cars who are used to high speeds.

4. Languages Designed For Communication

Languages are designed for communication purposes as evidenced by the fact that various language features are designed and changed over time and vary from place to place to facilitate communication. There are several language features designed to facilitate mutual understanding, such as hypercorrection and other forms of exaggeration. The forms of greeting are one of the characteristics that emphasize the listener with the aim of achieving ease of communication. The need for communication leads to the emergence of various sentence structures: declarative, interactive, interrogative. Therefore, there is an assumption which states that there are not a few things in the structure of language that can only be explained if you look at its development in fulfilling its communicative function in direct interaction.

Discourse Analysis and How to Describe It

Identification of discourse characteristics is one aspect of language description in discourse analysis. There are three things that characterize discourse according to Schrifin (1987), namely: discourse builds structure, conveys meaning, and carries out action.

1. Discourse Form Structure

Harris who first developed the method of structural linguistics in discourse. He argues that the structure of the text is formed due to the pattern of repeated appearances of morphemes that are separated, both from their meaning and from non-textual factors. The actual research that looks at discourse as if it is grammatical bases the grammar of the discourse on the sentence grammar of the TGT model. They believe that the grammar of the text can be written in the same form as TGT. Other research on discourse uses an ethnomethodological approach, namely research that does not only focus on linguistic units but also on language use, on speech rules:

The way the speaker connects his speech with the atmosphere, the form of the message with a certain atmosphere. background and activity. This way of working is usually called “speaking ethnography.” Especially in their research on dialogue, they use the concept of an adjacency pair, which is a speech pair that has linear boundaries. The appearance of the first

part gives such space to the appearance of the second part that the absence of the second part sounds like an odd fact. Examples are question-and-answer pairs and suggestion-response pairs.

2. Discourse Conveys Meaning

In the following description, it is seen that some researchers apply sentence analysis in discourse. While the opinion that only linguistic units (morphemes, clauses, sentences) are the main elements of discourse, some accept and some reject. There are also those who argue that texts are different in type with linguistic units so that the methods used in analyzing something cannot be expected to be useful for analyzing discourse. There is an opinion that although structure can be a source of explanation of a text, namely a source of explanation that a certain type (classification) of a text is the same as a sentence; The source of explanation is even stronger at the level of the semantic relationship that underlies the text.

So, units such as pronouns, adverbs, and conjunctions as elements of discourse are not because of their distribution which is subject to a rule, but because they show an interpretive relationship between two happy in the text.

3. Discourse Implements Action

If we view discourse as organizing the speaker's intentions and goals that are accepted and carried out

by the listener and seen from the way language is used to fulfill that purpose, then the action or rather the executor of the action is the main characteristic.

Discourse Analysis and Language Learning

Discourse has received important support in language teaching in recent times. This is in line with the development of a communicative approach. The emphasis on communicative competence has resulted in the tendency of experts to pay more attention to the nature of verbal interactions and discourse rules. Language learning in the past centered on learning the formal features of language and language teachers tried to develop speaking skills by repeating correct sentences to students. What is the result? Most adults feel disappointed or the results achieved because they think students who have followed the program (who have graduated) lack the ability to interact verbally or the ability to talk to each other (conversation ability).

The statement that might arise is “did speech crossover not receive attention in previous language teaching? Previous language teaching did not pay attention to speech cross. The third argument is that the usage rules are not the same for every language. Indonesians who live in English-speaking communities need to be careful in expressing their concern for others, especially if they meet on the street, namely not greeting according to the rules contained in their mother tongue by greeting “where are you going”. And is

an analogy brought from Indonesian and it is customary to ask “where are you going?” As a small warning, this is a sign of caring for someone you meet on the street.

In the people of South Sulawesi, there is a convention that applies until now which explains one of the rules of using language. A person from one village who visits another village or a guest, if he visits the house of a resident. Care should be taken in expressing surprise or admiration for the host’s property or possessions as this can be translated as a request that is difficult to refuse. by the host, especially if the guest has an honorable position.

Discourse in Language Teaching

Communicative competence whose elements are grouped by Savignon into four parts, namely 1) grammatical competence, 2) sociolinguistic competence, 3) strategic component, 4) discourse competence. Kramsch (1981) also expressed his opinion on the same matter but according to this expert there are only three groups of elements, namely; 1) grammatical competence, which is important to be understood by others (locutionary act), 2) pragmatic competence (locutionary act) and 3) discursive or interactive competence (speech action).

There are three strategies that become the pillars of an upright speech of the cross, namely; 1) talk (take a turn), 2) move, and 3) topic. Speaking is the most basic strategy which states that there should be no more than

one person speaking at a time. Speakers have various ways of setting up the next speaker; usually the speaker mentions something or indicates or may not mention or indicate but narrows the scope among the participants by asking questions. There are also speakers who leave in such a way that opportunities are open to anyone or expect volunteers. Cross speech, according to research results, is a combination or combination of inputs consisting of four kinds. Namely chain, insertion sequence, side sequence, and binding.

Conclusion

Discourse analysis has an important role in the language learning process, especially in productive skills, namely speaking and writing. In terms of writing, we know the terms of unity and coherence both in one paragraph and in a complete essay.

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Chapter 12: Classroom Discourse Analysis in the Education Implementation

The goals or objectives are:

After learning the twelfth chapter about “classroom discourse analysis in the education implementation”, the students are expected:

- To be able to comprehend the class discourse structure
- To be able to comprehend the Fundamentals of Discourse Analysis.
- To be able to comprehend the Roles and Implications in Teaching Productive Skills
- To be able to comprehend the Conversation Analysis as an Approach to Class Discourse Analysis

Introduction

Education is an effort to foster and develop the human person from a physical and spiritual perspective which takes place gradually. Therefore, maturity that leads to the optimization of development or new growth can be achieved if through process by process towards the ultimate goal of growth. However, the desired process in an education is a directed and directed process, namely

directing students to the optimal point of their abilities. While the goal to be achieved is the formation of a complete and intact personality as a human being, both individually and socially. Educating is guiding children to reach maturity. In educating children towards maturity, children are not made as objects or targets of the subject of action, on the contrary, children must be actively involved in the educational process.

The position is the same as the person who educates, namely as the subject or actor of educational activities. Learning, developing, and education are three interrelated things. Learning is a process that produces changes in behavior, whether visible or not, which is relatively permanent through experience or practice. The complexity of learning can be seen from two subjects, namely students and teachers. And understood by students as a gradual process. Education is an activity of interaction between teachers and students. In these interactions, the teacher plays a role in educating students.

These actions are aimed at developing students into independent individuals and to make it happen students are required to learn. Every citizen has the same right to receive teaching and education. This has been mandated and guaranteed by Article 31 of the 1945 Constitution, both through formal education and non-formal education. Therefore, the government is required to provide quality educational and teaching institutions so that all citizens can enjoy their rights.

Classroom Discourse Analysis in the Education Implementation

Classroom discourse analysis is concerned with teacher and student interactions. Not only the teacher's language in teaching or explaining the material, the teacher's language in giving advice or warnings to students is also found in class discourse. Class discourse contains activities that occur directly in the classroom. From the beginning of learning begins until the end of learning is complete. In the learning process, of course, there are many actions taken by teachers and students such as telling, stating, confirming, estimating, concluding, believing, agreeing, admitting and refusing.

This action in class discourse is called reasoning. Not only reasoning in class discourse there is also an aspect of taste. The aspect of taste is the biological potential of the soul. Its existence is permanent, the teacher's obligation to thicken the potential of the existing senses. Negative feelings are diluted and positive feelings are thickened. The attitude of will (intention) is also found in class discourse, an attitude that includes willing intentions and steady intentions. In class discourse there are four patterns in learning, namely the pattern of actions to prepare for situations or conditions (teacher structuring) which is carried out at the beginning of learning where students can concentrate on the topic or material that will be discussed later.

The act of inviting student responses (teacher soliciting), carried out during the learning process, the teacher can ask questions to students, students can express their opinions on the learning carried out. Actions are responded to by students (learn responders), this action instructs students to respond, for example responding to questions posed by the teacher.

What are the Class Discourse Structures?

The class discourse structure is based on the view that a speech event contains an activity or an aspect of activity that is directly regulated by usage norms. Speech events occur in speech situations that consist of one or more speech acts. If a transaction of learning content is a speech situation, then a series of learning actions is a speech event that contains one or more learning speech acts. Therefore, the basic actions of compiling, asking, responding, and reacting as speech events mean making the four speech events a unit of analysis of speech act learning. Class discourse analysis using Bellack's theory which confirms that there are four patterns of action in learning events, namely the pattern of action to prepare a learning situation or condition called:

Teacher structuring event, the act of inviting student responses is called the teacher's request event, the act of responding by the student or students responding to the event, and the act of reacting to the results of the student's

response is called the teacher's reaction event. The pattern of action to prepare conditions (Teacher Structuring) consists of: acts of expressing gratitude, expressions of praise, expressions of satisfaction, acts of trying, acts of limiting, dictating, instilling orderly habits. The act of inviting student responses (Teacher Soliciting) the events of asking include: the act of informing, the act of estimating, the act of affirming, the act of concluding, the act of belief, the expression of apology, the act of promising, the act of inviting, the act of offering.

Fundamentals of Discourse Analysis

The center of discourse analysis is language. Why should a psychologist study language? There are several reasons why this should be done by a psychologist. Language is central to all socially acceptable activities. Language is not just a sign to communicate. Language is the most basic and most widespread form of human interaction. Philosophically, the creation of language is a logical consequence of human thought processes. Only with language, humans express what they think. But that does not mean language is the same as mind. Language is a tool for expressing thoughts. Socially, language has great power.

This cannot be separated from the role of language as a tool to build and create social interactions and various social worlds. In man-made language, it contains meaning. If we

understand what someone is saying, then our understanding is because we can grasp the meaning. Meaning itself, as suggested by Fisher is an abstract concept that has attracted the attention of philosophers and social science theorists for thousands of years. So, it can be said that language and its meaning are collective work. Meaning, as agreed by all communication experts, is very subjective. Therefore, the method of expressing the meaning contained in discourse, human behavior and actions, becomes so important to know subjectivity and intersubjectivity.

Discourse analysis, in addition to other methods such as hermeneutics, semiotics, seeks to reveal the meaning behind a discourse. How is language seen in discourse analysis? As summarized by Potter and Wetherrel, in discourse analysis, language is seen as having the following characteristics:

1. It is used for various functions and its use has various consequences.
2. Language, both constructed and constructed
3. The same phenomenon, can be described in various ways, and language is the main way.

Differences in discourse analysis paradigm in looking at language. According to Hikam, there are three paradigms or perspectives of language in discourse analysis. First, language is seen as a bridge between humans and external objects. When articulated in logical, syntactic sentences and has a connection to empirical experience, human

experience is seen as being directly represented through the use of language without any restrictions. The logical consequence of the paradigm adopted by empiricist-positivism for discourse analysis is that one does not need to know the meaning or subjective value that underlies the statement. The most important thing according to this paradigm is the fulfillment of linguistic rules, especially syntax and semantics.

Second, is a paradigm called constructionism. According to this paradigm, which is heavily influenced by phenomenological thinking, language is not seen as a mere tool for understanding objective reality. The subject of language, in the view of constructionism, is a central factor in discourse activities and social relations. Subjects, as written by Hikam, have the ability to exercise control over certain intentions in every discourse. Thus, language as discourse, according to this paradigm, is governed and enlivened by purposeful statements. Therefore, discourse analysis within the scope of constructionism is an attempt to uncover the hidden intentions of the subject making the statement.

Third, is a view called critical view. This view cannot be separated from the shortcomings that exist in the constructionism paradigm. According to a critical view, constructionism is less sensitive to the process of production and reproduction of meaning that occurs historically and institutionally. In addition, as Hikam wrote,

constructionism still has not analyzed the power relations factors inherent in every discourse. The consequence of this view on discourse analysis is that discourse analysis is used to reveal the strengths that exist in every language process: the boundaries of what can be discourse, the perspectives that should be used and the topics discussed.

Within the scope of the study of social psychology, as is the view of language as a social text, the discourse analysis in question is discourse analysis that does not focus on:

1. The relationship between discourse and cognition that examines textual ideas and their mental organization as they are stored in memory, and the role of schemas and writing for discourse processing.
2. Linguistic problems, for example with regard to references made from one sentence to another.
3. The scope of sociolinguistics that discusses variations in language use by various social groups.

By setting aside the three focuses of discourse analysis above, discourse analysis in the scope of social psychology focuses on the socio-psychological meaning behind the words used in responding to a problem.

Roles and Implications in Teaching Productive Skills

Regarding the function of language as a communication tool, Samsuri defines discourse as a complete linguistic record of communication events, both using spoken and written language. The target of the study or discourse analysis

is the form of language use in natural communication that cannot be separated from the speech relationship with the characteristics of the actor's interaction and the social context behind it. Regarding the concept of discourse and the target of its analysis, discourse plays a very important role in teaching speaking and writing skills as productive language skills.

A language unit can be said to be discourse if it has cohesion (link form), coherence (link meaning), and textual requirements. The terms of cohesion and coherence of discourse in forming a complete essay cannot be separated from the requirements of wholeness in forming paragraphs. That is, our ability to master the use of cohesion and coherence markers will support our ability or skill in making whole paragraphs. Therein lies the role of discourse analysis in teaching writing skills. In speaking skills, discourse analysis plays a role in providing principles and maxims of cooperation to create conversations or speeches that are honest, relevant, clear, and quite informative.

Maxim of speech in question is the principle of quality, quantity, relevance, and way of speaking. Regarding the role and implications of discourse analysis in teaching productive language skills, language teachers must keep abreast of developments in the world of linguistics, including the development of discourse analysis studies.

Discourse Analysis Approach Discourse is limited to the flow of linguistics in its analysis. The analysis of

sentences and writings about discourse is few in number. Syamsuddin stated that discussion and discourse analysis is a relative field and has received less attention from other linguists. Discourse analysis emphasizes ideological news as a method in the media process. Discourse analysis is the study of the various functions (pragmatics) of language. Discourse analysis is born and is not limited to the use of sentences or between parts of sentences. Discourse analysis cannot be separated from the use of rules from various branches of linguistics, such as syntax, morphology, semantics, and phonology. Littlejohn views writing as a nonverbal form that can already be considered as discourse. According to him, there are various strands of discourse analysis.

1. Regarding the way in which discourse is structured, the principle for generating conversation looks at nonverbal forms such as seeing and hearing
2. Discourse is seen as an act of doing things. Discourse analysts not only look at the rules of language, but also the rules for solving pragmatic goals and situations in social situations.
3. Discourse analysis in its preparation as a goal to find its function. Discourse analysis is the search for principles used by communicators who are not concerned with the psychological nature or function of the brain, but with the problems of conversation that are managed and solved.

Conversation Analysis as an Approach to Class Discourse Analysis

Conversation analysis is one approach in analyzing a discourse. Conversation analysis as an ethnomethodological method, analyzes social rules and finds the methods used to generate meaning of social rules. Conversational analysis offers more solutions to problems centered on changes or transitions in communication whose operations can be demonstrated in real speech. In understanding the form and meaning of discourse, the right approach is needed in analyzing it. In addition, the accuracy in analyzing must also be adjusted to the type and characteristics of the discourse. One approach that can be used is the conversational analysis (AP) method. Conversation analysis was originally an approach to analyzing discourse developed by the sociologist Harold Garfinkel.

His approach, known as the ethnomethodological method, was influenced by Alfred Schutz's phenomenology and was applied specifically to conversations with Harvey Sacks, Emanuel Schegloff, and Gail Jefferson. According to Circaurel, conversation is a source of various meanings of social rules, for example, conversations that produce certain characteristics that underlie the meaning of certain social roles in society. Conversation also shows its own rules and manifests meaning from its own structure. Conversational analysis is similar to interactional sociolinguistics in terms of the issue of social rules, and how language can be created

and created by social contexts. Conversation analysis is also similar to communication ethnography which deals with human knowledge and it is believed that no details of conversation or (interaction) can be ignored a priori as unimportant.

The three approaches also focus on detailed analysis of a particular sequence of utterances that actually occurred. However, conversational analysis is also very different from some of the approaches discussed. The difference is, conversational analysis has more assumptions, methodology and terminology that focuses on changes or transitions in conversation, and is based on ethnomethodological theory. This requires a special understanding of how the conversation analysis method works.

Advantages of Discourse Analysis in Studying

Students can examine how messages are used, arranged, and comprehended through discourse analysis. Discourse analysis can also enable them to investigate the range of techniques employed by communicators, including writers, presenters, and teachers, in accomplishing particular objectives or purposes through communications that contain particular discourses that are delivered.

Examining how language works and how meaning is formed in various social circumstances is what discourse analysis entails. This holds true for any instance of spoken

or written language as well as nonverbal cues like tone and body language.

These sources are appropriate for discourse analysis:

1. Magazines, newspapers, and books
2. Marketing collateral, including flyers and ads
3. Governmental and commercial documents
4. Websites, forum posts, and comments on social media

The author hopes to get an understanding of social groupings and how they communicate by examining these sorts of conversation.

How is discourse analysis different from other methods?

Discourse analysis places greater emphasis on the contextual meaning of language than the linguistic approach, which simply concentrates on the norms of language use. It focuses on language use for specific purposes and the social dimensions of communication (e.g. to build trust, to create doubt, to arouse emotions, or to manage conflict). Discourse analysis is used to analyze bigger aspects of language, like full conversations, texts, or collections of texts, as opposed to concentrating on smaller language components, like sounds, words, or phrases. Various levels of analysis can be performed on chosen sources.

How to do discourse analysis?

Discourse analysis is a qualitative and interpretive method for analyzing texts (as opposed to more systematic methods such as content analysis). We make interpretations based on the details of the material itself and contextual knowledge. There are many different approaches and techniques we can use to perform discourse analysis, but the steps below outline the basic steps that need to be followed.

1. Determine the research question and select the content of the analysis

We begin by developing a specific study question before beginning discourse analysis. After formulating your question, choose a variety of pertinent resources to respond to it. Depending on the goal and timeline of the study, discourse analysis is a technique that can be used on both big and small samples of data.

2. Gather information and theory about the context

The social and historical context in which the content is created and intended for consumption must then be established. Obtain factual information about the content's creation, including the author, publisher, and distribution information. In addition to comprehending the discourse's real-world context, we may also do a literature review on the subject and create a theoretical framework to direct the analysis.

3. Content analysis for themes and patterns

In this step, we carefully examine the words, phrases, paragraphs, and general structure of the text and relate them to characteristics, patterns, and themes that are pertinent to our research question. Selected texts are examined for terms and phrases that express or allude to democratic and authoritarian political philosophies, including attitudes toward authority, liberal principles, and public opinion.

4. Review the results and draw conclusions

Considering the outcomes after giving the material elements specific properties to ensure that the language was clear and functional. In order to reach conclusions that address our research topic, we will now take the study into account in respect to the larger context. Discourse analysis appears to play a significant role in language learning, particularly in the development of productive abilities like speaking and writing. We are familiar with the concepts of coherence and unity in writing, both within a single paragraph and over an entire essay.

The main purpose of dividing a complete essay into paragraphs is to separate and emphasize the stages of thinking and to show the transition from one idea to another that is still closely related to the larger main idea. That goal should not be hindered by a lack of wholeness and coherence. The requirement of integrity in the science of

rhetoric is actually in line with the principle of locality and the principle of analogy in discourse analysis. Each of these basic needs will also underlie the basic characteristics of a discourse, which specifically characterizes the general purpose of a discourse. For written texts, the discourse analysis that will be carried out aims to make explicit (clear) implicit language norms or rules.

One paragraph can be said to be unified, only if the paragraph details refer to one topic. Once the listener's or reader's mind is ready to accept details about topic A, for example, the reader will be confused, if details referring to topic B or topic C are inserted into paragraphs without warning. Writers who master the principles of rhetoric and the basics of discourse analysis, will consciously think about the integrity of what will be presented to the reader. This awareness will at least remind the writer of the two conditions for writing a complete paragraph. The two conditions for completeness are the presence of a topic sentence in each paragraph and the exclusion of material or details that have nothing to do with the topic sentence. Furthermore, paragraphs that are aware of the importance of coherence will consider at least two conditions in expressing their ideas.

The two conditions are: (1) logical composition of the material, (2) the use of transition words that connect thoughts in one sentence with two thoughts contained in other sentences.

Coherence can be achieved by means of transitions that connect ways of using words that show transitions that connect thoughts in one sentence with ideas in another sentence. So, the relationship between one thought and another can be seen from the linguistic signs that function to connect the items of thought. The magnitude of the role of discourse in the process of learning language skills that are both recognitive and productive.

By a pragmatic aspect called the theory of implicature, which was introduced by H. P. Grice introduced a theory related to the way how humans use their language. He stated that there is a set of assumptions that guide human behavior in speech. In Grice's theory, there are four general principles for speaking, which Grice calls "the essential maxim of conversation", which uses cooperative and efficient language. In essence, the four general principles provide direction to people who talk about what to do, in order to obtain maximum results, efficiently, rationally, and cooperatively.

For that he must speak honestly, relevantly, clearly, and be willing to provide sufficient information needed. The four principles put forward by Grice can provide practical guidance for writers, especially in the use of language style. From the description above, it can be seen that the role of the concept of discourse analysis in the process of learning language skills, especially in the productive aspect. Like the branch of linguistics called pragmatics, discourse analysis

has only received the attention of linguists since the late 1970s, especially in Britain and America.

Conclusion

Discourse analysis aims to identify language principles that underlie discourse construction, production, comprehension, and symbolism. Discourse analysis aims to present discourse as one of language's exponents in its use as a tool for communication.

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Chapter 13: The Role of Discourse Analysis in Literature

The goals or objectives are:

After learning the thirteenth chapter about “the role of discourse analysis in literature”, the students are expected:

- To be able to comprehend about Literary Discourse Analysis Method
- To be able to comprehend the Internal Elements of Discourse.
- To be able to comprehend the Critical discourse analysis approach
- To be able to comprehend the The Nature of Discourse and the Position of Discourse in Linguistics

Introduction

Discourse is often used in various fields of science, such as politics, anthropology, sociology and philosophy. Outside of these four fields, discourse has an important role in the fields of language and literature. In the linguistic unit, discourse is the highest element. Discourse used to convey emotions, feelings and thoughts, fantasies and fantasies, inner experiences, fantasies, and events with a distinctive language form is called literary discourse.

Conversation, which refers to the capacity to go forward in an organized and exact manner, originates from English discourse. Another meaning is the regular and official exchange of ideas through both oral and written channels. As a discourse, literary works are no different from other discourses, always present in the dialectic of the text and contextuality, namely literary works are a representation of the author's ideology in perceiving social groups (subject-collective).

Uniquely, although literary works are loaded with ideological content, literary works have a characteristic that distinguishes them from other discourses, namely the dominant aesthetic aspect. This aesthetic existence makes literary works always convey ideology indirectly. This means that ideology in literary works, especially fiction, is always integrated with the facts of the story it presents. Literary works always talk about the life that has been fictionalized by the author, so reading literary works is like enjoying an adventure through words. Reading literary works should not be considered just for fun and enjoyment, because actually in the world of captivating words, literary works actually present the world view and ideology of the author.

The ideology that slowly can affect the reader's perspective. Therefore, critical reading and analysis of ideological practices in literary works is important to do. Through this critical study, the noble meaning, aesthetics,

and ideology in literary works can be revealed. In this regard, this book exists because of that perception, which is to reveal and disassemble literary works as a discourse to explain meaning, aesthetics, and ideology in three literary genres, namely poetry, drama (screenplay), and novels. The use of contemporary theories of semiotics, formulas, hermeneutics, and genetic structuralism makes the critical discourse analysis in this book comprehensive. In line with the development of discourse analysis which is currently in the spotlight of academics and cultural practitioners. So, discourse can be interpreted as writing that is organized according to the right or logical sequence. In discourse, each element must have unity and cohesion. There are various methods of discourse analysis as follows.

Literary Discourse Analysis Method

1. Based on the method used

Some of them use: syntagmatic discourse analysis, which is analyzing discourse using linguistic methods (syntactic approach) where the researcher explores sentence by sentence to draw conclusions and paradigmatic discourse analysis, which is analyzing discourse by paying attention to certain signs in a discourse to find overall meaning. .

2. Based on the form of analysis

Linguistic discourse analysis that reads a text using one of the methods of discourse analysis (syntactic or

paradigmatic) and social discourse analysis, namely analyzing discourse using one or more discourse analysis methods (syntactic or paradigmatic), using a certain theoretical perspective, and applying a research paradigm certain.

3. Based on the level of analysis

Some of them are: analysis at the script level, whether in the form of texts, talks, acts, and artifacts; both syntagmatically and paradigmatically, and multilevel analysis known as critical discourse analysis, which analyzes discourse at the level of text and its context and history.

4. Based on the form of discourse

There are those who conduct discourse analysis of discourse in the form of writing, speech, action, inheritance, both in the media and in the real world.

Because a theme is anything that is communicated or described throughout the discourse's content, every discourse has one. The theme serves as a point of departure or framework to keep the discourse's content focused, ordered, and on topic throughout. A discourse's theme and goal must be decided upon before it can be written. The discourse content model is connected to this objective. Depending on the author's objectives and preferences, the theme of the discourse will be expressed in the writing's style or form. Following goal-setting, the author will create an outline. an essay made from of subjects that elaborate on

the theme. The topics are organized logically. This serves as a roadmap to show how the essay's many components are divided according to the theme. Based on its function and purpose, literary discourse has several characteristics, including:

1. A special way of speaking, to have an effect on the reader or listener
2. Using words that are specifically used in various literature
3. Containing many subjective elements
4. More concerned with the element of emotional feelings than rational thoughts, so there is an emotive impression
5. Moving emotions, aims to influence the soul of the reader and
6. Possibility of multiple interpretations, especially in literary works in the form of poetry.

Transactional, expressive, and poetic speech are the different subtypes of literary conversation. Discourse describes how language is used to convey particular meanings or provoke particular reactions. The majority of literary fiction uses poetic discourse, while some types of it may also incorporate expressive speech and experiential techniques. In corporate communications, including in advertising, this transactional discourse is used.

Examples of Literary Discourse

Expressive discourse is exemplified through journal entries. Creative nonfiction prose is typically used in expressive literary discourse. Letters, diaries, and attentional writing streams are all examples of expressive speech. One's capacity for expressing one's own point of view is highlighted in this kind of debate. Online blogs are increasingly a well-liked medium for expressive debate in the age of digital publishing. Poetry is one of the most famous and well-known literary genres. The majority of creative works, such as poetry, fictitious novels, anthologies of fictional short stories, and screenplays, fall under this category of written communication.

There are numerous different genres and writing techniques used in poetic discourse. Discourse fiction frequently focuses on the process through which language is created and applied to convey ethereal themes, philosophic views, settings, and visuals. Through character development, this literary discourse also attempts to address emotional issues. People can see the numerous sorts of literary discourse that exist by conducting research across a variety of sources. The transactional mode of literary discourse is another important one. The goal of much of this communication is to engage the reader on some level. It comprises the typical discourse patterns found in advertising, instruction manuals, corporate correspondence, and editorial writing. Typically, this encourages the reader

to take action, such making a purchase or requesting further information

Usually, creative writing, literature classes, and English composition explore literary discourse. Discourse analysis can be used to educate appropriate language structure, expand vocabulary, and enhance a person's capacity for effective communication. Traditional experiences and forms are examined in advanced literature courses for their intended usefulness and significance. Options for technique, including as point of view, scene changes, and descriptive language, are typically covered. As with expressive discourse, advanced creative writing programs already cover it as a form of art. Typically labeled as creative non-fiction, this genre of writing includes memoir-like works, collections of prose, and commentary. Students in college-level English classes are required to write academic essays as a kind of expressive discourse in order to improve their writing abilities. Students should form this essay by concentrating on paragraph and sentence structure as well as displaying their abilities to agree or disagree with a specific topic.

Internal Elements of Discourse

The internal element in the discourse referred to here is the existence of elements that support it in a discourse. These elements form units of words and sentences that are combined into a complete discourse.

1. Words and Sentences

Words and sentences can be understood that words consist of various letters while sentences consist of various words. Words and sentences can be interpreted as the smallest unit of language that is conveyed in writing or orally expressed with a complete mind. Usually in everyday life, many people always make expressions that contain the meaning of words and sentences that are used as material for their dialogue. Even though the words used are short sentences, the sentences they use have meaning. Many people always make small talk when they meet and greet using short dialogues (people who are used to it).

2. Text and Cotext

In my opinion, the term text is a series of readings presented through reading media written in several sentences and paragraphs. It can be interpreted that this text is the meaning used in written language. While the context can be interpreted as a text that is parallel, coordinated and has a close relationship with other texts. In other words, the context must be connected with other texts and form an orderly discourse so that the reading path or text can connect its meaning with the text that we make so as not to be confused.

External Elements of Time

These external elements can be understood together, while the external elements themselves are interpreted in Indonesian, namely outside or outside. So, these external elements are elements that are outside the discourse as supporters and complements of the wholeness of the discourse. The external elements of discourse consist of implicature, presupposition, reference, inference, and context.

1. Implication

According to my understanding, implicatures are utterances or utterances that express something that is not directly addressed with the intended meaning. This means that a speaker is not frank with what is meant by truth. So, the reader is only given a vague picture to understand it.

2. Presupposition

The term presupposition is an approximation, or guess. In other words, presuppositions are basic assumptions or basic conclusions about the context of discourse and language situations that make language forms meaningful to listeners or speakers. So it can be concluded that an expression that is guessed or predicted can be understood by the other person, so that a communication can run well and smoothly.

3. Reference

Reference is a source of reference or references made from a reading that is read. In reference, only the speaker or speaker knows best what he means or is referring to from an utterance. It can be concluded that the reference itself cannot be understood by the reader as a whole, and the reader can only guess what the speaker's intent is.

4. Conclusion

Inference, namely in KBBI is defined as a conclusion or conclusion. In this inference discourse, a reader must be able to draw understanding and understanding contained in a discourse. So, a reader must be able to draw conclusions or interpretations from the discourse readings he reads. Even if the inferred meaning is convoluted or not, he expresses it firmly.

5. Context of Discussion

Context can be interpreted as a description of the discourse or sentence as a supporter of the clarity of the meaning itself. Context itself refers to someone's understanding to know the conversation that is being carried out by the speaker. Sometimes there is a misunderstanding between the speaker and the listener, this is where a lot of miscommunication occurs in the delivery. Therefore, we as word speakers must understand who we are talking to, whether it is

parents, children or parents and as speakers we must understand correctly how to convey it, so that there is no miscommunication.

Critical discourse analysis approach

The critical discourse analysis approach consists of five parts, namely critical language analysis, discourse analysis approach, social cognition approach, social change approach, and historical discourse approach. However, what we want to discuss here are only its features which consist of five parts.

1. Action

Discourse is viewed as a sort of interaction with an accompanying action. Discourse is viewed as having a purpose, including the ability to influence, debate, convince, support, act, and other things. Every person who speaks or writes has a function, no matter how minor. Second, discourse is thought to be something that is controlled and expressed consciously rather than something that is uncontrolled or expressed subconsciously.

2. Context

The context of discourse, such as locations, situations, events, and conditions, is taken into account by critical discourse analysis. Here, discourse is viewed as being created, understood, and examined within a certain context. Discourse analysis also

looks at the communication's context, including who communicates with whom and why, in what kind of circumstance and with whom, through what media, what kinds of communication emerge, and how each participant is related to the other. The discourse becomes centered on three things: the text, the context, and the conversation. Text encompasses all dialects of language, including spoken words, music, images, sound effects, and photographs, in addition to words that are printed on paper. All circumstances and items outside the text are included in the context.

3. Historical

Only by describing the historical setting in which this text was written will we be able to comprehend its message. how the social and political climate were at the time. Determining the reasons why the discourse developed or developed in a certain way, the language that was used, and other factors are required while doing an analysis.

4. Power

Every discourse that emerges, whether it takes the shape of text, speech, or anything else, is perceived as a type of power struggle rather than as something natural, natural, and neutral. Critical discourse analysis works with specific social, political, economic, and cultural factors and situations in addition to textual or discourse structural specifics. It is crucial to recognize

what is meant by “control” when it comes to power and speech. Here, control does not always have to be direct and physical but can also be mental or spiritual. Control over the discourse can be achieved in a variety of ways, including control over the environment and control over the discourse’s structure.

5. Ideology

Discourse is viewed as the media used by the dominant group to persuade and communicate to the general public the production of power and dominance it wields, making it seem legitimate and correct. The ideology of the dominant group is only effective if it is grounded in the belief that it upholds justice and truth among all members of society, including the dominated.

The Nature of Discourse and the Position of Discourse in Linguistics

In linguistics we certainly find what is called discourse analysis. In general, discourse analysis is the study of grammar in linguistics. The definition of discourse itself according to Harimukti Kridalaksana is the most complete language unit in the grammatical hierarchy and is the highest and largest grammatical unit. Discourse analysis certainly has a history of development from ancient times to the present. In linguistics, discourse analysis begins to emerge as pure linguistics, which cannot reveal the true and

perfect nature of language. Historically, in the 1950s, the study of language still revolved around sentences. Early in 1952 a linguist and linguist named Zellig S Harris gave the fact that he was not satisfied with the grammar of sentences.

Because of this dissatisfaction, the linguist Zellig S Harris published an article entitled Discourse Analysis which at that time was published in Language magazines 28:1-3 and 474-494. In his article, Harris points out the importance of inclusive and comprehensive language learning. At that time, all linguists analyzed language at the level of syntax and morphology. In Harris' article, what is meant by a comprehensive language study does not stop at the linguistic level of a sentence, but further studies language at an external level that has a relationship between the text and its context. Following the pioneers of discourse analysis, namely Zellig S Harris, discourse analysis began to be followed by many experts in the 1960s. The definition of discourse analysis is the study of disciplines that examines the relationship between form and function. in verbal communication.

There is also the work of Brown and Yule in their book entitled Analysis of Discourse, in the book it is explained that discourse analysis means analyzing the language used. Similarly, Van Dijk's work entitled New as Dicourse describes discourse analysis as a process of using language and language which aims to get a clearer and simpler picture of what is said and is not complicated and orderly.

The development of discourse analysis from ancient times to the present must have several objectives that we must look at from the three dimensions of discourse, including language texts through spoken and written language, discursive praxis, namely the production and interpretation of texts. Sociocultural praxis, namely changes that occur in society, institutions and culture that determine the meaning and form of discourse analysis.

Language has a level consisting of phonology, morphology, syntax and discourse. The relationship between one level and another can be proven by the processes that occur, namely by the presence of morphophonemic, morphosyntactic, and inter-clause (sentence) that occur in a discourse because the clause is the smallest element of the discourse. The clause that functions as a messenger has a structured structure so that it becomes communicative. According to Samsuri in Djajasudarma discourse can also be said as a complete language record of communication events, can be in the form of spoken language and can also be in the form of writing. In oral discourse, there needs to be a speaker and a listener, while in written discourse there needs to be a writer and a reader. Discourse studies language in use, so it is pragmatic.

Discourse understanding in this case focuses on results and considers the speaker or listener, in this understanding it is considered a linguistic phenomenon called pragmatics. Pragmatics is the study of all languages and contexts

that are grammatical or characterized in the structure of language. Pragmatics is a meaning that cannot be achieved through direct reference, but through the condition of the truth of the sentence spoken. Discourse itself is the most complete and highest or largest language sentence unit with continuous high coherence and cohesion, which is able to have a real beginning and end delivered orally or in writing. This discourse is realized in the form of complete essays in the form of novels, books, encyclopedia series. The form of discourse can be seen in terms of the level of language so that it can contain a complete meaning.

Discourse in this case is considered an act of communication with the reference that discourse is related to a language unit that is larger than grammatical. So it can be concluded that discourse is a statement or series of statements expressed orally or in writing that have meaning and context in it. The characteristics of discourse include: grammatical units, the largest, highest, or most complete rules, sentences, have a proportional relationship, have a continuity relationship, have a cohort relationship, have a cohesive relationship and the medium is spoken or written.

The position of discourse in linguistics is a linguistic unit or linguistic hierarchy. This is because discourse is a grammatical unit as well as an object of linguistic study that contains all the linguistic elements needed in all forms of communication. The study of discourse will always be related to the linguistic elements below it,

such as phonemes, morphemes, words, phrases, clauses, or sentences. Based on the above understanding, that the meaning of discourse has a very broad scope. Discourse is not only interpreted as a certain text or symbol, but speech can also be said as discourse as long as there is a recipient of the message, the message, and the giver of the message. This is the condition of the context.

Conclusion

The magnitude of the role of discourse analysis in the process of learning language skills is also strengthened by one of the pragmatic aspects called implicature theory, which was introduced by H. P. Grice, introducing theories related to how humans use language. He stated that there is a set of assumptions that guide human behavior in speech.

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Chapter 14: Critical Discourse Analysis: An Introduction

The goals or objectives are:

After learning the last chapter, fourteenth chapter, about “Critical discourse analysis: An Introduction”, the students are expected:

- To be able to comprehend about Analyzing Critical Discourse to Examine Ideology
- To be able to comprehend the Analysis of Critical Discourse and Language in Social Context
- To be able to comprehend the Language, Text and Social Context in Critical Discourse Analysis
- To be able to comprehend the Differences Between Critical Discourse Analysis Approach and Other Discourse Theorists

Introduction

A person or dominating group that tends to have a certain objective to obtain what is desired may seek to explain a social reality text that is being researched or sought for through the use of critical discourse analysis. That is, one must understand its significance in the context. As a result, it was later discovered that the author’s study had been influenced by a number of other circumstances.

Additionally, it is important to understand that, behind the discourse, there are desired meanings, images, and interests. The discourse analysis discussed in this essay aims to make the hidden intentions of the author (the subject) who makes a remark clear. Discourse is understood in discourse analysis in a way that goes beyond simply comprehending it as a language studies subject.

In the end, critical discourse analysis uses language in the analyzed text, but the language analyzed in critical discourse analysis is different from language studies in the traditional linguistic sense. The language analyzed by critical discourse analysis not only describes the linguistic aspect, but also relates it to the context. Context in this case means the language used for certain purposes, including the practice of power. Critical discourse analysis sees language as an important fact, namely how language is used to see power inequality in society. Teun van Dijk states that critical discourse analysis is used to analyze critical discourse, including politics, race, gender, social class, hegemony, and others. Furthermore, Fairclough and Wodak summarize the principles of AWK teaching as follows:

- Discussing social issues
- Revealing that power relations are discursive
- Revealing culture and society
- Ideological in nature
- Historical in nature

- Stating the relationship between text and society
- Interpreting and explaining

Analyzing Critical Discourse to Examine Ideology

Ideology, taken literally, is the study of concepts that are relevant to the present and future. A system of values or beliefs held by particular groups or societal strata, including the broad process through which meanings and ideas are produced, is referred to as an ideological boundary. Critical discourse analysis uncovers the injustices that are perpetrated and maintained through discourse as well as the ideology that dominates it. According to Fairclough, critical discourse analysis views discourse as a social practice. Discourse usage exhibits an ideological impact. A key idea in critical discourse analysis is ideology; for instance, literary discourse is an ideology or a reflection of an ideology. The ruling group created this ideology in order to maintain and legitimize their dominance.

To raise public awareness of the prevalence of dominance is one tactic. Critical discourse analysis views discourse as a type of social practice and recognizes ideology in this situation to be social. Language rules and practices are connected to power dynamics and ideological processes that society is frequently unconscious of, according to a critical study of language. The following are some fundamental notions in the critical study of language:

- The community shapes discourse
- Discourse aids in the shaping and transformation of social relationships, social identities, and knowledge and its objects.
- Power dynamics influence discourse and are connected to ideology.
- A power struggle is evident in the development of speech.
- Discourse investigates the interactions between society and discourse.

Analysis of Critical Discourse and Language in Social Context

Discourse analysis is the study of the conventions, shifts, and tactics of spoken language in a very constrained social setting. Discourse analysts are becoming more and more conscious of the variety of options available to them as well as the scope of the linguistic research topic at hand, which is the actual use of language in social context. The validity of the psychological and intellectual paradigms in studying discourses that are heavily laden with many aspects of a large social environment, such as gender, power, status, ethnicity, roles, and institutional arrangements, is in question. Both text and discourse are used interchangeably in discourse analysis. Kress revealed that the terms text and discourse tend to be used without a clear distinction.

Discourse emphasizes more on issues of content, function, and social meaning in the use of language.

Meanwhile, discussions with a more linguistic basis and purpose tend to use the term text. Text studies emphasize more on the issue of materiality, form, and language structure. Brunner and Grafaen argue that the term discourse is rooted in sociology, while the term text is rooted in philology and literature. Discourse is understood as a speech unit and a type of communication that is a component of regular language contact, however it can have a similar appearance in a formal setting. Although face-to-face interaction or joint presence of the speaker and listener are necessary for discourse, this requirement can be lowered to a momentary shared presence, such as over the phone. It is crucial to define the text within the framework of the theory of linguistic behavior.

The foundation for separating linguistic activity whose content is organized in the text from generic speech situations, which are just readers' receptive behavior, is that it is typically interpreted in a systematic sense rather than in terms of historical significance.

Speech behavior in texts has the property of knowledge in delivering transmissions and is recorded for subsequent use in written form, which is necessary for the usage of common terminology. As a result, the text is viewed as a unique linguistic reality that exists independently of the speaking situation. Van Dijk claims that discourse is a text

that is in a speaking situation, however discourse is actually a text in context. Discourse contains meaning from a wider context. Wodak formulates discourse as the totality of interactions in a particular domain, such as gender discourse. Discourse is socially controlled and socially conditioned. Discourse analysis requires simultaneous consideration of the language text, discursive praxis, and socio-cultural praxis from three different perspectives. Critical discourse analysis fundamentally involves applying dialectics to the three discourse aspects.

Language, Text and Social Context in Critical Discourse Analysis

1. Language as Social Semiotics

Human culture is made up of a variety of meaning systems, including language, customs, ways of life, and manners. The construction of reality and the construction of the semantic system, in which reality is developed, are inextricably linked in this social process.

On a very basic level, language consists of text or discourse, which is the interchange of meaning, rather than words, clauses, or sentences. The framework in which meaning is preserved in an interpersonal setting is by no means devoid of social importance. Through routine acts of meaning, society develops and establishes systems of values and knowledge, asserts its status and roles, and plays out social structures.

2. Text

Texts are related to what people actually do, mean, and say in real situations. To express meaning through spoken or written language, text is a semantic choice of social environment data. Texts are any live languages that participate in a situation's context. In this sense, the following four remarks about the text should be stated:

- a. The basic unit of text is the semantic
- b. Text can convey higher-level meaning.
- c. The essential sociosemantic function of text
- d. The text's situation is what makes it.

3. Context of Situation

The context is the setting in which the text is brought to life. Understanding the situation's context as well as the cultural context is essential for a thorough understanding of the text. The field of discourse, discourse engagement, and means of discourse are the three components that make up the situation's context. According to Jones, the field of discourse refers to the institutional contexts and continuous social actions in which these material units originate. Three things must be made clear in the discourse field: the domain of experience; short-term aims; and long-term goals.

According to Jones, the nature of the interrelationships between participants, including their understanding and status in social and linguistic contexts, can be viewed as a situational context that pertains to discourse involvement.

The role of agents or society, social status, and social distance are the three things that need to be exposed in discourse participation. Three discourses exist about social reality, namely:

- a. Conversations are social activities.
- b. Representation, specifically the social practice process
- c. In a constitutional identity, discourse explains how events take place.

There are five characteristics that appear in all critical discourse analysis methods. This shared attribute allows us to group various methodologies under the same movement.

In the following section we present a review of Fairclough and Wodak.

1. The Nature of Cultural and Social Structures and Processes Is Part of Discourse Linguistics

It is believed that the discourse practice of producing, receiving, and interpreting texts is a significant social practice that helps to create a social world with social relations and identities. Some are shaped by discursive activities that take place in daily life or by the process of creating and reading texts. Here is where social and cultural transformation and reproduction occur. As a result, not all social phenomena constitute linguistic discourse. The goal of critical discourse analysis is to understand how language and discourse affect socio-

cultural phenomena and the current transformation of modernity. Critical discourse research has examined topics like organizational analysis, pedagogy, racism, and mass communication.

Discourse offers advice on visual imagery in addition to spoken and written words. Experts concur that the unique features of visual semiotics and the connection between language and imagery must be taken into consideration when analyzing texts that contain visual pictures. However, there is a propensity to examine images as if they were linguistic texts in critical discourse analysis as well as discourse analysis in general. The exception is social semiotics, which attempts to establish theories and methods of analysis of multimodal texts, i.e. works that use written language, visual pictures, or audible sounds in addition to other semiotic systems.

2. Structured and constitutive discourse

Discourse is a type of social practice that makes up the social world and is made up of other social practices, according to critical discourse analysis. Discourse interacts dialectically with other social dimensions as a social practice. In addition to reflecting the creation and re-establishment of social institutions, discourse also helps to create and reform them. Fairclough considers that discourse practices are influenced by societal forces that do not have a single discursive

nature, such as the structure of political systems and institutional structures, when analyzing how discursive practices in the media contribute to the development of new political forms.

Language as discourse is a type of activity in social and historical settings and has dialectical linkages with other components of society, distinguishing this approach from more post-structuralist views like Laclau and Mouffe's discourse theory. According to Fairclough's social dimension, discursive practice is influenced by social structure. Discourse contains elements that structure the dynamic between parents and kids. However, the family is also a social institution with established relationships, identities, and customs. Although originally discursively constructed, these behaviors, connections, and identities are now part of non-discourse institutions and behaviors.

The structure of public discourse is derived from deeply ingrained social practices and is focused on actual material social structures rather than the free play of ideas in people's minds. According to Fairclough, if discourse is only viewed as constitutive, this claim is consistent with the idea that social entities only emerge from human brains. However, as we have shown, there is controversy among theorists as to whether or not this version of idealism requires this conception of discourse. For instance, Laclau and Mouffe insist

that blaming idealism with the justification that the idea of discourse as constitutive does not imply the nonexistence of physical objects but rather that physical objects can only acquire meaning through discourse.

3. The use of language must be analyzed empirically in its social context

Analysis Laclau and Mouffe work on a concrete linguistic textual analysis of the use of language in social interaction. This situation is different from the discourse theory of Laclau and Mouffe which does not conduct an empirical and systematic study of the use of language and is different from the psychology of discourse which conducts a rhetorical study, but not a linguistic study of language use.

4. Discourse Functions Ideologically

According to Laclau and Mouffe's analysis, discursive practices help to create and maintain uneven power relations between social groups, such as between socioeconomic classes, women and males, and minority groups and the majority ethnic group. This effect is recognized as having an ideological impact.

Laclau and Mouffe's theory in this regard does not fully depart from the Marxist tradition, in contrast to discourse theorists like Laclau and Mouffe and Foucault. Some critical discourse analysis methods consider the Foucauldian conception of power as a

force that can produce subjects with agents, that is, as a producing force as opposed to a personal trait that is imposed on others. However, this strategy departs from Foucault in that it uses the idea of ideology to explain how one social group is made to submit to another. Thus, discursive practices that create world representations, social subjects, social interactions, especially power relations, and the functions that these discursive practices serve in furthering the interests of specific social groups are the main focus of critical discourse analysis study.

Critical discourse analysis, according to Fairclough, is a method that aims to methodically analyze the frequently hazy causal linkages and determinations between discursive practices, events, and texts and more general cultural and social structures, relationships, and processes. How power connections and power struggles develop ideologies and influence actions, events, and text. How power and hegemony are sustained through the ambiguity of the relationship between discourse and society as a whole. Because critical discourse analysis is crucial to maintaining the social reality, particularly social interactions containing unequal power relations, it tries to provide light on the function of discursive activity. The goal is to be able to influence social change by addressing power dynamics in communication processes and society at large.

5. Critical Research

Thus, critical discourse analysis cannot be viewed as a politically neutral method like objectivist social science, but rather as a method that is politically critical and geared toward the formation of social change. In the interest of oppressed social groups and using a critical discourse analysis technique. In order to hasten the findings of critical discourse analysis and advance the cause of radical social change, the criticism tries to show how discursive activity contributes to the maintenance of uneven power relations.

Differences Between Critical Discourse Analysis Approach and Other Discourse Theorists

There are notable differences between critical discourse analysis approaches in terms of theoretical understanding of discourse, ideology, historical perspectives, and the techniques used for empirical studies of the use of language in social interaction and its ideological effects, despite the five general characteristics mentioned above. As was already established, some methods to critical discourse analysis, for instance, do not share Foucault's view of power as a constructive force. Van Dijk's sociocognitive approach is one of them and differs from the majority of other approaches because it shares the cognitivists' point of view.

1. Fairclough's Critical Discourse Analysis

We will go into great detail on Fairclough's crucial framework for examining speech as a social practice. Because Fairclough's framework incorporates a number of various concepts that link to one another in a complicated three-dimensional model, we are once again faced with a concept explosion, similar to what we saw while outlining Laclau and Mouffe's notions. Furthermore, Fairclough's various works, the structure of which is continuously changing, use these notions in somewhat diverse ways. We shall offer detailed insights into the conceptual transformation in situations where it is essential to comprehend Fairclough's framework.

We introduce Fairclough's framework in this first section by outlining its key ideas and potentially outlining how they relate to one another. One of Fairclough's empirical examples showing how the framework is applied is then given after this description. As was already said, a key distinction between Fairclough's work and critical discourse analysis in general and poststructuralist discourse theory is the way that critical discourse analysis sees discourse as both formative and organized. According to Fairclough's methodology, discourse is a significant social practice that reproduces and transforms knowledge, identity, and social interactions, including power relations, while also being influenced by other

social structures and practices. As a result, there is a dialectical relationship between discourse and other social characteristics.

According to Fairclough, social structure refers to inter-institutional relationships that include both discourse- and non-discourse-based components. Building bridges is a prime example of a primary non-discourse practice, whereas journalism and public relations are largely discursive practices. Fairclough contends that discursive activity not only replicates existing discourse structures but also challenges structures by employing words to represent what is outside of those frameworks, rejecting structuralism in favor of a more poststructuralist perspective. He diverges from poststructuralist discourse theory, nevertheless, because he concentrates on developing theoretical frameworks and research methodologies for empirical studies of commonplace social interactions. He emphasized the significance of undertaking systematic analyses of spoken and written language, such as in interviews for research and the media, in contrast to poststructuralist trends.

2. Order of Communicative Discourse and Events

According to Fairclough, there is a dialectical link between communicative events and discourse order. Though a system, the discourse order is not a system in the structuralist sense. That is, by the innovative

use of language, communicative activities extend discourse rather than simply reproducing it. For instance, a public relations representative in a hospital who employs consumer discourse relies on a system of discourse structures, but he also contributes to its creation. What connection exists between the social setting of the discourse and its logical order? While highlighting that discourse and discourse structures can cross institutional borders, Fairclough tends to link the order of discourse to specific institutions in his earlier work.

In his book, co-authored by Chouliaraki, the concept or order of discourse is paired with concepts in Pierre Bourdieu's field. In other words, for Bourdieu, the field is a relatively autonomous social domain that obeys a special social logic. Actors in a particular field, such as sports, politics, or the media, strive to achieve a common goal, and as such, the field is competitively interconnected where the position of the individual actor in that field is determined by the very relative distance from that goal.

3. Intertextuality and Interdiscourse

When various discourses and streams are articulated in concert during a communication event, interdiscourse happens. A indication and catalyst for discursive change as well as socio-cultural development is the practice of creative discourse, in which different

discourse types are blended in novel and intricate ways in a combination of new discourses. The durability of the dominant discourse order and, by extension, the prevailing social order is demonstrated by the practice of discourse in which discourse is combined with traditional methods. Intertextuality includes interdiscourse. Intertextuality is the state in which verbal exchanges are dependent on earlier exchanges. We can't help but employ terminology that has already been used by others.

The intertextual form that has been mentioned before is manifest intertextuality or manifest antartextuality, while the text clearly depends on other texts, for example by quoting it. An intertextual chain can be thought of as having a text as a link. a group of texts, each of which contains references to other works or texts. The critical school corrects the constructivist view that pays less attention to the production process and the reproduction of propositions from various communication events, both historically and institutionally. The interplay of forces that take place during the creation and replication of meaning is given priority by the school. People are not regarded as beings who can be freely interpreted according to their opinions. The social forces at play in society have a big impact on this. According to the critical school, language is viewed as a representation that influences

how specific topics, issues, and tactics are approached. Therefore, discourse analysis reveals the strengths that already exist in each language process, as well as the limits that are allowed to become discourse and the representations contained in it.

Conclusion

Critical discourse analysis Critical discourse analysis is part of a critical approach, at the beginning of its development, namely in the 1980s critical discourse analysis was actually part of an effort to restore cultural studies to its traditional roots as critical studies. because at that time, especially in the early 1980s, cultural studies was increasingly moving away from the tradition of critical theory.

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