

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review that was used in this research. This section is very important for the researcher because it discusses the theoretical review, previous research, and research conceptual framework.

A. Theoretical Review

The theoretical review discusses supporting theories as the main basis of research. In accordance with the topic, this chapter explores discourse concepts, discourse analysis, critical discourse analysis, biography of Teun A. van Dijk, Dijk's critical discourse analysis theory, ideology concepts, abortion, critical discourse analysis and language teaching.

1. Discourse Concepts

Discourse has the function of interpreting various phenomena in society. Humans need a good understanding of discourse so human can see phenomena with a broad perspective and critical reasoning. The theoretical framework is further explained as follows:

a. Definition of Discourse

There are several definitions of discourse which are explained by experts. Generally, the term discourse derived from the Latin "*discursus*" which means conversation. According to Fairclough (in Jorgensen and Phillips, 2002) the concept of discourse is understood in three different ways: (a) in the most abstract sense, discourse refers

to the use of language as a social practice; (b) discourse is understood as the type of language used in a particular field, such as scientific or political discourse; (c) at the level of the most concrete usage, discourse is used as a count noun such as a discourse, the discourse, the discourses, and discourses. The definitions were constructed with the intention of clarifying the meaning of discourse.

Going to further explanation of discourse, according to Dijk (2008), discourse is not only analyzed as an autonomous “*verbal*” object but as situated interaction, as a social practice, or as a type of communication in a historical, cultural, social, or political situation. This definition shows that discourse is not limited to the use of language but rather a combination of language and social interaction processes. In addition, Widodo (2015) in Khalawi & Hadi (2019) discourse is the bias of subjectivity, identity, culture, interest, ideologies, politics, values, intertextuality, agendas, and power available. Whereas, Gee (in Rosefelde, 2018) defined discourse as a way of combining and integrating language, interaction, ways of thinking, acting, believing, evaluating and using various symbols, tools and objects to impose a socially recognized identity.

Thus, discourse defined as an interaction that is formed from a combination of language and various elements such as beliefs, ways of thinking, tools, objects, acting, object, and symbols to build social identity and achieve certain goals based on history, culture, or political

situations. The discourse also refers to a meaningful way of speaking about experience from a certain point of view so that humans have different perspectives in understanding discourse (Fairclough, in Jorgen and Phillips, 2002; Dijk, 2008; and Gee, in Rosefielde, 2018).

b. Classifications of Discourse

Discourse has several classifications. The discourse classifications necessary to understand, parse, and analyze discourse well and intact. Mulyana (2005) classifies discourses based on their form, media, number of speakers, and the nature.

Table 2.1 Classifications of Discourse

No.	Classifications of Discourse	Discourse Distribution	Explanation of Discourse
1	Based on the form	Narrative Discourse	Discourse used to tell a story.
		Procedural Discourse	Discourse used to provide instructions on how something should be implemented.
		Expository Discourse	Discourse that explains something in an informative manner.
		Hortatory Discourse	Discourse used to influence listeners or readers to be interested in the opinions conveyed.
		Dramatic Discourse	Discourse that contains inter-language conversations.
		Epistolary Discourse	Discourse used in letters.
		Ceremonial Discourse	Discourse used in ceremonial occasions.
2	Based on delivery media	Written Discourse	Discourse conveyed through writing, such as ideas, insights, and knowledge.
		Oral Discourse	Discourse delivered verbally with verbal language.
3	Based on number of speakers	Monologue Discourse	Discourse delivered by one person.
		Dialogue Discourse	Discourse spoken by two or more people.
4	Based on the nature	Fictional Discourse	Discourse whose form and content are oriented to imagination.

No.	Classifications of Discourse	Discourse Distribution	Explanation of Discourse
		Nonfiction Discourse	Discourse delivered in a scientific pattern and way that can be justified for its truth.
5	Based on the contents	Political Discourse	Political discourse arises due to the many internal conflicts within political parties such as strategy or cunning.
		Social Discourse	Social discourse is related to human social life which includes daily problems.
		Economic Discourse	Economic discourse deals with economic issues such as in business activities.
		Cultural Discourse	Cultural discourse relates to cultural activity. In this case the discourse of culture is related to traditions, customs, attitudes to life related to humans.
		Military Discourse	Military Discourse relates to the world of military.
		Discourse on Law and Crime	Discourse on law and crime relates to issues related to law and crime, characterized by the choice of diction used, such as the words suspect and cassation.
		Sports and Health Discourse	Sports and health discourse focuses on issues related to sports and health and the use of vocabulary according to that context.
6	Based on Style and Purpose	Advertising Discourse	As a form of discourse, Advertising language has certain characteristics and features. Advertising language is a representation of companies where the aim is to influence consumers to be interested in buying products.

2. Discourse Analysis

Discourse analysis has several definitions. According to Yule and Widdowson (1996) discourse analysis is an extremely wide range of activities from inquiry to study the dominant ideology in a culture as in political or educational practices and is not narrowly focused. Whereas,

when limited to linguistic issues, discourse analysis focuses on either spoken or written accounts of the processes by which language is used in some contexts to express intent. Discourse analysis covers an extremely wide range of activities in the process of analysis to studies related to the dominant ideology.

Fairclough in Jalali and Sadeghi (2014) defines discourse analysis as an analysis method which includes linguistic description of the language text, interpretation of relationship between the discursive processes and the text, and explanation of the relationship between the discursive processes and the social processes. As a result, the discourse analysis is concerned with and preoccupied with the analysis of language use because the context in which language is used influences the interpretation of a discourse (Kpeglo and Giddi, 2022).

In addition, Gee (2014) elucidated the definition of discourse analysis is the study of how speakers and writers use clues or cues such as syntax and discourse to shape the interpretations and actions of listeners and readers. Gee frames the discourse as a human expression in using the signals and ideology that are believed to influence others in achieving goals.

Based on the definition concluded that discourse analysis is a method of analyzing speakers and writers in influencing people to achieve goals through the discourse. As for, this analysis is not limited to the use of language but includes covers an extremely wide range of

activities in the process of analysis to studies related in interpretation and social context (Yule and Widdowson, 1996; Fairclough, in Jalali and Sadeghi, 2014; and Gee, 2014).

3. Critical Discourse Analysis

According to Dijk (2015), critical discourse analysis is the study of how social power abuses and inequalities are enforced, reproduced, legitimized, and countered by texts and speech in social and political contexts. Thus, critical discourse analysis becomes scientific study and part of discourse analysis where investigates to linguistics and some elements.

Moreover, the activity of critical discourse analysis includes analyzing political speeches, news, school books, advertisements, and exposing strategies that appear neutral on the surface but are ideological in nature and seek to shape representations of events and people for a specific purpose is referred to as critical discourse analysis (Machin & Mayr, 2012).

Fairclough (2001) and Dijk (2008) divided focuses of critical discourse analysis namely ideology, dominance, hegemony, social power, language, society values, and opinion in the study of written or spoken.

a. Ideology

Ideology is the formal description of a text in which the essential elements of critical discourse analysis and social policy derive from

socially conscious ideas and theories that arise from a particular set of material interests (Fairclough 1995, 2001, interprets Jalali & Sadeghi, 2014).

b. Dominance

Dominance is the term used to distinguish such power from legitimate and acceptable forms of power, and lacking another adequate term. As is the case with power, dominance is seldom total (Dijk, 2001).

c. Hegemony

Hegemony is not only dominance but also a process of negotiation out of which emerges a consensus concerning meaning. The existence of such competing elements bears the seeds of resistance since elements that challenge the dominant meanings equip people with resources for resistance. Hegemony is never stable but changing and incomplete, and consensus is always a matter of degree only a contradictory and unstable equilibrium (Fairclough, in Jorgensen and Phillips, 2002).

d. Social Power

Social power is based on privileged access to socially valued resources, such as position, status, wealth, income, force, group membership, education or knowledge. Power involves control namely by the (member of) one group over (those of) another groups (Dijk, 2001).

e. Language

Discourse perceives language as a form of social practice. First, language is a part of society and not outside it. Second, language is a social process. Third, language is a social conditional process, which is conditioned by the non-linguistic part of society (Fairclough, 1996).

f. Society Values

Society is more than interaction even when one argues that it is based on or arises from interaction. As such, they are able not only to apply general societal knowledge in particular interactions and discourses, but also in turn to abstract, and decontextualize, many of the local interactions in which they occur, at some level of abstraction (Dijk, 2009).

g. Opinion

Opinion is common sense representing personal and subjective evaluative opinions about the value of objects, people, circumstances, events and actions. Humans may share the same point of view, so humans can talk about public opinion, but when it comes to knowledge, humans must adhere to society's standards and criteria of truth (Dijk, 1982).

4. Biography of Teun A. van Dijk

According to Johnston (2012), Teun Andrianus van Dijk was born in 1943 in Naaldwijk, Netherlands. Dijk is one of the figures and founders of critical discourse analysis for sociocognitive approach.

Teun A. van Dijk has made significant contributions to the study of speech and text. Fundamental studies in critical discourse analysis, racism, knowledge, ideology, and context are included in a longitudinal multidisciplinary investigation. According to Dijk, critical discourse analysis represents the perspective of researchers as well as a movement of researchers from various fields who conduct studies on social injustice using various methodologies, theories, and assumptions. Critical discourse analysis believes that academics are always influenced by the culture in which they operate and advocates examining how ongoing social and political processes affect researchers.

Furthermore, Dijk prefers the broad term “Critical Discourse Studies” (CDS) to emphasize the field’s institutional affinities with other interdisciplinary subjects such as women’s studies, cultural studies, gender studies, and others. More exactly, and in keeping with the concept that critical discourse analysis academics are part of a movement, Dijk regards “Discourse Studies” as an interdisciplinary discipline embracing the humanities and social sciences, whereas critical discourse analysis or critical discourse studies is a critical scholar movement.

5. Dijk’s Critical Discourse Analysis Theory

Teun A. van Dijk’s critical discourse analysis is known as the socio-cognitive approach. Dijk’s socio-cognitive approach attempts to bridge the difference between society and discourse (Flowerdew, 2013). This is in accordance with the statement Dijk (2015), critical discourse analysis

studies how social power abuses and inequalities are enforced, reproduced, legitimized, and countered by texts and speech in social and political contexts.

Furthermore, the text consists of several interrelated levels, where the three points discussed are: (a) macrostructure analysis; (b) superstructure analysis; and (c) microstructure analysis (Dijk, 1980; Dijk, 1991; Pratiwi et al., 2020).

a) Macrostructure Analysis

Macrostructure is a higher-level semantic structure that focuses on thematic element. In discourse, macrostructure is needed to explain the notion of intuitive coherence and becomes a representation of reduced information. Thematic element means that it is used to account for the various notions of global meaning or general description, called as topic, theme, or essence.

b) Superstructure Analysis

Superstructure is the schematic form that organizes the global meaning of texts and consist of functional categories. This means that, superstructure brings humans to the core message of the text or speech. Moreover, the superstructure consists of hierarchical sequences of categories. There are three main parts, starting with the introduction, substance, and conclusion.

c) **Microstructure Analysis**

Microstructure focuses on the discourse analysis of all structures that are described at the local level, such as words, phrases, clauses, sentences, and relationships between sentences. In terms of ideology, all aspects of meaning are hidden in places where they cannot be found without the assistance of a discourse microstructure. This means that microstructure analysis is interpreted as a practical term and not as a theoretical term.

Furthermore, microstructure contains four important elements such as syntax, semantics, stylistics, and rhetoric. The following is an in-depth explanation regarding the four aspects of microstructure based on Dijk's (1991) theory:

1) Syntax

Syntax takes as its object expressions and sentences and formulates well-formedness conditions. This refers to how sentences are formed based on their form and order. There are elements of sentence form, coherence, and pronouns.

a) Sentence form

Sentence form is linked to a logical manner of thinking that illustrates the statement in a sequence of sentences.

b) Coherence

Coherence is the relationship between a word and a phrase.

c) Pronoun

Pronoun is used to show the position of the writer or speaker in society.

2) Semantic

Semantic takes meaning, reference, and propositions as its object and formulates truth satisfaction conditions to be emphasized in texts. There are includes of background, details, presupposition, and nominalization.

3) Stylistic

Stylistic describes how dictions or words and figure are used in the text. Moreover, the lexicon becomes a significant element of stylistics. The lexicon is used to indicate a positive or negative self-representation that influences the recipient's self-assessment of the speaker or writer. Meanwhile, figures of speech are utilized to distort the speaker's intended meaning.

4) Rhetoric

Rhetoric becomes the strategy for emphasizing. The point is that the manner in which an author or speaker conveys messages to the public leaves an impression on society. Meanwhile, the element of rhetoric includes the use of metaphors, hyperbole, alliteration, and repetition.

a) Metaphors

Metaphor is described as a linguistic representation arising from a change in the use of a word or phrase from an anticipated context or domain to an unexpected context or domain (Charteris-Black, 2004, in Bachtiar and Budianto, 2019).

b) Hyperbole

Hyperbole is defined as an expression that is more extreme than justifiable in view of its ontological context (Burgers et al., 2016).

c) Alliteration

Alliteration is described as the repeating of sounds in the first or stressed syllable of a word, the repetition of any consonant or consonant combinations, and the repetition of word initial vowels (Rakin, 2015).

d) Repetition

Repetition is defined as a method of emphasizing a certain context, repetition also function as beauty because it generates a certain rhyme or rhythm (Suryani, 2021).

Furthermore, to assist comprehension, the researcher provides the following table of Dijk's critical discourse analysis theory:

Table 2.2 Dijk’s Critical Discourse Analysis

CDA Structure	The Objects	Elements
Macrostructure	Thematic (Topics or themes that describe the discourse)	Topic, theme, or essence
Superstructure	Schematic (How are the sections and sequence of the news presented as a whole)	Scheme
Microstructure	Syntax (Takes expressions and sentences presented as its object and formulates well-formedness conditions)	Sentence form, coherence, and pronoun
	Semantic (Its object is meaning, reference, and propositions)	Background, details, presuppositions, and nominalization
	Stylistic (Explain how dictions or words and figures are used in the text)	Lexicon
	Rhetoric (A strategy for emphasizing something)	Metaphors, hyperbole, alliteration, and repetition

6. Ideology Concepts

a. Definition of Ideology

The theory of ideology has various meanings. Generally, “ideology” is a philosophy believed by a social group regarding ideas, lifestyles, and culture. According to Dijk (2000) and Duchene (2008), ideology is the result of the construction of power relations that enable the legitimacy of political action and becomes the fundamental belief of a group and its members consisting of shared social beliefs, not individuals, even though they are built based on interests and interpretations of certain realities.

Meanwhile, Shaikh et al., (2015), stated ideology is a representation of behaviors produced from a certain perspective in

order to sustain and deepen an unequal power relationship. This is because, ideologies often influence the thoughts of a social group, which then represent the basic social features of a group based on their identities, goals, values, positions, norms, and resources (Dijk, 1995 in Ramanathan and Hoon, 2015).

Therefore, ideology is concluded as the fundamental beliefs of a group and its members that enable the legitimacy of political actions in which the representation of practices that are formed comes from certain perspectives such as identity, goals, values, positions, norms, and resources to strengthen unequal power relations in society (Dijk, 2000; Duchene, 2008; Shaikh et al., 2015; Dijk, 1995, in Ramanathan and Hoon, 2015).

b. Types of Ideology

There are various ideologies represented through the speeches of the figures in the researcher's research. According to Eccleshall, et al., (2003) and Heywood (2021), the types of ideology are classified as follows:

1) Liberalism Ideology

Liberalism is an ideology that has a commitment to the individual and the environment and the desire to build a society in which people can satisfy their interests and achieve satisfaction. This is in line with Bell (2014) that liberalism is built from the interpretation of meaning and interrelationships of core concepts

namely freedom, autonomy, authority, and equality. Thus, each individual should enjoy the maximum possible freedom consistent with equal freedom for all. Hereinafter, the ideology of liberalism has several characteristics.

Table 2.3 The Characteristic Liberalism Ideology

The Characteristic Liberalism Ideology	
1.	Individualism is the belief in the supreme importance of the individual over any social group or collective body.
2.	Liberals view humans as guided by reason and recognize the power of self-interest and egoism.
3.	Humans are selfish and largely independent beings, but they are governed by reason and capable of personal development, especially through education.
4.	Justice denotes a certain kind of moral judgment, especially regarding the distribution of rewards and punishments.
5.	Liberals see the state as a neutral arbiter between competing interests and groups in society, an important guarantee of social order.
6.	Liberals adhere to a "civil" view of the nation that is as focused on political allegiance as it is on cultural unity.
7.	The liberal belief that authority arises "from below" through the consent of the governed.
8.	The liberal view of disaggregated, even atomistic, ideas about people, supported by a belief in the importance of the individual over any social group or collective body.
9.	Liberals view nature as a resource to meet human needs, and thus rarely limit human power itself.
10.	Liberals are sometimes critical of traditional or "popular" culture, seen as a source of conformism and a violation of individuality.
11.	Religious freedom is essential to civil liberties and can only be guaranteed purely between religion and politics, and between church and state
12.	Humans are "born" equal so that each individual has the same moral values, an idea that is embodied in the sense of natural rights or human rights.
13.	Liberal justice theory is based on belief in different kinds of equality.
14.	Liberals have traditionally considered the difference between women and men to be entirely personal.
15.	The liberal social ethic is strongly characterized by a willingness to accept and in some cases, celebrate moral, cultural and political diversity.

2) Conservatism Ideology

As a political ideology, the term *conservatism* is defined as the desire to preserve, which is reflected in the resistance to

change. Conservatives strengthen support for tradition, belief in human imperfection, attempt to uphold the organic structure of society, reinforce social and religious values and family traditions. Furthermore, conservatism has several characteristics.

Table 2.4 The Characteristic Conservatism Ideology

The Characteristic Conservatism Ideology	
1.	Values, practices, or institutions that have endured through time and in particular, have been passed down from one generation to the next.
2.	Humans are considered psychologically limited and dependent beings.
3.	Conservatives stress the importance of social order, and are suspicious of the allure of freedom.
4.	For conservatives, the role of the law is not to uphold freedom, but to maintain order.
5.	Property is an asset that possesses a deep and, at times, almost mystical significance for conservatives.
6.	Conservatives have traditionally espoused a weak view of freedom as voluntary recognition of duties and responsibilities, a negative freedom that threatens the fabric of society.
7.	Conservatives believe that humans are finite beings by nature and seek security. Human rationality is unreliable.
8.	Conservatives believe that society should be seen as living organisms and entities united by bonds of tradition, authority, and shared morality.
9.	Conservatives have traditionally viewed society as hierarchical in nature and rejected equality as an abstract and unattainable goal.
10.	Conservatives favor private enterprise but have traditionally favored pragmatic intervention.
11.	Conservatives link the state with the need to provide authority and discipline and to protect society from chaos and disorder.
12.	Conservatives regard nations primarily as “organic” entities, bound together by a common ethnic identity and shared history.
13.	Conservatives see authority as arising from natural necessity, exercised “from above” based on an unequal distribution of experience, social position, and wisdom.
14.	Conservatives have traditionally understood people in a hierarchical context as those who occupy the lower rungs of society and benefit from the support, leadership, and guidance provided by socially “better people”.
15.	Conservatives have traditionally stressed the social and political significance of the division of gender because the sexual division of labor between women and men is natural.
16.	Conservatives often portray nature as threatening, even cruel, marked by the immoral and violent struggles that also shape human existence.
17.	Conservatives place a strong emphasis on culture, stressing its benefits in terms of strengthening social cohesion and political unity.
18.	Conservatives regard religion as a valuable source of stability and social cohesion.

3) Socialism Ideology

Socialism is an ideology defined by its opposition to capitalism and efforts to provide more humane and socially beneficial alternatives. The essence of socialism is the view of humans as social beings who are united by the same humanity. This is based on a commitment to create an egalitarian society where everyone can seek fulfillment without facing barriers based on structural inequality (Michael, 2005). Socialists believe that social equality is an essential guarantee of social stability and cohesion, and promotes freedom, in the sense that it satisfies material needs and provides the basis for personal development. Furthermore, the ideology of socialism has several characteristics.

Table 2.5 The Characteristic Socialism Ideology

The Characteristic Socialism Ideology	
1.	Socialists understand freedom in positive terms to refer to self-fulfillment achieved through free creative work or cooperative social interaction.
2.	Socialists consider humans as social beings, so they tend to work together, socialize, and be rational.
3.	Socialists regard the state as the embodiment of the common good, and thus approve of interventionism in both social-democratic and state-collectivist forms.
4.	Socialists tend to view the nation as an artificial division of humanity whose purpose is to disguise social injustice and prop up the established order.
5.	Socialists, as a rule, are distrustful of authority, which is perceived as implicitly oppressive and generally associated with powerful and special interests.
6.	Socialists define people in terms of social class, meaning that they share the same socioeconomic position.
7.	Socialists rarely treat gender as a politically significant category.
8.	Socialists see and treat nature only as a resource.
9.	Socialists, and especially Marxists, view culture as part of an ideological and political “superstructure” conditioned by an economic “base”. Culture helps reconcile the lower classes with their oppression in the capitalist class system.

The Characteristic Socialism Ideology	
10.	Socialists portray religion negatively, at best as a diversion from the political struggle and at worst as a form of ideology of the ruling class.

4) Nationalism Ideology

Nationalism is an ideology that believes that the nation is the central principle of political organization. It is based on two assumptions. First, humans are naturally divided into different nations. Second, the nation is the most appropriate, and perhaps the only legitimate unit of political government. In addition, nationalism has been associated with a principled belief in national self-determination, based on the assumption that all nations are equal, used to maintain traditional institutions, uphold social order, and promote programs of war, conquest, and imperialism.

Furthermore, nationalism has several characteristics. There are as follows:

- a) The basic belief of nationalism is that a nation should have a central principle of political organization.
- b) A nation is a cultural entity—a collection of people bound together by shared values and traditions, and usually occupying the same geographical area.
- c) Nationalists do not agree with the characteristics of the nation, but they are united by the belief that the nation is an organic community.

- d) Gender class, religion, and language are important in certain societies; more basic national ties.
- e) Nationalism as a new political ideology emerges when the idea of a national community confronts the doctrine of popular sovereignty.
- f) Although “*classical*” nationalism is associated with political goals, other forms of nationalism are more closely associated with ethnocultural aspirations and demands.
- g) Political nationalism is “*rational*” and cultural nationalism tends to be mystical.
- h) Nationalists believe that the people are equal to the nation.

5) Fascism Ideology

Fascism comes from the Italian *fascis*, which denotes a bundle of sticks with a protruding axe-blade. This refers to the power of judges in the Roman Empire. The ideology of fascism is closely related to the idea of a national community that is organically united and manifested in strength through unity.

The fascist ideal is the *new man*, a hero motivated by duty, self-sacrifice, and honor and willing to devote his life to the glory of the nation or race and to give obedience to the supreme leader. Consequently, fascism is characterized by strong “*anti*” traits such as anti-rational, anti-liberal, anti-conservative, anti-bourgeois, anti-communist, and others.

Table 2.6 The Characteristic Fascism Ideology

The Characteristic Fascism Ideology	
1.	Fascism adheres to an extreme version of chauvi.
2.	Fascists view the nation as an organically unified social unit.
3.	Fascists believe in strict and unhindered monoculturalism.
4.	Fascists view gender as a fundamental division within humanity.
5.	Fascists view the people as an organically unified whole, forged from a strong and militant sense of national identity.
6.	Fascists often adopted a dark and mystical view of nature that emphasized the power of instinct and primal life forces.
7.	Fascists sometimes reject religion on the grounds that it serves as a rival source of allegiance or belief.
8.	Fascism stands apart from conventional political thought in its radical rejection equation.
9.	Fascists are dedicated to national unity and integration, and therefore want racial and national loyalties to be stronger than social class loyalties.
10.	Fascists reject all forms of individual freedom. "True" freedom, means submitting to the will of the leader.
11.	Fascists believe that humans are governed by will and other non-rational drives, especially by a deep-seated sense of social belonging that focuses on nation or race.
12.	Fascists believe that humans are characterized by radical inequalities, such as those between leaders and followers.

6) Ecologism Ideology

Ecologism is a political ideology that holds that nature is an integrated whole that includes humans, nonhumans, and the inanimate world. This has encouraged ecological theorists to rethink traditional systems' anthropocentric assumptions.

Some ecologists believe in "*shallow*" ecology, which aims to apply ecological teachings to human needs. This laid the foundation for a reformist approach to ecology. This is conveyed through ecological theory that the human relationship with nature has a significant social dimension. In contrast, deep ecologists reject the notion that the human species is in some way superior to other species.

Furthermore, ecologists have several characteristics. There are as follows:

- a) Ecologists see human nature as part of a wider ecosystem, even as part of nature itself.
- b) Deep ecologists, treat freedom as the attainment of oneness, self-realization through the absorption of the personal ego into the universe.
- c) Ecologists share the notion of biocentric equality, which emphasizes that all forms of life have the same right to “*live and develop*”.
- d) Green thinkers argue that a deeply ingrained conventional political assumption, is that human life has unlimited possibilities for growth and material prosperity.
- e) Ecologicalism, in all its forms, is concerned with the extension of moral thought in a number of new directions.
- f) Ecology seeks not only to revise conventional moral thinking but also to reshape the understanding of human well-being and happiness.
- g) Ecologists see human nature as part of a wider ecosystem, even as part of nature itself.

7) Feminism Ideology

Feminism ideology is defined by two basic beliefs: that women are disadvantaged because of their gender and that this loss

must be overthrown. Feminists highlight what they see as the political relationship between the sexes: male supremacy and female subordination in most societies. Thus, feminists demand equal rights between men and women in matters of politics, decision making, careers, and having children (Kumar Mohajan, 2022).

Meanwhile, some of the characteristics possessed by feminists include the following:

- a) Feminists argue that men and women have the same human nature; gender differences are imposed culturally or socially.
- b) Feminists define equality as sexual equality, namely equal rights and equal opportunities (liberal feminism) or equal social or economic power (socialist feminism), regardless of gender.
- c) Feminists view the state as an instrument of male power that functions to subordinate women in the public or political space.
- d) Feminists see gender as a cultural or political difference as opposed to biological and sexual differences that cannot be eliminated.
- e) Feminists, especially ecofeminists, view nature as having a creative and welcoming quality.
- f) Feminists are critical of culture, believing that in patriarchal culture it reflects the interests of men to demean women and reconcile them with the system of gender oppression.

g) Feminists view religious traditions as having patriarchal roots that function to control women.

h) Feminists want to overthrow patriarchy and end sexist oppression.

8) Anarchism Ideology

Anarchist ideology is described as the central belief that political authority in all its forms, especially in the form of the state, is evil and unnecessary. Anarchists seek the creation of a society without a state through the abolition of law and government. Thus, anarchism is defined by a principled hostility to some forms of social hierarchy. Anarchists believe that the state is unnecessary because social order and harmony do not have to be imposed from above through the government.

Furthermore, anarchism ideology has several characteristics. The characteristics of anarchism ideology as follows:

- a) Anarchists regard freedom as an absolute value that they believe cannot be reconciled with any form of political authority.
- b) Anarchists advance a complex theory of human nature in which potential rivals coexist within each person.
- c) Anarchists place special emphasis on political equality, understood as the equal and absolute right to personal autonomy, implying that all forms of political inequality amount to oppression.

- d) Anarchists outright reject the state, believing it to be an unnecessary evil.
- e) Anarchists argue that the nation is tainted by its relationship with the state and by oppression. Thus, the nation is seen as a myth, designed to promote obedience in the interests of the ruling elite.
- f) Anarchists regard religion as an institutionalized source of oppression.

9) Populism Ideology

The ideology of populism is formed by two main attitudes, namely praise for the “*people*” and direct criticism of the elite. Thus, the central feature of this ideology is that society is divided into two groups which are homogeneous and antagonistic. Populists adhere to a monist stance that is firmly against pluralism, and places it at odds with liberalism in general and liberal democracy in particular.

Populism ideology has several characteristics. Furthermore, the characteristics of populism ideology as follows:

- a) Populists describe the people, usually understood selectively as “*true people*” in both socialist and nationalist terms.
- b) Populism is very critical of the elite or establishment. Populism clashes sharply with all forms of normative elitism.

- c) Populists, especially right-wing populists, see culture as the main battleground in conflicts between the people and the elites.

10) Multiculturalism Ideology

Multiculturalism functions more as an arena for ideological debate than ideology itself. This provides an arena for discourse on the implications of expanding cultural diversity, particularly how cultural differences can be reconciled with civic unity. As a result, the central topic is diversity within unity.

Furthermore, multiculturalism has several characteristics. These characteristics as follows:

- a) Multiculturalists argue that cultural minorities are disadvantaged in relation to the majority group, so this improvement involves significant changes in institutional and societal rules.
- b) Multiculturalism emphasizes the ability of power to generate social and political coherence and seeks to align political arrangements with patterns of cultural heterogeneity.
- c) Multiculturalists view culture as a fundamental component of personal and social identity, providing people an orientation in the world and promoting a sense of belonging to the culture.

11) Fundamentalism Ideology

The term *fundamentalism* is highly controversial. It is frequently linked to insensitivity, dogmatism, authoritarianism, and even violence. As a result, many fundamentalists regard the term as

derogatory, preferring to refer to themselves as traditionalists, conservatives, revivalists, evangelicals, and so on.

Furthermore, fundamentalism has several characteristics. There are as follows:

- a) Fundamentalists consider freedom to be essentially an internal or spiritual quality.
- b) Fundamentalists view the state as an instrument of social and political regeneration which is carried out in line with religious principles.
- c) Fundamentalists have extreme views on gender roles.
- d) Fundamentalists regard religion as a set of “*fundamental*” and indisputable principles.

Furthermore, the types of ideology are summarized into several types as follows: (a) liberalism ideology; (b) conservatism ideology; (c) socialism ideology; (d) nationalism ideology; (e) fascism ideology; (f) ecologism ideology; (g) feminism ideology; (h) anarchism ideology; (i) populism ideology; (j) multiculturalism ideology; and (k) fundamentalism ideology. Meanwhile, each ideology has its own aims and characteristics (Eccleshall, et al., 2003; and Heywood, 2021).

7. Abortion

Abortion is the removal or expulsion of an embryo or fetus from a woman’s pregnancy. This action occurred due to several general factors, including: (a) domestic violence; (b) inability to raise children because of

rape; (c) lack of family support; (d) getting pregnant too early; and (e) desire to pursue a profession. Based on these causes, it can be an illustration for the community why abortion is carried out. Abortion has become a common problem in several countries, including the United States.

In the United States, abortion is still a contentious subject. This is due to America's high abortion rate. According to Zamberlin et al., (2012), as many as 95% of the 4.4 million abortions in Latin America are carried out annually and are considered unsafe. In addition, Herold (in Biggs et al., 2013) stated that abortion has long been a source of heated public and legislative controversy in United States, and understanding of why women seek abortion has largely faded from public discourse. Furthermore, the existence of this issue raises opposition from both sympathizers and opponents of the abortion.

There are two paradigms, namely, pro-choice and pro-life. According to Smith (2005) and Ziegler (2020) both revitalize and obscure the system of white supremacy and capitalism that supports women's reproductive choices. In addition, both of them saw each other as manipulative. Finding common ground seemed increasingly impossible when no one could agree on common facts about abortion.

a. Pro-life

The pro-life position maintains that the fetus is a life, hence abortion should be criminalized. Consequently, the pro-life camp

situates its position around moral claims regarding the sanctity of life. The pro-life movement opposes abortion because it is considered a transgression against God.

b. Pro-choice

The pro-choice movement emphasizes that the fetus is not life, so policies must be directed at protecting a woman's ability to control her own body. This means that women, regardless of socioeconomic status, must have the freedom to choose their reproductive lives and rights over their bodies.

8. Critical Discourse Analysis and Language Teaching

In the education sector, the method of critical discourse analysis plays an important role in learning activities. According to Flowerdew (2013), critical discourse analysis has an important role to play in teacher education and can be applied to the analysis of learning materials in order to analyze their ideological foundations. Besides teachers' awareness, Rahimi and Sharififar (2015) stated that learners are always dealing with new cultures and foreign beliefs and ideas and must transfer the ideas they get to society. Learners must know the meaning contained in the discourse around them because in this way, the dominant group cannot abuse the ignorance of learners and impose power. Furthermore, the method of critical discourse analysis can be applied through the language learning process.

Productive skills, namely reading and writing, become a platform for implementing critical discourse analysis methods. First, critical discourse analysis can be applied to enhance reading skills. Teachers found that after teaching the critical discourse analysis method in reading comprehension, students' critical language awareness increased, and students' had more positive attitudes towards learning English to go beyond textual meaning in seeking, explaining, and evaluating implicit meaning, including the values, goals, and attitudes of the author (Abbasian and Malae, 2016). As a result, students are expected to receive information not superficially and to add to their repertoire of scientific insights by using the critical discourse analysis method of teaching reading.

Moreover, critical discourse analysis also contributes to writing skills. According to Marashi and Yavarzadeh (2014), using critical discourse analysis instruction in the teaching process can improve students' descriptive and argumentative writing skills. This is because the critical discourse analysis method seeks to emphasize critical and meaningful word choices. In this case, mastering the use of cohesion and coherence markers will support the skills of students in composing complete paragraphs.

Regarding the implications of the critical discourse analysis method in teaching reading and writing skills, language teachers are required to keep abreast of developments in the world of linguistics,

including developments in the study of critical discourse analysis. In addition, through the application of critical discourse analysis in viewing a phenomenon, it can increase the knowledge of students and teachers.

Critical discourse analysis can be implemented in language learning, one of which is reading subject. The following is a form of implementing critical discourse analysis with students which is divided into two meetings.

Table 2.7 Lesson Planning 1

Pre-Activity	
1	The teacher opened the class by greeting and praying for start learning.
2	The teacher fills in student attendance to determine the level of attendance.
3	The teacher conditioned the neatness of the uniform and the sitting position of the students.
4	The teacher conveys learning objectives, learning outcomes and learning steps.
5	The teacher gives apperception and motivation to students.
Main Activity	
1	The teacher gives questions related to material related to critical discourse analysis.
2	The teacher invites students to answer and exchange ideas before entering the material.
3	The teacher concludes the students' answers by relating the material to everyday life.
4	The teacher explains the material of critical discourse analysis including understanding, principles, characteristics, and approaches to critical discourse analysis using power point media. Students are asked to listen carefully.
5	The teacher gives the opportunity for students to ask questions.
6	Students are given the task of measuring students' understanding of the concepts of critical discourse analysis that have been explained.
7	Teacher and students discuss the results of the answers.
8	Students listen and respond critically if there are differences in the information conveyed.
9	The teacher gives appreciation to students in the form of compliments.
Post-Activity	
1	The teacher invites students to conclude the material that has been studied.
2	The teacher and students convey reflections on the learning that has been implemented.
3	The teacher provide motivation to students.
4	The teacher asks students to work in pairs to find news texts that contain discourse and analyze them at the next meeting.
5	The teacher closed the class by greeting.

Table 2.8 Lesson Planning 2

Pre-Activity	
1	The teacher opened the class by greeting and praying for start learning.
2	The teacher fills in student attendance to determine the level of attendance.
3	The teacher conditioned the neatness of the uniform and the sitting position of the students.
4	The teacher conveys learning objectives, learning outcomes and learning steps.
5	The teacher gives apperception and motivation to students.
Main Activity	
1	The teacher triggers students with questions related to the material from the previous meeting.
2	The teacher provides material on critical discourse analysis based on ideological domains through the media Power Point.
3	The teacher provides opportunities for students to ask questions regarding the material presented.
4	The teacher tells students to open the news text that has been obtained and asked to read critically.
5	The teacher gives assignments to students in groups to analyze news texts that contain discourse based on ideological domains.
8	Students are asked to collect the results of the study based on the news.
9	The teacher provides feedback on the results of student work.
10	The teacher provides opportunities for students to ask questions or express opinions.
Post-Activity	
1	The teacher invites students to conclude the material that has been studied.
2	The teacher and students convey reflections on the learning that has been implemented.
3	The teacher provide motivation to students.
4	The teacher informs students about the practice of critical discourse analysis learning, and students individually are asked to find a song lyric that contains discourse for analysis in the next meeting.
5	The teacher closed the class by greeting.

B. Previous Studies

Several researchers have conducted previous research related to the application of critical discourse analysis to discourse. In this case, the researcher needs previous studies references for comparison and the development of research ideas.

Table 2.9 Previous Studies

No.	Researchers	Previous Studies	Differences and Similarities from this Research
1.	<p>Priatmoko, F. X. Nova Anggit (2013),</p> <p>English Department Faculty of Humanities Dian Nuswantoro University Semarang</p>	<p>The title of this research is "Critical Discourse Analysis of SBY's Speech." The aim of this research is to describe the language, power, and ideology of SBY's speech. The analysis of the data using the theory of critical discourse analysis and its analysis methods was represented by Thomas N. Huckin. Whereas the discussion used a descriptive qualitative research method. The result shows that critical discourse analysis can explore the relationships among language, power, and ideology. The strength of power and the purpose of the speaker can be known through the language used, whose power is strongly felt and whose ideology is clearly visible and understandable.</p>	<p>This research has in common that it uses a qualitative descriptive method and one of the goals is to describe the ideology of the characters.</p> <p>These two studies differ in terms of theory, object, and data analysis techniques. In this latest study using Dijk's theory, with the object of Alexandria Ocasio-Cortez and Candace Owens, as well as data analysis using Spradley (1980).</p>
2.	<p>Mohammadi and Javadi (2019),</p> <p>Urmia University, Iran</p>	<p>The title of this research "A Comparative Critical Discourse Analysis of Hillary Cliton and Donald Trump's Language Use in US Presidential Campaign: A New Analytical Framework for Reading Journalistic Texts." The purposes of the research to reveal the interrelationships of discourse structures and their ideological structures acceptance speech. This research used qualitative-quantitative method and critical discourse analysis method of Norman Fairclough. The results obtained are as follows: 1) Two presidential candidates tried to draw upon some classification schemes through ideologically contested word; 2) There are many linguistic traces that highlight ideology and power in both characters; and 3) They tried to utilize different kinds of foregrounding and</p>	<p>The similarity between the two studies is that they use the speeches of the characters as research objects. Then having one of the objectives is to find out the ideology of the character.</p> <p>The difference between the two studies is that previous researchers used qualitative-quantitative methods and Norman Fairclough's theory. While the latest research uses Van Dijk's theoretical approach with data analysis techniques using Spradley (1980).</p>

No.	Researchers	Previous Studies	Differences and Similarities from this Research
		backgrounding strategies.	
3.	<p>Tahir, Shah, and Yasir (2021),</p> <p>Government College University, Faisalabad; and Riphah International University, Faisalabad</p>	<p>The title of this research “Discourse and Power Relations: A Critical Discourse Analysis of a Pakistani Drama.” The aim of research is to reveal the relationship between power and discourse through the dramatic representation of power inequality and class differences in Pakistan’s political, social, and bureaucratic context. This research is qualitative and explorative in nature. Michel Foucault’s critical discourse analysis theory of power and De Saussure’s model of semiotic analysis used. The results of this research show that the drama producers are intentional and careful in developing discourse. They use every possible aspect of discourse to convey the ideology and power relations they desire.</p>	<p>The similarities between these two studies are this discourse used qualitative research.</p> <p>The difference between the two studies is that previous researchers used drama as an object and used the theories of Michel Foucault’s critical discourse analysis of power and De Saussure’s model of semiotic analysis.</p>
4.	<p>Tsani and Ratnadewi, (2022)</p> <p>Muhammadiyah University of Surabaya</p>	<p>The title of this research is “Women and Racism in Kamala Harris” Speeches: A Critical Discourse Analysis.” This research uses a descriptive qualitative approach and combines the theories of Norman Fairclough and Van Dijk. To analyze the types and uses of women’s issues and racism, as well as the personal and impersonal motivations behind Kamala Harris’ speeches, becomes the aim of the research. The results obtained are as follows: 1) The five types and uses of racism issues raised by Kamala Harris in her speeches for women of color, namely women of color in the economy, civil and social society, education, health care, and justice; and 2) Kamala Harris’ motivation was a call to act against women of color’s justice. The researcher draws this</p>	<p>The similarities between the two studies are the use of a descriptive-qualitative approach and van Dijk’s theory.</p> <p>Then, to account for differences, previous researchers used a combination of Norman Fairclough and Van Dijk’s theory, while recent research focuses on van Dijk’s critical discourse analysis approach and differs in data analysis techniques.</p>

No.	Researchers	Previous Studies	Differences and Similarities from this Research
		conclusion based on the results of previous studies showing that critical discourse analysis methods can reveal the hidden intentions of each public figure.	

These studies generally use a type of qualitative research to explain the problems being studied and produce detailed data. The general objective of this research is to find out the ideology and power inequality in discourse, but the researcher has some differences from some previous studies. The research objectives focused on exploring the discourse concerned with race findings and revealing ideological representation by public figures regarding the issue of abortion as the research subject. Meanwhile, the theory used in this research was developed using Dijk's critical discourse analysis approach and used Spradley Analysis (1980) to analyze the data.

C. Conceptual Framework

The conceptual framework is generally used in qualitative research. According to Imenda (2014), a conceptual framework is the end result of bringing together a number of related concepts to explain certain events or provide a broader understanding of an interesting phenomenon, or simply solve a research problem. Thus, the researcher can answer several research formulations and have a thorough understanding of the subject in question. Hereinafter, the conceptual framework of this research is as follows:

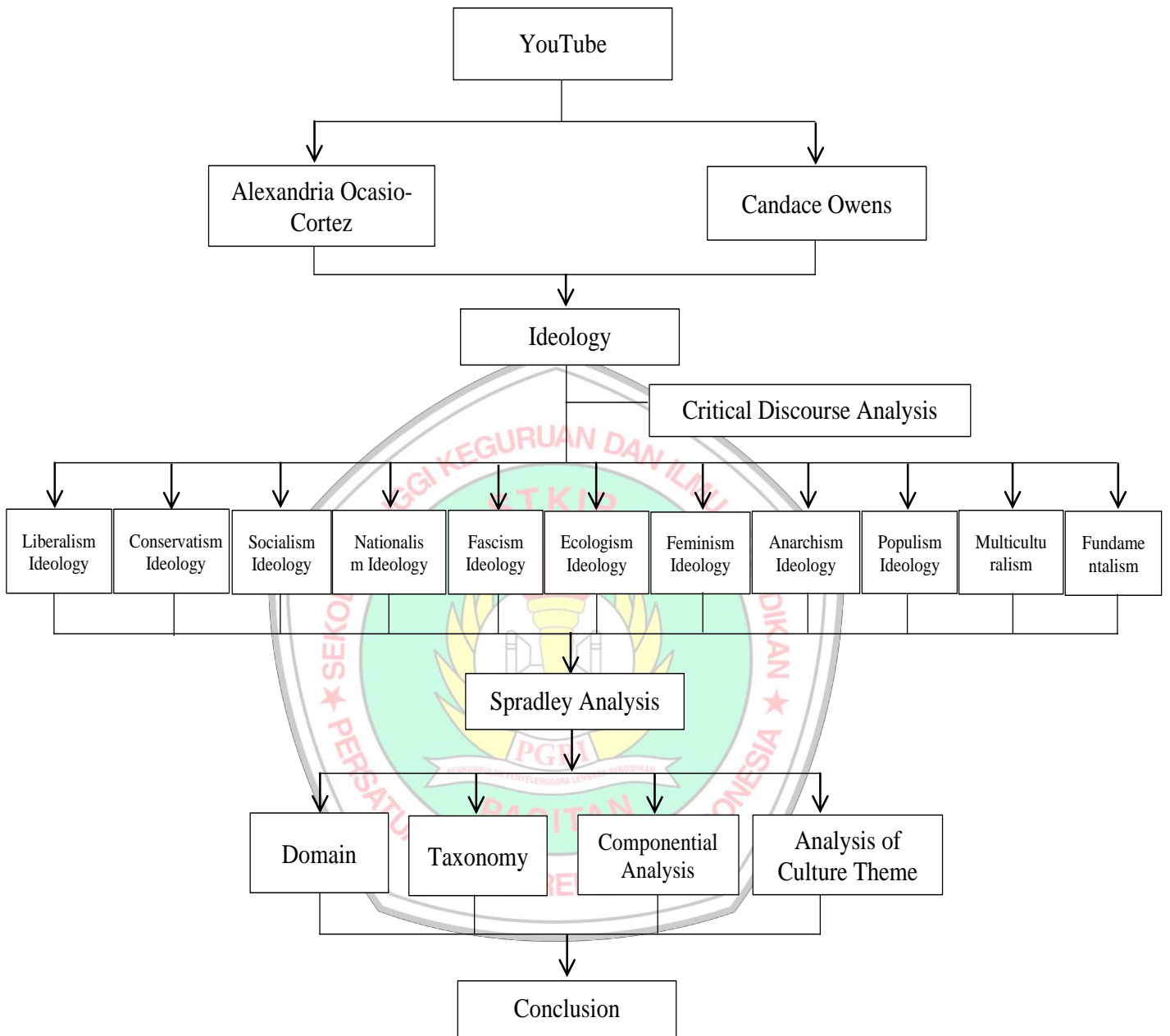


Figure 2.1 Conceptual Framework

Based on the figure above, this shows a correlation between the conceptual frameworks in the research. There is a social media called YouTube. People have the freedom to use YouTube to express their thoughts, like Alexandria Ocasio-Cortez and Candace Owens. In the video of their speech, the researcher found indications of several hidden ideologies in the speaker's utterance. It is important to examine this through a critical discourse analysis approach and group it into several types of ideology according to the theory of Eccleshall, et al., (2003) and Heywood (2021). The types of ideology include liberalism, conservatism, socialism, nationalism, fascism, ecologism, feminism, anarchism, populism, multiculturalism, and fundamentalism. Furthermore, the researcher used Spradley Analysis (1980) to analyze the data, which is divided into domain analysis, taxonomy analysis, componential analysis, and analysis of cultural theme. Finally, the results of the data analysis leads to conclusions.

