

THESIS

**CRITICAL DISCOURSE ANALYSIS OF MESSAGES IN USTADZ
HANAN ATTACKI'S DA'WAH THROUGH INSTAGRAM REELS**

Presented as A Partial Fulfillment of The Requirement for The Bachelor Degree
in English Language Teaching Faculty of Teacher Training and Education
Muhammadiyah University of Mataram



By

MAUL AENUN

118120036

**MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM**

2022

APPROVAL SHEET

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HANAN ATTACKI'S DA'WAH THROUGH INSTAGRAM REELS**

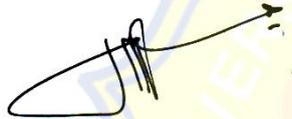
A Thesis by : Maeul Aenun

Student's Number : 118120036

Approved on : 25 Juli 2022

By

First Consultant,



Hidayati, M.Hum
NIDN.0820047301

Second Consultant,



Irwandi, M.Pd
NIDN.0816038701

**ENGLISH LANGUAGE EDUCATION PROGRAM MUHMMADIYAH
UNIVERSITY OF MATARAM FACULTY OF TEACHER TRAINING
AND EDUCATION**

Head of Program,



Hidayati, M.Hum
NIDN.0820047301

ACCEPTANCE

CRITICAL DISCOURSE ANALYSIS OF MESAAGES IN USTADTZ HANAN
ATTAKI'S DA'WAH THROUGH INSTAGRAM REELS

A Thesis by : Maul Aenun

Student's Number : 118120036

Approved on : 01 Agustus 2022

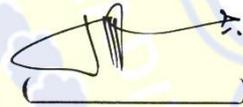
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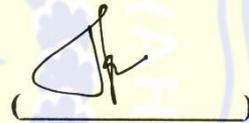
1. Hidayati, M.Hum
NIDN.0820047301

(chairman)



2. Dr. Etika Aryani, M.Hum
NIDN.08060480002

(member)



3. Muhammad Hudri, M.Pd
NIDN.0810058301

(member)



ENGLISH LANGUAGE EDUCATION PROGRAM MUHMMADIYAH
UNIVERSITY OF MATARAM FACULTY OF TEACHER TRAINING
AND EDUCATION

Dean,

Dr. Muhammad Nizaar, M.Pd.Si
NIDN.0821078501

DECLARATION

The autographed below, the researcher as a student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that :

Name : Maul Aenun

Nim : 118120036

Address : Jl. Kyai H. Ahmad Dahlan, Pagesangan Indah, no.34.

The researcher certifies that thesis entitled “ Critical Discourse Analysis of Messages in Ustadz Hanan Attaki’s Da’wah Through Instagram Reels” presented as a fulfillment for the requirement in bachelor degree is my work, except where otherwise acknowledged. and this thesis has not been submitted for the other higher degree Institution or University.

Mataram, July 2022

The Researcher


Maul Aenun
118120036



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Program Studi : Pendidikan Bahasa Inggris
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No. Hp : 082145 399 714
Email : amunai311@gmail.com

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Jl. K.H.A. Dahlan No.1 Telp.(0370)633723 Fax (0370) 641906 Kotak Pos No. 108 Mataram
Website : <http://www.lib.ummat.ac.id> E-mail : perpustakaan@ummat.ac.id

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NIM. 118120036

Mengetahui,

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Iskandar, S.Sos.,M.A.
NIDN. 0802048904

MOTTO

*“Everyone who is brought by death asks for more time,
while everyone who still has time makes excuses for procrastination.”*

“Ali Bin Abi Thalib”

“Don’t tell God, I have big problem.’

But tell the problem that ‘I have a great God.’”

“Ali Bin Abi Thalib”

“What a fool man is, he destroy the present while worrying about the future.

But cries in the future remembering his past.”

“Ali Bin Abi Thalib”

“Start the day with Bismillah, optimistic, and trusting,

God willing, your day will be a blessing.”

“Aenun”

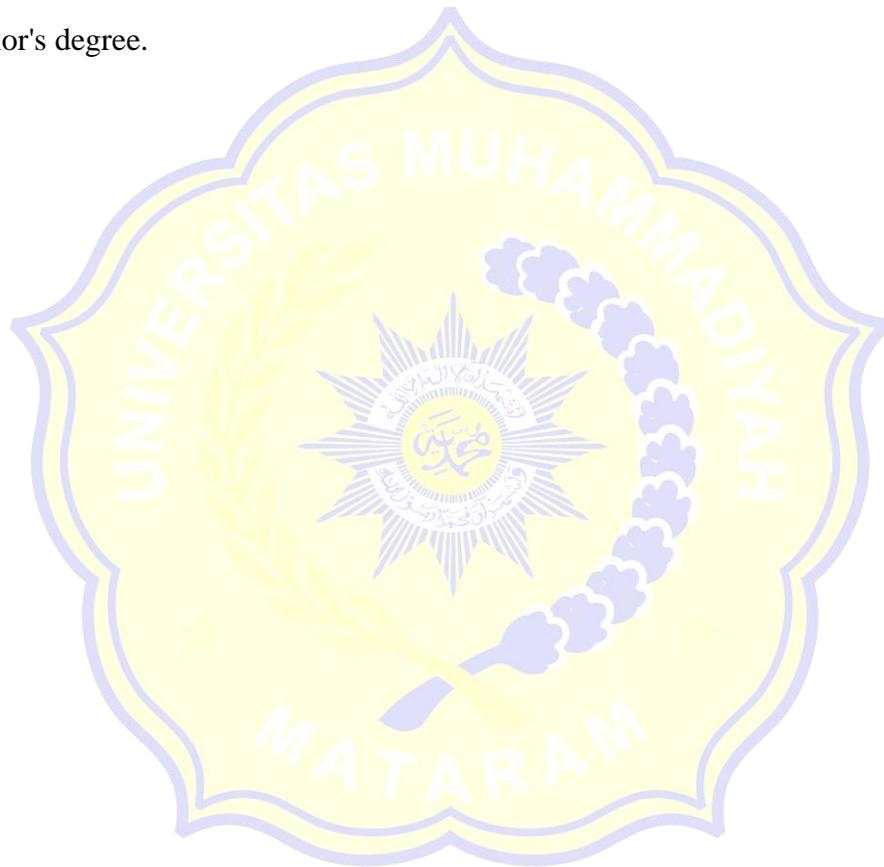
DEDICATION

• Dedicate This Research Specifically To:

1. First of all, I want to thank Allah SWT, who has helped me throughout my life, who always listens to my prayers and never once was disappointed in asking, asking for forgiveness from You, O Allah. thanks for everything.
2. My beloved parents: My father (Asri A. Kadir) and my mother (Hasnah M. Jafar) who always support me both materially and affectionately, who always pray for me, my inspiration, my support, and everything for me without your support I would not exist . Thank you for everything.
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8. My best supervisors (Hidayati M.Hum and Irwandi M.Pd) who continue to direct me in completing this thesis, I thank you very much for guiding me to get a bachelor's degree.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

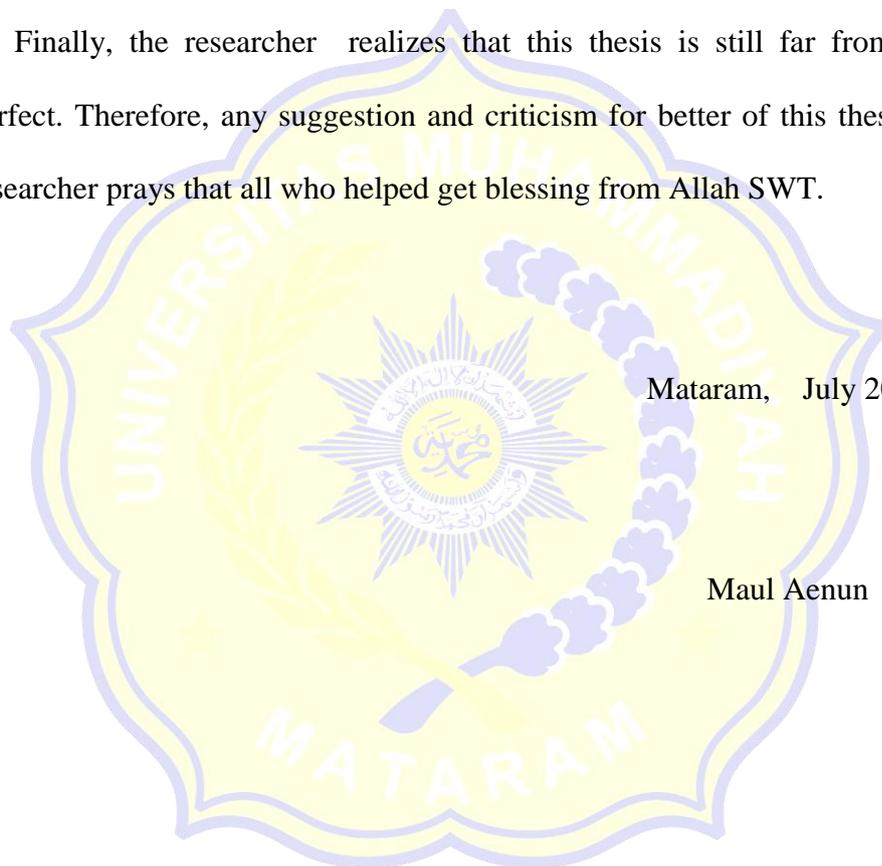
AlhamdulillahRobbil'alamin,first of all the the researcher would like to express deepest praise and gratitude to allah SWT who has given blessing and merciful to complete this thesis entitled “Critical Discourse Analysis of Messages in Ustadz Hanan Attaki’s Da’wah Through Instagram Reels”. This thesis was complied as one of the requiremennts in completing the bachelor degree (S-1) of the English Language Teaching Program Faculty of Teacher Traing and Education Muhammadiyah University of Mataram.

The researcher could not complate this thesis without support, cooperation, help and encouragement from many people. Therefore, the researcher would like to extend the appreciation to all of them, especially to:

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3. Hidayati, M. Hum., as the Head of the Department of English Education.
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6. All lecturers in the Department of English Education who have provided invaluable knowledge and guidance during my study period.
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Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, any suggestion and criticism for better of this thesis. The researcher prays that all who helped get blessing from Allah SWT.



Mataram, July 2022

Maul Aenun

ABSTRACT

Maul Aenun, 2022: **Critical Discourse Analysis of Messages in Ustadz Hanan Attaki's Da'wah Through Instagram Reels.**“ A Thesis” Mataram: Muhammadiyah University of Mataram.

First Advisor : Hidayati, M.Hum

Second Advisor : Irwandi, M.Pd

Speech/da'wah is defined as a medium for language: speech is a way of conveying a message in terms, contrasting terms with writing and with sign language. The **purpose** of this study was to determine the type of text used in da'wah which includes Macrostructure, and Superstructure based on Van Dijk's 1998 Theory. This study also aims to determine the type of text contained in Ustadz Hanan Attaki's da'wah on social media Instagram reels. The method used in this study is a qualitative descriptive strategy using the Discourse Analysis Method. In this study, researchers used random da'wah with different titles. So the sample in this study amounted to 6 da'wah videos, from the Instagram reels of Ustadz Hanan Attaki @hanan_attaki. Based on the results of the investigation, the researchers found several different types of text in Ustadz Hanan Attaki's da'wah posts, including the type of Explanation text which was under the title The Power of Allah which was not well structured. Then the type of procedure text in da'wah entitled Against the Ego is not well structured. The type of Narrative text in the da'wah entitled The Most Loved Man by Allah is not well structured. then the type of Procedure text in the da'wah entitled The Amazing Person is not well structured. Narrative text type in da'wah entitled Khadijah's Love Story is not well structured. then the type of Procedure text in the da'wah entitled Resting Inner is well structured.

Key word:Critical Discourse Analysis, Instagram,Speech

ABSTRAK

Maul Aenun, 2022: Critical Discourse Analysis of Messages in Ustadz Hanan Attaki's Da'wah Through Instagram Reels. "A Thesis" Mataram: Muhammadiyah University of Mataram.

First Advisor : Hidayati, M.Hum

Second Advisor : Irwandi, M.Pd

Pidato/dakwah didefinisikan sebagai media bahasa: pidato adalah cara menyampaikan pesan dalam istilah, istilah kontras dengan tulisan dan dengan bahasa isyarat. Tujuan dari penelitian ini adalah untuk mengetahui jenis teks yang digunakan dalam dakwah yang meliputi Makrostruktur, dan Superstruktur berdasarkan Teori Van Dijk 1998. Penelitian ini juga bertujuan untuk mengetahui jenis teks yang terdapat dalam dakwah Ustadz Hanan Attaki di reel media sosial Instagram. Metode yang digunakan dalam penelitian ini adalah strategi deskriptif kualitatif dengan menggunakan Metode Analisis Wacana. Dalam penelitian ini, peneliti menggunakan dakwah secara acak dengan judul yang berbeda. Jadi sampel dalam penelitian ini berjumlah 6 video dakwah, dari reel Instagram Ustadz Hanan Attaki @hanan_attaki. Berdasarkan hasil investigasi, peneliti menemukan beberapa jenis teks dalam postingan dakwah Ustadz Hanan Attaki, di antaranya jenis teks Eksplanasi dengan judul The Power of Allah yang tidak terstruktur dengan baik. Kemudian jenis teks prosedur dalam dakwah yang berjudul Melawan Ego tidak terstruktur dengan baik. Jenis teks Narasi dalam dakwah yang berjudul Manusia Yang Paling Dicintai Allah tidak terstruktur dengan baik. maka jenis teks Prosedur dalam dakwah yang berjudul The Amazing Person tidak terstruktur dengan baik. Jenis teks naratif dalam dakwah yang berjudul Kisah Cinta Khadijah tidak terstruktur dengan baik. maka jenis teks Prosedur dalam dakwah yang berjudul Istirahat Batin terstruktur dengan baik.

Kata kunci: Analisis Wacana Kritis, Instagram, Pidato

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CHAPTER I

INTRODUCTION

1.1. Background Of The Study

As human beings in society, people need to communicate with others. It makes communication has an important role in this life. To communicate with others, they need to use a medium that is popularly called language. Language has two ways to be used, directly and indirectly. Directly is simply called spoken language. Spoken language means that the human voice organ directly produces the language through one's mouth. What is released from the mouth is called utterance? An example of spoken language is people's conversation around us. Then, indirectly is called written language. Written language means a language representation of a writing system that uses means to represent it. An example of written language is a letter. There is a quote that defines spoken and written language as a letter. There is a quote defining spoken and written language (Halliday, 2007,p, 77). That spoken language is characterized by complex sentence structure with low lexical density (more clauses but fewer high content words per clause), while simple sentence structures characterize written language with high lexical density (more high content words per clause but fewer clauses).

One of the important things in the whole world is language. Language is a device for delivering messages or information from one individual to another, whether oral or written. Almost all of our activities use language in daily life, either spoken, written, or body language. The function of language is

not only a medium for sharing ideas and connecting people anymore. Language is a significant factor in determining fluency in current communication. The accuracy of the language is not just the accuracy of choosing words, stringing sentences, and the accuracy of seeing the situation. Nowadays, language is not only a communication tool but also a device to spread and defend someone's or group's ideology. Besides that, language also is a personal representation of attitude in interaction. In this context, language generates a particular purpose for words to produce particular discourse.

This approach to language, which analyzes discourse to highlight inequality expressed, produced, and reproduced through language, is called critical discourse analysis. Critical discourse analysis focuses on linguistic analysis to expose misrepresentation, discrimination, or a particular position of power in public discourse such as political speeches, newspapers, advertisements, etc.

According to Van Dijk (1998), Critical discourse analysis is a field that is concerned with studying and analyzing written sources of power, dominance, inequality, and bias. It examines how these discursive sources are maintained and reproduced within specific social, political, and historical contexts. In a similar vein, Fairclough (1993:135) defines critical discourse analysis as discourse analysis that aims to systematically explore often opaque relationships of causality and determination between (1) discursive practices, events, and texts, (2) wider social and cultural structures, relations and process; to investigate how such practices, events, and text arise out of and are

ideologically shaped by relations of power and struggles over power; and to explore how the opacity of this relationship between discourse and society is itself a factor securing power and hegemony.

Critical discourse analysis is a theory and method analyzing how individuals and institutions use language. The critical discourse analysis focus on relations between discourse, power, dominance, and social inequality and how discourse (re) produces and maintains these relations of dominance and inequality. Therefore, critical discourse analysis addresses broader social issues and attends to external factors, including ideology, power, inequality, etc., and draws on social and philosophical theory to analyze and interpret written and spoken texts.

Many linguistics theories can be used to analyze a discourse. One of the theories is Van Dijk's Critical discourse analysis theory, which can analyze a discourse's underlying social practice. Because of that, critical discourse analysis, according to Van Dijk, explained that the analysis of discourse not only based on the text is produced. Discourse analysis is not enough to analyze the text itself because it has a practical production that must be observed. Van Dijk sees discourse through text, social cognition, and social analysis.

Speech is one of the verbal communication which is also used as a means of communication in producing a discourse. Speech is a way of expressing one's thoughts with words composed and delivered in a public speech. It has many functions, one of which is to create a conducive situation that only requires someone who makes a speech so that it can give a positive impression

to those who hear it. There are several examples of speeches in a speech in practice, such as graduation speeches, leadership speeches, religious speeches, presidential speeches, and official speeches. At that time, Ustadz Hanan Attaki's preaching speech was posted on social media Instagram reels. The author chose Ustadz Hanan Attaki as the object of research because the author was amazed by his ability to preach. Besides that, he was also famous for his distinctive voice in preaching to amaze the listeners listening to his narrative.

1.2 Research Question

Based on the research background, the author asks, "what are the types of speech text structures that use macrostructure and superstructure analysis methods in Ustadz Hanan Attaki's?"

1.3 Purpose of the Study

The purpose of this research question is to analyze the types of structures that use macrostructure and superstructure methods in Ustadz Hanan Attaki's religious speech on social media Instagram reel @hanan_attaki based on Van Dijk's theory of critical discourse analysis.

1.4 Significance of the Study

The significance obtained from the research results on Ustadz Hanan Attaki's religious speech on Instagram reels includes: that this research can contribute to the understanding and development of discourse analysis theory. This study can improve other public interests in critical discourse analysis. This study can be a library reference to others regarding macrostructure and superstructure and microstructure studies.

Practically, this research can be input for competent parties related to increasing knowledge. This research will improve the author's ability and the quality of understanding and interpretation of language.

1.5 Definition of Key Terms

To avoid possible misunderstanding and interpretations or to clarify the variables involved in the research, the definitions below are:

1. Critical Discourse Analysis (CDA) is a special approach in discourse analysis, which focuses on discursive conditions, components, and consequences of power abuse by dominant (elite) groups and institutions (Van Dijk, 1995; 65).
2. Speech is defined as a medium for language: speech is a way of conveying a message in terms, contrasting terms with writing and with sign language (Trask, 1999: 188). Trask further explains that speech is the entire linguistic visible patterns in that behavior.
3. Tengku Hanan Attaki, Lc. He is an Indonesian preacher who delivers lectures about young people's everyday lives and styles.
 - a. Macrostructure

In his book *Macrostructure* (1980: 99), Van Dijk determines thematic as the main part of macrostructure levels. It refers to word theme. Eriyanto (2001: 226) states that thematic is the most important structure to examine in the macrostructure analysis of Van Dijk. He also elaborates on the etymology of thematic, derived from the Greek term *tithenai*, which means to locate.

b. Superstructure

The text Superstructure is similar to the text outline. Most previous studies analyzed schemas using the structure title and main topic and then explained the event because most of them analyze news reports. Meanwhile, this research adopts the Socio-Cognitive theory of Van Dijk's approach to more deeply into speech schemes. Although the analytical methods are different, analyzing speech schemes has something in common that serves as another text setting out the ideological implications of the news report.

4. Instagram

Instagram is an application that is used to share photos videos. Instagram itself is still part of Facebook that allows our Facebook friends to follow accounts on our Instagram. The growing popularity of Instagram as an application used to share photos makes many users go to online businesses and promote their products through Instagram.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Study

To develop and complete this research about critical analysis, here are several related previous studies:

Al-saaidi, **Ambigapathy**, et al. (2016), in their academic research, investigated the semantic macrostructures and lexicalizations in Osama bin Laden's discourse of incitement which encourages his followers to commit terrorist attacks. This research used the qualitative descriptive method with two theories of Van Dijk: semantic macrostructure (1980) and ideological square (1998) and Wodak: discourse Historical Approach (2001) to reveal that the ideological dichotomy of US vs. Them in the selected speech is underscored via the semantic macrostructures and lexicalization. Inter-textual analysis helps consolidate linguistic and ideological analysis. The researchers noted that the semantic macrostructure could be directed as inciting Muslims in Iraq to defeat western powers and their allies by launching martyrdom operations. The analysis that encodes the ideological representation of the chosen speech is seen through the use of war and military lexicon. This lexicon is associated with Bin Laden's speech with negative actions from outsiders. In his speech, Bin Laden's as a uniqueness of life and aspirations of self and others who are considered aggressive and oppressive. The contribution of this study is to increase the author's knowledge in applying Van Dijk's theory (1998). About the semantic structure and the square.

This study has similarities with research conducted by researchers, namely, both examining Van Dijk's discourse analysis and the method used is also the same, namely using qualitative descriptive. In addition to the similarities, there are also differences, namely the research of Al-Saaidi, Albigapathy, et al. Researching researching the semantic macrostructure and lexicalization, while the research that the researcher will carry out is related to the text structure of the semantic macrostructure and the superstructure. In addition, the object used is also different, namely in the YouTube network as an object, while the researchers use social media Instagram reels.

Ahmad Syamwiel, Sunan Kalijaga State Islamic University, Yogyakarta, (2018). 41 title of propaganda discourse analysis on Donald J. Trump's inaugural address. This thesis uses Van Dijk's critical discourse analysis theory to examine Donald Trump's speech. He investigates the structure of critical discourse analysis in Donald Trump's speech and the elements of byitu's social cognitive approach that appeared in Donald j trump's speech. The author mainly uses van dijk's critical discourse analysis's theoretical structure, which coonsisting macro and microstructures. After that, the writer adopted the socio-cognitive approach to analyze the speech scheme, which was included in the superstructure analysis. Under the descriptive-qualitative method, this study provides a significantly broader picture of understanding of how linguistic features emerge through critical structures discourse analysis. As a result, 64 expressions are considered linguistic features of the three selected speeches of Donald J. Trump.

This research has similarities with research conducted by researchers, which are both researching using Van Dijk's discourse analysis and the method that will be used is also the same, namely using qualitative descriptive. Besides the similarities, there are also differences, namely Ahmad **Syawmiel's** research examines three analytical structures consisting of macrostructure, microstructure, and superstructure, while the research that researchers will carry out is related to the structure of the text, semantic macrostructure, and superstructure. In addition, the object used is also different, namely in the YouTube network as an object, while the research conducted by researchers uses social media Instagram reels.

Nugraha (2015), in her thesis, discusses the structure of the text and also the ideology of Hillary Clinton in her speech. Nugraha wrote this study because of the problem that Hillary's equality marriage speech was made up for grabs. Americans voted for her in the elections, while her husband was against marriage. Equity in the past year. This thesis uses a qualitative method and performs van Dijk's critical discourse analysis theory. Here are some research results: first, Hillary tries to create the impression that she is part of the LGBT (Lesbian, Gay, Bisexual, and Transgender) discrimination. It can be analyzed from the syntax of the elements. Hillary mostly uses the pronoun "we" to limit the distance between herself and the audience. Second, Hillary also tried to attract audience support by mentioning her actions to protect LGBT. It can be observed by analyzing the semantic element analysis. Third, he is very careful in presenting a speech. He uses gentle words. In stylistic analysis, the use of

light words aims to get a good response and make the public receive the message well. Fourth, the ideology of liberalism is reflected in the utterances in Hillary's speech text. In ideological analysis, many sentences in the speech text support freedom and freedom of human rights. This thesis is very helpful for the author using and applying van dijk's theory, especially in analyzing the macrostructure, superstructure and macrostructure of trump's speech and finding the ideology of his speech political discourse.

This research has similarities with research conducted by researchers, namely both researching text structure analysis and the method that will be used is also the same, namely using qualitative. In addition to the similarities, there are also differences, namely Nugraha's research examines text structure and ideology, while the research that researchers will carry out is related to the semantic macrostructure and superstructure of the text. In addition, the object used is also different, namely in the YouTube network as an object, while the research conducted by **researchers** uses social media Instagram reels.

Anshori (2019) in his thesis entitled Da'wah on Instagram (Teun A. Van Dijk **Discussion** Analysis on the @nunuzoo account) in terms of text shows that some of @nunuzoo's posts contain messages contained in the topic, and are assembled into a unified whole reviewing the main theme What Nunu made was a story about dating. The results in this study indicate that the content of Nunuzoo prohibits courtship, which is then summarized in a comedy propaganda. Nunuzoo's Instagram content is created in the order of the first part of the problem, the middle of the suggestions, and the last part of the comedy.

Thus, apart from getting education, the audience will also be entertained, so they don't get bored.

This research by Anshori (2019) is related to research that will be carried out by researchers, namely joint research using Van Dijk theory. In contrast to Anshori (2019) research which looks at text, social cognition, and social context, this study only looks at the text structure of Ustadz Hanan Attaki's Instagram posts (@hanan_attaki) in terms of macrostructure and superstructure. This analysis is seen from the macro structure, namely by examining the thematic elements of the topic elements in the post. Superstructure, superstructure analysis is carried out by looking at the scheme in the form of titles in the narrative of the preaching post.

The research studies above examine the critical discourse analysis of Van Dijk's theory. However, of the three relevant studies that have been successfully investigated, none has discussed the structure of the macrostructure and superstructure of the text. Therefore, the researcher feels the need to research the structure of the macrostructure and **superstructure** of the text like the following improvements from previous studies.

2.2 Theoretical Frameworks

In **conducting** research on critical discourse analysis of messages in Ustadz Hanan Attaki's da'wah through Instagram reels, this framework discusses the semantics of macrostructure and superstructure as part of the text structure analysis. The researcher uses van Dijk's theory (1998).

2.3 Biography of Ustadz Hanan Attaki

1. Childhood

Tengku Hanan Attaki Lc, or better known as Ustadz Hanan Attaki born in Aceh on december 31, 1981, is the 5th child of 7 brothers. He is a simple Ustadz, has a style delivery that is straightforward, funny, easy to understand, and has a voice character that marks the hallmark of a cleric Hanan Attaki. Since still a child, Hanan Attaki was close to the koran. He has known intelligence since he was in elementary school (SD), so he received a scholarship for his education. Several times Hanan Attaki won the Musabaqah Tilawatil Qur'an (MTQ) in the prize area only, such as television and bicycles. With the bicycle, he used to go to school. Ustadz Hanan Attaki finished his education at the Islamic Boarding School Ruhul Islam Banda Aceh. In 2002, he received a scholarship to Al-Azhar University, Cairo, Egypt, for its achievements in Tilawatil Qur'an.

2. Studying at Al-Azhar, Egypt, the best Qori Ustadz Hanan Attaki started his trip to Egypt with a visa as a tourist. In Egypt, he tried his luck to enter the University of Al-Azhar Cairo, and unexpectedly he was accepted because of his beauty and his recitation of the Qur'an, which made the examiner stunned and shed a tear.

The event that he was accepted on the scholarship path at the Al-Azhar University Cairo is very, very exciting because it never crossed his mind would be accepted into this prestigious university without a written test, considering that he had previously attempted to register several times in

Indonesia for overseas scholarships, but none of them passed. His acceptance at the university made history in his family because he was the first to study and study abroad in the country. While studying at Al-Azhar University in Egypt in 2002, he chose the Faculty of Usuluddin, the Tafsir Al- Islamic study program. Qur'an. 2004 he obtained a license (Lc).

During his studies in Cairo, he was also active as editor of the newsletter "Salsabila," published by the study program student association group Al-Azhar Qur'an and Islamic science. This group is guided directly by many Muslim Brotherhood figures.

In Egypt, when he was in college, he could be said to be very independent. To make ends meet, he tried many businesses, from selling meatballs and catering until he became a "jockey" for Hajar Aswad (during the hajj season), which capitalized on recklessness and belief in Allah SWT. Ustadz Hanan Attaki also wrote a book entitled Tadabbur Qur'an.

Finally, in 2005, he was chosen as Fajar TV Best Qori, Cairo, and filled the recitation with the Qur'an "Min AjmalisSoth" on the channel Fajar Tv and Iqro Tv. In the city of Egypt also, Hanan Attaki met with her mate. Hanan Attaki's wife is named Haneen Akira. They both got married while both studying at Al-Azhar, Cairo, Egypt. After completing his education in Egypt, Hanan Attaki returned to Indonesia and lived in Bandung city. From his marriage to Ustadzah Haneen Akira, Hanan Attaki is blessed with three children named Maryam, Aisyah, and Yahya.

Established the Hijrah Youth Movement after returning from the land of "a thousand towers" Cairo, Hanan Attaki, with his first wife and daughter (Aisyah), live in Bandung. In this city, it is beginning to engage directly in the world of da'wah; as director of the Qur'an House Salman-ITB, lecturer of jendela hati (JH) and STQ Habiburrahman.

In the city of Bandung, Ustadz Hanan Attaki preached through the Hijrah Youth. The Hijrah Youth itself was founded in March 2015. He built the youth hijrah community before the hijrah trend emerged as it is now. The hijrah youth movement, which has an Instagram account @pecepathijrah, was founded by approximately 5 people. The logo itself is written shift, the shift key which means move or change. Hijrah youth also has a fan page account on Instagram, Facebook, and Twitter @pecepathijrah.

3. Actively filling in Islamic studies in addition to being the founder of youths, he migrated and taught in various places. Ustadz Hanan Attaki often fills in studies on Islam at the Al-Latif mosque. Jl sainten No.2, RT.01/RW.05, Cihapit Bandung and Tran studio mosque Bandung, whose address is at Jalan Gatot Subroto No. 289, every Wednesday Thursday night with contemporary themes and new ones needed by mad'u (congregational). Here is the congregation who attended 90%, followed by youths, not even a few former thugs and motorcycle gangs who took part in this study because the study was light but heavy easily accepted by teenagers and. Ith a little life experience and good language style literacy, this Ustadz Hanan Attaki is always looking forward to it.

2.4 Critical Discourse Analysis

Discourse analysis is a study of meaning structure in communication and examines the variety of language functions. Discourse analysis was born from a reality that the problems were founded in communication has no boundaries on sentence or articulation function but involves a more complex and inherent meaning structure (Sobur, 2009:48).

Critical discourse analysis deals with studying and analyzing written or spoken text to reveal the existence of power, dominance, and inequality. It examines how the existing maintenance and reproduced in social, political, and historical contexts. Furthermore, Critical Discourse Analysis explores social context to embrace the sociopolitical conditions that shape discourse to analyze how power structures are constructed and analyzed. It means that it can also be used to describe, interpret, analyze, and critique social life reflected in speech. Critical Discourse Analysis explores relationships between discursive practice, text, and events and wider social and cultural structures, relations, and processes (Fairclough, 1992). Analyzing a text in terms of its topics or frames within this framework is appropriate for this research. Therefore, this research used Van Dijk's theory. Themes and topics are characterized as the most important because they explain the ideology in the sequence of a sentence (Van Dijk, 2009).

The term discourse has been widely defined by scholars such as Brown and Yule (1983): Fairclough (1989), and Van Dijk (2009), who viewed discourse as a form of language in use. Fairclough (1995) contended that

discourse- language used in text and talk- is a form of social practice. As a socially consequential practice, discourse can also bring about significant power issues whereby power is a social phenomenon and continuously requires legitimacy; language is the milieu of legitimation (Jackson, 2005; Hodges and Nilep, 2007). Therefore, scholars such as Fairclough (1992), Van Dijk (2001;2009), and Wodak (2001) contended that discourse is not only a social practice but also a political practice.

Several studies have defined ideology and discussed its major concepts (e.g., Thompson, j, 1984; Van Dijk 1995;2009), and they can be summarized as follows. Firstly, ideologies consist of values (Van Dijk 2009:116), and these values are evaluative and provide the basic guidelines for social perception and interaction. Secondly, ideologies are socially shared. As such, they serve to define social identity. Thirdly, ideologies are abstract foundational beliefs that control and organize other socially shared beliefs and specify what cultural values are relevant to the group. For each group, basic evaluative criteria for the opinions define ideological systems (Van Dijk 2009:248).

2.4.1 Discourse analysis model Van Dijk

Van Dijk's theory recognizes political discourse as sociocultural (social context), cognitive (social cognition), and linguistic phenomenon (text). This approach is important because it can illuminate cognition involved in political discourse, offering an examination of how it is understood and analyzed at the structural and textual levels (Van Dijk,

2009). Hence, Van Dijk's theory provides an extensive analysis of the political discourse at various linguistic and textual levels, along with the analysis at the production and comprehension levels. Van Dijk's divided into macro-level and micro-level analyzes.

Many discourse analysis models were introduced and developed by linguists. However, Van Dijk's model is the most widely used. It is probably because Van Dijk elaborates the elements of the discourse so that it can be utilized and used practically. According to Van Dijk (1997), research on discourse is not enough to be based solely on text analysis since the text is only the result of a production practice that must also be observed. He made many media analysis studies, especially on the study of racialization. A great deal of racialism is embodied and expressed through text. Examples can be seen in daily conversations, job interviews, board meetings, parliamentary debates, political propaganda, advertising, scientific articles, editorials, news, photos, movies, etc. Therefore, Van Dijk's model does not exclusively analyze only the text. He also demonstrates how social structures, domination, and power groups exist in society and how cognition/ mind and consciousness influence the text.

2.4.2 The framework of Van Dijk's discourse analysis

As mentioned above, discourse by Van Dijk is described in 3 parts: text, social cognition, and social context. The essential idea of Van Dijk's analysis is to combine these three dimensions of the discourse into a single unit of analysis. The research reveals how the text structured and

discourse strategies are used to assert a particular theme in the text dimension. At the level of social cognition learned the process of producing text that involves individual cognition. While the third aspect of studying the building of discourse that develops in society about the problem (Van Dijk:2009).

Van Dijk's analysis links textual analysis that focuses on the comprehensive text analysis of how texts are produced both relate to individuals and society. The model of van Dijk analysis can be described as follows:

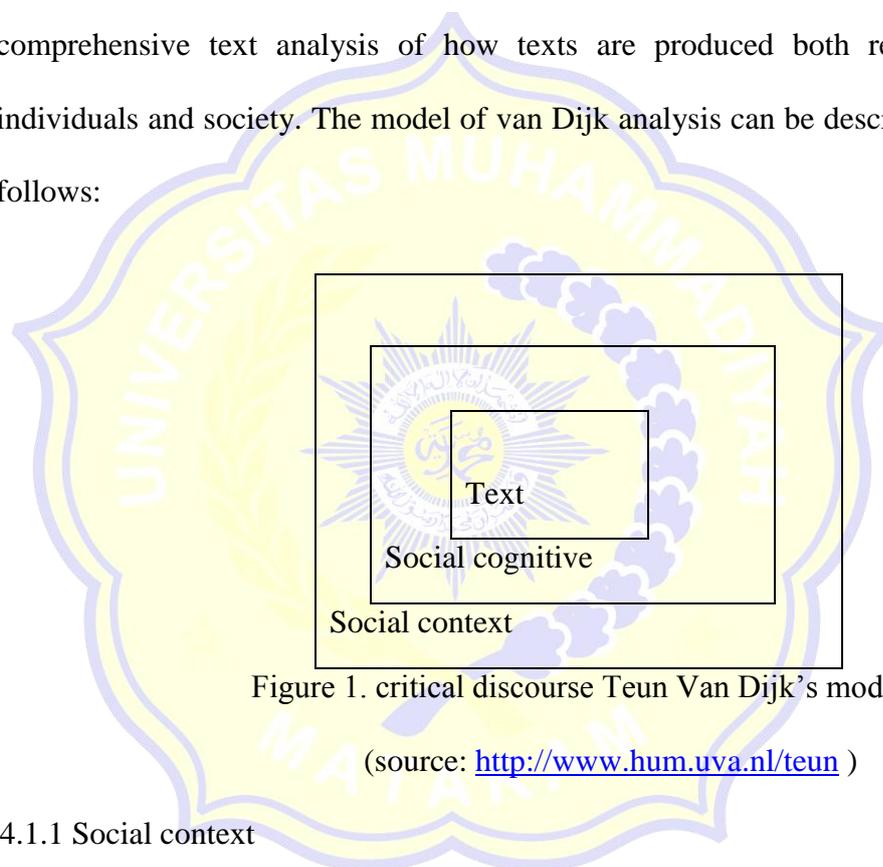


Figure 1. critical discourse Teun Van Dijk's model

(source: <http://www.hum.uva.nl/teun>)

2.4.1.1 Social context

Social context is defined as mental models of the social situation of communication and interfaces between discourse and society in many ways. If there is one discipline that studies relations between people, their conduct, and society, it is social psychology. For instance, social psychology has studied the ways various properties of the social situation influence people's behavior and has proposed several taxonomies for the structure of such

situations that may be relevant to theoretical context. As is the case for many disciplines, social psychology is hardly a systematic, well-organized body of knowledge about the relation between people and society but rather a loose community of many researchers. Shortly, social cognition is a part of explaining how text is produced by an individual or group of discourses writers. The initiation of bad news about a tribe arises from a certain mind structure that embraces a way of seeing a certain mind that forms a way of looking at the problem and thus influences how a text is produced. At the same time, the social analysis focuses on how the text is further linked to the social structure knowledge developed in society over a discourse.

2.4.1.2 Social Cognition

Discourse analysis not only restricts attention to the structural text but also how a text is produced. Van Dijk (2009) offers an analysis called social cognition. In van Dijk's view, discourse analysis is not limited only to the structure of the text since the discourse structure itself shows or signifies several meanings and opinions. We need an analysis of cognition and the social context through the text. The cognitive approach is based on the assumption that text has no meaning, but the meaning is given by the language used or rather the process of mental consciousness of the language user. Therefore, it is necessary to research the representation of cognition and strategy of the connoisseurs of discourse in producing the discourse because each text is generated through awareness, prejudice, or certain knowledge of an event.

2.4.1.3 Text

In this part, van Dijk (1997) shows a text consisting of many structures or levels in which each part supports the other. He divides it into three levels, below the brief explanations of structure:

1. Macrostructure analysis

First is macro-level analysis or macrostructure. This macrostructure is the general meaning of a text that can be observed by looking at the topic or theme in a discourse. At the macro-level analysis, thematic structures are examined. Macrostructure is the theoretical notion used to systematize and make explicit the notion of themes of a discourse. Such themes exemplify the gist or essential information of discourse, i.e., the global meaning. It implies that macrostructures in discourse are semantic objects.

On the other hand, thematic is attempting to identify meaningful categories or themes in a body of data by looking at the text. Thematic element is a general description. It is also called as main idea, summary, or the main point of a text. The topic shows the dominant concept, central, and most important news. As a result, it is also called theme or topic. The topic describes the idea or main idea of a person when responding to an issue.

Accordingly, these semantic structures defining texts, action, and cognition are given in terms of propositions defined as the conceptual meaning structure in a clause (Van Dijk, 1980; Brown and

Yule, 1983). Therefore, as van dijk (1988:31) defined, propositions are "the smallest independent meanings constructs of language and thought typically expressed by single sentences or clauses." This definition indicates that a proposition cannot be isolated words to denote a concept but integrated into other propositions expressed by clauses and sentences. Language users can derive the semantic macrostructures from a text using various linguistic and cognitive rules and strategies. It is because macro-propositions are implicit, and thus these rules are required to separate the microstructure from the global macro framework of the communication.

There are three rules to derive macrostructures: generalization, deletion, and construction. The first macro-rule is a generalization, one of the primary macro-rules in which related minor topics are replaced with a super-ordinate idea. A second key macro-rule is deletion, whereby the information of inconsequential and irrelevant propositions is deleted. As a third macro-rule, construction results from the first two rules, which leads to constructing a new macro-proposition (Van Dijk, 1980).

The element to observe on this level is thematic. Thematic refers to the general description of a text. It can also be referred to as the core idea, summary, or primary of a text. The topic shows the dominant, central, and most important concept of discourse. The most significant idea of van dijk discourse is generally established in general

rules of procedure (macro rule). The text is not only defined as reflecting a particular view or a particular view or a particular topic but a global, coherent view. This global coherence is the passages in the text that are ordered to point to a common idea point, and the parts mutually support each other to illustrate the general topic. The topic describes the general theme of a text discourse; this topic will be supported by subtopics that mutually support the formation of a general topic. The subtopic is also supported by a set of facts that are displayed with mutually supportive subsections of one part with the other part forming a coherent and intact text.

2. Superstructure analysis

The second level is a superstructure, and this is the structure of discourse related to the textual framework, how the parts of the text are arranged in a complete discourse. Text or discourse generally has a scheme from the introduction to the end. The plot shows the part in the text arranged and sorted to create a unity of meaning. Daily conversation discs, for example, have introductory greetings schemes, speech content, and closing part. A discourse about knowledge in scientific journals or writings also has schematics such as abstraction, study background, problems, goals, hypotheses, content, and conclusions.

According to Van Dijk (1998), the important schematic is a discourse-making strategy to support a particular topic to be conveyed

by arranging parts in a particular order. Schematic emphasizes which precedence and what can be a strategy for concealing vital information. Preparing this does not merely involve the technical elements of journalism (which are considered important and newsworthy) but causes certain effects. Because displaying a certain section of a part is a certain protrusion process and hides the other part.

The superstructure is a text or discourse that generally has a scheme or flow from the introduction to the end. The flow shows how the parts in the text are arranged and sorted form one unit of meaning. A speech consists of three large schemes. According to Van Dijk, the significance of the schematic is the candidate's strategy to support certain topics to be conveyed by arranging parts with specific sequences. Schematics give which pressure takes precedence and which parts can then as a strategy to hide important information.

1. Schematic

Schemata, on the other hand, is used to describe the overall form of a discourse. The schema shows how the parts of the text are arranged to form a unity of meaning. Schemata show which parts were emphasized and which parts were hidden as a part of the important strategy. Concealment is performed by placing the part to be hidden at the end of the text. So that it indicates to the reader or votes which information in the text is most "important" or prominent.

3. Microstructure analysis

Lexical structures are examined at the microstructure level due to their relevance and importance in political discourse analysis. Word selection can enhance the style of discourse, and a study of the language used can deliver a text or speech that is directly targeted to appeal to an audience simply through the careful selection of words and modes of expression (Thorne, 1997). In political discourse, lexical structure operates as a vital tool in strategic positioning; therefore, the careful choice of words in any communication is a key to reinforcing that strategy. The words chosen play a central role in determining identity and framing any given situation, which, in turn, gives a special meaning to actions, objects, and subjects involved.

The vocabulary selected to express ideas, concepts, and meanings is addressed in the semantics of linguistic analysis. Their selection may be formulated by context depending on setting, goals, and participants besides the knowledge and ideologies of the dominant leaders and their groups. Chilton (2004:203) suggested that "the tendency in much political discourse is towards antonymous lexical choices and other lexical choices that must lead to hearers making mental models that are binary in character." The creation of negative associations with out-group elements can be achieved by emphasizing the shortcomings and faults of that group: whereas focus can be placed on only the positive traits and behaviors of the in-group. Thus,

lexicalization is an important device for the linguistic analysis of the present study because word choice represents ideologically controlled discourse meanings (van dijk,1997). The elements to observe on this level are;

1. Semantic

This element will be explained how meaning in the text is emphasized. Semantic has 5 sub-elements.

a. Setting/background

The setting is part of the discourse that can affect the semantic (meaning) that wants to be displayed. When writing a discourse, a discourse writer usually suggests the background of the written event. The selected setting determines the direction in which side audiences are to be taken. The setting is generally shown in the beginning, before the opinion of the discourse appears with the intent of influencing by giving the impression that the opinion of the discourse appears, with the intent of influencing by giving the impression that the opinion of the discourse is very reasonable. Therefore, setting helps investigate how a person gives meaning to an event.

b. Details

Detailed discrete elements relate to controlling a person's displays' of information. The author will display exaggerated information that gives benefits to him or a good image. Instead, it

will display information in small amounts (not even delivered) if it is detrimental to self-position. Information that benefits the communicator is displayed in excess and with complete detail if necessary with the data. Complete detail and length is a deliberate rendering to create a particular image. This detailed element is a strategy of how the discourses writer expresses his attitude implicitly. In studying the details, what should be examined is the overall dimension of the event, which parts are described in length, and in which parts are described in a little few details.

c. Purpose

Elements' purpose views information that gives benefits to communicators explicitly and clearly. The objective is publicly presented only information that gives benefits communicators. The beneficial information is presented with firm words and points directly to the facts. Meanwhile, adverse information is presented with euphemistic words and convoluted.

d. Presuppositions

Presuppositions are used in a statement to support the meaning of the text. If the setting supports opinions with some background, the presuppositions support opinion by giving some trusted premises. Generally, the news text introduced much pre-assumption. This pre-assumption is an unproven fact but allows the basis for supporting a particular idea. Although consisting of

assumptions, presuppositions are mostly based on common-sense ideas, logical or logical presuppositions, none (not yet) unquestioned (untrusted opinion). People have already accepted it.

e. Denial

The element of discourse is a form of discourse practice that illustrates how discourse makers conceal what they want to express implicitly. In a general sense, denial shows that the author of discourse approves something when he does not agree to give an argument of fact that denies his consent. In other words, a denial is a form of discourse strategy in which the discourse maker does not explicitly or explicitly convey his opinions and ideas to the audience. Denial is an element that can expose the attitude or expression of journalists conveyed in secret. The hidden thing is done by someone as if he consented to an opinion when his opinions and wants are opposite the discourse. Therefore, it is necessary to criticize the author's real intentions and how the denial is done.

2. Syntactic

a. Form of sentence

The form of a sentence is a syntactical aspect that deals with logical thinking, the principle of causality. The logic of causality is transferred into the order of the subject (describes) and the predicate (described). This form of the sentence is not

only a technical issue of grammatical truth, but it determines the meaning shaped by order of sentences. In an active-structured sentence, a person becomes the object of his or her statement. This sentence form determines whether the subject is explicitly expressed in the text. All sentence structures are correct, but all variations indicate which level is highlighted, which one is focused on, and which part is focused on specific words, phrases, and clauses that directly affect the word's meaning.

b. Coherence

Coherence is the connection or interwoven between words or sentences in text. Two sentences illustrating different facts can be connected and become coherent. Two sentences become causative when associated with an "and" causation. This coherence is easily observed by seeing conjunctions used to relate facts. Two sentences can be related as causal relationships, state relationships, time, conditions, etc. The conjunction word used (and, consequently, but, then because, although) causes a different meaning when connecting a sentence. Coherence gives the impression to the audience that two facts are abstracted and connected. Syntactic aspects of discourse are related to how phrases or sentences are arranged and presented, including forms of sentences (associated with a logical way of thinking that explains the proposition in a series of sentences), coherence

(relation between word and sentence), and the selection of several pronouns.

For example, *the students attempted to expand their protest, but the police prevented their efforts.*

That sentence uses "but" as the conjunction. It shows a contradiction between students and police action that the writer wants to describe.

c. Pronoun

A pronoun is an element to manipulate language by creating an imaginative community. A pronoun is a tool the communicator uses to show his position in discourse. In expressing his attitude, using the pronoun "I" or "we" describes that attitude as the formal attitude communicator. However, using the pronoun "we" shows that attitude represents a common attitude in a particular community. The boundary between communicator and audience is deliberately omitted to show what the communicator's attitude is, and also, the use of plural pronouns like "our/us" has implications for solidarity, alliance, public attention, and reduces self-criticism and opposition.

3. Stylistic

This element has only one sub-element, which is called lexicon or diction. This element signifies how a person chooses words for the various possible word. The choice of words used not only by

chance but ideologically shows how the meaning of a person to the fact /reality. The choice of words used indicates a certain attitude and ideology. The same event can be described with different word choices.

4. Rhetoric

Strategy at the rhetoric level is a style expressed when a person speaks or writes and how the speaker or author delivers the messages to the public or audience. Rhetoric has a persuasive function. Rhetoric also appears in interaction form, whether formal or informal, that creates an impression of how he presents himself in front of an audience. The elements of rhetoric are graphics and metaphor.

a. Graphic

Graphics influence the cognitive effect, which means controlling attention/interest intensively and showing the importance of information that should be focused on. The use of numbers in the text also suggests the report's correctness, accuracy, and position. The use of quantities and statistical measures is not only journalistic but also to prove the truth of phenomena or objects' precision.

b. Metaphor

An author's discourse conveys the central message through text and metaphor, a phrase meant as an ornament or sense of discourse. The use of certain metaphors can be a major

due to understanding the meaning of a text. Particular metaphors are used strategically by journalists as basic for thinking and the defense of certain opinions or ideas to the public. Writers use the beliefs of society, daily expressions, proverbs, ancestral wisdom, ancient words, and perhaps a phrase derived from holy verses all used to reinforce the central message.

Example or graphics element: at least 1,000 students gathered at the gates of the house of representatives building, demanding they be allowed to participate in a plenary session to discuss the government's fuel price policy. In the example, the author put the number of demonstrators. This strategy is used to convince the public that there are many numbers of people involved.

According to Vand Dijk (1998), the structures can be described as below.

Macrostructure
The global meaning of a text can be observed from the topic/theme lifted by a text.
Superstructure
The framework of a text such as parts introduction, content, closing, and conclusions.
Microstructure
The local meaning of a text can be observed from the choice of words, sentences, and styles used by the text.

Figure 2 text structure (source: Teun A Van Dijk (1998))

Though composed of various elements, all these elements are a unity, interconnected, and mutually supportive of each other. The textual framework supports the general meaning of a text or theme and, ultimately, the choice of words and sentences used. The entire parts of the text and sentences are used. The entire parts of text in Van Dijk's (1998) model are seen as mutually supportive, containing coherent meaning to each other. The words and sentences support a text's global meaning and the prepositions used. The statement/ theme at the general level is supported by certain words, sentences, or rhetoric. This principle helps researchers observe how a text builds up through smaller elements. The text builds up through smaller elements. The scheme also provides a map for learning a text. We are not only understanding the content of a text but also the elements that make up the text, words, sentences, paragraphs, and prepositions. We see what the media is conveying, and the media reveals the event into a particular language choice and how it is expressed through certain rhetoric. The use of certain words, sentences, and certain styles is not only a way of communicating but is seen as communicating politics-a way to influence public opinion, create support, strengthen legitimacy, and get rid of rhetoric and persuasion that is executed when a person conveys a message. Certain words may be chosen to emphasize choice and attitude, form political awareness, etc. Van Dijk's (1998) discourse elements will be described for a more specific comprehension.

Discourse structure	Things observe	Element
Macrostructure	Thematic How parts and sequence are shrunk in intact	Topic
Superstructure	Schematic How parts and sequences are shrunk in intact discourse	Scheme
Microstructure	Semantic Meaning to be emphasized in the text. For example, giving explicit details on one sideway and reducing the other side's detail.	Setting, detail, purpose, presupposition, denial.
	Syntactic How the sentence (procedure, arrangement) is selected	Form of sentence, coherence, pronoun
	Stylistic How to choose the word used in the text.	Lexicon
	Rhetoric How the language style used in the text	Graphic, metaphor

Figure 3. (b). Text structure analysis

(source: Van Dijk (1998) ideology: a multidisciplinary study chapter 21).

2.5 Speech

According to Oxford Dictionary, there are two definitions of speech. The first is the expression or ability to express thought and feeling by articulate sounds. This definition can be elaborated into "a person's style of

speaking which is closely related to the way a person speaks and" the language of a nation, region, or a group of people. Meanwhile, the second definition of speech is a formal address or discourse delivered to an audience. It means that one person is the speaker who discusses certain topics in front of people. Speech is commonly used by a leader, which is an utterance with a structural system to be delivered to the people with a specific purpose. The general purpose of the speech itself involves several things, as below:

1. Giving information or an understanding to others. At this stage, someone gives a message without asking for feedback from the receiver/audience.
2. Influencing other people to follow willingness to voluntarily. It means to drive a person's attitude according to the influencer's wants. At this stage, the audience becomes obedient to what is conveyed by the messenger.
3. Making other people participate. It means the message aims to be followed or be a role model for others who listen and observe.

2.6 Text Types

1. What is a Text?

We live in a world of words when these words are put together to communicate a meaning, a piece of text is created. When you speak or write to communicate a message, you are constructing a text. When you read, listen to, or view a piece of text, you are interpreting its meaning (Mark Anderson and Kathy Anderson 1997:1).

Creating a text requires us to make choices about the words we used and how we put them together. If we make the right choices then we

can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).

There are two main categories of texts-literary and factual. Within these are various text types. Each text type has a common way of using language (Mark Anderson and Kathy Anderson 1997 : 1).

Text types

- a. Literary
- b. Factual
 - a. Literary Text

Literary texts include Aboriginal Dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. They are constructed to appeal to our emotions and imagination. Literary texts can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category. Narrative, poetic and dramatic. Media texts such as films, videos, television shows and CDS can also fall in this category (Mark Anderson and Kathy Anderson 1997: 1).

1. Narrative text types

Tells a story using spoken or written language. It can be communicated using radio, television, books, newspapers or computer files. Pictures, facial expressions and camera angles can also be used to help communicate meaning. Narratives are usually told by a story teller. This person gives his/her point of view to the

audience and determines the order in which the events of the story will be told (Mark Anderson and Kathy Anderson 1997:2).

2. Poetic text types

Express feelings and impressions of life. A poem can tell a story or give the poet's views on people and events. Poems can have common structures such as rhyming the last word of lines or using a certain number of lines (Mark Anderson and Kathy Anderson 1997:2).

3. Dramatic text types

Use acting to communicate ideas and experiences. Dramas can be spoken or written. They often use visuals such as facial expressions, costumes and sets to help communicate meaning (Mark Anderson and Kathy 1997:2).

b. Factual texts

Factual texts include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure (Mark Anderson and Kathy Anderson 1997:3).

1. Poetic and Dramatic

The poetic text type is used to express feelings and views of life. A poem can tell a story or give the poet's thoughts on experiences, people or events. Poetry is usually written to be read aloud.

The dramatic text type uses acting to convey ideas and experiences. Dramas can be spoken or written. Dramatic texts can have set lines or the actors may be allowed to make up the lines or the actors may be allowed to make up the lines as they go along (Mark Anderson and Kathy Anderson 1997: 8).

a. Poetry

1. The poetic text type is usually concerned with feelings and vivid description. The purpose of a poem is to present a description or point of view, usually with thought-provoking images.

2. Structure of a poem

The structure of a poem can vary. Usually a series of stanzas are used to communicate the poet's ideas. Poems can be free verse or can use rhyme and rhythm.

3. Model of a poem

Here is an example of what might be considered a typical poem:

Structure	Example of text	Language features
<p data-bbox="497 645 703 678">Title of a poem</p> <p data-bbox="497 1059 703 1216">Use of a rhyming pattern (A,B,C,B)</p> <p data-bbox="497 1597 703 1664">Stanzas of four lines</p> <p data-bbox="497 1910 703 1977">Stanzas build up narrators</p>	<p data-bbox="874 577 1010 611">Babysitter</p> <p data-bbox="730 645 1058 936">I babysit sometimes on Saturday nights and earn every cent of my money! If I want to watch a Shakespearian play, she wants Donald Duck and Bugs Bunny.</p> <p data-bbox="730 969 1042 1070">She's naughty and spoiled and won't go to bed</p> <p data-bbox="730 1104 1018 1171">Til she phones up and chats with some DJs,</p> <p data-bbox="730 1205 994 1305">Then she makes me uncover the sewing machine</p> <p data-bbox="730 1339 1018 1406">To turn her nightdress into Pjs.</p> <p data-bbox="730 1574 1066 1865">It's bedtime! I say when the clock reaches ten, but I might as well say it in Latin, two minutes later she's up and about to complain that her pillow has been sat in.</p> <p data-bbox="730 1966 1058 2000">She claims that there's a</p>	<p data-bbox="1129 925 1305 958">Conjunctions</p> <p data-bbox="1098 1406 1361 1440">Use of direct speech</p> <p data-bbox="1098 1753 1345 1787">Personal Pronouns</p>

<p>frustration</p> <p>Surprise Ending</p> <p>The Poet</p>	<p>spider inside her left ear; that her mattress is stuffed with sharp rocks; than she expects me to ring the police and report that a burglar has stolen her bedsocks.</p> <p>At twelve her bed's empty! I search the whole house, through each room in a panic I run,</p> <p>And darn nearly die of sheer terror when she pounces out yelling, "Boo! This is fun!"</p> <p>I'm worn out, exhausted, knocked up and fatigued, and feel that my pay should be double , when the Millers return from their party and ask,</p> <p>'Was darling old Gran any trouble?'</p> <p>Robin Klein</p>	<p>Use of Synonyms:</p> <p>The subject is revealed, we can now link to the personal pronouns: Gran</p>
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Figure 3. (c). Text type (source: Mark Anderson and Kathy Anderson 1997:10).

b. Drama

The dramatic text uses acting to communicate ideas and experiences.

Drama can be spoken or written. Dramatic texts can have set lines or can allow the actors to improvise-that is, to make up what to say and do as the drama happens (Mark Anderson and Kathy Anderson 1997: 23).

1. Features of a dramatic text

Drama texts often use visual elements to help communicate meaning. These visual elements include facial expressions, body language, costumes and sets.

2. The structure of a drama script can be an introduction (telling about the background to the drama, previous productions of the drama and instructions for performing the drama) and then segments of the scripted action set out in acts and scenes. Within the drama can be narratives, monologues, poems and verse. The structure can be similar to a narrative: orientation, complication, resolution and coda (Mark Anderson and Kathy Anderson 1997: 23).

3. Model of a script

Following is an example of script. It is from a typical play designed to be performed on the stage.

Structure	Example of text	Language features
Source of the play	Hating Alison Ashley-The Play Adapted from Robin Klein's novel (Hating Alison Ashley) by Richard Tulloch	

<p>Introductory information that gives the reader an orientation</p>	<p>The play</p> <p>Even though she was only in Grade Six, Erica Yuken knew she was destined for a glittering career on the stage. Never in any doubt about her own genius, she felt superior to everyone at notorious Barringa East.</p> <p>That is, until Alison Ashley unexpectedly turned up-beautiful, rich, clever and as well-behaved as</p> <p>A nativity angel.</p> <p>Yet Erica knew that Drama Night a the annual school camp would provide the ideal opportunity to get the better of Alison Ashley!</p>	<p>Characters Indtroduced</p> <p>Smile</p>
<p>Production Information</p>	<p>Cast</p> <p>Minimum seven (five female and two male) to play fourteen roles, but, depending on the number available, other characters could be added for crowd scenes.</p> <p>Duration</p> <p>Two acts of 50-55 minutes each</p>	<p>Characters classified according</p>

	<p>Age suitability</p> <p>Ten years and upwards</p> <p>Characters</p> <p>Ten Yurken Family ←</p> <p>Erica</p> <p>Ten. A tall flower in a field of couch grass. A hypo-chondriac and a liar, but destined for a brilliant, glittering career on the stage.</p> <p>Mum</p> <p>Likes bingo, plastic flowers, parents without partners, junk food, dancing and window ornaments such as pixies sitting on velvet mushrooms.</p> <p>Harley</p> <p>Seventeen. Unemployed (unless lying in a hammock reading books on astral projection counts as employment).</p> <p>Valjoy</p> <p>Fifteen. Likes bikies, metal welding, nail varnish, rude T-shirts and horror movies. Yells a lot and slams doors.</p> <p>Jedda</p> <p>Seven. Likes horses, books about horses, horse racing, pony clubs, stables, dressing up as a horse.</p>	<p>to relationshipsy group membership</p>
Information about the charactes		
Information about the characters		

<p>Information about the Characters</p>	<p>Utterly embarrassing.</p> <p>Lennie</p> <p>Mum's boyfriend. A truckie with a bald patch, a hawaiian shirt and a great, clanging bumper-bar voice.</p> <p>Staff at Barringa East Primary School</p> <p>Miss Belmont</p> <p>Grade six teacher. Ladylike and elegant, but eyes like a fly, which can see sideways and backwards and into things that haven't happened yet. Also has a fierce voice and hair that sends out sparks.</p> <p>Miss Lattimore</p> <p>The art and craft teacher. Likes weird clothes made of macrame and hand-crafted leather sandals. Her boyfriend drives a landrover covered with conservation stickers.</p> <p>Mr Kennard</p> <p>A new teacher. Creeps around looking pale and stricken.</p>	<p>Smile</p>
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Figure 3. (d). Text type (source: Mark Anderson and Kathy Anderson 1997:24-25).

1. Recounting

Often you will want to tell other people about something that has happened in your life. You might want to tell about what you did at the weekend. It might be about exciting things that happened when you were on holidays last year. Speaking or writing about past events is called a **recount** (Mark Anderson and Kathy Anderson 1997:48).

A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred (Mark Anderson and Kathy Anderson 1997: 48).

a. Some examples of recount text types are: Newspaper reports, Conversations, Speeches, Television interviews, Eyewitness accounts, Letters

b. Features of a recount

1. Constructing a written recount

The recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are:

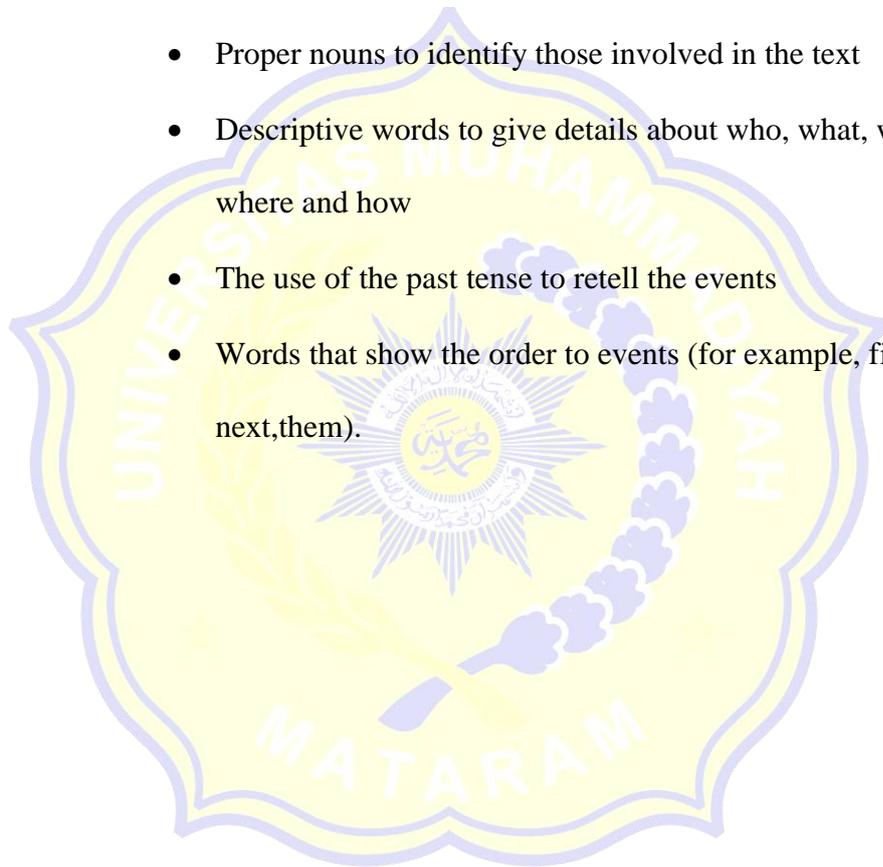
- A first paragraph that gives background information about who, what, where and when (called an **orientation**).

- A series of paragraphs that retell the events in the order in which they happened
- A concluding paragraph (not always necessary).

2. Language features in a recount

The language features usually found in a recount are:

- Proper nouns to identify those involved in the text
- Descriptive words to give details about who, what, when, where and how
- The use of the past tense to retell the events
- Words that show the order to events (for example, first, next, then).



3. Models of Recounts

Look at the following examples of recounts:

Structure	Example of Text	Language features
<p data-bbox="539 685 743 808">Introduction that provides an orientation</p> <p data-bbox="539 1043 743 1335">Sequence of events that reconstructs the past in the order in which events occurred</p> <p data-bbox="539 1783 743 1984">Sequence of events that reconstruct the past in the order in which</p>	<p data-bbox="847 618 1054 651">As it happened</p> <p data-bbox="767 685 1082 976">One very spooky encounter with a UFO (an unidentified flying object) occurred in May 1974 involving a couple driving from Zimbabwe to South Africa.</p> <p data-bbox="767 1010 1091 1424">As they carefully drove throughout the night they saw a flashing blue-white light that was going on and off in a slow, steady rhythm. Shortly after noticing this, the car was covered in a bright circle of light.</p> <p data-bbox="767 1458 1075 1749">Inside the car it suddenly became very cold. The couple wrapped themselves in thick blankets and turned on the heater but they still shivered.</p> <p data-bbox="767 1850 1075 2007">Then their car began to act very strangely. Suddenly the headlights went off, the brakes</p>	<p data-bbox="1118 752 1334 875">Use of proper nouns to show where and when</p> <p data-bbox="1118 1323 1302 1402">Use of the past tense</p> <p data-bbox="1118 1850 1366 1928">Words showing the order of events</p>

<p>events occurred</p>	<p>failed, the steering wheel locked and the fuelgauge showed empty. Next the car began speeding up and raced along the road at 190 kilometers an hour. To one side of the car, the UFO continued to follow.</p>	
<p>Concluding comment</p>	<p>The driver and his passenger lost consciousness. When they awoke they were near the small town of fort Victoria. The car's odometer showed that only 12 kilometres had been travelled, yet the distance from where they first saw the UFO to fort Victoria was 290 Kilometres.</p> <p>Although the couple's description of what happened contained plenty of details, many people find it hard to believe that UFOs do exist.</p>	

Figure 3. (e). Text type (source: Mark Anderson and Kathy Anderson 1997: 50-51).

4. Explaining

There will be times when you want to tell someone how or why something occurs. Your science teacher might ask you to tell how pollution affects. Your little sister might ask you why some trees do not have leaves in winter. Speaking or writing about how or why things happen is called an explanation (Mark Anderson and Kathy Anderson 1997:80).

The explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of an explanation is to tell each step of the process (the how) and to give reasons (the why) (Mark Anderson and Kathy Anderson 1997: 80).

1. Some example of explanation are: How something occurs

Why something happened

Why things are alike or different

How to solve a problem

2. Features of an examples

a. Constructing a written explanation

The steps for constructing a written explanation are:

- A general statement about the event or thing
- A series of paragraphs that tell the how or why
- A concluding paragraph

b. Language features in an explanation

The language features usually found in an explanation are:

- Technical language
- Words that show cause and effect
- Use of the timeless present tense

c. Model of an explanation

Look at the following example of an explanation

Structure	Example of text	Language features
Question in the heading	→ What causes weather?	
Introduction that gives a description	Weather is the physical condition of the atmosphere at a particular time. It includes temperature, air pressure and water content.	Use of technical terms:
Explanation sequence telling how and why	Weather is produced when air moves from place to place. This moving is known as wind. Winds are caused by warm air rising and cooler air moving in to in to replace it. Warm air is usually less dense (lighter) than cool air; therefore, it creates low air pressure. Cool air is more dense (heavier) and creates high air pressure.	Words showing how and why
Conclusion	Usually we have fine weather when the air pressure is high and clouds, rain or snow when the air pressure drops	Words showing timeless present tense
		Generic terms

Figure 3. (f). Text type (source: Mark Anderson and Kathy Anderson 1997: 82).

5. Discussing

Often you will have to make decisions about things. Before you decide if something is good or bad, you usually look at both sides. Many times in life we have to decide if we are for or against something. Other times we have to decide if something is right or wrong. Judges do this when they listen to evidence in the courts. When we speak or write about a topic and include both sides of the case we are creating a **Discussion**. (Mark Anderson and Kathy Anderson 1997:116).

The discussion text type gives the for and against, the positive and negative, or the good points and the bad points. The purpose of a discussion is to present to the audience different opinions on a topic and, at the end, your opinion. (Mark Anderson and Kathy Anderson 1997:116).

1. Some examples of discussion are: Talkback radio, Current affairs interviews, Essays, Debates, Letters to the editor, Newspaper articles
2. Features of a discussion
 - a. Constructing a written discussion

The steps for constructing a written discussion are:

- An introductory paragraph that has a statement or question about the topic

- A series of paragraphs that give evidence, opinions or arguments for and against the topic
- A conclusion that gives a final point of view, either for or against the topic

b. Language features in a discussion text

The language features usually found in a discussion text are:

- The use of generic terms related to the topic
- The use of words that show a comparison or a contrast
- The use of words that link arguments

3. Models of discussions

Look at the following examples of discussions:

Structure	Example of text	Language features
<p>Question that introduces the topic to be discussed</p> <p>Opinions for and against the topic</p>	<p>A transcript of a discussion</p> <p>→ Daughter: Dad, can I watch 'The Nanny'?</p> <p>Dad: That show is hopeless the news is better let's watch it.</p> <p>Daughter: But Dad, 'The Nanny' is really funny and the news is boring!</p> <p>Dad: the news tells us about what is going on in the world and 'The Nanny' is just pathetic.</p> <p>Daughter: 'The Nanny! Makes you laugh the news</p>	<p>Words that show opinions</p>

<p>Concluding comment</p>	<p>is always depressing-just killing and death and horrible things.</p> <p>Dad: Ok, I can see your point of view well watch 'The Nanny'</p>	
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Figure 3. (f). Text type (source: Mark Anderson and Kathy Anderson 1997: 118)

6. Narrative texts

The narrative text type tells a story. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount text type (see text types in english 1).

A narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener (Mark Anderson and Kathy Anderson 1997: 6-8).

1. Some examples of narrative and response texts are: **Narratives text**

types: Fantasy novels, Bedtime stories (spoken), Historical fiction, Stories

2. Features of a narrative

a. Constructing a narrative

The steps for constructing a narrative text are:

- An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening

- A complication that sets off a chain of events that influences what will happen in the story
- A sequence of events where the characters finally sort out the complication
- A coda that provides a comment or moral based on what has been learned from the story (an optional step).

b. Language features of a narrative

The language features usually found in a narrative are:

- Specific characters
- Time words that connect events to tell when they occur
- Verbs to show the actions that occur in the story
- Descriptive words to portray and settings

3. Model of narrative

Look at the following model of a narrative

Structure	Example of text	Language features
Orientation telling who and when	<p>King Midas</p> <p>Look ago there lived who was the richest man in the world. His name was Midas; however, he was not happy.</p> <p>Midas longed to be even richer. He wanted to be richer thn all the kings in the world put together.</p>	Specific characters

<p>Complication that triggers a series of events</p> <p>Sequence of events where the</p>	<p>One day, as Midas sat on his throne thinking of ways to become richer, his servants came to him with an old man.</p> <p>‘Master’, said the first servant. ‘We have found this person wandering around in your orchard.’</p> <p>‘It is Silenus, the friend of the God Bacchus,’ said the second servant.</p> <p>Midas had an idea. He welcome the old man and said, ‘you shall be my guest for ten days. Please, eat and drink as much as you like.’</p> <p>At the end of the ten days Midas took Silenus back to Bacchus. The god was very happy to see his lost friend. Bacchus turned to Midas and said, ‘ I will grant you any wish you make.’</p> <p>Midas could hardly believe his ears. Here was his chance to become richer. He could become richer than all the kings in the world put together.</p> <p>‘My wish is... that</p>	<p>Use of time words to connect events</p>
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character reacts to the complication	everything I touch will turn into gold!	Words showing actions
<p data-bbox="667 465 710 1093">}</p> <p data-bbox="667 1160 710 1552">}</p> <p data-bbox="667 1608 710 2004">}</p>	<p data-bbox="735 421 1102 577">'Your wish is granted,' laughed Bacchus, 'But will that really make you happy, Midas?'</p> <p data-bbox="735 611 1102 1025">On his return to his place Midas tried out his new power. He picked up a stone and it turned to gold. He touched his clothes and they turned to gold. He changed a whole tree into gold by rubbing his hands over the trunk. Midas was so excited.</p> <p data-bbox="735 1059 1102 1395">Back at the palace, Midas sat down and called for some food and drink. His chair turned to gold and, although it was uncomfortable, Midas still was happy that all he touched turned to gold.</p> <p data-bbox="735 1429 1102 1921">A servant brought Midas a bowl of water so that he could wash his hands. As soon as Midas put his hands into the bowl, the water turned to gold. Next, Midas took a piece of bread. Before he could get it to his mouth, it too had turned to gold. He could eat nothing without it turning to gold.</p>	<p data-bbox="1126 421 1361 477">←</p> <p data-bbox="1126 981 1361 1037">←</p> <p data-bbox="1126 1294 1361 1350">←</p> <p data-bbox="1126 1653 1361 1709">←</p>

<p>Sequence of events where the character reacts to the complication</p>	<p>Miserable, Midas went for walk in his garden. His children ran up to him. Without thinking, Midas put his arms around them and instantly they turned into little gold statues. Midas now cried.</p> <p>Midas hurried to Bacchus and pleaded that he take away his golden touch.</p> <p>‘Didn’t I tell you that the golden touch would not bring you happiness?’ asked Bacchus. ‘keep your gift and don’t come whingeing to me’.</p> <p>Then Midas wen down on his knees and, with golden tears running down his cheeks, begged for Bacchus to show mercy.</p> <p>‘ I was wrong to be greedy and to love gold so much,’ said Midas.</p> <p>Bacchus felt sorry for Midas and told him how to cure the golden touch. He had to go to the river pactolus and wash in its clear water. This would take away the golden touch</p>	<p>Describing words</p>
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<p>Resolution in which the problem from the complication is solved</p> <p>Coda that gives the moral to the story</p>	<p>Midas did so.</p> <p>Midas then returned to his palace. On the way he touched a branch of a tree and it did not turn to gold. Midas was so relieved. But in his garden he saw his children, still as golden statues. He quickly grabbed a bucket, ran to the River Pactolus and scooped up some water. He took this back to the garden and poured it over his golden children. Im mediately they came alive and were no longer gold.</p> <p>Midas then called for a feast to celebrate. He told his servants to get rid of the gold plates as he was sick of the sight of gold. Midas enjoyed being able to eat and drink again. No longer did he want to be the richest of the rich.</p> <p>Midas had found out that all the gold in the world</p>	
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	does not bring happiness.	
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Figure 3. (g). Text type (source: Mark Anderson and Kathy Anderson 1997: 8-9-10).

7. Procedure text

Have you ever read the instructions on how to make a model, program a video recorder or cook instant noodles? If so, you have worked with a procedure text. A procedure, therefore, is a piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done. (Mark Anderson and Kathy Anderson 1997: 50).

1. Some examples of procedure texts are: Directions, Instructions manuals, Recipes, Itineraries
2. Features of a procedure text
 - a. Constructing a procedure text

The steps for constructing a procedure text are:

- An introductory statement that gives the aim or goal
- A list of the materials that will be needed for completing the procedure
- A sequence of steps in the order they need to be done

- b. Language features of a procedure text

The language features usually found in a procedure are:

- The use of technical language
- Sentences that begin with verbs and are stated as commands
- The use of time words or numbers that tell the order for doing the procedure
- The use of adverbs to tell how the action should be done

3. Models of procedures

Look at the following models of procedures:

Structure	Example of text	Language features
<p data-bbox="485 1160 711 1279">Introduction and aim of the procedure</p> <p data-bbox="485 1379 711 1498">List of materials needed for doing the procedure</p> <p data-bbox="485 1877 711 1995">A sequence of steps in the order they need to be</p>	<p data-bbox="737 1025 1114 1099">How to measure your lung capacity</p> <p data-bbox="737 1133 1114 1290">Today, I am going to tell you a way of measuring the amount of air that your lungs hold.</p> <p data-bbox="737 1328 1114 1615">To do this you will need a bath or laundry tub, a piece of plastic tube, masking tape, a large plastic bottle, a waterproof pen, a measuring jug, water and a friend to help you.</p> <p data-bbox="737 1653 1114 1984">Firstly, fill the bath or laundry tub to about half full. Next, stick masking tape on the side of the plastic bottle and fill it with water. Now, carefully turn the bottle upside down while holding your hand</p>	<p data-bbox="1139 1574 1347 1648">Words showing order</p> <p data-bbox="1139 1821 1347 1939">Words showing how to do the action</p>

<p>done</p> <p>A sequence of steps in the order they need to be done</p>	<p>over the opening. Place the bottle underwater in the tub and hold it in the upside-down position. Ask your friend to mark on the masking tape the position of the water in the bottle. Now, have the friend push one end of the plastic tube into the neck of the bottle. Place the other end of the tube in your mouth.</p> <p>Take a deep breath and blow down the tubing. Mark the level of water in the bottle when you stop blowing. Remove the bottle from the tub without letting any more water enter or leave it.</p> <p>You are now ready to find out your lung capacity. Turn the plastic bottle up the right way. Use the measuring jug to fill the bottle back up to the first mark you made. The amount of water that you add is approximately equal to the amount of water that you add is approximately equal to the amount of air in your lungs.</p>	<p>Sentences beginning with verbs, stated as commands</p> <p>Technical terms</p>
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Figure 3. (h). Text type (source: Mark Anderson and Kathy Anderson 1997: 52-53).

8. Reports

An report is a piece of text that presents information about a subject.

You would use this type of text if you had to give a lecture on a topic or write about such things as computers, sport or natural disasters. An information report usually contains facts about the subject, a description and information on its parts behaviour and qualities. (Mark Anderson and Kathy Anderson 1997:86).

1. Some example of reports are: Textbooks, Research assignments, Lectures, Reference articles

2. Features of an report

a. Constructing an report

The steps for constructing an information report are:

- A general opening statement that introduces the subject of the report-it can include a short description and a definition
- A series of paragraphs about the subject-usually a new paragraph describes one feature of the subject and begins with a topic (or preview) sentence
- A conclusion that summarises the information presented and signals the end of the report.

b. Language features of an report

The language features usually found in an information report are:

- Technical language related to the subject

- Generalised terms
- Use of the timeless present tense

3. Models of reports

Look at the following models of reports

Structure	Example of text	Language features
	The lost child	
Opening statement	Attention shoppers. We have a lost child at the information desk on level 1	Present time
	She is wearing a red jumper with a picture of three pink teddy bears on the front, and blue jeans with yellow patches on tje knees.	
A series of paragraphs about the subject	She is approximately 100 centimetres tall, has long, brown hair tied in a pony tail, and has a small scar on her left arm.	Technical language
A conclusion signalling the end of the report	She was found outside the toy store on level 3 would the mother or father of this child please come to collect your daughter from the information desk on level!? Thank you.	

Figure 3. (i). Text type (source: Mark Anderson and Kathy Anderson 1997: 88).

9. Exposition text

An exposition is a piece of text that presents one side of an issue. If you have ever tried to persuade someone to believe something or if you have argued with someone, then you have used the exposition text type. The purpose of an exposition text is to persuade the reader or listener by presenting one side of an argument. (Mark Anderson and Kathy Anderson 1997:122).

1. Some example of exposition texts are: Advertisements, Spoken arguments, Editorials, Legal defences

2. Features of an exposition

a. Constructing an exposition

The steps for constructing an exposition are:

- An introductory statement that gives the author's point of view and previews the argument that will follow-in some texts, the opening statement may be 'attention grabbing'
- A series of arguments that aim to convince the audience, pictures might also be used to help persuade the audience
- A conclusion that sums up the arguments and reinforces the author's point of view.

b. Language features of an exposition

The language features usually found in an exposition text are:

- The use of words that show the author’s attitude (modality)
- The use of words that express feelings (emotive words)
- The use of words to link cause and effect.

3. Models of Expositions

Look at the following models of expositions:

Structure	Example of text	Language features
<p>Introductory statement in title</p> <p>Series of arguments to convince audience</p> <p>Conclusion reinforces the authors point of view</p>	<p>Is Your Family Safe</p> <p>Two hundred Australians died from electrocution last year.</p> <p>Don't let a family member become a statistic. Show them you care. Buy a stopshok safety switch, other-wise, risk the death of a loved one.</p> <p>Stopshock safety switches are the best on the market and can be installed in minutes.</p> <p>A stopshock safety switch is a must, so get one now.</p>	<p>Emotive words</p> <p>Word showing cause and effect</p>

Figure 3. (j). Text type (source: Mark Anderson and Kathy Anderson 1997: 124).

2.7 Social Media

2.7.1 Definition of social media

According to Andreas Kaplan and Michael Haenlein, social media is a group of internet-based applications that builds on the ideological and technological foundations of web 2.0 and enables the creation and exchange of user-generated content. Web 2.0 has become a basic social media platform. Social media exists in various forms, including social networks, internet forums, weblogs, social blogs, microblogging, wikis, podcasts, pictures, videos, ratings, and social bookmarking. According to Kaplan and Haenlein, there are six types of media social: collaborative projects (e.g., Wikipedia), blogs and microblogs (e.g., Twitter), content communities (e.g., youtube), networking sites and social media (e.g., Facebook, Instagram), virtual games (e.g., a world of warcraft), and virtual social (e.g., second life).

Social networks are sites where anyone can create a personal web page, then connect with friends to share information and communicate. The largest social networks include Facebook, myspace, Plurk, Twitter, and Instagram. If traditional media use print media and broadcast media, social media use the internet. Social media invites anyone interested to participate by contributing and giving feedback directly open, providing comments, and sharing information on time fast unlimited.

Social media is an online medium, with its users can easily participate, share, and create content, including blogs, social networks,

wikis, forums, and virtual worlds. Blogs, social networks, and wikis are the most common social media communities use.

When internet and mobile phone technology are more advanced, social media is also growing rapidly. Now access Instagram, for example, it can be done anywhere and anytime with just a mobile phone. That is how fast people access social media, resulting in a major phenomenn of information flow in developed countries and Indonesia. Due to the speed with which social media is also starting to appear to replace the role of conventional mass media in spreading the news.

2.7.2 Social Media Function

Social media has several functions as follows:

1. Social media is designed to expand human social interaction using the internet and web technologies.
2. Social media has succeeded in transforming the practice of unidirectional communication broadcast media from one media institution to many audiences ("one to many") become the practice of dialogical communication between many audiences ("many to many").
3. Social media supports the democratization of knowledge and information. Transforming people from message content users to creators of the message itself. Furthermore

McQuail argues that the main function of the media for society is:

1. Information

- Innovation, adaptation, and progress.

2. Correlation

- Explaining, interpreting, and commenting on the meaning of events and information.
- Support established authority and norms.
- Coordinate several activities.
- Form a deal.

3. Continuity

- Expresses the dominant culture and knowledge existence culture. Special (subculture) and cultural development are new.
- Enhance and preserve values

4. Entertainment

- Provides entertainment, distraction, and means relaxation.
- Relieve social tension.

5. Mobilization

- Campaigning for community goals in the political field, war, economic development jobs, and sometimes also in the field of religion.

2.7.3 Instagram

1. Understanding Instagram

Instagram is an application that is used to share photos and videos. Instagram itself is still part of Facebook that allows our Facebook friends to follow accounts on our Instagram. The growing popularity of Instagram as an application used to share photos makes many users go to online businesses and promote their products through Instagram.

Social media Instagram is a messaging tool (application) to communicate with a wide audience by sharing photos or videos. There are also features such as DM (direct message), comment, love, etc.

2. Instagram features

Instagram has different features from social networks. Among the many features on Instagram, there are several features used by @maharagung.orgnizer in running marketing communications. These features are:

1. Followers

The social system in Instagram is to become followers of other user accounts or have an instagram follower. Thus, communication between fellow instagram users themselves can be intertwined by giving likes and commenting on photos that other users have uploaded. Followers are also wrong. One important element where the number of likes from followers greatly affects whether the photo can be a good photo popular or not. To find friends who are inside Instagram.

2. Upload Photos

The main use of Instagram is as a place to upload and share photos with others users. Photos that want to upload can be obtained via the iDevice camera or the photos in the photo album on the iDevice.

3. Photo Title

After the photo is edited, it will be taken to the page next, where the photo will be uploaded to instagram itself or other social networks, where it is not only the choice to upload on social networks or not, but also to enter the photo's title and add the photo's location.

4. Arroba (@

Like Twitter and Facebook, Instagram also has features that users can offend other users by adding the arroba (@) sign and entering the account Instagram of those users in the photo title and on the photo comments section. Users can offend users by entering their Instagram accounts of that user. Basically, in offending other users, which is meant is to communicate with the user who has been alluded to the.

5. Like sign

Instagram also has a like feature that works and has something in common with what Facebook provides, namely, a marker that other users like photos uploaded. Based on the duration of time and the

number of likes on a photo on instagram, that's the special factor that affects whether the photo is famous or not.

6. Popular (explore)

When a photo enters the popular page, which is a collection of popular photos from around the world at that time, indirectly, the photo will be known by the foreign community, so the number of followers can also increase more.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In conducting this discourse analysis, the writer will explore the text by choosing the most suitable method for analyzing the transcript of the written speech, which is called the qualitative descriptive strategy (qualitative research method). Qualitative descriptive research shows that research is based on facts or phenomena that empirically live within the speaker. Results and recordings of language variants commonly spoken as portraits; shown as is. No name is given to the actual abuse of language by speakers in the descriptive method. This is the first feature (Denzin and Lincoln: 2005). From the description it is clear that the mention of "descriptive" marks the results of research related to the attitudes and views of researchers towards the presence or absence of language use, then marks the way the language is gradually branded.

The author explains about data collection consisting of religious lectures by Ustadz Hanan Attaki. It first details the data and the collection methods used to obtain the data set, followed by a description of the context in which the speech was made and delivered.

3.2 Sources of data collection

Considering that what will be analyzed in this research is documentation (manuscripts and videos of Ustadz Hanan Attaki's speech on Instagram social media). Researchers feel the need to support the data as

evidence to strengthen that it was Ustadz Hanan Attaki's speech. It is a video taken from the original Instagram account of Ustadz Hanan Attaki.

1. Kuasa Allah
2. Melawan Ego
3. Manusia yang paling dicintai Allah
4. Orang yang Menakjubkan
5. Kisah cinta Khadijah
6. Istirahat batin

3.3 Step of the Research

In this study, the authors analyzed speech transcripts (text data) using critical discourse analysis methods to achieve the analysis objectives by using structural and systematic. To continue the following steps:

1. The presentation of discourse elements (macrostructure) refers to Van Dijk Critical Discourse Analysis theory.
2. Apply the Critical Discourse Analysis (1995;1998) of Van Dijk's theory to the data.
3. Make research reports and conclusions.

3.4 Data analysis

In this research, two problems are planned to be identified; text structure and superstructure.

1. Macrostructure

For the first issue, the authors use Miles, Huberman, and Saldana's (2014:31) theory, divided into three concurrent flows of activities: data condensation, data presentation, and conclusion drawing/verification.

1. Data collection

Bibliographic techniques are used to find discourse elements in the text of Ustadz Hanan Attaki's speech. This technique uses written sources to obtain data, then data containing discourse is collected into data cards.

Processing of analytical data is carried out in several steps:

- a. Choose the text of the speech from the personal Instagram site of Ustadz Hanan Attaki.
- b. Read the text of the speech
- c. Marking sentences that contain elements of discourse
- d. Classify with Van Dijk's critical discourse analysis theory.

2. Data condensation

Data condensation refers to selecting, focusing, simplifying, abstracting, and transforming data in the entire contents of written records, interview transcripts, documents, and other empirical materials.

3. Data display

A view is an organized collection of compressed information that allows drawing conclusions and actions. The creation and use of views are not separate from the analysis. Designing a view decides the rows and columns of a matrix for qualitative data and which data should be included in the form cell is analytical activity. As an example:

4. Drawing conclusion

This step is the analysis process. Verification may be a fleeting second thought crossing the writer's mind during writing with a short excursion back to the field notes, or maybe through and elaborating with lengthy argumentation and review among colleagues to develop intersubjective consensus with extensive efforts to replicate a finding in another data set. The meaning emerging from the data has to be tested for its plausibility, sturdiness, confirmation ability, and validity.

5. Superstructure

For the second problem, the author uses the explanation of Van Dijk's theory about the superstructure mentioned in chapter II. The author uses the structure of the text in the speech by analyzing the topic or local meaning of each main paragraph and decided to be the most suitable part of the two types of text structures has the most dominant in his speech.

