CHAPTER II

LITERATURE REVIEW

The focus of this study is on the language used to represent a particular group in the newspaper. This chapter discusses the literature considered important to the transitivity analysis of the representation of Thai Muslims in the Bangkok Post, one of the leading English language newspapers in Thailand.

News as Discourse and Representation

Newspapers is not only a tool to deliver news or events from journalists or reporters to readers, but it is also a container concealing the 'values' of those being represented via language (Reah, 2002). It also can be assumed that every time we encounter a media text, we are not seeing reality, but someone's version of it. The media text places us as one removed from reality and they change its form to produce whatever text we end up with.

According to Goathy (2003: 49), viewed as discourse, language has a lot of effect on though First, The vocabulary and grammar of a particular language predispose the speakers/writers of that language to think in certain ways about themselves, other members of society and the world around them. Second, the grammatical and vocabulary choice which a speaker/writer makes within the resources of that particular language construct a representation of the world, rather than simply reflect a pre-existing reality.

Fowler (1991: 4) defines news as a representation of the world in language, and since language is a semiotic code, it imposes a structure of values, social and economic in origin, on whatever is represented. Therefore, news, like every discourse, is not "a value-free reflection of facts". In addition, since representation in the press discourse is 'a constructive practice', events and ideas are not communicated

neutrally, in their natural structure (Fowler: 1991: 24). He also concludes that each particular form of linguistic expression in a text – wording, syntactic option, etc., has its reasons.

Jamieson and Waldman (2003: 1) defines news as "the reports that journalists offer their readers by arranging information into structures with antagonists, central conflicts, and narrative progression and in which journalists deliver the world to citizens in a comprehensible form. Thus, the comprehensible form is based on language being used".

The fact is that news is an outstanding deviation from the norm. It is a combination of what audiences 'need to know' and 'want to know' (Whitaker et al. 2004: 13). As van Dijk (1991 cited in Edginton and Montgomery, 1996: 52) suggests media text is like an iceberg, with the words and sentences of the text being like the tip of the iceberg. The knowledge which the article assumes, and which has to be supplied to the reader, is like the part of the iceberg which is hidden beneath the sea. Van Dijk (2000) also suggests that much of the information in newspaper discourse is implicit, and supplied by the recipients on the basis of their knowledge of the context and of the world. In addition, in news about ethnic affairs, many meanings are merely implied or presupposed and not explicitly stated. Because of social norms, and for reasons of impression management, many negative things about minorities might not be stated explicitly, and thus are conveyed between the lines. For instance, in a sentence like "the rising crime in the inner city worried the politicians", it is presupposed, and not explicitly stated, that there is rising crime in the inner city, as if this were a known fact (Van Dijk 2000) .

From this point of view, Robinson (2003: 254) agrees that "media are necessarily selective in what they present". Even though, news is considered to be an honest, unbiased, complete account of events of interest, concern to the public, and should not be written to serve any special interests, group, or individuals (Bradley, 1965), journalists are not perfect; they do make mistakes and can be biased (Whitaker et al. 2004: 29). According to Fowler (1991: 11), there are some attitudes which one

might take towards the bias or unbalance of news, for example, 'an optimistic response based on the ideology of democracy and individual responsibility'. From this point of view, it can be said that, those an optimistic response based on the ideology of a particular group can create the negative image of the group via the news represented. As Reah (2002: 54) states "certain group tend to be disadvantaged within particular societies. People are defined by their sex, their race, their sexuality, their religion- and these groups can be dislikes, feared, discriminated against or actively persecuted. Language is one of the means by with attitudes towards groups can be constructed or conform to an existing stereotype".

From the aforementioned, representation, negative or positive, of a particular group in newspapers does exist because of many reasons. In addition, those representation can be studied through the language, both grammatical structure and word choices. However, to be able to identify or analyze how a particular group is represented, one needs to have a suitable approach. The theoretical concept related to the analysis of language in media discourse is "Critical Discourse Analysis".

Critical Discourse Analysis

According to Van Dijk (2004: 352), critical discourse analysis (CDA) is "a type of discourse analysis research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in social and political contexts". The objective of CDA is to uncover the ideological assumptions that are hidden in the words of our written text or oral speech in order to resist and overcome various forms of power or to gain an appreciation of what we are exercising power over, unbeknown to us (Fairclough, 1992).

Critical discourse analysis is defined by Allan (2006) as a contemporary approach to the study of language and discourses in social institutions. It focuses on how social relations, identity, knowledge and power are constructed through written and spoken texts in communities, schools and classrooms. He also adds that the principal unit of analysis for critical discourse analysis is the text.

The controlling theoretical idea behind CDA is that discourse is one of the principle activities through which ideology is circulated and reproduced (Foucault, 1972 cited in Johnstone, 2002: 45). Thus, from this point of view, Johnstone (2002: 45) points out that "ways of talking produce and reproduce ways of thinking, and the ways of thinking can be manipulated via choices about grammar, style, wording, and every other aspect of language".

Van Dijk (1991 cited in Dellinger, 1995) explains that CDA has made the study of language an interdisciplinary tool, which can be used by scholars with various backgrounds, including media criticism. Most significantly, it offers the opportunity to adopt a social perspective in a cross-cultural study of media texts. In addition, critical discourse analysts hope to change social inequality and injustice of those who suffer most from dominance and inequality in society (Van Dijk, 1993).

 Gunter (1990 cited in Dellinger, 1995) points out that while most forms of discourse analysis "aim to provide a better understanding of socio-cultural aspects of texts," CDA "aims to provide accounts of the production, internal structure, and overall organization of texts."

Dellinger (1995) adds from Gunter's definition that CDA treats language as a type of social practice. For Dellinger, texts are produced by socially situated speakers and writers. Meanings come about through interaction between readers and receivers and linguistic features come about as a result of social processes, which are never arbitrary. In most interactions, users of language bring with them different dispositions toward language, which are closely related to social positioning. Therefore, the relations of participants in producing texts are not always equal; it can range from complete solidarity to complete inequality.

Van Dijk (2004) also points out that the aims, choices and criteria of CDA have implications for scholarly work. They monitor theory formation, analytical methods and procedures of empirical research. According to Van Dijk (1993), they

guide the choice of topics and relevancies. Thus, if immigrants, refugees and (other) minorities suffer from prejudice, discrimination and racism, and if women continue to be subjected to male dominance, violence or sexual harassment, it will be essential to examine and evaluate such events and their consequences essentially from their point of view.

To sum up, CDA is concerned with studying and analyzing written and spoken texts. It aims to reveal the discursive sources of power, dominance, inequality, and bias and how these sources are initiated, maintained, reproduced, and transformed within specific social, economic, political, and historical contexts (Van Dijk, 1988 cited in McGregor 2003). Moreover, the critical use of discourse analysis (CDA) in applied linguistics is leading to the development of a different approach to understanding media messages. Thus, CDA suits this study as the study concerns the news discourse about Muslim being published in a leading newspaper which influences the media community and social attitudes in Thailand.

Transitivity Analysis Framework

From the review of literature related to language and representation and representation in newspapers, many scholars have given a valuable account of Transitivity analysis. Transitivity analysis was introduced by many analysts for the analysis of representation in news, Simpson (1993) for example. The objective of this study is to explore how Thai Muslims are portrayed in the newspaper, to investigate the use of patterns of language with a focus on transitivity analysis of verbs or process types considered suitable for the purpose of the study. The principal of the transitivity analysis is explained as follows.

The term transitivity will probably be familiar as a way of distinguishing between verbs according to whether they have an object or not. However, in this study it is being used in a much broader sense. In particular, it refers to a system for describing the whole clause, rather than just the verb and its object.

According to Fairclough (1995: 109), when people represent in language something that happens, they have to choose whether to represent it as an action or an event. With respect to Fowler (1991: 71), "transitivity is the foundation of representation". Transitivity is another tool in the analysis of representation in texts. Thus, the framework used to analyze the language of representation is "transitivity analysis". From this point of view, transitivity analysis can be used to analyze the language of representation in newspapers.

Simpson (1993: 88) suggests that "transitivity refers generally to how meaning is represented in the clause. It shows how speakers encode in language their mental picture of reality and how they account for their experience of the world around them".

Eggins (2004: 206) refers to transitivity analysis as "the organization of the clause to realize *ideational meanings*, meanings about how we represent reality in language". She also adds "the ideational strand of meaning in fact involves two components: that of experiencing meaning in the clause, and that of the logical meaning between clauses in clause". In addition to those statements experiential meaning is expressed through the system of Transitivity or process type.

Blommaert (2005) states that, from his survey, many works of critical linguistics was based on the systemic-functional and social-semiotic linguistics of Michael Halliday, whose linguistic methodology is still hailed as crucial to CDA practices because it offers clear and rigorous linguistic categories for analysis the relation between discourse and social meaning. Thus, from this statement, it is important to review what Halliday has mentioned about transitivity analysis.

According to Fowler (1991: 69), the basis of Hallidayan linguistics is a very strong notion of "function". He proposes that language performs functions in a specific practical sense. According to Halliday, language performs three functions, which are *ideational, interpersonal*, and *textual*. First, language serves for the expression of content: it has a representational or ideational function. In this function,

a speaker or writer embodies in language his experience of the phenomena of the real world. Moreover, this includes his experience of the internal world of his own consciousness: his reactions, cognition, and perceptions and also his linguistic act of understanding. For interpersonal function, a speaker uses language as the means of his own intrusion into a speech event. It can be said that under this function, a writer or speaker can expresses his comments, his attitudes, and evaluation through the text. Lastly, textual function is concerned with the creation of text. Through this function language can make links with itself and a situation.

From these concepts, it is quiet clear that this theory is valuable for research purposes since critical linguistics is particularly concerned with the ordering of experience, expressing ideas, and with the mediation of social relations and values. To conduct a transitivity analysis, it is necessary to identify every verb and its associated process. It is then necessary to identify patterns in the use of these processes.

According to Halliday (1994), there are three components of what he calls the transitivity process:

1. *The process itself*, which will be expressed by the verb phrase in a clause.
2. *Participants* in the process, which are realized by noun phrase in the clause.
3. *Circumstances* associated with the process, which are expressed by adverbial and prepositional phrases.

As for 'circumstances', Eggins (2004: 223) has added in her book 'An Introduction to Systemic Functional Linguistics' that circumstances are not only realized by adverbial and prepositional phrases, but can also be included, clause, location, matter, manner, role, or accompaniment in the clauses.

To sum up, the transitivity process is a tool to identify or analyse of language used to talk about the world, either the external world, things, events, qualities, etc., or our internal world, thoughts, beliefs, feelings, etc. When we look at how language

works from these perspectives, we are focusing primarily on the 'content' of a message. In this study, the 'content' of clauses will be looked at in terms of the *process* involving *participants* in certain *circumstances.*

Here is an example of the analysis of transitivity:

The student	reads	the book	carefully	in the library
Participant	*process*	*participant*	*circumstance*	*circumstance*

From the example above, it can be explained that the *student* and *the boo*k are *participants* of the clause. The verb *reads* is a *proce*ss. The adverb *carefully* and the prepositional phrase *in the library* are *circumstances* associated with the process 'reads'.

The process is typically expressed or realized by the verbal group in the clause. Participant is normally realized by a nominal group. In interpersonal terms, this is usually the Subject, while other participants, if there are any, will be *Complements*. Circumstances are typically realized by adverbial groups or propositional phrases. They are often optional, reflecting their 'background' function in the clause.

Processes can be classified according to whether they represent *actions*, *speech*, *states of mind* or simply *states of being*. The details of processes are indicated as follows:

1. Material processes

These are simply processes of *doing* or *action*. Material process verbs are those which describe an action or event. It can help answer the question *what happened*? These processes are those involving physical actions: running, throwing, scratching, cooking, sitting down, and so on. Material processes have two inherent participant roles associated with them. The first of this is the doer, which is called the

Actor (what some linguistic analysts might call Agent): any material process has an Actor even though the Actor may not actually be mentioned in the clause. The second is an optional Goal, which represents the person or entity affected by the process. Here are two examples illustrating these configurations:

Actor	Pr: Material	Goal
John	kicked	the ball.
The lion	sprang	

(Adapted from Simpson, 1993: 89)

As can be seen from the example, 'John' is the 'actor' of the clause. The process of the clause is 'kicked' which is considered to be a material process; process of action. 'The ball' is the 'goal' of the clause because it is affected by the action of the actor and process. However, the Actor can be not only human but also be an inanimate or abstract entity as in the examples in the table below.

Actor	Pr: Material	Goal	Circumstance
The car	slithered		off the road.
The fire	has destroyed	everything.	
The pounding rhythm	Shook	walls and floor.	

(Adapted from Thompson, 1996: 80)

From the above example, the inanimate entities, for example, 'the car', 'the fire', 'the pounding rhythm' are considered to be 'actors' of the clauses. In addition, the representation in *material process* may come in either of two forms; active or passive, as the example below.

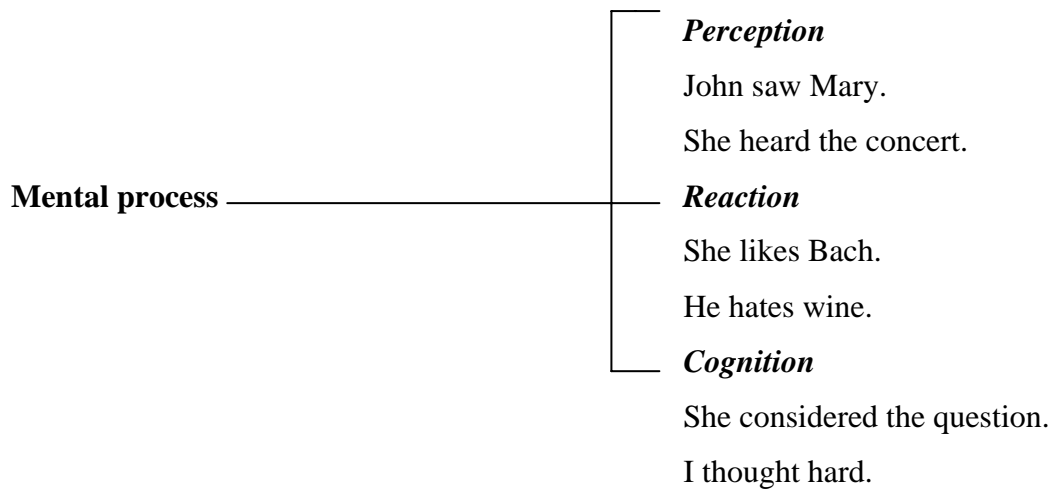| Active			Passive		
The lion	*caught*	*the tourist*	*The tourist*	*was caught*	*by the lion*
Actor	**Pr: Material**	**Goal**	**Goal**	**Pr: Material**	**Actor**

(Halliday, 1994: 110)

In newspapers or other texts, passive clauses are marked in relation to active clauses that is, there is usually a particular reason for choosing a passive clause, whereas an active clause is the natural choice when there are no particular reasons for not choosing it. Moreover, the main reason for analyzing Material process is to uncover who is represented as the most powerful participant in the text. To make it clearer, it can be said that, if the clause has an Actor and Affected or Goal, this Actor is being represented as relatively powerful and responsible for the action. If there is only an Actor, and no Affected, the Actor comes over as less powerful. Affected or Goal participants come over as passive and powerless.

2. Mental processes

These are the processes of *sensin*g: something that goes on in the internal world of the mind. According to Simpson (1993: 91), mental processes may be more delicately defined as perception processes (seeing, hearing), *reaction* (sometime called *affection*) process (liking, hating), and processes of *cognition* (thinking, understanding).

There are two inherent participant roles associated with mental processes, which are Senser (the conscious being that is perceiving, reacting or thinking) and Phenomenon that can be a person, a concrete object, an abstraction ,and so on (that which is perceived, reacted to or thought about). It can be said that mental processes quote or report *ideas*. Below is a system network for mental processes which is followed by a set of examples, broken down into their constituent part.

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                                          ┌──  Perception
                                          │    John saw Mary.
                                          │    She heard the concert.
Mental process ───────────────────────────┤   Reaction
                                          │    She likes Bach.
                                          │    He hates wine.
                                          └──  Cognition
                                               She considered the question.
                                               I thought hard.
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Figure 1 An Example of a System Network of Mental processes
Source: Simpson (1993: 91)

According to the figure, the system net work can be analyzed by employing the transitivity analysis system as follows.
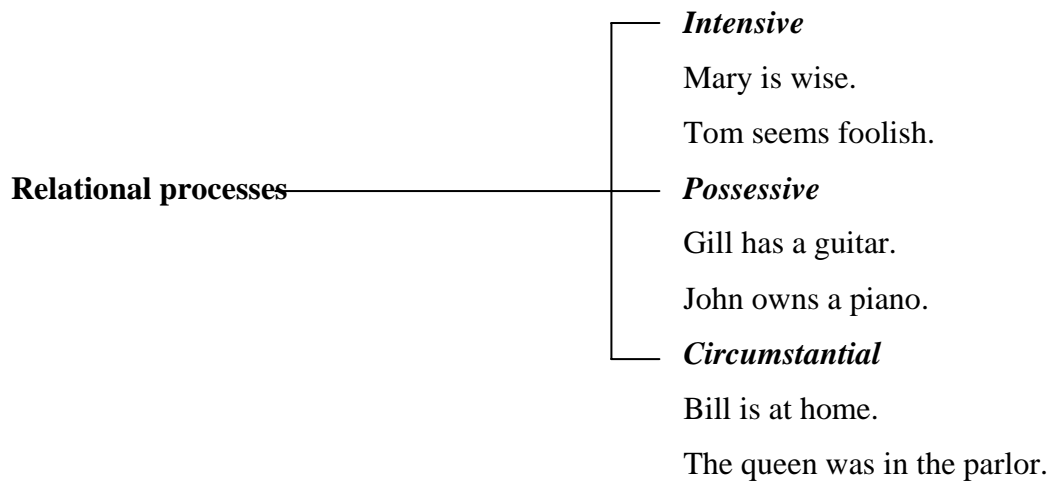
Senser	Pr: Mental	Phenomenon
John	saw	Mary.
She	likes	Bach.
I	thought	hard.

(Adapted from Simpson 1993: 91)

3. Relational processes

These are processes of *being*. They signal that a relationship exists between two participants but without suggestion that one participant affects the other in any way. According to Goathy (2003: 65), relational clauses will be used to describe and explicitly categories the participant in the text. The relevant kinds of question when we per perform critical reading will be 'what participant attracts these relational descriptions?' and 'what kinds of qualities or categories are assigned to them?'.

Relational processes concern the specific types of relationships that are reflected in the language. It may be (a) *intensive*, expressing an 'X *is* a' relationship; (b) *possessive*, expressing an 'X *has* a' relationship; or (c) *circumstantial*, expressing an 'X *is at/ on* a' relationship. Here is a network illustrating theses distinctions:

Relational processes
- ***Intensive***
  Mary is wise.
  Tom seems foolish.
- ***Possessive***
  Gill has a guitar.
  John owns a piano.
- ***Circumstantial***
  Bill is at home.
  The queen was in the parlor.

Figure 2 An Example of a System Network of Relational processes
Source: Simpson (1993: 92)

There are two different types of relational process: ***Attributive*** and ***Identifying***. The two participants of the attributive relational process are the *Carrier* (the topic of the clause), and the *Attribute* (a description of the topic). An example of the analysis of Attributive is shown as follows.

Carrier	Process	Attribute
Marry	is	wise.(*intensive*)
Gill	has	a guitar. (*possessive*)

(Adapted from Simpson, 1993: 92)

The second type is called an *Identifying* relational process. The function of this kind of process is to identify one entity in terms of another. The participants are therefore labeled as the *Identified* and the *identifier*. The 'identified' is an element that

which is to be identify, whereas the 'identifier' is an element which serves as identity. An example of the analysis of Identifying is shown as follows.

Identified	Process	Identifier
Tom	is	the leader. (*intensive*)
The piano	is	Peter's . (*possessive)*
Tomorrow	is	the 10th . (*circumstantial*)

(Adapted from Halliday, 1994: 119)

According to the example above, 'Tom', 'The piano', and 'Tomorrow' are considered elements that are being identified. The processes of those clases are 'is'. The elements are identified as 'the leader', 'Peter's', and 'the 10th' respectively. Those elements serve as identities which called 'identifiers'

In addition to material, mental and relational process, there are three less central types which can be distinguished on the basis of the usual combination of semantic and grammatical criteria. Each of these shares some of the characteristics of the major types. The most important of them is ***Verbal processes*** which are intermediate between mental and material processes. Another group of processes are ***Behavioral processes*** which are also intermediate between mental and material processes. The final process types are ***Existential processes***, which are normally recognizable because the Subject is there. However, because this study is based on text analysis, thus, the other two processes; Behavioral and Existential processes, mostly dealing with spoken discourse, will not be included in this framework.

4. Verbal processes

These are processes of *saying*. The participants roles associated with verbalization processes are that of SAYER (the individual who is speaking) and TARGET (the addressee to whom the process is directed). To this way we add the role of VERBIAGE which means 'that which is said'. Some examples are:

SAYER	PROCESS	VERBIAGE
He	said	that.

SAYER	PROCESS	VERBIAGE	TARGET
They	announced	the decision	to me.

SAYER	PROCESS	TARGET	VERBIAGE
John	told	Mary	his life story.

(Adapted from Simpson, 1993: 90)

According to the example, 'He', 'They', and 'John' are considered 'Sayer' of the verbal processes of the clauses. The processes themselves are 'said', 'announced', and 'told'. These are verbs of saying, thus, considered verbal processes. The point of analyzing verbal processes is to see who gets to hold the floor, to have their words (Verbiage) reported.

To sum up, the analysis of transitivity concentrates on describing the different types of process and their associated configuration of participant roles in particular clauses. By using transitivity analysis as a tool for analyzing the representation of Muslim in the newspapers, one will be able to find out how Muslims are portrayed in Thailand.

The following part is the review of previous studies considered related to the study of language and representation.

Previous Studies on Language and Representation

There are some studies that have investigated language and representation, news bias, and Muslim representation in newspapers.

Adampa (1991) investigates the way the two main participants of a physical assault, the female victim and the male perpetrator, and their actions are represented in three newspaper articles. Texts of violence, and especially the news coverage of non-sexual-acts of violence, often remain unexamined. By employing van Leeuwen's frameworks for the representation of social actors and their actions and Halliday's transitivity model, she tries to examine the linguistic representation of the two social actors. The linguistic analysis, with particular emphasis on passivization and nominalization, is complemented with the analysis of the social practice of violence against women because the particular linguistic choices in the three articles are ideologically significant by reproducing the existing asymmetrical relations between the two sexes in the context of this specific social practice. The male victimizer is absent from the texts and his violent act is projected as an individual incident and not as an act of control and male domination. In her paper, she concludes with some suggestions for the news coverage of violence against women, which can influence the public's perception and response to this social phenomenon.

Chew (2001) conducted research on "Political women in Singapore". The study was conducted in terms of a socio-linguistic analysis relating to media and representation. This study sets out to discover how the political women in Singapore are portrayed in Singapore through a study of representation in the media. A focus of the study is the Singapore English newspapers in the political elections of 1984, 1988 and 1991. The research results reveal that political women are portrayed in two ways. The first is through the creation of a stereotype, packaging the political woman as a type of woman *and like all women,* operating within the framework of the family, such as, their role as wives, as the helped, as mothers and as "the weaker sex". The other is through the medium of language itself, for example, such as the use of address terms, over lexicalization, and the tabloid commentary style.

Susskind (2002) studied how Australian Muslims are portrayed in the media. In his research project, he focuses on determining how Muslims were represented in the Australian print media during the 1990 to 1991 Gulf War. The study involves a survey of reports of Muslims in three major newspapers during the Gulf War. His study reveals that the image of Islam and Muslims in Australia as portrayed by the media seems to be overwhelmingly negative due to a combination of stereotypes, distortions and generalizations. These range from Muslims being represented as terrorists, extremists and something different to other Australians, and tend to ignore that Muslims worldwide are heterogeneous.

Another study of Imtoual (2004) deals with content analysis of two major daily newspapers. The topic of her study is "Religious Racism and the Media: Representations of Muslim Women in the Australian Print Media". She analyses how Muslim women are represented in two Australian daily newspapers and interviews ten Muslim women. From her study, she finds out that Muslim women are represented as violent and threatening. She also concludes that it is clear that the group of young Muslim women in her study believe that ongoing and persistent negative representations of Muslims in the media have a direct impact on their daily lives. For these women, such media representations mean that readers or viewers in the broader community hold an inaccurate concept of what it means to be a Muslim woman.

Another interesting study of language and representation is of Dechaboon (2004). The researcher investigates hilltribes news in printed media in order to find out whether there is the use of pattern of language or representation from a particular angle that, in some extend, may lead to bias about the group. By employing the transitivity analysis and lexical choices analysis, the researcher has found out that hilltribes are portrayed in many negative ways. They are portrayed as forest encroachers who cause problems to environment as well as the majority Thai people.

From the previous studies mentioned, it can be concluded that, the conceptualization or the representation of a particular group can be studied through the analysis of the part of grammar of the clause. In addition, according to all these

studies, transitivity analysis is a useful linguistic tool for this study. Apart from that, by reviewing some previous studies, it is found that newspapers are another interesting source to study about language and representation and language being used in contemporary life.

This chapter has discussed theoretical concept, and conceptual frameworks of transitivity analysis. A review of previous studies has also been provided in terms of relevant research topics and research methods used in those studies. The review has provided a good basis for the design of the topic and research method of the present study, which will be elaborated in the following chapter.