

CHAPTER II

THEORETICAL FOUNDATION

This chapter elaborates the theoretical frameworks used in the study. It covers the elaboration of motivation, motivators, happiness, and the theories of representation. This chapter also explains Discourse Analysis, the concept of Critical Discourse Analysis, Van Leeuwen's framework—discourse as a recontextualization of social practice which is followed by Van Leeuwen's notion of representing social actors and action (2008).

2.1 Happiness

Happiness is a psychology term which means positive affect or feeling. The word "happiness" has various meaning. Oftentimes, the meaning of "happiness" is associated with "the good" or "the good life" (Eddington & Shuman, 2005). According to Oswald, Proto, & Sgroi (2009) happiness can be defined as the ultimate goal of human functioning. Happiness is also the feeling of satisfaction of live fulfillment. People can feel the happiness through many ways and one person's happiness will be different to another depending on their own characteristics. Culture, knowledge, environment, and psychological behavior also take parts in the achievement of happiness. Happiness can be various depending on personal point of view of people. However, the concept of happiness will be different and change following the age, gender, and culture.

Someone is said having a great happiness if they feel contented with their life condition, often feel positive emotion and rarely feel negative emotion. According to Hughes (2004), "Happiness is not pleasure. It is not the virtuous, joyful feeling associated with living a moral life. Happiness is simply getting what you want." Happiness can be achieved due to individual successful in achieving what they desired (good or bad). Kant (1996) defined happiness as "the state of rational being in the world in the whole of whose existence everything goes according to his wish and

will.” Someone’s happiness is not always the other’s happiness. It can be that one person’s happiness is an unpleasant thing or someone’s detriment.

Happiness can be differ depends on the age, gender, or society. To most of children below 5 year-old, which didn’t know yet about school life or competition, happiness is when they get a lot of presents; toys, beautiful clothes, sweets, etc. They will not thinking about having desired job, making a lot of money, and luxury as adults did. While adults will think that having a lot of toys is not making them happy, which is stupid if they did. However, this research investigates the constructed meaning of happiness in general, based on the quotes made by motivators, which is not differentiate by gender or age.

2.2 Motivation

The word *motive* is derived from Latin that is *movere* which means ‘moving’. Motive which is meant ‘needs’ is an impulse bounded to goal or purpose (Ahmadi, 1999). In a simple way, motivation can be defined as encouragement or impulse. It is an intrinsic process, impulse, or intention that moves someone to *the point of readiness to act* (Coburn & Weismuller, 2012). Purwanto (2003: 72) mentioned that motivation contains three main components: (1) to move; (2) to direct or to distribute action; (3) to support and to keep the behavior. Basically, people need to be motivated to make them making moves to do something for their life achievement and to make their life directed.

There are two kinds of motivation according to Ryan & Deci (2000); *intrinsic motivation* and *extrinsic motivation*. Intrinsic motivation is the doing of an activity for its inherent satisfaction rather than for some separable consequence. Intrinsic motivation is more about the feeling or willing of doing something for fun rather than doing it to get the reward. The motivation itself is based on the spontaneous exploration and curiosity (Schlesinger, Berthouze, & Balkenius, 2008). People with a great intrinsic or internal motivation will do an activity for their own personal satisfaction and full of sincerity without expecting any material reward. On the contrary, external motivation is a construct that pertains whenever an activity is done

in order to gain some separable outcome or reward (Ryan & Deci, 2008). In other word, it is about doing the activity not only for fun and personal satisfaction but also to get some external reward (can be material or higher position). People with external motivation will do the activity without having a certain thought of whether it is fun or not to be done but to get the reward. If the reward is less than their expectation then their motivation of doing the activity will decrease.

As a conclusion, it can be said that motivation is personal encouragement of someone to make a move caused by either internal or external impulsion to fulfill individual's needs and life achievements.

2.3 Motivator

Motivator is a person with an ability to give people motivation to do an act. As said by Coburn & Weismuller (2012), "Motivators are defined as intrinsic or extrinsic stimulators." A motivator has a role as a mediator in delivering encouragement to people so that they are motivated and make a move to get their achievement in life. In other word, motivator is a person who motivates people to the point of readiness to act. Motivator is like another form of psychologist or problem solver whose job is to make desperate (lack of motivation) people not to stress out but to live their life better. However, each motivator has their own characteristic in delivering motivation or encouragement depends on their cultures.

2.2.1 Andrie Wongso

For more than 20 years, Andrie Wongso has been engaged as an entrepreneur and a motivator all at once. His eagerness to share spirit, experiences, and wisdom to people which are delivered with his powerful yet simple speech style, makes people and mass media nominated him as The Best Motivator or Number 1 Motivator in Indonesia.

Andrie Wongso is the second son from two brothers. He was born on December 1954 in Malang. In his 11th (grade 6 of elementary school), he was perforce to drop from school because his Mandarin School was closed. That was the reason of why he was given a title of SDTT (Sekolah Dasar Tidak Tamat), in other

words, he did not even finished his school on elementary and cannot continue his study. He passed through his childhood and adolescence by helping his parents, making and selling cookies to shops and traditional market. Then, in his 22nd, he decided to go to Jakarta to find a job. In Jakarta, he started his profession as a salesman and a shopkeeper.

After a long time, Andrie and his wife Haryanti Lenny started a greeting card business called “Harvest”. “Harvest” has become a very famous greeting card in Indonesia, even in some foreign countries. Since then, their business started to get bigger, as for making hologram, toys factory, and managing some food courts. Then, he started AW Motivation Training and AW Publishing, Multimedia, and some AW Success Shop outlets, which was the first shop in Indonesia specifically selling motivation products.

2.2.2 Bong Chandra

Bong Chandra is a young entrepreneur who success in the field of Property business as a Developer. In his 22nd, Bong Chandra has been succeed developing his first housing project of 5 hectars area valued 180 billion rupiahs. He also is a Bestseller author and a motivator who has invited to give motivation in the World’s Biggest Company in 2009 (Frotune 500 version). He has been giving motivation to more than 2 million people in Indonesia up till now.

Bong Chandra is the second son from three brothers. He was born on 25th of October 1987 in Jakarta. He was an ordinary student, so he did not have some prominent achievements at school. In 1998, his family was bankrupt because of the economic crisis. Then, in his 18th, he started a business along with his friends. It was a mess, but he never gave up and kept on doing his business although some people often mock him. Up till now, Bong Chandra has been leading 6 companies and supervising more than 250 employees. The companies he led are; PT. Perintis Trinita Property, PT. Bong Chandra Success System, PT. Free Car Wash Indonesia, and PT BC Kuliner Indonesia. Bong Chandra is also a developer who has been developed a housing project of 5.1 hectars area namely Ubud Village in South Jakarta valued 180

billion rupiahs of investment. He is the author of the Bestseller book entitled *Unlimited Wealth and The Science of Luck*. Moreover, he has been giving motivation to more than 2 million people in TV ONE and his seminars has always attended by more than 3000 people since 2010.

2.2.3 Mario Teguh

Sis Maryono Teguh as well known as Mario Teguh was born on 5th of March 1956 in Makasar. He is an active motivator and consultant in Indonesia. He was graduated his bachelor degree from IKIP Malang. He is good on public speaking, thus he was able to join a big company, Citibank, as the head marketing in 1983. In 1989, he became the Business Development Manager in BSB bank and became the Vice President of Marketing and Organization Development of Aspac Bank in 1990. He established Business Effectiveness Consultant, Exnal Corp Jakarta and became a CEO and senior consultant in 1994. In 2003, Mario Teguh has nominated as the first executor of a seminar which offer a car as the grandprize by MURI. And, in 2010 he was nominated as the most Facebook Fans Motivator in Indonesia by MURI. He was a presenter in a program called Business Art in O'Channel, and then he was getting more famous after being a motivator in Mario Teguh Golden Ways program in Metro TV. Since then, Mario Teguh is known as the most expensive motivator in Indonesia.

Mario Teguh studied as a student of Architecture in New Trier West High School in Chicago, USA in 1975. Then, he continued his study and became a student of Linguistics and English Education in Institut Keguruan dan Ilmu Pendidikan in Malang (bachelor degree). After that, he took an International Business program in Sophia University, Tokyo, Japan and finished his master degree of Operations Systems program in Indiana University, USA, in 1983. He was an author of some Bestseller books entitled "Becoming a Star" and "One Million Second Chances" in 2006, "Life Changer" and "Leadership Golden Ways" in 2009.

2.4 Quotation

A quotation is well-said words (usually in the form of sentences) from someone famous or smart which then quoted by the other people to support the

arguments According to Oxford Dictionaries, quotation is a group of words taken from a text or speech and repeated by someone other than the original author or speaker. Quotation can also be described as borrowed sentences or opinion of authors, speech of public figures, etc. There are two kinds of quotation: direct quotation and indirect quotation.

2.4.1 Direct Quotation

Direct quotation is quotation from books, research, or person's opinion that is excerpted exactly the same with the original text. The name of the author/researcher, year of publication, and page number must be included as the reference of the citation. For example:

- a. "Metaphors are not things to be seen beyond. One can see beyond them only by using other metaphors" (Lakoff and Johnson, 1980: 239)
- b. According to Ryan & Deci (2008), "When a person is intrinsically motivated, a person will move to act for the fun or challenge."

Direct quotations are usually marked by the quotation mark ("...")

2.4.2 Indirect Quotation

Indirect quotation is quotation from books, research, or person's opinion which is excerpted not exactly the same with the original source, but rather cite it using our own words. In other words, paraphrasing, summarizing, or concluding the sentences based on our understanding of the quotation to be cited. The name of the author/researcher and year of publication must be included, but the page number may or may not be included in the citation. For example:

- a. Beneficiary may be realized by participation, in which case the beneficialized participant is recipient or client in relation to (Halliday, 1985: 132-33)
- b. The mass media (newspaper, television, radio and internet) are the major contributors to the recent discourse of fear by marketing it in both news and entertainment (Altheide, 1997)

The data in this research are in the form of direct quotation because the quotes are from official account Twitter of the sources themselves (motivators).

2.5 Social Media

Social media is online media that allows people (the user) to easily participate, share, create, and access information through blog, social networks, forums, and another feature in virtual world. The fact that people nowadays cannot be separated from internet makes social media the part of people's daily life. Gradually checking their account in social network has become a habit.

The effect caused by the social media can be positive or negative. Making people easier to access information about someone or something and sharing information are the positive effect of social media usage. Nowadays, the development of social media upgraded to become more sophisticated and more efficient. People can find friends who have lost contact for years, detect and share their location and activities in more detail. However, people should be careful to share their personal information like that, because it may causes what so called by "losing privacy". Your information may be taken and is used by the bad person to do a crime, for example. Many cases happened because people often misused or overly used the social media for the negative purposes.

2.5.1 Twitter

Twitter is one of social media that allows its user to send and read text-based messages which contain 140 characters, known as *tweet*. Twitter officially established on March 2006 by jack Dorsey, and its social networking site is launched on July. Since it is launched, Twitter has become one of the 10 most visited sites on Internet. On Twitter, people who are not registered as a user or not having a Twitter account only can read the tweets. While, people who are registered as a user can do both read and post the tweets.

Not only exchange personal messages, on Twitter, people also can promote their product or service, share any kinds of information, campaign, or just post anything randomly (in the form of text, picture, or video). Most of the people in the world are using Twitter even the celebrities and government. Usually, government and celebrities use Twitter to get close to the society.

2.6 Critical Discourse Analysis (CDA)

According to van Dijk (in Wodak and Meyer, 2009), Critical Discourse Analysis or CDA is a critical approach to discourse used in the society. It enables us to detect what the society is presented by the linguistic means. CDA mostly concerns with the social-cultural issue and political argumentation (Wodak, 2006). Moreover, Paltridge (2006) explains Critical Discourse Analysis (CDA) as the examination of the use of discourse in relation to its socio-cultural phenomena. It examines the way language is used in the discourse and social and cultural situation of where it happens. In addition, Van Dijk (2008:85) explains that CDA is a type of discourse analysis which studies “the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context.” CDA focuses on three aspects, namely ideology, power, and critique. Such things are the center of the analysis and inseparable because ideology, power, and critique influence to one another. The purpose of CDA is to unravel how those three things make a contribution to the construction of discourse.

Ideology is one of the centers of CDA. Ideology plays major parts in the construction of discourse as it is attached to a text to attain certain purposes. Such purposes are various according to the needs of social actors who impose the ideology in a text. Wodak and Meyer (2001: 8) define ideology as “a coherent and relatively stable set of beliefs and values.” Therefore, ideology looks difficult to challenge because it emerges to be the common sense. In a text, ideology is disseminated by social actors with power. Therefore, there is a direct correspondence between ideology and power. The articulation of ideology occurs in the correspondence

between society, discourse, and social cognition (van Dijk, 2003). Henceforth, the correspondence suggests that ideology has become foundation to control the cognition shared by the members of social groups, organizations, and institutions.

Another notion which is the center of CDA is power. CDA probes on how a discourse will put particular social actors in power domination and how the groups with minor power will militate against such power domination (Wodak and Meyer, 2001). Discourse has become a media for social actors in power domination to abuse the other groups with less power. Wodak (2002) believes that a discourse attains its power from the powerful social actors who make use of language. Then, text as the site of discourse construction has become a site of power exercise.

The last notion of CDA is the critique. Critique has become the essential notion because CDA is expected to make critique to particular discourse and alter the society (Wodak and Meyer, 2001). To attain the goal, CDA needs to combine all the social sciences such as economics, sociology, history, political science, anthropology and psychology to create the more profound understanding of society. Krings (2000, in Wodak and Meyer, 2001:7) notes that the notion of critique refers to “practical linking of social and political engagement with a sociologically informed construction of society.” Furthermore, CDA has a function to create and transfer the knowledge of critical to the human beings to empower them from forms of domination. Thus, the goal of CDA is creating epiphany and empowerment to the society.

There are several important notions of CDA. Wodak and Meyer (2001: 11) list six areas of CDA interest as follows:

- a. Analysing, understanding, and explaining the impact of Knowledge-based Economy on various domains of the societies.
- b. Integrating approaches from cognitive sciences into CDA; this requires complex epistemological considerations and the development of new tools.

- c. Analysing, understanding, and explaining new phenomena in Western political systems, which are due to the impact of (new) media and to transnational, global and local developments and institutions.
- d. Analysing, understanding, and explaining the impact of new media and related genres which entails developing new multimodal theoretical and methodological approaches.
- e. Analysing, understanding, and explaining the relationship between complex historical processes, hegemonic narratives and CDA approaches.
- f. Avoiding ‘cherry picking’ (choosing the example which best fit the assumption) by integrating quantitative and qualitative methods and by providing retroductable, self-reflexive presentations of past and current research process.

The points mentioned above are the principles of CDA. Thus, when doing CDA, it is needed to look at the principles mentioned above. Theo van Leeuwen is one of the CDA researchers who contributes his approach to CDA. Thus, the present study employs van Leeuwen’s framework of discourse as the recontextualization of social practice (2008) as the main tool of analysis. This study focuses on how social actors and social actions are represented in the construction of happiness in the quotes. Van Leeuwen’s framework of CDA is also used to reveal what the construction of happiness signifies.

2.7 Social Actors

Social actors are the participants of the social practices which may be attributed as agents (doers of actions), patients (to whom actions are done), and beneficiaries (who get the benefit from the actions whether it is positive or negative effects) (van Leeuwen in Wodak and Meyer, 2009). According to Giddens (1986), a social actor not merely someone did the action or act whatever he wants but he/she has to have purpose, intention, and reasons to do an act. The act did by the actor

should be done consciously not merely by ‘accident’. He added, “to be an agent is to be able to deploy a range of casual powers including that of influencing those deployed by others.” In doing actions, an actor should have ‘agency’ which refers to the capability and power of doing actions or something in the first place. Giddens assumes that ‘actor’ or ‘agent’ and ‘subject’ are different. Although they have the same role, that is doing actions.

“For the ‘I’ refers only to who is speaking, the ‘subject’ of a sentence or utterance. An agent who has mastered the use of ‘I’, as Mead says, has also mastered the use of ‘me’ — but only via concomitant mastery of syntactically differentiated language. For I have to know that I am an ‘I’ when I speak to ‘you’, but that you are an ‘I’ when you speak to me And so on.” (Giddens, 1986)

So, an actor should be able to explain most of what he/she does (his/her action), if asked. Explaining the intentions of the actions, why he/she did it, for what purposes the actions are done, and why he/she chose to do that action. It can be stated that an actor is the one who conducted the act, not only doing because it naturally happens or accidentally, or doing an act only because the other says so without having choice doing otherwise, but he has to do it consciously and intentionally. As stated by Giddens (1986), “...for an item of behavior to count as action, whoever perpetrates it must intend to do so, or else the behavior in question is just a reactive response.” So, the actions cannot happen unless the agent (actor) has no intention to do so. And so the actors, they cannot be counted as actors if they cannot explain their actions. However, in this research, the actors are identified not only as the ‘master’ idea of the act as mentioned before, but as the subject in each sentence, because the master idea of the action (in this case, the one who states the quotes) is already known, that is the motivators themselves. So, the actors or agents to be identified in this research are the one mentioned (implicitly or explicitly) in the quotes, which consider as the subjects of the sentences.

In CDA, the analysis of discourse can also be done by scrutinizing the drawing of social actors in the text. The analysis of social actors is usually done through its representational strategies, such as the attributes or associations which are attached to the social actors. The representational strategies are done to give different effects on the reader towards the social actors in the text. Van Leeuwen (2008) considers such representational strategies of social actors could be classified into two categories, namely exclusion and inclusion.

2.7.1. Inclusion and Exclusion

Van Leeuwen (2008) argues that, in a text, not all of the social actors are presented directly for the readers to see; sometimes the readers have to infer them in one or two places, and sometimes the social actors are not at all present in the text. Whenever the social actors are present in a text, it is called inclusion; and whenever they are absent, it is called exclusion.

Inclusion is types of representational strategy used in a text. Different from exclusion, inclusion shows the existence of social actors in a text. Inclusion includes several categories of representational strategy, namely role allocation, personalization, and impersonalization. The first one is role allocation. The social actors in a text have the roles. This representational strategy is able to restructure the structure between the social actors. Moreover, this strategy gives social actor an active or passive role in a text. Activation happens when the representational strategy put the social actors in active role, while passivation happens when representational strategies put the social actors in passive role (van Leeuwen, 2008).

1. [Eighty] young white thugs attacked African street vendors.

(van Leeuwen, 2008: 33)

In example 1 above, the active role is given to “[eighty] young white thugs”, and the passive role is given to “African street vendors.” The activation is signified by participation. Participation means the social actors in active role is signified as actor in material process, behavior in behavioural process, sayer in verbal process, and

senser in mental process (Halliday, 1985, in van Leeuwen, 2008). Besides, activation is also signified by circumstantialization. Circumstantialization signifies the activation through “the prepositional circumstancials with by or from” (van Leeuwen, 2008: 33). Another signification of activation is possessivation. Possesivation means “the use of possessive pronoun” (van Leewuen, 2008: 33). On the other hand, “passivation is signified by subjection, beneficialization, and possessivation. Subjection makes the passivated social actors subject.” Meanwhile, “beneficialization makes passivated social actors beneficiaries” (van Leeuwen, 2008: 33). Possesivation, circumstantialization, and participation can also signify the passivated actors.

Personalization is another type of inclusion. Personalization can further be classified into several categories which are determination and indetermination. Determination represents the social actor according to their specific identity (van Leeuwen, 2008). In determination, social actors are further classified into association, dissociation, differentiation, indifferentiation, categorization, nomination, genericization, and specification. The first one is association and dissociation. Van Leeuwen (2008) says that association is representational strategy which represents the group constructed by the social actors which are not mentioned or stated in the text.

2. They believed that the immigration program existed for the benefit of politicians, bureaucrats and ethnic minorities, not for Australians as a whole.

(van Leeuwen, 2008: 38)

In example [3] above, the association occurs in the social actors “politicians, bureaucrats, and ethnic minorities.” Such social actors are associated to suggest that they are the groups who oppose the interest of “Australian as a whole” (van Leeuwen, 2008). The association is signified by parataxis. Other significations of association are circumstance of accompaniment, possessive pronouns and possessive attribute clauses. As the opposite, dissociation occurs when the social actors association is unformed.

Differentiation and indifferentiation are other types of determination. The strategy of differentiation represents particular social actors to be different from other social actors, while indifferentiation does not (van Leeuwen, 2008).

3. And though many of the new migrants are educated high-achievers from places like Singapore and Hong Kong—“uptown” people in American terminology. Others are “downtown” people from places like Vietnam, the Philippines, and Lebanon.

(van Leeuwen, 2008: 40)

Another strategy which belongs to determination is categorization. Categorization represents such social actors from the function shared to other (van Leeuwen, 2008). The categorization is signified by functionalization and identification. Functionalization represents the social actors from their doing, such as their occupation or role (van Leeuwen, 2008). The realization of such strategy can be found in the derivation of verb into noun by the adding of suffixes such as *-er*, *-ant*, *-ian*, *-ee*. Meanwhile, identification represents the social actors from what they are (van Leeuwen, 2008).

Another type of determination is nomination. Nomination is strategy to represent the social actors by nominating them from their identity (van Leeuwen, 2008). The realization of nomination can be found in the use of proper nouns, namely formal, semiformal, and informal.

4. Carole Maychill, a 32-year-old captain.... Colonel Robert Pepper.

(van Leeuwen, 2008:41)

The last types of determination are generalization and specification. Genericization represents social actors generally. Meanwhile, specification represents social actors as classes, or as specific (van Leeuwen, 2008). Bernstein (1971, in van Leeuwen, 2008: 35) believes that “the genericization opens the access to universalistic order of meaning, while the specification opens the access to particularistic orders of meaning.” The access to such thing is determined by the class

of society. The distinction of such access is seen through the representation of social actors in media. Middle-class-oriented media refers to represent the government and expert to specific type, while in working-class-oriented media the representation of mundane people is mostly in specific type (van Leeuwen, 2008). Examples 5 and 6 below are the examples of the explanation above.

5. Australia has one of the highest childhood drowning rates in the world, children under 5 making up a quarter of the toll, this is the grim news from government studies of Australia's high incidence of drowning. The studies show over 500 people drown in Australia every year, with backyard swimming pools the biggest killers for children under 15. The Minister for Sport and Recreation, Mr. Brown, said the childhood drowning rate was higher than developed countries such as Britain and the US and comparable with many Asian countries. He said children should be encouraged to swim and parents should learn resuscitation techniques.

(van Leeuwen, 2008: 36)

6. The tragic drowning of a toddler in a backyard swimming pool has mystified his family. Matthew Harding, two, one of the twin boys, had to climb over a one-meter "child-proof" fence before he fell into the pool. Mrs. Desley Harding found Matthew floating in the pool when she went to call the twins in for tea yesterday. "I have no idea how he got in the pool," said Mrs. Harding at her home in Wentworthville South today.

(van Leeuwen, 2008: 36)

Moreover, specification is classified into two categories, namely individualization and assimilation. Individualization represents social actors as an individual. Meanwhile, assimilation is one of representational strategies which represents the social actors as individual or a part of group (van Leeuwen, 2008). Assimilation is divided into two, namely aggregation and collectivization.

Aggregation represents the social actors in form of ‘statistics’ (Machin and Mayr, 2010). Example 7 below is the example of social actors in aggregation.

7. Forty percent of Australians were born overseas.

(van Leeuwen, 2008: 38)

The use of aggregation is to control the practice and to create consensus idea, although the presence of such thing is mere a recording fact. The signification of aggregation is shown through a noun representing a group of people, the existence of definite or indefinite quantifiers functioning as the numerative or the head of nominal group (van Leeuwen, 2008). Meanwhile, the collectivization strategy represents the social actors as part of collectivity (Machin and Mayr, 2012). Example 8 below shows the social actor in collectivity.

8. Australians tends to be skeptical about admitting ‘Muslims.’”

(van Leeuwen, 2008: 37)

As the opposite of determination, there is indetermination. Indetermination represents the social actors as ‘anonymous’ (van Leeuwen, 2008). The realization of indetermination can be found in the use of indefinite pronouns in nominal function. Example 9 below illustrates the use of indetermination to anonymize the social actor.

9. Someone had put flowers on teacher’s desk.

(van Leeuwen, 2008: 39)

Similar to personalization, impersonalization has also several subcategories. The subcategories of impersonalization are abstraction and objectivation. In abstraction, social actor is represented in accordance with the means of quality attached to them (van Leeuwen, 2008). In the other sides, objectivation represents the social actors by relating them to the particular things/ objects which has the association with such particular social (van Leeuwen, 2008). Objectivation is signified by the metonymical reference. Objectivation is divided into four types which are spatialization, utterance autonimization, instrumentalization, and somatization. Spatialization represents the social actors by means of correspondence

to a place which is associated (van Leeuwen, 2008). Example 10 below is an example of social actors who is represented in spatialization.

10. Australia was bringing in about 70.000 migrants a year.

(van Leeuwen, 2008: 46)

Utterance autonomization represents the social actors by means of correspondence to their utterance (van Leeuwen, 2008). Example 11 below is the example of social actors represented in utterance autonomization.

11. This concern, the report noted, was reflected in surveys which showed that the level of support for stopping immigration altogether was at a post-war high.

(van Leeuwen, 2008: 46)

Instrumentalization represents the social actors by means of correspondence to instrument associated to their actions (van Leeuwen, 2008). In example 12 below, the social actor is represented as “mortar shell.”

12. A 120mm mortar shell slammed into Sarajevo’s marketplace.

(van Leeuwen, 2008: 46)

Somatization represents the social actors by means of correspondence to their body, as illustrated in example 13 (van Leeuwen, 2008).

13. She put her hand on Mary Kate’s shoulder.

(van Leeuwen, 2008: 47)

Exclusion is one of representational strategies used in the text. It excludes the social actors in a text. The media use this representational strategy to achieve their purpose related to the readers. Van Leeuwen (2008) says that exclusion might be ‘innocent,’ meaning that the media has assumption that the readers have already known the details. Besides, exclusion has also the goal to create the propaganda to engender particular social actors become the readers’ enemy.

Exclusion encompasses suppression and backgrounding. Suppression is the representational strategy in which the social actor who is in charge of actions is not

stated elsewhere in the text (van Leeuwen, 2008). The existence of suppression within the text can be realized through the passive agent deletion, nonfinite clause served as grammatical participant, nominalizations and process noun (van Leeuwen, 2008). Meanwhile, backgrounding is the representational strategy in which the excluded social actor is not stated in clause related to their action, yet such social actor is stated elsewhere in the text (van Leeuwen, 2008). The existence of backgrounding can be realized through the simple ellipses in nonfinite clause with *-ing* and *-ed* participles, in infinitival clauses with *to*, and in paratactic clauses (van Leeuwen, 2008).

14. The main opposition alliance said that more than 1.000 people were killed by the attack.

Excluded social actors can either be backgrounded or suppressed. If they are backgrounded, it means they can still be referred to somewhere in the text. However if the social actors are suppressed, it means they are not mentioned at all in the text.

If the social actors are included in the text, we shall then see their role allocation, whether they are playing an active or passive role, whether they are presented generically or specifically, presented as an individual or as belong in a group, presented as unspecified or specified, referred to by name or category, referred to personally or impersonally, or whether they appear in more than one social practice at the same time.

The following figure is the network of representing social actor proposed by van Leeuwen (2008).

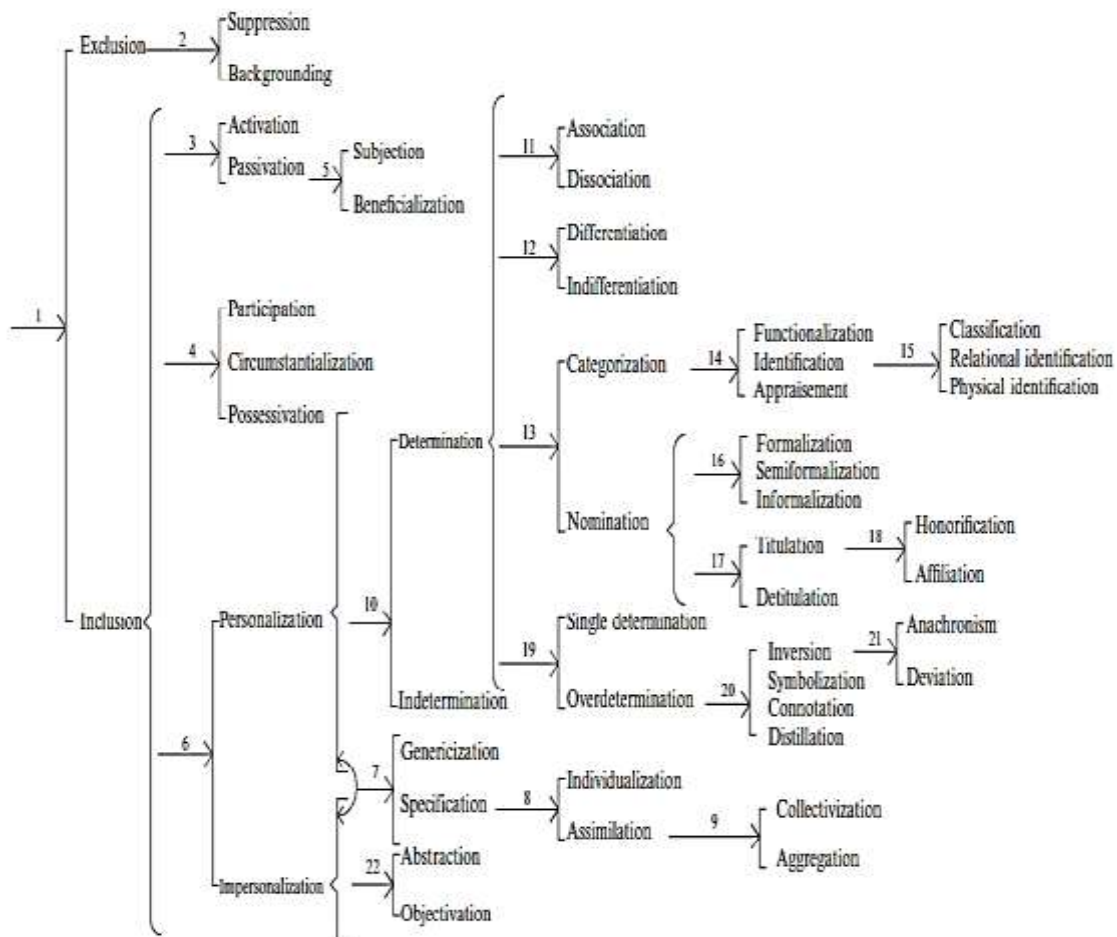


Figure 2.1 The Classification of Social Actors (van Leeuwen, 2008: 52)

By using the network as in Figure 2.1, social actors which are the subject of the sentence are identified and classified into categories shown in the figure. Then, the classifications of the social actors are represented in tabulation to make it easier to be understood.

2.8 Social Action

Social actions are the core of social practices which may or may not be performed in specific order (van Leeuwen in Wodak and Meyer, 2009). Van Leeuwen believes that the representational choices of actions in the discourse contain meanings that may help to understand the whole discourse. An action, as stated by

Giddens (1986) depends on the capability of the person individually to 'make a difference' or making a change to a pre-existing state of affairs or course of events. Actions are done by the one, who has the ability and knowledge of doing so. That is why action logically involves power in it. It can be done 'consciously' or 'unconsciously'. The concept of 'conscious' sometimes refers to circumstances in which the people pay attention to events happening in the society in order to relate their activity to those events. It can be defined that actions done consciously are actions which carry the intention, motivation, power, and purpose of the doer to cause some effects or changes. While, unconscious actions are the other way. They happen naturally, with (mostly) no intention or certain purposes of causing effect or change to the world.

Actually, some actions are done through some considerations or choices. Considerations about the effect of the act, the strategies of the act; what will happen next if this action is done, who is the object of the action, and so on. But, some actions are not done that way such as blinking, breathing, and trembling, which naturally happen without need any circumstances or intention to do that. Those actions unconsciously occur because that is already become habit. Even without the doer not thinking about it, they still happen.

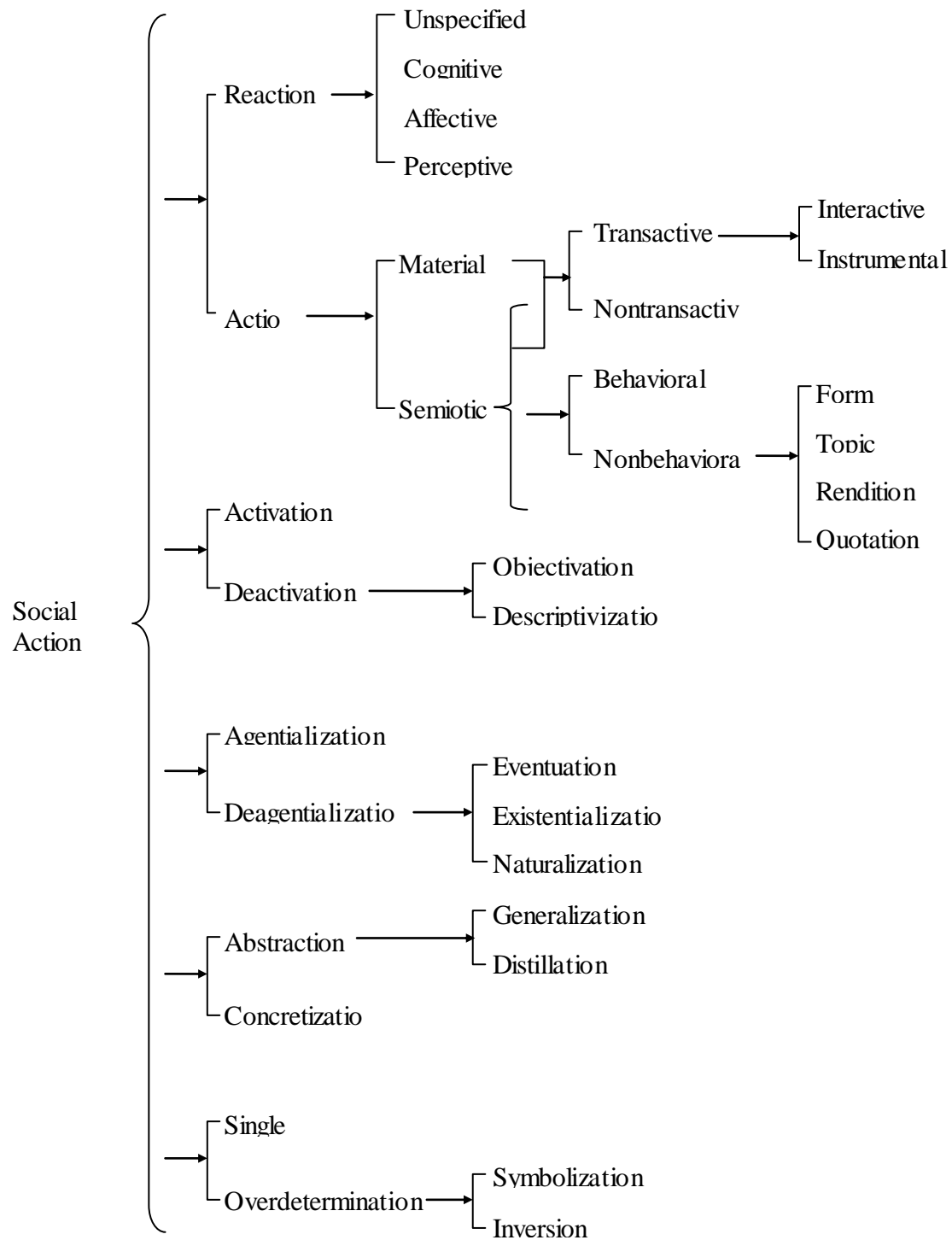


Figure 2.2 Social Action Network (van Leeuwen, 2008)

The figure above is the Social Action Network proposed by van Leeuwen (2008). It presents the ways in which actions and reactions can be represented in discourse.

2.8.1 Reactions

Reactions is understood as the emotions and attitudes toward belong to these actions of the social actors (Van Leeuwen, 2008). Typically, a discourse presents the social actions along with the reactions following them. The way to differentiate the reactions from actions grammatically is by using the criteria in Halliday's transitivity theory of mental processes. According to Van Leeuwen (2008), there are four conditions of mental processes which distinct them from the processes that realizing actions (such as, material, behavioral, or verbal processes).

Van Leeuwen's argument in mental process is based on Halliday's theory of transitivity (1967-1968, 1985). He argues that the mental processes cannot be probed by a "do" question. Second, mental processes use the simple present form while material, behavioral, and verbal processes take the progressive present form. Third, the participant of a mental process, the "senser", must be a human or is treated as competent of human mental processes. Conclusively, the object of the mental processes can be realized by a clause as well as by a nominal group. (Van Leeuwen, 2008).

These four criteria, however in Van Leeuwen's view, are not always fully adequate to identify the actions and reactions in the actual text (2008). It is because the identification of actions and reactions is bounded by the grammar of the clause and fails to provide recognition criteria for actions and reactions in the text that use other linguistic level such as nominal group. Another problem is that many reactions are not represented dynamically by mental process clause, for instance, "they feared" They can also be represented statically by descriptive clause such as "they were afraid...." (Van Leeuwen, 2008:57).

Halliday solves those problems through his theory of grammatical metaphor (1985). It covers the idea that the concept of mental process is realized literally when

it is realized by the grammatical category of mental process; it is realized metaphorically when it is realized in other ways. For examples, it is realized by a static descriptive clause or by elements of nominal group. Those two ways of representing reactions—metaphorically or literally—suggest that there are different metaphors available for representing the reactions.

Reactions can be formulated in a number of ways. They can be unspecified through verbs like “react” and “respond” denoting a reaction directly. They can also be specified; they are represented as particular types of reactions. In accordance to these, Halliday (in Eggins, 2004) differentiates three types of reactions: cognitive (verbs of thinking, knowing, understanding, etc.); affective (verbs of liking, fearing, etc.), and perceptive (verbs of seeing, hearing, perceiving, etc.).

2.8.2 Material and Semiotic Actions

According to van Leeuwen (2008) there are two ways in representing actions; material and semiotic actions. Material actions can be interpreted as representing actions as for the doing. While semiotic actions are representing actions as meaning. In other words, the action which has potentially a material purpose or effect can be categorized as material action, and the action which does not is categorized as semiotic action.

Material actions can be nontransactive or transactive (Van Leeuwen, 2008). The former refers to the action involving only one participant. Thus, it does not affect other people or things. The later refers to the action involving two participants. This kind of action is intended to show that the action is actually having an effect on people or things. Halliday (1985) as cited in Van leeuwen (2008) asserts that it involves the actor, the one who interacts with the actor, and the goal in which the process is intended. Goals in Halliday’s material processes are very broad. In accordance with this, Van Leeuwen thinks that it is critically important to distinguish transaction with people and transaction with things. There are two characteristics of transactive material action, namely interactive and instrumental.

First, it is interactive if it affects people. Second, it is instrumental if it affects other kinds of things. Interactive transaction is referred to the use of verb which can only take a human object. However, if the verb takes a nonhuman object, it can be interpreted as “metonymical displacement, instrumentalization of social actors, and projections of human practice into the behavior of animals, plants, and even inanimate matter” (Van Leeuwen, 2008:60). In instrumental transactions, the goal may be in a form of human or nonhuman. They represent people as exchangeable with objects.

Semiotic actions can also be transactive, as in “she asked him,” or nontransactive, as in “they talked for an hour.” Van Leeuwen (2008) asserts that the instrumental transactive semiotic action is realized through verbs of exchange and transport, for example “give,” “offer,” “receive,” “provide,” “supply,” and “convey.” The use of the exchange and transport verbs is usually followed by the kind of speech act involved and also of the content conveyed by the semiotic action.

Moreover, semiotic actions can convey meanings. When these actions are behavioralized, the meaning is not presented. When they are not behavioralized, the meaning is represented. They result in an embedded interpretation. This embedded interpretation can be in the form of quotation, rendition, topic specification, or form specification. When quoting, the writer of a text may imply that he/she could not have said it better by him/herself.

According to Van Leeuwen (2008), topic specification, specifying the nature of the signified, is realized by “circumstances of matter” in Halliday’s transitivity (1985). On the other hand, form specification, specifying the nature of the signifier, is realized by some term representing a speech act (e.g., “story,” “lesson”) or communicative act (e.g., “song,” “drawing,” “diagram”). When there is no quotation, rendition, topic specification, or form specification, the actions are behavioralized. They no longer represent the meaning conveyed by semiotic actions.

Van Leeuwen (2008) introduces 13 ways to represent actions and reactions in English discourse. They are activation, deactivation (objectivation or descriptivization), agentialization, deagentialization (eventuation, existentialization, or naturalization), abstraction (generalization or distillation), single determination, and overdetermination (symbolization or inversion). These classifications of how the action and reaction can be represented are associated with specific grammatical realizations.

2.9 Previous Research

A number of studies using CDA research on the representational strategies analysis and the research on the concept of happiness have been conducted by many scholars. For example, Pflug (2008) investigated a cross-cultural comparison of conceptions of happiness in Germany and South Africa based on folk theories of happiness. By using thematic analysis, it is found that there are several concepts of happiness; satisfaction, positive affection, social relationship, freedom, the opposite of unhappiness, and surprising events. Strong culture-specific factors such as influence of philosophical traditions, material living circumstances, and linguistic influences, are also found (Pflug, 2008). Another research regarding the concepts of happiness was conducted by Ip (2010) which discusses the concept of Chinese folk happiness. The study compares the concept of happiness of Taiwanese people (which was based on the findings of a scientific survey) with the concepts of Chinese folk happiness regarding their concepts of well-being at nation and personal levels. Rojas and Vitterso (2010) investigated the conceptual referent of happiness of students in Cuba, Norway, and South Africa by using cross-cultural comparisons. The study discussed the existence of heterogeneity across countries regarding the different conceptual referent of happiness which is relevant because it implies that the relevant resources for happiness may differ across countries and cultures.

These studies, by comparing cross-cultural aspects, revealed that the concepts of happiness are different depending on the countries and cultures. However, this study is investigating the concept of happiness and its construction in quotations stated by

Indonesian famous motivators. It focuses on how the concept of happiness as constructed by three Indonesian motivators; Mario Teguh, Bong Chandra, and Andrie Wongso. The study draws on the theory of representing social actions and actors proposed by van Leuween (2008).