

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents some general information regarding the present study. It includes the background of the study, formulation of problems, purposes of the study, scope of the study, significance of the study, research methodology, clarification of terms, and organization of the paper.

### **1.1 Background of the Study**

Children abuse is one of the issue which usually becomes the highlight in Indonesia. According to National Commission for Children Protection (KPAI), children abuse is any utterance, attitude, or action which may cause physically or psychologically disorders of children (as cited in Mutiah, 2014). One of the abuses which is mostly encountered by children is emotional abuse. Emotional abuse is an abuse which may impair the social development and the mental healthiness of children (Nindya&Margaretha, 2012). Moreover, children who encounter emotional abuse may have emotion disorder, low self-confidence, phobias, and difficulties in learning (Dewi, 2014). It can be seen that emotional abuse is dangerous to the children's development, and can be considered as one issue that must be noticed by the society.

The issue of emotional abuse has been represented in many ways through some media. Representation can be simply defined as something that explains something else. Several scholars have delivered their definitions of representation. Chandler (2002) mentions that representation constructs the aspect of reality through the texts. The term 'reality' can be referred to as people, places, objects, and other abstract concepts. Meanwhile, Hall (1997, p.17) states that "representation is the production of meaning of the concepts in our minds through language". It can be said that representation shows the relation between the things and something in our mind through language. In addition, Bezemer and Kress (2008) state that representation is always realized by different varieties of mode.

Therefore, representation can be seen through any modes, such as visual and verbal modes.

The use of visual and verbal modes, in order to represent meanings, can be realized by using some media, such as advertisements. Advertisements are tools of communication which can be found everywhere. Richards and Curran (as cited in Karimova, 2014) state that advertisements are form of communication which aims to persuade the reader or receiver to do something. Advertisements can be conveyed verbally, nonverbally, or both. Thus, it can be said that advertisements can be presented with the combination of two or more different modes, such as pictures, sounds, and gestures.

One of the appropriate tools which can be used to analyze multimodal texts is through multimodal discourse analysis. According to O' Halloran (2011), multimodal discourse analysis may refer to 'multimodal semiotics', 'multimodal studies', 'multimodal analysis', and 'multimodality'. It is a way of studying discourse which extends the study of language with the combination of various semiotic modes that is used to create meanings in one communicative text (Kress & van Leeuwen, 2006; Machin & Mayr, 2012; O' Halloran 2011). Thus, multimodal discourse analysis may use the combination of various theories such as semiotics, critical discourse analysis, visual grammar, or systemic functional linguistics as the frameworks to analyze the multimodal texts.

As stated before, representation can be realized through verbal and visual modes. Therefore, there are two approaches that can be used to investigate multimodal texts which are systemic functional linguistics and visual grammar. The theory of systemic functional linguistics is proposed by Halliday (1994), while the theory of visual grammar is proposed by Kress and van Leeuwen (2006). The theory of systemic functional linguistics is used to analyze the verbal modes. Meanwhile, the theory of visual grammar is one of the method which is used to describe the elements in visual modes. Through those frameworks, a multimodal text may be analyzed by using various methods of analysis at the same time.

There have been growing studies investigating types of representation in advertisements using multimodal discourse analysis. Some of these studies focus

on the representation in commercial advertisements using multimodal discourse analysis. The studies of gender representation in television advertisements including the studies conducted by Böhlke (2008), Saz-Rubio&Pennock-Speck(2009), Fathimah (2014), Lien (2016), and Wang (2016). In addition to television advertisements,the analysis of gender representation in print advertisementsalso has been investigated. The studies were conducted by Gregorio-godeo (2009), Lirola and Chovanec (2012), Puspawati (2013), and Enli (2014). Meanwhile, another issue that has become the focus of multimodal discourse analysis is race representation in advertisements which was investigated by Strom (2015) and Dash, Patnaik, and Suar (2016). Related to the study of children representation in advertisements through multimodal analysis, there is a study which was conducted by Hermawan and Ardheras (2014). Further detailed explanation of each previous studies can be seen in Chapter II.

As illustrated in previous studies above, most studies in representation have focused on gender in commercial advertisements (Böhlke, 2008; Gregorio-godeo, 2009; Saz-Rubio&Pennock-Speck, 2009; Lirola&Chovanec, 2012; Puspawati, 2013; Enli, 2014; Fathimah, 2014; Lien, 2016; Wang, 2016). In contrast, the issue of children representation, especially in print advertisementscampaigning social issue have not received as much attention. Even though Hermawan and Ardheras (2014) have conducted a study of children representation using multimodal analysis, they analyze the representation of children in a television commercial advertisements. Thus, the present study is accordingly conducted to address this gap by analyzing children representation specifically in print advertisements campaigning social issue. In order to identify the visual and verbal representations of children in the advertisements, the study uses Kress and van Leeuwen's (2006) theory of visual grammar to analyze the visual modes and Halliday's (1994) systemic functional linguistics theory of transitivity to analyze the verbal modes.

## 1.2 Formulation of Problems

Based on the explanation of background of the study, this study investigates how children are represented visually and verbally in print advertisements, especially in Indonesian context. Therefore, this study attempts to answer these following research questions:

1. How are children visually and verbally represented in *Lembaga Perlindungan Anak Jawa Timur* print advertisements?
2. What does the representation signify?

## 1.3 Purposes of the Study

The purpose of the study is to discover how children are represented in *Lembaga Perlindungan Anak Jawa Timur* print advertisements. Specifically, the present study has two objectives as follows:

1. To analyze how children are visually and verbally represented in *Lembaga Perlindungan Anak Jawa Timur* print advertisements.
2. To identify what the representation signifies.

## 1.4 Scope of the Study

The present study focuses on the representation of children through the analysis of visual and verbal modes in *Lembaga Perlindungan Anak Jawa Timur* print advertisements. This study focuses on analyzing how children are described through the relation between visual and verbal modes in the data using multimodal discourse analysis with the frameworks of visual grammar and systemic functional linguistics. The visual analysis covers the theory of visual grammar focusing on the representational meaning, the interactive meaning, and the compositional meaning of the images. Meanwhile, the verbal analysis uses systemic functional linguistics which is limited to the analysis of transitivity system.

## 1.5 Significance of the Study

This study is important for two reasons. Theoretically, in terms of multimodal discourse analysis, this study is expected to contribute to the analysis of children representation in print advertisements campaigning social issue through its visual and verbal modes. This study is also expected to be a reference for further

research, and to enrich the literature about multimodal discourse analysis of children representation, especially in Indonesian context. In addition, it is expected that this study would practically raise critical awareness in society about the social issue of emotional abuse of children in schools.

## **1.6 Research Methodology**

### **1.6.1 Research Design**

This study employs descriptive qualitative research design. As stated by Hancock et al. (2009), qualitative method deals with social phenomena, and it aims to help people to understand the social condition. Furthermore, Creswell (2012) also states that qualitative method is an interpretive research, which means that the researcher makes their own interpretation based on their own perspectives. In relation to this study, descriptive qualitative analysis is a suitable method to be used because this study aims to describe, interpret, and analyze the way children are visually and verbally represented in print advertisements.

### **1.6.2 Data Collection**

The data in the present study are in the form of images of *Lembaga Perlindungan Anak Jawa Timur (LPA Jatim)* advertisements taken from [www.dewey.petra.ac.id](http://www.dewey.petra.ac.id). *LPA Jatim* is an organization that supervises children protection in East Java, Indonesia which is established since 1998. Print advertisements were chosen as the data because they were considered as a flexible media, since the reader may read it anytime they want in order to understand the meanings (Mitchell et al., 2009, as cited in Dlabačová, 2012). The advertisements were chosen as the data because *LPA Jatim* was the most productive organization campaigning children protection in print advertisements. There were six advertisements selected as the data which showed the central issue of emotional abuse in schools. The advertisements were considered as the most suitable ones in order to analyze the visual and verbal representations of children through multimodal discourse analysis.

### **1.6.3 Data Analysis**

Since the data of the study were in the form of visual and verbal modes, the analysis was divided into two parts, which were visual and verbal analyses. The visual modes were analyzed using Kress and van Leeuwen's (2006) theory of visual grammar. The visual analysis covered the analysis of representational meaning, interactive meaning, and compositional meaning in order to analyze visual representation of children. Meanwhile, the verbal modes were analyzed using Halliday's (1994) systemic functional linguistics theory of transitivity in order to investigate verbal representation of children in the advertisements.

### **1.7 Clarification of the Terms**

There are some terminologies that are useful to avoid misunderstanding that may be encountered in this study. The terminologies are explained as follows:

- Representation

Representation is defined as “the production of meaning of the concepts in our minds through language” (Hall, 1997, p.17).

- Multimodal Discourse Analysis

Multimodal Discourse Analysis is a new perspective in discourse which extends the study of language with the combination of other semiotic resources, such as images, gestures, or sounds (O' Halloran, 2011).

- Systemic Functional Linguistics

Systemic Functional Linguistics is a social theory of language which concerns with the function of linguistic structures in text and how people choose the structure to construe meaning (Emilia, 2014).

- Visual Grammar

Kress and van Leeuwen (2006) define visual grammar as a grammar of visual design which describes the way of elements such as people, places, and things combine in visual ‘statements’ of complexity and extension.

## **1.8 Organization of The Paper**

The present study is organized in five chapters. The introduction of the study is described in this chapter. Then, Chapter II presents theoretical framework and previous studies relevant to the present study. Chapter III describes the methods used in the study, including research design, data collection, data analysis, and data presentation. Chapter IV presents the results of data analysis and provides discussion of the findings that answers the research questions. Finally, the conclusion which is drawn from the findings of the study are presented in Chapter V, which also proposes some suggestions for future research.