CHAPTER II

LITERATURE REVIEW

This chapter discusses the relevant theories used to analyze representation of children social actors in short stories. It covers the explanation regarding representation, CDA, socio-semantic approach by van Leeweun (2008), and previous related studies.

2.1 Representation

Representation, in general, relates to how people make sense of the world. Hall (1997) emphasizes process as the key point in defining representation. Then, he presents the definition of representation as the way people produce and transfer meaning through language as the tool. The process begins with constructing images and concept in human's brain which enables them to make meaning. Similarly, Halliday (2014) describes representation as an activity where people produce something meaningful about reality. Both definitions emphasize the use of language to produce meaning. However, representation itself has many definitions depending on the disciplines. For example, in media studies, representation refers to how social aspects, such as age gender and ethnicity, are presented to the audience.

Alternatively, Critical Discourse Analysis describes representation as a description of a particular event, person, or situation which depends on the context (Fairclough, 2003). Van Dijk (2002) contributes to this definition by describing representation as people's ways to construct underlying meanings through the use of language in text. That is to say, representation relates to meaning production and seen as something that is always present in a text. However, different from media study, in CDA, the elements that are represented include power issue, ideology, and underlying messages. All elements influence representation to portray reality partially. The text producer's ideology, for example, makes representation in text not value-free. Ideology in text constructs how social representation is presented depending on the writing's intention and how to

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achieve it. Moreover, the text producers" power and the underlying meaning determine the choice of words and what is left unsaid to deliver the intended message in representation.

As previously mentioned, in representing some reality aspects, the text producer's ideology and power affect the final product. For example, the text producer will always have choices to mention or hide some elements when representing certain issues. How the text producer presents the issue in the text has become the primary interest in text analysis. As a framework that can be used to analyze representation, CDA offers explanations on why specific choices are chosen in representing some realities aspects in text and how it is related to the ideology. This framework, then, will be further elaborated in the following section.

2.2 Critical Discourse Analysis

CDA, as explained by van Dijk (2008), is a multidisciplinary language approach that attempts to emphasize how power, dominance, and inequality are established by text in social and political context. In consonance with van Dijk, Bloomaert (2005) defines Critical Discourse Analysis as a model of analysis which shows inequality in texts due to the existence of power. Moreover, Wodak (2002) and McCarthy (2006) mention that the main issue of Critical Discourse Analysis is the relationship between languages, power, and ideology within discourse. Regarding this, Coffin (2001) explains that one of the main concerns of Critical Discourse Analysis is to highlight how language is utilized within texts in order to construct ideological positions that entail unequal relations of power. Therefore, CDA not only focuses on the linguistic dimensions of language, but also maintains a strong political agenda in reference to how the language is used by a certain party. On the other hand, van Dijk (1988) in Wodak and Meyer (2009), states that Critical Discourse Analysis is concerned with identifying hidden opinions, agendas, and ideologies placed in text.

Even though there are various definitions concerning the approach, there are three distinctive elements that are always included in describing CDA as its general concerns, namely critique, power, and ideology. Critique can be described in different senses, Breeze (2011) mentions that Foucault's critique for instance, focuses on the tricky characteristics of social constructions, the dynamic nature of power relations, and the main function of discourse in managing social relations. Thus, it can be viewed that critique aims to uncover the structure of power and ideology in achieving some purposes. Meanwhile, ideology, as explained by Fairclough (1992), refers to the construction of physical and social reality in discursive practices that essential in maintaining power relations. To put it simply, ideology is capable of affecting how the text producers make their texts. It is shown by how the writer chooses the words suitable with their intention. Power, the third notion, according to Wodak and Meyer (2009), refer to the context where language is performed to produce inequalities. A sample of inequality in text is when the powerful party is given a special attention, such as appearing more often than those who have no or little power. On the other hand, Foucault (1975) sees power as an everyday and socialized event, since people use power to achieve particular intentions in their daily basis. Additionally, how people produce discourse may change according to who creates the text and under what circumstances. All these three elements have become the core of CDA study.

Moreover, another important point of CDA is its characteristic to be critical. Wodak in Kendall (2007) defines critical as the act of investigating what is considered as common sense before drawing conclusion. Meanwhile, Fairclough (2012) argues that being critical enables people to point out hidden connection between power and ideology. Yet, Fowler (1981, p. 25 cited in Jaworski and Coupland, 2006, p. 27) states that.

> [To be critical within CDA means to produce] a careful analytic interrogation of the ideological categories, and the roles and institutions and so on, through which a society constitutes and maintains itself and the consciousness of its members…All knowledge, all objects, are constructs: criticism analyses the processes of construction and, acknowledges the artificial quality of the 15 categories concerned, offers the possibility that we might profitably conceive the world in some alternative way.

As explained by Fowler (1981) in Jaworski and Coupland (2006), being critical in CDA means doing a throughout analysis in finding the truth of the power-ideology relationship in the media by taking several analytic processes before coming up with one output.

CDA is an interdisciplinary approach, which means it enables people to consider variety of media as the resource of analysis. Over time, CDA has gained some improvements. As mentioned by Wodak in Kendall (2007), one of the most essential developments is the analytical focus on covering the new genres, including chat room and short message service (*SMS*), while news articles have commonly become the best shelter to hide the ideology and power issue. Van Dijk (2009) argues that CDA is designed to investigate social issues, such as sexism and racism within discourses. In line with van Dijk, Kress (1990) states that CDA can be used not only in political discourse, but also in everyday text which seems innocent. He further elaborates by stating that CDA"s scope in investigating political agenda serves to distinguish CDA from other kinds of discourse analysis.

Regarding this, CDA provides six analytical tools with different theoretical underpinnings, namely the Dispositive Analysis, Socio-cognitive Approach, Discourse-historical Approach, Corpus-based Linguistics Approach, Socio-semantic Approach, and Dialectical-relational Approach. Each approach has its own focus, for example socio-semantic approach is an approach which considers discourse as the recontextualization of social practices. Due to that reason, the main focus of socio-semantic is how social practice elements, such as actors are represented in the text. Since socio-semantic approach offers explanation regarding how actors are represented in text, this approach is considered to be suitable to discover how children social actors are represented in

short stories. As socio-semantic approach is employed in the present study, only this approach will be explained further in the following section.

2.3 Socio-Semantic Approach

Socio-semantic approach is one major approach to Critical Discourse Analysis. This approach sees discourse as the recontextualization of social practices. Recontextualization of social practices refers to how people portray social practice at different context through language and images. To put it simply, according to Eggins (2004) this approach is concerned with the meanings of language in use in the textual processes of social lives. Van Leeuwen (2008) then mentions several crucial elements of social practices, which are actions, performance modes, actors, times, presentation styles, spaces, resources, eligibility, deletion, substitution, and addition. Yet, the actor element has crucial role in investigating ideology in a text since the representation is basically based on what social actors do. Social actors itself as describes by Fairclough (2003) refer to human or physical objects which are participated or in this sense involved in clauses. Regarding this, van Leeuwen (2008) explains that the classification of social actors is actually the improvement of Fairclough‟s work. The following figure is a summary of social actors in socio-semantic approach proposed by van Leeuwen (2008) that will be elaborated further. Unless otherwise specified, all the explanations of this CDA approach are taken from van Leeuwen (2008).
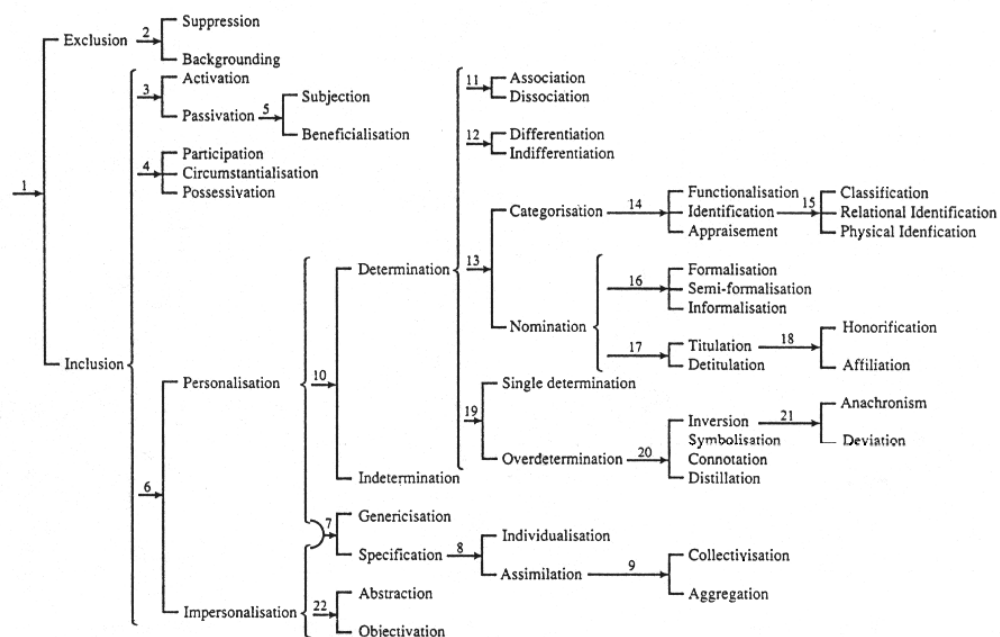
Figure 2.1 Social Actors" Network (van Leeuwen, 2008)

From the summary, one can assume that the main concern of representing social actors is how they are represented linguistically through two main options: exclusion and inclusion. According to Berger (1966) in van Leeuwen (2008) the principles of recontextualization as the main concern of socio-semantic approach incorporate representations of meaning that work not only above and below the surface of sentences to deliver ideological messages, but also work as a mode for carrying the emotions and attitudes that the audience will associate with the roles fulfilled via the selections of specific social actors. Thus, van Leeuwen (2008) states that the exclusion and inclusion of social actors" representations are ultimately utilized to suit the interests and purposes of the audience for whom they are intended. Further explanation regarding exclusion and inclusion will be presented in the following subsections.

2.3.1 Exclusion/Inclusion Strategy

In a text, sometimes readers can spot the social actors easily and sometimes they cannot. The appearances of social actors, basically, depend on the purpose of the text. The writer applies exclusion strategy if the involvements of the social actors are omitted from the text. There are two different ways to omit the presence of social actors, namely suppression and backgrounding. Suppression refers to the context where the involvements of social actors are excluded entirely within text without leaving any trace referring to the actors. Meanwhile, backgrounding only leaves out direct references of social actors in certain action, yet, the reference may appear elsewhere in the text. To know how both suppression and backgrounding are realized in the text, van Leeuwen gives an example of suppression by using passive agent deletion as in Excerpt 2.1.

> Excerpt 2.1 In Japan similar concerns are being expressed about a mere trickle of Third World immigrants.
>
> (van Leeuwen, 2008, p. 29)

Excerpt 2.1 informs reader that some "concerns" are expressed in Japan. However, it does not include who expresses the concern at all. Thus, this strategy is employed in which the text producer intends to disguise the identity of powerful actor. Van Leeuwen further mentions other ways to perform suppression strategy in text through the use of nonfinite clauses as a grammatical participant, nominalization, and processes nouns. To illustrate, the realization of nominalization is exemplified in Excerpt 2.2.

> Excerpt 2.2 The level of support for stopping immigration altogether was at a post-war high.
>
> (van Leeuwen, 2008, p. 29)

In Excerpt 2.2 above, originally, the word support is functioned as a verb or an action. Yet, through the use of nominalization, the verbs "support" and "stopping" are changed into nominal form. Furthermore, together with the addition of other noun phrase, the word support and stopping stand as the subject of the sentence and allowed the omission of the social actor from the sentence.

Additionally, van Leeuwen states that it is possible to use backgrounding in the same manner as suppression strategy, with condition to include the references of the social actors elsewhere in the text. The realization of backgrounding strategy can be seen in Excerpt 2.3 taken from the study conducted by Bustam, Heriyanto and Chitraresmana (2013).

> Excerpt 2.3 After clearing those bureaucratic hurdles, promoters in Jakarta had to submit several additional permit requests to the National Police. (Bustam, Heriyanto and Chitraresmana, 2013, p.45)

In Excerpt 2.3 the social actor is backgrounded in the first clause, thus the information is limited to the fact that the bureaucratic hurdles have been cleared by certain party. However, the text producer then mentions the social actor who has cleared the hurdles in the following clause within the same clause complex. Similar to suppression strategy, backgrounding strategy is used to hide the involvement of the participants in specific clauses in order to highlight the action. Yet, regarding this, van Leeuwen argues that in some cases, the use of suppression and backgrounding strategies are "innocent" and free from any political agenda. Thus, it is better to analyze the other strategy which is inclusion to reveal underlying meanings in certain representation.

Inclusion strategy focuses on mentioning the involvement of social actors in the text, which differentiate this strategy from exclusion which hides the involvement of social actors in text completely. Additionally, the use of inclusion in a text signifies ideological positions of the social actors which are more powerful compare to exclusion. However, if the writer uses inclusion in the text, role allocation is something that should be paid attention to since it indicates roles that are performed by the social actors.

2.3.2 Role Allocation

Role allocation in socio-semantic approach emphasizes the kind of roles, either active or passive role, which occupied by social actors in the text. Van Leeuwen mentions that the participants in text can be utilized for the purposes of being an instigator of action, an agent of action, a beneficiary of action or one affected by action depends on the intention of the text producer. As previously mentioned, role allocation consists of two different strategies namely activation and passivation. Activation occurs when the social actors are active participants in an activity, while passivation happens when the social actors are represented as the objects of the activities. In order to realize the activation and the passivation, grammatical roles in transitivity system can be used. In transitivity, as argues by Halliday (2014), activated social actors are labeled as *actor* in material processes, *behaver* in behavioral processes, *senser* in mental processes, *sayer* in verbal processes, and *assigner* in relational processes. In Excerpt 2.4, "they" as the subject of the sentence are labeled as an actor, particularly *senser*, related to process of feeling.

Excerpt 2.4 They felt "besieged" by immigration.

(van Leeuwen, 2008, p. 33)

Meanwhile, passivated social actors are labeled as subjected when the actor is treated as an object or as one who benefits from the action. It can be either positively or negatively as illustrated in.

Excerpt 2.5 Australia was bringing in about 70,000 migrants a year.

(van Leeuwen, 2008, p. 34)

In Excerpt 2.5, "about 70,000 migrants" is the example of passivation social actors, since instead of being subject, they are being the object of "bringing in" action. Then, beside active and passive role, there are also several choices to make, in order to represent social actors in a text, as to whether social actors are represented as specific actors or general groups.

2.3.3 Genericization and Specification

The choice regarding representing social actors as singular or plural form belongs to genericization and specification strategy. To indicate the general specification, the use of plural form without definite article is one of the options, for example non-European immigrants in Excerpt 2.6.

> Excerpt 2.6 Non-European immigrants make up 6.5 percent of the population.
>
> (van Leeuwen, 2008, p. 36)

Yet, genericization may also be realized by the use of singular with the definite article (the) or indefinite article (a/an). On the contrary, specific reference involves particular label to the social actors. It is in line with Bernstein's (1971) statement in van Leeuwen (2008) which said labels, such as restricted codes, refer to "particularistic orders of meaning". Further explanation regarding specification will be elaborated in the next sub-point.

2.3.4 Assimilation/Individualization Strategy

The following strategy is assimilation/individualization which concerns with whether social actors are presented individually or as a group. Assimilation refers to social actors being treated as a group, which can be realized through two different options: aggregation and collectivization. Aggregation includes putting the definite or indefinite quantifiers, which either function as the numerative or as the head of the nominal group. In other word, the quantifies groups of participants are treated as statistics, so that it often has important role in many contexts (van Leeuwen, 2008) as found in Excerpt 2.7.

> Excerpt 2.7 This concern, the report noted, was reflected in surveys which showed that the level of support for stopping migration altogether was at a post-war high.
>
> (van Leeuwen, 2008, p. 36)

Meanwhile, collectivization happens when first-person plural or third-person plural, like "we" and "they" are included in the text. Different from aggregation, collectivization does not treat the groups as statistics. On the contrary, individualization represents social actors in singular forms by putting singular noun in the text. For example, the author uses "we" as the reference of Australians in the "Race Odyssey" text.

2.3.5 Association/ Dissociation Strategy

The next strategy is association, which defined as groups consist of social actors, both general and ones that are never labeled as one unit in the text. Association uses parataxis and circumstances of the accompaniment, such as in Excerpt 2.8.

> Excerpt 2.8 They believed that the immigration program existed for the benefit of politicians, bureaucrats, and the ethnic minorities, not for Australians as a whole.
>
> (van Leeuwen, 2008, p. 38)

In Excerpt 2.8 above, there are three groups which are associated as the opposite party, namely "politicians, bureaucrats, and ethnic minorities". However, all of them are represented simply as an alliance, not as a unity. Moreover, possessive pronouns and possessive attributive clauses, with verbs like "have" and "belong", as stated by van Leeuwen are able to make an explicit association without labeling the resulting social grouping.

The other term called dissociation happens when the association is disbanded. As an example, van Leeuwen mentions the group of two children, namely "Mark and Mandy" who came from the same neighborhood. However, the association was disbanded the moment both children entered their classroom and resulted in them being mentioned separately or as a part of classroom in the text.

2.3.6 Indetermination/Differentiation Strategy

Indetermination happens when social actors are represented as unspecified or anonymous individual or group. In order to represent social actors in an

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indeterminate way, it is common to use indefinite pronouns, such as somebody in a sentence, as in Excerpt 2.9 below. Besides, aggregation in assimilation also indicates indetermination.

> Excerpt 2.9 Someone had put flowers on the teacher's desk.

(van Leeuwen, 2008, p. 39)

On the contrary, differentiation refers to a condition where the identities of social actors are specified and distinguish them from being similar actor or group: especially it emphasizes the difference between "self" and "other" or "us" and "them". The example below illustrates how middle-class children in the story are encouraged to distinguish themselves as individuals contrast to others.

> Excerpt 2.10 Mummy, did you know there is another Mary in my class?

(van Leeuwen, 2008, p. 40)

From the illustration above, it can be inferred that there are two people named Mary in the classroom. Yet, the social actors use "another Marry" to refer to her friends. It indicates how the actor wants to emphasize her identity which is different from her friend.

2.3.7 Nomination/Categorization Strategy

Nomination and categorization deal with the representation of social actors based on their identity (nomination) or the functions that they shares with others (categorization). Van Leeuwen argues that proper noun is the typical characteristic of nomination. There are three different kinds of proper nouns: formal, semiformal, and informal. Yet, in given situation, items other than proper names may be counted as nomination, especially in situation where only one social actor lives with that name, for example "the Giant" in certain children stories. The example of nomination can be seen in Excerpt 2.11.

> Excerpt 2.11 Dwight Harris aged 32 . . . his wife, Beverley, aged 33.

(van Leeuwen, 2008, p. 41)

In Excerpt 2.11, Mr. Harris as the actor is represented through nomination in semiformal way, since the author mentions his given name and surname. Meanwhile, Mrs. Harris is represented in informal way following the use of her given names only to include her involvement in the text. Additionally, van Leeuwen also explains that nomination also includes honorification or the addition of standard titles, such as "Dr." along with the form of affiliation that show personal relations terms, such as "Auntie". On the other hand, categorization consists of two different terms: functionalization and identification.

2.3.7.1 Functionalization/Identification Strategy

Both functionalization and identification belong to categorization strategy, where functionalization focuses on the representation based on the activity of social actors, for instance, occupational role. In this sense, the representation of social actor is related to what kind of job he or she does in the text. Commonly, it is marked through several ways: first, by a noun, formed from a verb which is added by suffixes such as -er, -ant, -ent, -ian, -ee, like interviewer, second, by a noun which denotes a place or tool closely associated with an activity added with suffixes such as -ist, -eer, like pianist, third, by the combination of nouns indicating places or tools closely associated with an activity and highly generalized categorizations, such as man as in cameraman (van Leeuwen, 2008, p.42).

Conversely, identification is the representation of social actors in terms of what they more or less permanently are. To put it simply, functionalization relates to what they (social actors) do, while categorization deals with the descriptions regarding the qualities which attached to each social actor. In regards to this matter, van Leeuwen has classified identification into three different types, namely classification, relational identification, and physical identification. First, classification category refers to social actors based on their major history and culture variables, such as age and gender. The following category that is called relational identification classifies social actors depend on their personal, kinship, or work relations to each other, like her friend. The last category is physical

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identification that only mentions if the story included the description of social actors. The realization of functionalization can be seen in Excerpt 2.12, while the example of identification particularly physical identification is illustrated in Excerpt 2.13.

> Excerpt 2.12 They believed that the immigration programme existed for the benefit of politicians…

<div align="right">(van Leeuwen, 2008, p. 27)</div>

In Excerpt 2.12, the social actor is represented through the use of functionalization. The realization of functionalization strategy is marked through the addition of suffix –*ian* into politic which converts the adjective into noun.

> Excerpt 2.13 A little girl with a long, fair pigtail came and stood next to Mary Kate.

<div align="right">(van Leeuwen, 2008, p. 44)</div>

Meanwhile, in Excerpt 2.13 the social actor is portrayed through the mention of her physical appearance which is *long hair and fair pigtail.* Additionally, besides the use of denotation to mention the physical appearance of the actors, physical identification also tends to include connotations. Connotation itself refers to the particular word which indicates a feeling or idea that is not a part of the word"s meaning, such as large moustache. Large moustache in this sense refers to Prussian military. It is actually part of popular culture of certain area that is spread through the media, so that people across the world can associate and understand the term with the actual reference.

2.3.8 Personalization/Impersonalization Strategy

Personalizing social actors refers to the portrayal of social actors as human being, which realized by possessive pronouns or nouns and meanings related to human"s features. By contrast, impersonating social actors means representing social actors by using abstract nouns through two different ways: abstraction and objectivation. Abstraction involves a quality assigned to social actors in the process of representing them in the text.

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Excerpt 2.14 Many Australians . . . were "bewildered" by the changing face of Australia.

(van Leeuwen, 2008, p. 46)

In Excerpt 2.14 the context talks about immigrants issue in Australia. However, instead of representing the social actors as literally as "the new immigrants", the author uses the quality that is given by the author to represent the immigrants which is "the changing face of Australia". On the other hand, objectivation involves a reference to a place or thing closely associated either with the person or with the action as spatialization in Excerpts 2.15, utterance autonomization in 2.16, instrumentialization 2.17, and somatization in 2.18.

Excerpt 2.15 Australia was bringing in about 70,000 migrants a year.

Excerpt 2.16 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.

Excerpt 2.17 A 120 mm mortar shell slammed into Sarajevo"s marketplace.

Excerpt 2.18 She put her hand on Mary Kate"s shoulder.

(van Leeuwen, 2008, p. 46)

As previously mentioned, objectivation consists of a number of types. First, spatialization means social actors are represented to a place where they are, for example Australians are substituted by Australia. Utterance autonomization refers to how social actors are represented to their utterances by referring them as the report to claim the legitimacy. Then, instrumentalization represents social actors through the instrument that they carry out during the action such as *a 120 mm mortar shell*, and lastly somatization involves reference to the body of social actors, such as *Mary Kate's shoulder*.

2.3.9 Overdetermination/ Single Determination

The last aspects concerning the representation of social actors in Socio-Semantic Approach are overdetermination and single determination. The term overdetermination refers to the condition in which social actors are represented as participants in more than one social practice. The realization of overdetermination strategy can be seen in Excerpt 2.19.

> Excerpt 2.19 A little girl with a long, fair pigtail came and stood next to Mary Kate.
>
> (van Leeuwen, 2008, p. 44)

On the above example, the social actor which is *a little girl* is involved in more than one social practice. First, the social actor is mentioned coming closer to Marry Kate, then *she* (the actor) is mentioned to be stood next to Mary Kate in the same sentence. Mentioning two different social actions performed by one particular social actor is the indication of overdetermination strategy. However, the use of overdetermination is not limited to one particular pattern only. As stated by van Leeuwen, there are four different categories for overdetermination, namely inversion, symbolization, connotation, and distillation. Inversion refers to the situation where the social actors are involved with two contrasting practices: symbolization refers to fictional social actors who stand for nonfictional social practices, while connotation takes place when a unique determination (a nomination or physical identification) stands for a classification or functionalization, and distillation is achieved through compounding generalization and abstraction. All categories of overdetermination can be used to suit the text producer's intention.

On the other hand, single determination refers to how the actor is represented to be involved in one particular action. That is to say, in single determination, the social actor is not mention to be multitasking since the focus of the clause is a particular participant or participants is/ are involved in one social action. To illustrate, the example of single determination is exemplified in Excerpt 2.20.

Excerpt 2.20 He thinks our current intake is about right.

(van Leeuwen, 2008, p. 26)

In Excerpt 2.20, *he* as the social actor is portrayed to be engaged in *thinking* process only without the presence of another social action following the verb. From the above Excerpts the difference between overdetermination and single determination is quite noticeable. The number of social action presents in texts becomes the key point to distinguish whether the text producer employ overdetermination of single determination to mention the social actor.

The approach that has been discussed is one of the many analytical tools provided by CDA to investigate representation found in the text. The employment of socio-semantic approach has been done in many studies. Those studies will be further discussed in the next section below.

2.4 Previous Studies

Socio-semantic approach has been used in many studies, such as the studies by Kabgani (2013), Amer (2015), Ramdhani (2015), Sadeghi and Maleki (2016), Davari and Moini (2016), and Noor (2017). The study conducted by Kabgani (2013) aims to investigate the representation of Muslim women in non-Islamic media. The result of the study indicates, as minority groups, Muslim women are portrayed as active and independent actors in Muslim community, yet, at the same time, Muslim women are represented as people who have the lack of critical thinking. It means, in representing minority, non-Islamic media is not completely neutral. Meanwhile, the study by Sadeghi and Maleki (2016) concerns with how male and female are represented in the ILI English series. The result of the study shows two different attitudes in representing social actors: male social actors are represented as formally and informally, ever-present, active, and dominant, while female actors are assigned with new responsibilities. It proves a gender-biased mindset performed by the author of the text. Similarly, Noor's (2017) study finds out biased attitudes toward representing social actors. She attempts to investigate

how 3 different social actors, namely government, employer, and graduates, are represented in news regarding the graduate employability issue. In the analysis, graduates are mostly represented as the goals and carrier, while the other two are represented as actors. It indicates general ethos in Malaysia in which the government has a full control in determining the future of the graduates.

Another study is conducted by Davari and Moini (2016) which focuses on investigating the portrayal of female and male social actors in English teaching books. Similar with Sadeghi and Maleki''s study (2016), males are represented as active and dynamic actors in contrast with women. It indicates a gender-biased perspective in the textbooks. Next, the study by Ramdhani (2015) shows two different attitudes of two news agencies in representing Jokowi in their news. First, in detik.com, Jokowi is represented mostly by inclusion, while in vivanews.com, the agency tends to exclude Jokowi while reporting the news. It shows that both vivanews.com and detik.com are biased in presenting their news articles to the audiences. Finally, the study conducted by Amer (2015) which concerns with representation of social actors in reports on the Gaza war of 2008-09 in four international newspapers: *The Guardian, The Times London, The New York Times,* and *The Washington Post.* Employing socio-semantic approach alongside transitivity system by Halliday (2014), he found out that Israeli politicians and Palestinian civilians are the most frequently included and quoted actors across the four selected newspapers. Yet, it indicates that the four newspapers are highly influenced by several conditions, such as political geography.

As shown by previous studies above, socio-semantics approach has been used alongside transitivity system as frameworks of analysis in various studies on representation. Yet, the meaning behind representation of children social actors, particularly in narrative discourse written by children, has not been explored much. By utilizing one of Critical Discourse Analysis approaches, this study focuses on revealing underlying values of children social actors' representation in narrative discourse written by a child writer in order to enrich the study in this area.

However, in contrast to the previous studies, the present study will only use socio-semantics approach as the analytical tool.