REPRESENTATION OF SADDAM HUSSEIN AND GEORGE W. BUSH IN TIMEMAGAZINE 2003: A CRITICAL DISCOURSE ANALYSIS

RESEARCH PAPER

Submitted as Partial Fulfillment of Requirement for Getting Bachelor Degree of Education in English Department

by:

TIWIK MARTANI
A 320 090 107

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2013
APPROVAL

REPRESENTATION OF SADDAM HUSSEIN 
AND GEORGE W. BUSH IN TIME MAGAZINE 2003: 
A CRITICAL DISCOURSE ANALYSIS

by:

TIWIK MARTANI
A 320 090 107

Approved to be Examined by the Consultant Team:

Consultant I

Dr. M. Thovibi, M.S.
NIK: 410

Consultant II

Siti Fatimah, S.Pd, M.Hum.
NIK: 850
ACCEPTANCE

REPRESENTATION OF SADDAM HUSSEIN
AND GEORGE W. BUSH IN TIME MAGAZINE 2003:
A CRITICAL DISCOURSE ANALYSIS

by

TIWIK MARTANI
A 320 090 107

Accepted and Approved by the Board of Examiners
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on ............2012

Team of Examiners:
1. Dr. M. Thoyibi, M.S.
   (Chair Person)
2. Siti Fatimah, S.Pd, M.Hum.
   (Member I)
   (Member II)

Dean,

Dra. N. Setyaningsih, M.Si.
NIK: 403
TESTIMONY

Herewith, the researcher testifies on her research paper there are no plagiarisms or copying of previous study which have been submitted to get bachelor degree of a university, nor there are opinions or work which have been written or published by others, except written references which is referred in the manuscript and mentioned in bibliography.

If it is proven that there are some untrue statements in this testimony, hence the researcher will be fully responsible.

Surakarta, 05 November 2013

Tiwik Martani
MOTTO

You can’t start the next chapter of your life if you keep re-reading the last one. (Anonymous)

Don’t stop your effort and praying for your future.
(Her mother)

The diligence is medicine and the laziness is poison. (The researcher)
DEDICATION

This research paper is dedicated to:

- My lovely parents (Widharsono and Sutinah)
- My big family (MartoSentono’s family and Moh. Sidiq’s family)
- My teachers
ACKNOWLEDGMENT

Assalamu’alaikum Wr. Wb

Alhamdulillahi robbil’alamin. The praise thanks to Allah SWT, the Lord of world who gives me power and firmness in the finishing the research paper entitled Representation of Saddam Hussein and George W. Bush in TIME Magazine 2003: A Critical Discourse Analysis to obtain bachelor degree.

During the arranging this research paper, the researcher found difficulties and obstacles. Therefore, in this opportunity the researcher would like to deliver her gratitude to all of people who have helped her to resolve problems in this research paper, they are:

1. **Dra. N. Setyaningsih, M.Si** as the Dean of School of Teacher Training and Education of Muhammadiyah University of Surakarta.

2. **Titis Setyabudi, S.S, M.Hum**, as the Head of English Education Department, who has allowed her to pour her ideas and opinions in this research paper.

3. **Drs. M. Thoyibi, MS**, as the first consultant who has helped in the accomplishing her research paper.

4. **Siti Fatimah, S.Pd, M. Hum**, as the second consultant who has helped in the grammatical role of this research paper.

5. **All lecturers in English Education Department** who has shared their knowledge and experience.
6. Her lovely parents, “Bapak and Ibu” who always give love, praying, support and attention.

7. Her parents in boarding house, “Abah and Mamah” who has given motivation and protection as long as she stays in “Chic Dinda”

8. Her beloved friends in “Oasis Production” (Tong Li Hei, Nasib, Fahm, Diah, Diah Cut, YunkTambochan, Yunk, Siwi, Yunk, Sulis, Dede, etc) for their laugh, craziness and togetherness during her studying in University Muhammadiyah of Surakarta.

9. Her partner friends in “MTL Group” (Dream, Meylani, Novi, Isna, Alit, Embun, Silvi, Hafidz, Ika, etc) who has accompanied during consultation.


11. Her new family in “Chic Dinda” (Jeng Atik, Dek Yaya, Nyonyacilik Hilda, Wawa Astuti, Putri, Hana, Dini, Vita, etc) who has amused her in boarding house.

12. M-PLUZ for helping to print her research paper.

Many weaknesses in this research paper, it is caused by the limitation of the writer’s ability and knowledge. Therefore, this research paper needs some criticism and suggestion to make it better.

Wassalamu’alaikum Wr. Wb.

Surakarta, 05 November 20013

Tiwik Martani

viii
SUMMARY

TIWIK MARTANI. A320090107. REPRESENTATION OF SADDAM HUSSEIN AND GEROGE W. BUSH IN TIME MAGAZINE 2003: A CRITICAL DISCOURSE ANALYSIS

The purpose of the study is to show the representation of Saddam Hussein and George W. Bush in TIME magazine 2003. The first is analyzing the news based on structural element of discourse. The second is analyzing the news based on the representation analysis.

This study is qualitative research. There are two types of data: primary and secondary. The primary data sources are three news in TIME magazine 2003; Can This War Be Avoided?, Saddam Addresses Iraqi People and “We Got Him”. The secondary data are another material from some books or internet which related to the study. Both data are collected by library research and analyzed by descriptive analysis.

The finding of the research shows as follows: firstly, based in the structural analysis, macrostructure, superstructure and microstructure are arranged well by the reporters. It makes relationship one another. Secondly, based on the representation analysis, Saddam was represented as the criminal and Bush was represented as the hero. Their representation is cause by the reporter’s background which consist of personal identity, knowledge, cultural and value background.

Key words: Critical Discourse Analysis (CDA), representation, Saddam Hussein, George W. Bush, TIME magazine and the reporter’s background
TABLE OF CONTENT

COVER ................................................................. i
APPROVAL .......................................................... ii
ACCEPTANCE ....................................................... iii
TESTIMONY ........................................................ iv
MOTTO ............................................................... v
DEDICATION ......................................................... vi
ACKNOWLEDGMENT ............................................... vii
SUMMARY .......................................................... ix
TABLE OF CONTENT ............................................... x
LIST OF TABLE .................................................... x
LIST OF PICTURE .................................................. x

CHAPTER I : INTRODUCTION

A. Background of the Study ....................................... 1
B. Previous Study .................................................. 6
C. Limitation of the Study ........................................ 7
D. Problem Statement ............................................. 7
E. Objective of the Study .......................................... 7
F. Benefit of the Study ............................................ 8
G. Research Method .............................................. 8
H. Research Paper Organization ................................ 10

CHAPTER II : UNDERLYING THEORY

A. Representation .................................................. 11
1. Notion of Representation .............................................. 11

2. Representation of the Subject or Social Actor ............ 13

B. Critical Discourse Analysis ........................................... 22

1. Notion of CDA ................................................................. 22

2. Three Dimensions of Discourse ..................... 24
   a. Text .......................................................... 24
   b. Social cognition ........................................... 24
   c. Context .................................................. 25

3. Structural Elements of CDA .................................... 26
   a. Macrostructure ............................................. 26
   b. Superstructure ........................................... 27
   c. Microstructure ........................................... 27

C. Theoretical Application ............................................ 29

CHAPTER III : STRUCTURAL ANALYSIS

A. The Text ................................................................. 31

1. Macrostructure .................................................. 31
   a. The Title ................................................... 31

2. Superstructure .................................................. 33
   a. Can This War Be Avoided? ......................... 34
   b. Saddam Addresses Iraqi People ............... 36
   c. “We Got Him” ........................................... 39

3. Microstructure .................................................. 41
   a. Semantic .................................................. 41
1) Background ................................................. 43

2) Detail ............................................................. 45

3) Intension and extension ..................................... 49

4) Presumption ..................................................... 50

b. Syntactic .......................................................... 52

  1) Sentence Construction ......................................... 52

  2) Coherence ......................................................... 59

    a) Can this war be avoided? ................................. 61

    b) Saddam addresses Iraqi people ......................... 65

    c) “We got him” ................................................... 74

3) Pronoun .......................................................... 86

    a) Can this war be avoided? ................................. 86

    b) Saddam addresses Iraqi people ......................... 88

    c) “We got him” ................................................... 89

c. Stylistic .......................................................... 91

    1) Can this war be avoided? ................................. 92

    2) Saddam addresses Iraqi people ......................... 95

    3) “We got him” ................................................... 97

d. Rhetoric .......................................................... 101

    1) Metaphor ......................................................... 101

    2) Paradox .......................................................... 103

B. Discussion ...................................................... 104
CHAPTER IV : REPRESENTATION AND SOCIAL COGNITION

A. Historical Context ................................................................. 107

B. Representation ........................................................................ 108
   1. Jen Webb’s Theory .............................................................. 108
      a. Language and the Self .................................................... 108
      b. The Fractured Self ......................................................... 110
      c. (Mis) Performing Self .................................................... 111
      d. Mental Representation ................................................. 111
   2. Theo van Leeuwen’s Theory ................................................. 113
      a. Exclusion .................................................................... 113
      b. Role Allocation ............................................................ 114
      c. Genericization and Specification .................................. 115
      d. Assimilation ................................................................. 116
      e. Association and Dissociation ....................................... 117
      f. Indetermination and Differentiation ............................ 117
      g. Nomination and Categorization .................................. 118
      h. Functionalization and Identification ........................... 119
      i. Personalization and Impersonalization .................... 120
      j. Overdetermination ...................................................... 121

D. Social Cognition .................................................................... 121
   1. Personal Identity ............................................................... 121
   2. Knowledge Background .................................................... 122
   3. Cultural Background ......................................................... 123
CHAPTER VI: CONCLUSION, PEDAGOGICAL IMPLICATION AND SUGGESTION

A. Conclusion ................................................................. 129

B. Pedagogical Implication ........................................... 130

C. Suggestion ................................................................. 130

BIBLIOGRAPHY

APPENDIX
<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Superstructure Analysis</td>
<td>33</td>
</tr>
<tr>
<td>Table 2</td>
<td>Semantic Analysis</td>
<td>42</td>
</tr>
<tr>
<td>Table 3</td>
<td>Sentence Construction Analysis</td>
<td>52</td>
</tr>
<tr>
<td>Table 4</td>
<td>Coherence Analysis</td>
<td>60</td>
</tr>
<tr>
<td>Table 5</td>
<td>Pronoun Analysis</td>
<td>86</td>
</tr>
<tr>
<td>Table 6</td>
<td>Stylistic Analysis</td>
<td>92</td>
</tr>
<tr>
<td>Table 7</td>
<td>The Influence of Language to the Actor</td>
<td>109</td>
</tr>
<tr>
<td>Table 8</td>
<td>Mental Representation Analysis</td>
<td>112</td>
</tr>
<tr>
<td>Table 9</td>
<td>Exclusion Analysis</td>
<td>113</td>
</tr>
<tr>
<td>Table 10</td>
<td>Identification Analysis</td>
<td>119</td>
</tr>
<tr>
<td>Table 11</td>
<td>Personal Identity</td>
<td>122</td>
</tr>
<tr>
<td>Table 12</td>
<td>Knowledge Background</td>
<td>122</td>
</tr>
<tr>
<td>Table 13</td>
<td>Cultural Background</td>
<td>123</td>
</tr>
<tr>
<td>Table 14</td>
<td>Value Background</td>
<td>123</td>
</tr>
</tbody>
</table>
LIST OF PICTURE

The Pictures in the First News

Picture 1. Coordinating Structure of First Paragraph.............................. 62

Picture 2. Coordinating Structure of Second Paragraph.......................... 63

Picture 3. Coordinating Structure of Sixteenth Paragraph....................... 64

The Pictures in Second News

Picture 4. Coordinating Structure of Third Paragraph............................. 67

Picture 5. Coordinating Structure of Sixth Paragraph.............................. 68

Picture 6. Coordinating Structure of Seventh Paragraph........................ 69

Picture 7. Coordinating Structure of Eighth Paragraph............................ 70

Picture 8. Coordinating Structure of Ninth Paragraph............................. 71

Picture 9. Coordinating Structure of Eleventh Paragraph......................... 72

Picture 10. Coordinating Structure of Twelfth Paragraph........................ 73

The Pictures in Third News

Picture 11. Coordinating Structure of First Paragraph............................ 77

Picture 12. Coordinating Structure of Third Paragraph............................ 78

Picture 13. Coordinating Structure of Sixth Paragraph............................ 79

Picture 14. Coordinating Structure of Eighth Paragraph.......................... 80

Picture 15. Coordinating Structure of Tenth Paragraph............................. 81

Picture 16. Coordinating Structure of Eleventh Paragraph....................... 82

Picture 17. Coordinating Structure of Thirteenth Paragraph....................... 83

Picture 18. Coordinating Structure of Fifteenth Paragraph......................... 84

Picture 19. Coordinating Structure of Fifteenth Paragraph......................... 85