

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to Indonesian online newspaper articles, sexual violence in higher education, news, and media, and the explanation of Critical Discourse Analysis (CDA).

2.1 Online Newspaper Articles

The online newspaper is a collection of articles published on various platforms (Sari, 2019). It is a transformation from traditional printed news to digital news version. As stated in the background, online news is becoming more representative than printed news since it is easier to access. The internet and information technology development has impacted the media communication industry, namely the digitalization of content. This digitization changes the production and distribution of media industry content, affecting the sustainability of the print media industry. According to (Newman et al., 2015), online newspapers are currently the most significant information sources, while printed newspapers have witnessed a drastic drop in consumption over the past decade.

An online news item generally has several components, such as a title, lead, and body section, with the body part's text being longer than the headline or the lead (Dai et al., 2018). In journalism, the headline may be an overview of the entire text to draw attention to its essential points (Qian et al., 2019). According to Conboy (2007), headlines have three primary purposes: first, they give a quick summary of the breaking news; second, they reveal the tone and values of the news organization; and third, they draw the reader's attention. There are different functions between traditional and online news headlines. A typical newspaper headline's primary purpose is to provide the reader with an overview of what is happening. On the Internet, a headline has become one of the key strategies for grabbing readers' attention and persuading them (Chen et

al., 2015). However, the growing popularity of internet technology has changed the headline's purpose in an online newspaper article, which has also impacted the creation and consumption of news (Kuiken et al., 2017).

2.2 Sexual Violence in Higher Education

The issue of sexual violence has become universal. According to Walby et al. (2011), the phrase "sexual violence" has a broader definition that includes coerced sexual behavior without physical contact as well as assault and sexual seduction. Jewkes (2022) suggests that sexual violence happens when the victim of the abuse is unable to provide consent, such as when she is cognitively incapable of comprehending the circumstances. In addition, sexual violence is defined by Gelfand et al. (1995) as any of three acts committed against an individual that has an unwelcome sexual overtone: coercion, unwanted sexual attention, or gender harassment. Each component of sexual abuse has its own set of verbal and nonverbal behaviors.

Sexual violence can occur in any public areas, such as markets, streets, or even public transportation by perpetrators who are unknown to the victim or in places where the victim is usually active such as workplaces, offices, campuses, home, or school environments by perpetrators who are well-known by the victim (Fairchild & Rudman, 2008; Pina et al., 2009). International research indicates that most cases of sexual violence against women occur in public settings that appear to be safe, like workplaces, schools, colleges, and universities, and are often committed by a known individual to the victim, such as acquaintances, coworkers, professors, or lecturers (WHO, 2021).

In recent years, mass media coverage has focused on sexual violence in education, especially in universities. It is called campus sexual violence. Sexual violence on campus is committed by the closest people, namely peers and even their professors (Lee et al., 2005). In the present situation, perpetrators use institutional norms and behaviors to gain social control over victims through physical force, coercion, harassment, or silence. In this way, sexual violence on campus is a type of crime that goes unreported. According to Krebs et al. (2007), the reasons for reporting sexual violence incidents include lack of

evidence, fear of retaliation, fear of cruel treatment by authorities, doubt in authorities' handling, fear of preventing family and others from learning about the incident, lack of knowledge on reporting methods, potential confusion about defining sexual assault, shame, and reluctance to consider someone they know as a rapist, and lack of understanding of legal definitions.

2.3 News and Media

Mass media is the most influential force in influencing a person's emotions and can convince the audience in the best way. In line with a statement from (Bakker, 2010), mass media is a powerful tool to influence people's minds and quickly convey information to various parts of the world. Therefore, mass media is very vulnerable to modification, so media language cannot be trusted as a fact. The ideology or point of view of a particular group influences the language used in the media. On the other hand, the language used by the mass media needs to be objective and consistent with the facts, not the beliefs or agendas of specific parties. Critical discourse analysis shows that mass media language is no longer objective and accurate. Instead, social, political, and economic processes have shaped reality. It is impossible to expect reality to be as it is since it has been contaminated by powerful and dominant social, political, and economic forces (Eriyanto, 2012).

Newspapers are now regarded as one of the most influential media for spreading news and influencing public opinion (Pekkarinen et al., 2016). As part of the media, news is essential in obtaining information and serving regulatory and informational purposes in modern society. However, Fowler (2013) stated that news is a product, not a natural phenomenon that emerges from reality. News is produced by an industry, shaped by its bureaucratic and economic structures, interactions with government and other political institutions, and relationships with other industries and media. According to (van Dijk, 1988), news familiarizes readers to form a certain "interpretive framework" that implicitly shape how the public perceives and understands events. The power and ideology implicit in media news show how the media frames issues that can influence how the public perceives these issues (Baum

& Gussin, 2005). This also applies to how the public perceives issues of sexual violence (Kitzinger, 2004).

2.4 Critical Discourse Analysis (CDA)

This study utilizes the CDA approach. CDA deals primarily with discourses of power abuse, injustice, and inequality and attempts to uncover implicit or concealed power relations (Van Dijk, 1993; Wodak & Meyer, 2009). CDA is an approach “which is in a dialogical relationship with other social theories and methods, which should engage with them in a transdisciplinary rather than just interdisciplinary way” (Wodak & Meyer, 2001). Based on this research context, there is a relation between violence and power. According to Hearn et al. (2016), national and international entities such as the state, the media, and religious organizations have significant influence over the agendas of systems that distinguish and acknowledge violence. In terms of how violence is constructed, identified, named, and defined, as well as how the state controls violence, gender dominance endures. History of gender power relations, social divisions, ideology, and hegemony all play a role in the development of what constitutes violence.

Critical Discourse Analysis of this Study

This study analyzes Indonesian online news articles. By conducting a critical discourse analysis of the sexual violence phenomenon in digital media, it will bring a deeper understanding of how sexual violence is represented, articulated, and negotiated. Under the Three-Dimensional Model, Fairclough (1995) identified three interrelated analytical processes and three interrelated discourse dimensions as the components of the CDA model.

1. Description (Text Analysis)

The description or textual analysis is the first stage of the Three-Dimensional Model. It focuses more on how to utilize language to follow the topics put forward in the news that correspond to the ideology. There are several elements to be analyzed such as lexical classification, transformation which consists of nominalization and passivization, and the transitivity.

a. Lexical Classification

The lexical classification or lexical choice expresses the authors' perspective on the news since they are free to select the lexical term that best explains a news item. Additionally, it establishes specific types of identities, values, and sequences of occurrences that are not stated directly.

b. Transformation

The transformation describes how ideologies in discourse change. It consists of nominalization and passivization. Nominalization is a stage where verbs and adjectives are converted into nouns to make issues a phenomenon, aiming to make the doer absent in the text. For example, *they decide to* can be changed into *the decision*. *The decision* here is a passive reduction that changes the phrase into a single noun. Passivization usually eliminates or relocates the agent or actor to the phrase's middle or end. For example, *Amy buys a book* can be transformed into the passive voice *A book bought by Amy*. Active voice emphasizes social actors performing the action and causing impact, while passive voice highlights the social actors' actions.

c. Transitivity

The different processes that people can use to explain the real world are referred to as the transitivity system. According to (Halliday et al., 2004), the transitivity system construes the world of experience into a manageable set of process types. The real-world occurrences can be represented as language aspects by means of three semantic categories, namely circumstances, processes, and participants (Gerot & Wignell, 1994). There are six type of the transitivity processes such as material process, mental process, behavioral process, relational process, existential process, and verbal process.

- Material process shows the process of doing something. For example, *Daniel plays basketball*. This process includes the doer

(actor) the action verb (material process) and the target of action (goal).

- Verbal process shows the process of saying. For example, *The teacher said keep silent*. This process includes sayer, verb, and receiver.
- Mental process shows the process which involves psychological phenomena such as perception, reaction, and cognition. For example, *I think about the thesis exam*. This process includes senser, verb, and the phenomenon.
- Behavioral process shows the combination between physiological process and psychological process such as smile, laugh, breath, etc. For example, *She snores loudly*. This process includes behavior, behavioural, and circumstance.
- Relational process shows the state of being and having. Relational processes are classified into identifying processes and attributive processes. The terms "identifying processes" and "attributive processes" refer to processes that determine identification and attribute a quality. To identify and characterize, relational processes are employed. Token and Value are the participants in the Identifying Processes, and Carrier and Attribute are the participants in the Attributive Processes. The clause's subject is the token, and its value is its complement.
- Existential process shows the existence of something. It is a kind of process between the relational and the material process. For example, *There's a cat in a chair*. This process includes existential, existent, and circumstance.

2. Interpretation (Processing Analysis)

It refers to the study of the force, coherence, and intertextuality of texts through the analysis of discursive practice (Fairclough, 1992: pp. 78–86). The processes of text production, distribution, and consumption are

examined in relation to discursive activity. In a particular social circumstance, texts are generated, consumed, and circulated differently.

Three primary methods are employed for the examination of news sources in news discourse. There are three types of sources: unspecific, semi-specific, and specific (Halloran et al., 1970). The phrase "specific source" refers to identifying the information's source explicitly. Semi-specific refers to a reporter's use of language to suggest something indirectly rather than explicitly identifying the report's source. Regarding the vague source, either the writer intended to keep it a secret or was unaware of its source. Moreover, Fairclough (1995) distinguished between two primary categories of reporting styles. Both Direct Discourse (DD) and Indirect Discourse (ID) are the terms for them. Sentences classified as Direct Discourse maintain the original meaning without modification. The transcription processes the original material is known as "Indirect Discourse."

3. Explanation (Social Analysis)

The link between discourse practices and social context is examined in analyses of socio-cultural practices (explanations). The goal of this analysis is to identify an explanation for the results of the description and interpretation. At this level, scholars examine and explain the connections between textual trends, complex discourse practices, and social change processes. The researcher also refers to the socio-cultural context of the text that was generated to explain the outcomes of the interpretation. Situational, institutional, and social sociocultural conditions are separated into these categories by Fairclough et al. (1989). When a text is written, a certain scenario is called situational. Institutional refers to how organizational institutions have an impact on the language that is written. Social is the macro matters in society, such as the political system, economic system, or community culture.

As the statement above, discourse is an aspect of using language as a social practice. Thus, the focus of the discussion of Fairclough's

discourse is language as a social practice. This means that language is not just a spoken or written expression of someone reflecting and expressing something. Moreover, language is closely related to social structures, practices, and context.

2.5 Study of the Relevant Research

Prior to embarking on this study, the researcher thoroughly studied earlier research on sexual violence within the framework of Critical Discourse Analysis in online newspaper articles. The sequence in which these previous studies are examined is as follows:

To understand how American higher education institutions view victims, survivors, offenders, and their own responsibilities to support students, Aswar et al. (2021) focused on the discourses surrounding sexual violence and intimate partner violence on the websites of two of these institutions. The research revealed that while sexual violence was labeled or substituted with sexual misconduct, the conversation about intimate partner abuse was either rarely engaged or covered under interpersonal violence. Additionally, it was discovered that institutional and hegemonic power pervaded all the discourses, particularly those that dealt with reporting and confidentiality.

Another research by Pekkarinen et al. (2016) analyzed the representation of victims and perpetrators of sexual violence in selected US news articles. Using Critical Discourse Analysis, the researcher examined how the media portrays victims and perpetrators of sexual violence in news articles. The findings showed that the news articles often introduced stereotypical images of sexual violence perpetrators and victims, which can potentially distort people's conceptions about crime. The research also highlights the importance of further research on the influence of crime-related media discourses.

Research about representation also conducted by Evayani & Rido (2019) to reveal how social actors are represented in news reporting of sexual violence. The study analyzed news articles from the official websites of TheJakartaPost and The New York Times. The results showed that, with the victim's identity eliminated, both newspapers portrayed the offender as an

active agent and the victim as a passive agent. While The New York Times portrayed the actor by title and surname (e.g., "Professor"), The Jakarta Post presented the actor as a specific individual based on factors including age, gender, and occupation.

Another research by Risdaneva (2018) examines and contrasts how women are portrayed in news reports on incidents involving sexual assault against women in two newspapers from different cultural backgrounds, The Jakarta Post and The Guardian. This study examines how men are portrayed to better understand how women are portrayed, as the two are closely related. This study sought to investigate how the primary news players were represented through the selection of lexical words by applying the social actor analysis. The results demonstrated that, while The Guardian usually categorizes victims according to their age and gender and refers to offenders by their surnames, The Jakarta Post mostly functionalizes both the victims and the offenders in terms of their legal standing in the criminal cases.