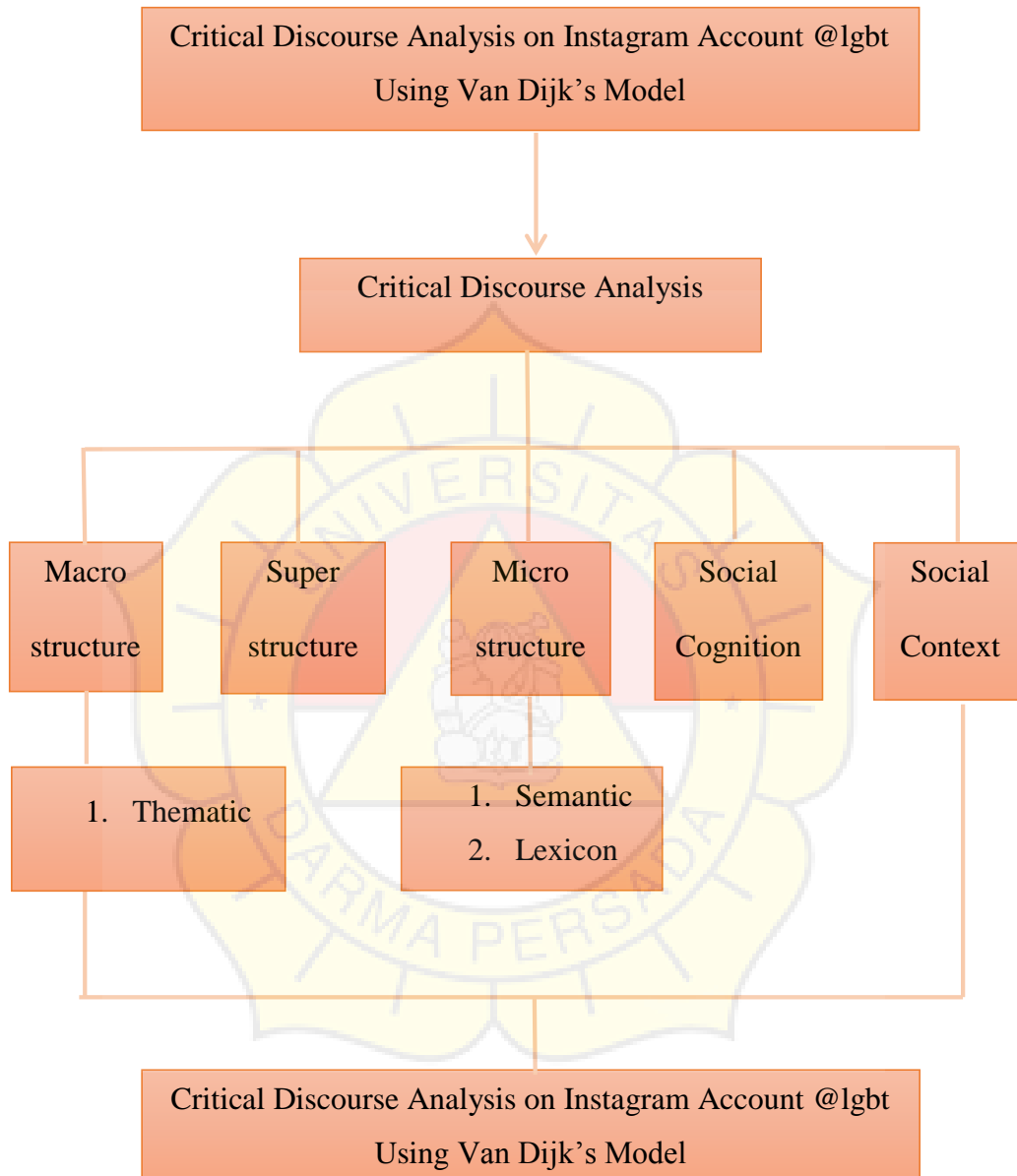


## APPENDIX 1

### SCHEME OF THE RESEARCH



## APPENDIX 2

### POSTER OF THE RESEARCH

# CRITICAL DISCOURSE ANALYSIS ON INSTAGRAM ACCOUNT @LGBT USING VAN DIJK'S MODEL

DIANTI MARDIA HARTANTI - 2019130075



## BACKGROUND

Social media especially Instagram now used as content in preaching the community. One of them is through Instagram's pictures and videos in form of accompanied by several caption. @lgbt is one of Instagram account with 2.4 million followers, 1004 posts and 1046 following. This account purpose to promote and against the discrimination to LGBT people. There are many issues and cases regarding the acceptance of LGBT cases in the public, such as hate speech, negative treatment, pros and contras, and discrimination the LGBT people themselves through language, ideology, and social rules.

## FINDINGS AND DISCUSSION

The analysis result finds that @lgbt Instagram account declared the campaign of LGBT issues and ideology in making the human right throughout the pictures and videos on @lgbt Instagram account. through their videos and pictures, @lgbt Instagram account uses the campaign as a forum for promoting LGBT to be known by the public.

## FORMULATION OF THE PROBLEM

1. *What is the macrostructure, superstructure, and microstructure of @lgbt social media Instagram posts according to Van Dijk's model?*
2. *What is the social cognition found in @lgbt social media Instagram posts according to Van Dijk's model?*
3. *What is the social context found in @lgbt social media Instagram posts according to Van Dijk's model?*

## METHODOLOGY

*by approaching qualitative through a descriptive method, the study uses the five dimensional model technique by Van Dijk to describe the caption taken from @lgbt Instagram pictures and videos.*



# APPENDIX 3

## PRESENTATION SLIDES



CRITICAL DISCOURSE ANALYSIS ON INSTAGRAM ACCOUNT @lgbt USING VAN DIJK'S MODEL



Dianti Mardia Hartanti  
2019130075

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM  
DARMA PERSADA UNIVERSITY  
JAKARTA 2023

Gratitude to :

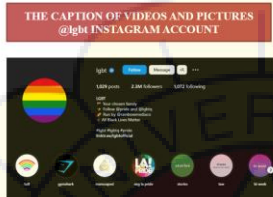
**Examiners**  
 Triandono, S.S., M.Hum.

**The Head of Board Examiner**  
 Dr. Yogi Pratama, M.Pd.

**Advisor**  
 Nurul Fitriani, S.S., M.Hum.

### BACKGROUND OF THE PROBLEM

- DISCOURSE ANALYSIS
- CRITICAL DISCOURSE ANALYSIS
- Lesbian Gay Bisexual Transgender and Queer (LGBTQ)



### IDENTIFICATION OF THE PROBLEM

@lgbt Instagram account uses a social media to convey their purpose, although LGBTQ community that are not acceptable to the public, and create any commotion affected by public reactions to respond either in pros or cons of LGBTQ issues. In the United States, the LGBTQ phenomenon is still a matter of debate. I assume that @lgbt Instagram account wants to show the issues of LGBTQ and to raise the problem of gender inequality.

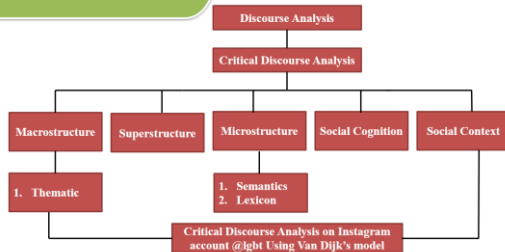
### METHOD OF THE RESEARCH



### FORMULATION OF THE PROBLEM

1. What is the macrostructure, superstructure, and microstructure of @lgbt Instagram account videos and pictures according to Van Dijk's model?
2. What is the social cognition found in @lgbt Instagram account videos and pictures according to Van Dijk's model?
3. What is the social context found in @lgbt Instagram account videos and pictures according to Van Dijk's model?

### FRAMEWORK OF THE THEORIES



### Review of Previous Study

There are several previous related studies that have similarities and differences with this research, such as:

- The first research is found in a journal entitled: *"Wacana Berita Korupsi di surat Kabar: Kajian Analisis Wacana Kritis Van Dijk dalam Dimensi Politik, Sosial"* by Marhabantoro, Siroj et al in 2019.
- The second research is found in a journal entitled: *"Analisis Wacana Kritis Pada Pidato Ahok di Kepulauan Seribu"* by Bulan and Kasman in 2018.
- The third research is found in a journal entitled: *"Struktur Teks, Kognisi Sosial, dan Dimensi Sosial Pidato Susilo Bambang Yudhoyono by Hamzidi"* in 2017.

# Research Finding and Analysis



## DATA ANALYSIS

1. In videos and picture of @lgbt Instagram account there are some social problems that relate to the gender inequality and humanity.
2. I found that some of the videos and pictures @lgbt Instagram account is not conveyed obviously and need the validation to brings the meaning of their campaign about LGBTQ to the public and it is called Text, Social Cognition, Social Context
2. I also found three levels of discourse analysis using Van Dijk's model in analysing, such as macrostructure, superstructure, and microstructure.

## CONCLUSION




- 1 I summarized the results in this research. In this research, I found several social issues in videos and pictures of @lgbt Instagram account that relate to gender inequality and humanity. The social problems that I found here is based on my personal opinion and analysis in a daily basis. In the videos and pictures analysis, I found 33 social problems that @lgbt Instagram account mentions in the videos and pictures.
- 2 For the videos and pictures of @lgbt Instagram account's caption I use Van Dijk's model. In analyzing the videos and pictures' caption I use three levels of discourse analysis such as macrostructure is included of thematic element, superstructure, microstructure are included semantic, and lexicon elements, and then I use Van Dijk's model of critical discourse analysis such as social cognition social context which will be analyzed in this study.



# APPENDIX 4

## TOEIC CERTIFICATE



**LISTENING AND READING  
OFFICIAL INSTITUTIONAL SCORE REPORT**

<p style="font-size: 8px; margin: 0;">KNOW ENGLISH. KNOW SUCCESS.</p> <p style="font-size: 8px; margin: 0;">KNOW ENGLISH. KNOW SUCCESS.</p> <p style="font-size: 8px; margin: 0;">KNOW ENGLISH. KNOW SUCCESS.</p> <p style="font-size: 8px; margin: 0;">KNOW ENGLISH. KNOW SUCCESS.</p> <p style="font-size: 8px; margin: 0;">KNOW ENGLISH. KNOW SUCCESS.</p> <p style="font-size: 8px; margin: 0;">KNOW ENGLISH. KNOW SUCCESS.</p>	<p><b>Name</b> Dianti Mardia Hartanti</p>	<p style="text-align: center;"><b>LISTENING</b></p> <p style="text-align: center;">Your score <b>270</b></p>	<div style="border: 2px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <b>450</b> </div> <p style="font-size: 8px; margin: 0;">TOTAL SCORE</p>	
	<p><b>Identification Number</b> 3216056903010002</p>	<p><b>Date of Birth</b> (yyyy/mm/dd) 2001/03/29</p>		<p style="text-align: center;"><b>READING</b></p> <p style="text-align: center;">Your score <b>180</b></p>
	<p><b>Test Date</b> (yyyy/mm/dd) 2023/01/21</p>	<p><b>Valid Until</b> (yyyy/mm/dd) 2025/01/21</p>		
	<p><b>Client/Institution Name:</b> Putra Pratama Raya, PT</p>			

PJ International Test Center, Plaza Sentral, 17th Floor, Jl. Jend Sudirman, Kav 47, Jakarta, Indonesia, 12930

This score report is intended for use only by the institution which sponsored the test administration.

Copyright © 2015 by Educational Testing Service. All rights reserved. ETS, the ETS logos, and TOEIC are registered trademarks of Educational Testing Service.

LISTENING		READING																	
<p style="font-size: 8px;">Your scaled score is between 200 and 300. Test takers who score around 200 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>They can understand short (single-sentence) descriptions of the central idea of a photograph.</li> <li>They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary.</li> <li>They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.</li> <li>They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.</li> </ul> <p style="font-size: 8px;">To see weaknesses typical of test takers who score around 200, see the *Proficiency Description Table. If your performance is closer to 300, you should also review the descriptors for test takers who score around 300.</p>	<p style="font-size: 8px;">Your scaled score is between 150 and 250. Test takers who score around 150 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.</li> <li>They can understand easy vocabulary and common phrases.</li> <li>They can understand the most-common, rule-based grammatical structures when not very much reading is necessary.</li> </ul> <p style="font-size: 8px;">To see weaknesses typical of test takers who score around 150, see the *Proficiency Description Table. If your performance is closer to 250, you should review the descriptors for test takers who score around 250.</p>																		
<p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p style="font-size: 8px;">0%  100%</p>	<p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p style="font-size: 8px;">0%  100%</p>																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="font-size: 8px;">Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts</td> <td style="text-align: center; font-size: 8px;">60</td> </tr> <tr> <td style="font-size: 8px;">Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts</td> <td style="text-align: center; font-size: 8px;">60</td> </tr> <tr> <td style="font-size: 8px;">Can understand details in short spoken texts</td> <td style="text-align: center; font-size: 8px;">70</td> </tr> <tr> <td style="font-size: 8px;">Can understand details in extended spoken texts</td> <td style="text-align: center; font-size: 8px;">55</td> </tr> </table>	Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	60	Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	60	Can understand details in short spoken texts	70	Can understand details in extended spoken texts	55	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="font-size: 8px;">Can make inferences based on information in written texts</td> <td style="text-align: center; font-size: 8px;">60</td> </tr> <tr> <td style="font-size: 8px;">Can locate and understand specific information in written texts</td> <td style="text-align: center; font-size: 8px;">46</td> </tr> <tr> <td style="font-size: 8px;">Can connect information across multiple sentences in a single written text, and across texts</td> <td style="text-align: center; font-size: 8px;">33</td> </tr> <tr> <td style="font-size: 8px;">Can understand vocabulary in written texts</td> <td style="text-align: center; font-size: 8px;">48</td> </tr> <tr> <td style="font-size: 8px;">Can understand grammar in written texts</td> <td style="text-align: center; font-size: 8px;">52</td> </tr> </table>	Can make inferences based on information in written texts	60	Can locate and understand specific information in written texts	46	Can connect information across multiple sentences in a single written text, and across texts	33	Can understand vocabulary in written texts	48	Can understand grammar in written texts	52
Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	60																		
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	60																		
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Can connect information across multiple sentences in a single written text, and across texts	33																		
Can understand vocabulary in written texts	48																		
Can understand grammar in written texts	52																		

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

**HOW TO READ YOUR SCORE REPORT:**

**Percent Correct of Abilities Measured:**  
Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

**Note:** TOEIC scores more than two years old cannot be reported or validated.

**APPENDIX 5**  
**CERTIFICATES**



**SERTIFIKAT PENGHARGAAN**

Diberikan kepada

**DIANTI**

atas partisipasinya dalam IG Live "*Stop Toxic Positivity! Your Feelings Are Valid*" sebagai

**Moderator**

Diberikan pada 30 September 2021

  
DORIS ANTONIA  
Head of Committee  
HOPE Psychology Center



**E-SERTIFIKAT**

Diberikan Kepada :

***Dianti Mardia Hartanti***

Atas Partisipasinya Sebagai Peserta Kuliah Umum "Bahasa dan Realitas: Mengulik Peran Bahasa Dalam Membentuk *The New Normal*" Yang diselenggarakan Oleh Program Studi Bahasa dan Kebudayaan Inggris (S1) dan Bahasa Inggris (D3)

Jakarta, 17 Juni 2020

Ketua Penyelenggara  
  
**Fridolini, S.S, M.Hum**

Dekan Fakultas Sastra  
  
**Dr. Ir. Eko Cahyono, M. eng**



Certificate of Appreciation

IS HEREBY AWARDED

Dianti Mardia Hartanti

As the Participant

For Webinar Debunking the Myths: Working at Corporate and Telecommunication Industry on July 3rd 2021

Founder of OpportuNest

HR Management Trainee at Indosat Ooredoo

Nadyr Irsan

Shofie A. Natasya

OpportuNest | opportunest@gmail.com



CERTIFICATE OF APPRECIATION

This certificate is presented to

Dianti Mardia Hartanti

as a Moderator in Improve Talk #2 with topic "Focus On Yourself and Accept Who You Are" on September 12, 2021 held by MindTalkers Indonesia.

Zalfa Kayla Ardifa  
Founder and CEO  
MindTalkers Indonesia






Regita Azkia  
Head of Project  
MindTalkers Indonesia







## APPENDIX 6

### TERM PAPER COUNSELING FORM

Nama Mahasiswa : Dianti Mardia Hartanti  
Dosen Pembimbing : Nurul Fitriani, S.S, M. Hum.  
Judul Skripsi : Critical Discourse Analysis in Instagram Account @Igbt  
Using Van Dijk's Model  
Mulai Bimbingan : 6 Oktober, 2022  
Tahun Akademik : Ganjil 2022/2023

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	6 Oktober 2022	-Penjelasan topik dan judul skripsi.	
2.	11 Oktober 2022	-Bimbingan skripsi Bab 1.	
3.	13 Oktober 2022	-Perbaiki skripsi Bab 1: -Revisi bab 1 -penjelasan pada kalimat ambigu	
4.	24 Oktober 2022	-Bimbingan skripsi Bab 2. -Revisi Bab 2.	



		-Lengkapi skripsi Bab 2.	
5.	31 Oktober 2022	-Revisi Bab 2. -Lanjut Bab 3.	
6.	7 Desember 2022	-Bimbingan Bab 3. -Revisi Bab 3.	
7.	8 Desember 2023	-Revisi Bab 3. -melanjutkan Bab 4.	
8.	16 Januari 2023	-Bimbingan Bab 4. -Perbaiki Bab 4.	
9.	18 Januari 2023	-Perbaiki bab 4. -Bimbingan skripsi Bab 5.	

Jakarta, January 18, 2023

Menyetujui:

Dosen Pembimbing



(Nurul Fitriani, S.S, M. Hum.)

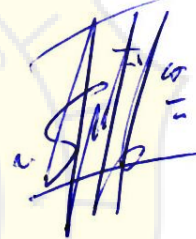
Mengetahui:

Pembimbing Akademik



(Karina Adinda, S.S, M.A.)

Ketua Program Studi S-1  
Bahasa dan Kebudayaan Inggris



(Dr. Yoga Pratama, M.Pd.)

## APPENDIX 8

### DIANTI MARDIA HARTANTI

085813149624 | [diantihartanti29@gmail.com](mailto:diantihartanti29@gmail.com) | [linkedin.com/in/diantihartanti](https://www.linkedin.com/in/diantihartanti) | Bekasi, West Java  
A Hardworker, Initiative Person, Comitted, and Communicative

#### EDUCATION

---

**Darma Persada University** – Jakarta, Indonesia

*Bachelor Degree in English Language and Culture with GPA: 3.62/4.00*

EXPECTED Sep 2019– Sep 2023

7<sup>th</sup> semester

Majoring in English Linguistics

#### Achievement

: Yayasan Kencana Lestari Scholarship in 2019

#### PROFESSIONAL EXPERIENCE

---

**MindTalkers Indonesia** – Jakarta, Indonesia

*Supervisor of Project Management*

July 2021 – Present

- I successfully created a content about self-love with 11k viewers on first instagram reels @mindtalkers
- Make a detailed schedule of event, planning and organized all projects for MindTalkers such as 3 Campaign, 7 ImproveTalk, 1 CompeTalkers, 1 Webinar, 2 batches Officer&Staff volunteer in a year

**MakeUp Artist** – Bekasi, Indonesia

*Founder @dianti.mua*

Aug 2021 – Present

- Successfully achieved 10 client in a month for Graduation makeup, Bridesmaid makeup, Photoshoot Makeup

#### ORGANISATIONAL EXPERIENCE

---

**MindTalkers Indonesia**

*Supervisor of Project Management*

Jun 2021 – Present

- The Project of Campaign “We are Unique in our way” successfully achieved 8000+ volunteers
- The Project of Campaign “World Mental Health day” successfully achieved 500+ volunteers
- The Project of “Officer and Staff Volunteer Batch #2” successfully achieved 200+ registrants

**English Student Association (HIMASINDA)**

*Secretary General*

Mar 2021 – Sep 2021

- Handle all of the document files for HIMASINDA’s event (Ms. Office, E-Mail) • Make a Document and a permission letter, LPJ, or accountability

*Staff of Ministry of Home Affairs Division*

Jul 2020 – Apr 2021

- Active in University Organization related to English Language and Culture Department

- Make a Connection to University Associations in Darma Persada University

*Staff of Consumption Division in Elite Wizard Competition*

Jan 2020 – Jan 2020

- Prospects for Food Production at ELITE WIZARD Competition English Association Faculty of English and Culture Department

**BEM Language and Culture Department**

Feb 2021 – Feb 2021

*Staff of Public Relation Division*

- Successfully has made a event “LK2M FBB (*Latihan Kreativitas dan Kepemimpinan Mahasiswa Fakultas Bahasa dan Budaya*)” held by *BEM FBB* which was attended by all students of Faculty Language and Culture. from S1 English, Japan, China Language and Culture Students & D3 English, Japan Students.
- Content Strategies, Manage Official Account Instagram LK2M FBB, create and distribute broadcasts of the event’s rules, the ability to think both creatively and strategically for excellent in verbal and written communication skills

**IMKL (*Ikatan Mahasiswa Kencana Lestari*) Ministry of Defense Republic of Indonesia**

*Head of Project Coordinator*

Aug 2020-Present

- Leads all Committee member
- Has made a seasonal event of “*Menghadapi Ujian Nasional dan Tips Memilih Program Studi*” held by University entrance socializations like UNSADA, UPNV Jakarta, AVIASI, Bunda Mulia University, President University which was attended by children of employees The Ministry of Defense Republic of Indonesia.

**ADDITIONAL INFORMATION**

---

**Interest** : MakeUp Enthusiast, Art, Digital Drawing **Languages** : Intermediate in English, *Bahasa* (Native)

**Technical Skills** : advanced in Ms.Office, Google Docs, Spreadsheets, Ms. Excel, Canva, Content Creator

