

CHAPTER 2

THEORITICAL FRAMEWORK

This chapter presents the theories that are used as the basis for conducting research, which must be relevant to the research theme that is being researched. In this chapter, I include comparison of selected Research with previous researches that have been conducted by others. There are a few subsections, based on how much the basis for conducting research.

2.1 Definition of Linguistic

The goal of linguistic theory is to provide fundamental, underlying principles that explain the nature of human language. To better comprehend these ideas, linguists examine the composition of natural languages. According to Edward Finegan (2003), he stated that no common definition of linguistics is the arbitrary vocal system that humans use to communicate with one another. It means that linguistics is a mechanism of speaking that is used by people in a conversation. Linguistic is also a tool for people to have a proper conversation where the speaker is able to convey the message to the hearer and the hearer is able to hear and understand the message very clearly. In addition, based on Meyer (2002), linguistics is an interdisciplinary field that allows experts from other fields contribute their specialized knowledge to the study of language. It also helps us to realize that language is a tool used by humans to communicate. Furthermore, linguistic provides an understanding of a proper usage of language in conversation.

Based on the explanation above, I can conclude that linguistic is a study which learns about language. Additionally, linguistics also gives an understanding of a language to use in a conversation. It is also a mechanism that humans need to have a proper conversation where the speaker is able to convey the message clearly and the hearer is also able to understand the message. After I comprehend this theory to make sure that linguistics refers to language.

2.2 Pragmatic

According to Levinson (1983), pragmatics is the study of that relationship between a language and context that are grammaticalized, or encoded in the structure of a language. In summary, pragmatics is a study about how the listener gets the intention of what it means even when the speaker does not actually say it because the speaker does not mention the intention directly. Also, Yule (1996) said that pragmatics is a study about contextual meaning. It is actually connected to the previous expert that in communication, the connection between speaker and the listener has to connect to each other. The reason is that the connection between the speaker and listener will make the purpose of the conversation can be achieved. Additionally, speech situation is also very important in conversation (Leech, 1983). The meaning of what it means depends on the situation, include the setting, the atmosphere, and the emotion in the conversation. The speaker has to be aware of the speech situation because it can be dangerous to the connection between the speaker and the listener.

When the speaker directly says what it means, the situation may be bad for the speaker. It could possibly insult the listener with the thought of the listener may not understand it or underestimated the listener. This is why study pragmatics is important due to avoid such mistakes in communication.

2.3 Debate

Hunt (1994) says that a formal, frequently public discussion about a subject in which compelling arguments are made from opposing viewpoints is called a debate. He adds that debate is a procedure that includes speech, debate, and oral presentations about a certain subject or set of subjects, frequently in front of an audience and a moderator. In addition, debates can take place in a variety of venues, including coffee shops, academic institutions, public gatherings, debating halls, competitions, and legislative assemblies. Convincing the audience to adopt a specific viewpoint or come to a decision on a given subject is the aim of a debate. In detail, the presentation of arguments supporting widely held conflicting positions, a moderator to maintain fairness and order, and an audience to watch and

assess the arguments made are the essential components of a debate. Finally, debate can help people find a solution for an argument.

Postsecondary educational institutions have provided instruction in argumentation and debate for more than 200 years with the goal of assisting college students in developing and refining their critical thinking abilities (Hunt, 1994). Related to this, according to Darby (2007), debate was first employed as an instructional technique by the Greeks 4,000 years ago and is still widely practiced as an extracurricular competition sport. It is a formalized debate match where two opposing people or teams argue and counter each other's proposition. Students must conduct research, foster the growth of their speaking and listening skills, and establish an environment in which they may critically analyse and give teachers with a means of evaluating the standard of their students' learning.

2.4 Ideology

The Enlightenment laid the foundation for Marx's theory of ideology (sumber). Helvetius and Holbach, two major players in this movement, can be seen as Marx's precursors in this sense. Helvetius undoubtedly possessed novel insights into the interaction between concepts and social contexts. "Our ideas are the necessary consequences of the societies in which we live," the speaker declared.". Helvetius is also credited with being the first Enlightenment intellectual to have held the belief that ideals and concepts were only covers for innate desires and tendencies. According to him, the principles of honour, fairness, and virtue—while appearing noble—were really merely covert manifestations of a desire for privileges and power.

The term 'idéologie' was first used in 1796 by the French philosopher Antoine Destutt de Tracy (1754-1836). An aristocrat who supported the French Revolution (1789), De Tracy was imprisoned during the events that led to the Terror that followed. After being freed, he focused on Jacobin's atrocities and how a vicious intolerance might have arisen in the name of development and the populace. In a broader sense, he asked how great differences existed between the ideals of different eras and societies. De Tracy was a rationalistic successor to the Enlightenment

movement of the eighteenth century, which was skeptical of established wisdom and the mystique surrounding religious ideas. However, he was also gravely troubled by the fanatical distortion of the Enlightenment by Robespierre and other Jacobins.

According to De Tracy, 'ideology' is a study of the human mind, just as biology and zoology are sciences of species, and it may show us the real path ahead. De Tracy thought that his job went beyond merely providing explanations, as did many other members of the Institut National, which took the place of the royal academies during the revolution. In the classic Enlightenment vein, he aspired to enhance "progress" by enhancing humankind; that is, he sought to expose fallacious notions and create a system of secular education that would yield better human beings (Public education in the West was to be greatly expanded in the nineteenth century).

The link of 'ideology' with science and objective research was short lived. In fact, the word "ideology" swiftly turned into a derogatory one, referring to the thing itself as opposed to the method of investigation and frequently used in opposition to scientific methods. Napoleon Bonaparte was the first notable person to use the phrase in such a derogatory manner (1769-1821). Napoleon had originally been a supporter of de Tracy's work, in part because he was fascinated by the way ideas and symbols might shape people and strengthen support for unjust governments. But once he was emperor, he mocked the Enlightenment and de Tracy's group, calling them "ideologues" (maybe in an effort to curry favor with more conventional groups, such as the Catholic church). Napoleon thus set in motion a series of critics who would identify 'ideology' with characteristics such as an a priori desire to destroy the status quo and 'improve' people's lives, and/or to promote beliefs that suited the interests of those who propagated them (de Tracy was a liberal republican, who imagined a new world in which intellectuals such as himself would have their significant role to play).

2.4.1 American Ideology

First and foremost, there are no more workable, organized alternatives to Western liberal-ism, which is evidence of the victory of the West and the Western idea. The peculiar fate of liberal thought in the 20th century has been that it has steadily declined in most countries as an electoral force that is limited to a single party, but it has persisted and even grown as a background theory or set of ostensibly neutral and universal presuppositions and sentiments that dominate political thought across the ideological spectrum. The majority of significant political parties now typically use the liberal rhetoric of rights, democracy, and the market to legitimate their positions, both in the West and increasingly worldwide. It appears that we are all now liberals, from democratic socialists to New Right conservatives. The evolution of liberalism from ideology to an ostensibly neutral meta-ideology that can serve as the foundation for any respectable ideological debate will be discussed in this chapter, along with a critical assessment of its fit for this function. The highest and most harmonious development of human powers to a complete and consistent whole is, according to the eternal or immutable dictates of reason, "the end of man," or that which is prescribed by vague and fleeting desires; hence, the goal "towards which every human being must ceaselessly direct his efforts... is the individuality of power requirements, flexibility, and diversity of circumstances"; and that a "individual vigor and manifold diversity combine themselves in originality" emerges from the union of these. diversity, which blends to create uniqueness.

Because liberal values both developed and reflect the nature of the contemporary nations and the various social and economic institutions of Western Europe, liberalism is a prevalent ideology. But, as the other ideologies covered in this book demonstrate, it is conceivable to view the political structures and socioeconomic dynamics of the modern world from a viewpoint other than the liberal one. Being the prevailing ideology as opposed to being unideological is what makes it unique. Because liberalism can distinguish between three externally connected analytical disciplines philosophical, social, and political it can distinguish between the first two. We look at each one separately.

2.5 Critical Discourse Analysis

Discourse is understood in Critical Discourse Analysis (Fairclough, 1995) as more than just the study of language. In the end, discourse analysis examines language in texts, although the language examined here is not the same as language study in the conventional sense. The analysis of language involves not just describing linguistic features but also making connections between language and context. In this instance, context refers to the ways in which language is employed for particular activities and goals.

1. Action

Discourse, seen as the fundamental principle, is interpreted as an action. According to this interpretation, discourse is a type of communication. It is not believed that discourse takes place in a confined, interior setting. Unlike when someone is rambling or hypnotized, when someone writes or speaks, it is not assumed that they are writing or speaking to themselves. Language is used by people to communicate and establish connections with one another. Such an approach has various implications for how discourse ought to be interpreted. Firstly, discourse is perceived as having a purpose, be it to dispute, influence, convince, support, respond, or in any other way. A person always has an intention, no matter how tiny, whether they talk or write. Second, speech is regarded to be something that is controlled and deliberately expressed, as opposed to being uncontrollable or spontaneously expressed.

2. Context

The historical context of discourse, including background, circumstances, events, and situations, is taken into account by critical discourse analysis. Here, discourse is viewed as occurring, being understood, and being examined within a certain context. Discourse analysis, following Guy Cook, also looks at the context of communication, including who is talking to whom and why, the audience and situation, the medium used, the differences between various language types or forms—not just printed words on a page—and the relationship between each party. Discourse analysis begins with the idea that

language is not just a text's internal mechanism; it also contains other elements like music, images, sound effects, visuals, and so forth. Instead of speaking about an object alone in a limited environment, context advocates against linguistic isolation. Here, language is interpreted in its entirety. Text, context, and discourse are the three main components that Guy Cook highlights in his explanation of discourse. Text comprises everything that affects how language is used, including people involved in the situation and objects outside of it, the context in which the text is created, its intended purposes, and more. This discourse is then understood to be a combination of text and situation. Discourse analysis aims to characterize the interaction between text and context during a communication process. Here, it calls for both a particular representation of the relevant culture and universal cognitive processes. Since language is always used in a context and because communicative acts require participants, intertextuality, contexts, and other factors, context is included in this study of language.

Context and text together are then understood to be the discourse here. Describe text and context together in a communication process is the main goal of discourse analysis. In this case, it calls for both a particular representation of the concerned culture and cognitive processes in general. As there is never a communicative act without participants, intertextuality, contexts, and other factors, language research here incorporates context. Discourse happens anywhere, at any moment, and in every circumstance; it is not seen as a static area. Because of the way discourse is structured, it must be understood in the context of particular circumstances. When speech is placed in a particular social context, critical discourse defines text and discussion in that particular setting. Only pertinent settings that have a significant impact on the creation and interpretation of the text under study are included in the analysis, nevertheless. Certain circumstances are vital because they influence the discourse formation process. Participants in the discourse, who generate the discourse, come first. In many respects, socioeconomic class, gender, age, education, ethnicity, and religion are relevant for illustrating speech. For instance, someone's gender or level of education may influence the viewpoint

they express. Second, some social circumstances are helpful for comprehending a speech. These contexts can include place, time, the positions of the speaker and listener, or the physical surroundings. A talk in the workplace is not the same as a conversation in the cafeteria, nor are they the same in a lecture hall or on the street.

3. History

Putting discourse in its social context means that it is created within that specific setting and that it is impossible to understand conversation without taking that context into account. One key part of understanding a text is by situating the discourse in a certain historical context. An analysis of the language found in a student pamphlet opposing Soeharto, for example, will only be possible if the historical background of the text's creation is provided. What was the mood like then, what was the social and political environment like? Therefore, an examination is required during analysis to determine why the language employed is what it is, why the discourse formed or evolved in a particular way, and so on.

4. Power Relation

The analysis of critical discourse analysis takes power into account as well. Every discourse that arises in this context—whether it takes the shape of a text, conversation, or something else entirely—is viewed as a kind of power struggle rather than as something normal, neutral, and natural. One of the most important aspects of the interaction between discourse and society is the idea of power. Examples include white power over black people in discourses about racism, corporate power in the form of upper-class business domination over subordinates, and male dominance in discourses about sexism. Language users belong to a variety of social categories, professional organizations, communities, faiths, and societies in addition to being speakers, writers, listeners, and readers. Relationships can arise not only between A and B but also between the young and the old, between a doctor and a patient, between men and women, between white people and Black people, and between

employees and employers. This suggests that critical discourse analysis relates with particular social, political, economic, and cultural contexts and power in addition to focusing on textual specifics and discourse structure.

Due to the employer's influence over the laborer, interactions between employers and laborers are not natural conversations. To determine, for instance, if the worker's remarks were made only to appease their employer, these power dynamics must be scrutinized. Not just in the discourse's content, but also in its structure, as a worker's speech is written to seem courteous rather than disrespectful to the employer—something the employer does not do to the worker. When analyzing power's relationship to speech, it's crucial to keep control in mind. Through speech, one person or group can exert power over another. Here, control can also be exerted by mental or psychological means as opposed to only physical and direct dominance. One group may exert influence over another to say, act, and behave in a way that suits their preferences. Why is the dominating group the only one that can accomplish this? Van Dijk claims that this is the case since they have greater access than the non-dominant group. Compared to the non-dominant group, the dominant group has more access to resources including information, money, and education.

5. Ideology of the Speaker

Another key idea in critical discourse analysis is ideology. This is thus because texts, talks, and other interactions are reflections of specific ideologies or kinds of ideological practices. According to traditional theories of ideology, dominant groups create ideologies in order to further their own agendas. One of their primary methods is to produce discourse that reproduces and legitimizes the dominance, influencing the audience's consciousness so that the dominance is perceived as natural. In methods such as these, discourse is understood as a vehicle by which dominant groups convey their messages to the audience, generating the dominance and authority they possess and giving it the appearance of legitimacy and accuracy. Only when the ideology of dominating groups is grounded in the fact that all members of the community, even the dominated, accept it as true and rationale, can it be said to be effective. This is

where, according to van Dijk, it can explain the phenomenon known as "false consciousness," in which dominant groups use media control, disinformation campaigns (such as accusing black people of constantly committing crimes, or blaming a particular religion for causing unrest) to manipulate ideology toward non-dominant groups.

2.6 Critical Discourse Analysis by Van Dijk

Critical discourse analysis (CDA), according to Van Dijk (quoted by Sheyholislami, 1998: 1), is the study and analysis of spoken and written texts in order to identify the discursive sources of prejudice, power, and domination. According to the definition given above, critical discourse analysis is a theory that analyzes a text's macrostructure, superstructure, and microstructure to emphasize linguistic traces that reveal the ideology, identity, and values of the text under study.

Three specialists developed the theory used in this CDA study. These are the leading authorities on critical discourse analysis: Foucault (for structuralism-based CDA); Dijk (for social analysis, social cognition, and racism-based CDA); and Fairclough (for sociocultural). According to Fairclough (in Jahedi, 1995: 2), a critical approach to discourse analysis aims to highlight, through analysis and critique, the connections between textual properties and social processes and relations (ideologies, power, relations), which are typically not readily apparent to those who create and interpret those texts. It implies that language is a tool used by those in positions of power to try and combine linguistics and social change. Van Dijk's critical discourse analysis methodology is applied to the analysis in this work.

Dijk specifically divides critical discourse analysis into three dimensions: the text dimension, the social cognition dimension, and the social situation dimensions (Mardikantoro, Wahyudi, 2017: 4). The text's structure, which consists of phrases, paragraphs, and terminology to explain and analyze a text, is known as the text dimension. Three structures make up a text: the macrostructure, which is the general meaning that can be observed by examining the text's topic or theme; the superstructure, which is the text's framework and the order in which its parts are arranged to form the news as a whole: introduction, content, and closing; and the

microstructure, which is the meaning of the text that can be observed from a small part of the text, such as words, sentences, or paragraphs.

According to Dijk (in Yonah, 2022: 6), there are 12 criterion works in CDA that include the following: 1) Rather than being paradigm-oriented, it is problem- or issue-oriented. In order to conduct a compelling study of pertinent social issues, including racism, sexism, colonialism, and other types of social inequality, the right theoretical and methodological approach and 2) CDA is a perspective, method, or approach to text and discourse analysis that is overtly critical. 3) CDA work generally focuses on the relationships between discourse and society (including social cognition, politics, and culture) and is inter- or multidisciplinary in nature. 4) CDA is a component of a wide range of critical studies in the social sciences and humanities, including political science, mass communication, psychology, sociology, and law literature. 5) CDA studies focus on all discourse levels and dimensions, including grammar (semantics, phonology, syntax), style, rhetoric, organization, schematics, speech acts, pragmatic techniques, and other interactions. 6) CDA is not restricted to verbal discourse methods; it also considers other semiotic dimensions of communication events, such as picture, film, sound, music, gestures, etc.

I deduce that this discourse is referred to as a model of social transformation based on the definition given above. There are other critical discourse analysis models, but Van Dijk's model is the one that is most frequently applied. In addition to analyzing the text, this critical discourse analysis of Van Dijk's model also examines the social structure, dominance, and social inequality that present in society. This study considers other texts, social cognition, context, and conversation at all levels and dimensions. Van Dijk's theory, which splits the critical discourse into three dimensions, concurs with this. This dimension, which is depicted in figure 2.1 below and will be detailed later, will be utilized to analyze data for critical discourse analysis in the upcoming chapter.

Dijk (2018) states (in Amouso and Allagbe (2018) that the fourth perceives discourse practice is what makes up the socio cognitive approach. Dijk focuses more on social cognition as the intermediary between society and text. This means

that the many types of social cognitions that the social collectivises (groups, organizations, and institutions) share must be taken into consideration by the CDA. According to Dijk (in Amilia, 2022:14), mental processes including interpretation, reasoning and debating, inferencing, and learning, as well as representations of social arrangements, groups, and relationships, are socially shared social cognitions. It is clear from the foregoing statement that Dijk sees discourse as a social practice.

2.6.1 Macrostructure

According to Van Dijk, 1985 (quoted in Fauzan, 2014: 11), the macrostructure of news articles is the overall significance that can be deduced from the theme or issue. As a result, every sentence in a macrostructure text discusses the primary idea in a logical manner. The worldwide structure of form (superstructure or theme) and the global structure of meaning (theme or macro), as defined by Dijk (in Yaqin, 2017: 106), comprise the macrostructure. According to the criteria given above, one can determine a text's theme by reading it as a social discourse in its whole, with one major idea or issue being developed throughout. This indicates that the core of the discourse is not only perceived as content, but also as viewed from a certain angle during an occurrence, and can be further examined through an examination of the superstructure. According to Payuyasa (in Wiharja, 2019:2), the theme that is a part of the macrostructure is the first component found in Van Dijk's critical discourse analysis. It implies that I can learn about issues and the steps made by communicators in a difficulty through subjects.

2.6.2 Superstructure

According to Van Dijk (in Fauzan, 2014: 11), the superstructure of news structures in the press is defined as discourse or a schematic, such as the predominance of writing or discussion that begins with an introduction and concludes with a conclusion. According to the definition given above, a superstructure is a general discourse text that has a narrative or scheme that runs the length of the discourse. The overall format of a text is described by its schematic structure or superstructure. There are several categories that make up the general

discourse form, including introduction, substance, conclusion, problem solving, and close.

2.6.3 Microstructure

Boyd and Barret (quoted by Sarasvati, 2019: 23) assert that Van Dijk's critical discourse analysis encompasses a larger field. Van Dijk's study extends beyond the textual and structural levels, focusing not only on media discourse. It may also be used to production, acceptance, and understanding levels of analysis and explanation. The microstructure in this area, according to Dijk (as described by Humaidi, 2017: 5), focuses on discourse elements at a smaller level, such as words, phrases, clauses, sentences, or connections between sentences. Semantic, syntactic, stylistic, and rhetorical perspectives are all relevant to the examination of the micro section. The Van Dijk CDA Microstructural Model, which was derived from Eriyanto (2001). Textual elements include: (1) Semantic (background, detail, and goal); (2) Syntax (sentence structure, coherence); (3) Lexicon (vocabulary, pronouns); and (4) Rhetorical (picture, metaphor, expression).

2.6.3.1 *Lexicon*

Lexicon is the expression of an opinion through the words and phrases chosen by the discourse producers. According to Dijk (in Humaidi, 2017: 6-7), the lexicon uses a term chosen from among the many alternatives accessible to express an opinion and the words that the discourse producers believe best capture the meaning they wish to get over to the reader. Drawing from the aforementioned explanation, I clarify that lexicon employs positive language to convey kindness, while also employing nuanced language to modify referents in a way that suggests something offensive to any community or group within society. Conversely, negative language highlights the kindness present within the group producing the discourse.

2.6.4 Social Cognition

Dijk, the social cognition component as a dimension to describe how a text is formed, how the mental awareness of the people who produce the text (Mardikantoro, et al., 2019:3). The cognitive method is predicated on the idea that the reader's mental awareness or the language user imparts meaning to the text, which has no inherent meaning. I can assume that this is the phase in which the

message is received and communication occurs. Hence, the procedure impacting the construction of the discourse text. According to Dijk (in Yusar et al. 2020: 4-5), discourse is created with awareness and knowledge of social phenomena. This is the foundation of social cognition in the critical discourse analysis process. Both the discourse producers and readers view a social phenomenon about the individuals who make the discourse, chronology, and tiny information from various angles. I contend that a critical discourse will result from social phenomena, and Dijk claims that discourse analysis is not only constrained by the text's structure, which expresses meanings, ideas, and ideologies, but also by the discourse structure itself. According to Eriyanto (2002), a number of factors pertaining to social cognition need to be taken into account, including:

2.6.4.1 Knowledge

Humaidi (quoted by Yusar et al. 2020: 4-5) claims that knowledge addresses factual beliefs held by communities or civilizations. Three methods are used to analyze the embodiment of knowledge in discourse based on personal or group experience and Van Dijk's discourse analysis model. The first method is called "explicit expression of knowledge," which refers to explicit propositions that reference the author's explicit knowledge. The last type of knowledge is contextual knowledge, which is the observation of propositions that indicate indicators that the reader is likely already familiar with. Implicit knowledge, on the other hand, is a proposition that implies indications or special knowledge. I contend that the data presented should support the argument made by the speaker in order to evaluate an issue.

2.6.4.2 Opinion and Behaviour

According to Humaidi (as cited by Yusar, et al 2020: 4-5), opinion and behaviour discuss about the evaluative opinion or belief by the one who produces the discourse. This expresses opinions and behaviour to an event through discourse text. Opinions and behaviour can be seen through schematic analysis, usually the one who produces the discourse will show opinion or belief. Based on the definition above, I can infer that discourse can be shown directly or indirectly like making a story to the figures to represent opinions as well as the one who produces the

discourse. The one who produces the discourse shows opinions and attitudes directly not through the characters in the story.

2.6.5 Social Context

According to Mulyana (in Ismi et al., 2021: 2-3), the context of a communication is the circumstances or background of the occurrence. Context can be thought of as the rationale and the cause for the discourse's producers' actions. Everything pertaining to speech, intention meaning, and knowledge is dependent upon the background of the discourse's events. In discourse communication, I contend, the discourse producers are those who pour their ideas or thoughts into a written form, and the readers' job is to read the writing and comprehend its contents in order to deduce what is implied. Discourse context is made up of the following, according to Djajasudarma (in Darma, 2013: 4),: circumstance, speaker, listener, time, place, scene, topic, event, message, and code. Therefore, the non-linguistic environment that describes the situation's features is the context. I clarify that a context is a depiction of a situation that exemplifies language use in the sense that it can be appropriate given the circumstances in which the discourse's producers are speaking. When someone delivers a speech or communicates with others, occasionally the message is not well received by the other person because it is inappropriate for the event and context.

According to Halliday (in Nurhidayati, 2017: 4), context refers to elements of the social or physical setting that are connected to certain statements. Context by means of speaker characterization of their language. I contend that every event or social activity that takes place in the experience involves speakers, participants, or relationships based on status, the individuals who create the discourse, the setting, the time, and the purpose. According to Leech (in Nurhidayati, 2017:4), context is all of the prior information that the speaker and speech partner have shared and that supports and accomodates an utterance. It implies that context is information due to communication skills related to society, including social and cultural. Presenting the coordinates, according to Lewis (in Nurhidayati, 2017: 6), is a vital component to mark the context utilized to evaluate the veracity of a discourse's intent, such as: (1) Possible words, for instance: could be, would be, are, intended to be, (2) time,

such as this week or tomorrow; (3) location, such as this (4) speaker, for instance: me, myself, our, (5) audience, for instance, you, yours, and you (6) Pointed object: this, them, etc. are examples of demonstrative phrases (7) Prior discussion, for instance: the latter, the previously mentioned, (8) distribution, using an item list or group as an example. According to the justification given above, context can both determine and have a specific meaning for a sentence.

2.7 Previous Related Studies

In supporting this research, there are several previous studies that have similarities and differences with this research. Hereby proves the existence of research that uses same theory and approach with different object of literature.

The first research by Yulistiana Fania, and Widyastuti (2022) with the title “Assertive Illocutionary Acts on Interruption by Joe Biden in the 2020 First Presidential Debate”. In their research, it was concluded that Joe Biden uses three out of four type of interruptions, and butting-in interruptions being the least common. The researchers also found that in Joe Biden’s interruptions, all function of the assertive illocutionary act were found. The distributionis in the form of stating, claiming, complaining, reporting, explaining, and suggesting.

The second research by Doamad, and Oom Rohmah (2022) with the title of “Deixis and Speech Act on Presidential Debate Between Donald Trump and Joe Biden”. In their research, it was concluded that the first concern is deixis. The deixis found in the research are person deixis with amount of 74,88%, spatial deixis 5,55%, temporal deixis 2,19%, social deixis 13,55%, and discourse deixis 3,84%. The second concern of this research is speech acts. Regarding the data of the research, the illocutionary found are assertive 59, 54%, directive 11, 45%, commissive 16, 79%, expressive 12, 21%. However, there is no declarative act found in this research. Assertive consist of informing, convincing, claiming, and stating. Directives consist of requesting, suggesting, and ordering. Commissive consist of threatening and promising. Expressive consist of greeting, apologizing, thanking, and surprising.

The third research by Fadilah Rani, and Heri Kuswoyo (2021) with the title of “Transitivity Analysis of Presidential Debate Between Trump and Biden in 2020”. In their research, it was concluded that in the debate text between Donald Trump and Joe Biden, there are six types of transitivity processes discovered. Material processes, with strong power and resolve, are primarily used to define the measures that the newly elected administration would do or what the new president is expected to undertake to protect the country and resuscitate the economy. The frequent usage of “we, I, they, and he” shortens the gap between the speaker and the audience. While America's current situation is unsatisfactory, the new president's first and most significant responsibility will implement certain recovery measures to revitalize the country. Mental processes can be said in the smooth presentation of policy, the unification of people's thinking, and the striking of a sympathetic chord in the audience's hearts. As a result, we can see that the candidates commonly use the words "I" or "we." The attributive mode relationship all processes used here are a fantastic choice for grabbing the audience's attention and enlivening the environment. The focus of a debate is obviously on typical human physiological and psychological activity such as breathing, coughing, smiling, and so on; therefore, behavioral processes are not frequently exploited by both sides.

In this research is different in that it takes a different approach from earlier research attempts by carefully analyzing the underlying ideologies that are present in the statements made during a particular debate. In contrast to traditional research projects that frequently concentrate on statistical analysis or policy ramifications, this study is the first to delve into the complex world of ideologies, attempting to unearth the more profound levels of meaning and belief systems that influence the discourse within the chosen topic.