CHAPTER II
REVIEW OF LITERATURE

This chapter discusses about review of related theories which are used in the data analysis and divided into several parts.

B.1 Theoretical Framework

B.1.1 Multimodal Discourse Analysis

Multimodal discourse analysis is a study that provides insight into how to understand and analyze multimodality. Multimodal discourse analysis also allows us to uncover the construction of meaning hidden in multimodal messages. According to Machin & Mayr (2012), multimodal discourse analysis theory can be used to highlight how important it is to understand how language, images and other multimodal elements are used in social construction.

In addition, by emphasizing the importance of analyzing visuality, performativity, and the role of culture in understanding the impact of social media on society and individuals, Van Dijk (2013) states how social media can be a multimodal medium and how the use of multimodality in social media platforms shapes and reproduces social construction and identity. Also, Jewitt (2009) states, social influences can also affect the production and interpretation of multimodal messages and how multimodal messages can reflect and influence identity construction in different social contexts.

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Kress & van Leeuwen (2001) show multimodality and the importance of analyzing different modes of communication in multimodal messages. They divide multimodality into six main modes of communication consisting of visual modality, aural modality, action modality, verbal modality, spatial modality, and material modality. They also highlight the importance of understanding how these modes work together in constructing multimodal messages and how the choice of communication mode can affect the way the message is understood and received by the audience.

According to Bezemer & Kress (2016) the interrelationship between multimodality, learning, and communication uses a social semiotic framework to understand how multimodal messages affect learning and communication. They also highlighted the importance of considering the social dimension in multimodal analysis and how multimodality affects comprehension and learning processes and that an understanding of multimodality can enhance learning and communication by expanding the way we understand and convey messages.

Kress (2010) states how the use of different modes of communication in multimodal messages affects the production and interpretation of meaning. As well as the importance of considering social, cultural, and ideological dimensions in multimodal analysis in order to broaden the understanding of multimodality with a social semiotic approach.

B.1.2 Visual Grammar Analysis

Visual grammar is a framework for analyzing visual images, developed by Gunther Kress and Theo van Leeuwen (2006). It is based on M.A.K. Halliday's theories of metafunction in systemic-functional grammar. The framework consists of three dimensions: representational meaning, interactive meaning, and compositional meaning (Zhang, 2023). Representational meaning refers to the narrative or conceptual content of an image. It is concerned with how the elements in an image are organized to convey a particular message or story. Interactive meaning, on the other hand, relates to the relationship between the image and the viewer. It includes aspects such as eye gaze, social distance, and shooting angle. Finally, compositional meaning refers to the way the elements of an image are organized in relation to each other. It includes aspects such as information value, prominence, and framing (Zhang, 2023. Liu, 2019).

Visual grammar is a useful tool for analyzing visual images, including memes. By applying the framework of representational, interactive, and compositional meanings to Soviet Union memes, we can comprehend a deeper understanding of how images convey meaning. O'Halloran (2012) state there is a system of conventions in visual grammar that allows audiences to interpret visual representations more efficiently. Visual grammar also helps audiences to organize and structure visual information, and helps audiences to understand the message contained in an object. Kress & Van Leeuwen (2006) reveal that images, like language, have three metafunctions: ideational, interpersonal, and textual. And this research is. Thus, images

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have a 'grammar', so that people can read images correctly to uncover the meaning conveyed (Kress & Van Leeuwen, 2006).

B.1.3 Ideational Meaning

The Ideational Visual Grammar theory by Gunther Kress and Theo van Leeuwen (2006) is a framework for analyzing how meaning is made in images. The theory argues that images, like text, have their own grammar that can be analyzed to understand how meaning is made. According to Liu (2019) this theory identifies three visual metafunctions that are similar to the linguistic metafunctions in SFL by Halliday, namely: representational, interactive, and compositional meanings. According to Kress & Leeuwen (1996) in the context of meme analysis, Ideational Visual Grammar theory can be used to understand how visual elements in memes contribute to the overall meaning. Overall, Kress and Leeuwen's Ideational Visual Grammar theory provides a strong framework for analyzing visual meaning in texts.

Kress and Leeuwen (1996) said ideational Visual Grammar theory also provides us with a framework that allows us to 'read' images in the same way that we read text. Thus, Ideational Visual Grammar theory not only helps us understand how meaning is made in memes, but also how memes can be used as a communication tool in digital culture (Liu, 2019). Through this research, we can see how Ideational Visual Grammar theory can be applied in new contexts, such as meme analysis, and how it can help us understand the phenomenon of popular culture.

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The analysis of visual modes in this study focuses on ideational processes which, in this context, provide options for representing objects in different ways, so that these ways can relate to each other. The components of representation in visual metafunction include processes, participants and circumstance. The ideational components in visual metafunction include; process, participant and circumstance.

(1) Process is divided into narrative analysis and conceptual analysis. Narrative analysis consists of;

(a) action process, the action process is divided into two, namely, transactional and non-transactional action processes. Transactional action processes/intransitive verbs mean verbs that require objects (actors and goals). While non-transactional action processes are the same as transitive verbs, meaning verbs that do not require objects. (b) Reactional processes, Reactional processes in visual metafunctions are when vectors are formed by eye lines, and the direction of view of one or more which means there is a reaction. (c) Mental processes, mental processes in visual metafunctions take the form of vectors that can be observed in comics: in the form of thought balloons/bubbles that connect sensers and phenomena. (d) Verbal processes in visual metafunctions are vector-shaped in the form of dialog balloons/bubbles connecting sayer and speech.

Conceptual process consists of (a) analytical, in the metafunction of language is the same as the relational process of ownership, (b) symbolic attribute, in the metafunction of language is the same as the relational process of identification,

and (c) Classifical (grouping) in the metafunction of language is the same as the relational process of attribute (Kress and Van Leeuwen, 2006).

(2) Participant is a person, or a thing or even a place in the image analysis of the participant is the most prominent object, through size, place in the composition, contrast against the background, color saturation, and sharpness focus.

(3) Circumstances in the visual metafunction include (a) location related to the place where the process occurs, (b) tools related to the means of the process are formed by tools with actions carried out usually also forming vectors. (c) Accompaniment relates to the process by which two tangible objects can be brought together as two elements. (Kress and van Leeuwen, 2006:72).

B.1.4 Transitivity SFL (Systemic Functional Linguistics)

In the genre view, Systemic Functional Linguistics is described as centering on the larger theory of language developed by Halliday. The main concern of this theory lies in the relationship between language and its function in a social context (Hyon, 1996; Martin, 2002; Christie, Winter 1999). Within the framework of genre studies, there are two stage models for analyzing texts: text type and function. These models focus on the function of the text—what the text is for, the schematic structure—how the text is organized, and lexico-grammatical features, such as specific aspects present in the text.

The main theoretical framework of transitivity is established by Halliday (1985, 1994), which he later revised with Matthiessen (Halliday & Matthiessen, 2004). The

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works of other systematists, such as Eggins (2004) and Thompson (2014), have also been consulted in analyzing the data in the present study. Halliday categorized process types into three principal types and three subsidiary process types (Halliday, 1985, 1994; Halliday & Matthiessen, 2004). Thompson (2014) later categorized them into six process types, similar to Eggins (2004): material, mental, verbal, behavioral, existential, and relational.

In addition to choosing the processes by which clauses are constructed, language users choose words that serve as participants (abstract or concrete objects) involved in those processes (Donohue, 2012). The choice and organization of participants and processes work together to construct a representation of what they seek to convey the purpose of their text. The table below presents the details of the analysis process using transitivity.

Transitivity	
Process	**Participant**
Material Process	Actor, Goal, Recipient, and Beneficiary
Mental Process	Senser and Phenomenon
Relational Attributive Process	Carrier and Attribute
Relational Identifying Process	Token and Value
Relational Possessive Process	Possessor and Possessed
Verbal Process	Sayer, Addresser, and Verbiage
Existential Process	Existent
Behavioral Process	Behaver

Table 1

B.1.6 Intersemiotic-Relation

According to Liu & O'Halloran (2009), the Theory of Intersemiotic Relations is a theory used in multimodal analysis to understand how verbal and visual elements in a

text interact to create meaning. This theory is often associated with Liu and O'Halloran, who have conducted extensive research in the fields of multimodal analysis and semiotics. According to Liu and O'Halloran, the logical relationships in Intersemiotic Relations include:

a. Temporal/Time: This involves repeating relationships that occur between verbal and visual texts.
b. Comparative: This relationship functions to organize logical meaning by observing similarities between verbal and visual texts in a multimodal text.
c. Additive: In this relationship, verbal text can provide information about visual text or vice versa, meaning that visual text provides information about verbal text.

This theory allows researcher to understand how verbal and visual elements in a text interact to create meaning. One crucial aspect of this theory is the comparative point, which demonstrates how text and image collaborate to create meaning, either through similarities or contrasts (O'Halloran, 2009). In the Theory of Intersemiotic Relations, the comparative point refers to how verbal and visual texts in a multimodal text collaborate to create meaning. It organizes logical meaning by observing similarities between verbal and visual texts (Liu, 2013).

In this study, the researcher explains the Theory of Intersemiotic-Relations comparative point, and how they can be used to analyze memes. The researcher hopes that by understanding this theory, readers can gain a better understanding of how memes create meaning and how they can be effectively analyzed.

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B.1.6 Meme Concept

In the internet era, memes short texts, videos, or images that frequently contain humor have a significant impact on popular culture. Memes have changed the way we communicate, connect, and see the world around us as a quick and simple means of communication. According to Blackmore (1999) Richard Dawkins first used the term "meme" in his 1976 book with the title "The Selfish Gene." Dawkins states that a meme is information that has the potential to spread and cause trouble, much like a genetic principle in biology.

According to Shifman (2014) Memes are now a common form of expression that are used to comment on a variety of topics, including politics, the media and social trends. Meme may also be used as a tool for people to express their identities and thoughts in a clear and concise manner. According to Dawkins (1976) Memes are concepts that may be replicated and spread across a culture, including concepts, ideas, actions, styles, and other cultural components. In addition, memes are seen by Dawkins as selfish beings who compete for the attention of others and are capable of evolving through variation, selection, and reproduction in cultural populations. This definition provides the conceptual framework for comprehending memes as a phenomenon of culture and society that affects expression and communication in both digital and non-digital.

Memes are a complex and varied communication phenomenon, according to Shifman (2013) Internet users create, modify, and distribute these memes, which are made up of pictures, text, videos, or a mix of these components. Memes can also be

humorous, socially critical, expressive of emotion, political commentary, or culturally significant. Memes may be used in online communities as a means of communication, identity expression, and reinforcement or critique of cultural norms and values. Internet users may utilize memes as source material to engage in social interaction and community building with other online users.

In a historical framework, Shifman (2012) describes memes as cultural entities that may be recognized and studied through changes in content, shape, and distribution through time. Over time, memes can arise, grow, and then vanish. Memes can also serve as a historical window on societal shifts in norms, culture, and values. Memes can explain historical changes in society, communication, and technology across time.

Milner (2013) identifies memes as a type of participatory communication created by society in a digital setting from the standpoint of mass communication. When people or organizations work together to create, edit, and share information that may spread swiftly across the internet, memes are the end result. People can use memes as a way to express their viewpoints, take part in social discussions, or make fun of current events. Memes may be seen as a kind of public expression in the context of mass communication that is becoming more and more popular and influential in social media and popular culture.

B.1.5 Uni-Soviet Meme

According to Petrova (2020), the role of memes in the political context is a way for people to express their dissatisfaction with the existing political system. Memes are

used as a tool to convey political messages in a way that is more affordable and acceptable to younger generations. Ivanov (2020) argues that memes, which were originally used as propaganda tools by the government, turned into subversive tools that satirized the weaknesses of the Soviet system.

Ivanova (2021) says Soviet memes have influenced popular culture today. The use of memes as a means to preserve and reintroduce Soviet culture to younger generations. Popov (2020) says Soviet Union memes also play a role in modern-day digital activism. Memes were also used as a tool to rally support, spread political messages, and influence social change in the context of the Soviet Union. According to Ivanova (2023) the role of Soviet Union memes in the formation of cultural and national identity in modern Russia. Memes have a role in connecting younger generations with Soviet history and traditions, and how they help shape the understanding of Russian identity today.

B.1.6 Uni Soviet

The Soviet Union was a federation of 15 socialist-communist states that existed from 1922 to 1991. The Soviet Union was formed after the Russian Empire under Nicholas II collapsed in March 1917. Towards the end of 1917, the Bolshevik Party (the forerunner of the Communist Party of the Soviet Union) took over the government through the October Revolution. The Soviet Union was officially established on December 30, 1922. Initially, the federation consisted of only four countries: the Russian Soviet Federated Socialist Republic (SFSR), the Transcaucasian SFSR, the

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Ukrainian SSR and the Belorussian SSR. Starting from four countries, then the Soviet Union expanded to 15 countries (in 1956) consisting of Armenia, Azerbaijan, Byelorussia, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldavia, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan. and on December 26, 1991 the Soviet Union collapsed. The main cause of the Soviet Union's collapse stemmed from declining economic conditions in 1980 that negatively affected the balance of the country (Grammedia.com).

Behind its downfall, the Soviet Union also had a leader who was very well known for his cruelty because it was widely used as a joke in memes, namely joseph stalin, Joseph Stalin was a revolutionary figure and politician of the Soviet Union of Georgian descent. He became the head of state of the Soviet Union from the mid-1920s until his death in 1953, with the titles of General Secretary of the Communist Party of the Soviet Union from 1922 to 1952, and Head of Government of the Soviet Union from 1941 to 1953. Stalin was involved in the formation of the Soviet Union in 1922 along with Vladimir Lenin. After Lenin fell ill and died in 1924, Stalin emerged as the new leader of the Soviet Union (Wikipedia.com).

B.1.7 Meme Website

Meme websites are websites that allow users to create and share memes. according to Richard Dawkins (1976) Meme is an expression of emotion (happy, sad, angry), an intention, expressed in writing and currently contained in visual media such

as images and videos. there are several meme provider websites that researcher use to collect data;

(1) Memedroid. Memedroid is a website that allows users to create and share memes using artificial intelligence, text, animated GIF files, images, videos, and other digital media (https://www.thefactsite.com/). (2) Reddit. Reddit was founded by Steve Huffman and Alexis Ohanian on June 23, 2005. Reddit is a social media and image-sharing website that allows users to create and share memes. Reddit is also a platform for various discussions and other content sharing (https://www.thefactsite.com/). (3) Imgflip. Imgflip is a website that allows users to create and share memes using text, animated GIF files, images, videos, and other digital media. Imgflip also has a meme and GIF maker tool (https://www.thefactsite.com/). (4) Pinterest. Pinterest was founded by Ben Silbermann, Paul Sciarra, and Evan Sharp in December 2009. Although Pinterest is not a meme website, users can create and share memes there. Pinterest is a social media and image-sharing website that allows users to store and find information (specifically "ideas") on the internet using images and, on a smaller scale, animated GIFs and videos (https://id.wikipedia.org/).

B.2 Review of Related Research

Researches about multimodality on memes have been done by some researcher. There are some supportive writings which have similar subject, concept, theory, or topic and issue.

Majid Ariyoga and F.X. Rahyono (2020) present a study titled "Ideational Meaning and Morality in Internet Memes of 9gag about the Interaction between

Teacher and Students." This research delves into the ideational meaning and critical messages conveyed in internet memes, aiming to articulate representational meaning, logical inter-semiotic relations, the events depicted, and the underlying issues in the critique of teachers and students within these Internet memes. The study places particular emphasis on ideational meaning, employing three theories: transitivity systems, visual grammatical representational components, and logical inter-semiotic relationships. Additionally, relevance theory is applied to unveil the critical messages embedded in these internet memes. The researcher sources the memes from the Instagram account @9gag.

Iman Mahfouz (2021) presents a study titled 'A Multimodal Analysis of Gender Representation in "Men vs. Women Memes"'. This research involved gathering a sample of memes from the website Pinterest using the search term 'men vs. women memes,' with a specific focus on memes related to health and relationships. Grounded in Kress and van Leeuwen's Visual Grammar Theory (1996, 2006), the study aims to scrutinize how memes depict gender identity through the interaction between text and images. The analysis reveals that memes function discursively to perpetuate stereotypical images of both genders, establishing binary oppositions between them in various ways. This study underscores the role of memes as a contemporary form of discursive communication that facilitates the widespread dissemination of cultural representations and ideological content.

Fang Guo and Xiaowen Feng (2017) present a paper titled 'A Multimodal Discourse Analysis of Advertisements-Based on Visual Grammar.' This paper

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scrutinizes the 2014 Brazil World Cup advertisements, exploring the dimensions of representational meaning, interactive meaning, and compositional meaning. The research seeks to demonstrate that various modes within an advertisement are interdependent and mutually influence one another, playing distinct roles in diverse contexts as elucidated by Visual Grammar. Additionally, the paper aims to illustrate how semiotics effectively serves to achieve genuine business objectives, reflecting the unique significance of multimodal discourse analysis.

In their work titled 'Multimodal Discourse: A Visual Design Analysis of Two Advertising Images,' Tan Hai Ly and Chae Kwon Jung (2015) propose that, akin to language, images harbor rich meaning potential governed by visual grammar structures that can be employed to decipher their meanings. The study's findings reveal a framework that identifies narrative and conceptual processes, relationships between participants and viewers, and symbolic attributes within the images, all contributing to sociological interpretations. The identities and relationships suggested in the images convey desirable qualities associated with the advertised product. These findings lend support to the theory of visual grammar and underscore the capacity of images to convey multi-layered meanings.

In their work titled 'The Construction of Sichuan Image under Multimodal Visual Grammar—Taking the Documentary Aerial China (Sichuan),' Xinxin Hong and Cheng Duan (2020) employ visual text analysis as the research method. The paper delves into the dynamic image construction of Sichuan Province through three dimensions—Sichuan characteristics, representative meaning, interactive meaning,

and compositional meaning. This exploration is conducted by analyzing the image modals in the national geographic documentary 'Aerial China (Sichuan)' utilizing the framework of visual grammar.

In addition, this study, researcher used three theories to analyze memes by using (1) visual grammar (Kress & Leeuwen, 2006); (2) transitivity theory (Halliday and Matthiessen 2014); and (3) Intersemiotic-Relation (Liu & O'Halloran, 2009. These three frameworks allow researcher to analyze the clauses of memes as well as the processes, participants, circumscriptions and attributes of a visual displayed meme to be analyzed. Thus, we can understand how the elements in a meme work together to create a certain meaning. However, there are also some challenges that researcher face in this research. One of them is the difficulty of finding relevant data sources to support the analysis. Also, the interpretation of meaning in multimodal analysis is subjective and dependent on cultural and social context. Overall, this research has the potential to make a significant contribution to understanding how meaning is constructed and conveyed through Soviet Union memes using a multimodal analysis approach and visual grammar framework.

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