



DISCOURSE ANALYSIS OF “SINDBAD AND THE PIRATES’ PIT”

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Abstract

This Study sets out the author's view of discourse analysis and illustrates the approach with an analysis of discursive “Sindbad and the Pirates’ Pit” movies discourse in contemporary Britain, specifically in higher education. It includes a condensed theoretical account of critical discourse analysis, a framework for analysing discursive events, and a discussion of discursive practices, as well as analysis of samples of the discourse of higher education. The paper concludes with a discussion of the value of critical discourse analysis as a method in social scientific research, and as a resource for social struggle.

Keywords: Discourse, Movie

Abstrak

Penelitian ini menetapkan pandangan penulis tentang analisis wacana dan menggambarkan pendekatan dengan analisis wacana film “Sindbad and the Pirates’ Pit” diskursif di Inggris kontemporer, khususnya di pendidikan tinggi. Ini mencakup akun teoritis kental analisis wacana kritis, kerangka kerja untuk menganalisis peristiwa diskursif, dan diskusi tentang praktik diskursif, serta analisis sampel wacana pendidikan tinggi. Makalah ini diakhiri dengan diskusi tentang nilai analisis wacana kritis sebagai metode dalam penelitian ilmiah sosial, dan sebagai sumber daya untuk perjuangan sosial.

Kata Kunci: Analisis Wacana, Film

INTRODUCTION

Language is a system of arbitrary, vocal symbols which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finocchiaro, 1974:3). From this explanation we can say that language is a tool of communication as it is the medium by which people express their ideas. Communication would also include understanding and conveying messages through the printed word where communities read and write (Finocchiaro, 1974:5-6).

In ordinary life, people are constantly using language, such as for chatting to family members, organizing children for school, reading the paper, etc. In contemporary life, people are required to react and produce bits of language that make sense. In other words, it is required to negotiate texts. Behind both perspectives lies a vast body of critical theory, proposed explanations about how people read texts, what texts are telling and how texts are valued by the culture. This critical leads to four main critical theoretical claims about language which is called systemic functional linguistic (SFL) (Egins, 2004):

1. Language is functional
 2. Its function is to make meanings (semantic)
 3. These meanings are influenced by the social and cultural context in which they are exchanged (contextual)
 4. The process of using language is a semiotic process, process of making meanings by choosing
- Fundamental purpose that language has evolved to serve is to enable people to make meanings with each other. Language users do not interact in order to exchange sounds with each other, not even to exchange words or sentence. People interact in order to make meanings: to make sense of the world and of each other. Suzanne Egins (2004) described the overall purpose of language can be described as a semantic one, and each text we participate in is a record of the meanings that have been made in a particular context.

The linguist Michael Halliday divides these variables into three categories: field, tenor and mode. These three variables combine to form the register of the text. Here is an outline of the three categories.

Field: what language is being used to talk about the field includes, the topic and the interactants.

The topic of discourse can be: specialized/technical (e.g. talking about the environment etc.), and every day (e.g. talking about shopping etc.). The interactants may have:

- a. Specialized knowledge of the field (e.g. a scientist writing for an article for an academic journal);
- b. Common knowledge of the field (e.g. the readers of a newspaper article).

The field determines the use of specialized language, for example whether technical terms or everyday terms are used. It is of course always important for a writer to think about his/her audience (who he/she is writing for), which may be specialist or wide-public

Tenor of discourse: the role relationships between the interactants. The relationship between the interactants varies according to:

- Status (ranging from unequal as in the case of a boss/ employee to equal as with friends);
- Affective involvement (ranging from high as with friends/family members to low as with business clients);
- Contact (ranging from frequent to occasional).

Mode of discourse: the role language is playing in the interaction. Language can be: written, spoken, and written to be spoken (e.g. a political speech). Language can be: spontaneous (e.g. conversation) and planned (e.g. a composition or article). The level of instructiveness of language varies. There can be the possibility of having:

- Immediate feedback (e.g. conversation);
- Rapid feedback (e.g. emails);
- Delayed feedback (e.g. letters).

Language can accompany an action (e.g. saying those while pointing to something), and describe an experience (e.g. a news report).

METHODS

This study uses two research approaches, namely the methodological approach and the theoretical approach. The methodological approach in this study is descriptive qualitative which is used to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups (Creswell, 2016). The theoretical approach used is the Van Dijk model of critical discourse analysis. Critical discourse analysis focuses on dismantling hidden aspects behind a visible reality (virtual reality) to criticize and change the social structure (Sklar, Jay Et Block, Daniel I. 2023).

The data collection method according to Dini (2022) is divided into two, namely the listening method and the speaking method. In this study, the listening method was chosen because the object under study is a textual language (Pratiwi dkk, 2021). The listening method must also be accompanied by a note-taking technique, which means that the researcher records data that is considered appropriate in the discourse analysis study on a data card. The note-taking technique was carried out by recording fragments of narrative text in "Sindbad and the Pirates' Pit" movies. Based on the theory above, the text of Sindbad and the Pirates' Pit can be analysis by use register theory about field, mode and tenor. The explanation will be described below:

- Field → Sindbad and the Pirates' Pit
- Mode → Interactive face-to-face
- Tenor → Affray between Simbad and Pirates

RESULT AND DISCUSSIONS

Experiential meaning is expressed through the system of Transitivity or process types, with the choice of process implicating associated participant roles and configurations (Eggins, 2004). Transitivity choices will be related to the dimensions of field, with the choice of process types and participant roles seen as realizing interactants' encoding of their experiential reality: the world actions, relations, participants and circumstances that give content to their talk.

Table 1. Transitivity system

Material	process: material; actor ; goal/range/beneficiary
Mental	process: mental; senser; phenomenon
Verbal	process: verbal; sayer; receiver; verbiage
Behavioral	process: behavioral; behavior; phenomenon
Existensial	process: existensial; existent
relational – identifying	process: identifying; token; value
relational – attributive	process: attributive; carrier; attributive
Circumstance	extent → duration (temporal); distance (spatial)
	cause → reason; purpose; behalf
	location → time (temporal); place (spatial)
	Matter
	manner → means; quality; comparison
	Role
	Accompaniment

Analysis

On one of his voyages Sindbad boarded a ship

On one of his voyages	Sindbad	Boarded	a ship
circ: location	actor	pr: material	goal

that was sailing for Africa.

that	was sailing	for Africa
actor	pr: material	circ: location

Sindbad and his friends were very careful, because their ship was carrying many bags of gold and jewels.

Sindbad and his friends	were	very careful	Because their ship was carrying many bags of gold and jewels.
Carrier	pr: intensive	attribute	circ: cause

their ship was carrying many bags of gold and jewels.

their ship	was carrying	many bags of gold and jewels
actor	pr: material	goal

The journey was smooth until

the journey	was	smooth	until they heard a terrifying scream from the watchman,
carrier	pr: intensive	attribute	circ: extent

they heard a terrifying scream from the watchman,

they	Heard	a terrifying scream	from the watchman
actor	pr: material	goal	circ: accompaniment

“Look out!

Look	out!
pr: material	circ: location

Pirates up ahead!”

Pirates	Up	ahead!
actor	pr: material	circ: location

Sindbad the sailor lived in dangerous times.

Sindbad the sailor	lived	in dangerous times
Actor	pr: material	circ: location

Every ship he sailed had a watchtower on the highest mast.

Every ship he sailed	had	a watchtower	on the highest mast
Token	pr: possession	value	circ: location

he sailed

he	Sailed
actor	pr: material

A person would always sit in the watchtower and look out for the dreaded Pirates.

a person	would	always	sit	in the watchtower	and	look out	for the dreaded Pirates
actor		circ: location	pr: material	circ: location		pr: material	circ: cause

Pirates were cruel and dangerous thieves,

pirates	were	cruel and dangerous thieves
carrier	pr: intensive	attribute

who would attack a ship, rob it and then burn the ship.

who	would	attack	a ship	rob	it	and	then	burn	the ship
actor		pr: material	goal	pr: material	goal			pr: material	goal

Sindbad and his men quickly got ready to fight the Pirates.

Sindbad and his men	quickly	got	ready	to fight	the Pirates
Actor	circ: manner	pr: material	circ: manner	pr: material	goal

They drew their swords and spears and hid behind big barrels.

they	Drew	their swords and spears	and	hid	behind big barrels
actor	pr: material	goal		pr: material	circ: location

The captain shouted, "Turn the ship around. We must escape the Pirates!"

the captain	shouted	turn	the ship	around	we	must	escape	the pirates
sayer	pr: verbal	pr: material	goal	circ: location	actor		pr: material	goal

But the Pirates had a very fast ship and soon caught up with Sindbad and his friends.

but	the pirates	had	a very fast ship	and	soon	caught up	with sindbad and his friends
	token	pr: possession	value		circ: extent	pr: material	circ: accompaniment

There were many Pirates.

there	Were	many pirates
	pr: existential	existent

Some jumped aboard Sindbad's ship shouting, "Get ready to die!"

some	jumped	aboard Sindbad's ship	shouting	get	ready	to die
actor	pr: material	circ: location	pr: verbal	pr: material	circ: manner	pr: material

Sindbad and his friends fought bravely, killing some Pirates.

Sindbad and his friends	fought	bravely	killing	some pirates
Actor	pr: material	circ: manner	pr: material	goal

But the Pirates were too powerful.

but	the pirates	were	too powerful
	carrier	pr: intensive	attribute

They threw spears of fire onto Sindbad's ship, setting everything on fire.

they	Threw	spears of fire	onto Sindbad's ship	setting	everything	on fire
actor	pr: material	goal	circ: location	pr: material	goal	circ: manner

While fighting, Sindbad was struck on the head.

while	fighting	sindbad	was	struck	on the head
	pr: material	actor		pr: material	circ: location

The Pirates stole all the gold and jewels and killed most of Sindbad's friends.

the pirates	stole	all the gold and jewels	and	killed	most of Sindbad's friends
actor	pr: material	goal		pr: material	goal

Only the Captain and three of his sailors were kept alive.

only the Captain and three of his sailors	were	kept	alive
actor		pr: material	circ: manner

They were tied up and taken to the Pirates' ship.

they	were	tied up	and	taken to	the pirates' ship
actor		pr: material		pr: material	goal

Sindbad was knocked out, but the Pirates thought that he was dead.

sindbad	was	knocked out	but	the pirates	thought	that	he	was	dead
actor		pr: material		senser	pr: mental		carrier	pr: intensive	attribute

Sindbad knew that his ship would sink.

sindbad	knew	that	his ship	would	sink
senser	pr: mental		actor		pr: material

So he jumped into the sea and climbed onto the anchor of the Pirates' ship.

so	he	jumped	into the sea	and	climbed	onto the anchor of the pirates' pit
	actor	pr: material	circ: loc		pr: material	circ: location

He hoped that the Pirates would not see him.

he	Hoped	that	the pirates	would not	see	him
senser	pr: mental		behavior		pr: behavioral	behavior

After a few days the Pirates sailed towards an island.

After a few days	the pirates	sailed	towards an island
circ: extent	actor	pr: material	circ: location

When they dropped the anchor, Sindbad jumped into the water.

when	they	dropped	the anchor	sindbad	jumped	into the water
	actor	pr: material	goal	actor	pr: material	circ: loc

The Pirates left the ship carrying loads of gold and jewels that they had stolen.

the pirates	Left	the ship	carrying	loads of gold and jewels	that	they	had	stolen
actor	pr: material	goal	pr: material	goal		actor		pr: material

They also carried the three sailors and the captain that they had captured on Sindbad's ship.

they	also	carried	the three sailors and the captain	that	they	had	captured	on Sindbad's ship
actor		pr: material	goal		actor		pr: material	circ: location

The Pirates got into two boats and rowed to the island.

the pirates	got	into two boats	and	rowed	to the island
actor	pr: material	circ: loc		pr: material	circ: loc

Sindbad swam behind them, following them quietly.

sindbad	swam	behind them	following	them	quietly
actor	pr: material	circ: loc	pr: material	goal	circ: manner

Sindbad followed the Pirates deep into the jungle on the island.

sindbad	followed	the pirates	deep	into the jungle	on the island
subject	finite	predicator	complement	adjunct: circ	adjunct: circ

They climbed a rocky hill and went towards a very big and deep pit.

they	climbed	a rocky hill
subject	finite	predicator

and	went	towards a very big and deep pit
adjunct: conj	finite	predicator

Sindbad was surprised

sindbad	was	surprised
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subject	finite	complement
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when he saw them throwing the gold and jewels into the pit.

when	he	saw	them
adjunct: conj	subject	finite	predicator
complement			

throwing	the gold and jewels	into the pit
predicator	complement	adjunct: circ

There was a loud roaring sound from inside the pit.

there	was	a loud roaring sound	from inside the pit
subject	finite	complement	adjunct: circ

It was the roar of a ferocious beast.

it	was	the roar of a ferocious beast
subject	finite	complement

Then Sindbad heard

then	sindbad	heard
adjunct: circ	subject	finite
predicator		

one of the Pirates say,

one of the Pirates	say
Subject	finite
predicator	

“Now throw the prisoners in!”

now	throw	the prisoners	in
adjunct: conj	finite	predicator	complement
adjunct: circ			

Sindbad watched in horror as

sindbad	watched	in horror	as
subject	finite	predicator	adjunct: circ
adjunct: circ			

the men from his ship were thrown into the pit

the men	from his ship	were	thrown	into the pit
subject	adjunct: circ	finite	predicator	adjunct: circ

and the Pirates began to laugh.

and	the pirates	began	to laugh
adjunct: conj	subject	finite	predicator
predicator			

Sindbad cried as he heard his men shouting,

sindbad	cried	as
subject	finite	predicator
adjunct: conj		

he	heard	his men	shouting
subject	finite	predicator	complement
predicator			

“Aarrgh! Help! Monster! Help!”

Aarrgh!	Help!	Monster!	Help!
adjunct: continuity	finite	predicator	subject
finite			predicator

He knew that the creature in the pit was attacking them.

he	knew	that
subject	finite	predicator
adjunct: conj		

the creature	in the pit	was	attacking	them
subject	adjunct: circ	finite	predicator	complement

When the Pirates had left,

when	the pirates	had	left
adjunct: conj	subject	finite	predicator

Sindbad crawled to the pit.

sindbad	crawled	to the pit
subject	finite	predicator adjunct: circ

He looked in and saw an ugly beast.

he	looked in	and	saw	an ugly beast
subject	finite	predicator	adjunct: conj	finite
			predicator	complement

The beast looked like a Tiger.

the beast	looked like	a tiger
subject	Finite	predicator complement

Sindbad could not see his friends.

sindbad	could not	see	his friends
subject	finite	predicator	complement

He knew that they were dead.

he	knew	that	they	were	dead
subject	finite	predicator	adjunct: conj	subject	finite
				complement	

Sindbad saw the pit was full of gold and jewels.

sindbad	saw	the pit	was	full of gold and jewels
subject	finite	predicator	complement	finite
				complement

As a night fell, Sindbad had a plan.

As a night fell,	sindbad	had	a plan
adjunct: circ	subject	finite	predicator complement

He made sure that the Pirates were not in sight.

he	made	sure
subject	finite	predicator adjunct: circ

that	the pirates	were not	in sight
adjunct: conj	subject	finite	complement

Then he built a big ladder with bamboo sticks.

then	he	built	a big ladder	with bamboo sticks
adjunct: circ	subject	finite	predicator	complement
				adjunct: circ

He lowered the ladder into the pit and quickly climbed a tree.

he	lowered	the ladder	into the pit
subject	finite	predicator	complement
			adjunct: circ

and	quickly	climbed	a tree
adjunct: conj	adjunct: circ	finite	predicator complement

After a short, the beast climbed out of the pit.

after a short,	the beast	climbed	out of the pit
adjunct: circ	subject	finite	predicator adjunct: circ

Sindbad watched as the beast went towards the Pirates.

sindbad	watched	as	the beast	went	towards the pirates
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subject	finite	predicator	subject	finite	predicator	adjunct: circ
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They were sitting by a fire.

thy	were	sitting	by a fire
subject	finite	predicator	adjunct: circ

The Pirates screamed in horror

the pirates	screamed		in horror
subject	finite	predicator	adjunct: circ

as the beast attacked them.

as	the beast	attacked		them
adjunct: conj	subject	finite	predicator	complement

The beast killed all the Pirates.

the beast	killed		all the pirates
subject	finite	predicator	complement

Sindbad hid in the tree and waited till daybreak.

sindbad	hid		in the tree	and	waited		till daybreak
subject	finite	predicator	adjunct: circ	adjunct: conj	finite	predicator	adjunct: circ

Then, making sure that the beast was nowhere in sight,

then	making	sure	that	the beast	was	nowhere	in sight
adjunct: conj	predicator	adjunct: circ	adjunct: conj	subject	finite	adjunct: circ	adjunct: circ

he climbed down

he	climbed		down
subject	finite	predicator	adjunct: circ

Sindbad climbed down the ladder and into the pit, filled with treasure.

sindbad	climbed		down	the ladder	and	into the pit
subject	finite	predicator	adjunct: circ	complement	adjunct: conj	adjunct: circ

filled		with treasure
finite	predicator	adjunct: circ

Once he was inside, he collected all the gold and jewels

once	he	was	inside	he	collected		all the gold and jewels
adjunct: circ	subject	finite	adjunct: circ	subject	finite	predicator	complement

he could carry and climbed out.

he	could	carry	and	climbed		out
subject	finite	predicator	adjunct: conj	finite	predicator	adjunct: circ

Then Sindbad walked towards the Pirates' boats.

then	sindbad	walked	toward	the pirates' boat	
adjunct: conj	subject	finite	predicator	adjunct: circ	complement

Sindbad kept looking around,

sindbad	kept		looking	around
subject	finite	predicator	predicator	adjunct: circ

for he was afraid the beast might come back.

for	he	was	afraid	the beast	might	come back
adjunct: conj	subject	finite	complement	subject	finite	predicator

As Sindbad put the treasure into a boat,

as	sindbad	put	the treasure	into a boat
adjunct: conj	subject	finite	predicator	complement

he heard the beast roaring.

he	heard	the beast	roaring
subject	finite	predicator	complement

He looked around and spotted the beast running towards him.

he	looked	around	and
subject	finite	predicator	adjunct: circ

spotted	the beast	running	towards	him
finite	predicator	subject	predicator	adjunct: circ

Sindbad took a deep breath, jumped into the water and swam out to sea.

sindbad	took	a deep breath	jumped	into the water
subject	finite	predicator	complement	finite

and	swam	out	to sea
adjunct: conj	finite	predicator	adjunct: circ

The beast stood at the shore roaring,

the beast	stood	at the shore	roaring
subject	finite	predicator	adjunct: circ

but it did not get into the water.

but	it	did not	get	into the water
adjunct: conj	subject	finite	predicator	adjunct: circ

After a while the beast left the shore.

after a while	the beast	left	the shore
adjunct: circ	subject	finite	predicator

Sindbad then took the boat to the Pirates' ship and sailed the ship back to Baghdad.

sindbad	then	took	the boat	to the pirates' ship
subject	adjunct: conj	finite	predicator	complement

and	sailed	the ship	back to Baghdad
adjunct: conj	finite	predicator	complement

There, he told everyone about his lucky escape

there	he	told	everyone	about his lucky escape
adjunct: circ	subject	finite	predicator	complement

and about the beast that ate his friends.

and	about the beast	that	ate	his friends
adjunct: conj	adjunct: circ	subject	finite	predicator

With the treasure he had taken from the Pirates' pit Sindbad lived happily.

with the treasure	he	had	taken	from the Pirates' pit	and
adjunct: circ	subject	finite	predicator	adjunct: circ	adjunct: conj

sindbad	lived	happily
subject	finite	predicator

CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis, the following research conclusions were drawn. "Sindbad and the Pirates' Pit" movies that does not only have textual meaning but can be analyzed in terms of social cognition and social context, such as Van Dijk's critical discourse analysis. Textual analysis consists of three structures, namely macro structure, superstructure and microstructure. The topic discussed by the author in "Sindbad and the Pirates' Pit" movies is generally dominated by the dominant concept of promiscuity carried out by the main character. The topic is supported by one subtopic and another subtopic. The theme of promiscuity is a form of juvenile delinquency that violates religious and societal norms. "Sindbad and the Pirates' Pit" movies uses a mixed plot or plot back and forth. There are several parts of the story that are deliberately made as flashbacks to support the existing story. The parts of the text that are arranged in the novel "Dua Garis Biru" as a whole form a scheme or plot from beginning to end in each chapter. The meaning to be conveyed is displayed through the setting of the place which is equipped with a description of the atmosphere, details, presuppositions and intentions. The choice of pronouns is also included in the discussion of the microstructure section. The author uses pronouns to avoid repeating the same word.

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