

Persuasive Strategies in Diary *Kike Wadatsumi no Koe* (Critical Discourse Analysis Study)

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Abstract:- This study examines how the hegemony of persuasive strategies represented in a discourse text (a diary) entitled *Kike Wadatsumi no Koe*. The hegemonic representation was studied using Critical Discourse Analysis (CDA) to see how the persuasive strategies was manifested in language. The point of view of hegemony party was applied. This study revealed that there are two forms of persuasive strategies: by using request forms and invitation forms. In both forms of persuasive, described the effects of the Japanese military regime's policies, which made the soldiers who were deployed on the front lines in World War II feel more confident.

Keywords:- Hegemony, Persuasive, Strategies, Japanese, Regime, Soldiers.

I. INTRODUCTION

In social life, there will always be the ruling groups and the ruled groups. The ruling of one group over another group is commonly known as hegemony. Hegemony is fought not only by violence but also by public acceptance (Gramsci, 1971: 32). Public acceptance here means the approval of the ruling class's idea by the community, which is expressed in language through the mechanism of public opinion. Through language, power is formed and, conversely, power uses language as a means for achieving goals in the discourse of power.

Language and power is a complementary unit. When a person has power, the language he uses will be referred to, both his choice of words and his communication style either verbally or non-verbally. Diary is a part of non-verbal communication, which is a writing form. Diary usually contains a record of events experienced daily. Impressive, joyful, or sad events are often written in a diary.

This study examines how the hegemony of the persuasive strategies was applied by high-ranking officers of the Japanese Royal Army to the soldiers assigned to the Japanese Navy Fleet. A Critical Discourse Analysis (CDA) was applied to see how persuasive strategies was implemented. The hegemonized party's point of view was used to see the types of persuasive strategies in the diary collection of *Kike Wadatsumi no Koe*.

So far, many researchers have conducted research on hegemony and CDA, but the research were commonly done separately (e.g., Sulistyono, 2018; LaMothe, 2011; Krinsky, 2010; Schippers, 2007; Sarles, 2006). When the two were combined, the data source came from those who hegemonize (e.g., Rios, 2017; Noor Cahaya, 2017; M.I.Abadi, 2015). This study combines the two themes (hegemony and CDA) with the data source from the hegemony party's perspective in the form of a diary. Therefore, research on CDA-hegemony is beneficial because the results of the study can provide information about the diction from the semantic and sociolinguistic viewpoint. The research aims to find out the linguistic units, interpret the practice of discourse as a pragmatic act, and then explain the socio-cultural events that underlie it.

II. METHODS

The present research used a qualitative-critical approach based on linguistic and socio-cultural practices that appear both explicitly and implicitly in the Japanese student soldiers' diary collection book as the data source. The research approach focused more on expressing the power represented in the student soldiers' writings, revealing the representation of the hegemony of power in the form of words, phrases, and sentences.

The present research used a combination of theories, namely, Gramsci's hegemony theory, which focuses on the hegemony of power, and Foucault's critical discourse analysis theory, which focuses on how language shapes power. This research was based on the idea that the ruler needs language to be used as a means to achieve the expected goal, namely power. Therefore, power is basically reflected through language.

The research data was in the form of text discourse grouped into two sub-foci: persuasive by using request forms and invitation forms. In total, 20 data corpuses were found, consisting of 10 data corpuses representing persuasive by using request forms power discourse and 10 data corpuses representing persuasive by using invitation forms power discourse. All data were coded according to the persuasive strategies by using request forms and invitation forms. The data code for using request forms was SWK.Per/Min (number). For example, SWK.Per/Min 01 means (SWK=Discourse Strategies of Power, Per=Persuasive, Min=Request, 01=data number one). The data code for using

invitation forms SWK.Per/Aj (number). For example, BWK.Paks/Nfis 02 means (SWK=Discourse Strategies of Power, Per=Persuasive, Aj= Invitation, 02=data number two). For analysis, Fairclough's CDA model was applied. The method was used because the expected data findings were in the form of text discourse, which is in accordance with the Fairclough's CDA model.

III. RESULTS

From the data collected, in the *Kike Wadatsumi no Koe* Diary, two types of persuasive power strategies are found: by using request forms and by using invitation forms in table 1.

Table 1. Type of Persuasive Strategies in *Kike Wadatsumi no Koe*

Types of Persuasive Strategies	Data
Request forms	SWK.Per/Min 01, SWK.Per/Min 02, SWK.Per/Min 03, SWK.Per/Min 04, SWK.Per/Min 05, SWK.Per/Min 06, SWK.Per/Min 07, SWK.Per/Min 08, SWK.Per/Min 09, SWK.Per/Min 10
Invitation forms	SWK.Per/Aj 01, SWK.Per/Aj 02, SWK.Per/Aj 03, SWK.Per/Aj 04, SWK.Per/Aj 05, SWK.Per/Aj 06, SWK.Per/Aj 07, SWK.Per/Aj 08, SWK.Per/Aj 09, SWK.Per/Aj 10

The persuasive power strategy is usually done by giving some effects on people with using a legitimate reason and real proves, so the person is interested to follow. The power strategy is being done by using smooth and does not force such inviting or requesting.

a. Inviting

Japan Military Government through newspaper are repeatedly preaching heroism attitudes of special force members who died in a battle with patriotic manner. The propaganda has included with the news of a company readiness such as the train bureau for the training soldiers. The Sapporo bureau train would build new training center building for soldiers of junior high school Hakodate city starting on April 1st. The study was for one year and received 250 primary school graduates. The implementation of the education program in the place was for 5 days in a week. In addition, the program was to be set up in Onuma training center to accommodate 200 people started in June. It was the first time authority of railways then started training directly.

Military propaganda was added with sadly stories such soldiers leaving their families and saying farewell to their families. All those propaganda in media was done with one purpose to invite the youth and students to enroll themselves as Kamikaze members. That description can be seen through this diary phrase below.

(1) 学者こそ今や第一線に立つ時です。

Gakusha koso imaya daiissen ni tatsu toki desu.

Sudah waktunya bagi para sarjana untuk berada di garis depan.

It is time for scholars to be on the front line. (SWK.Per/Aj 1).

On the data (1) above shows that military authorities were successfully landing their propaganda to persuade and invite college students to enroll themselves becoming the military soldiers and moving into frontline posts dealing with the enemies. The data above clearly shows strong desire to move to the front lines as military troops after completing the course. Even from the quote above, it shows that the diary writer urges his colleagues after graduation and scholars to do an advance movement to a battlefield as Japan military.

一体私は陛下のために銃をとるのであろうか、あるいは祖国のために（観念上の）、またあるいは私にとって疑いきれぬ肉親の愛のために、さらに常に私の故郷であった日本の自然のために、あるいはこれら全部または一部のためにであろうか。しかし今の私にはこれらのために自己の死を賭するという事が解決されないでいるのである。

Ittai watashi wa heika no tame ni jū o toru nodearou ka, aruiwa sokoku no tame ni (kan'nen-jō no), mata aruiwa watashi ni totte utagai kirenu nikushin no ainotameni, sarani tsuneni watashi no furusatodeatta Nihon no shizen no tame ni, aruiwa korera zenbu matawa ichibu no tame nidearou ka. Shikashi ima no watashiniha korera no tame ni jiko no shi o tosuru to iu koto ga kaiketsu sa renaide iru nodearu.

Di bumi ini saya akan mengambil senjata untuk Yang Mulia, atau untuk tanah air saya (ideal), atau untuk cinta kerabat saya yang tidak perlu dipertanyakan, dan Jepang yang selalu menjadi kampung halaman saya. Apakah itu untuk sifat Jepang, atau untuk semua atau sebagian dari ini? Tapi sekarang saya belum menyelesaikan taruhan saya pada kematian saya sendiri untuk hal-hal ini.

In this earth, I would take a gun to his majesty, or to my homeland (ideal), or for love of my relatives who do not need to be questionable, and Japan which always be my hometown. Is that for the nature of Japan, or some part of this? But now, I have not finished my bet on my own death for this things. (SWK.Per/Aj 2)

For data (2) above shows about military authorities becoming successfully in giving their propaganda to influence Japanese people at that time. Government propaganda has successfully affected the diary writer too, so that he expressed his readiness to fight against America. The diary writer was trying so hard to remain survive in the middle of a battleground as seen in a quote "I have not finished my bet on my own mortality". From that reason, the diary writer was wanting to go to the war as his kin understanding.

The phrase “*Nihon no shizen*” (the nature of Japan) mentioned by the diary writer, shows dedication and strong determination, to give the best efforts for protecting the country from anything which is trying to undermine Japan. Showing the defense efforts give an impact to personal and even to the diary writer family, shows that the writer has taken a step to be a consistent individual about a decision to take “*heika no tame ni jū o toru*” (take an arm to his highness). Data (2) above clearly describe about military authorities to scholars for participating in a successful battlefield.

(2) 僕は戦の庭に出ることも自分に与えられた光栄ある任務であると思っている。現下の日本に生きる青年としてこの世界史の創造の機会に参画できることは光栄の至りであると思う。

boku wa sen no niwa ni deru koto mo jibun ni atae rareta kōei aru ninmudearu to omotte iru. Genka no Nihon ni ikiru seinen to shite kono sekai-shi no sōzō no kikai ni sankaku dekiru koto wa kōei no itaridearu to omou.

Saya berpikir bahwa berada di medan pertempuran juga merupakan tugas terhormat yang diberikan kepada saya. Merupakan suatu kehormatan untuk dapat mengambil bagian dalam peluang penciptaan sejarah dunia ini sebagai seorang pemuda yang tinggal di Jepang saat ini.

I think that being in the battlefield is also an honor duty which is given to me. An honor to be able to take part in the history of the world as a young man living in current Japan. (SWK.Per/Aj 3)

Data (3) demonstrate about an unyielding attitude of Japanese warrior in World War II. The diary writer had realized that his profession as a soldier and going to battlefield were honorable. The writer was sure his decision to plunge as a soldier in the Japan army that time was a big opportunity to paint the history of Japan because at that time the Japanese were facing a war with America. The writer felt as an appropriate by holding an opinion for a profession with sublimed and esteemed honorable relating to country defense.

Persuasive power strategy in data (1) until (3) show about soldiers spirits who mentioned confidence, sacrifice, and unyielding. Those three data indicates that Japan military government can be very meticulous affected the propaganda for inviting the scholars to join Japan army and taking a responsibility to conform the nation defense. The soldiers would follow, implement, and responsible for nation security which was entrusted on their shoulders.

b. Requesting

The Japan emperor, Hirohito, visited Kamikaze pilot troops personally before they went to battlefield by leaving of deeply impressions. One of soldier, Horiyama Hisao stated, “I think the arrival of the emperor with his white horse, is a sign that he personally asked us to serve him by obeying his commands”. Besides that, Japan government also asked the

youth for taking part in defending nation by registering themselves as special forcing troops for the prosperity of Asia Timur Raya Daitoa through propaganda announcement in radio and newspapers.

From those condition above can be seen through this phrase from the diary below.

(3) 飛行機の乗員は最大限の爆薬を抱えて搭乗機もとも敵艦船に体当たりを図った。

Hikōki no tar wa saidaigen no bakuyaku o kakaete tōjō-ki moro tomo teki kansen ni karada tari o hakatta.

Awak pesawat membawa maksimum bahan peledak dan mencoba menabrak kapal musuh, bahkan dengan pesawat.

Flight crew brought a maximum explosive ingredients and tried to hit the enemy ship, even with the plane. (SWK.Per/Min 1)

Data (4) above mentions about persuasive strategy in requesting by Japan military government that had welcomed students/writer who clearly explaining about starting war technical in World War II. In fact, data (4) shows inability of the diary writer and soldiers to reject military government demand using their authorities for securing all authoritarian policy setting. For avoiding the authorities, it has affected on personal self-esteem even to their families, the soldiers were taking a step to fulfill authoritarian demand. Data (4) above has shown the diary writer would realize to do suicide action by crashing himself with a transportation that was entrusted to him in the battle. That persuasive power strategy about requesting was applied by government that effected the soldiers to obey and carry out orders made as a request. The request is demanding the soldier to have brave heart and voluntary to obey a decision set by military government.

(4) 特別攻撃の兵器には飛行機のほか、人間魚雷（回天）、爆装モーターボート（震洋）吊り下げ人間爆弾（桜花）、海底から上陸用舟艇を爆破する人間爆（伏竜）などがあつた。

Tokubetsu kōgeki no heiki ni wa hikōki no hoka, ningen gyorai (kaiten), bakusō mōtābōto (Shin Hiroshi) tsuru sage ningen bakudan (ōka), kaitei kara jōriku-yō shūtei o bakuha suru ningen bakurai (fukuryō) nado ga atta.

Senjata untuk serangan khusus termasuk pesawat terbang, torpedo manusia (shudens), kapal motor peledak (samudera yang mengejutkan), bom manusia yang ditanggihkan (bunga sakura), dan detonator manusia yang meledakkan kapal pendarat dari dasar laut.

Weapon for special attacks including aircraft, torpedo man (*shudens*), explosive motor boats, (shocking ocean), suspended human bombs (*Sakura* flowers), and human detonator blown up landing ships from under the sea. (SWK.Per/Min 2)

Data (5) explains that the diary writer did not describe attacking technical like in data (4). Yet, it is explaining eapons type and also transportation type which are designed by military government that would be used by the soldiers and also scholar soldiers in battlefield. The soldier writer in data (5) did not show his fear, worry, or sadness in his diary about “human detonator” existence.

That clearly shows the Japan military government in World War II was very successfully affecting their soldiers by using many propaganda ways which seemed humble in requesting. The soldiers were willingly inedible propaganda by the Japan government to take an action to comply all policies and decisions set by them. Data (5) above clearly describe persuasive power strategy used by military government that willingly followed by the soldiers.

(5) 七時半よりの東条首相の講演に間に合った。これぞまさに来るべきもの。吾々の運命の見通しに決定的な影響を与えるものである。学徒の徴兵猶予停止（二一九ページ注参明）、法経文の諸学校の教育停止（二三〇ページの注「学徒出陣」参明）、その整理統合。

Nana-jihan yori no Tōjō shushō no kōen ni maniatta. Korezo masani kurubeki mono. Wareware no unmei no mitōshi ni ketteitekina eikyōwoataeru monodearu. Gakuto no chōhei yūyo teishi (ni ichi kyū pēji chūsan mei),-hō kyōmon no sho gakkō no kyōiku teishi (ni san ° pēji no chū `gakuto shutsujin' san mei), sono seiri tōgō.

Saya tepat waktu untuk pidato Perdana Menteri Tojo dari pukul setengah tujuh. Inilah yang seharusnya datang. Ini memiliki pengaruh yang menentukan pada prospek setiap nasib. Hentikan perekrutan siswa (halaman 299 Catatan), hentikan pendidikan hukum dan sekolah ekonomi (Catatan di halaman "Penampilan siswa"), konsolidasi.

I am on time for delivering speech of Tojo Prime Minister, starting at half-past seven. This is what is supposed to come. This has a decisive influence on prospects of each fate. Stopping the students' recruitment (diary, page 299), stopping education law and economic school (diary page “students' appearance”) consolidation. (SWK.Per/Min 3)

Data (6) shows about the diary writer attitude in responding Japan military government propaganda during World War II. The writer showed his enthusiastic and welcomed PM Tojo speech with proud. The writer felt that PM Tojo could give solutions for Japan youth scholars and students who compelled to participate in a battle as Japan military soldiers in World War II.

Persuasive power strategy in data (4) until data (6) has mentioned about the soldiers attitudes for having huge confidence. Those three data explained about Japan military government in WW II can influence all Japanese with their

propagandas. Besides, they invite all scholars to participate defending Japan nation with voluntary by following, obeying, and having responsibility to secure nation in their shoulders.

IV. DISCUSSIONS

On persuasive discourse strategy used by soldiers do not control directly with physical, but it includes organization and disciplines through discourse. Power works in an imperceptible manner, unwittingly by discipline practical (Eriyanto, 2006, p.70). The soldiers has been controlled with discourse and mechanisms including rules and procedures. Punishment procedures are carried out as a media for correcting to ourselves and regulating soldiers.

Some inconsistencies in applying persuasive strategy led to violation disciplinary. Discipline in regarding some efforts force someone in regulating his/her behavior in order to approve regulations set (Crow and Crow, 1985, p.192). Consistency reflects as a motivation and strengthen the prestige of the regulation. In addition, consistency is also as an instrument for heightening the prestige of the regulators; in this research is military leaders.

Persuasive power strategy discourse is consistently applied by military leaders and it is very helpful to ease them in controlling the soldiers. The soldiers have called and asked to pressed and forced for understanding and remembering norms and rules which have applied in the military world life. By implementing their understanding and recalling rules then norms, the soldiers have their principles directly as their reference in carrying out their task which are entrusted to them. In the ultimate, the soldiers can accept all forms of the regulations as a natural thing.

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