

CHAPTER I

INTRODUCTION

This chapter shows four points such as background of the study, research problem, research objectives and benefits of the study. Background of study explains the reason and significance of the study. The part that answers the existing problem is the formulation of the research problem. Research objectives of the study are about the purpose of the study. The last part is benefits of the study. It explains the importance of the study both theoretically and practically.

A. Background of the Study

Education is a process of learning for learners to be able to understand, and make human think critically. According to Carter v. Good(1945), education is a development process of individual skills in social attitudes and behaviour. Social attitudes and behavior can be found in the house or school. It can develop achievement and social skills. Education enables make students to be more active and may also involve education outside educators and learners, as well as many girls and women. So, Education is as one of the driving force to social change. For women, education is the key to a better life. However education has wider benefits coverage, not just on the women themselves but rather includes family, community and country.

The debate about education in developed countries often revolves around subject priority. It is most important or about students and things that need additional budget, but in developed countries. The problem of education can be very basic, such as at school. United Nations on BBC New (October, 11, 2017) show that shortcomings poorest countries in the world. Another situation is in Western countries, female students are superior to male students in academic achievements. While in poorer parts of the world, especially in Southern Asia, women are more important behind or not in

school. Recently, a new report said by Yousafzei concerns about the war in Afghanistan and Pakistan. It is most difficult countries in Asia, especially for girls to get education. The report gave several responses about the girls being unable to get proper education(Asian Correspondent posted by “MataMataPolitik” on October 14, 2017).

The country of the Central African Republic is one of the countries with the lowest level of education, especially for girls and women, it can be showed in BBC newspaper. United Nations data shows that the chances of girls dropping out of school are twice as high in conflict areas. Following ranking, based on the worst. South Sudan is the newest countries in the world faces a series of violence and war. Nearly three quarters of girls do not enter to elementary school. Central African Republic is one teacher for 80 students. It makes students not get maximum teaching. Niger is only 17% of women aged 15-24 are literate. Afghanistan gender inequality is widespread with boys more likely to go to school than girls. Mali is only 38% of girl complete elementary school.

In the existence of a conflict in the Pakistani Taliban, there is one victim who became a public spotlight named Malala Yousafzai. She is Pakistani student who was shot her head by the Taliban. She is fight for education for girls and women. Malala Yousafzai raises her protest against terrorism in Pakistan to bring back education. She also respect for the girls and women. Her resistance attribute is revealed through Critical Discourse Analysis (CDA).

Malala uses speech to communicate with state leaders. communication is a form of activity interacting between the messenger and the recipient of the message. But in communication, of course, good language and words are needed, so that information can be conveyed well and clearly. According to (Carrol, 1959) language is a structured system of sounds and sound sequences that are manasuka, which is used, or which can be used in communication between individuals by a group of humans and which rather

complete gives names to objects, events and processes in human environment.

Critical Discourse Analysis (CDA) has become a very influential academic research activity across subjects in social, political, educational, and linguistic science. According to Fairclough (1995: 11) the aims of critical analysis are to produce explanation and interpretations of social life such as identification of causes with social wrongs and produce knowledge based on condition. So, these conditions can be in the form of social practice. Social practice implies the existence of a dialectical relationship between a particular discursive event and the situation, institutions and social structure that constitute it. CDA discusses three important things, as follow as it is relational form, it is dialectical, and it is transdisciplinary. Relational form is a relations of communicate between people who talk and writer. Dialectical relations focus on two dialectical relations between structure (especially social practice as an intermediate level of structuring) and events (structure and action, structure and strategy) within each, between semiotic and other elements. These elements are the main dimensions with which Fairclough works as exemplified in his diagram. The three types of analyses carried out in fairclough's model are: the textual analysis, the discursive analysis, and the social analysis. Textual analysis involves the analysis of the way propositions are structured and the way propositions are combined sequenced. According to this type of analysis, is to be looked at as discursive practice is called the interpretation stage. The last is social analysis. It is relation to ideology and power placing it within a view of power as hegemony. It also examines ideological manipulations and power relation used among people manifested in texts.

According to Agustien (2006: 5) text is a semantic unit, a unit of language that makes sense. Text are a conversation, talk, or piece of writing makes sense. It is not a text if it does not makes sense. Fairclough (1995: 6) text is a social spaces where two social processes occur together, cognition and representation of the world and social interaction. Cognition and

representation is a language taken from the experience of the author or the experience of other people in the world and expressed in the form of text. Whereas social interaction is an interpersonal interaction between participants in the discourse, and textually in binding the parts of the text together into a coherent whole (text, precisely) and binding the text to the situational context. So this is related to Malala's speech text. Malala's speech explained her personal experience when shot by the Taliban. They also shot her friend. They asked Malala's and her friend to be quiet, but Malala did not remain silent. "I am here to speak in terms of personal revenge against the Taliban or any other terrorist group. I am here to speak for the right of education for every child." That's one of Malala's speeches. This has led to social interaction between Malala's and world leaders to provide decent education for girls and women.

In books, language and power, Fairclough (1989: 37) explains the dialectics of social structure and discourse. Fairclough argues that the relationship between discourse and social structure is not a one way relationship. Besides being determined by social structure, discourse also influences social structures while contributing to changes in social structure.

Besides Fairclough, the founder of the critical discourse analysis was Van Dijk. Critical discourse analysis according to Van Dijk (1997) is divided into three dimensions, namely the text dimension in which there are text elements, namely macro structures that observe the theme of a text. Superstructure that observes the scheme of a text, namely opening, filling, and closing. Micro structures that observe elements in the text, such as coherence and cohesion. The second dimension is the dimension of social cognition, in this dimension Van Dijk emphasizes how a text is related to context. The last dimension is the dimension of social analysis that explains the form of discourse that develops in society.

Therefore, discourse is an important part of reality and the issues of power and ideology are very closely related to discourse. Or, discourse has a

fundamental role in the reproductive cycle of social power (Van Dijk, 2004: 21)

Discourse and power: the combination of the two terms becomes one ideology. According to Blommaert (2005: 25) the focus of CDA are to critique on the intersection of language or discourse or speech and social structure. It is in uncovering ways in which social structure relates to discourse patterns (in the form of power relations, ideological effects, and so forth), and in treating these relations as problematic, that researchers in CDA situate the critical dimension of their work.

Ideology has indeed been a very fertile topic of investigation in CDA as suggested by Blommert (2005: 173). Ideology is a process that comes from the discourse in the form of action of organization social, the social reproduction of the group. Ideology in CDA is seen as an important aspect to build and maintain unequal power relations.

According to Anwar (1997: 17) in his book entitled “TeoridanPraktekPidato explain that speech is a process to deliver an important problem verbally to the public in official ways. Speech not everyone can do especially in front of the public then it should have a technique to master speaking. Speech consists of two type first is formal speech and informal speech.

On the other hand to get better analysis, researchers need perspective of other researchers who have conducted similar research. The previous study is conducted by Obiero, OtienoBenard (University of Nairobi, 2017). *A Critical Discourse Analysis of Donald Trump’s Announcement Speech* is the title of thesis. The study sought to investigate how the language used in Donald Trump’s Announcement Speech positions various actors. Data for the study was drawn from selected representative excerpts resident in Donald Trump’s Announcement Speech. The study made use Fairclough’s (1989) theories focusing discourse analysis. The current study is to examine ideology with a critical discourse analysis. Whereas the difference in previous research with research now lies in the object of study and theoretical analysis. Obiero

uses Donald Trump's Announcement Speech as the object of study, while the recent study uses Malala's Speech. And the previous study using Fairclough theories focusing micro and macro discourse analysis, but the current study refers to theory of Fairclough theories about three dimensional analysis.

The elaboration above is the background of this study. The research is regarded as CDA since the research discuss the form of written language or discourse. The ideology will refer to the representation of opposition to Taliban Pakistan and its authority. As stated by Fairclough (1995) ideology as basic forms of social cognitions, ideologies also have cognitive functions. We have already suggested that they organize, monitor and control specific group attitude. Possibly, ideologies also control the development, structure and application of sociocultural knowledge. Furthermore, the researcher also analysis the linguistic features to support the findings. The study describes the ideology of Malala Yousafzei represented in her speech in the text education for girls and women and find out the reason of Malala Yousafzei towards the education for girls and women.

B. Problem Statement

Based on the background of the study above, there are two problem statement must be answered, as follows:

1. What is the ideology used by Malala Yousafzei represented in her speech in the text education for girls and women?
2. What are the reasons of Malala Yousafzei to encourage the education for girls and women?

C. Objective of the Study

There are two objectives of the study, as follows:

1. To describe the ideology of Malala Yousafzei represented in her speech in the text education for girls and women.
2. To explain of Malala Yousafzei's reason to encourage the education for girls and women.

D. Limitation of the Study

The present study limits only on the ideology in text education for woman using Critical Discourse Analysis approach to analyze of the data by Fairclough(1995) theories.

E. Benefit of the Study

The benefit of the study consist of two parts: theoretical and practical benefits, as follow as:

1. Theoretically

This study is useful for the development of knowledge about critical discourse analysis especially ideology in a speech text and enrich bibliography variation.

2. Practically

a. Students

The research will be useful for students to know more about the CDA Analysis Approach as well as the meaning of the terms in CDA. On the other hand, the students can develop applicant of the discourse relating the topic of the research.

b. The readers

This research hopefully will help readers to know of discourse study. This research also can be used as a reading material or reference in complete the task.

c. The lecturer

The research findings hopefully can be used as learning materials for linguistic lectures concerning critical discourse analysis not taught before to researchers in the faculty.

d. Other researcher

The research findings can be used to add a variety of CDA. Other benefits can be used to students who interested in researching a speech of MalalaYousafzei.

F. Research Paper Organization

The researcher divides the paper into five chapters.

Chapter I is consists of background of the study, limitation of the study, problem statement, objective of the study, benefit of the study and research paper organization,Chapter II deals with underlying theory and previous study. Chapter III includes with type of research, object of the study, data and data source, method and technique of collecting data, and technique of analyzing data.Chapter IV elaborates the research finding, the data analysis and discussion.Chapter V presents the conclusion and suggestion of this study.