

**IDEOLOGY IN THE TEXT OF MALALA'S SPEECHES :
EDUCATION FOR GIRLS AND WOMEN(CRITICAL
DISCOURSE ANALYSIS APPROACH)**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

**By :
RADIFAH OKTIAS ARDANTI
A320150085**

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
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APPROVAL

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PUBLICATION ARTICLE

by:

RADIFAH OKTIAS ARDANTI

A320150085

Approved to be examined by Consultant

Consultant



Dr. Malikatul Laila, M.Hum.

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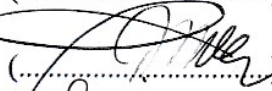
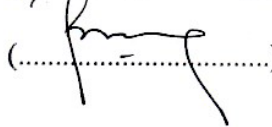
BY

**RADIFAH OKTIAS ARDANTI
A320150085**

Accepted by the Board Examiners
English Department
School of Teacher Training and Education
Muhammadiyah University of Surakarta
On May 2019

Team of Examiners:

1. Dr. Malikatul Laila, M.hum.
Head of Examiner
2. Agus Wijayanto, M.A. Ph.D.
Member I of Examiner
3. Dra. Siti Zuhriah Ariatmi, M.Hum
Member II of Examiner

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Dean,

Prof. Dr. Harun Joko Prayitno, M.Hum

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RADIFAH OKTIAS ARDANTI

A320150085

IDEOLOGY IN THE TEXT OF MALALA'S SPEECHES : EDUCATION FOR GIRLS AND WOMEN(CRITICAL DISCOURSE ANALYSIS APPROACH)

Abstrak

Tujuan penulisan adalah (1) untuk mendiskripsikan ideology pidato Malala Yousafzei dalam teks pendidikan untuk anak perempuan dan wanita dan untuk menjelaskan alasan Malala Yousafzei mendorong pendidikan untuk anak perempuan dan wanita. Permasalahan yang diangkat dalam penulisan ini dirumuskan sebagai berikut: (1) Apakah ideology yang digunakan Malala dalam pidato pendidikan untuk anak perempuan dan wanita (2) Bagaimana alasan Malala Yousafzei mendorong pendidikan untuk anak perempuan dan wanita. Metode yang dipakai dalam penulisan ini adalah metodeobservasi. Tehnik pengumpulan data adalah mencari transkrip pidato Malala tentang pendidikan untuk anak perempuan dan wanita, membaca transkrip pidato, menulis semua kalimat yang termasuk dalam ideology dan pengkodean data. Teknik menganalisis data dilakukan dengan metode membandingkan. Metode ini menggunakan teori dari Fairclough tentang analisis wacana kritis yang menjelaskan ideology berdasarkan analisis teks, praktik wacana, dan praktik social budaya. Dalam analisis ini ditemukan pilihan kata dan pilihan kalimat yang digunakan untuk mewakili ideology dari Malala. Seperti kata buku dan pena. Kata tersebut Malala ibaratkan senjata untuk melawan para teroris. Selain itu dalam pidatonyadapat mengetahui aspek socsal, situasi yang terjadi di Negara Pakistan dan sekitarnya. Anak perempuan dan wanita tidak diijinkan untuk sekolah. Itu terjadi karena orang militant takut anak perempuan dan wanita mendapat pendidikan yang pantas dan mengalahkan para militant.

Kata kunci: ideologi, analisis wacana kritis, observasi non-partisipan

Abstract

The aims of the study are to describe the ideology of MalalaYousafzei's speech in the text education for girls and women and to explain the reason why Malala Yousafzei encouraged education for girls and women. The type of the research is descriptive qualitative. In this research, the method of collecting data is non-participant observation. The techniques of collecting data were done by searching the transcript of Malala's speeches, reading it , retyping all the sentences which contained ideology, and coding data. The technique of analyzing data was comparison. The technique uses Fairclough's theory of critical discourse analysis that explains ideology based on the text analysis, discourse practice, and sociocultural practice. In this analysis, it is found that a words choice and sentences choice are to represent the ideology of Malala. Like "book and pen". It is weapons to fight terrorist. In addition, in her speech, she was able to know the social aspects and the situation that occurred in Pakistan and its surroundings. The girls and women were not allowed to go to school. This is so, because militants feared that girls and women in Pakistan would receive proper education.

Keywords: critical discourse analysis, ideology, non-participant observation.

1. INTRODUCTION

Education is a process of learning for anyone 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 students to be more active and may it involves not only education outside educators and learners, but also many girls and women. So, Education is as one of the driving force for a 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 as well.

United Nations on BBC New (October, 11, 2017) showed many 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 man or not go to school. Recently, a new report said by Yousafzei concerns about the war in Afghanistan and Pakistan. It is most difficult country 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).

In the existence of a conflict in the Pakistani Taliban, there is one victim who became a public spotlight named Malala Yousafzai. Malala Yousafzai, A Pakistani student who was shot his head by the Taliban because of the fight for education for girls. Malala Yousafzai raises her protest against terrorism in Pakistan to bring back education and 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.

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.

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. Furthermore, the researcher also analysis the linguistic features to support the findings. The study describes the ideology of MalalaYousafzei represented in her speech in the text education for girls and women and find out the reason of MalalaYousafzei towards the education for girls and women.

2. METHOD

The type of this research is descriptive qualitative research. The object of the study is Critical Discourse Analysis specified in ideology of MalalaYousafzai and the reason of MalalaYousafzei towards the education for girls and women. The data in this study are

the indication of ideology of Malala Speech's in the text education for women. The data sources are taken from manuscripts of the Malala Speech' about education for women.

The researcher use observation and documentation. First, the current study searching the transcript of MalalaYousafzei Speeches in the text Education for girls and women, second, reading the all transcript of Malala, third, re-typing all the sentences contain of ideology and the reason of the Malala speech, last data coding of the clauses and sentences of Malala Speech. The technique of analyzing data is comparing method. The study uses Fairclough (1995) theories to describe the ideology used of Malala's speeches represented in her speech, the writer identifies the existence of ideology. They are to describe, interpret, and explain ideological representations, and to explain the reason of Malala's speeches in interests to education for girls and women, writer refers to the context where the speech occurred.

3. FINDING AND DISCUSSION

3.1 Ideology

3.1.1 Data 1

- 1) Text analysis: Text analysis is the first stage where the text is analyzed based on vocabulary, grammar, and text structure.

- a) Vocabulary

Malala's speech use some term of *Terrorism* word there are "*militancy*" and "*extremist*". The three initial have a gap that use for calling someone or group.

- b) Grammar

Malala's speech uses lot of pronoun there are: "me", "we", and "us". The first pronoun refers to the speaker itself, i.e. Malala The word "me" indicates that Malala's shows her existence to hold the truth of girl and women.

- c) Text Structure

In Malala's speech there are 6 text structures, namely: greeting, opening, body, closing. Malala used greeting sentence at the beginning of her speech. This shows that Malala wanted to be respected because of their

position as speakers and listeners. Second is opening. After greeting the audience, Malala opened her speech by expressing thanks to the UN secretary for the opportunity to make a speech.

2) Discourse Practice:

Analysis of discourse practice / interpretation) is a dimension related to the process of production and consumption of text. The text production in that sentence. This section discussed of the researcher in creating a relationship pattern between the characters or participants involved in the content of the speech. Malala gave a speech first by being invited by world leaders and which was attended by 500 outstanding students throughout the world. On October 9 Malala was shot by Taliban groups. After a while she fell into a coma. Malala decided to continue fighting. She defended the right to get freedom and the right of having education for women and girls. She not only defended her rights but also the rights of her friends. Brave Malala, she received an award from the UN leader.

3) Sociocultural Practice is dimensions related to context outside the text. It is the context of the situation, institutions that deal directly with the community, for example social, cultural and political aspects. In data 1, the situation occurred in Pakistan. Terrorist shot Malala's head and her friends. The religion aspect is striking difference between the rich and the poor. Other aspect is social. Girls are prohibited from going to school. Life is only dominated by men. While women are only active around the house. School is prohibited. To the market or shopping is taboo. The role of women is only at home, being a wife, serving a husband, giving birth, caring for a child, and etc.

3.1.2 Data 2

1) Text analysis

a) Vocabulary

Education is not a privilege. Education is a right. Education is peaceful". The sentence is used to equate education with equality.

Education will make everyone smart. Their rights and obligations are achieved.

b) Grammar

I am hopeful, Malala uses hopeful sentences to take action or attitude with the desire. Malala's hoped that the United Nations would pay attention to victims of terrorism, especially girls and women. She hopes to get a decent place to live and pay attention to education.

c) Text structure

Malala said *Bismillahirrahmanirahim* to indicate that she is a Muslim. In data 2, Malala presented closing by saying thankful to audience.

2) Discourse Practice

The text production was based on reality. The consuming of text was personally based on interpretation such as background knowledge. Her words inspire every woman in the world. It can be seen paragraph 7 "*The world needs a change. It cannot change itself. It is me, it is you, it is all of us who have to bring that change*". An individual with another individual interprets this speech differently. It is might due to their different background of knowledge and education.

3) Sociocultural Practice

The situation that occurs is reality. The explanation same with previous data.

3.1.3 Data 3

1) Text analysis

a) Vocabulary

Education is as basic as food, and as needed as water". Malala uses the word to explain the reality that exists. "*Books are a better investment in our future than bullets. Books, not bullets*". Books are a powerful weapon against terrorists. Crime is opposed to education. Terrorists will be afraid of smart people. Malala is fighting for children's rights to study. It is a way to be free from terrorists.

b) Grammar

In data 3 Malala used invitation and hope sentences. The sentences use to express her ideology. "Now, the world needs a change" (Paragraph 4 line 8). Malala's hope the government will realize her desire. The sentences was contain the expectation for the public to be able to take action about the desire.

c) Text structure

.Malala used greeting sentence at the beginning of her speech. This shows that Malala wanted to be respected because of their position as speakers and listeners. Second is body. It is a message for the government. "My message is that in these goals, secondary education would be ensured". Last is closing. Closing section.

2) Discourse Practice

The analysis of this discourse is not much different from previous analyses. In this analysis, analyze the governance of the Malala. In reality, excessive buying of weapons is very much in demand by the Government than to be able to get children. Therefore it causes jealousy between the government and the people. From the discourse. Malala hopes that the government can realize a big dream dream for children who want to go to school.

3) Sociocultural Practice

The situation is when the right to education and the equality of children in the war area have not been fulfilled. The institutional is still the same as the previous speech. It is about influence of United Nations, and world leaders. The social aspects of this speech are seen in the differences in education. It raises social differences. Wealthy families can get education and health care while poor families cannot get it.

Based on finding and data the recent study found 7 vocabulary in three data. The researcher found grammar there are 10 sentences choice, 3 modality, passive and transitivity sentences. The recent study found 10 text structure, they are greeting, opening, body, and closing in the speech. There are 3 production text in discourse practice, and there are 3 situational, institutional, and social in sociocultural practice.

3.2 Reason

Malala's reasons for encouraging education for girls and women can be seen in the context of situation. On October 9, 2012, she was shot by Taliban. But not dead. She remains consistent in voicing the rights of children and women throughout the world. Through the organization, Malala's wanted all girls around the world to gain access to education without the slightest fear.

4. CONCLUSION

Based on the finding and discussion the writer can draw the following conclusion. On Malala's speeches uses 3 dimensional analysis to represent her ideology. They are text analysis, discourse practice, and sociocultural practice. In text of analysis, Malala uses polite opening sentences. She expressed her ideology through vocabulary in each of her speeches. The contents of speech of Malala also inserts messages for world leaders. It can be seen in the type of sentence, the sentence includes imperative, questions, hopes, and invitations. Malala uses pronouns like us, me, we, the government, country, world leaders. They are used to express the ideology of her speech. It do not mean to force but awareness. It is explain how product and consumption of text. From the finding production of text is dominated by Malala's as speaker and victim of violence. While the consumptions of text intended for world leaders, government and girls or women. It dimensions related to context outside the text. It can be a lot of things, such as the context of the situation, society or culture and certain politics. In Malala's speech, from the situation, there are many different aspects. For example, social aspect between women and men to get an education and rights.

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