

CRITICAL DISCOURSE ANALYSIS IN FIRST SPEAKER'S SCRIPT REGARDING EDUCATIONAL FREEDOM IN SOCIO-ECONOMIC DEPRIVED AREA

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Abstrak: Analisis wacana kritis sangat bermanfaat untuk mengungkapkan gagasan tersirat terhadap masalah tertentu. Tujuan penelitian adalah untuk menjelaskan hal yang berhubungan dengan masalah pendidikan dalam daerah yang mempunyai keterbatasan sosial-ekonomi dan bagaimana masalah mengenai ini diungkapkan oleh pembicara pertama dalam debat. Bentuk analisis dalam penelitian ini adalah kualitatif dan data penelitian dikumpulkan menggunakan teknik studi dokumenter. Metode analisis dalam penelitian ini menggunakan analisis wacana kritis dari Fairclough, tingkat analisa mencakup analisis level tekstual, analisis intertekstual, analisis dalam tingkat penerapan wacana dan sosial. Hasil penelitian menunjukkan bahwa kebebasan berpendidikan dari masyarakat ini dipengaruhi oleh faktor institusional dan situasional. Terdapat pula pengaruh yang cukup kontributif dari peran berbagai pihak seperti pemerintah, masyarakat, terutama institusi pendidikan yang menunjang kebebasan berpendidikan terhadap masyarakat di daerah ini.

Kata kunci: Analisis Wacana Kritis, Pembicara Pertama, Kebebasan Berpendidikan

Abstract: Critical discourse analysis is very useful to reveal the implicit idea in particular issue. The purpose of the research is to explain the issue that related to the educational problem in the socio-economic deprived area and how this problem is interpreted by first speaker in the debate. The type of analysis in this research was using qualitative analysis and the data resources were collected using the study documentary technique. The analysis method in the following research was using critical discourse analysis from Fairclough, the level of analysis including the textual level analysis, intertextuality analysis, discourse practice and social practice level of analysis. The result showed that the educational freedoms of these individuals were influenced by both situational and institutional factor. There were also contributing influence from the role of various sides such as the government, society, especially educational institution that support the educational freedom of these individuals.

Keywords: Critical Discourse Analysis, First Speaker, Educational Freedom

INTRODUCTION

Critical Discourse Analysis is good at showing how particular language users establish exclusionary attitudes and maybe practices by recurrently and selectively asserting certain attributes (i.e. social roles, behavioral characteristics, physical appearance, etc.) of social and ethnic groups (Wodak, 2005:24). Discourse analysis recently becomes interesting subject to know about numerous amount of social phenomenon in deep meaning rather than the

surface meaning. In this case, the effectiveness of discourse analysis is expected to reveal the true meaning regarding the representation of particular group or institution. Scholars working in the tradition of CDA generally assume that non-linguistic social practice and linguistic practice constitute one another and focused on investigating how societal power relations are established and reinforced through language use (Fairclough, 1995). Discourse analysis is the form of analysis

that identifies the communicative language that is used by human. There are many reasons of why the particular information existed. In order to do the pragmatic discourse, we have to go beyond the primarily social concerns of the interaction and conversation analysis, look behind the forms and structures present in the text, and pay much attention to psychological concepts such as background knowledge, beliefs, and expectations (Yule, 1996: 84).

Debate is the process of inquiry and advocacy, a way of arriving at a reasoned judgment on a proposition. Individuals may use debate to reach a decision in their own minds; alternatively, individuals or groups may use it to bring others around to their way of thinking. (Freeley, A. J., 2009:6) Debate and discourse analysis both have the same things in common thus make them become interesting subject to be analyzed. The purpose of the debate is representing the issues in the current social sphere, then to discuss them critically in order to achieve certain purpose and description about these social issues which is based on the personal interpretation of the debaters that involves within the debate. These common perspectives including the text production, the speaker ideology, recent issues point of view, etc. The round that selected is the third round of preliminary round which has the motion entitled, "*This House believes that in areas of socio-economic deprivation, schools should train students in vocational skills to the exclusion of the Liberal Arts.*" The third round is chosen as the main consideration of the motion because it has some relation with the educational context that relevant with the current major that being taken by the researcher. The researcher decided to choose the first speaker because the role of the prime minister is to define the topics of the motion and create a clear definition and background that directing the discussion of issues in the debate. The role is especially relevant for the researcher to analyze by using CDA to expose the implicit purpose and idea that set within the whole debate that involve the textual analysis, intertextuality, discourse practice, and socio-cultural practice.

Education as the important part of the social life has become the basic need to fulfill the demand of society. The education that comes from this institution for some cases is influenced from many factors that gave contribution in the aspects of educational distribution and somehow limited only for particular group of people in the current modern society. Hence the distribution of education is not equally spread and the right of each individual to get education itself is only belongs to particular privileged people while others will be limited with the social constraints and status.

On the other hand in the socio-economy and non productive area, the number of crime arises and the amount of income is relatively low, this fact is due to the condition in which their financial capacity to reach higher level of education is not reachable because of their current social ladder. This research conducted in order to know the current phenomenon that existed within the global community in the aspects of educational rights for some part of the society in the worlds as the topics of analysis that brought into the thematic and comprehensive discussion about the issues of education that currently happened especially in the term of educational policy in the global community and represented in various form of media in the form of text or verbal information.

The solution that taken is expected to be applicable for universal purpose that can be used for different society that come from different background and culture. The efforts have been conducted in order to solve the problem that existed these days, one of the solution is to make a policy that considerably good and give better chance for these marginalized people to get better living like the other, but the policy sometimes is not away from various controversies. Therefore, a critical analysis to give the best solution and to promote the critical thinking of the current societal problem is necessarily held in order to gain some useful input for the global community to improve their condition.

METHOD

The researcher takes the qualitative research because the qualitative research can describe the topic in details which is in line with the main research type that uses critical discourse analysis. The aim of this type of research is that the writer expects the detailed descriptive explanation of the use of discourse topic in the debate. The research that conducted is done deductively by drawing the case from the surface meaning that cover general ideas into more specifically purpose that interpreted implicitly by relate it in contextual way. Qualitative analysis on the other hand requires only deep thinking of analysis and can be done independently. Therefore the place of conducting the research is not strictly located in particular are and can be done in flexibility that varies according to the situation and the need of researcher. The subject of the researcher is the researcher itself since the researcher does not require cooperation from partnership during the application of the research.

The research strategy of this research is using the critical discourse analysis. The validity of the test in critical discourse analysis is measured by reveal the hidden discursive message within the spoken text constructive processes and construction. The research is based on the researcher thought regarding representation, topic, relation of the text within the social practice, and the impact of the discourse for society that built in form of the text. The objectivity of the result in the critical discourse analysis research is relying on the researcher. It can be seen from the researcher consistency during the application of theoretical approach, research paradigm and the kind of the research and research analysis methodology. If the researcher applied all of these aspects within his research than it can be concluded that the research has fulfilled its objectivity. The validity of critical discourse analysis cannot be treated as absolute and therefore the result will be useful for any additional information and contextual change from different interpretation. The new contextual framework can be put inside the research in which by doing so the research result may be varies and changed

the conclusion. The researcher has to consider the result with the practical relevancy of the analysis result to the societal context in order to properly address the issues.

The research will conduct the analysis on the early month while the rest of the month will then be used as the review and revise the prior version of research when some mistake or details are failed to added or omitted from the standardized structure. The research in general will be conducted from March until July 2015. In general the data that analyzed in this research using document in form of non concrete document or generally called as soft file or in the other words a non printed data resource. The data that selected is in form of audio visual data. The resource of the data for this research is the video of World University Debating Championship 2015 that taking place in Malaysia within December 2014 until early January 2015. The video streamed live and uploaded in December 29, 2014, but was accessed and downloaded by researcher in January 14, 2015. The original title of video was "*WUDC 2015 open round 3.*" The duration of the full video is 1 hour, 2 minutes, 59 seconds. The technique being used in collecting the data is classified as study documentary technique.

The method that used in this research put the basis on critical discourse analysis. CDA is the study generally pay attention on how the process happened in which the discourse formed. The model of this CDA research adapting the model that proposed by Norman Fairclough in which the idea of discourse is the way of interconnection between the textual elements and societal elements as the practice. The social context domination play role as it determines the meaning as the whole of which discourse gives its influence. The critical discourse analysis that used in this research put its basis on Norman Fairclough method. The method that explained by Fairclough is based on the three components; description, interpretation, and explanation. The linguistic properties are described, the relation among the discursive practice that productive and interpretative is interpreted with the text, and the relation within the social practice and discursive is explained (Fairclough, 1995: 97).

Therefore the research will consist of textual level analysis, intertextuality analysis, discourse practice and social practice level of analysis.

Textual analysis sees discourse as the linguistic form that focus only on the use of linguistic elements and rhetorical mechanism. The level of text analysis covers the details at the language level. The textual analysis involving the detailed analysis of word groups, grammatical features, direct or indirect speech, modalities, evidentialities and the last rhetorical and literary figures (such as allegorical, metaphor, etc).

The analysis of intertextuality helps the researcher to discover the link of the whole discourse in context. It determine the reason of how the context influence the arguments, the related resources that involve direct or indirectly with the discourse, how the textual elements influence among each other, and comparatively analyze the pattern that regularly appears within the text.

Discourse level in general consisted of the process of production and the process where the product of discourse received by the society. During discourse practice analysis, it is very important to know on how the speaker explains about his idea in the current societal issues. The production of the text will closely relate the text with the elements of issues that developed in society.

Socio-cultural practices of discourse involve the use of particular discourse in society. The practice of socio-cultural level influenced by many elements such as historical fact, but then it can be classified into situational (how the text produced), institutional (the stance of where the text produce that influenced by internal and external factors such as audience, market demand, etc) and social (the macro aspects that contribute in the construction of discourse production as the whole).

FINDINGS AND DISCUSSION

The argument begin by explaining the current status quo that explain about the current educational effort by the government does not significantly give what these individuals need and does not change their live in better situation. Then it closed by the

concluding statement that liberal arts education is particularly the reason behind this problem and the effort to change the better concept to guarantee immediate employment under vocational education teaching.

In the opening statement, generally the problem has already limited in the beginning because the speaker direct the issues in the western educational environment. It means that the issue is not covering the global educational issues of education but only in particular areas around western societies. The issues of education are directed to the governmental efforts that has been failed to address the need of the communities that lived within socio-economic deprived area.

From the opening mechanism the speaker tries to apply the policy from very low education level such as primary education. It is very interesting to see that the proposed policy provide very basic vocational courses for the individual even since very early stage in their educational grades. It is brilliant idea because currently, the educational system that taught vocational based skill only available for high school level of education.

In order to address the current factual issues that the individuals in the socio-economic deprived area are not all able to continue their education level up to high school, and teach them vocational skill since very early educational level is good idea as long as it can be suited with their age. It could be works if the teaching process introduces very basic form of information for vocational education.

The speaker also limits the case for the skill that relevant only in modern industries. It is quite easy to predict since vocational education is made especially for the needs of worker that come from the industrial companies. Especially in current vast developing modern industries, the more workers will be needed to serve the purpose of the company. The specific categories also further explained in the first mechanism that consists of two categories of skill, these are physical based skill and service based skill.

The second step of the mechanism in the policy is to make the education fee become free. This decision seems beneficial for the individuals

who lives in the socio-economic deprived area since they do not have to give an additional listing for the cost that they need to cover in their daily live.

It may be good idea to make these vocational educations in the school become free, but it is quite disappointing to realize that the speaker does not include the specific details in order to make these schools free. In the educational case that happened in Finland it might be possible to make educational cost free. But to make the same system in the western societies will require different form of bureaucracy because each legal paper needs high fee to be legalized.

The solution that given by the prime minister is proposing the better policy in order to address the issues and also to compare the value between vocational education and liberal arts education to explain which of them is better for the societies who lived in socio-economic deprived area. It is unfortunate reality that the speaker does not explain what kind of effort that conducted by the government previously and why the previous problem does not effective to address the need of the individuals in the societies who lived in socio-economic deprived area.

From the whole idea that explained by the speaker, it can be concluded that the framing in this debate is about the effort to change the basic economic problem of the individuals who live in the socio-economic deprived area that conducted because the previous effort does not give meaningful change to these individuals.

The whole speech basically talking about the problem on current educational policy that gives influence to the life of the individuals who live in the socio-economic deprived area in form of unemployment. The issues that rise include the personal, environment, market condition and some relevant details regarding the motion. The speaker claims that the best solution to solve this problem is promoting the vocational school over the teaching of liberal arts education.

From these concepts, the bigger picture can be taken regarding these individuals. Firstly, these individuals who lived in socio-economic deprived area are prepared to work in vocation field. It means

the job is strictly limited in very technical activity such as services, physical and technical skills. It can be categorized as the middle to lower class worker. Secondly, these individuals are expected to get specialized skill as their provision to move outward an advanced into higher social ladder. Thirdly, these individuals should not take the liberal arts education because it generally cause harmful effect and does not guarantee the need of immediate employment.

From these whole ideas it can be concluded clear concept about the educational freedom and its value for this community. The first is that the freedom to get education itself is given but under particular requirement. The first is that the education must be able to guarantee immediate employment. Secondly, the education is limited to vocational education because it guarantees the technical skill that provides bigger chance of immediate employment. In addition, all of the choices must consider the advantage for the financial aspects and capacity.

In general the framing concept by the speaker is portraying these individuals as the subject who gets disadvantaged by the current inappropriate government policy. This inappropriate policy is the factor that caused unemployment for these individuals who lived in socio-economic deprived area. The speaker give the solution regarding the problem by ensuring the immediate employment as the solution regarding unemployment and speaker taking perspective that the harmful effect of liberal arts education also contributes to unsuccessful gainful employment for these individuals. Therefore the freedom to get education must consider the immediate employment as the result and the speaker direct the issues into the vocational education as the best solution.

The researcher considers some contributing elements and eventually come in decision that there are three significant roles that contribute to the educational freedom of these individuals. Those are the government, the society and education institution. Therefore the analysis of discourse practice is consisted of governmental role, societal role and educational institution role.

The government is the first one who contributes to the educational freedom in socio-economic deprived area. It is the matter of social contract where the government has the form of obligation to welfare their society without giving particular barrier among the society. The important thing to realize that the government should be able to realize the different in each area includes geographical, social and economical factors to determine their educational policy. When the government fail to realize the educational type that needed within particular area, the government will eventually end up in increasing the number of unemployment in that particular area.

The society also plays an important role to form the significant factor to ensure the freedom of their member to pursue education. It is common for civilized society that each individual is the member to their particular society. Therefore the societal factors also influence personal decision for these individuals. The roles of society are including as the informal educational background for the individuals, the role model of society and the personality building for each individuals. The speaker explained the problem regarding the social problem including gang, racism, etc. This environment will especially harmful for individual because there is a greater tendency to follow their societal condition. The tendency to configure the personality will depend on society because the positive societal condition will give the positive tendency, while the negative societal condition will give the negative tendency as well. Therefore if the social condition is positive, it will give positive tendency for these individuals, one of them including motivation to pursue their right to get education.

Educational institution will give greater influence among the previous factors that contribute in educational freedom for the individuals who live in socio economic area. The effort to establish educational freedom lies in some aspects which are include the choices availability, educational management and the educational policy from the institution. These all aspects will construct the fundamental fulfillment of the needs for these

individual. The choice of school major should be available to the full extent. When the choice is varied and cover various scopes, the student will have more opportunity to choose their preferred study major. From the whole idea, the role of the educational institution in effort to ensure the educational freedom for these individuals who live in socio-economic deprived area is consist of three things. These are consist of the educational choices for these individuals, the quality management to ensure the immediate employment for these individuals and the educational policy that exclude the educational fee to reduce the pressure of parent regarding the parental buying.

The right to get education is the right of each individual. One of the duties of the government is to fulfill the right of its people. When the government unable to fulfill this right, it means the government fail to do its work and broke the social contract with these individuals. Apparently, these low class communities will always get the harmful effect of the governmental incapability. When the children outside these areas are able to get their education freely, the children who live in socio-economic deprived area must face the fact that the cost is too far affordable and leave no choice to spend their time to work only. The situations that portray the reality of education around the world become the foundation where the topic is rise. Therefore it is quite necessary to explain the current educational condition to the world about the story of these individuals. The human right is the idea that promoted by western society but the fact does not always represent such condition. Overall, the educational freedom for these individuals is the issues that mainly discussed in this research in expectation to represent critical ideas that may helpful to these communities.

Even if the problem basically taken the perspective form inappropriate educational policy, but there is strong relationship between industrial company and educational institution that make it seems reasonable of why the speaker direct the issues to the relevant view points of this employment resources for these individuals. The company is portrayed as the only available

employment resources that can fulfill the need of immediate employment. From that idea, the company has the strong interdependence with educational institution. Educational institution played an important role in the need of company's competent worker. Therefore the educational quality must be reliable to the need of the market.

The educational freedom will give sufficient economic stability for these individuals because the more education they get the better condition these individuals will be. In the context of professional skills, these individuals required to have the deep understanding for particular field of education. When the freedom to pursue this purpose is provided, these individuals can make meaningful change in their financial capability. When it applied to vast majorities of these individuals, it will raise the amount of economic progress collectively and lift the socio-economic deprivation status from their environment. The educational freedom will encourage the critical thinking and the development of the perspectives of these individuals. As a result it will make these individuals more creative and make meaningful invention in form of possible innovation for the rest of societies. The educational freedom that ensured for these individuals will make an atmosphere of educational diversity in their environment. As a result many of lesson from different major and lesson can be learned within these societies. The benefit is the possibility of the multi skill knowledge of the individuals.

At last, the vast chance to give educational freedom will contribute to the gradual societal change to these individuals. Collective academic viewpoints from the member that gain the education will gradually change the social structure over the time. The valuable social value will be taught and cover wider areas. As a result, the various societal problems such as gang, criminalization, racism, etc, will gradually be eradicated from this community and the effect would be much positive even for the individuals who not educated. The individuals can have independent personality that is very useful as the fundamental mental capacity to start their own effort to establish personal business. In contrast, the individuals who have the independent

personality will not have to worry about the market competition compared to the dependent one.

CONCLUSION

Educational freedom interpreted from the speaker as the right to get the better life for the individuals who live in socio-economic deprived area. The effort to support this idea is to provide free education with appropriate standard to ensure to competitive quality for the job market to these individuals. In order to support the process, it requires many sides to do their role appropriately. In this research the involvement includes the society, government and educational institution. When the whole linked factors run appropriately, there is a chance to get broader educational choice for the next generation.

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