TEXTUAL ANALYSIS IN CHIMAMANDA'S SPEECH : A CRITICAL DISCOURSE ANALYSIS

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ABSTRACT

Larashayu, Khanza Prima Andyrani (2019). *Textual Analysis in Chimamanda's Speech : A Critical Discourse Analysis*. English Department, Faculty of Arts and Humanities. The State Islamic University of Sunan Ampel Surabaya. Advisor: Raudlotul Jannah, M. App. Ling.

Key Words :critical discourse analysis, systemic functional linguistic, textual analysis, ideology, chimamandaadichiengozi

This research is the collaborative study of Critical Discourse Analysis with the new grammar of Halliday's Systemic Functional Linguistic focusing on Textual Process. The pattern of textual process it reveals the linguistic analysis as well as its ideological construction of Chimamanda's speech in the TEDxEuston (12/04/16) which talks about feminism. The writer mainly utilizes Fairclough's framework for CDA which consists of three stages of analysis, there are description, interpretation, and explanation. To present the linguistic analysis of the speech, the writer inserts textual process within description stage. The textual process itself applies Halliday's systemic functional linguistic theory which proposestwo types of textual process: grammatical cohesion and lexical cohesion.

In this study, the writer applied descriptive-qualitative approach which can be useful to describe textual processto reveals the ideology by Chimamanda in her speech. The writer also as the key of human instrument. In the data collection, the writer reading all of the scripts. It is then followed by identifying, classifying and analyzing the data as the procedures of the data analysis.

As the result, the most types used by Chimamanda in her speech are grammatical cohesion in the form of references and lexical cohesion in the form of repetition. Textual process reveals the ideology by Chimamanda in her speech to persuade the listeners especially women to abandoned the title of feminist in favor of post-feminism.

INTISARI

Larashayu, Khanza Prima Andyrani (2019). *Analisis Tekstual Terhadap Pidato Chimamanda: Analisis Wacana Kritis*. English Department, Faculty of Arts and Humanities. The State Islamic University of Sunan Ampel Surabaya. Advisor: Raudlotul Jannah, M. App. Ling.

Kata Kunci : analisis wacana kritis, sistem fungsional linguistik, analisistekstual, ideologi, chimamanda adichie ngozi

Penelitian ini merupakan kolaboratif studi terhdap analisis wacana kritis dengan penemuan baru dari sistem fungsi linguistik analisis oleh Halliday terhadap tekstual proses. Aturan di dalam tekstual proses bertujuan untuk mengungkapkan ideologi di dalam kajian analisis linguistik dalam pidato Chimamanda di TEDxEuston yang berbicara tentang kajian feminisme. Penulis menggunakan kerangka kerja dari Fairclough yang terdiri dari tiga step, yaitu deskripsi, interpretasi, dan penjelasan. Untuk menunjukan analisis linguistik di dalam pidato, penulis memasukkan tekstual proses ke dalam tahap deskripsi. Tekstual proses diaplikasikan oleh sistem fungsional linguistik yang terdiri dari dua tipe, yaitu gramatikal kohesi dan leksikal kohesi.

Di penelitian ini, penulis menggunakan pendekatan deskripsi kualitatif yang akan membantu untuk mendeksripsikan tekstual proses yang dapat mengungkapkan ideologi oleh Chimamanda di dalam pidatonya. Di dalam pengumpulan data, penulis membaca semua teks. Hal itu diikuti dengan identifikasi, klasifikasi dan analisis data sebagai prosedur data analisis.

Sebagai hasil, tipe yang paling banyak muncul yang digunakan oleh Chimamanda di dalam pidatonya adalah gramatikal kohesi dalam bentuk referensi dan leksikal kohesi dalam bentuk pengulangan. Tekstual proses yang terjadi di dalam pidato Chimamanda mengungkapkan ideologi yang bertujuan untuk mengajak pendengar terutama perempuan untuk menjadi seorang feminis yang menganut ajaran pasca feminisme

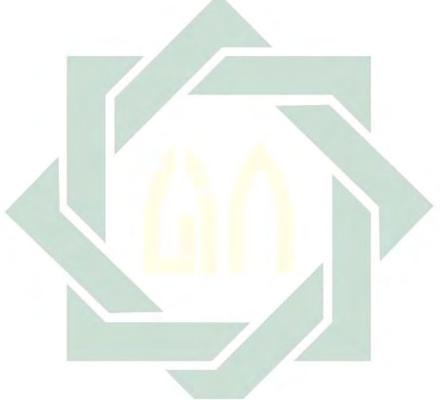
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CHAPTER 1

INTRODUCTION

In this chapter, the writer explains Critical Discourse Analysis (CDA) that combined with Halliday's Systemic Function Linguistic Theory (SFLT) on textual functions in the form of cohesive devices and reveals an ideology in Chimamanda's speech. The study consists of a background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, definition of the key term, theoretical method and research methodology.

1.1 Background of the study

Nowadays, speech as a new meaning of certain experiences and can be used as a tool to construct reality and public opinion. To obtain a trust that believes to be a truth or reality in speech better uses language skills in drawing up to the text of the speech. Language reflects and creates the desired reality. Language is the system of human communication of a structures arrangement in the sounds or written representation to form larger units, such are morphemes, words, sentences (Richards, Platt & Weber, 1985). Viewed in terms of linguistics, language is not about grammar, but also the expression of ideology. The expression itself is an attempt to form a general opinion, affirming and justifying itself. The language can be connected and organized through a discourse. The language used as a discourse strategy to create a

reality through coding to influence human thoughts and behavior. Discourse is a multidimensional process and text as a product which not only embodies the same kinds of the polyphonic structure as found in grammar. At a higher level of the code, discourse as the realization of semiotic orders above language which contains the inconsistencies, contradictions, and conflicts that can exist within and between such higher-order semiotic systems (Halliday, 1978:96). Discourse analysis is concerned with the lexico-grammatical analysis of the language in the social, physical cognitive, cultural, interpersonal and situational context through the power and ideology. Language as a social context, which consists of text structure, function and meaning in language through the lexico-grammatical choice of social and cultural meaning. Social in the language is achieved through a clausal or text, while meaning in the language is achieved through the linguistics choices in paradigmatic which relates to the linguistic elements.

The language developed by Halliday as the founder of linguistic thought in Australian. The series covers studies by Halliday are language and context, functional grammar, semantic variation, discourse analysis, multimodality, register, and genre analysis and educational linguistics. Halliday has been able to maintain a perspective on language that is grounded in how they actually use language to construe reality and enact social relationship (Halliday&Webster, 2009). Halliday develops an internationally

influential of grammar, which is also called Systemic Functional Linguistics Theory.

Based on Systemic Functional Linguistic Theory (SFLT), language is functional grammar as a resource for making meaning. The language on SFL has three functions, called as meta-functions of language. Three metafunctional a language based on SFLT, are Ideational Function, Interpersonal Function, and Textual Function. Firstly, Ideational Function is the language which relates to the speaker's experiences and used to understand the environment. Language refers to an imagined person. Ideational function divided into two sub-functions, those are logical and experiential. Logical function in language views as realized by the clause complexity system, while experiential function as a human experience and realized in the transitivity system. Secondly is the Interpersonal Function which means to maintain the social relationship between people, includes speech function and modality. Lastly, is Textual Function which used to create written and spoken texts in the form of cohesive devices within themselves and which fit the particular situation on which are used. It is used to organize a message or text. Halliday and Hasan (1976), argues that cohesive devices contributeto the overall of text. Cohesive devices divide into two forms, there are grammatical devices and lexical devices. In grammatical devices consists of reference, substitution,

and conjunction. While, in lexical devices consists of repetition, synonym, and super-ordinate.

In the present study, the writer takesa textual function as a concern of the research. Textual function relates to the mode, the internal organization and communicative nature of the text which consists of textual interactivity, spontaneity, and communicative distance. Textual function examined with the reference to disfluencies, such as hesitators, pauses and repetitions. Spontaneity focuses on lexical pattern, grammatical complexity, coordination and the use of nominal groups, while communicative distance is a text of cohesion. The lexical aspect focuses on sense relations and lexical repetitions, while the grammatical aspect looks at the repetition of meaning which shown through reference, substitution, and translation, as well as the role of linking adverbials. The majority of SFLT studies on the case of discourse such as student's writing (Arancon, 2013), thematic process (Johar, 2014; Sarudin, 2014), political (Faradi, 2015; Shakoury, 2018), advertisement (Poonia, 2016), education (Paul, 2006; Kuo, 2008), news (Nufus, 2014; Skorokhod, 2015). Therefore, to create new finding in this research, the writers not only presents the analysis through the textual process but also combines it with Critical Discourse Analysis (CDA).

Critical Discourse Analysis (CDA) is a field that used to analyze the written and spoken text to explore the discursive source of power, ideology

and dominance inequality. CDA is a discourse analysis which aims to systematically explore the relationship between discursive practice, events and texts, wider social and cultural structures, relations and process to investigate how such practices, events, and texts arise out of and are ideologically shape the relation of power and struggles over power and to explore how the opacity of this relationship between discourse and society itself a factor securing power and hegemony (Fairclough, 1993). CDA is to reveal the connections of discourse practice. CDA is a discursive pattern that relates to power, ideology, and social context. CDA doing a criticism to investigate an injustice and doing a social change in order the power that changed in perfect relation. Hence, analytical in CDA have to side in weak human being.

Fairclough (1993) called CDA as a dialectical relational approach, which is divided a philosophy, theory, and methodology. Fairclough also develops an analytical method for his approach. Jorgensen (2002), said that Fairclough's approach as a perfect theory and methods. Faircloughdevelops an analysis concept in CDA in three forms called as three-dimensional models. Those are description stages (text analysis), interpretation stages (processing analysis) and explanation stages (social analysis).

As the study of CDA, the writers intend to examine the ideology which becomes one of the main terms in CDA. Ideology can influence people thought in the world. Ideology also influences the interpretation and

production of the meaning in translation something to compare with the source within the text. Ideology is used in the social sciences, in the politics of the mass media and used to interpret in the text. The interesting study of ideology is a woman as a start point of observation in the problem. Ideology in Critical Discourse Analysis as a production process of everyday life that taken for granted that contribute to injustice under consciousness. Ideology itself is a way to view and describe the world which comes into existence with the use of any particular language. In Critical Discourse Analysis, ideology informs the discourse approach of multidisciplinary which connects in the society, discourse and social cognition (Van Dijk, 1993). Ideologies are the basic frameworks for organizing in the society of human rights as freedom itself.

Deals with it, many researchers have focused on investigating the CDA that combines with the SFLT in several topics. Kusumawati (2011) succeed to use critical linguistics perspective approach which focused on two meta-functions of SFLT, ideational function, and textual function. Herdisa (2016) succeed to use SFLT focusing on the textual function. Johanna (2015) succeed to use Critical Discourse Analysis as the theory to shows the feminist ideology is the one mainly present in the campaign.

Later, the writerhas chosen Adichie, ChimamandaNgozi's speech as data sources about "We Should All Be Feminist". She is a novelist and

feminist campaigner and called as a creative writer and essayist in Nigeria. Chimamandaspokes about sexism, gender roles and political power to persuade the listeners that actually a woman abandoned the title of feminist in favor of post-feminism. Post-feminism occurs in the third wave that portrays a failure of woman rights. Through her speech, Chimamanda persuades people minds that she wants all of the people joining her action to support the postfeminism. Recently, feminism is being an issue in this world, which still debate in the world. Feminism is often to be a social and politics that considerate by ideology to make a decision, even though that feminism ideology is not for benefit of a woman except for other people, men in the meaning of misused. Feminism is the branch from liberalism as a westernization so that the several countries in the world contra with the western country to against feminism. Feminism continues to develop and explore various phases. Feminism has a broader meaning, a movement of woman demand emancipation or equality of justice right with men. Feminism fights for the rights of women to the achievement of gender equality in every society. According to Beatrice Forbes Robertson Hale (1914), feminism is that part of the progress of democratic freedom which applies to women. Feminism differentiates between sexuality as a biological category ascribed to people based on psychological criteria, on the other hand, and gender as a socially constructed category achieved through cultural, psychological, ideological and social processes (Lazar &Kramarae, 2011). Feminism is

pluralistic principles to convey a society that legal order in this world is patriarchal. The patriarchal system of the life society has created an ideology itself that men are superior to women. Feminism western in society is the fundamental of every single right and freedom. Literally, feminism has three waves in the world. In the first wave, 1848s feminism is basic control of human life and abolish of slavery. In the second wave on 1960-1970 which are enforce the birth control and anti-sexism discrimination. In the third waves, which are reproductive rights, sexual discrimination, disagree with marriage, white patriarchy, and the gender wage gap.

Through the explanation above, the writers bring Critical Discourse Analysis and Halliday's Systemic Functional Linguistics studies together in Chimamanda's speech about feminism. Fowler (1979) in Young and Harrison (2004) connects SFL and Critical Discourse Analysis to emphasize ideology that can be mediated linguistically and used for analyzing discourse practice in the speech. The writers analyze the ideology used in Chimamanda's speech through the types of textual function found in Chimamanda's speech. The writer choosesChimamanda's speech in TEDxEuston because she is portraying a woman who is in charge of her own destiny, her own thing and her power as a woman. In her speech, Chimamanda gives severalstatements to the public and maintain the trust of listeners about feminism. She also explains the differences in feminism between black people and white people

through her experiences. This research also uses Norman Fairclough models as a framework to easier an analysis process in this analysis. Moreover, textual functions are the language that used to reveal a semiotic or symbol of semiotic tocreate a text in context. The study aims to explore the Critical Discourse Analysis that related to the Halliday's Systemic Functional Linguistics theory, focuses on the textual function, which creates a new sentences perspective. This thesis uses a descriptive qualitative method that gives an understanding of how Halliday's SFL theory works which focus on the textual functions that can be used to reveal the ideology in Critical Discourse Analysis. CDA as multidisciplinary which means CDA can be combined with any sub-discipline theory (Wodak& Meyer, 2001: 96). Therefore, the researcher hopefully would give new findings and can be a good reference for readers especially for linguistics learners.

1.2 Problems of the Study

- What are the types in textual functions used in Chimamanda's speech?
- 2. How does the textual function reveal the ideology in Chimamanda's speech?

1.3 Objectives of the Study

- To find the kinds of textual functions used in Chimamanda's speech
- 2. To reveals the ideology used inChimamanda's speech

1.4 Significance of the Study

In this analysis, the writer intended to give significant contribution theoretically and practically. Theoretically from this analysis were expected in the two fields of studies that are Critical Discourse Analysis by Norman Faircloughtheory and Systemic Functional Linguistics by M.A.K. Halliday. This research hopefully can make other researchers exploring two collaborative studies. Practically, the writers hope that the study helps the readers to understand about the kindsoftextual function that can be used to reveal the ideology of the speech. Moreover, this research will be useful as a reference for everyone who wants to conduct the research in this collaborative study between CDA that combined with Halliday's Systemic Functional Linguistics Theory.

1.5 Scope and Limitation

The scope of this research is mainly Critical Discourse Analysis which combines with Systemic Functional Linguistics Theory. This research explores SFLT in the form of textual function which reveals the ideology in Chimamanda's speech in TEDxEuston. The writer limits the usage of the textual function, namely cohesive devices. Cohesive devices divide into two forms, there are grammatical devices and lexical devices. The writer limits the using of grammatical cohesion in the reference, substitution, and conjunction. While the writer also limits the using of lexical cohesion in therepetition. Another side, to reveal the ideology, the writer applies Fairclough's framework for Critical Discourse Analysis, which consists of three stages, they are description stage, interpretation stage, and explanation stage.

1.6 Definition of Key terms

a. Ideology

Ideology is the values or belief system, which accepted as the fact or truth by groups. It is composed of sets of attitudes toward the various institutions and process of society (Sargent, 1981).

b. Textual Functions

Specifically that of creating a text, of making the difference between language in the abstract and language in use,in other words, it is through the semantic options of the textual component that language comes to be relevant to its environment (Halliday, 1977).

c. Speech

The action of the speaking in the form of a formal situation and given to an audience to express the thoughts (Hornby, 1995).

CHAPTER II

REVIEW OF LITERATURE

This chapter contains some theories related to the topic of this research, namely textual function and ideological feminism inChimamanda's speech. In view of this study, the writer explores two theories which espouse the analysis, those are Fairclough's Theory in Critical Discourse Analysis (CDA) and Halliday's Systemic Functional Linguistics theory (SFLT). In this chapter, the writer completed the explanation of political ideology as the main term of this analysis. The writer also presents some previous studies that support this analysis.

2.1 Critical Discourse Analysis (CDA)

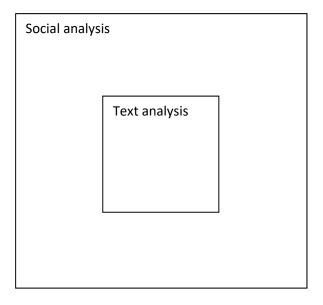
Critical Discourse Analysis (CDA) is the relationship between language, society, power, identity, ideology, politics, and culture. CDA as a method which can be used in social science research as a theoretical perspective on language and semiosis element, like visual language, body language, another of the material social practice. Semiosis element in social practice combines the perspective of structure and the perspective of the action. Specifically, CDA examines how language works in political discourse to reveal inequalities in social relationships. It means CDA aims to identity socio-political inequality in society. Fairclough (1993) as a literary theorist in CDA, argues CDA approaches in Discourse Analysis (DA) through macro analytical in language, which involves text itself and context and relates between (i) discourse

practices, texts and events and (ii) social culture, relations, and processes, to make an ideology by relations of power between discourse and society. CDA differs from discourse analysis within critical. Critical shows connections and causes which are hidden and also provides resources for whom to disadvantages, especially in a political issue. CDA approaches in the problem-solving in multidiscipline science and doing a discourse of power and ideology. Fairclough(2003), argues discourse curve a social structure, which contribute to the imparity of power relation between the social groups, such as gender, social class, and ethnic to develop an ideology. CDA by Fairclough as a dialectical relational approach, means cannot disparate from language as discourse. Fairclough (2003), argues language in discourse as a written text and oral text, means discourse as a process which appears in the text and how discourse exists in other discourse. CDA has a two function in the discourse, there is (i) the communicative event, using language in the newspaper, article, movie, video or interview, and (ii) the order of discourse, form all of the discourse practice, consists of genre and discourse, which use in a social context. To sum up the explanation above, the writer chooses a communicative event as the study of this analysis. The communicative event consists of three-dimensional models which develop by Fairclough's theory, there is text (description), discourse practice (process analysis) and social practice (explanation).

Fairclough (1999), argues CDA brings social sciences and linguistics studies together between the dialectical relationship of semiotics and social practice.

Fairclough's approach on CDA focusing on three analytical of the communicative event (interaction) as language use, there are text, discourse practice and socio-cultural practice (Fairclough, 1995). Analytical of text involves a linguistic analysis in the form of vocabulary, grammar, semantics, the sound system and cohesion patterns in the sentence level. The linguistic analysis applied a text of lexical grammatical and semantic properties. Following SFL, Fairclough views a text from a multifunctional perspective in any sentence in a text of the articulation of these functions, which are representations, relations, and identities. Particular of representations are realized in ideational function, which brings a particular of ideologies. Particular of identities is realized in the interpersonal function of writer and reader identities, while particular of relations is realized in textual functions, which are the relationship between writer and reader (Fairclough, 1995:58). In the conception of text, Fairclough creates three-dimensional models in the text of CDA, those are description text, interpretation text, and explanation text.

Figure 1. The Conceptual Framework of CDA by Fairclough's models



The figure shows the analysis of CDA developed by Fairclough. Text analysis above, focusing on the formal features in the text such as syntactic, deixis, grammar another. Discursive analytical focusing in language, namely how to process the text. Another hand, also focusing onconsuming a text, namely how receiver the text doing an interpretation of the text, while the analysis in social practice focusing on how discursive practice made by the sociocultural condition. To sum up all of the statement above, analysis at the description text will be different from the interpretation stage and explanation stage. The writer put in SFL on textual function in the description stage as an analysis. For understanding, the writer gives the explanation below:

a. Description Stage

Description stagehad been done by identifying and labeling formal features of the text in the descriptive framework (Fairclough, 1989: 26). Description text as formal features of the text has three aspects, they are vocabulary, grammar, and textual structure. Each of these formal features has valued at the text, such as experiential values, relational values, and expressive values. Experiential values in CDA show how the text producer's experience of the social effects at the text, which each person can be identified by formal features with it. Relational values on CDA to identify the social relationship between the production of the text and recipient. Expressive values are subjective, means these values are completetoidentity in the relevant parties of the text on social identities.

b. Interpretation Stage

Interpretation stage is the relation between discourse and production in discursive practice. Jorgensen et al. (2002: 69), argues discursive practice focuses the authors create a text and how receivers apply a discourse and genres in the consumption and interpretation of the text. Fairclough (1989), argues that interpretation is the relationship between text and interaction in the text as the product in the process of production. In the stages, linguistic features and text structure applied as a speech act and intertextuality. The text itself linked into context. Intertextuality deals with the relations among discourse in the text. Interpretation stagesconsist of two processes, firstly, institutional process means the procedure of the text and discourse practice, which is the text goes through in production and consumption. Secondly, discursive practice in interpretation stages can be described in a text of particular context, which means context is situational as well as intertextual deals with the text production and related to the producers and receiver of the discourse.

c. Explanation Stage

Explanation stage is the social analysis which deals with interaction and social context. Fairclough (1989), argues explanation related between interaction and social context in the process of production and interpretation of social effects. Explanation stages can be a discourse as a kind of social practice, which consists of sociality and

institution. Explanation stages called as a sociocultural practice in text, which means ideology or power explains in the interaction between social-cultural context and the production and consumption of the text.

2.2 Ideology

The manner of ideology originated from the Greek language, namely from an "eidos" of the word and "logos". Eidos means thought, ideas, future or concept, while logos means science, the theory or the understanding. Thus, ideology as a science or theory, which consist ofideas or future in the permanent feature and as an understanding of thought. According to Fairclough (1995), ideology is defined as the involves of the description in the world from the perspective of a certain interest. Ideology as a collection of ideas and beliefs, that is systematic the direct one's behavior in various fields of life. In language, ideology is the concept of thought and the system to represent which the different classes to make a sense in society. Ideology refers in the system of interrelated the beliefs and values belonging an individual or group and not exclusively in the political realism (Jost, 2007). The conception of ideology represents a problematic concept, which is ideology has been a number of conflicting definitions. Thompson (1990) said that the conception of ideology has two basic categories, there are neutral conceptions and critical conceptions. Neutral conception means ideology as a system of mind and belief that

present in any political or social action. While, critical conception viewed as a misleading, prone to criticism and representing interests of a particular group. Thompson (1990, 56) gives the definition of ideology belonging to the critical conceptions category, that is the function of the ways meaning serves to establish and sustain the dominance relation. The definition claims, that only dominance form in the social thought and political is an ideology, which are means socialism and feminism is the ideology when they havepower relations. When they did not the power relations, can not called an ideology cause in the politic opposition. Through the explanation above, ideology by Thompson as a socio-cognitive schema to reproduce, challenge or resist the asymmetries of power relations. The sociocognitive approach takes in a view of ideology as a property of the mind, includes ideas, beliefs, values, and judgment and shared by members of social groups and relate with the social, economic and political interest (Van Dijk, 1995, 1996, 1998). Ideology organizes an attitude and knowledge of the members and has an impact on their social practices. A social practice built into and realized through the meaning or the practice form, including discourse. The roles of mediator are between in the social representation and realization in the group of members, which played by the mental model as a mental representation from itself an experience, events, and situations (Van Dijk, 1995). Mental models are mainly subjective and context-boundmade by opinions of social groups. Political Ideology of Feminismare presented below:

a. Liberalism Feminism

The ideology of liberal feminism is the main concern in the equal rights of male and female with the freedom and happiness of humanity. The liberal feminism has roots in the liberalism philosophy, which has a concept of freedom as a right for every single human. The function of freedom is to choose without attached by the general views and law, means the liberal feminism concentrate on the freedom and equal rationality. Liberal feminism possible to change the happen without changing the structure of society, hence all of the women in liberal feminism are capable of asserting their ability to accomplish equality. Several issues of liberal feminism include reproductive and abortion rights, sexual harassment, voting, education, equal pay for equal work, affordable childcare, affordable health care and bring to the light frequency of sexual and domestic violence against women (Hooks, Bell, 1986).

b. Marxism Feminism

Woman in Marxism feminism assigned in the capitalism and patriarchy, which means the Marxism feminism depict a subordinate position of women in the economic, social, politic structure in capitalism system and converge a man of patriarchy which appears before capitalism. Oftentimes, this flow called criticism of capitalism. The concept of criticism capitalism of woman is functional to fulfilled an own necessary which can change to be an exchange. The concept also appearssocial feminism as a criticism of marxism feminism. Social feminism itself uses a class and gender analysis to understand woman oppression. Marxism feminism as a revolutionary approach is to expose a male privilege. Hartman argues the problem in the family, the labor market, economy, and society is not simply a division of labor between men and women, but a division places men in a superior and women in a subordinate position. Frederick Engels and August Bebel as the classic Marxist's writings explore the link between gender oppression and class exploitation of radical women and the freedom socialist party in Marxist Feminism. They are called as a socialist feminist, which has gone towards separating gender from class phenomena. Some supporters of socialist feminism have disparaged these traditional Marxist ideas for being largely silent on gender oppression except to include it underneath broader class subjugation (Connolly, Clara, 1986).

c. Radical Feminism

Radical feminism as real feminism, which pronounces as the personal is the political. Personal political brings individual experience

out of political issues that need to be addressed and acknowledge. Radical feminism approach is the social and political change in the structure of inequality between men and women. Influential writers of radical feminism are Mary Daly, Andrea Dworkin, Kate Miller, and Juliet Mitchel. Radical feminism avoids a subordinate of gender. Thus flow views that woman getsoppression which causes by patriarchy system. The current political, as always refuse in cooperate anywhere. Radical feminism is theoretical practice to develop gender analysis. Hence, the genre tries to destroy a patriarchy system which focuses on the human body. Political in radical feminism portray the gender divisions as the most fundamental and politically significant cleavages in society. Radical feminist dominates in society and the power structure which has responsibility for subjugation and inequality as long as the system values in society which will not be reformed. Radical feminists visualized that there are no alternatives other than the total displacing and modernization of society in order to realize their goals (Echols, Alice, 1989). Radical feminism defines as a sexist, it means creates a women's harassment which considers that can free of themselves when they have done with the innately oppressive and dominating of the patriarchal system.

d. Post-Feminism

Post-feminism appears in the third waves (1920). Postfeminism used to express the women's attitude to celebrate the success of feminism. Gill and Scharff in Suwastini, Ni KomangArie (2013) state that post-feminism has four senses in the ideology of feminism. first point, Post-feminism is the meeting point between postmodernism feminism, poststructuralist feminism, and postcolonialism feminism. It means that post-feminism at that time celebrates the death feminism in the second wave at the 1970s. In the second points, post-feminism definite as a backlash, means that postfeminism doing a war through a mass media and popular culture. Mass media and popular culture used as a tool to spread the problem of women that had been emancipation. Gill and Schraff (2011) definepostfeminism as a sensibility which refers to gender.It means, feminity doing a transition as the part of the body and focus from objective to subjective. Objective and subjective in post-feminism is the ability of women to make her decision, her selection and her responsibility of herself. Post-feminism is main feminism which driven with any commercial without activities of feminism. Eventually, post-feminism called as a critics feminism with has a tend of systematic feminism.

e. Ecofeminism

That is a final of the conflict in political feminism, called ecofeminism. Ecofeminism is a genre, which critics several genres of feminism that using a masculinity principle to trying a complete the woman oppression that caused by patriarchy system. Ecofeminism as types of feminism which violate political feminism, since receiving a different principle between woman and man, starting from status, position another.

2.3 Halliday's Systemic Functional Linguistics

The basic concepts for the study of language are how creates and express meaning. Language present itself, when we start explores a grammar in functional terms. To explores the grammar in functional terms, language have referred in the several forms, there are (i) language as a text and as a system, (ii) language as a sound, as a writer and as a wording, (iii) language as a structure and configuration parts and (iv) the last language as a resource and choices among alternatives. All of the form above, language creates an expresses meaning. The characteristics study of language is approach in the systemic theory, wherein the system itself is a comprehensive characteristic, includes all of the languages. The systemic theory developed by M.A.K. Halliday in the U.K. during the 1960s, and later in Australia,

which are called Systemic Functional Linguistics Theory (SFLT). Halliday develops a language, particularly in education language. Systemic functional linguistics theory (SFLT) investigates features of language between language and social and between language and cultural context. Another side, systemic functional linguistics used for discourse analysis. Systemic functional linguistics brings the relation between text and social context and thinking about the meaning and nature of language. The theory of SFL constructs the function on the language of the speakers what they can do with it. Functioninglanguage in SFLT is to approve or disapprove, to express a belief, to express any opinions or hesitation and to ask and answer the question.

Halliday on SFLT argues that system of language is making a meaning that consists of three levels, namely the semantics (meaning), the lexicogrammar and the phonology and the graphology (sounds and letter), which means language on Halliday's SFL affirm on semiotics and functional grammar. Semiotic means is a systemic resource for making and exchange meaning, while functional means a language. Halliday's SFL (Halliday 1994; Halliday & Matthiessen 2004) argues that the code of language is how the utterances and text potential functioning and organize a language in the social context. Language potential builds asysteminparadigmatic relation and system networks which represent a grammar as a system. Grammar as a system, enter some extra linguistics such as a semiotic system in the meanings of constituting the culture. Paradigmatic on the language is the syntagmatic structure of the patterns or regularities.

Going to further explanations, Halliday draws a meaning of potential language in systemic functional linguistics, called metafunctions. Halliday on SFLT creates three functions of metafunctions on language, they are ideational metafunction, interpersonal metafunction, and textual metafunction. Generally, metafunctions linked with the language and the matter of social roles. Ideational metafunction is to organize the speaker's experience or writer's experience of the real imagined person. Ideational meta-function as the functions and meanings is the domain function through transitivity process that consists of two forms, there are logical and experiential function. Halliday (1976:159), argues that transitivity develops as the concept of a transitive and intransitive verb. In SFL, transitivity is a major component in the experiential function of the clause which it deals with the transmission of ideas, representing, process or experiences like actions, events, the process of consciousness and relations. Transitivity represents the different types of experiences, such as process, participant, phenomenon, and circumstances. Interpersonal meta-function is the human relationship through the system of mood. The mood is the topic of information which gives the tenor of the relationship between interactants. To interpersonal communication, Mood embraces three grammatical categories, such as speech function, modality, and tone. Interpersonal meta-function focus on the social roles and the relation of the formality degree, pronouns, and clausal mood. Textual metafunction is the clausal level of theme. Textual metafunction is to create the written and spoken text through language which relates in the verbal and situational context. Textual metafunction is realized in cohesive devices, deixis, and patterns of the theme.

a. Textual Metafunction

In SFL, textual metafunction is the level clausal of thematic structure. The thematic structure consists of theme and rheme to give the information structure, which is subject, predicator, complement or circumstance adjunct, which can be placed in thematic position at the beginning of the clause, which is more significant located in a sentence. Halliday (1981) argues theme consists of the message as a meaning and text relation as an identity. Message as a meaning at the thematic structure is the clause acts in terms of the local and spatial position, werea theme as an initial position which marked and not marked, while rheme as the son initial position. Textual metafunction is the study of the text, which uses language as the goal of text and discourse analysis in linguistics. Halliday, argues linguistics develops a systemic of linguistics and functional grammar in the text of written and spoken language. Historical the study of linguistics is the study the morphology of the language, which followed the study of the meaning in the form of language. Generally, the study of textual metafunction is a system of meaning in language that accompanied by forms of language through the meaning which can be expressed. Textual metafunction is to understanding how text is structured. Structure in textual metafunction is the basis of this study, which can be any length of the text and meaningful, called as a texture. The texture is the basis for unity and semantic independence in the text which followed a linear sequence, where the texts related to continues line or previous line. Linear sequence creates a context of meaning, which referred with coherence, while coherence is the properties of the meaning that refers to cohesion in the form of cohesive devices in the text. Halliday and Hasan (1976), argues that cohesive devices contributeto the overall of text, which consists of reference, substitution, ellipsis, conjunction, and lexical cohesion. Therefore, texture in textual metafunction creates a text in the properties of coherence and cohesion.

Cohesion was introduced by Halliday and Hasan, that viewed cohesion as a semantic aspect, which defines in the meaning a text. Halliday and Hasan (1976:4), argues cohesion occurs in the several interpretations within discourse depend on another. Cohesion defines as a text element, means cohesion bring a language unit to use communication in the form of grammatical, semantic and lexical between different parts of the text, which means cohesion as the exercise of cohesive devices in linguistic analysis. Linguistic creates the obligation to investigate the cohesive devices in the text. Cohesion in cohesive devices creates coherence in the text, which coherence itself is a semantic property in the text. According to Halliday and Hasan (1976), cohesion classified into two forms, there are grammatical structure refers in the structural content, that consists of reference, substitution, ellipsis and conjunctions, and lexical refers to language content, that consists of repetition, synonym, antonym, andmeronymy. To understand the form of cohesive devices, the writer presented in the sectionbelow:

1. Grammatical Devices

a. Reference

Reference is types of cohesion. Reference defines to build a reader through the use of a lexical item in the text. Therefore, each language has reference properties, which interpreted in semantically to interpret one another. Halliday and Hasan (1976, 31), argues that cohesion relates with a reference that shows in discourse to bond a text. Halliday and Hasan (1976, 31), classified the reference into three types, there are personal is the category of person, demonstrative is a location of reference and comparatives is identity or similarity of reference.

Personal reference referred in person, which used in the sense of role. System of the person in the first person refers in me, the second person refers in You and third person refers toshe, he, it or they. The person in reference follows singular categories and plural categories. Further, demonstrative reference expressed by the adverbial form and nominal form. The adverbial form consists of here, there, now and then, while nominal form consists of this, these, that, those and other articles. Comparative reference expressed adverb and adjective to compare items within the text. Halliday and Hasan (1976, 37), claims comparative reference refers in textual cohesion which relates in contrast expressed, such as adjectives like same, identical, equal and

degree of adjective and adverb like identically, likewise, so, such another. To sum up, the writer gives detail classified all of the types of reference below:

Figure 2. Types of References based on Halliday and Hasan (1976, 38)

Personal		Demonstrative	Comparative	
Existential	Possessive			
I/me, you,	My/mine,	This/that,	Same,	
we/us,	your/yours,	these/those,	identical,	
he/him,	our/ours,	there/here,	similarity,	
she/her, it,	his.	article the	such,	
they/them,	Her/hers,		different,	
one	its,		other, else,	
	their/theirs,		more, so	
	one's		many, better	

b. Substitutions

Halliday and Hasan (1976, 89), assume that substitutions are nominal such as one, ones, same, verbal substitution such as do and clausal such as so and not. Substitution used in language to avoid repetition and monotony in

speech. The substitution itself is the function of grammatical relation in the meaning of the text.

Nominal substitution expressed with the substitutes one or ones in the singular and plural and same. One or ones substitute as head of the nominal group and only for substitute an item which is head of the nominal group. The function of one in the nominal substitution is not only as a substitution but also as the person and cardinal number. Same in nominal substitution as cohesive of the comparative types, such same is a reference, not substitute. For instance:

c. Ellipsis

A thorough explanation about substitution, the ellipsis is the same meaning as substitutions, which is ellipsis has avoided a repetition of the lexical item through grammatical language. Harmer (2006, 142) suggests that ellipsis is the deliberate omission of words in a sentence whereas the meaning is still obvious. According to Carter et al. (2000, 78), the main function of ellipsis is to avoid redundancy which is caused by the repetition of words. Paltridge (2011, 141) claims that with ellipsis the essential element is omitted from the text, and it can be retrieved by referring to a preceding item in the text. There are three kinds of ellipsis, nominal ellipsis, verbal ellipsis,and clausal ellipsis. Nominal ellipsis is the omission of the nominal group. For

example, Thesestudents are clever. Those are stupid. Actually, the student can fill out of this sentence and should be "These students are clever. Those students are stupid." Further, verbal ellipsis means verbal within the verbal group. For the example, "Have you been swimming?. Yes, I have. The verbal ellipsis in the answer of "Yes, I have" can be said that "Yes, I have been swimming."

Furthermore, clausal ellipsis means ellipsis within the clause, which expressed by a various function of the speech, such as statement, question, and responses, who has two parts of the structure, Modal Element, and Proportional Element. For example, "The Duke was going to plant a row of poplars in the park. The Duke was called modal element while going to plant a row of poplars in the park called proportional element.

d. Conjunctions

A conjunction is the textual elements in the semantic unit. According to Halliday and Matthiessen, 2004: 540), the conjunction is different kinds of relations, connections, and expansions. A conjunction is the prepositions and conjunctive adjuncts to additive, extending and enhancing of the text. Conjunction used to relate a text in term of time or cause and effect. The conjunction also used to signal the addresser's position toward the message communicated. In cohesive devices, conjunctions present the interpersonal

and experiential functions in the structure of the text of the coherence level. Bloor and Bloor (2004), argues conjunctions divides into four classes, there are additive, adversative, causal and temporal. Additive conjunction connects into two clauses with the different information such as an, or, nor, furthermore, besides, that is, in other words, etc (Halliday&Hasan, 1976). Furthermore, adversative conjunction connects into two different clauses in each of content, which contrast with one clause into another clause, such as but, though, yet, however, on the other hand, in either case, etc. For example, My brothers are not as interested as I am. But I cannot participate, I cannot go to Umunna's meetings, I cannot have a say. Further, causal conjunction is the cause or signals in the clausal, such as so, thus, hence, therefore, consequently, accordingly, result, in consequence, because of that, etc. For the example, He doesn't worry about looking too masculine and therefore not being taken for granted. Last is about temporal conjunction. This conjunction is a sequence of the time for something to happen, such as then, until, then, next, afterward, subsequently, etc. For the example, I was going to say that maybe women are born with a cooking geneuntil I remember that the majority of the famous cooks in the world, whom we give the fancy title of "chefs," are men.

b. Lexical Cohesion

According to Halliday and Hasan (1976: 274), lexical cohesion is the cohesive effect of the selection of vocabulary. Lexical cohesion expressed a discourse through the relationship itself, which means lexical bond cohesion to create meaning and deals with the word used in the text. Halliday and Hasan (1976), propose lexical cohesion consists of repetition, synonym, superordinate and general word. All of the kinds in lexical cohesion can be called as a reiteration. Reiteration is lexical cohesion which through repetition to identical lexical items in the different of lexical which related to the first one. Reiteration divides into four kinds, those are:

a. Repetition

Repetition means reiterate in the same word that has been mentioned before in a text (Halliday&Hasan, 278). The repetition itself can be word or words in the same sentence or different sentence and in a different paragraph. For example, I turned to the *ascent* of the peak. The *ascent* is perfectly easy. Repetition in the word of *ascent* shows that identical of two lexical items which relate in the first sentence and two sentences.

b. Synonym

A synonym is a lexical item which has an identical meaning with another lexical item. For example, I took the cave and turned to the *ascent* of the peak. The *climb* is perfectly easy.

According to the example, the ascent has a similar meaning with the climb, which is a synonym in the sentence.

c. Superordinate

Superordinate is the name of the general class (Halliday&Hasan, 278). Cohesion in the superordinate can be achieved through the relation between general class and subclass. For example, Henry bought himself a *Jaguar*. He practically lives in the *car*.

In the example explains that car is superordinate of jaguar, which is a name for the general class and can be called as the cohesiveness of the text.

d. General word

The general word is the major classes in the lexical item, such as *thing, person, make, do,* and *so on.* General words used in the context of nouns and reference when it has the same referent as it whatever it is presupposing and accompanied by the reference item. For example, there is a boy climbing the old *elm*. That old

thing is not very safe. Thing is a general word and becomes a general word of elm. The thing in the sentence can give cohesive effect and relates to the sentence in the text.

2.4 ChimamandaAdichieNgozi

Adichie, ChimamandaNgozi (1977) is a novelist and feminist campaigner. She called as a creative writer and essayist in Nigeria. She was born on 15 September 1977 in Enugu, Nigeria, the fifth of six children, to James Nwoye and Grace IfromAdichie. Chimamanda grew up in Nsukka, where her parents worked. Her father was a professor of statistic at the University of Nigeria and later became the institution's deputy vice-chancellor, while her mother graduates in sociology, was its first female registrar at that time.

Chimamanda was an avid reader. She began writing a story as a child. When she was about ten years old, she discovered African Novels, such as Things Fall Apart (1958) by Nigerian Chinua Achebe and The African Child (originally published in French as L'enfant noir in 1953) by Guinean CamaraLaye. Chimamanda also described the reading of these books as a turning point in her development as a writer. As a writer from Nigeria, she creates her own literary to be cast in European molds but could mirror her own African experiences.

Chimamanda completed her primary and secondary education at the University of Nigeria School. She wins several awards for her academic excellence. Then, she studied a medicine education at the University of Nigeria, however, she did not enter the medical profession. In 1997, Chimamanda published her own poems entitled Decisions and left Nigeria for the United States to study communication at the Drexel University in Philadelphia on a scholarship. During in the Drexel University, Chimamanda published a play, For Love of Biafra, which deals with the Nigerian civil war. This story marked the author's imaginative of the Biafran conflict at that time, which had divided the country between 1967 and 1970 and had claimed both of her grandfathers.

After two years at Drexel, Chimamanda moved from Drexel and live with her sister, Ijeoma, who had recently established a medical practice in Coventry. Chimamanda transferred to Eastern Connecticut State University and graduated in 2001 with cumlaude in a major of communication and a minor in political science. When she was a senior in Eastern, she started writing the first novel, Purple Hibiscus and published in 2003. The story imagines about Nigeria in the late 20th Century. In the story focuses on a fifteen years old Igbo girl, Kambili and follows the evolution of the heroine's attitude toward her father as a businessman.

Before published of her novel, Chimamanda began to gain recognition on the international literary scene as several of her short stories were nominated for prestigious awards. In 2002, she was declared a joint winner of the BBC Short Story Competition for "That Harmattan Morning and made the shortlist of the Caine Prize for African Writing with her piece "You in America." She further won on the 2002-2003 David T. Wong International Short Story Prize for "Half of a Yellow Sun" and the 2003 O. Henry Prize for "The American Embassy.

Chimamanda success of Purple Hibiscus novel as the won the 2004 Hurston/Wright Legacy Award for Best Debut Fiction and the 2005 Commonwealth Writer's Prize for Best First Book. On 2004 it was shortlisted for the Orange Prize for Fiction and longlisted for the Booker Prize. The narrative was also praised by Adicihie's illustrious compatriot Chinua Achebe, whose own Arrow of God (1964). She had by then consistently cited as her favorite novel.

In 2004, Chimamanda obtained a master's degree in creative writing from Johns Hopkins University to combines her literary and academic work. In 2005=2004 she was granted a Hodder Fellowship from the University of Princeton, where she taught a class in introductory fiction. In 2006, she enrolled in a master's program in African history at Yale University. At the same time, she published numerous stories as Granta and New Yorker and severalessays in the newspaper includes The Guardian and Washington Post. Although her short fiction deals with theme ranging from the Biafran war for contemporary Nigerian in the United States, her essay often expresses her origin country, began about fiercely denouncing its corrupt political system and the hypocrisy of its religious leaders.

In 2006, Chimamanda published the second novel, Half of a Yellow Sun, which concerns with the complexities of the Biafran war. This novel gained as a won of the Orange Broadband Prize for Fiction on 2007 and was shortlisted for the Commonwealth Writer's Prize for Best Book (Africa Year) at the same year. Half of a Yellow Sun was a success as a commercial in the United Kingdom and sealed the writer's status as one of the leading figures of early 20th Century African Literature.

Chimamanda returned to Nigeria when she tours the world to promote her work. She is also supportinglocal literary talent by organizing workshops for aspiring writers in Lagos. On 2008, she graduated from Yale and moved to Columbia, Maryland. In September in the same year, she received a fellowship from the MacArthur Foundation, a \$500,000 and called a genius grant awarded to promisingresearchers and artists.

All of the short stories by Chimamanda published in April 2009. All of the books revised versions of eleven previously published pieces and a new thought provoke story that interweaves themes, such as religion, homosexuality and illegal immigration to the United States.

2.5 Previous Research

To support the analysis, the writer presents three previous studies related to the two fields of study that are used in the research. The writer uses these researches as the developing of ideas. They use linguistic analysis in research through Discourse and Systemic Functional Linguistic. To begin, with Kusumawati study A Discourse Analysis of SBY's International Speech Text: A Study on Critical Linguistics. She analyzed a speech by SBY in the International Speech. The writer used the qualitative method. The writer aims to describe grammar which used by SBY's speeches through Critical Discourse Analysis approach proposed by Fowler (1979) via Young and Harrison (2004:3) and combines with Systemic Functional Linguistic (SFL). The writer focuses on two metafunctions in SFL, there are ideational metafunction and textual metafunction. The writer takes nine speeches by SBY in an international speech on 2011 based on some criteria, topics and abundant data. In the data analysis, the writer applied Fairclough's framework for analysis. The writer chose two metafunctions on SFL as limitation of her research. As the result, the writer emphasized the grammar seen from word choice, clause and sentence element, figures of speech, and the pattern of clause change means to convey a new meaning based on who is the speaker and psychological effect shown to listeners. The result can reveal the speaker purpose extensively and help to describe the argumentative phase on speeches. In the other side, the writer builds SBY self-image on language expertise. On this way, SBY can attract sympathy, therefore international cooperation can run smoothly. Focuses of analysis are different from the analysis of this unit. Focuses analysis of this research only take one metafunction on the SFL, textual metafunction.

The second research, journal article by Sharififiar&Rahimi (2015) presented the research of Critical Discourse Analysis of Political Speeches: A Case Study of Obama's and Rouhani's political Speeches at the United Nations. The aims of this paper were to survey the art of linguistic spin in Obama's and Rouhani's political speeches at the UN in September 2013 by using Halliday's Systemic Functional Linguistic. The writer completed all of the aspects in SFL, was ideational, interpersonal and textual metafunction. The analysis was performed through all of the metafunction to represent how two languages between Obama and Rouhani can incorporate both ideology and power in their political speeches.

The last previous research is a journal article by Leonard &Ashani (2015) presented the research of Critical Discourse Analysis (CDA) combines with Systemic Functional Linguistic (SFL). This analysis focuses on mood, epistemic and modality choices, as well as a reference through personal pronouns used in the political discourse. This analysis shows how politicalleaders' discourse unearth a sort of harmony with ideologies in international realities. As a result, the analysis revealed the using of declarative clauses (97,45%) in the political discourse. Imperative clauses ranked second (02,54%) to get the population's full support on board.

By presenting the research of textual metafunction and ideological aspect of Chimamanda's speech in this present study, it would create a good finding which is different from the other previous studies. The writer does not only investigate textual metafunction as a part of Systemic Functional Linguistic theory. In the result of the analysis, the writer relates in another study, that is Critical Discourse Analysis. These two studies are viewed as an appropriate combination since both of them are closely related to each other in the case of linguistics in language as a means of social practice.

CHAPTER III

RESEARCH METHOD

This chapter is about the research method used for this study. It is classified into several items, those are research design, data and data sources, research instruments, the techniques of data collection, and the techniques of data analysis.

3.1 Research Design

This research used descriptive qualitative approach through Chimamanda's speech. The purpose of this analysis is to found Chimamanda's ideology through Chimamanda's speech. Descriptive qualitative approach used because it was the best way to investigate what types of textual process found in the speech of Chimamanda and how textual process reflected the ideology of the speech of Chimamanda as the research problem of this study. Glass and Hopkins, in Knupfer and McLellan, argued that descriptive research involved gathering data that describe events and then organizes, tabulates, depicts and describe the data collection. therefore the writer involved accumulating, organizing, explaining and describing the data for this analysis. Furthermore, this analysis as a qualitative approach which concerned in the qualitative phenomenon of critics analytical. Ary (2010: 474), argued that one of the types of qualitative research was critical research. Aims of qualitative research in the text analysis reveal, examine and criticize underlying assumption. The analysis, truly reflected a qualitative approach since the writer was the realization of Critical

Discourse Analysis (CDA) study in which it analyzed critically speech of Chimamanda to reveal her ideology.

3.2 Research Instrument

A research instrument is a tool for research. The main research instrument for this study is the writer herself because this study is about the descriptive qualitative approach as mentioned above. The writer collects the data after watching the video and script and identifying the data.

3.3 Data and Data sources

The data source was the textual script of Chimamanda's speech. The writer had chosen a speech of Chimamanda in TEDxEuston (12/04/16). The scripts of the speech were taken from the TED website by https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists/ transcript on April 12th, 2016. The writers chose this website because it was a trusted website which provided the speech video completed of its script.

3.4 Techniques of Data Collection

Collecting the data means to gather the information, which aims to answer the relevant question. The writer uses the following steps to collect the data. These are a few steps to follow for collecting the data of research:

1. Searching the video and its transcript

The writer searched Chimamanda's speech video and the scripts. This step was done in order to prove that the speech truly happens in reality. Then the script needed to give valid data of the entire utterances of the speech.

2. Downloading the video and its transcript

The writer downloaded the video and script of the speech. The video downloaded as the data represent the real situation of the speech. The videos were downloaded from the website https://www.youtube.com/watch?v=hg3umXU_qWc and the script by https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists/transcript on April 12th, 2016.

3. Reading text within the video and watching the video

The writer read intensively the script to understand the speech well. The writer has also associated the text by watching the video. Exactly, the video was not taken as the data. The video just supported the analysis to know the situation in Chimamanda delivered her speech.

4. Collecting the data

In collecting the data, the writer focused on the first research problem. On the second problem, deal with the writer's interpretation. The

writer collected the data in the form of clauses that contained a textual process through underlining, numbering and alphabeting them.

3.5 Techniques of Data Analysis

1. Identifying the Data

The first step of the analysis was identifying the data. The writer collected the data into the types of textual process based on Halliday's theory (1985), there are two types of the textual process through cohesive devices analysis, namely grammatical cohesion and lexical cohesion. Grammatical cohesion consists of Reference (personal, demonstrative and comparative), Substitution, and Conjunction. While lexical cohesion is repetition. The different types of the textual process were highlighted by using different colors. This way was used to make the process of coding became easier. The different colors that represented each type of the textual process were presented in the following table:

	TEXTUAL PROCESS	COLORS
	Reference	
Grammatical Cohesion	Substitutions	

	Conjunction	
Lexical Cohesion	Repetition	

2. Classifying the Data

After the data had been identified, the writer classified each type of textual process in the form of the table. To represent the data, the writer mentioned the code of the data through the paragraph and alphabeting. The following example of classification as below:

N	The					
О	Code	The Data	Types of Textual Process			
			Grammatical			Lexical
			REF	SUB	CONJ	REP
1	3/1/a					
2	3/1/b					
3	3/1/c					

3. Analyzing the Data

In analyzing the data, the writer followed Fairclough's stages of analysis, consisted of description, interpretation, and explanation. These stages were applied in this analysis. Through two problems of the study, the data analysis was also done in two points:

- 1. To answer the first problem in this study, the writer analyzed the data through the patterns of textual processes, such as grammatical devices and lexical devices. The writer gave an explanation in each device of textual processes. In this step, the writer uses descriptive text was concerned with the formal properties of the text for revealing the ideology. While, identification and classification, were used to investigate the linguistic feature of the text.
- 2. To answer the second problem, the writer applied interpretation and explanation stages to reveals the ideology. The writer did interpretation that was relating in the linguistics feature of the text found from the textual process. The writer proved it through the types of textual process and analyzed the function of using its process. Afterward, the writer connected to the social context through the themes found from the interpretation which produced the political ideology. The functioning explanation stage in the second problem is conducted to explain the ideology as the results of this research.

3. Drawing a conclusion



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter is the main section of this present study. It reports the result of this analysis in the two sections, they are findings and discussions. The findings and discussions are presented to answer the statement of the problems of the analysis. In this section, some results have created by analyzing the data. Based on the statement of the problem, there are two problems to reveals in this chapter. The first problem is about types of textual processes used in Chimamanda's speech. It shows various types of textual processes and the frequency of the event and the second problem is about ideology in Chimamanda's speech. In this case, the writer shows how the types of textual processes contribute to the construction of ideology.

4.1 Types of Textual Process used in Chimamanda's speech

In this part, the writer presents the types of textual processes found in Chimamanda's speech. Chimamanda is the feminist writer, which inspired young women to proudly identify as feminist. Chimamanda did her first speech in TEDxTalk about "We Should All Be Feminist", which spoke about feminist. The writers choose speech in Chimamanda because she is portraying a woman who is in charge of her own destiny, her own thing and her power as a woman. In her speech, Chimamanda spoke about sexism, gender roles, and political power to persuade the listeners especially women to abandon the title of feminist in favor of post-feminism.

Post-feminism occurs in the third wave that portrays a failure of woman rights. Through her speech, Chimamanda persuades people's minds that she wants all of the people joining her action to support post-feminism. It shows through the textual process that chooses in Chimamanda's speech. Through the speech in Chimamanda, she uses various kinds of the textual process in the form of grammatical devices and lexical devices to indicate the ideology used by her speech. Grammatical devices are the structural content of sentences formed by grammatical aspects, such as reference, substitution, and conjunction. While, lexical devices are the language content of sentences formed by lexical aspects, such as repetition, synonym, and super-ordinate. To answer the first problem in this study, the writers found various kinds of grammatical cohesion and lexical cohesion which are used in Chimamanda's speech. There are generalized in the section below.

4.1.1 Description Stages

Description stages defined as text analysis. In this stage concerned with the formal properties of text (Fairclough, 1989: 26). As the first step, this part doing an analysis of ideology, which conducted in the description stage. This stage, concern with the experiential values of grammatical aspects. The experiential value of grammar deals with the ways in which the grammatical forms of language code happenings or relationships in the world (Fairclough, 1989). The experiential value of grammatical aspect is the way to realize the types of textual processes in the text. As the theory, the textual process is used to reveal the reality discourse through some

process in the textual process of the text which contains two items in the form of cohesive devices, such as grammatical devices and lexical devices. Relates with the first finding, the types of textual process which a tool used by the writer in the description stage to provide a linguistics feature of the speech. This stage is represented by the textual process of textual analysis.

4.1.1.1.1 Grammatical Cohesion

Through the grammatical aspect of experiential value, this study chose grammatical cohesion as analyzing the data, which divided into four types such as reference, substitution, ellipsis, and conjunction.

4.1.1.1.1 Reference

Reference is makes something else for the interpretation. Reference distinguish with semantic reference, which reference itself is a relationship between a word and what it points to in the world and as a relationship of identity which holds between two linguistic expressions (Halliday and Hasan, 1976). All of the languages that have the property of reference, they are a personal reference, demonstrative reference, and comparative reference. The personal reference refers to the person. Person means as a speaker, addresses, speaker and another person, another person (male), another person (female), another person (object) and object passage of the text. Personal reference used by the speaker, actually to shows respect to the readers to establish the purposes of the connotation in the text and aims to express who owns

something and used in front of a noun or thing. Then, the demonstrative reference refers in the location, on a scale of proximity, such as these, that, those and the. Demonstrative reference express through determines and adverbs to identify a type of person or objects that participate in the process which occur within a text (Halliday&Hasan). Later, comparative reference means to identity or similarity something into the text (Halliday and Hasan, 1976). The various property of reference that appears in Chimamanda's speech presented below.

"It's easy for us to say, "Oh, but women can just say no to all of this." But the reality is more difficult and more complex. We're all social beings. We internalize ideas from our socialization. Even the language we use in talking about marriage and relationships illustrates this. The language of marriage is often the language of ownership rather than the language of partnership. We use the word "respect" to mean something a woman shows a man but often not something a man shows a woman".

The personal reference elements exist in the first data in Chimamanda's speech. Reference express who owns something and used in the front of a noun or thing (Halliday&Hasan). Here, the writer found two types of reference, are personal reference refers to "us, we, and our", and demonstrative reference refers to "the". Personal reference of "us, and we" included in personal pronoun. The personal pronoun is used to refer to the participants by a speaker to present in the mind of the audience. "Us and we" in personal pronoun refer to the speaker and audience in the forum, but "We" used by Chimamanda to give an understanding to the audience that we are a social being, oftentimes using word of "respect" within marriage.

Later, the writer found a demonstrative reference in the first data. Demonstrative reference used to identifies the referent by locating it on the scale proximity by the speaker (Halliday&Hasan). In the first data, the writers found "the" which used in Chimamanda's speech. "The" introduced as a modifier only and nonselective nominal demonstrative. "The" in Chimamanda's speech used to identify a language used in the context of marriage. The writer also found reference elements in the other data of personal reference and demonstrative reference.

"And I want to be respected in all of my femaleness because I deserve to be. Gender is not an easy conversation to have. For both men and women, to bring up gender is sometimes to encounter almost immediate resistance. I can imagine some people here are actually thinking, "Women to do self. Some of the men here might be thinking, "OK, all of this is interesting, but I don't think like that." And that is part of the problem".

The personal reference refers to the "I and my". "I" included in the personal pronoun which refers to the speaker (Chimamanda). Chimamanda uses "I" in her speech to explain her mind that she respects her femaleness, while "my" used by Chimamanda in her speech to indicate her own things. The writer also found demonstrative reference of "that". Demonstrative reference of "that" is a selective nominal which indicates a location of something. Actually, nominal demonstrative in the logical structure belongs to the modifier or as a head (Halliday&Hasan). "that" used by Chimamanda in her speech as an object in the context. Later, in the personal reference and demonstrative reference also found by the writer in the other data by Chimamanda in her speech.

"But still I was really struck by this. Because I'm female, I'm expected to aspire to marriage; I'm expected to make my life choices always keeping in mind that marriage is the most important. A marriage can be a good thing; it can be a source of joy and love and mutual support. But why do we teach girls to aspire to marriage and we don't teach boys the same?"

A reference that appears in the data above is a personal reference and demonstrative reference. Personal reference found by the writer in the two types, there are personal pronoun and possessive adjectives. A personal pronoun refers to the "I and us". As mentioned above, "I" refer to the speaker (Chimamanda). Chimamanda uses "I" in her speech to tell the audience that actually she is a female who expected to marry and make e choice in her life. On the other side, Chimamanda also persuades the audience that marriage is a very important thing of a woman which can be a source of joy, love and mutual support in a woman's life. The writer also found "we" of the personal pronoun which refers to the speaker and the audience. "We" used by Chimamanda in her speech to persuade the audience that we must teach girls and boys about marriage. Moreover, the writers found possessive adjective of "my". "My" used by Chimamanda in the speech that referred to herself.

Demonstrative reference found by the writer in the word of "this, that and the". The patterns of "this and that" in the demonstrative reference refer to the location of something which indicates of person or object as a modifier or as head in speech (Halliday&Hasan). "This and that" in Chimamanda's speech used to indicate marriage. It has been proven in the phrase "that marriage" and "struck by this". Actually, "marriage" is a noun that follows the demonstrative reference of "that".

Whereas, word of "the" used by Chimamanda in her speech to indicate that marriage is important of a human being. In the other case, Chimamanda claims that

"My great grandmother did not know that word "feminist," but it doesn't mean that she wasn't one. More of us should reclaim that word. My own definition of a feminist is: "A feminist is a man or a woman who says, "Yes, there's a problem with gender as it is today, and we must fix it. We must do better." The best feminist I know is my brother Kene. He's also a kind, goodlooking, lovely man, and he's very masculine".

We can see in the data above, that Chimamanda in her speech persuades the audience that we must reclaim the meaning of feminist. It has been proven when Chimamanda uses a personal reference of "us". Moreover, the writer also found a demonstrative reference in the word "that". As mentioned above, "that" is nominal demonstrative which aims to identify a person or object as a modifier or as the head. In the fifth data, "that" identified as a modifier which following a noun. It has been proven in the phrase of "that word", "that" as a modifier and "word" as a noun. So, it has been called a nominal demonstrative. Chimamanda used "that" in her speech to identity feminist.

Reference elements in the grammatical cohesion are not only in the personal pronoun and demonstrative pronoun but also in the possessive adjective. In the other data, the writer found possessive adjectives. Here, possessive adjective that used by Chimamanda in her speech refer to the "his" and "him".

"The more "hard man" the man feels compelled to be, the weaker his ego. And then we do a much greater disservice to girls because we raise them to cater to the fragile egos of men. We teach girls to shrink themselves, to make themselves smaller, we say to girls, "You can have ambition, but not too much." "You should aim to be successful, but not too successful, otherwise

you would threaten the man." If you are the breadwinner in your relationship with a man, you have to pretend that you're not, especially in public, otherwise, you will emasculate him"

Possessive adjectives of "them and they" are selected by Chimamanda in her speech that refers to the boy and girl. "His and him" used by Chimamanda in her speech referred to the hard man. "His and him" in the grammar aspect has a different meaning. As the grammar aspect, "him" included on personal pronoun as an object within sentence. Then, the use of "his", refer to the possessive adjective. A possessive adjective is located before the noun. It can be seen in the phrase "his ego", which means ego itself is a noun that followed by his.

In the other case, Chimamanda in her speech also uses word of "You" which refers to the girl. "You" it used by Chimamanda in her speech to give the understanding for a girl, that girl must be a success and full of ambition. It can be seen in the sentences of "You can have ambition, but not too much." "You should aim to be successful, but not too successful, otherwise you would threaten the man." If you are the breadwinner in your relationship with a man, you have to pretend that you're not, especially in public, otherwise, you will emasculate him". From her speech, we know that actually Chimamanda support what to do by the girl, means that Chimamanda wants to change women in the world to be ambition women and successful women.

4.1.1.1.2 Substitution

Substitution relates to the lexico-grammatical level of the sentence in a text. Substitution using to substitute particular items such as repetition in the text and has the same structural function as that for which it substitutes. As the data, the writer found substitutes in Chimamanda's speech.

"But still I was really struck by this. Because I'm female, I'm expected to aspire to marriage; I'm expected to make my life choices always keeping in mind that marriage is the most important. A marriage can be a good thing; it can be a source of joy and love and mutual support. But why do we teach girls to aspire to marriage and we don't teach boys the same?"

Substitution elements exist in the first data. The writer found nominal substitution in the word "same" which refers to the marriage. The use of "same" within the text as a modifier, which can be modifying the element of comparative structure in the cohesive devices (Halliday&Hasan). It means, "same" can change meaning based on the sentence. Substitution in the other case also found by the writer. It has been proven when Chimamanda said

"My great grandmother did not know that word "feminist," but it doesn't mean that she wasn't one. More of us should reclaim that word. My own definition of a feminist is: "A feminist is a man or a woman who says".

The writer also found nominal substitution in the second data in the word of "one" which included in the nominal substitution. Nominal substitution expressed with the substitute of one/one (in the singular or plural) (Halliday&Hasan). "One" in the data refers to the feminist. In the other case, the writer also found substitution that refer to the utilizes of "so".

"Now, the daughter doesn't particularly like to cook Indomie noodles, but she's a girl, and so she has to. Now, what if the parents, from the beginning, taught both the boy and the girl to cook Indomie? Cooking, by the way, is a very useful skill for boys to have. I've never thought it made sense to leave such a crucial thing, the ability to nourish oneself".

Substitution appears in the third data is "so". "So" it used in Chimamanda's speech presupposed the whole of the clause "Now, the daughter doesn't particularly like to cook Indomie noodles, but she's a girl...".Halliday argues, that the word of *so* in the substitution element refers to the substitution of conditional clauses in the form of positively expressed.

4.1.1.1.3 Conjunction

Conjunction indicates how the sentence or clause should be linked to the following sentence. Halliday and Hasan divided into four types of conjunctions, they are additive, adversative, causal and temporal. The conjunctions in Chimamanda's speech are presented below.

"But what if we question the premise itself? Why should a woman's success be a threat to a man? What if we decide to simply dispose of that word, and I don't think there's an English word I dislike more than "emasculation."

Conjunction found in the first data as an additive conjunction of "and". The conjunction "and" aimed to emphasize meaning for an audience that Chimamanda disagree If it woman's success is a threat to a man. Chimamanda agrees with emasculation. Additive conjunction also found by the writer in the next data.

"I know young women who are under so much pressure from family, from friends, even from work to get married, and they're pushed to make terrible choices. A woman at a certain age who is unmarried, our society teaches her to see it as a deep, personal failure. And a man at a certain age who is unmarried, we just think he hasn't come around to making his pick".

Additive conjunction also found in the second data. In the sentence of "I know young women who are under so much pressure from family, from friends, even from work to get married, and they're pushed to make terrible choices" use the conjunction "and" to convey the hearer that woman at that time much pressure from their environment and makes a terrible choices in their life. Chimamanda also uses the conjunction of "and" in the next sentence which talks about the differences characteristic in marriage between males and females. From the using of conjunction, Chimamanda wants to give her argument that she refuse about the differences characteristic in marriage between male and female, she wants both of them do not have a characteristic of marriage, means male and female must have the same position. In the other case, the writer also found adversative conjunction that refers to the "but'. The adversative conjunction of "but" used by Chimamanda in her speech to reveal the ideology of feminism.

"I was about fourteen, we were at his house, arguing. Both of us bristling with half bit knowledge from books that we had read. I don't remember what this particular argument was about, but I remember that as I argued and argued, Okolona looked at me and said, "You know, you're a feminist." It was not a compliment"

From the data above, the writer found the adversative conjunction of "but". Adversative conjunction connects into two different clauses in each of the content, which contrast with one clause into another clause (Halliday&Hasan, 1976). In the first clause, Chimamanda said that she doesn't remember the argument was about and the next clause, Chimamanda said that she only remembers when she called as a feminist with her friend, Okolona. Here, we know that Chimamanda disagrees with her nickname because Chimamanda knows that feminist at that time is bad in Nigeria and she called herself a "happy feminist". From the explanation above, the writer concluded that Chimamanda actually follows post feminism that means to change the people's thoughts of feminism, especially in Nigeria. In the next data, Chimamanda still uses an adversative conjunction that refers to the "instead". Here, the utilizes of instead to convince the listener that she is not feminist. This matter has been proven In the first clause, Chimamanda said that

"I wasn't worried about the material I would teach because I was well-prepared, and I was going t wear. I wanted to be taken seriously. I knew that because I was female I will automatically have to prove my worth. And I was worried that if I looked too feminine, I would not be taken seriously. I really wanted to wear my shiny lip gloss and my girly skirt, but I decided not to. Instead, I wore a very serious, very manly and very ugly suit"

From the data above, actually, Chimamanda was not worried about the material he teaches. And the next clause, Chimamanda said that she worried about her costume. Then, the next adversative conjunction is "but". Chimamanda uses "but" to give the context of the difference in her speech. As we know, adversative conjunction

connects into two different clauses in each of content, which contrast with one clause into another clause (Halliday&Hasan, 1976). In the sentence "I really wanted to wear my shiny lip gloss and my girly skirt, but I decided not to" is indicated in the adversative conjunction. In the first clause, Chimamanda said that she wants to wear things that relate to feminist, but in the second clause, she is said that she did not want to wear a thing which relates to a feminist.

Conjunction in grammatical cohesion is not only in the form of additive and adversative, but also causal conjunction, which emphasizes result, reason, and purpose (Halliday&Hasan). In the last data, the writer found causal conjunction that refers to the "therefore".

"Because the sad truth is that when it comes to appearance we start off with men as the standard, as the norm. If a man is getting ready for a business meeting, he doesn't worry about looking too masculine and therefore not being taken for granted. If a woman has to get ready for a business meeting, she has to worry about looking too feminine and what it says and whether or not she will be taken seriously".

"Therefore" uses by Chimamanda in her speech that refers to reason, means that the man does not worry If it he looking too masculine. This matter is different in a woman. A woman has to worry about feminine and she must get ready for a business meeting, which starts off her appearance. Causal conjunction also found in the next data. In the next data, Chimamanda uses the causal conjunction that refers to the "because of that". It has been proven when Chimamanda said

"What if both boys and girls were raised not to link masculinity with money? What if the attitude was not "the boy has to pay" but rather "whoever has more should pay?" Now, of course, because of that historical advantage, it is mostly men who will have more today, but if we start raising children differently, then in fifty years, in a hundred years, boys will no longer have the pressure of having to prove this masculinity".

From the data above, "Because of that" is causal conjunction. Causal conjunction is the cause or signals in the clausal, such as so, thus, hence, therefore, consequently, accordingly, result, in consequence, because of that, etc (Halliday&Hasan, 1976). Chimamanda uses "because of that" in her speech to creates a signal the mistakes within educated a man. This matter refers to the phrase "What if both boys and girls were raised not to link masculinity with money? What if the attitude was not "the boy has to pay" but rather "whoever has more should pay?".

Later, the last conjunction is temporal conjunction. Temporal conjunction found by the writer in Chimamanda's speech when she said

"I wish I had not worn that ugly suit that day. I've actually banished it from my closet, by the way. Had I then the confidence that I have now to be myself, my students would have benefited even more from my teaching, because I would have been more comfortable and more fully and more truly myself. I have chosen to no longer be apologetic for my femaleness and for my femininity".

Temporal conjunction in Chimamanda's speech refers to the "then". "Then" in the temporal conjunction relates to the time sequence within the sentence

(Halliday&Hasan). Chimamanda uses "then" to give permission at that time that she always wears an ugly suit when she attends the meeting.

4.1.1.1.2 Lexical Cohesion

Lexical cohesion is the cohesive effect achieved by the selection of vocabulary (Halliday and Hasan, 274). Lexical cohesion relates to the text in particular content words and the relationship between them (Paltridge, 133). Lexical cohesion within the text is the only repetition.

4.1.1.1.2.1 Repetition

Repetition used by the producer to talks about the same thing of words all the time. Salkie, (1995:3), said that repetition of important words is one thing that makes text coherent. In this study, the writer found repetition in Chimamanda's speech, which is presented below.

"I was about fourteen, we were at his house, arguing. Both of us, bristling with half bit knowledge from books that we had read. I don't remember what this particular argument was about, but I remember that as I argued and argued, Okolona looked at me and said, "You know, you're a feminist." It was not a compliment. I could tell from his tone, the same tone that you would use to say something like, "You're a supporter of terrorism."

Lexical cohesion exists in the first data. In the first data, the writer found the lexical cohesion of "repetition". Repetition found by the writer in the word of "argued" and "tone". Speaker uses "argued" to convince the audience that

Chimamanda is debating with Okolona, which Okoloma's condescending tone towards Chimamanda is the proof of this statement. The writer also found another repetition of "tone". Speaker uses "tone" to convince the audience that Okoloma is using the same insulting tone as the one "You are a supporter of terrorism". Lexical cohesion of repetition also found in the next data.

"So I decided to call myself "a happy feminist." Then an academic, a Nigerian woman told me that feminism was not our culture and that feminism wasn't African and that I was calling myself a feminist because I had been corrupted by "Western books." Which amused me, because a lot of my early readings were decidedly unfeminist. I think I must have read every single Mills & Boon romance published before I was sixteen. And each time I tried to read those books called "the feminist classics, "I'd get bored, and I really struggled to finish them. But anyway, since feminism was un-African, I decided that I would now call myself "a happy African feminist." At some point, I was a happy African feminist who does not hate men and who likes lip gloss and who wears high heels for herself but not for men".

In the data above, Chimamanda uses repetition which refers to the feminist to shows that she supports feminist, but is not a western feminist. Mostly, Chimamanda assumes that she is supporting a Nigerian feminist that called as a happy feminist. Chimamanda argued that Nigerian feminist gives a lucky of her life. From those sentences above, Chimamanda gives her interpretation to the listener that she is supporting a feminist and feminism, but in African which being in the freedom culture. Repetition also found by the writer in the other case.

"But today we live in a vastly different world. The person more likely to lead is not the physically stronger person; it is the more creative person, the more intelligent person, the more innovative person, and there are no

hormones for those attributes. A man is as likely as a woman to be intelligent, to be creative, to be innovative. We have evolved, but it seems to me that our ideas of gender had not evolved".

Lexical cohesion of repetition also found in the other case. From those sentence above, Chimamanda using a repetition of creative, innovative and intelligent within context, which refer to the man. All of that word, used by Chimamanda in her speech to give the understanding to the listener that actually man and woman must be a creative, innovative and intelligent person that can have the same position without different classes. Chimamanda wants to change people's thoughts, especially in a western country, that males have high classes than females. To reveal the ideology Chimamanda uses repetition many times. It has been proven when Chimamanda said that

"We must also raise our sons differently. We do a great disservice to boys on how we raise them; we stifle the humanity of boys. We define masculinity in a very narrow way, masculinity becomes this hard, small cage and we put boys inside the cage. We teach boys to be afraid of fear. We teach boys to be afraid of weakness, of vulnerability. We teach them to mask their true selves because they have to be, in Nigerian speak, "hard man!" In secondary school, a boy and a girl, both of them teenagers, both of them with the same amount of pocket money, would go out and then the boy would be expected always to pay, to prove his masculinity. And yet we wonder why boys are more likely to steal money from their parents".

Lexical cohesion of repetition is indicated also in the other data, which refer to the phrase of "masculinity" and "we teach boys". Chimamanda uses repetition of that word to indicate that masculinity is a narrow way, which means that boys be afraid of fear, of weakness and of vulnerability that being is not confident

with himself. Chimamanda said like that because she wants that boys and girls are the same treated. Chimamanda disagrees If it boy must steal money from their parents just because wants to show his masculinity. Later, the last repetition in this case when Chimamanda said that

"My great grandmother did not know that word "feminist," but it doesn't mean that she wasn't one. More of us should reclaim that word. My own definition of a feminist is: "A feminist is a man or a woman who says "Yes, there's a problem with gender as it is today, and we must fix it. We must do better." The best feminist I know is my brother Kene. He's also a kind, good-looking, lovely man, and he's very masculine".

Lexical cohesion of repetition also exists in the last data. At this time, Chimamanda uses the word"feminist" in her speech. In her speech, Chimamanda tells about her grandmother and her brother with her interpretation of feminist. Chimamanda assumes that feminist is not only about gender, but must be changed to changing a world, especially in Nigerian countries. She persuades the listeners that actually feminist is a kind person, good looking and a lovely man. Means that feminist is not refer to the women, but man too.

4.2 Ideology in Chimamanda's Speech

As the second findings of the present study, the writer applies the interpretation stage and explanation stage to reveal the ideology in Chimamanda's speech. These stages are significant to investigate the ideology of the speech.

4.2.1 Interpretation stage

In this section, the writer carried out of ideology through the interpretation stage as a processing analysis. The processing analysis arises because this stage is a process that connects in the text to the interaction. The interaction can be produced a social analysis as the last result of this study, Critical Discourse Analysis. The interpretation stage is a bridge between textual analysis and social analysis. In this case, the writer does interpretation that relates to linguistic features in the text found from textual analysis to the interaction which produces the themes reflected from the speech. Related to the data, the writer found various kinds of textual processes used by Chimamanda in her speech, they are a reference, substitution, conjunction, and repetition. Each process has a different meaning to reveals an ideology used by Chimamanda's speech. Through the various types, the writer found themes for the ideology of feminism which using by Chimamanda in her speech. Chimamanda in her speech follows post-feminism which in the third wave of feminism. Postfeminism changes the understanding of the equality of gender to be a distinction of gender. The perspective of post-feminism gives a critic to the second wave in the context of feminism which prefers sexuality and biology. Actually, post-feminism resists political biology that emphasizes the differences between woman bodies and man bodies. This matter proved in Chimamanda's speech. This matter has been proven when Chimamanda said

> "And I want to be respected in all of my femaleness because I deserve to be. Gender is not an easy conversation to have. For both men and

women, to bring up gender is sometimes to encounter almost immediate resistance. I can imagine some people here are actually thinking, "Women to do self. Some of the men here might be thinking, "OK, all of this is interesting, but I don't think like that." And that is part of the problem".

Chimamanda in her speech explains her mind that she respects her femaleness. Chimamanda argues that gender is not finished if it doing against in the context of feminism. Chimamanda wants to shows that actually woman can be doing anything by herself being an independent woman. Here, Chimamanda also wants to change the people's thoughts about feminism which means the position of males is higher than females. This matter can be proven when Chimamanda said

"My great grandmother did not know that word "feminist," but it doesn't mean that she wasn't one. More of us should reclaim that word. My own definition of a feminist is: "A feminist is a man or a woman who says "Yes, there's a problem with gender as it is today, and we must fix it. We must do better." The best feminist I know is my brother Kene. He's also a kind, good-looking, lovely man, and he's very masculine".

Chimamanda tells about her grandmother and her brother with her interpretation of feminist. Chimamanda assumes that feminist is not only about gender, but must be changed to changing a world, especially in Nigerian countries. She persuades the listeners that actually feminist is a kind person, good looking and a lovely man. Means that feminist is not refer to the women, but man too. So, we can know that Chimamanda believes with postfeminism and she always talks about sexism, gender roles, and political power to

persuade the listeners to abandon the title of feminist in favor of postfeminism.

4.2.2 Explanation stage

The final step of this analysis is the explanation stage which examines the ideological of Chimamanda's speech. This stage relates between interaction and social context with the social determination of the processes of production and interpretation and their social effect (Fairclough, 1989). As a discourse, the explanation stage is a social process and social practice. In this case, the writer connects interpretation with social context which refers to political of feminism ideology as the final result of this research. The writer found the components in the grammatical and lexical cohesion used which reveals the ideology feminism of Chimamanda's speech. By considering the various concepts in Chimamanda's speech, it can be revealed that actually, she believes with feminism. This case happened when she called a feminist who supports a feminist. Since Chimamanda wants to know what is feminism and what the purpose of her life. In her speech, Chimamanda said

"But still I was really struck by this. Because I'm female, I'm expected to aspire to marriage; I'm expected to make my life choices always keeping in mind that marriage is the most important. A marriage can be a good thing; it can be a source of joy and love and mutual support. But why do we teach girls to aspire to marriage and we don't teach boys the same?."

In this case, Chimamanda wants to do justice between males and females. This case also refers to the point in the Post-Feminism that ideology pro with woman, but is not against men.



CHAPTER V

CONCLUSION & SUGGESTION

This chapter is the final section of this research. It provides a brief explanation about the result of the present study and suggestion for other researchers to explore the related study.

5.1 Conclusion

This study investigates the patterns of the textual analysis that reveals the ideology in Chimamanda's speech in TEDxTalk about "We Should All Be Feminist". For textual analysis, the writer uses Systemic Functional Linguistics Theory by M.A.K. Halliday which consists of grammatical devices and lexical devices. The textual process works for examining the linguistic feature of the speech. Ford reveals the ideology, the writer applies Fairclough's models for Critical Discourse Analysis, which organize in the three stages, they are description stages, interpretation stages, and explanation stages. In the description stage, the writers insert the textual process as a tool to serve the textual analysis. Based on the result, Chimamandauses a variety of languages in her speech. She applies all of the types in the textual function which purposed by M.A.K. Halliday which consists of two types, there are grammatical cohesion and lexical cohesion.

Related to the political ideology, the types of textual function reveals the ideology used by Chimamanda in her speech. In each type has a different function in

its application. The reference makes something else for the interpretation are mainly used for indicated her personal life, family and friends. Reference used by Chimamanda in her speech to compare her personal life as the woman with the other women in the world. Substitution using to substitute particular items such as repetition in the text and has the same structural function as that for which it substitutes. The most substitute used by Chimamanda in her speech is the nominal substitution. Conjunction indicates how the sentence or clause should be linked to the following sentence. Mostly, Chimamanda uses additive conjunction of "and".

Furthermore, the writer also found lexical cohesion in Chimamanda's speech. Lexical cohesion mostly seen by the writer is repetition. Chimamanda as the speaker repeats that refers to the feminist and feminism for many times. As a result, it can be concluded, that grammatical cohesion dominant with reference, while lexical cohesion dominant with repetition.

5.2 Suggestion

This study successfully reveals the ideology in Chimamanda's speech by using a collaborative study of Fairclough's models for Critical Discourse Analysis with Halliday's Systemic Functional Linguistics theory as a part of the textual function. As the final result, the writer has proven that textual function is truly beneficial for reveals the ideology in Chimamanda's speech. Therefore, for further investigation, the writers suggest that other writers can keep carrying out this

interesting collaboration by developing some aspects. The other writers can broaden the analysis by exploring another aspect in Systemic Functional Linguistics theory such as by using the transitivity process and interpersonal process which can produce a great analysis. Moreover, in the case of Critical Discourse Analysis, the other writers can explore another issue, such as political, cultural, power, etc. they can also more investigate the interesting data related with CDA such as newspaper, education, advertisement, etc. thus, by suggestion the writer really expects that this present research can be a good reference for linguistic learner and inspires them to conduct further analysis.

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