

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the methodology of the study. It explains the research questions, research subject and context, data collection, data analysis, and data presentation.

#### 3.1. Research Questions

This research is formulated in the following questions:

1. How is the social actor, Hosni Mubarak, represented in the speech?
2. What is the purpose of that representation?

#### 3.2. Research Subject and Context

This present study employs the qualitative approach. This approach is chosen since the data for the study consists of words rather than numbers. The study explains the representation of the social actor, who is Hosni Mubarak as the former president of Egypt in facing the crisis over his nation. In addition, the study also uncovers the hidden ideology lies in his speech and identifies what the purpose of the representation itself.

### 3.3. Data Collection

The research uses the transcription of Egypt former president Hosni Mubarak Resignation speech on February 10<sup>th</sup> 2011 and an opinion article relevant to the speech. Both data are retrieved from [www.thejakartapost.com](http://www.thejakartapost.com). The purpose of using these two texts is to look at the interdiscursivity which leads to the final representation of the social actors in social structures as well as to look at the social wrong occurring in the text.

The president's resignation speech is chosen as the data for analysis because in the resignation speech, the president will cover up all of his thought towards the crisis in his government and his own review over his governmental era. Thus, the representation of the president over his era is clearly captured through his attitude in facing the crisis in his country.

The resignation speech contains many political and problematic issues that need a serious consideration before uttering it to the public. It is possible to raise another conflict, positive or negative comments from the audience. By analyzing the president's resignation speech within this approach, we are able to recognize the problems in the conflict and find out the solution to solve such problems. In addition, we can also learn from the crisis in that government to be a critical citizen.

### 3.4. Data Analysis

The analysis of the data concentrates on the president's statement in his speech. The collected data are then analyzed by using the two approaches in CDA. Those approaches are A Dialectical-Relational Approach by Fairclough (2003) and A Socio-Cognitive Approach from Van Dijk (2009). The approach that is used as the main tool of analysis is the approach comes from Fairclough, which is Dialectical-Relational Approach, then to support the findings of the analysis, Van Dijk theory on Socio-Cognitive study is applied. Both approaches are used to answer the questions of the study that are to dismantle the representation of the social actor as well as its hidden ideology. In conducting the study, the following steps are taken:

1. Selecting the subject of the study. The topic in this present study is on the social actor's representation. Thus the analysis only focuses on one single actor occurs in the text and how he represents himself through his statements in the text.
2. Reading the text, i.e. the speech, thoroughly in order to gain a comprehensive understanding of the issues in the speech.
3. Choosing the topic found after reading the text. The finding topic is what we call the social wrong that leads the writer into further analysis.
4. Categorizing the data by finding the textual evidence to dismantle the representation of the social actor in the speech. The data categorizes into the choice of words he used to represent himself, address the people, and talk about the crucial issue (these are done in the level of microstructure strategy which involves the personal deixis role). Besides, the data are also classified in the six

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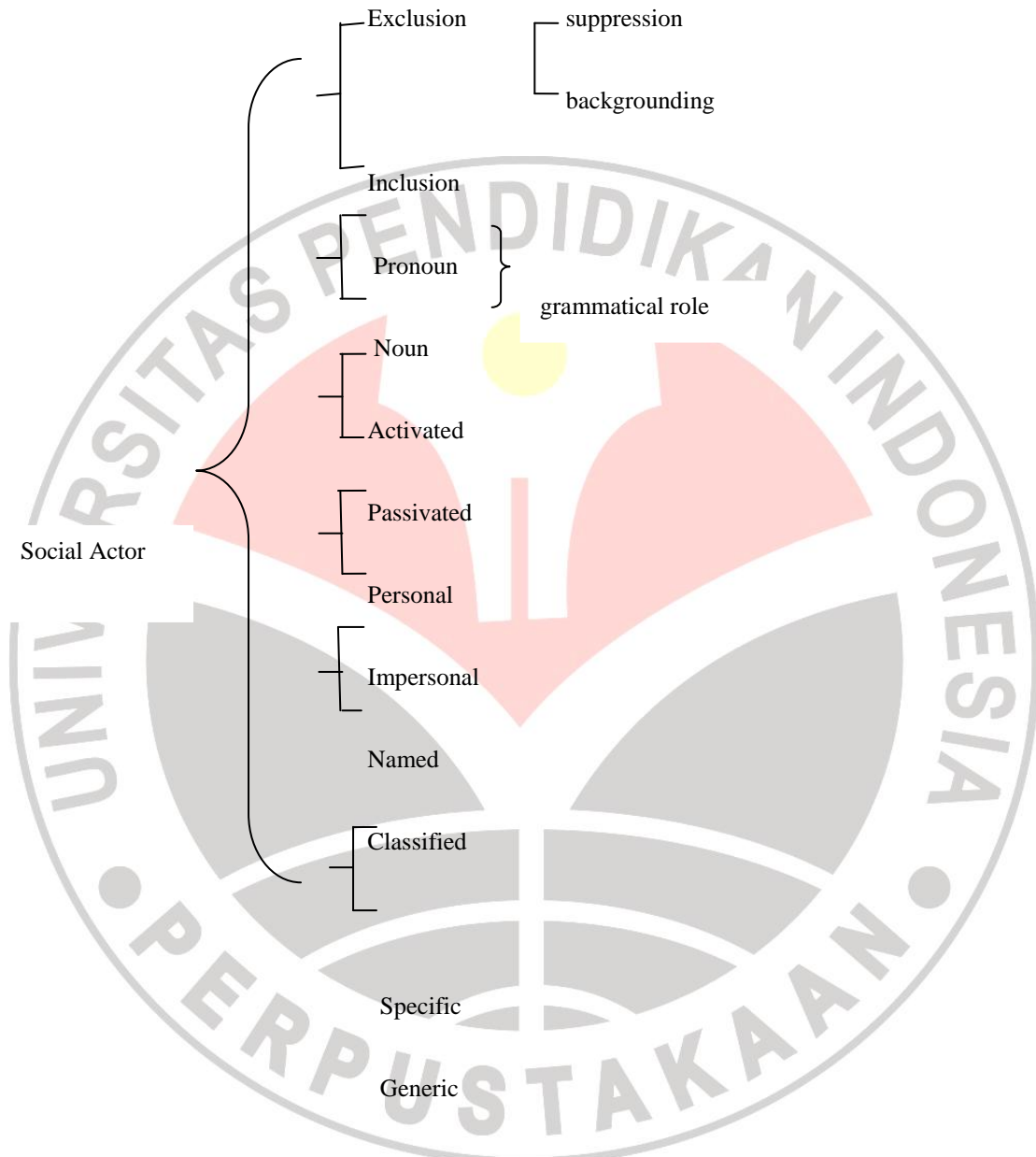
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variables, those are exclusion/inclusion, pronoun/noun, activated/passivated, personal/impersonal, named/classified, and specific/generic as it is ruled in dialectical-relational approach. The data also categorizes in the level of sentences or clause to find out the purpose of the representation itself (this is done under the head of macrostructure strategy).

5. Analyzing the collected data with the approaches and theories which have been elaborated in the previous chapter.
6. Interpreting the data by using a relevant theory to answer the questions of the study. In the process of interpretation, the writer's ability is considered important in applying the theory into the data analysis.
7. Drawing conclusion from the findings and giving suggestion or recommendation for further study.

Figure 3.1. Table of representation of social actor according to Fairclough (2003)



### 3.5.Data Presentation

Figure.3.2. This table shows the sample of analysis on representing the social actor (applying microstructure strategy) which is further analyzed in the next chapter.

No.	Paragraph / Line	How the social actor(Hosni Mubarak) is represented	Textual evidence	Context	Comments
1	1/ 1	In representing himself:	<b>"I am addressing you today"</b>	He used "I" in representing himself when talking to the people of Egypt.	The use of "I" refers to Mubarak as a kindly sociable leader. "I" can be used to show the self-confidence of someone. Here, Mubarak did not involve the others.
	1/1	In addressing the people:	<b>"People and women of Egypt"</b>	This is uttered as the first addressing term to open his speech.	Here, Mubarak wants to emphasize his call to women as an important part of the people.
	4/2	In clarifying several issues:	<b>"I would like to stress I would not refrain from punishing those behind those crimes with all severity"</b>	Mubarak talked about the injured people.	It looks that he was very careful to not to blame someone over the chaos.
	4/5	In protecting	<b>"It saddens me a great deal and it hurts my heart what had happened to them"</b>	Mubarak commented on the victims	He tried to be as wise as possible and looked as an innocent's one. Showing his sympathy.

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		himself:			
2	2/1	In representing himself:	“A speech of a <b>father</b> to his sons and daughters”	Another term he used in addressing himself to begin his speech.	The word “father” seems to be very gentle and has a great sense as a leader.
	5/1	In addressing the people:	“I am addressing <b>the youth of Egypt</b> in Tahrir Square”	Another term in calling the object of his speech.	Here, Mubarak shows his intention to speak to the Egyptian youths.
		In clarifying several issues:	“I would like to tell you that my response to your voice, to your message, to your demands, is an <b>irrevocable commitment</b> ”	Response to the protester’s demands.	He tries to be responsible to this.
	7/1	In protecting himself:	“ <b>Any political system can commit mistakes, and any state can commit mistakes</b> ”	Statement to the protester about the chaos	He blames the governmental system. The chaos was not totally because of his leadership.

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3	8/1	In representing himself:	“I would like to tell you as <b>the president of the republic</b> ”	Another term in addressing himself to the Egyptian.	Here, he tried to look powerful by calling himself as the president.
	2/1	In addressing the people:	“A speech of a father to <b>his sons and daughters</b> ”	Another term in calling the youth of Egypt.	He wants to be closer and more familiar with the youth.
	12/1	In clarifying several issues:	“ <b>I express my commitment to this and I express a similar pledge and commitment to carry on- do my responsibility to protect the constitution</b> ”	Clarifying on the protester’s demands for his resignation.	He shows his strength as a president.
	13/1	In protecting himself:	“ <b>This is the pledge I made before God and the nation</b> ”	Statement to the protester in addition to his previous talk.	It shows that he has a good intention over the country even before he was elected.

Example of data analysis within the six variables of social actor representation under the head of DRA in detail:

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he addresses himself is bolded, and the way he addresses the other is italicized. The analysis is in the ^ sign).

*People and women*^exclusion, generic, classified, noun, impersonal^ of Egypt, **I**^inclusion, personal, specific, pronoun, activated^ am addressing *you*^inclusion, personal, pronoun, specific^ today. **I**^inclusion, personal, specific, pronoun, activated^ am addressing *the youth of Egypt*^classified, exclusion, generic, impersonal, noun^ in Tahrir Square. And throughout Egypt, **I**^inclusion, personal, specific, pronoun, activated^ am addressing *you*^inclusion, personal, pronoun, specific^ today with a speech from **my heart**^noun, inclusion, specific^.

Data analysis within the six variables of representation of social actor presented in the form of table:

Figure 3.3. This table shows the sample of the analysis of the way main social actor addresses himself (bolded).

No.	sentence	Inclusion/ exclusion	Pronoun/ noun	Activated/ passivate d	Personal/ impersonal	Named/ classifie d	Specific/ generic
1	People and women of Egypt, <b>I</b> am addressing you today	<b>inclusion</b>	<b>pronoun</b>	<b>Activated</b>	<b>personal</b>	-	<b>specific</b>
2	<b>I</b> am addressing the youth of Egypt in Tahrir Square	<b>inclusion</b>	<b>pronoun</b>	<b>Activated</b>	<b>personal</b>	-	<b>specific</b>
3	A speech of <b>a father</b> to his sons and daughters.	<b>inclusion</b>	<b>noun</b>	<b>Activated</b>	<b>personal</b>	-	<b>specific</b>

Figure 3.4. This table shows the sample of the analysis of the way main social actor addresses the other (italicized).

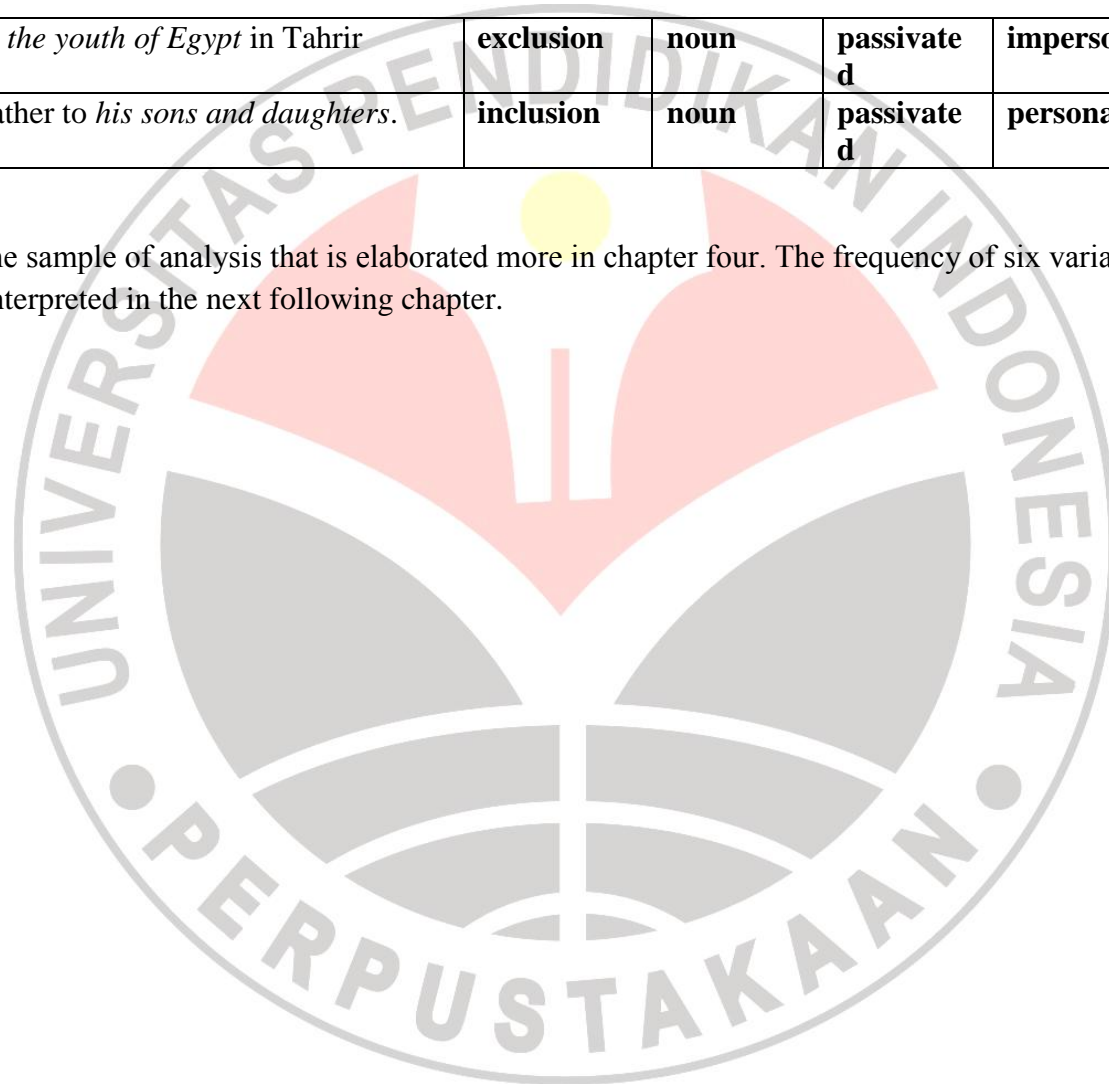
No.	sentence	Inclusion/ exclusion	Pronoun/ noun	Activated/ passivate d	Personal/ impersonal	Named/ classifie d	Specific/ generic
1	<i>People and women</i> of Egypt, I am addressing you today	<b>exclusion</b>	<b>noun</b>	<b>passivate d</b>	<b>impersonal</b>	<b>classifie d</b>	<b>generic</b>

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2	I am addressing <i>the youth of Egypt</i> in Tahrir Square	<b>exclusion</b>	<b>noun</b>	<b>passivate d</b>	<b>impersonal</b>	<b>classifie d</b>	<b>generic</b>
3	A speech of a father to <i>his sons and daughters</i> .	<b>inclusion</b>	<b>noun</b>	<b>passivate d</b>	<b>personal</b>	<b>classifie d</b>	<b>generic</b>

The tables above are the sample of analysis that is elaborated more in chapter four. The frequency of six variables' appearances in each classification is interpreted in the next following chapter.



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