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CRITICAL DISCOURSE ANALYSIS: UNCOVERING THE ATTRIBUTES OF POWER, IDEOLOGY, AND MANIPULATION FROM LECTURER'S TALK THROUGH PIMI MODEL

Ahmad Yusuf Firmansyah, Slamet Setiawan and Syafi'ul Anam

State University of Surabaya

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ABSTRACT

The Power, Ideology, Manipulation, (PIMI) model has been offered as one of the current tools under the Critical Discourse Analysis (CDA) approach that functions to analyze phenomena of discourse, and it has been developed with a focus on analyzing any and all problems that arise in the context of political discourse. Intriguingly, the creator of the PIMI model has advocated for further study of the method's applicability in academic settings. To that end, this study serves as a representation of research done in a classroom context, with the overarching goal of extracting the characteristics of power, ideology, and manipulation from the pragmatic discourse of a lecturer. One of the study's participants was an English as a Foreign Language professor at a private school in Surabaya. The research was conducted by observing a class on Management without participating in it. The findings show that, with minor tweaking, the instructor displayed all PIMI Model traits, including power, ideology, and manipulation. Additional research in the field of education is needed to fully flesh out the results of this study.

KEYWORDS: Critical Discourse Analysis, PIMI Model, Political Discourse,

INTRODUCTION

Vadai has presented a novel idea as the consequence of theoretical growth within the realm of CDA (2016). Vadai (2016) introduces the idea of the Power, Ideology, and Manipulation (PIMI) model, which is intended to comprehensively evaluate the problem of political speech and is widely regarded as a cutting-edge integrative analytical tool. This model is developed by modifying strategies and principles from Critical Discourse Analysis (CDA). To demonstrate this, Vadai (2016) uses the preexisting Chilton & Schaffner (1997) and Van Dijk (2001) models of analysis to show how the sequences or phases of the current model were built (2006). After performing some pilot studies and researching non-irrelevant literature, we settled on these two foundational frameworks, which we have now refined to strike a better balance between the analytical tools we employ and the theory we build on top of the data we collect. Vadai (2016) also uses the PIMI model to analyze a selected chunk of Blair's (2003) political discourse, providing an example of such a study. In an interesting

twist, Vadai (2016) also discusses the problem in the context of schooling. He argued that the PIMI model could have far-reaching implications for the field of language education and training because it serves not only to improve students' overall linguistic skills but also to aid them as they work toward developing more acute critical thinking about the language they are studying. This theory was developed in reaction to Wallace's (1992) work.

According to Wallace (1992), students' agency and freedom are fundamental goals of using CDA in a language classroom. It is expected of students that they would participate actively in class discussions and bring interesting points of view to the table. It also helps students develop a greater appreciation for and understanding of their place in the larger social and political context. Vadai's (2016) work, which involves developing a new model for use in a variety of settings including classroom language instruction and political dialogue, is consistent with this. Furthermore, Yunisda & Firmansyah (2019) conducted a study that focuses on the notion of modality's use inside a political speech as a response to Vadai's (2016) PIMI model. The PIMI model is used to identify the many modalities employed by Donald J. Trump in his address, and the results are presented in the paper. According to the results, Donald J. Trump used every available modality in the fight against actual terrorism, including those related to (1) obligation, (2) authorization, and (3) potential or probability. This study draws on such justifications to expose the presence of political discourse within a lecturer's speech while instructing students in the English language.

LITERATURE REVIEW

Critical Discourse Analysis (CDA).

According to the CDA, texts and conversations alike contribute to the development of social practices (Wodak, 2007). CDA also seeks to examine how language contributes to and sustains institutionalized forms of political and social injustice, dominance, and power abuse. Fairclough and Wodak (1996) note that every discourse is discovered to be constitutive socially and well-shaped socially at the same time, and that this fact creates a dialectical relationship between the circumstance and the discursive event. The point is that it highlights how discursive processes have so-called ideological impacts, but the ideological functions and power relations are placed in such a murky state in speech that society cannot recognize them for what they truly are. Consequently, the goal of CDA is to reveal to the public these hidden features of our culture.

Fairclough (2001) confirms that language serves as one of a culture's sustaining elements by arguing that the phenomena falling under the linguistic umbrella are social phenomena. The interaction of social interactions is inherent in any form of communication involving human beings, be it written, spoken, or listened to. Fairclough (2001) adds some further ideas, namely that language is best understood as a social technique, and that text is employed as a tracker of productive signs and systems within the framework of interpretation. Furthermore, he reveals that respondents of discourse see the act of creating and analyzing text as resources of what they hold in their thoughts. Thus, there can be no denying the importance of language in dealing with social situations.

In addition, Fairclough (2001) explains that the three most important steps in CDA are the "description," "interpretation," and "explanation" steps. During the descriptive stage, specific details about the plot or the setting are elaborated upon. The interpretive stage is concerned with the procedure of making sense of the interrelationships between the text and the encounter. It identifies the text as the product of a production system and a tool for understanding that system. The phase of explanation places increased emphasis on the point at which a connection is made between (1) social context and communication, (2) manufacturing and interpreting methods within the issue of social determination, and (3) individual effects.

PIMI Model

The concept is understood to consist of discrete, self-contained levels that can be individually and collectively subjected to effective treatment. See images 1 and 2 below for visual representations of this evolution within the steps. The visuals highlight the analysis's proposed path and its progress.

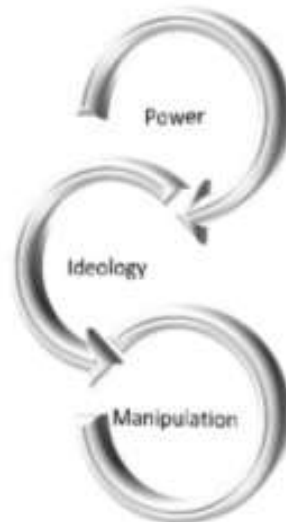


Figure 1. The sequence of steps to identify the signals of power, ideology, and manipulation

Hoey (2001), Moir (2013), Van Dijk (2006), Weiss and Wodak (2003, 2007), and Wodak (2007) all agree that thoroughly investigating the context is the first step in analyzing power, ideology, and manipulation in political speech. Analyses are conducted on the same levels of language as pragmatics, semantics, and syntax. These language tiers serve as lenses through which power, ideology, and manipulation are analyzed.



Figure 2. The PIMI Model's basic structure

i. The Attribute of Power

It is found to be inevitable, as both Fowler (1985) and Van Dijk (1996) indicate, at the essential time as a form of relation. In addition, there is a degree of command and imbalance. Furthermore, they state that this asymmetry appears to be particularly potent in linguistic contexts. Authority, as defined by Fowler (1985), is the capacity of institutions and individuals to exert influence over the bodies and actions of others. Moreover, in his view, power is conceptualized in a way that necessarily involves what is known as an unbalanced connection. Power dynamics are always discussed in the context of relationships, such as those between parents and children, between doctors and patients, between teachers and students, between citizens and their government, and so on. Furthermore, Fowler (1985) argues that language is utilized as a weapon to enforce and exploit established positions, and that this is done through commands and rules. Furthermore, Van Dijk (1996) emphasizes that social power is essentially a sort of control in which a group has over other groups, and the power becomes a crucial term within the process of investigating the connections between social groupings. The initial indicator that authority exists at the level of pragmatics is described in Figure 3 below.

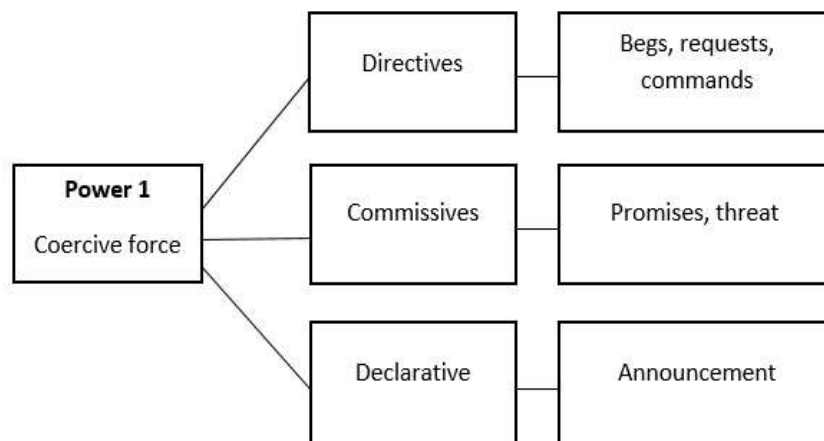


Figure 3. The first signals of power within the pragmatics' level

Figure 3 shows that directions are the most explicit verbal performance and the most powerfully dependent within the function of coercion (Chilton & Schäffner, 1997). Commissives suggest the use of threats or promises as another manner of showing authority, although coercion is typically conveyed through pleading or begging. Declarations also convey a sense of authority; for example, only a confident speaker should make a public announcement. See Figure 4 below for evidence of the secondary signal's potency at the level of pragmatics.

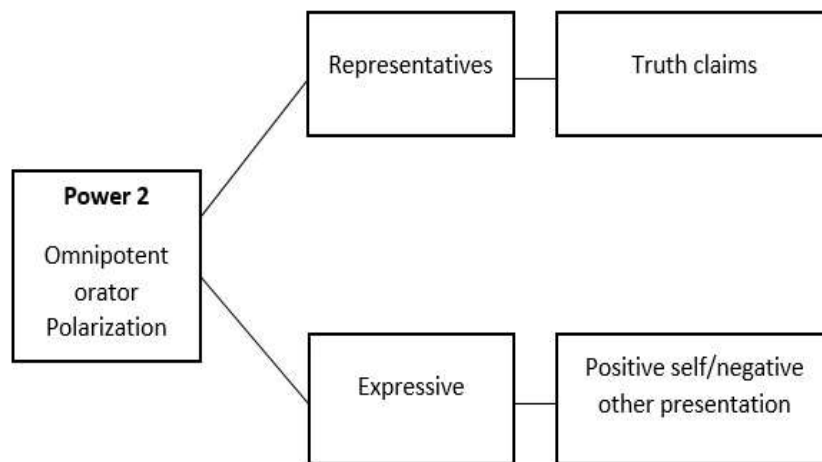


Figure 4. The second signals of power within the pragmatics' level

According to the evidence presented in figure 4, Vadai (2016) asserts that politicians enjoy special access to information and foresight, allowing them to make "allegations of reality" in which they pretend to have knowledge of the truth. The usage of representative speech acts here serves to denote this particular circumstance. Meanwhile, actions of expressive speech demonstrate the extension of authority by establishing a hierarchy in which he stands above others. He does this by referring to his position as "us" and to the people who disagree with him as "they," "their," or "them."

ii. The Attribute of Ideology

It is difficult to provide a precise definition of the term "ideology" because it is used to describe so many distinct things in the literature. Ideologies are considered as power's cognitive counterpart, as stated by Van Dijk (1996). Ideological work is done by discourse, as noted by Fairclough and Wodak (1996), and such discourse is frequently debunked as unfounded or untrue by members of the target audience. Ideologies, they argue, are ways of describing and building society that perpetuate power imbalances, such as those based on exploitation and dominance. All conceptions of ideology and power appear to place a focus on the connection between language and power.

Ideologies typically take the shape of representatives who make promises or threats, convey ideas in ways that delegitimize "their" acts while legitimizing "ours," and use language to make claims of fact or make assertions in speeches.

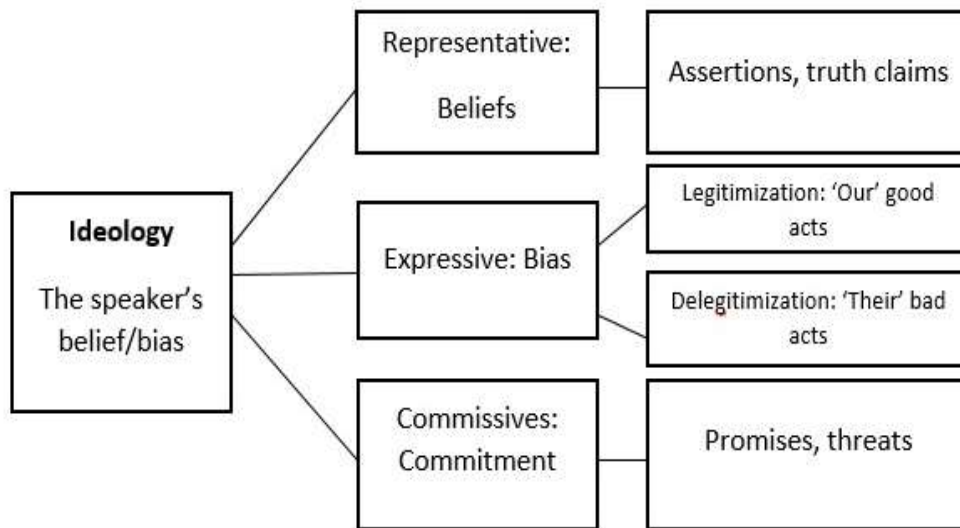


Figure 5. The signals of ideology within the pragmatics' level

Representatives are well-known for making straightforward assertions and remarks that can be used to prove the speaker's point of view. Politicians often speak with a swagger, knowing that the people listening will accept their words at face value even if they aren't entirely accurate. No evidence is typically offered, making it impossible for listeners to determine the veracity of the claims being made. Other behaviors are shown through expressive that are able to represent the biased point of view of reality and the speaker's attitude, such as boasts or over-general claims that are far from truth (Chilton & Schäffner, 1997). Ideologically biased political speech is characterized by common features such as delegitimizing "their" poor conduct while legitimizing "our" positive deeds. It has been discovered that permissive are more nuanced than other grammatical types when it comes to signaling the speakers' opinions. By promising to act in a certain way in the future, the speaker is demonstrating a commitment to his beliefs. The same holds true for threats that might be used to emphasize the speakers' points of view. However, they need not reflect reality.

iii. The Attribute of Manipulation

Manipulation, as defined by Van Dijk (2006), consists of "types of interactional and communicative practices" in which one person exerts influence over another, typically against that person's will or best interests. He goes on to say that abusive use of power is central to manipulation, or that manipulation is generally seen to be a type of dominance. Furthermore, he argues that manipulating someone requires using dishonest tactics of persuasion to get them to do something that benefits the manipulator. Because they lack the knowledge and skills necessary to protect themselves, the interlocutors typically

end up on the receiving end of the manipulator's efforts. According to Van Dijk (1996), others' intents and actions are formed and carried out as if they were unconstrained and in accordance with the best interests of the group because of the discourses of the powerful group. Indirect power is exercised over dominated groups when they are persuaded to conform through means such as text and talk.

Tracing manipulation can be done most easily through the appearance of expressive, representatives, and commissive in speech activities. Figure 6 depicts the telltale indicators of manipulation at the level of pragmatics.

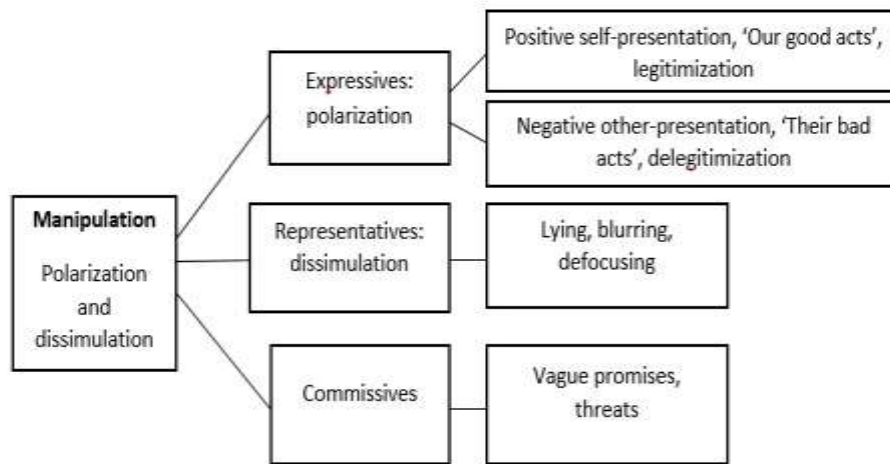


Figure 6. The signals of manipulation within the pragmatics' level

It is common practice for speakers to conceal their true feelings or stance on a topic. It's common knowledge that polarization tactics can be used to reveal someone's true feelings. Ideological division is frequently responsible for the delegitimization of "their" actions and the legitimization of "our" actions. Another manipulative strategy, dissimulation, sometimes takes the shape of speech acts expressed by a spokesperson. It is common knowledge that some speakers are merely drifting through the Gricean maxim of quality. Oftentimes, it's not even clear if a remark is true or not, and the only person who knows if the speaker is telling a fib is the listener (Bolinger, 1980). According to Urchs (2007), being taken advantage of by liars is a direct result of ignorance. To examine manipulation effectively, it is crucial to first grasp the event in context. When a speaker makes pledges to the crowd that are too nebulous, commissive might help him or her carry them out (Chilton & Schaffner, 1997). The public may have already been misled because they do not have to possess the data to check the truth within these threats or commitments.

Political Discourse

According to Van Dijk (1998), the structures of discourse need to be connected to the characteristics of the theory of political cognition and the political structures in order for the study of political discourse to be relevant. Van Dijk's argument is that these connections are necessary in order for the study of political discourse to be relevant. The purpose of this theory is to serve as a bridge between the socially shared political representations of groups and the individual's perspective on those representations. To put it another way, the forms and meanings within political discourse are not in fact directly related to the political context; rather, they are indirectly related to political context through the construction of this communicative and interactional context by the intermediate participants, which is based on the participants' ideologies, attitudes, and knowledge.

METHODOLOGY

An English as a Foreign Language (EFL) male lecturer who has been teaching at a private university in a variety of classes participated in this research. This study focuses exclusively on the lecturer's talk, which is regarded as the source of data, while the data itself come in the form of statements, utterances, and other such things. The researcher collected the data by employing a technique known as "non-participant observation," in which the researcher does nothing in the classroom and acts as though they are not there. While the researcher was observing the classroom in order to gain a better understanding of the context, she also audio taped the learning process. This allowed all of the interactions to be captured in the form of sounds, which were subsequently transcribed in order to make the analysis more understandable and less difficult. In addition to that, the researcher utilized interviews in order to get a better understanding of the lecturers' expectations. The researcher began the process of analyzing the data by first describing the data, then interpreting the data, and then presenting the meaning of the interpreted data. These three processes are derived from the fundamental stages in the theory of CDA developed by Fairclough (2001). The researcher began the process of data analysis by providing a context description by referring to the findings of the observation as well as the transcription of the audio tape. In the second step of the process, the researcher examined the data by applying a model developed by Vadai (2016) called the PIMI Model. This was done so that the results could be better interpreted. After the data were evaluated, the final step was to conduct an in-depth analysis using the PIMI Model. The purpose of this study was to gain deeper and more complete explanations.

RESULT & DISCUSSION

Signs of Power within Lecturer's Talk

Now, kita akan, errr, we would like to train how to pronounce...

(announcement)

Saya akan memberikan tips tips anda bagaimana pronouncing English

(promise)

You can open, sebentar ya, this one this one,...Okay you can open your group, anda bisa membuka group anda...

(commands)

Analysis:

According to the findings of the research, it would appear that the lecturer exhibited the quality of authority when they issued an order, made an announcement, and made a promise. Even though the use of L1 is still predominating, the professor is able to successfully establish his authority by successfully using a variety of indications of power. It is evident that this fits with the PIMI model, even if the use of L1 is still predominating. The sign of announcement as well as the sign of promise appeared in the data. The sign of promise was shown when he stated that he was going to give tips on how to correctly pronounce words in English, which he did in reality. The sign of announcement appeared when he stated that he was going to give tips on how to pronounce words in English correctly.

Signs of Ideology within Lecturer's Talk

...lalu siapa yang bahasa inggrisnya bagus? siapa yang bisa presisi? Ya, Native Speaker, karena belajar dari pengalaman, eventhough, kadang native speaker itu juga salah grammarnya...

(Truth claims)

Analysis:

The fact that the lecturer claimed that native speakers sometimes speak in a grammatically incorrect manner while at the same time giving the opinion that native speakers are supposed to be the greatest one in speak English makes this situation quite fascinating. Truth assertions can be made in the form of either one of the aforementioned two statements. Indirectly, it encourages the students to speak like native speakers, which requires them to have more self-assurance, despite the fact that they may occasionally make errors in grammar, but at least their pronunciation will have been good by that point.

Signs of Manipulation within Lecturer's Talk

L: Mereka, front man front man ini adalah orang yg pasti ngomong di depan umum...is that right? Have you ever listened to Steve jobs or Bill Gates announcing something? gak pernah ya?

C: (silence)

L: Setiap ada produk baru, merekalah yang akan memperkenalkannya ke publik...Perkenalan produk ke public ini adalah momen crucial, crucial moment, why do I say that? Because, karena, ketika front man ini memperkenalkan produk mereka dengan baik, maka orang akan tertarik, tetapi ketika anda presentasi didepan dan tidak ada yang mendengarkan, bagaimana perasaan anda?

C: sakit

L: nah, jadi minimal anda harus pronounce Englishnya dengan baik.. So, jangan khawatir karena kita bukan native, salah grammar ndak papa yang penting harus bagus pronunciation nya...

Analysis:

The findings of the study made it abundantly evident that the professor used manipulative but not coercive methods in order to get the pupils to believe all he said. There were two different forms of manipulation at play here. The initial method of manipulation consisted of providing an explanation of the fundamental aspects of acting as a front man. He made the act of being a front man more legitimate while simultaneously making the act of the learners less genuine. It is interesting to note that it instructs the students to speak in a manner appropriate for a front man. In other words, it is anticipated that the idea of front man will motivate the students to talk with assurance in front of an audience.

Lecturer's Expectation

According to the findings of the interview, there are at least two primary reasons why the lecturer chose to teach English in an environment in which the use of L1 is more prevalent than the use of English and why the content was on the idea of a "frontman."

1. Motivating the students to increase the amount of English practice they get.

The lecturer claims that in order for students to teach English at this level, it is not necessary for them to have a strong command of grammar. It is acceptable behavior on their part so long

as their speech can be comprehended. They still have a lot of time to improve their grades and their overall performance because this is only their first semester of school. In addition, the lecturer vouched for the effectiveness of the scaffolding method in English instruction. The students will experience dread as well as irritation as a result of the class being conducted in an L2 atmosphere in which L1 is not permitted. As a result, the usage of L1 is still prevalent, but the use of L2 is rapidly becoming more prevalent.

2. Teaching students English based on the topics that most interest them

Because the lecturer was teaching a class on management, he was responsible for developing the content such that it would appeal to the students. Because of this, the lecturer utilized certain fundamental terminology that is typically seen in the context of the fields of business and management. It is also complemented by teaching the students the concept of power as well as the characteristics of the front man, so that when they hear a speech of this nature, they will be more familiar with it and more sensitive to its implications.

CONCLUSION

In conclusion, the PIMI model is suitable in a learning environment such as a classroom. Having said that, the context has to be changed. As the findings of this research have indicated, it would appear that the lecturer exhibited all characteristics associated with power, ideology, and manipulation. The lecturer exhibited signals of power, including directives, announcements, and promises, all within the context of the attribute of power. The lecturer presented truth claims that were based on ideology and included both negative and positive assertions at the same time. These truth claims were demonstrated under the ideology attribute. The presenter provided an explanation for the characteristic of manipulation, which is the practice of representing others as both bad and good (legitimization and deligitimization) at the same time. The lecturer concluded by reiterating that learning English is generally regarded as being both enjoyable and difficult, but that he anticipated the students to demonstrate a high level of motivation throughout the process of acquiring the language by basing it on their own particular areas of interest.

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