



**Critical Discourse Analysis and Illocutionary Act Analysis of
Podcast Zulfan Lindan Unpacking Entitled ‘DPR and Menteri
Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad
Baidhowi (Ahli Pendidikan)’**

RESEARCH PROJECT

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By

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**ENGLISH EDUCATION DEPARTMENT
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AGREEMENT

This Research Project entitled “**Critical Discourse Analysis and Illocutionary Act Analysis of Podcast Zulfan Lindan Unpacking Entitled ‘DPR dan Menteri Nadiem Cue katas Kurikulum Membodohkan Siswa’ Ahmad Baidhowi (Ahli Pendidikan)**” Has been agreed by advisors to be examined before the board of examiners, Teacher Training and Education Faculty, Universitas Pancasakti Tegal.

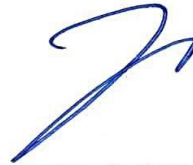
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STATEMENT OF ORIGINALITY

I state that my research project entitled '*Critical Discourse Analysis and Illocutionary Act Analysis of Podcast Zulfan Lindan Unpacking Entitled 'DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)'*' is my own work.

In writing this Research Project, I do not include plagiarism or citation which is against the scientific ethic prevailed in the scientific community.

I am personally responsible for the originality of this Research Project's content. Other's opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, July 2024
The Writer




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MOTTO AND DEDICATION


MOTTO

1. **“You can’t let your failures define you. You have to let your failures teach you.” — Barack Obama**
2. **“You cannot escape the responsibility of tomorrow by evading it today.”
– Abraham Lincoln**

DEDICATION

 **My beloved parents who always give me true love, supporting and praying for my life. Thank you a million.**

 **All of my friends who always teach me the sense of friendship and togetherness.**

 **The big family of English Student Association (ESA) Universitas Pancasakti Tegal.**

May Allah SWT bless them all

PREFACE

We would like to express our gratitude to Allah SWT for all His mercy and grace that this research proposal entitled ‘Critical Discourse Analysis and Illocutionary Act Analysis on the Zulfan Lindan Unpacking Podcast— DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’ has been completed.

This research proposal is as part of the efforts to examine in depth the content meaning in the podcast. The aim of this study is to identify and analyze discourse strategies and illocutionary acts used in the discussion about the education curriculum in Indonesia. It is expected that this analysis may provide more comprehensive insight into how public discourse is formed and how meaning is conveyed in social and political context.

We would like to express our gratitude to all parties who have provided support and assistance, both directly and indirectly, enabling the completion of this proposal. My thanks go to:

- a. Rector of Pancasakti University, Dr. Taufiqullah, S.Pd., M.Hum
- b. Mrs. Yuvita M.Pd., as my first advisor and Mrs. Nur Aflahatun, M.Pd., as my second advisor
- c. All English Department of Pancasakti University lecturers
- d. Everyone who has contributed valuable input during the preparation process of this research project.

We realize that this research project is far from perfect. Therefore, constructive critiques and suggestions for future improvement are welcomed.

Finally, we hope that this research project can make meaningful contribution to the field of critical discourse analysis and illocutionary act studies. In addition, it can provide a better understanding of the educational issues discussed in the podcast.

Tegal, July 12th 2024

The writer

ABSTRACT

PRASETYO, DWI HADIRIANTO. 2024. 161750049: Critical Discourse Analysis and Illocutionary Act Analysis of Podcast Zulfan Lindan Unpacking Entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’. Research Project. Strata 1 Program, Faculty of Teacher Training and Education, Pancasakti University Tegal. The first Advisor is Yuvita, M.Pd and the second Advisor is Nur Aflahah, M.Pd.

Keywords: Podcast, Critique, CDA, Illocutionary Act

The aims of the study are (1) to find out the way language is used to dispatch critics on Indonesian education policy in Podcast of Zulfan Lindan Unpacking Entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’, (2) to figure out if there is an imposed-ideology and imbalance power in the podcast (2) to identify the type of illocutionary speech acts used in the podcast.

This descriptive qualitative study data was podcast video. Data analysis procedures were transcribing, classifying, and analyzing utilizing CDA theory by Young (2006) and Speech Act theory by Searle.

The findings revealed that the language use to dispatch critics was the use of argumentative and active sentence. Disappointment was reflected towards the critiques to the government; while optimism was reflected to the next government-Prabowo-Gibran-- to deal with the education problem. It indicates ideology inserted in the podcast. In addition, the speech acts found in the podcast were assertive (18), directive (47), expressive (13), commissive (1). Directive speech act in the form of insinuation dominates the utterances. However, this study is limited to a single podcast episode and potential subjectivity, thus future research should expand the scope and consider alternative perspectives.

ABSTRAK

PRASETYO, DWI HADIRIANTO. 2024. 161750049: Analisis Wacana Kritis dan Analisis Ilokusi pada Podcast Zulfan Lindan Unpacking Berjudul ‘‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’. Skripsi. Program Strata 1, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal. Pembimbing pertama Yuvita, M.Pd dan Pembimbing kedua Nur Aflahah, M.Pd.

Kata Kunci: *Podcast, Kritik, Analisis Wacana Kritis, Ilokusi*

Tujuan dari penelitian ini adalah (1) untuk mengetahui cara penggunaan bahasa dalam kritik terhadap kebijakan pendidikan Indonesia pada Podcast Zulfan Lindan Unpacking Berjudul 'DPR dan Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)', (3) untuk mengetahui adakah ideologi atau kesenjangan ‘kekuasaan’ di dalam podcast (2) untuk mengidentifikasi jenis tindakan tutur ilokusi yang digunakan dalam podcast.

Data studi kualitatif deskriptif ini adalah video podcast. Prosedur analisis data mencakup mentranskripsi, mengklasifikasikan, dan menganalisis menggunakan teori CDA oleh Young (2006) dan teori Speech Act oleh Searle.

Dari hasil temuan terungkap bahwa bahasa yang digunakan dalam kritik adalah penggunaan argumentasi dan kalimat aktif. Kekecewaan tercermin terhadap pemerintah; sementara optimisme tercermin terhadap pemerintahan berikutnya - Prabowo-Gibran – dalam penanganan masalah pendidikan. Ini menunjukkan adanya ideologi yang disisipkan dalam podcast. Selain itu, tindakan tutur yang ditemukan dalam podcast adalah asertif (18), direktif (47), ekspresif (13), kommisif (1). Tindak tutur direktif dalam bentuk sindiran mendominasi ucapan. Penelitian ini terbatas pada satu episode podcast dan potensi subjektivitas, sehingga penelitian di masa depan sebaiknya memperluas cakupan dan mempertimbangkan perspektif alternatif.

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CHAPTER I

INTRODUCTION

This chapter covers some discussions such as background of the study, identification of the problem, limitation of the problem, statement of the problem, objective of the study, and significance of the study.

1.1 Background of The Study

Recently podcast is becoming one among many popular YouTube contents that attracts people's attention. Podcast is originally derived from 'iPod' and 'broadcasting'; it is a media of digital audio that can be downloaded (Tarmawan et al., 2021). Another expert argues that podcast is as audio or video episodes about a certain topic (Castos, 2024). It also serves as one of communication media that gives more room to language interaction.

At least there are two reasons why podcast grew rapidly in Indonesia from creator's point of view (Sirait & Irwansyah, 2021). The first reason is podcast offers freedom to speak. There is no strict rule like on the radio. The creator can freely put anything to their podcast then people can enjoy it whenever they want. In addition, the responsibility of the speech is fully personal not institutional like in mass media. Another reason is the ease of making podcast; anyone can make a podcast with minimal equipment such as a smartphone connected to the internet.

In addition, some applications such as *Anchor* and *Spotify* have helped the creator to edit their videos.

Meanwhile from listener's point of view there are three factors; the first is the convenience. Many listeners can access podcast in several applications in their handphone such as Spotify or YouTube. They, therefore can access them whenever and wherever they want. The variety of podcast content also becomes another reason. The listener can choose the content they want; usually listeners tend to pick the booming podcast content. Finally, podcast tends to be more personal as the creator interact freely with the guest star.

Many topics from serious topics such as politics, economy, and law to casual topics such as gossip and life style are mostly discussed in a podcast including education. The quality of education in Indonesia raises pros and contras. Some critiques through podcasts are addressed to the government dealing with Indonesian education. Iso-Late-Show, for instance, in one of their YouTube canals, states that 'score' is as the standard of good quality of education without actually seeing other aspects such as life-skills (Iso-Late-Show, 2024). According to Antarina, the guest speaker of the podcast, life skills are important for a student to face challenges in their life. To add, the character building is essential to shape and strengthen students' personality. Likewise, Karlina Supelli, one of Indonesian philosophers, argues that the Indonesian education does not really emphasize on the understanding of 'why does an individual need to study?' (Wiryawan, 2023). Consequently, students focus only to achieve good grades, yet they do not understand their purpose of study.

However, among the critiques, podcast from Zulfan Lindan Unpacking Indonesia (2024) is the loudest and the fiercest. The guest speaker, Ahmad Badhowi who is also the education expert, criticizes the whole chaos in Indonesian education including its curriculum and the education budgeting (Zulfan Lindan Unpacking Indonesia, 2024). He elucidates that the changing of curriculum has down-graded the Indonesian education. In addition, he believes that President of Indonesia has made wrong decision to appoint Mr. Nadiem Makarim as Education Minister. He highlights that Mr. Prabowo and Gibran who are the next president and vice president will not appoint the wrong person. The language used in this context may provide rich insight of how language works as media to deliver a critique and shape the public opinion on education policy. Not only critiques, political message may be contained in this podcast as the guest speaker mentioned some of the name of politicians many times.

In terms of communication strategy, the language used in the podcast of Lindan Unpacking entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’ may show communication acts such as critiques, suggestion, persuasive, as well as its impact to the audiences.

The study of critical discourse analysis and the illocutionary act analysis are the two areas of linguistics which help to reveal the two potential problems in the podcast. According to Fairclough (1995) critical discourse analysis is beneficial to reveal social determination and effects of discourse which is usually ambiguous (Suryani, Budi Fitri & Madjdi, 2015). This theory is to investigate the

hidden ideology and power within the texts. Furthermore, this theory also scrutinizes how social event affects social structure and discourse and how social structure affects social event and discourse including how certain types of language is used to deliver critiques. This is essential especially when it deals with critiques in education context. As a students of English department student, we do not only absorb what we watch in the podcast but we need to be critical to the content of the educational podcast itself.

Apart from the ideology and power, conversation in podcast, as well as other type of conversations, requires the mutual understanding of the speaker and the listener. Conversation is beyond language (Pridham, 2013). It is not only a set of utterances consisting phrase, sentence, intonation, pronunciation, and other prosodies but is also requires social context that affects language choice among the speakers. For instance, we always have purpose when we talk to someone whether it is for reminder, for prohibition, for asking someone to do something etc. Communication runs smoothly when the hearer and speaker can identify such purpose (mutual understanding). Thomas (1995) stated that one of the causes of misunderstanding is the inability of the listener to make sense of an utterance in the current context (Bou-Franch, 2002).

However, different from written text, conversation has gone when it has spoken. Therefore, the absence of mutual understanding will cause a misunderstanding among speakers. As an illustration: when a husband is waiting his wife putting some make up for hours. The husband suddenly says 'You are beautiful, let's go'. The husband intention by saying 'You are beautiful, let's go'

may not truly give the woman a compliment. Hence, he would rather say that as a complain because he has waited for hours for his wife to finish putting some make up. If the wife failed to recognize her husband intention, then she would still sit on the chair and continue her activities. The lack of mutual understanding surely blurs the message of communication in podcast.

Speech act theory, which was firstly proposed by J.L Austin and further developed by Searle, serves a robust framework for examining the function and effect of language in communication. The study of speech act helps us to understand the hidden intention of both the hearer and the listener. Speech acts are a fundamental aspect of human interaction, referring to various forms such as declarations, commands, questions, promises, and expression of emotion. Yule (1966) defines speech act as the study of the way language is used by the hearers and the speakers (Hidayat, 2016). In the context of this podcast episode, analyzing the speech act can reveal how the speaker navigates his emotional turmoil, seeks to communicate his perspective, and attempts to elicit empathy and understanding from listeners. It also provides insight into how language functions in real-life scenarios to convey complex human experiences and societal issues.

1.2 Identification of The Problem

There are two problems underlying this study. First, as a student of English Education Department we are demanded to stimulate our critical thinking dealing with education issue and language. We do not only receive the information from podcast as it is but we need to think critically about the content of the podcast. In

the context of Podcast Zulfan Lindan Unpacking Entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’ which is full of critiques we need to understand how language can be used to criticize and to shape public opinion about Indonesian Education. This covers the attempt to reveal ideology, assumption, and discursive strategy to influence the audience.

Second, misunderstanding between the hearer and the speaker may occur in a conversation, including conversation in podcast. Misunderstanding may fail the communication principle in which it requires the mutual understanding of speaker and hearer. It is essential to analyze podcast content concerning its truly intention to avoid missed-understanding; thus, the message of the podcast can be understood by the people. Pragmatic analysis, especially the analysis of speech act, is essential to help revealing the hidden purpose of speaker and hearer in a conversation.

1.3 Limitation of The Problem

Because of the time limitation and the researcher’s knowledge, this research is limited to analyze how language is used to deliver critiques on Indonesian education policy and the type of speech acts in Podcast Zulfan Lindan Unpacking Entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’. Critical discourse analysis theory by Fairclough (1995) and Young (2006) and Speech act theory by JI Austin which is developed by Searle are adopted.

1.4 Problem Statements

Considering the limitation of the problem, the research questions in the present study is formulated as follows:

1. What is language used to dispatch critiques on Indonesian education policy in Podcast of Zulfan Lindan Unpacking Entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’?
2. Is there any imposed ideology or imbalance power in the podcast?
3. What are the type of illocutionary speech acts used by speaker in the podcast of Zulfan Lindan Unpacking Entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’?

1.5 Objective of The Study

In line with formulation of the problem, the objectives of the study are as follows:

1. To find out the way language is used to dispatch critiques on Indonesian education policy in Podcast of Zulfan Lindan Unpacking Entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’
2. To find out whether there is imposed ideology or imbalance power in the podcast

3. To identify the type of illocutionary speech acts used by speaker in the podcast of Zulfan Lindan Unpacking Entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)

1.6 Significance of The Study

This present study is expected to contribute theoretical and practical significance; they are as below:

1. Theoretically this study may enrich theoretical insights to the field of linguistic focusing on the study of critical discourse analysis and pragmatics particularly speech acts
2. Practically this study will give some benefits to some parties as follows:
 - a. For the researcher: this study can be used by researcher to carry out further research on educational discourse which contributes to a deeper discussion of language use in policy critiques
 - b. For students of English Education: this study can help students to construct and deconstruct arguments effectively
 - c. For lecturer: lecturers, specifically linguistic lecturer, can utilize the example from the study to create practical language exercises helping students to learn how language shapes beliefs and policy

CHAPTER II

LITERATURE REVIEW

This chapter comprises several sub chapters such as previous study, language used in podcast, theory of speech act, and pragmatic context and meaning.

2.1 Previous Study

There are ten previous studies used in this study. The first is from Sitorus and Elfria (2022) which analyzed the type of illocutionary acts in podcast *Ruang Sandi* Videos By Sandiaga Uno. Their data were four videos uploaded in Ruang Sandi Podcast Channel from March to April 2021. They used the theory of illocutionary acts by Searle. Qualitative descriptive method was applied. Their findings revealed that there were 5 types of illocutionary acts namely assertives 33.8%, directives 29.5%, commissive 8,4%, expressive 21.1%, declaratives 7.04%. The dominant illocutionary act based on the percentage was assertives 33.8% and the type of assertive made use by Sandiaga Uno were to inform, to describe, and to ask to do something as well as to tell the truth about something (Sitorus & Rotua Elfrida, 2022).

Second, Nasution *et al* (2022) analyzed the kinds of illocutionary acts By Yusuf Hamka in Dedy Corbuzier Podcast. This qualitative descriptive study found that there were five types of illocutionary acts such as assertive, directive, expressive, commissive, and declarative (Nasution et al., 2022).

Third, Nasution *et al.* (2023) analyzed illocutionary act in Azizah Hanum podcast entitled '*Kita Beragam, Kita Cantik*'. This was a qualitative descriptive study which revealed that there were four types of illocutionary acts comprising assertive (12), directive (13), expressive (10), and commissive (1) (Nasution *et al.*, 2023).

Fourth, Widyawati and Utomo (2020) analyzed the illocutionary acts in Deddy Corbuzier and Najwa Shihab podcast video. This also belongs to descriptive qualitative research. The findings revealed that there were 5 illocutionary acts found assertive (8), directive (1), expressive (4), commissive (2), and declarative (1). Assertive dominated the findings (Widyawati & Utomo, 2020).

Fifth, Ardinah and Prihadi (2023) analyzed the connection between code mixing and internal illocutionary acts in podcast of Denny Sumargo entitled '*Kisruh Israel, Politik, dan Sepak Bola*'. Using sociopragmatic studies, this study attempted to explain the relationship between code mixing and illocutionary speech acts in Denny Sumargo's podcast episode "Chaotic Israel, politics, and football". This study's methodology included data collecting and analysis. The data to be used was taking note and marke during the data gathering process, which was done utilizing an expert free-of-view technique. The matching method was the data analysis method. The study utilized Dennis Sumargo, the host, and Coach Justin, the guest star, as data sources. The spoken language that incorporated code mixing between the host and guest stars served as the study's data source. The researcher, or the human instrument, was the primary research tool in this study. The study's findings addressed three main areas: 25 data points

revealed the origins of code mixing, 48 data points revealed its forms, and 44 data points revealed the connection between code mixing and illocutionary speech acts. There were five different forms of illocutionary speech acts: declarative, expressive, directive, commissive, and assertive (Ardinah & Prihadi, 2023) .

Sixth, Febriani *et al.* (2023) analyzed the illocutionary act in Deddy Corbuzier entitled 'Podcast Close the Door The purpose' with Nadiem Makarim as the podcast guest. The purpose of this research was to describe the format of Deddy Corbuzier's illocutionary speech acts in his video podcast. Consequently, the main issue raised by this study was how Corbuzier created his illocutionary speech acts. This study employed qualitative research methodology with descriptive techniques. The illocutionary speech acts that Deddy Corbuzier communicated in videos posted to his YouTube account served as the study's data source. Based on the study's findings, it was discovered that there were 32 different types of illocutionary speech actions, including directive, expressive, representational, and commissive speech acts, in the statements made by Deddy Corbuzier in his YouTube video clip, which served as a data source (Febriani & Putri, 2023).

Seventh, Kurniansyah and Siregar (2023) analysed Critical Discourse Analysis on Najwa Shihab podcast entitled '*Putusan MK: Palu Hakim Patah Berkeping*'. This study concerned to the issue of many debates in today's society have arisen from the Constitutional Court's ruling on the prerequisites for registering candidates for president and vice president of the Republic of Indonesia. A matter of concern Surakarta Mayor Gibran Rakabuming Raka will

run for vice president in the 2024 presidential election. Nonetheless, the 40-year-old age requirement presented a challenge for President Joko Widodo's son. To change the requirements for candidates running in the presidential election, particularly the minimum age, a lawsuit was filed against the Constitutional Court. This begged serious concerns about President Jokowi's ties to the political dynasty, which had increased media discussion of the contentious topic. The study employed a qualitative descriptive research methodology utilizing a critical discourse analysis approach modeled by Teun A. Van Dijk to analyze text from a podcast that Najwa Shihab produced and uploaded to her YouTube channel on October 18, 2023. The podcast is titled "Putusan MK: Palu Hakim Patah Berkeping" and lasted for 27 minutes and 36 seconds. The judge's judgment was attacked in the podcast debate as being influenced by political motives. The study's findings demonstrated that Indonesia's democratic order was gradually changing to give more authority to the ruling political class, which gave them the ability to enact new laws and erode the foundation of democracy in the country (Kurniansyah & Siregar, 2019).

Eighth, Irani (2021) analyzed President Jokowi Dodo Speech for the 75th session of the United Nation General Assembly using the theory of Critical discourse analysis (CDA) and illocutionary act analysis. She generated the theory of Young (2006) which classified discourse analysis into three types of questions, such as (1) who is doing what to whom, (2) attitudes, beliefs, and opinions, (3) holding the discourse together. This qualitative research aimed to investigate the speech of Mr. Jokowi based on speech act theory. Whereas, to analyze speech

act, the theory of illocutionary act by Searle was made use. There were some procedures to analyze the data; they were a. downloading the speech from official YouTube channel of United Nation, b. watching and listening to the video several times, c. transcribing the video, d. selecting the data. The result revealed that (1) the speech was not only targeted to the audience in the forum but also to the world, (2) the speech purpose were to appreciate every party in the forum for their effort to keep the world peace and to state his hope that every country should be free from war including Palestine, (3) the speaker, Mr. Jokowi Dodo, produced all types of illocutionary acts—representative, commissive, directive, expressive, and declarative. However, directive speech act with purpose to invite the participant in the forum as well as people around the world to keep peace dominates his speech (Irani, 2021).

Ninth, Prescilla & Amalia (2018) also conducted the same research focusing on CDA and illocutionary speech act on May's speech in the Duke of Edinburgh's ceremony award. The aim of the research was to figure out the speech of John May in the event based on CDA and speech act. The theory of CDA was by Young (2006) and the theory of illocutionary act was by Searle. The results of their study were (1) the speech did not only address to the people attending the event but to the world, (2) May's speech purpose was to congratulate the awardee, to encourage as well as to convince young people, (3) his attitude through his speech were happy, satisfied, excited, confident, and proud, (4) his attitudes reflected no hidden agenda in his speech (Prescilla & Amalia, 2018).

The last previous study is from Melinda *et al.* (2021) which analyzed podcast entitled ‘Kita Yang Bodoh atau Sekolah Yang Bodoh’ by Dedy Coburzie. The aims of Melinda (2021) was to investigate the language use in the podcast using CDA. The theory of CDA employed in the study was from Van Dijk which categorize the analysis into three structures such as macro structure (the global meaning of a text; it can usually be seen from the topic or the them from the text), super structure (the text organization such as opening, body, closing and conclusion), and micro structure (the observable local meaning of a text; it can be seen from the diction, sentences, and language style in the text). This descriptive qualitative study findings revealed that (1) macro structure was thematic, (2) superstructure was preliminary, substance, conclusion, and definition, (3) microstructures were background, preset, mean, conditioned coherence, and metaphor (Melinda, Sherlya; Fathurohman, Irfai & Ristiyani, 2021).

From the ten previous studies, there are similarities and differences with the present study. The similarities are, first, the type of the research is descriptive qualitative research in which the 8 previous studies’ data were podcast and two previous studies’ data were speech. Second dissimilarity is the theory; this present study will also employ the same data collection method and data analysis method. The theory of CDA by Vandjik developed by Young (2006) and theory Illocutionary speech act by Searle will also be made use. The differences among the ten previous studies underly on the area of analyzing the data—only two which analyzed Illocutionary speech act analysis and Critical Discourse Analysis and the rest just focused on one of them. Analyzing data from the different

theories are necessary to dig up the language facts in depth. In addition, the 10 previous studies did not do triangulation. This is pivotal as descriptive qualitative study is the subject of subjectivity.

The research gap lies in exploring Critical Discourse Analysis and Illocutionary Act Analysis in Podcast Zulfan Lindan, focusing on educational implications and the impact on the audience. "Critical Discourse Analysis and Illocutionary Act Analysis of Podcast" is the research title. The podcast "DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)" by Zulfan Lindan Unpacking offers a special chance to investigate the relationship between illocutionary act analysis and critical discourse analysis. Although previous research has examined illocutionary acts in podcasts and critically studied discourse in comparable mediums, there is a discernible research vacuum when merging these two techniques in the context of podcasts.

This research can provide a more thorough knowledge of how language is employed, power relations are exhibited, and meanings are produced in podcast conversations by combining critical discourse analysis with illocutionary act analysis. It focuses specifically on the episode in question. This integration can shed light on the subtleties of language use and discourse interpretation in this digital media, as well as the communication techniques used by podcast hosts and guests. To add, to achieve credibility of the findings, this study will employ triangulation.

2.2 Review Related Theories

2.2.1 Podcast

2.2.1.1 History of Podcast and Its Development

Podcast was popularized by Adam Curry who was also a broadcaster (Kuchta, 2022). He started from his frustration of finding the new workspace where he can freely express himself. He then made an innovation by launching a program called ‘Dairy Source Code’ which is uploaded in iTunes through iPod. Since then, podcast becomes a broadcasting activity that is accessible and is easy to download through iPod. Podcast trend spread rapidly in the US, in 2005 there were 3000 new podcasts arising. This trend was also raised up in Indonesia in the same year. Boy Avianto was as the first podcast creator in his program named ‘*Apa Saja Podcast*’ in Blogspot canal.

Basically, podcast is similar to radio content. However, the difference lies in the accessible of the two. Radio can be accessed in certain frequency wave, podcast, in the other hand, can be accessed from anywhere even it can be downloaded to re-listen. There are at least four characteristics of podcast: episodic, download, streaming, and segmented theme. Podcast has ultimate excellence; it has no strict rule of how to make and how to broadcast. It, therefore, has various contents such as news, knowledge, comedy, horror, etc. One of podcast segments that is now becoming popular is talking and interviewing segments.

Podcast is acceptable in the youngsters nowadays in that the topic is fun and enjoyable. In 2020 based on the survey millennial generation—about the age of 20-35 love to watch podcast content. Moreover, every social media platform

provides a new podcast sensation through audio visual. YouTube is one of social media platforms to upload podcast. The last survey in 2023 also showed that Curhat Bang Denny Sumargo was the top-most watched podcast and Mata Najwa was the second.

Podcast transformation—from audio only to audio visual, has been a momentum of its popularity. Audience can see the podcast visually and get involve in its interview as it can show certain expression and is able to create another perspective from the audience.

2.2.1.3 Language Characteristic in Podcast

Podcasts share commonalities with several spoken formats, including interviews, unscripted speech, oral storytelling, and broadcast discussions. They have distinct characteristics that mix online spontaneity, storytelling, and informative generation. Podcasts aim to provide both information and amusement (Nurekeshova, 2016 in (Babayode et al., 2020), which aligns with this definition. Podcasts are unusual due to their variety, but they also have a high level of internal variability, similar to broadcasts and letters.

Podcast uses specific theories; they are theory use and gratification. It is a theory which describes individual behavior who actively seek for necessary information. Podcast interview refers to self-disclosure concept. It is a concept when someone decide to tell their perspective of experience even if it is too personal. When a party do self-disclosure then the other parties will. One of podcast strategy is 'story telling'. This story telling strategy has limitless topic,

and it is also accessible to various software. To add, podcast has more intimacy than other media such as radio and television (Imarshan, 2021).

Story telling is one of the ways to deliver a story to the listener in terms of utterance, pictures, photo, and voice. Furthermore, storytelling is a technique to tell dialogue, chunk even an event. Podcast nowadays is also story telling in digital form (Dalila, Nadana & Ernungtyas, 2020).

Podcast topic varies; however, there are some alternative of podcast topics (Thorpe, 2019); They are as follows:

a. Straightforward Brand Extension

Usually, podcast who is owned by publisher choose the website theme or magazine cover each week as their topic. For instance, when Channel launches their brand new-bag for this week then they initiatively hold a podcast program; the topic should be about the brand new-bag

b. Issue-based

This topic is usually chosen by podcast who is Hosted by news media such as Mata Najwa Podcast who once supported by Metro TV. The topic of Mata Najwa podcast is usually around politics, social, health, criminality, and other updated-issues.

c. News-based

The news-based podcast is similar to issue-based podcast; it, however, should be held weekly or daily.

d. Complementary topics

Some podcasts focus on a certain topic. For instance, a 'Mentally Yours' podcast in UK will focus only on the mental health of human and do not talk about any other issues.

e. Interview

It is an old-fashioned topic of podcast in which the podcast is carried out by interviewing guest star.

f. Narrative-based

It is commonly known as storytelling-based; it belongs to famous format for independent podcast just like Denny Sumargo podcast and Dedy Cobuzier podcast.

2.2.1.4 Podcast Scripting Style

A good podcast script must have general style. The structure should consist of opening, body, and conclusion (Bunny Studio, 2020). Here are the template of a podcast:

- a. Opening: It usually opens with a jingle. Its function is to alert listener that the podcast is what they look for.
- b. Introduction: It is usually in a monologue style, and in this part the Host will inform the listener about topic discussion.
- c. Segue: It is in the form of sound effect or musical tune. The function is to connect different section of a podcast.

- d. Topic 1: Discuss the first topic. Its length depends on the overall podcast.
- e. Segue
- f. Topic 2
- g. Segue
- h. Closing remarks: The recap of ideas that has been previously discussed. It should be simple, devoid, and short.
- i. Closing segue

2.2.1.5 Podcast Format

There are four common podcast formats (Castos.com, 2024); They are as follows:

An interview-style show has a Host (or two) who interview a new guest each week, bringing their own skills and experience. Following a brief guest introduction, the Host takes over, asking questions to drive the conversation around the episode's topic while unpacking their tales and lessons. Because each guest is unique, it is crucial to stick to key themes to keep your presentation consistent.

The solo monologue podcast format. This podcast format is relatively prevalent. People utilize it to share their own type of knowledge. There is little hype or buildup. You simply speak into a microphone. Many new podcasters begin with this format because it is so straightforward. To get started, you only need a microphone and some free editing software. If you choose this podcast style, you must decide how much you want to plan for each episode. Some podcasters can

improvise with a few notes, but others struggle to speak for 30-45 minutes without extensive preparation. You may choose to compose a full script for each episode.

Co-Hosted podcast format. This is another popular podcasting format. It entails two persons having a straightforward talk who usually have a strong chemistry together. Unlike an interview podcast style, these two individuals are both Hosts. In many circumstances, each Host will have a distinct role in the conversation. One person might report the news clip, while the other gives comments or comedy. One might impart lessons, while the other relates stories about their own experiences.

2.2.2 Theory of Language

Comparing human languages to the communication systems of other animals, it appears that there are numerous discontinuities in them (Brooks and Kempe, 2016). These include propositional structure, large vocabularies, dual patterning, symbolic signs, grammatical norms, and limitless productivity in the production of communicative signals whose significance extends beyond the present moment. Current theories of language evolution make an effort to comprehend what conditions led to these discontinuous features ‘antecedents.

The study of language evolution poses formidable methodological difficulties. In order to identify possible common ancestry, the comparative technique looks at homologous traits. It also looks at analogous qualities that have developed across lineages to identify common selection forces. The vocal communication repertoires of humans and their closest cousins, the great apes,

have very few commonalities, according to this study, however nonverbal modes of communication like gesture may have more. In addition, the comparative approach has shown some startling parallels between songbirds and humans in terms of juvenile imitation and the influence of social input on the development of immature vocalizations.

Control over vocalization and gesture, vocal and gestural learning (including imitation), sharing of conceptual representations, and intention reading—which is necessary to identify conspecifics' behaviours as communicative signals—are among the skills related to human language. It is widely accepted that many of these skills are adaptations to a range of selection pressures that may not be directly related to language, but were likely related to social organization, mate choice, and tool use. These adaptations are the result of gradual and continuous evolution by natural selection. However, there is disagreement over whether language is homologous with animal vocal signalling systems like bird song or whether precursors of language may have initially arisen in the gestural modality might have contributed to their appearance.

The study of language is broad starting from the sounds, words, phrases, sentences, and discourses. The sounds for instance, are studied in phonology. It describes how human organ produce sound and how sound makes meaning. Words are studied in morphology; it analyzes morpheme. While syntax studies how words combine into phrase and sentences. Semantic studies how to make sense of words or phrases, or sentences.

2.2.2.1 Sentence

A sentence is a group of words that expresses a complete thought. It typically consists of a subject and a predicate, and it can stand alone as a coherent statement, question, command, or exclamation. Here is a breakdown of the main components:

1. Subject: The person or thing that the sentence is about.
2. Predicate: The part of the sentence that tells something about the subject, usually containing a verb.

Example:

- Simple Sentence: "The cat sleeps."
 - Subject: "The cat"
 - Predicate: "sleeps"

This sentence is complete because it has a subject and a predicate and expresses a full thought: the cat is in the state of sleeping.

2.2.2.1.1 Voice

The idea of "voice" is a basic yet complex component of English grammar that significantly influences sentence structure and meaning. As the two main voices in English, the active and passive voices have a distinct linguistic structure and usage. Both the active voice, in which the subject performs the action, and the passive voice, in which the subject is the action's recipient, have different stylistic and communicative roles. It takes more than just grammar to comprehend these voices; you also need to learn how to communicate effectively in English.

Understanding that using active or passive voice can change a message's focus, clarity, and tone is crucial for both speakers or writers (Safarova, 2023). Understanding the difference between the active and passive voice is essential to learning English. This is more than just a grammatical error; it is a communication strategy. Gaining proficiency in these voices is essential for English language learners, especially non-native speakers, in order to develop a sophisticated comprehension of English grammar and structure.

Passive and Active Voice

When the subject of the sentence carries out the action that the verb is expressing, the sentence is in the active voice. Usually crisp and direct, this voice makes it obvious who is performing the activity. Because it is clearer and more succinct, the active voice is frequently chosen while writing. Example of active voice are as follows:

(1) The children kick the ball

In sentence (1) 'The children' is subject who perform the action of kicking—the verb. On the other hand, when the verb acts upon the sentence's subject, the passive voice is employed. The object of the deed becomes less important than the person who performed it. In formal or scientific writing, where the identity of the doer is less significant, the passive voice is frequently used to emphasize the action or the object of the action. Here is the example of passive sentence.

(2) The ball is kicked by the children

In sentence (2) 'the ball' is the subject receiving the action of being kicked. The ball becomes the focus of this sentence.

The articulation and reception of meaning in English grammar depend critically on the structural and functional dynamics of active and passive voice. The subject actively carries out the verb's action in an active voice structure, which usually follows the Sub-ject-Verb-Object (SVO) order. For example, "He- (subject) hits (verb) the door (object)." This voice is preferred in the majority of conversational and narrative discourses because of its directness and clarity. On the other hand, passive voice phrases place the subject in the role of the object of the activity, frequently using the Object-Verb-Subject (OVS) structure, as in the statement "The programmer (subject) codes the software (object)." When a formal tone is required or when the subject's identity is either unclear or not required to be disclosed, this voice is recommended.

Information delivery and perception are greatly impacted by the contextual use of active and passive voices. In journalism and narratives, the active voice is frequently used because to its engaging and direct style, which guarantees reader involvement and establishes unambiguous accountability (Bell, 1991 in Safarova, 2023). The passive voice is used in academic circles to convey objectivity, especially in the scientific sciences where the emphasis is on the findings rather than the researcher (Swales & Feak, 2012 in Safarova, 2023).

2.2.2.2 Critique and Argumentation

Critique is defined as opinion or reaction that is usually given as reaction to set of ideas, art work, and many more (*Oxford*, n.d.). There is a strong theoretical and practical relationship between the concepts of argument and critique. In real life, a critical attitude is frequently demonstrated by "being argumentative" in remarks and praises, and debates are more frequently linked to a critical than to a constructive position. In common language, "argument" and "criticism" even have certain negative connotations, such as intrusive and combative. Although the theoretical ideas of argument and critique are not synonymous in the theory of argumentation, they are still intimately related.

Arguments can be constructive (defending one's own point of view) or critical (opposing someone else's) or both (Laar, 2017). Furthermore, since argumentation is thought of as a tool to dispel doubt, which seems to indicate a critical perspective, some form of critical posture is sometimes considered as necessary for any reasoning, even the constructive variety.

In argumentative strategy speakers and writers try to express their discussion moves in a particular way when they maneuver strategically. Their presentation of the actions can be taken to be methodically tailored to accomplishing the strategic goals they are pursuing at every point of the important discussion (Van Haaften, 2019). In an argument, one must first state a plausible claim, then provide evidence and support for it (*Pressbook*, n.d.).

A strong argument is generally thought to have two sides, or a claim and a counterclaim (Setyaningsih & Rahardi, 2019). Writing essays or other types of argumentative writing involves putting out a point, refuting a claim, and providing

evidence to back it up. In addition, the author challenges the arguments, refutes them, and then draws a conclusion. On the other hand, a comparable model of argumentative writing with support, rebuttal, warrant, evidence, and backing is put out by Toulmin, Rieke, and Janik (1979) in (Setyaningsih & Rahardi, 2019).

Following claims and data or fact declarations, a proper argumentation should also have warrant components. A warrant is an expert statement that supports and adds context to the writer's proposed claim statement. The claim statement will become more objective by lowering its degree of subjectivity in the presence of such a warrant. As previously said, the writer's personal argument cannot serve as the main criterion for a work's scholarship. Such personal arguments will only become less subjective and more objective if they are grounded on pertinent facts that are distinct, unambiguous, and backed by the opinions of experts.

2.2.2.3 Critical Discourse Analysis

Critical discourse analysis differs from the study of language. In critical discourse analysis, language is still analyzed, even if it differs from traditional language meanings. Language is evaluated both linguistically and contextually. According to Mardianti (2019) in (Wulandari et al., 2023), the phrase can be used to attain specific goals and actions, such as exercising power. Critical discourse analysis examines the prominent role of language. This viewpoint suggests that language can reveal power dynamics in public discourse. According to Fairclough and Wodak, critical discourse analysis explores linguistic clashes between groups

and social classes and offers alternative interpretations (Eriyanto, 2015 in Wulandari, *et al.*, 2023).

Critical Discourse Analysis (CDA) examines how text and talk in social and political contexts perpetuate and challenge social power abuse and injustice. Critical discourse analysts use dissident research to address and oppose social inequity. CDA can be defined as a social movement of politically committed discourse analyzers (Hafner, 2017).

CDA is a phrase that originated in linguistics and is now used in sociological, political, and scientific disciplines. Language's meaning is often discussed in sociology, politics, culture, and history. Scientists using the CDA framework do study on various topics, including social, gender, feminism, ideology, politics, and policy. Contextual SDA takes a realistic approach to language, context, and text, focusing on research difficulties (Paul & Handford, 2013 in Salahudin 2019).

CDA originated from the use of the term "critical" in sociology and political science, as explained above. The term CDA originated from critical sociology and politics. Critical theory stems from sociological theories related to chess. Karl Max established critical theory based on conflict theory. Critical theory explores "discourse, interpretative discourse, and dialectics." These words are related to sociology and political science, while history is studied through discourse theory, dialectics, and discourse. Initially, these theories focused on history, politics, and policy, but Weissenrieder and Fairclough (2006) created the deliberative democracy and communicative action theories because of these

earlier theories. These theories focus on the meaning of acts, language, structures, institutions, and discourses. Karl Max, Fairclough, Habermas, and Kant are prominent figures in critical theory (Paul & Handford, 2013 in Salahudin 2019). For this reason, in CDA. Sociology, political science, and history share several terminologies that are directly related.

2.2.2.3.1 CDA by Young (2006)

Young (2006) in (Prescilla, & Amalia, 2018) divided the critical discourse analysis method into three components: (1) Type I queries are about who is doing what to whom. (2) Type II questions: attitudes, beliefs, and opinions, and (3) Type III questions: keeping the discourse together. According to the categorization, some questions must be answered in each section of the categories. It is used to better understand the speech's content. Type I inquiries could include: who is the discourse targeted at? who is involved? what is the intention or purpose of this discourse? and so on. Then, in type II inquiries, what is the perception of the speaker's feeling? which words/phrases were employed to express the feeling? and so on. Finally, in type III inquiries, what effect does the discourse's content have on people's minds? What is the speech's overall conclusion?

2.2.2.4 Pragmatics and Context

Pragmatics is fundamentally concerned with the use of language in context. The importance of context in pragmatics cannot be overstated. "Context is a constitutive concept of pragmatics, because without context pragmatics simply could not exist." Pragmatics emerges as a distinct discipline after context is

integrated into semantic studies. Context is crucial for understanding the cognitive and psychological aspects of pragmatics. Context is critical to the study of pragmatics. Context itself can be understood in two perspectives as below Jiangli (2021).

a. Understanding context through the lens of components

According to M.A. Halliday, there was a theory of context prior to a theory of text. Bronislaw Malinowski, an anthropologist, coined the term "context of the situation" to encompass not only the language environment but also the situation in which the text was delivered. Malinowski created the concept of cultural context, recognizing that the cultural backdrop of sounds and texts greatly influences interpretation of meaning.

Dell Hymes, an American anthropologist, also worked on defining context. He proposed an S-P-E-A-K-IN-G model with 16 components divided into eight categories. The author specified the setting, scene, participants, act sequence, key, instrumentalities, norms, and genre. He defines setting and scene as the time and location of a spoken performance. Participants refer to the speaker and the audience. The audience includes both addressees and hearers. Ends include purposes, objectives, and consequences. The order and structure of an event are referred to as its act sequence. Key elements establish the tone, manner, and spirit of a speech performance. Speech forms and styles are considered instrumentalities. Norms are social rules that regulate an event and its participants.

Jeff Verschoren identified contextual factors influencing language users' adaptability, including the mental, social, and physical worlds. He identified a

wide framework that encompassed knowledge, circumstance, and context. Language use activates cognitive and emotional aspects of the individual's mind. He expanded it to include personality traits, beliefs, goals, wishes, motivations, and intents. The social world is analyzed through its context, institutions, cultural norms, and values. The physical world includes participants' posture, gestures, gaze, gender, and physical appearance.

b. Understanding context from the viewpoint of knowledge

Leech defined contextual information as "any background knowledge assumed to be shared by speaker and hearer and which contributes to the hearer's interpretation of what speaker means by a given utterance." Levinson limited context to the basic parameters of the context of speech, which include participants. Identity, role, location, and knowledge-related assumptions. Dijk developed "new context models" and argued that each proposition and speech act should be tailored to the knowledge of the audience. Model relevant knowledge as part of the communication event. He proposed the K-device for managing knowledge in speech.

2.2.2.4.1 Speech Act

Speech can be used for a variety of purposes, including aspirating consonants, building relative clauses, insulting guests, and launching wars. Pre-theoretically, these are all speech acts, meaning they occur during the speaking process. The theory of speech acts focuses on activities not fully covered by grammar's major divisions (phonetics, phonology, morphology, syntax, semantics)

or a general theory of actions. Real-life communication typically involves interpersonal relationships, with speakers addressing their audience with specific terms. Speech act theory does not prioritize ethnographic studies or discourse analysis, despite expectations.

2.2.2.4.1.1 Austin Theory

Austin's (1962) monograph *How to Do Things with Words*, based on his William James Lectures at Harvard in 1955 in Sadock (2006), is the starting point for modern research on speech acts. This highly cited essay begins with the observation that some types. Sentences like "I christen this ship the Joseph Stalin" and "I now pronounce you man and wife" serve a purpose beyond just saying something. Austin referred to such sentences as **PERFORMATIVES**, as opposed to **CONSTATIVES**, which were previously the primary focus of language philosophers. Pretheoretically, these sentences appear to be used primarily for saying something rather than doing something.

Austin maintained that the distinction between performatives and constatives, commonly used in law, literary criticism, and political analysis, is not fundamentally justifiable. Austin's lectures emphasized that every regular utterance has both descriptive and effective aspects, implying that saying something also means doing something. Later Austin divide speech act into three such as locutionary act, perlocutionary act, and illocutionary act.

According to Surastina (2011) in (Izar et al., 2022), locutionary **acts** are related to whose name produces a meaningful utterance; he also quotes Austin's opinion about this locutionary act, which Austin himself defines as utterances

composed of certain words with a specific meaning and referent. Locutionary acts are also known as "what is said?", "forms of words that are said", and "the act of saying something". It is also consistent with (Nasution et al., 2022) who argue that the illocutionary speech act is a type of speech act that includes hidden meanings or alternative meanings desired by the speaker. Furthermore, Surastina (2011) in (Izar et al., 2022) defines locution as an act of speaking in which the intention is to say something with a word or sentence that is consistent with the meaning of the word itself (as defined in the dictionary) and the meaning of the sentence as defined in the syntax.

Then there are **illocutionary acts** related to the speaker's intention, which means what the speaker wants to convey or will convey through an utterance, which can take the form of certain intentions contained in the utterances he speaks, the function of the words spoken, what certain goals the speaker has in mind, and so on (Surastina, 2011 in (Izar et al., 2022)).

The final speech act is the **perlocutionary speech act**, which is concerned with how the listener perceives the speaker's intent, which is manifested or occurred through an action. Perlocutionary speech acts can be defined as the consequences that occur after a speaker utters an utterance, i.e., the effect of a speech act on its interlocutor.

2.2.2.4.1.2 Searle Theory of Illocutionary Speech Acts

Representatives. The representative class's objective is to convince the speaker (to varied degrees) that the proposition is true. All members of the representative class can be assessed using the true/false assessment dimension.

Directives. The speaker's attempts to persuade the listener to do anything are referred to as illocutionary points. I may make subtle 'attempts', such as inviting or suggesting you to do something, or forcefully insist on it.

Commissive. Austin's definition of commissive is unexceptional. However, some of his listed verbs, such as 'shall', 'intend', 'favor', do not belong in this class. Commissive are illocutionary acts that, in varied degrees, commit the speaker to a future action.

Expressive. This class aims to express the psychological state stated in the sincerity criterion for the propositional content. Expressive verb paradigms include 'thank', 'congratulate', 'apologize', 'condole', 'deplore', and 'welcome'. Expressive lack directionality of fit. When delivering an expressive speech, the speaker assumes the truth of the proposition being represented, rather than attempting to align the world with the words. For example, when I apologize for stepping on your toe, it is not my intention to claim or cause it to be stepped on. This fact is clearly represented in the syntax.

Declarations. This class is defined by successful performance, which ensures that propositional content corresponds to reality. For example, if I appoint you as chairman, you become chairman; if I nominate you as a candidate, you become a candidate; and so on.

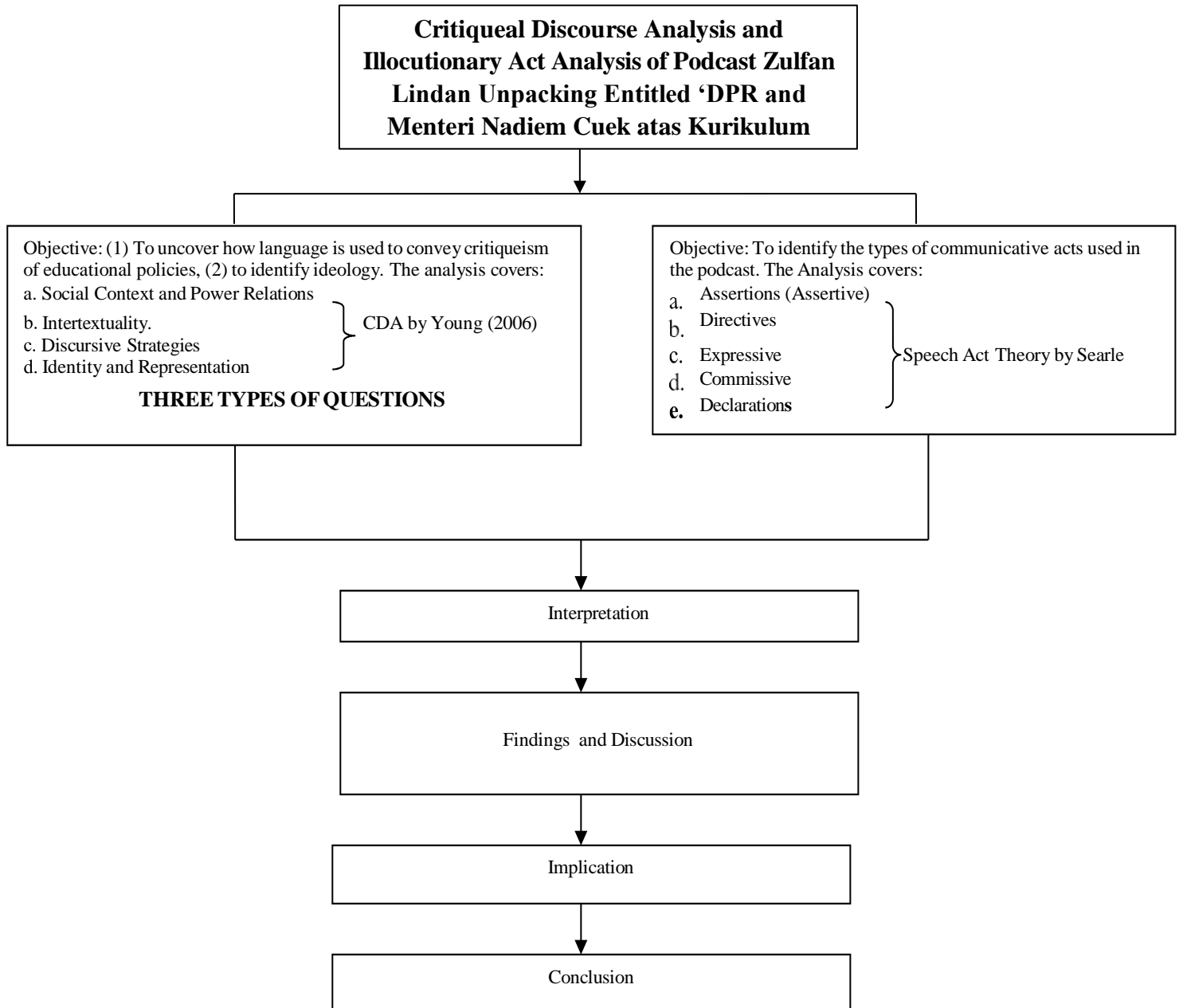
2.3 Theoretical Framework

The theoretical framework for this study is grounded in the field of Critiqueal Discourse Analysis (CDA) and pragmatics, specifically focusing on speech act theory. The analysis of Podcast of Zulfan Lindan Unpacking Entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’ will be guided by the principles and concepts within this theoretical domain.

2.4 Conceptual Framework

This conceptual framework focuses on the linguistic features of the educational curriculum critique offered in Zulfan Lindan's podcast. The study involves two basic approaches: Critical Discourse Analysis and Illocutionary Act Analysis. This frame integrates key theoretical concepts with practical analytical steps, facilitating a thorough examination of the language used and its implications. The frame of thinking is articulated as follows.

Figure 1. Conceptual Framework



CHAPTER III

METHODOLOGY

This chapter consists of the approach, type, and design of the study, data, technique of collecting the data, and technique of analyzing the data. As stated in the objectives of the study that there are three aims of conducting this present study; they are to find out the way language is used to dispatch critiques on Indonesian education policy in Podcast of Zulfan Lindan Unpacking Entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’, to identify the type of illocutionary speech acts (or type of communication) used by speaker in the podcast of Zulfan Lindan Unpacking entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan), to figure out how critiques impact the audience’s opinion on Indonesian education policy. Therefore, the methodology of the present study is adjusted and explained as below.

3.1 Approach, Type, and Design of the Research

3.1.1 Research Approach

This study is descriptive qualitative research as it analyzes the data by describing and interpretate them to acknowledge the patterns or unique phenomena. Qualitative study is a methodology to collect non-numerical for the sake of gaining insight (Ugwu, Chinyere. N. and Eze Val, 2017). It is also the

study of natural phenomena that covers the quality, the context, the manifestation without considering their range, place and frequency in an objective cause and effect determination. This study focuses on revealing the intention of speakers by identifying their speech act.

3.1.2 Research Type

This study belongs to grounded research. Grounded research is a research type which allows the researchers to generalize what has been observed inductively, the abstract theory of a process, and the interactions based on the participants who are observed (Deepublish.com, 2023). The data of this study will be analyzed by categorizing them based on the theory of speech act. Then, the findings will be interpreted to dig deep its implication. Finally, the researcher can generalize what has been revealed.

3.1.3 Research Design

This study belongs to document analysis. Although the data is video podcast of Zulfan Lindan Unpacking entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’, the data will be carefully transcribed. The transcription is the primary data; whereas books, website article, and journals are the secondary data which supports the primary data. Document analysis involves studying and evaluating both printed and electronic documents, including those transmitted via computers or the

Internet. Document analysis, like other qualitative research approaches, involves analyzing data. Corbin & Strauss (2008) and Rapley (2007) in (Bowen, 2017) suggest that data should be interpreted to gain insight, comprehension, and empirical knowledge.

3.2 Data Collection Technique

The data is conversation in Zulfan Lindan Unpacking podcast entitled ‘DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)’. In collecting the data there are some procedures that the researcher does such as:

- a. Watching some podcast in Youtube platform: the researcher watches some podcast contents about education since the researcher is also ‘the future teacher’ who needs to upgrade the hottest news on education. However, the idea of choosing Zulfan Lindan Unpacking podcast is because its braveness to rise the ‘spiciest’ critiques to Indonesian government dealing with education.
- b. Transcription process: After selecting the podcast video, the researcher carefully transcribes the 1.03.56 minutes video.
- c. Identifying some clues of social context and power relation, intertextuality, discursive strategy and identity and representation using three types of question based on CDA by Young (2006)
- d. Identifying words in utterances that contain speech act based on the theory of Searle

3.3 Data Analysis Technique

The data were analyzed through some procedures based on the two theories of CDA by Young (2006) and the theory of speech act by Searle.

- a. Gaining information based on the three types question of CDA by young; they are (1) type I question about who is doing what to whom. (2) Type II questions: attitudes, beliefs, and opinions, and (3) Type III questions: keeping the discourse together
- b. Classifying the types of speech act in Zulfan Lindan Unpacking podcast entitled 'DPR and Menteri Nadiem Cuek atas Kurikulum Membodohkan Siswa! Ahmad Baidhowi (Ahli Pendidikan)'
- c. Interpreting their meaning and finally explaining the findings based on the theories that are used
- d. Aligning the findings into educational context in the podcast
- e. Analyzing netizen comments to seek for the third objective of the research that is to know how speech act affects them.
- f. Making an implication from the findings.
- g. Making conclusion

3.4 Data Triangulation

According to Moleong (2011) in (Sari, 2014), to reach the trustworthiness of the data, there are some criteria that need to be checked. The criteria are

credibility, transferability, dependability, and conformability. In addition Wahyuni (2012) in (Sari, 2014) stated that the characteristic of qualitative study is to understand phenomena from researcher's point of view. Therefore, qualitative study is considered less objective. To keep the credibility of the data triangulation of data is applied. Data triangulation is some things or parties exclude the data aiming to check, verify, and compare the findings of the data.

Triangulation investigator is one of the ways to maintain the credibility of the findings. This is useful to reduce bias the researchers may have. Investigator triangulation involves other researchers to check, verify and compare the data findings. Seniors who did similar research on CDA and speech act will be triangulation investigators. Besides, the triangulated data findings were consulted with supervisors: Yuvita, M.Pd., and Nur Aflahatun, M.Pd.

The parameter employed in data analysis triangulation is the agreement of the findings and the theory used in the study. If the findings from the writer and the investigator are similar, the data will be considered to have less bias. Therefore, the findings meet the credibility criteria.