LINGUISTIC AND INTERTEXTUAL ANALYSIS OF THE SPEECH BY MALCOLM X ENTITLED: WHO TAUGHT YOU TO HATE YOURSELF?

UNDERGRADUATE THESIS

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ABSTRACT

Fitriyani, Maya. 2018. Linguistic and Intertextual Analysis of the Speech by Malcolm X Entitled: Who Taught You to Hate Yourself?. Study Program of English. Department of Languages and Literature, Faculty of Culture Studies, Universitas Brawijaya. Supervisor: Muhammad Rozin, M.A.

Keywords: Linguistic, Intertextual Analysis, speech, Black Nationalist, Malcolm X

This research investigates the linguistic and intertextual aspect as found in Malcolm X’s speech. It aims to answer two questions namely 1) How do the linguistic features constitute meaning of the speech 2) How does intertextuality constitute meaning of the speech. Therefore, it attempts to reveal power, inequality and ideology’s relationship between structures in discourse of systematic textual analysis. To reveal the meaning of the speech by Malcolm X, this research adopts Fairclough’s (1992) initial theory of CDA which makes use of linguistic and intertextual analysis.

This study uses qualitative approach in analyzing the systematic textual analysis. For this study the writer also uses document or texts that are taken from video of YouTube. The writer uses Malcom X’s speech entitled ‘Who taught to hate yourself’ as the main data to analyze in this paper.

The result of this analysis shows that linguistic analysis containing vocabulary, grammar, cohesion, and text structure contribute to meaning construction. The intertextual aspect contains indirect quotation and mentioning of a document or statement types. Furthermore, the result found in the speech contained an idea which expresses one consistent ideology. The ideology expressed by speaker to audience is showed to act against racial discrimination in United States.

The writer suggests the next researcher expand their analysis into social and cultural aspects of discursive practice from three dimensional by Fairclough (1992) to provide the reader many useful knowledge to comprehend systematic textual analysis.
ABSTRAK

Fitriyani, Maya. 2018. Linguistic and Intertextual Analysis of the Speech by Malcolm X Entitled: Who Taught You to Hate Yourself?. Study Program of English. Department of Languages and Literature, Faculty of Culture Studies, Universitas Brawijaya. Supervisor: Muhammad Rozin, M.A.

Kata Kunci: Linguistik, Intertextual Analisis, pidato, nationalis kulit hitam, Malcolm X


Penelitian ini menggunakan pendekatan kualitatif dalam menganalisis sistematis analisis tekstual. Untuk penelitian ini penulis juga menggunakan dokumen atau teks yang diambil dari video YouTube. Penulis menggunakan pidato Malcolm X yang berjudul “Who Taught You to Hate Yourself” sebagai data utama untuk dianalisis dalam penelitian ini.

Hasil dari telaah ini menunjukkan bahwa struktur linguistik terkandung kosa kata, tata bahasa, kohesi dan struktur teks berkontribusi pada makna konstruksi. Aspek intertextual mengandung kutipan tidak langsung dan menyebutkan jenis dokumen atau tipe pernyataan. Selanjutnya, hasil yang ditemukan dalam pidato berisi gambaran yang mengungkapkan satu ideologi yang konsisten. Ideologi yang diberikan oleh pembicara kepada penonton untuk bertindak melawan diskriminasi rasial di Amerika serikat.

Penulis menyarankan peneliti berikutnya untuk memperluas analisis mereka ke aspek-aspek sosial dan budaya diskursif praktik dari tiga dimensi oleh Fairclough (1992) untuk memberikan pembaca banyak pengetahuan yang berguna dalam memahami analisis tekstual sistematis.
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CHAPTER I
INTRODUCTION

1.1 Background

Existence of human gives thought of many experiences in sort of events that we have been through. For example of the events are social issues of different races in the United States. There are issues related to class discrimination that cause differences toward humankind. Human is supposed to live in peace without any differences because we are created to be the same creature from God. The reason of differences can be sort of things such as racial ethnic, religion, social class and etc.

A Pew Research Survey finds profound differences between black and white adults in their views on racial discrimination that makes black people have hardship in living unfairly toward society (http://www.pewsocialtrends.org). Black people are treated different than white people that have many advantages in progressing city of United States. Furthermore, blacks and whites give many view of point from society in the U.S that white races are generally good and black races are generally bad.

Discrimination becomes the big topic around society these days. It happens because of society issues that consist minority of group. Racial discrimination toward black races become one of the issue that happen in year 1950. According to
Karlsen and Nazroo (2002) “Discrimination can vary in form, depending on how it is expressed, by whom, and against whom, and can occur in all aspect of life”. So, the issue of discrimination depends on how we think toward minority of groups. Discrimination can be divided into 2 main types: first is interpersonal discrimination refers to discriminatory interactions between individuals, which usually can be directly perceived. The last is institutional discrimination refers to discriminatory policies or practices embedded in organizational structure; tends to be more invisible than interpersonal discrimination (Kalrsen & Nazroo, 2002).

The issues of discrimination toward Black people must disappear. They should be able to live free without discrimination. According Biography article there are some civil activists who stand up to defend Black groups such as Martin Luther King Jr., Nelson Mandela, Rosa Park, Malcom X, Harriet Tubman, and etc.

Malcolm X is one of the civil activists who speak up about races pride and black group in the United States. According to Mamiya (2016) “Malcolm rose rapidly to become the minister of Boston Temple No. 11, which he founded; he was later rewarded with the post of minister of Temple No. 7 in Harlem, the largest and most prestigious temple in the Nation after the Chicago headquarters”. He was born in Omaha, Nebraska on May 19, 1925. Biography finds that he is African-American and one of a figure in Nation Islam and also a Black Nationalist leader who served as a spokesman for the nation of Islam during the year 1962. According to Harvey (2014) “The Nation of Islam, abbreviated as NOI, is an African American political and religious movement”. The purpose of the organization created for defense black people from slavery also inequality through knowledge of God or Allah and of
themselves (https://www.noi.org/noi-history/). Malcolm’s life deals with discrimination issues that makes black group in awful situation.

The issue gives a lot ideologies toward black group beaten up by white races in United States. Malcolm X’s speeches which are helped a lot on civil right act as representative of black group. He uses Islamic Approach as the main of his speech of minority group, through his ideology of defends of black people makes of civil right act is applied. According to Mamiya (2016) “Through the influence of the Nation of Islam, Malcolm X helped to change the terms used to refer to African Americans from “Negro” and “coloured” to “black” and Afro-American”. There is a famous speech by Malcolm X which is chosen in this research entitled Who Taught You to Hate Yourself? The history of this speech was given by Malcolm X at the funeral service of Ronald Stokes in Los Angeles, who was killed by LAPD because of racism in United States.

This research will talk about of textual analysis as reference of writer in this paper. This paper will study why (and how) systematic textual analysis connected with other texts in Malcolm X’s speech conveys meaning. According to T. van Dijk (1990) “…the complex relationships between structures or strategies of discourse and both global, social and political context’, and that ‘both text and context need explicit and systematic analysis, and this analysis must be based on serious methods and theories”. We can use Critical Discourse Analysis (commonly abbreviated to CDA). According to Fairclough (1995, p.1) CDA is a theory of language in relation to power and ideology. This is a theory to find power, inequality and ideology’s relationship between structures in discourse of systematic textual analysis. To
reveal the meaning of the speech by Malcolm X, this research will adopt Fairclough’s (1992) initial theory of CDA, making use of linguistic and intertextuality analysis. Fairclough theory is considered very helpful in revealing the meaning of the speech. There are two systematic textual analysis as a part of discourse analysis, first is linguistics analysis that consists traditional linguistics analysis (phonology, grammar in the sentence, vocabulary semantics) and analysis of textual organization above the sentence there are intersentential cohesion and conversation analysts (properties of dialogue, turn taking). Second is intertextual analysis shows how text that discusses description through textual or documentation.

Based on the study above, the writer gives assumption namely an exact theory to analyze the issues using discourse analysis for this research. The theory of the CDA fits for the research because the writer aims to know textual analysis of a Malcolm X speech on May 1962 that occurs in the issues. Afterwards, the writer analyses and discusses the ideology, meaning and the relation through textual analysis. The reason of choosing speech of Malcolm X because his ideology about act against racism of black uses Moslem approach to enslave black from dark times of United states. Also through ideology can help produce equal relations between races, social classes, genders, and groups. Furthermore, the writer is interested to analyze further toward this issues. Therefore, the writer conducted the research entitled “Linguistic and Intertextual Analysis of the speech by Malcolm X, Entitled: Who Taught You to Hate Yourself?”
1.2 Problems of the Study

1. How do the linguistic features constitute meaning of the speech?
2. How does intertextuality constitute meaning of the speech?

1.3 Objective of the Study

1. To know how the linguistic features constitute meaning of the speech.
2. To know how intertextuality constitutes meaning of the speech.

1.4 Definitions of Key Terms

There are several main terms in the research which are presented below.

1. **Intertextuality** is relation each text has to the texts surrounding it (Bazerman, 2004).

2. **Linguistic Analysis** that consist traditional linguistics analysis (phonology, grammar in the sentence, vocabulary semantics) and analysis of textual organization above the sentence there are intersentential cohesion and conversation analysts (properties of dialogue, turn taking) (Fairclough, 1992).

3. **Black Nationalist** is a member of a group of militant blacks who advocate separatism from the whites and the formation of self-governing black communities. (Merriam Webster, 2017)

4. **Critical Discourse Analysis** is a theory of language in relation to power and ideology (Fairclough, 1995 p.1).
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses review of related literatures that are necessary for this research. This include Critical Discourse Analysis by Fairclough (1992)

2.1 Critical Discourse Analysis

Texts that have ideology can be uncovered using critical discourse analysis. CDA is wider research than discourse analysis. The differences between CDA and DA has shaped the utterances relations to have a powers, ideology, and the constructive effects which result social identities, social relations and systems of knowledge and belief (Fairclough, 1992a). Stubbs (1983) said that “DA refers to it as ‘attempts to study the organization of language above the sentence or above the clause; and therefore to study large linguistic units such as conversational exchanges or written texts”. The communication that used is a language which can recognized an utterance that being shaped into critical linguistic in specific group. Jorgensen et al (2002) said that CDA studies of relations between discourse and social and methods for empirical study the relations between discourse and social and cultural developments in different social domain. This theory can discover and explain a language being used in specific group, such as in Malcolm X speech about of civil right act. The discussion of Malcolm X speech related about linguistic feature and intertextuality in specific speech of group activities.
The approach of discourse is divided into two groups there is critical approaches and non-critical approaches (Faiclough, 1992). Discourse that is used in this research is included into critical approaches which is used for textual analysis; linguistic analysis and intertextuality, discursive practice and social practice. So, basically CDA is about to find meaningful utterances beyond the language. It considers discourse as “a form of communication through language. According to Van Dijk (1988) text analysis could fit through discourse analysis that focuses on how meaning and structure are signaled in text. Related to finding to focus on structure meaning, Fairclough’s approach of CDA is useful to analyze the language with some aspects that will be used in this research.

2.2 Fairclough’s approach to CDA

Fairclough’s concept of discourse called systematic textual analysis is used as the main analytical tool in this research. Systematic textual analysis is a part of discourse analysis to find a meaning content through text analysis. According to Fairclough (1992), in systematic textual analysis there are two types of textual analysis, first is linguistic analysis and second is intertextual analysis.

Linguistic analysis consists of traditional levels of linguistics analysis such as phonology, grammar and sentence, vocabulary and semantics; also analysis of textual organization above the sentence including cohesion and etc. (Faiclough, 1992). Linguistic analysis mainly talks about facing linguistic system that shows how texts relate in discourse orders.
“Intertextual analysis draws attention to dependence of texts upon society and history in the form of resources made available within the order of discourse and genre” (Fairclough, 1992a). It talks about how language can be meaningful in the sentence through intertextual analysis. The result of message in sentence can be meaningful or have a value in each utterance.

The writer uses a speech of Malcolm’s entitled ‘Who taught you to hate yourself’ as main data in study this paper to find the ideology, meaning and relation through textual analysis. The types of analysis in DA there are content or document analysis and official document. Discourse content explains as communicative events, conversation texts, written text (news, advertisement text, articles, emails, etc), images, and photos. According to Fairclough (1992, p. 73) text analyzes the linguistic structures. Linguistic structure can be found in written and oral texts to find the form of language discourse produced by the language itself. In linguistics structure acquires identity and validity in relation of language in the system.

The purpose of this research is to observe a ‘linguistic aspect’ and ‘intertextuality’ in specific identities of group that carry out specific language. Fairclough (cited in Jorgensen and Louise, 2012) said approaching text analysis is to know linguistic approaches for concentrating exclusively on textual analysis to understand the simplest meaning between text and society.

There are several aspects in analyzing the text. It can be analyzed from the syntactic analysis, lexical choice, structural content, different genres, discourse and styles (interdiscursivity), and the relation between texts (intertextuality). The
utterances are observed and analyzed by choosing utterances as shown in this research. The text analysis in this research is focused on textual and intertextual that means how the meaning of a text can be analyzed through relation between a text and other texts.

2.2.1 Linguistic Analysis

To seek the significance of words through textual analysis, we need to balance the words have same meaning that are used to analyse. Tools that are used in order to help to find the significance of words are linguistic analysis. The use of linguistic analysis to help the writer to analyze the utterances with Fairclough’s analysis is shown in figure 2.1 (cited in Locke, 2004)

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<th><strong>Cohesion</strong></th>
<th><strong>Text structure</strong></th>
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<tr>
<td>Deals mainly with individual words</td>
<td>Deals with words combined into clauses and sentences</td>
<td>Deals with how clauses and sentences are linked together</td>
<td>Deals with largescale organizational properties</td>
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Table 2.1 Fairclough's Text Analysis
2.2.1.1 Vocabulary

Fairclough (1992a) states vocabulary deals mainly with individual words that investigated words with the same meaning are used and if they are used to describe point of view in speech. In vocabulary there are Word meaning, Wording, and Metaphor which is:

- **Word meaning** also related to vocabulary, it means a same word can have a different meanings. Fairclough, cited in Locke (2002) states this multiplicity of meanings refers to a word’s meaning potential that have contradiction between meanings. It deals about binary opposition which is adopt the term dominance. Greenberg said (1966) “Dominance is exhibited in conjoined noun phrases and other cases of reference to pluralities”. The meaning of semantic markedness also related to frequency of word to be the primary determining factor of markedness in grammar and suggested that unmarked categories could be determined by "the frequency of association of things in the real world (Greenberg, 1966)."

- **Wording** also a part of vocabulary that refers to the various ways a meaning can be ‘worded’ that have same experience or object will be worded differently from perspectives which are differently discursively framed.

- **Metaphor** is figures of speech such as simile, personification and metonymy. Metaphor structures the way we think and act and our
systems of knowledge and belief, in pervasive and fundamental way
(Fairclough, 1992)

2.2.1.2 Grammar

Grammar is a way of how language works to make meaning in sort of sentences. It explores how language functions to create different types of meaning. In grammar we talk about modality and transitivity which is:

- Modality refers to the strength with which a particular proposition or statement is endorsed. The example is modal auxiliary verbs such as ‘may’ and ‘should’ or adverbs, pronouns and etc.

- According to Fowler (1991) “transitivity is the foundation of representation: it is the way the clause is used to analyze events and situations as being of certain types” Transitivity is the ideational dimension of the grammar of the clause and is concerned with the types of processes and elements that are coded in clauses, it divides four types there are relational, action, event and the last mental. According to Halliday (1981) “transitivity as the cornerstone of the semantic organization of experience”; it subsumes ‘all participant functions’ and ‘all experiential functions relevant to the syntax of the clause”. There are three components of what Halliday (1994) calls a transitivity process, those are: the process itself, participants in the process and the last is circumstances associated with the process-specifying when, how, where and why of the process.
2.2.1.3 Cohesion

Cohesion refers to the way that a text makes sense syntactically (Baker & Ellece, 2011). Cohesive devices include forms of reference (anaphora and cataphora) ellipsis, substitution, lexical cohesion, conjunction and replacement (De Beaugrande and Dressler, 1981).

2.2.1.4 Text Structure

Text structure related to discuss in large-scale organizational, which is interactional control that means concern turn-taking, the selection and change of topics, the control of the agenda and how interaction are established and finished. Basically, interactional control deals in oral speech genre that can reveal about the power relations that are being constituted across a sequence of utterance.

2.2.2 Intertextual Analysis

How texts can reflect through linguistic system with communication, in intertextuality needs communicative functions of language for linguistic system. Bakhtin (cited in Fairclough, 1992) said communicative function means neglect of ways in which texts and utterances are shaped by prior texts that they are ‘responding’ to, and by subsequent texts that they ‘anticipate’.

The purpose of communication functions toward the linguistic system is each utterance is linked and related to chain of speech communication. In short, linguistic system makes chain of meaning that bears a historical background behind the utterances.
Fairclough (1992, p. 102) said the notion of intertextuality points to how texts can transform prior texts and restructure existing conventions (genre and discourse) to generate new ones. The idea of utterances also stated in the argument from the writer's opinion. Fairclough (1995) stated that intertextuality is an interpretive activity, which depends highly on the researcher’s personal judgment and experience.

In study of utterances, the reader not only reads the contextually of utterance but also can learn the writer’s argument related the subject background knowledge. The utterances also deliver the writer’s motivation shown by each word that can be meaningful expression of the writer through direct utterances and indirect utterances. According to Shaw & Pecorari (2013) direct quotation or utterances is kind of typographical indication presented a quotation marked and indirect speech or an utterance is kind of a reporting verb. “All utterances are populated, and indeed constituted, by snatches of others…these words of others carry with them their own expression, their own evaluative tone, which we assimilate, rework, and reaccentuate (Bakhtin, cited in Fairclough, 1992)”.

This research mainly analyses with intertextuality to aim the history of the text to observe as reader through the author has written in the book. “This inherent historicity of texts enables them to take on the major roles they have in contemporary society at leading edge of social and cultural change (Kristeva, cited in Fairclough p. 102)".
The purpose of intertextuality is to know the idea of author also reacts toward author’s utterance. Bazerman (2004) said that intertextuality is not just a matter of which other texts refer to, but how to use them, what to use them for, and ultimately how to position the reader as a writer to make own statement.

The research uses analysis from Fairclough, so intertextuality deals in examine through some process there are in terms of production, interpretation, and consumption. Despite of production is about process the utterance can transform from prior utterance and restructure existing conventions to the new one also the addition in the utterances to the existing utterances of preceding text found.

However, productivity’s application is not practice available to people as a limitless space for textual, it means limited and constrained, and conditional toward relation of power (Fairclough, 1992, p 103). Despite of distribution is about how intertextuality analyses stable network of text and moves while the transformation cannot disturb when change to other type of text. Despite of consumption is about marked the text that it is not just a text that shapes interpretation but also gives other text which interpreters bring to the interpretation process. Kristeva (cited in Fairclough, 1992) states types of intertextuality divides into two that can be meaning of dimensions in intertextually (or relationship in intertextual space), there are:

1) Horizontal intertextuality: it is about intertextual relations of a ‘dialogical’ sort between a text and those which preceed and follow it in the chain of texts. The first example situation is how speaking turns in a conversation incorporate and
responds to turns which precede the, and anticipate to follow or related to correspondence. The second method is how the single speaker performing action live in front of people to inform, to persuade, and to entertain.

2) Vertical intertextuality: it is about relations between a text and other texts which constitute, it’s more or less immediate or distant contexts: texts it is historically linked with in various time-scales and along various parameters, including texts which are more or less contemporary with it.

Moreover, intertextuality is important by looking at the dimension of intertextuality for analysis that may be incorporating or otherwise responding to other text can be different to other receiver. Text can be analyzed by two techniques of intertextuality (horizontal intertextuality and vertical intertextuality. According to Fairclough (cited in Bazerman, 2004) there are six techniques of intertextuality there as:

a) Direct quotation

The utterances can be found by examining the quotation marks, block indentation, italics, or other typographic setting apart from the other words. The author in making direct text of their argument to something the text must followed with other argument that usually label with quotation mark.

b) Indirect quotation

The sentence marked by retell of specifies of argument that reproduces the meaning by the original sentence and supported author argument for idea to the sentence that shown.
C) Mentioning of a person, document or statement

The author of text supported with other second author’s idea without leaving the original source by mentioning a document. The ideas from second author can show the validity or source or argument in the first author also shows respect of second author’s work.

d) Comment or evaluation on a statement, text, or otherwise invoked voice

The speaker of speech attitude shows the text with quoted sentence that show meaning through the choice of lexical units or even a reporting verb. The manner of rules that shows in mindset depends on the context and also the reader can understand the expression that is shown.

e) Using recognizable phrasing, terminology associated with specific people or groups of people or particular documents

The utterances quoted from the specialist’s word that elaborated more with the author argument to support the idea

f) Using language and forms that seem to echo certain ways of communicating, discussions among other people, and types of documents.

The text or words in documents, communication, and discussion from the author express to the reader to deliver the idea to be understood what the author intended of the information as to support the pattern of expression in language.
2.3 Civil Right Act

United States becomes a state of multicultural of any ethnic in present but not in the past. The regulations of live peacefully not apply in civil right act on 1964. At that time races became major topic such as differences on white-black people, race, religion, sex, national origin, and etc.; especially on discrimination white-black people. Inequality in United States toward Africans Americans experienced injustice, in PS article the black is nearly three times as likely to be poor as whites and more than twice as likely to be unemployed. The point is the black people treated as inferior because they do not belong lives in United States of the heirs of mix Africa blood and racial things. What makes American and African different on US society in PS article are:

1. Inherited wealth is a major divider: it means Americans known as inherited wealth on economic. But it shakes out baldly toward Africans Americans, they experienced economic gap between whites people.

2. Racial discrimination has gotten sneakier: it means Black people experienced discrimination on races, becomes unemployment, low wages, and so on.

3. Even modest racial disparities can have dramatic effects

2.4 Speech

Aristotle (cited in Qiu, 2014) defines “speech as a kind of articulated voice, and the basic difference between voice and speech is the process of articulation which is performed by the tongue”. Language becomes main part of communication
between human to interact with each other. Language recognize as expression to contact what the speaker intends to the receiver. It means can happen around two people and more than two people. Language becomes special feature in human language and the most important on humanities fields. Human not only get ability to communicate but also to the animal species, the differences is just the degree of the ability to use speech. Aristotle (cited in Qiu, 2014) said “Only human beings has the ability to use language to indicate the advantageous and the harmful, the right and the wrong, while other animals can only emit voice to indicate painful and pleasant things”.

There also kind of speech that use in different situation, According McKenzie (2012) there are four basic types of speeches there are: to inform, to instruct, to entertain, and to persuade.

1. Informative speech: this speech server to provide interesting and useful information to your audience.

2. Demonstrative speech: this has many similarities with an informative speech. A demonstrative speech also teaches you something, the main difference lies in including a demonstrative of how to do the thing you’re teaching.

3. Persuasive speech: a persuasive speech works to convince people to change in some way they think, the way they do something, or to start doing something that they are not currently doing.
4. Entertaining speech: the after-dinner-speech is a typical example of an entertaining speech. The speaker provides pleasure and enjoyment that make audience laugh or identify with anecdotal informational.

2.5 Previous Studies

This study includes two previous studies for comparison. The first study is about social power, dominance, and political and etc, entitled “Textual, Intertextual and Rhetorical Features in Political Discourse: The Case of President Obama in Europe” by Concepcion Hernandez Guerra published in 2013. The result of this study is that the Obama’s Speech does not fit the register of positive motivation otherwise mainly talk about terror and threats. The text does not reflect a clear connection towards ideas of political moment but rather focuses on terror and threats. Obama’s visit is to ally between America and Europe against terrorism and to explain Afghanistan war which is Europe, was against this participation. The difference between the previous study and present study is found in the object of speaker. The present study use Malcolm X’ speech entitled “Who Taught you to Hate Yourself” for analyzing speech utterance found in the video. The previous study used President Obama speech at Strasbourg, France. The purpose of his visit is to explain Afghanistan war.

The second study describes the meaning constructions found in the textual analysis found in the utterance by reporters and the interviews, the title is Social Practices as Implemented from the Textual Analysis in Vanguard: Sex, Lies, and Cigarettes Documentary Film by Rinta Alvionita (2015). The result of this study,
the utterance has been elaborated to construct the meaning that relates to the topic about the phenomenon of Indonesian smoking children at the textual analysis level through the techniques of intertextuality. This study uses public discourse control for the factor of society that affects Indonesian smoking children which has emerged to identify the external elements in society. The writer finds the equality between the present’s studies analyzed with textual analysis from Fairclough, which are intertextuality analyzed and linguistic analysis. But, the previous studies used Fairclough’s theory in 1993.
CHAPTER III
RESEARCH METHOD

3.1 Research Design

This study conveyed with Discourse Analysis that uncover meaning of the utterance in speech ‘Who taught you to Hate Yourself’ by Malcolm X. The writer use qualitative approach for this study with document or text. According to Ary et al (2010) Qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants. The writer used qualitative approach because mainly discuss and analyzes with textual analysis that consist linguistic analysis and intertextual analysis. Linguistic analysis will talk about vocabulary, grammar, cohesion, and text structure. In intertextual analysis will talk about how texts can transform prior texts and restructure existing conventions (genre and discourse) to generate new ones. The aim use discourse analysis to know systematic textual analysis that found in the utterances. The writer select the data, looking and review the issues, use strategy instruments, collecting; analyzing and interpreting data, the last show the result of this study.

3.2 Data Source

The writer uses Malcom X’s speech entitled ‘Who taught to hate yourself’ as the main data to analyze in this paper. The data source took from video of
According to Ary et al (2010) “documentary materials (letters, speeches, etc.) and literature can also be potential data sources..

Malcolm X is one of civil activists who speak up about races pride and black group in United States. All of the utterances are used and analyze because it has hidden meaning that expressed by speaker.

### 3.3 Data Collection

To conduct data in this study, the writer use analyzing the data Ary et al (2010) describes it as the step for the researcher to collect and arrange the data systematically in order to develop their understanding. There are few steps to conduct the data:

1. The writer downloads and watches the video.
2. The writer transcribes the speech to analyze.

### 3.4 Data Analysis

The writer will analyze the data through several steps for the researcher to conduct and compile the data in sequence to develop to understanding. There are two steps to follow, the first is finding the utterances in ‘Who taught to hate yourself’ through textual analysis, which is linguistic analysis and the last is intertextual analysis and drawing a conclusion. In this study, the writer will use theory by Creswell (2007) to analyze data. The further explanations of steps are listed as followed:
1. Finding the utterances related to the issue through the systematic textual analysis concept there are linguistic analysis and intertextual analysis.

2. Classifying the utterances related with the issue into the systematic textual analysis concept there are linguistic analysis and intertextual analysis. In classifying the textual analysis the writer will use the following steps
   a. In linguistic analysis, the writer will use vocabulary, grammar, cohesion, and text structure.
   b. In intertextual analysis, the writer will use six techniques of intertextuality.

3. Drawing a conclusion based on the systematic textual analysis. The result can show more details on ideology, power, and inequality toward black races.
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter offers discussion and finding of the research. The writer shows analysis and the result in Malcolm X speech, entitled: Who Taught You to Hate Yourself? By using Critical Discourse Analysis, especially systematic textual analysis by Fairclough (1992).

4.1 Findings

The writer finds selected utterances that are relevant to the topic of racial discrimination and analyze the utterances with systematic textual analysis by Fairclough’s theory. The chosen utterances are related to the topic of racial discrimination. The writer analyzed each utterance using Linguistic and intertextual analysis. The writer examined all utterances as written text, as result, utterances can be understood by analyzing with explanation toward each utterance. The data is from Malcolm X speech. Linguistic and intertextual analysis used in this research is also part of critical discourse analysis to explain language use in a specific group, such as in Malcolm X speech about civil right act.

4.1.1 Linguistic Analysis

In this study the use of linguistic analysis by Fairclough is set as the first steps to analyze the utterances contained in Malcolm X speech entitled: Who Taught You to Hate Yourself. Linguistic analysis, the writer analyzes the data focusing on vocabulary, grammar, cohesion, and text structure. To make clearer,
the writer described it from systematic Textual Analysis to know the meaning conveyed in Malcolm X speech.

This paper only limits the analysis into intertextual analysis and linguistic analysis to aim power, inequality and ideology’s relationship between structures in discourse of systematic textual analysis.

4.1.1.1 Vocabulary

It deals mainly with individual words such as noun, adjective, metaphor, and wording. The data contain 5 (five) nouns, adjective 1 (one) times, 1 (one) metaphor, 6 (six) wording. The further explanation is elaborated below:

We have divided nouns and adjectives into semantic perspective to see the marked deals with binary opposition words.

a. Noun

1. The noun which is unmarked words is America (three times) and marked words are other countries in Africa, Asia, etc. The writer chose the word because it is considered as unmarked because it carried a connotation meaning inside the idea of word. America is known as global superpower of any state and the only rule of the world since destruction of the Uni Soviet. Also, a term of America is the broader or dominant one based on Greenberg theory toward dominance that has frequency of association of things in the world. The global superpower itself influence the other states felt weaker which is below their powers. The marked word is other country such as Africa, Asia, and others. The other
country has below level than America which is known has dominant position in international views.

The regulation of United States as a Ruler of Nations of every states becomes standard of government (Adelman, 2017). The issue of discrimination of black nation happens because the influenced by the global superpower which make other races lower than American. The African-America races considers as the lower class than American itself which is they are not own superpower in their country.

America word displays a government of United States of America which is the politician, white men, and police that give big impacts or represent of marked toward black discrimination. American government not let black people freely speech toward society which is there are not equal right. The writer found in utterances below:

**Utterances [20]:** “The most disrespected person in America, is the black women.”

**Utterances [21]:** “The most un-protected person in America is the black women.”

**Utterances [22]:** “The most neglected person in America, is the black women.”

The utterances above show America as superpowers than other states which use the role in the world as dominant position which makes American better that other races. They consider black women have low
degree and status. The nation of America that talked about in this speech utterances is United States America. People of America treat inequality toward black women and men. Because the nation of America being actor of inequality and injustice treatment toward black of women and men, America itself shows unmarked word which is as a common leader of country and often did racial issues than other nation.

2. The noun of unmarked words is *prison* and marked word is *jail* (two times). The writer considers the word shows meaning in speech utterances by Malcolm. The unmarked word which is *prison* shows an often in many daily conversation and shows less difficulty to put in sentence. In word class meaning, prison can easily use as transitive verb (imprison), adjective (imprisonable) and noun (prison and prisoner). However, the marked word is *jail* which is rarely used in some regular conversation and practically fit in specific word. In word class meaning, jail has less related form. The writer found in utterances below:

**Utterances [16]:** “Here the white men make the whiskey then puts you in jail for getting drunk”

**Utterances [17]:** “He sells you the cards and the dice and puts you in jail when he catches you using them”

In this utterances mostly people who entering jail is black people who received injustice treatment because of differences racial in United States. The racial issue gives tension that seen between black and white
views in their society. The impact of racial issues effects to the officers perspective because there is no ethnic minorities equally in handle criminal. The police in United States have indifferently action when treating racial or ethnic groups. They easily let black people without any court trial into jail for certain criminal.

3. The noun of unmarked words is *men* (five times) and marked word is *women*. The writer chose the word because it considers as superior level in views of society. Based on biologically and physiological are stronger. The gender a stereotype of men is more needed in job field, dominant thinking of men wins in society, men can defeat by themselves when in danger and etc. Gender roles of men are influenced by social beliefs and generalizations that have been in use for centuries (Nash, 2016). However, the marked word which is the opposite of that word, *women* (10 times). Women characteristic is subdominant in society. The role of men is become the protector of women and as a leader. It becomes formal marks in utterance of speech. The *men* in speech referred to men of black and white. The white man who become the side of discriminate black people. The writer found in utterances below:

**Utterances [4]:** “To such extent you bleach, to get like the white *men*”

**Utterances [16]:** “Here the white *men* make the whiskey then puts you in jail for getting drunk”
The two sentences have different context, first sentence discuss the point of utterances above is the word *men*. It stated to tell comparison of dominant skin type that lived in America land which is white skin type. They makes black attempt to get like them to blend well and also accepted to the society without concerning of different skin type.

The main point in second sentence of utterances is the word *men* here referred to white men or Americans, it expressed a connotation meaning of white men act like a bad sides who not concern any right acts of discrimination treatment toward black people. The black condition in society is very disadvantages to do many activities that are not same situation as white people.

The other referred men are black men who become against racial discrimination in United States. The writer found in utterances below:

**Utterances [26]:** “We believe that if the white men, will do whatever is necessary, to see that his women get respect and protection, then you and I will never be recognized as *men.*”

**Utterances [27]:** “Until we stand up like *men* and pays the same penalty over the head of anyone, who puts his filthy hands out, to put it in a direction of our women.”

The main point of first utterances above is the word *men* here referred to white men which is has meaning in utterance of speech because men here means to give protection and guardian for their women in any
condition from outside even though in dangerous and safe place. In modern era also men generalization as leader of world, it following traditional gender roles that happen in many year before (Hash, 2016). The women truly is need men’s protection and guardian, they cannot stand up for themselves around society. Differences of gender here must treat as positive view that makes know to behave towards gender roles without discriminate each other.

The point of second utterances above is the word men here referred to black men who against racism and injustice toward their women that received many racism because of feminism in United States America. Class issues become tremendous reason of feminist movement which makes black women in difficult situation around society. The last hope from black women is they think the men can be dependable to stand up against discrimination which leads many disadvantages toward many black women.

The women here referred to black women society who received injustice acts in America. The writer found in utterances below:

**Utterances [20]:** “The most disrespected person in America, is the black women”

**Utterances [21]:** “The most un-protected person in America is the black women.”
Utterances [22]: “The most neglected person in America, is the black women”

The point of utterances above is black women in America felt many reaction because of inequality and racism issues that makes black women do not have any right acts to living like normally people. The issues of racism also supported by majority of American or white people that have more power than black society that why the black considers as the lowest ranking.

Utterances [23]: “And as Muslims, the honorable Elijah Muhammed teaches us to respect, our women, and to protect our women”

Utterances [24]: “And the only time a Muslim gets real violent, is when someone goes to molest his women”

Utterances [25]: “We will kill you, for our women I'm making it plain yes, we will kill you for our women”

Utterances [26]: “We believe that if the white men, will do whatever is necessary, to see that his women get respect and protection, then you and I will never be recognized as men”

Utterances [27]: “Until we stand up like men and pays the same penalty over the head of anyone, who puts his filthy hands out, to put it in a direction of our women”
The point of utterances above is men of black society considers women is the precious thing that ever had by them. Women need to be protected and guard in every single thing include help for against act right of racism toward black women that received many disadvantages from American. As a men who is powerful of everything he must stand up for their lady also when they get hurt by anyone. The job of men is to get their women have their justice from discrimination of inequality of sex and also skin type.

4. The noun of unmarked words is alcohol and marked word is whiskey (two times). It is an intoxicating drink that fermented from any fruit, grain, sugar and etc. furthermore, that drink then specified into different names based on main ingredients is used. The common name of intoxicating drink known as alcohol drink without knowing the main ingredients is used. However, the marked word which is whiskey (two times). The writer chose the word because it considers as semantic marked because it show specific marked word than the semantic-unmarked word. The main ingredients are mash grain. In this utterances of speech found superordinate word from alcohol which is have an equal meaning. From that word it can recognizes what types of alcohol is used in this utterances of speech. The classes of word still same between alcohol and whiskey, but whiskey not commonly become a general term of liquor drink. Furthermore, whiskey concluded as marked word for
this case and alcohol as unmarked word. The writer found in utterances below:

**Utterances [14]:** “Because you can't get into a whiskey bottle without getting past a government seal”

**Utterances [16]:** “Here the white men make the whiskey then puts you in jail for getting drunk”

The point of utterances above is the word whiskey here referred to a liquor drink that black people cannot own because of right act in United States of America. The activities that black society always consider as criminal by the idea of government of America. The liquor drink expressed negative for any black people who own or consumed that in public. The most of black people came from Africa land which is drink alcohol for gatherings and ceremonies and turn black people usually held beer parties around black people. The regulation of consumed alcohol in America was not have equality between black people and white people which used alcohol for gatherings too but for black people forbidden to own it. Besides white people can freely own and consumed alcohol in public without concern any disturbed from government of America.

b. Adjective

The next is adjective considered as unmarked and marked words from utterances of speech by Malcolm X.
1. The adjective of unmarked words is good and a marked word is *filthy* (one times). The writer choose good word because is the opposition of filthy. This word gives a meaning that referred to good morality and social constituents as beneficial and useful to the social needs. The marked word is *filthy* (one times). The chosen word considers as marked word because the word referred to a people who considers harm the black woman with unpleasantly action. Generally known as bad morality and breaking the law to do that action. The people that talked about are white people or government of United States that commonly hurt black women with races issues. It action has very different than black people who act as protector to black women. The writer found in utterances below:

**Utterances [27]:** “Until we stand up like men and pays the same penalty over the head of anyone, who puts his *filthy* hands out, to put it in a direction of our women”

The point of utterances above is the word expressed a meaning that referred to someone from white people who intention to harm or attack the black women consider as black men enemies. The white people intentions mostly have an immoral and wickedness action toward black women in society. For black men it is never acceptable to do that action in front of them so that is why the word means an inhumanity action toward human being.

C. Metaphor
Other analysis is seek metaphor that appears in speech utterances by Malcolm.

1. Malcolm X

His real name is Malcolm Little but eventually changes into Malcolm X. According to History, It shows Little related to racial issues in United States because it refers to “the white slavemaster” (https://www.history.com). The family’s name reminisced many awful childhood due racist experience. Furthermore, he become the most influential person in black activist and changed into Malcolm X. The initial X is representing the unknown name of his African ancestors and their culture that had been lost during slavery. The letter of X means mysterious and has eye catching symbolism in every world. The black ancestors also have right to live peacefully without any distortion. The black seems disappear in society because of slavery.

d. Wording

Next discussion is wording. It means a part of vocabulary that refers to the various ways a meaning can be ‘worded’ that have same experience or object that have different perspectives. The writer found in utterances:

1. Bleach

Utterances [4]: “To such extent you bleach, to get like the white men”

The meaning of this word also means white. The uses of bleach instead white because it referred to a skin type. The purpose is many of black people try to get skin treatment. The common word for skin health is bleach skin.
2. Prices

_Utterances [13]: “And that also the prices of government revenue”_

The meaning of this word also means loss. The uses of prices instead loss because their time equal to money or business type. The match word to describe it refers to prices.

3. Seal

_Utterances [15]: “You can’t buy a deck of cards without getting past a government seal”_

The meaning of this word also means national security of United States. The use of seal instead that because it expressed conspicuous that impress a militarism or political attack and also to get understand easily.

4. Violent

_Utterances [24]: “And the only time a Muslim gets real violent, is when someone goes to molest his women”_

The meaning of this word also means physical attack. The use of violent instead physical attack because to show exaggeration of their act to get impressed as powerful person. The word also to shows the rank of black people can same between white people. Violent word can develop from situational or environmental factors and may effect mental condition of someone when hear this word.

5. Molest

_Utterances [24]: “And the only time a Muslim gets real violent, is when someone goes to molest his women”_
The meaning of this word also means torture. The use of molest instead that because to show exaggeration of this act toward women and child. This word also shows the common word that refers sexual behavior.

6. Penalty

**Utterances [27]:** “Until we stand up like men and pays the same **penalty** over the head of anyone, who puts his filthy hands out, to put it in a direction of our women”

The meaning of this word also means punishment. The use of penalty instead that because to show effective word and also it is pleasant word that occur in daily conversation.

### 4.1.1.2 Grammar

Next element to be analyzed is about grammar. The writer will discuss a modality and transitivity. First is modality, the analysis is to find the modality that contains possibility and necessity in Malcolm X speech. Many of modality will show a certain meaning from speaker ideology toward black people community in United States America. The writer found in utterances below:

1. Should

**Utterances [9]:** “No... Before you come asking Mr. Muhammad does he teach hate, you **should** ask yourself who taught you to hate being what God made you”

The modal that used is **should.** It shows a modal verb that indicates to do criticizing black people from their action. It also mention the event has
probability talking about past to express something which is anticipated but
may not occur in present time. The verb that follows is *ask*. The modal
*should* here surely explains the speaker confidently to have a same answer
as Malcolm that supported his statement.

2. **Will**

*Utterances [25]:* “We *will* kill you, for our women I'm making it plain yes,
we *will* kill you for our women”

The next modal that used is *will*. There are two modal that show in one
utterances. First modal explain an ability to do action of murder someone
that will achieved if black women are being harassed. The verb that follows
is *kill*. After modal, it hindered by punctuation comma. The comma shows
on first utterance does not appear the object that referred to, but after first
clause it explains referred to the women of black. Second modal also explain
an ability. This sentence shows two clauses. Both clause are in cause and
effect relationship. The cause is able to trigger something to happen toward
women of black. The effect is there a planning to murder for protect the
black woman. It also shows similar sentence, but in second modal have
dependent clauses, repeated statement after punctuation mark to make
clearly and the object that referred to women of black. The verb that follows
is *kill*. Both modal show possibility and potentiality are used in the sentence.

3. **Will**
Utterances [26]: “We believe that if the white men, will do whatever is necessary, to see that his women get respect and protection, then you and I will never be recognized as men

The next modal is will. There are same two modal that show in one utterances. First modal explain this modal also included probability. The modal is followed by auxiliary verb do and adverb whatever. It assumed use determination of commitment that reflect Malcolm and referred subject (white men). From the use of modality, it can be seen that speaker tries to express to take commitment to give all protection for their women against racial issues. The white men part also related when a man their women need protection from harmful situation. Second modal followed by negation never and auxiliary verb be. The modal also show similar to the previous one. From the sentences it use personal pronoun I as the subject. The personal pronoun I refers to Malcolm X. It explains a speaker as representation of black people commit to risk his life to protect their women also determines to do this better as a brave men.

The second analysis is transitivity, the purpose of this analysis is to know the point of view in speech toward ideology delivered by the speaker. The writer only chooses 5 (five), the data were selected is analyzed randomly because the data has the same general point that refers to one idea that is racism. The writer found in utterances below:
1. Material process type

**Utterances [3]:** “Who taught you to hate the color of your skin?”

In utterances [3] the speaker uses the word who as the actor which contains an indirect object that referred to the question of the person who makes black people hates their own skin’s color. The word who shows interrogative pronoun. The process taught referred to the negative action of hate own skin that become big issues in this speech which categorize material. Moreover, the process is followed by circumstances that related form of adverbial infinite “you to hate the color of your skin?” that explains a racism issue toward hate to own skin type

**Utterances [7]:** “Who taught you to hate your own kind?”

In utterances [7] the speaker uses the word who as the actor which contains an indirect object that referred to the question of the person which is the black group. The word who shows interrogative pronoun. The process taught also referred to the negative action of hate to own group which categorizes in the material. The process is followed by circumstances that related form of adverbial infinite “you to hate your own kind?” that show a big question for the black group of hate their own group because of racism.

**Utterances [9]:** “No... Before you come asking Mr. Muhammad does he teach hate, you should ask yourself who taught you to hate being what God made you”

In utterances [9] the speaker uses the beginning word “No..Before” as circumstances that related the state of time of the possibility of the action. The actor is You. It refers to the black men. The process is come, which categorize to the
material. The meaning is to show an event to get another influential person’s opinion which is Mr. Muhammad toward hate to own races. The goal is Mr. Muhammad, the most subject that can solve by giving motivation and advice toward black group. Furthermore, it followed by second circumstances “does he teach hate, you should ask yourself who taught you to hate being what God made you”, the purpose is to give additional information toward the message from Mr. Muhammad

2. Relational process type

Utterances [20]: “The most disrespected person in America, is the black women”

The utterances in [20] the speaker uses the word the most disrespected person in America as attributive. It shows groups of black that represent racism in the United States. The form of To Be is as the process, which categorizes attributive relational type. The participant of carries is used in the attributive structure which is the black women. From the text, we can understand women receive inequality experience mostly.

Utterances [24]: “And the only time a Muslim gets real violent, is when someone goes to molest his women”

The utterance in [24] the speaker uses beginning word of a circumstance of time, and the only time to show additional of information. The next is a Muslim as a carrier to show a participant that talked about in the middle of discussion as protector of the black group. The second circumstance gets real violent to show additional information about the expression that black group impression toward
women Muslim. The form of To Be is as the process, which categorizes identifying the relational type. The third circumstance when someone goes to molest as additional information to show the expression of anger toward racism of black women. The attribute his women are attached to the carrier which is two participant that correlated in the text, the Muslim refers to black men always protected black women in any situation which cannot inseparable.

4.1.1.3 Cohesion

Next discussion is cohesion, the writer will discuss and identify this speech to know a form sequence of sentences also to know signify connection of information of speech between the speaker and audience cognitive. The writer found in utterances below:

1. Introduction speech

Utterances [1]: “Who taught you please…”

Utterances [2]: “Who taught you to hate the texture of your hair?”

Utterances [3]: “Who taught you to hate the color of your skin?”

Utterances [4]: “To such extent you bleach, to get like the white men”

Utterances [5]: “Who taught you to hate the shape of your nose and the shape of your lips?”

Utterances [6]: “Who taught you to hate yourself from the top of your head to the soles of your feet?”

Utterances [7]: “Who taught you to hate your own kind?”
Utterances [8]: “Who taught you to hate the race that you belong to so much so that you don't want to be around each other?”

The introduction of speech mentioning the topic, it is hate as black group mentioning in utterances [1], [2], [3], [4], [5], [6], [7], [8] that attracts audience. Malcolm stated his utterance in ending sentence with question mark, the words contains interrogative sentence. The speaker intention to question those words because indicates in order to show sarcasm. The use of sarcasm to let audience realized toward issue of black people that behave of hating their own races. The utterances show in beginning with questions and little story of black.

2. Main speech

Utterances [12]: “We don't steal, we don't gamble, we don't lie and we don't cheat”

Utterances [14]: “Because you can't get into a whiskey bottle without getting past a government seal”

Utterances [15]: “You can't buy a deck of cards without getting past a government seal”

Utterances [16]: “Here the white men make the whiskey then puts you in jail for getting drunk”

Utterances [17]: “He sells you the cards and the dice and puts you in jail when he catches you using them”
**Utterances [18]**: “So he against tough because we fix it when he can’t catch you anymore”

**Utterances [19]**: “We take the day out of your hands and the cars out of your hand and the whiskey on your hand”

In the main part of the speech the speaker tries to maintain the audience’s attention by tell his ideas and points with facts and background information, it is a racial discrimination issues in society mentioning in utterance [12], [14], [15], [16], [17], [18], [19]. The main utterances also show the experience and examples to make his speech more factual which is establish a personal relationship between speaker and audience.

3. The end speech

**Utterances [25]**: “We will kill you, for our women I'm making it plain yes, we will kill you for our women”

**Utterances [26]**: “We believe that if the white men, will do whatever is necessary, to see that his women get respect and protection, then you and I will never be recognized as men

**Utterances [27]**: “Until we stand up like men and pays the same penalty over the head of anyone, who puts his filthy hands out, to put it in a direction of our women”

At the end his speech the speaker may appeal a few words to the audience emotions, it is a message for black group to against racial discrimination
mentioning in utterances [25], [26], [27]. The speech utterance intends to summing up his ideas or arguments toward the issues.

4. Personal pronouns

**Utterances [2]:** “Who taught you to hate the texture of your hair?”

**Utterances [12]:** “We don't steal, we don't gamble, we don't lie and we don't cheat”

**Utterances [17]:** “He sells you the cards and the dice and puts you in jail when he catches you using them”

**Utterances [24]:** “And the only time a Muslim gets real violent, is when someone goes to molest his women”

**Utterances [26]:** “We believe that if the white men, will do whatever is necessary, to see that his women get respect and protection, then you and I will never be recognized as men

The personal pronouns are used in this speech such as I, you, we, he, them, someone and his. The pronoun I [26] refers to the speaker which is Malcolm X, you [2] to the addressed which is black people, we [12] [26] to the speaker and the person being addressed which is Malcolm and the black people, he [17] refers to second person addressed which is the white people, someone [24] refers to the addressed which is the men, his [24] refers also refers to the men of Muslim. Them [17] refers to the cards and the dice. The information that referred was in such as I [26], you [2], and we [12] [26]
considers as exophoric referencing. The rest referencing there are them [17], someone [24] and his [24] considers as endophoric referencing

In exophoric sides, has no cohesion structure inside speech because it takes place outside of the referring clause. Otherwise, in endophoric sides have cohesion structure inside speech because personal references mentioned takes place inside of the referring clause. The prior information that gives by speaker is clearer to understand to audience and the topic of racial issues is stay same until the end of the speech.

4.1.1.4 Text Structure

Malcolm X gives a formal speech as the part of civil activism against racial discrimination in United States. Formal speech was presented by Malcolm X without any visual aids. Malcolm X performed monologue style in delivering ideologies against racial issues in United States. One character is talking until the end without any interruption from other speaker in this speech. The action also contains arguments that created social connection which gathering and socialize between speaker and audience. The purpose of one single speaker is to get focused on broadly understood information without reply from other. The relationship between speaker and audience created pure monologue because solo speech asserts a single voice to represent other people’s idea which reflects powerful emotion.

4.1.2 Intertextuality
The first form of intertextual analysis used to find out the idea of utterances also stated in the argument from writer’s opinion. From the utterances, the reader not only reading the context of utterance but also can learn the writer’s argument in Malcolm Speech entitled: Who Taught You to Hate Yourself.. The data contain 2 (two) utterances which are classified into some types of intertextuality. For this analysis one utterance can emphasize into different types techniques of intertextuality because they indicate in elements of six type intertextuality. Further explanation, the writer arranges the utterances according to techniques analysis for make it clearer to describe the analysis in this result. Intertextual analysis and linguistic by Fairclough is considered very helpful in revealing the meaning of the speech.

4.1.2.1 Intertextual Analysis

For intertextual analysis, the writer describes using Fairclough analysis to elaborate the result. The data is taken from the meaning of dimensions in intertextuality include in horizontal intertextuality (there are direct and indirect quotation) and vertical intertextuality which is technique of intertextuality that is explanation of analysis. Intertextual elements, which we found in the speech include the followings:

a. Direct quotation

The writer did not find direct quotation. In the speech, the speaker mostly delivers with his own words rather than using other argument.
b. Indirect quotation

Meanwhile, indirect report in this data is found in Malcolm speech. Indirect quotation found in the speech includes the following utterances:

**Utterances [09]:** “No... Before you come asking Mr. Muhammad does he teach hate, you should ask yourself who taught you to hate being what God made you.”

The utterance shows Malcolm’s comment about black people hating to own racial which receive many particular discomfort situation in United States makes them to get rid of their black racial. From this argument about all decision of life must come back to the term of Islam and faith to God or Allah. The religion of Islam never teach to hate, the meaning is we should loving each other including his original race which is black skin. The domain discussion of this phrase also use approach of Islamic belief that mainly NOI’s aspect toward act against racism of black (Harvey, 2014). He paraphrases of a particular person which indicates indirect quotation. It is an excellent way to being understandable of speaker’s argument with supported by another influential person argument together in one utterance.

**Utterances [23]:** “And as Muslims, the honorable Elijah Muhammed teaches us to respect, our women, and to protect our women.”

The utterance also shows Malcolm’s argument about another actions that should do by black people rather than hating their own racial. The next argument adding another person word by mixed the speaker and another
supported person that indicated they are the have same point to said to
delivers his thought toward inequality in United States.

c. Mentioning of a person, document or statement

The purpose of this technique is to find out the text of author supported with
other second author’s idea without leaving the original source by mentioning a
document. The ideas from second author can show the validity or source or
argument in the first author also shows respect of second author’s work. The data
like the following utterances:

Utterances [09]: “No... Before you come asking Mr. Muhammad does he
teach hate, you should ask yourself who taught you to hate being what God
made you.”

Malcolm was in Nation Islam as a member and also learning many meaning
purpose of life. Mr. Muhammad that talked about is the founder or the chief
of Nation Islam. He becomes role model in Malcolm life also the most
influenced in sort of his speech. His intention is to support the black to have
no result being born as black skin also give sort message from Mr.
Muhammad to black to should not hate themselves.

The statement shows a background of influenced person within black group
to support the arguments. Mr. Muhammad has authoritative functions and
contributed to racist ideologies. The speech use another external voice to
give the writing a sense of authority in delivers toward audience. It is
considers as reported voice because it shows indirect speech and there is no quotation shows in it. The reporting verbs indicate in words asking to give stronger argumentation and support by implied the merging of external voices.

**Utterances [23]:** “And as Muslims, the honorable Elijah Muhammed teaches us to respect, our women, and to protect our women.”

Malcolm has faith toward God, he convert to Islam. He thinks Islam is a peacefully religion also a guide to do right thing for act of any behavior as human. A person who gives many thought of life with Islam approach is Elijah Muhammed, he was a chief of Nation Islam. The chief as leader also has three principle that also used to NOI there are freedom, justice and equality (http://www.noitoronto.org). Malcolm’s speech originally because Elijah’s teaching and also become his inspiration.

The statement is also same mention Mr. Muhammed as an influence person to support the argumentation. It is considers as reported voice because it shows indirect speech and there is no quotation shows in it. The reporting verb indicated in word teaches to show a good role model should be like him.

The rest techniques of intertextuality which are d) comment or evaluation on a statement, text, or otherwise invoked voice; e) Using recognizable phrasing, terminology associated with specific people or groups of people or particular documents; f) Using language and forms that seem to echo certain ways of
communicating, discussions among other people, and types of documents are not found in this speech.

4.2 Discussion

In the findings, there are two main elements of linguistics used in the data. There are to find textual and intertextual analysis. The purpose of this is to know textual of a Malcolm X speech on May 1962 based on Fairclough theory (1992). To describe the speech, first the writer found the issue through the systematic textual concept there are linguistic and intertextual analysis used six techniques of intertextuality. Second, classifying the utterances related with the issue into the systematic textual. The writer classifying used linguistic analysis, such as using vocabulary, grammar, cohesion, and text structure. Next is intertextual analysis that is six techniques of intertextuality. The last, the writer drawing conclusion based on Fairclough’s approach.

First Fairclough’s approach, the writer analyzed based on linguistic contained four part sections. Those are vocabulary, grammar, cohesion, and text structure. From the findings, the writer divided into individual words which contained four words of nouns, two words of adjectives, one word of metaphor, and six words of wording.

In noun sections, it contained unmarked and marked word to know the relationship of structural linguistic used in Malcolm X’s speech. Some words explained a contrast of words. It mentions a word America which is unmarked word that considers a basic word. The reason is more basic form. It is a frequently word
that known as global superpower of any other state. Next is, a word jail which is marked word that considers a less frequent word that show in form of linguistic element. It has special meaning or normally refers to specific meaning. Next is, a word men which is unmarked word that more generally produces a basic word. It also related to gender opposition that outstanding frequently in morphology perspectives. The reason is men are generalized refers to people, the word also represents a superior order or category within a system of classification. Next is, a word women which is marked word that refers to people. This word is a contrast of men. It also related to gender distinction, the masculine is uniformly unmarked and feminine is marked. Next is, a word whiskey which is marked word that refers to types of alcohol. The word shows special expression.

In adjective contained filthy. Filthy is marked word. The word shows a complex word. It related to the common opposite pair which helps to understand. The parameter of filthy reflects bad morality which is odd. The result of seeking unmarked and marked word in this analysis for obtains a concept of words that categories as representation to act of racial discrimination in United States. This analysis shows a frequency of words as common categories and rarely categories. The writer found women word as the most frequent that show in Malcolm X speech because it represent the most person who enslaved during racial discrimination.

In metaphor contained Malcolm X. The writer chooses his name because it is related to racial issue. Beforehand his real name is Malcolm Little. Little refers to the white slavemaster. The family name reminisced many awful childhood due racist experience. However, after he becomes the most influential black person in
United States he changed his last name become X. It refers to the unknown name of his African ancestors and their culture that had been lost during slavery. The result of seeking metaphor word in this analysis for obtains a meaning by drawing analogies with racial discrimination that should be as a right act as black skin type.

In form of wording it contained *bleach, prices, seal, violent, molest* and *penalty*. The result of seeking wording word in this analysis for obtains linguistic ideology that created alternative wordings. It expressed a same meaning, only the choosing the word is differently. By wording, the word can delivered well to audience about emphasis specific ideologies of racial discrimination in United States.

In grammar, the writer chooses modality related linguistic ideology that used by Malcolm X. The result of seeking modality contained *should* and *will*. It refers many preposition that result strength between the texts of speech. The most modality shown in speech is modal auxiliary verb will. The modal will use by different purpose in each utterances. It can also show ability to do action with high probability and explain the effects of the word. The men of black felt disappointed toward of government about inequality of racial discrimination that included women of black. The men of black show probability to against government with the violence if they cannot completed the issues of racial discrimination. Another analysis is transitivity, the writer only shows 5 (five), the selected data that analyzed is randomly because the data has same general point that refers to one idea that is racism. Transitivity in this speech is found two process of type they are material and relational. A material process is the process of doing or happening in the
transitive or intransitive text. It tells an activity of participant to make the text clearly to understand. The next is relational, it is the process of two term in a text that show “to be” in English grammar. It constructs a relationship between two participants. The purpose of seek transitivity is to know a certain ideology in the speech by Malcolm X toward racism.

The cohesion contained introduction of speech, main speech, end of speech and personal pronoun. The result of seeking cohesion in this analysis is there is a sequential pattern of speech. It begins an introduction by the speaker to intend and attracts the audience’s attention. Next, there is main part of speech from speaker to get the audience’s attention and following with closing statement to say few words to the audience about against racial discrimination. The writer also found personal pronoun those are I, you, we, he, them, someone, and his. The use of the pronoun referring different addresses may be done purposely to involve everybody toward the solution of the problem about inequality of racial discrimination.

In text structure, the writer found the speaker use monologue style in delivers ideologies of against racial issues in United States. Monologue style is a one speaker performing a speech until the end without any interruption from other speaker. The method that used in this speech is efficient to giving argument and motive between speaker and audience. It also created relationship to personal emotions through speech.

Second analysis is intertextual, according to analysis, the writer analyzed based on dimension in intertextually include in horizontal intertextuality (direct and indirect quotation). There is no direct quotation because the speaker used less
quotation. There are twenty seven utterances that analyze in this research. Therefore, the indirect quotation is found two utterances to support his speech by using black influencer’s statement.

The writer classified into different types of intertextuality based on Fairclough (1992). The writer found two utterances belongs to mentioning of a person document or statement types. There is a reporting verb *asking* and *teaches* that occurs in utterances. The speaker use influenced person to support his ideologies which can bring powerful strategy and more persuasive. The concept of Malcolm X brings into his speech is to state to not afraid and not hate to own black skin type due racial discrimination in United States. The second utterance, he stated against racial discrimination also fearless to confront the government which is do inequality toward black women. This speech cannot find a direct quotation until the end of speech. The others types of intertextual is not found in this speech.

Those two analysis, which are linguistic and intertextual analysis help to identify meaning behind utterances. Through textual analysis, the writer found inequality and ideology’s relationship between structures in discourse of systematic textual analysis. In this research, the writer gets all aspect from Malcolm X speech entitled: *Who Taught You to Hate Yourself*.

The differences between this study and the previous studies are on the goal of ideas and the method. In Guerra (2013) the meaning of utterances shows a different ideas which is the idea of speech jump into different purposes or not become one idea. Furthermore, Alvionita (2015) uses public discourse control which controls the external element of society to occur social relationship. The
method considered as active activity to know cause and effect from environment makes a wider relationship toward society. In this study, the approach can find content or idea through text analysis by Malcolm X speech based on Fairclough’s approach (1992). It is studying a view of texts which is potentially powerful basis in the texts. Textual analysis is more socially relevant and meaningful that show in texts. From intertextual can shows stable social domain and set of social relation. The result of message in the speech can be meaningful or have a value in each utterance. It also reveals all elements or aspect of the speech uttered by Malcolm X at United States.
CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the writer concluded the result of analysis by problems questioned in first chapter and also give suggestion for the next study.

5.1 Conclusion

The writer has already done analysis in fourth chapter, the analysis can reveal power, inequality, and ideology’s relationship between structures in discourse of systematic textual analysis. Malcolm X speech entitled “Who Taught You to Hate Yourself?” shows aspect of meaning of utterances behind that speech. The use of systematic textual analysis by Fairclough (1992) has worked to analyze the objectives of this study. To get better data, the writer transcribed the video of Malcolm X into full text. The speaker of this speech directly delivers by Malcom X.

This speech focused on one idea, it is about discrimination issues of races in America. The issues highlighted the oppression by white toward black people. Malcolm’s speeches helped a lot on civil right act as representative of black group. For the result, it is true that Malcolm X delivered his ideology using the power of black itself for standing up against races of black people. His speech can motivate all the black people to act against discrimination in America. The writer classified the data found into written text. The next step, the writer elaborated the data based on systematic textual analysis by Fairclough (1992) first is Linguistic and second is
Intertextuality. In Linguistic, the writer classified into four types of text analysis there are vocabulary, grammar, cohesion, and the last text structure. In intertextual, the writer classified into six techniques of intertextual there are first is direct quotation, second is indirect quotation, third is mention of a person, document or statement, fourth is comment or evaluation on a statement, text, or otherwise invoked voice, fifth is using recognizable phrasing, terminology associated with specified people or groups of people or particular documents, sixth is using language and forms that seem echo certain ways of communicating, discussions other people, and types of documents. From that, the writer constructs each utterance from text use linguistic and intertextual analysis in findings for answering problems of study.

By answering the problems of study, the writer concludes that systematic textual analysis has worked to find out that construct in each utterance. Finally, Malcolm X speech entitled: “Who Taught You to Hate Yourself?” has resolved to find ideology, inequality and power use theory from Fairclough (1992)

5.2 Suggestion

The writer realizes that the study is still far from perfection. This study only analyses from systematic textual analysis. To strengthen the analysis, the writer recommends to expand their analysis into social and cultural aspects of discursive practice from three dimensional by Fairclough (1992). The purpose is to help strengthen the linkage of a text to context that was discussed before.
The writer hopes the similar study can be better for the next researchers in doing further study by using other theories and objects related with ideologies, power and inequality under Critical Discourse Analysis. In this study, the writer hopes that it can serve as reference for the next researcher.
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