Multimodality of @Tirto.id Instagram Content in Critical Discourse Analysis Teaching Materials

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Abstract

Multimodality is a detailed effort in unveiling a visual that can be interpreted in the form of text. In critical discourse analysis originating from visualization in the form of images, multimodality helps reveal the visual modes contained in the visual image, with the study of multimodality in critical discourse analysis, symbolic meanings in the form of visual modes can be deciphered. The research seeks to describe the need for discourse analysis by using multimodality studies with research data sources in the form of @Tirto.id Instagram content. Furthermore, this study also explained the concept of learning critical discourse analysis by utilizing modality elements in @Tirto.id Instagram content. The research uses qualitative descriptive techniques by applying analytical descriptions to research data. In addition, this study uses reflective conceptual techniques to elaborate on the learning concept of critical discourse analysis by utilizing modality elements in @Tirto.id Instagram content. The results and discussion in the study describe CDA briefly along with the learning concept of Critical Discourse Analysis in Higher Education by utilizing the multimodality content of Instagram @Tirto.id content. Analysis and learning concepts that will be put forward starting from the introduction (containing learning outcomes—an explanation of Critical Discourse Analysis), material (in the form of how to analyze @Tirto.id Instagram content with Van Dijk theory), and closing (delivering suggestions in learning).

Keywords: critical discourse analysis, multimodality, instagram social media

1. Introduction

Communication is an important role in community life. The means used to communicate are language, both formal and informal. Every communication carried out has a specific purpose and purpose. Communication is also not always done directly but can be through intermediaries. Intermediaries used can be in the form of electronic media such as devices, radio and television.

Information can be found on various social media. Social media is an effective medium in conveying information. The information conveyed can be reached by the wider community. In addition, information conveyed through social media quickly reaches the public. Social media used by various types of people include Google, WhatsApp, Facebook, Telegram, Instagram, and so on.

Instagram is one of the social media that is widely used by the public. Raharja and Fujiawati (2021: 37) explained that Instagram is an application that provides various photo and video services that allow users to take photos or videos by applying digital filters. Users can edit and share a photo or video to various other social media

including their personal accounts. In addition, users can share information through Instagram either in the form of photos or videos. The upload can be widely reached by the community.

One of the Instagram that contains information is @Tirto.id. Instagram account @Tirto.id contains various interesting information about various current news such as political, social, educational, and lifestyle news. The information is presented with a photo or video upload. Photos or videos uploaded have the characteristic of using illustrations to attract readers' interest in getting information. The @Tirto.id Instagram account has 1 million followers and 7493 posts as of January 6, 2023. This proves that in Instagram posts @Tirto.id is a credible source of news that deserves to be accounted for, so that it can continue to exist and grow in popularity all the time.

The posts on the @Tirto.id Instagram account contain news information packaged in photos, images and illustrations, and not to forget the infographics that are the hallmark of @Tirto.id in packaging the flow of an event. Infographics stand for graphic information in the form of images by combining data and design that helps a person or organization communicate messages to audiences more briefly (Huda, 2021). On the Instagram account @Tirto.id, uploads that attract news readers are in the form of illustrations and infographics. These illustrations and infographics contain various information about national news that is packaged differently from other mainstream media. Information presented using illustrations and infographics is more interesting to readers than information that only uses writing. This will make it easier for readers to understand the message that the news account wants to convey.

Various posts contained on the @Tirto.id Instagram account have their own meaning and content if an assessment is carried out using a language research approach. Posts on the @Tirto.id Instagram account include forms of speech acts (pragmatics) and multimodality. Researchers will focus research on multimodality in the @Tirto.id Instagram account with posts in the form of illustrations and also innovative infrographics contained in the account.

Batolu and Bustam (20226) explain that multimodal is an analysis that combines analytical tools and steps such as linguistics, systemic functional linguistics (SFL) or functional grammar to understand images if the text analyzed uses two modes, namely verbal and visual models. An important point about multimodality is the use of more than one semiotic mode to construct meaning. In written text, the modes that participate can be images, colors, textures, and so on. These modes give meaning to the text. The modes chosen will be adjusted to the context and situation of the communication carried out (Budijanto et al, 2022; Hermawan, 2021; Udasmoro, 2018).

Visual and verbal relationships in Instagram posts have an important role to build meaning so that they can provide clear information. The @Tirto.id Instagram account has visual and verbal modes that are interesting to research, because readers not only see or get information in terms of verbal but also in terms of visuals as well. These visual and verbal modes are closely related in the information conveyed.

The results of the research in the form of descriptions of illustrations and infographics with a multimodality scalpel can be used in the preparation of teaching materials in the Critical Discourse Analysis course. The relationship between the results of research and the preparation of teaching materials is an innovation in conducting technology-based learning (in this case social media). The use of social media is intended as an innovation that utilizes students with social media and Indonesian learning in Higher Education. Thus, learning in Indonesian study program is not only limited to textbooks. Teachers (lecturers) can innovate using other learning resources. Instagram account @Tirto.id can be used as an interesting learning resource to learn Critical Discourse Analysis material.

2. Research Methods

This research uses qualitative methods. Qualitative approach is a research approach involving interpretation of subject matter, case studies, personal experiences, introspection, curriculum vitae, and in-depth observation of the object studied (Kripendoff, 1993). Mahsun (2012) states that qualitative research focuses on providing meaning, description, clarification, and placement of data tailored to the context which in this case is often expressed in the form of narratives or words. This study aims to explore concepts and ideas about the use of Instagram social media content on @Tirto.id accounts in learning critical discourse analysis, which is examined textually through book references and research articles.

This research uses library research, using written sources such as books and journals that discuss the topic under study. Literature review is carried out to collect data from writings relevant to the topic discussed. The data is taken from documentation such as books, papers, journals, and articles. The method in parsing the discussion used is the descriptive-analytical method, which explains and elaborates the main ideas related to the topic discussed. The source of research data is in the form of content contained in Instagram social media on the @Tirto.id account. The data is critically examined through primary and secondary library sources related to this theme (Zed, 2003).

All information needed by the researcher is analyzed and explored based on its relevance to the research conducted. The data analysis technique used in this study is a content analysis method that has been used in previous studies. This analysis aims to obtain valid and reproducible inferences based on the context (Kripendoff, 1993). In the data analysis of this study, researchers used a reflective conceptual approach. Reflective conceptual is an idea found by researchers by considering the current conditions related to the object of research discussed (Wahyuningsih, et al., 2022). In the context of this research object, researchers explore issues and problems related to critical discourse analysis in a multimodality approach in social media Instagram account @Tirto.id as teaching material for critical discourse analysis material in universities. From these problems, researchers will elaborate concepts based on observations in the field and the application of theory in the discussion section.

3. Results and Discussion

In the results and discussion section in this research, we will briefly describe CDA along with the learning concept of Critical Discourse Analysis in Higher Education by utilizing the multimodality content of Instagram @Tirto.id content. Analysis and learning concepts that will be put forward starting from the introduction (containing learning outcomes—an explanation of Critical Discourse Analysis), material (in the form of how to analyze @Tirto.id Instagram content with Van Dijk theory), and closing (delivering suggestions in learning).

3.1. Learning Outcomes of Critical Discourse Analysis

Students are able to analyze historicism, analyze scientific Indonesian and Indonesianize foreign vocabulary, improve critical reading, popular writing, and scientific writing, correct standard language Indonesian, collect, and present rhetorical techniques politely and according to rules. Here are the indicators in learning Critical Discourse Analysis:

    a.   Getting acquainted with Critical Discourse
    b.   Implementing critical discourse interpretation on visual data (images) Instagram content @Tirto.id.

3.2. Get Acquainted with Critical Discourse Analysis

Critical discourse analysis is a medium for revealing power, domination, and inequality practiced, reproduced, or countered by written texts and conversations in social and political contexts. This analysis takes a position against the tide of domination in a grand framework to fight social injustice. Critical Discourse Analysis is a social constructivist approach that believes that representations of the world are linguistic, discursive, meaning is historical and knowledge is created through social interaction (Hariyati &; Septiana, 2017).

There are three central things in relation to the understanding of discourse, namely text, context, and discourse. Eriyanto (2001) then explained the three meanings as follows. Text is all forms of language, not just words printed on sheets of paper, but also all kinds of communication expressions, speech, image music, sound effects, imagery, and so on (Newman, 2000). Context includes all situations and things that are outside the text and influence the use of language, such as participants in language, situations in which the text is produced (Guba &; Lincoln, 1994). Discourse here is interpreted as text and context together.

In the development of modern communication science, language is a combination of words that are arranged and managed systematically and logically so that it can be used as a means of communication. Thus, words are an integral part of the overall symbols created by a particular group. So, words are always symbolic. A symbol can be interpreted as a reality that represents or represents ideas, thoughts, ideas, feelings, objects or human actions carried out in an arbitrary, conventional and representative interpretive manner. Therefore, there is no relationship that occurs naturally and is always correspondent between symbols and symbolized reality (Supriyadi, 2015).

Based on the explanation above, it can be understood that text has a significant role in the formation of discourse. According to Hamad, it is true that the main element in the construction of reality is language (text). He quotes from Giles and Wiemann that language (text) is able to determine context, because through language one tries to influence others (showing his power) through the selection of words that are effectively able to manipulate context.

3.3. Characteristics of Critical Discourse

Students are able to analyze historicism, analyze scientific Indonesian and Indonesianize foreign vocabulary, improve critical reading, popular writing, and scientific writing, correct standard language Indonesian, collect, and present rhetorical techniques politely and according to rules. The following are presented important characteristics of critical discourse analysis according to Teurn A. Van Dijk, Fairclough, and Wodak in various literature combinations.

a. Action

There are several consequences in looking at discourse. The first principle is that discourse is understood as an action. With this kind of understanding associate discourse as a form of interaction. Discourse is not placed as such in a closed and internal space. The person speaking or writing is not interpreted as writing or speaking for himself, as if the person is delirious or under hypnosis. A person speaks, writes, and uses language to interact and relate to others. With this kind of understanding, there are several consequences to how discourse should be viewed. First, discourse is seen as something purposeful, whether to influence, argue, persuade, buffer, react, and so on. A person speaking or writing has a specific purpose, both big and small. Second, discourse is understood as something that is expressed consciously, controlled, not something that is out of control or expressed outside of consciousness.

b. Context

There are several contexts that are important because they affect the production of discourse. First, discourse participants, namely the background that produces the discourse, such as gender, age, education, social class, ethnicity, religion, and many things that are relevant in describing the discourse. Second, certain social settings such as place, time, position of speakers and listeners or physical environment are useful contexts for understanding a discourse. Critical discourse analysis considers the context of the discourse, such as settings, situations, events, and conditions. Discourse here is seen as produced, understood, and analyzed in a particular context. Following Guy Cook, discourse analysis also examines the context of communication: who communicates with whom and why; in what types of audiences and situations; through what medium; how different types and development of communication; and relationships for each party.

The three centrific things are text, context, and discourse. Text (all forms of language, not just words printed on pieces of paper, but all kinds of communication expressions). Context (includes all kinds of situations and things that are outside the text and affect the use of language, the situations in which the text is produced and the intended function). Discourse is interpreted as context and text together. The point of concern is discourse analysis describing text and context together in the communication process. The starting point of discourse analysis here is that language cannot be understood as an internal mechanism of linguistics alone, not an object isolated in a closed space. The language here is understood in its overall context.

c. Historis

One of the most important aspects of being able to understand a text is to place it according to its position in history. Placing discourse in a specific social context, means that it is produced in a specific context and cannot be understood without including the accompanying context. One important aspect of being able to understand a text is to place the discourse in a specific historical context. For example, we conducted a discourse analysis of the text of student leaflets in action demanding the cancellation of the Job Creation Law. An understanding of the discourse of this text will only be gained if we can provide the historical context in which the text was created.

d. Power

Power exerts control over one person or group, controlling another person or group through discourse. Control here does not always have to be physical and direct, but also mental and psychic. Critical discourse analysis also considers the element of power in its analysis. Here any discourse that arises, in the form of text, conversation, or anything else, is not seen as something natural, natural, and neutral but a form of power struggle. The concept of power is one of the key relationships between discourse and society. Like male power in the discourse on sexism, white power over blacks in the discourse on racism.

e. Ideology

The ideology of the dominant group is only effective if the society views the ideology presented as truth and reasonableness. Ideology makes members of a group will act in similar situations, can relate their problems, and contribute in forming solidarity and cohesion within the group. Ideology is a belief that is believed to be true by a person or group of people without being critical anymore and accepting all these thoughts as if they should be done (Gunawan, 2010). Literally, ideology means the science of ideas in accordance with the times, the development of science, and knowledge. Ideological boundaries are a system of values or ideas shared by certain groups or layers of society, including processes that are general in the production of meanings and ideas. CDA studies the domination of an ideology and the injustices carried out and operated through discourse.

Fairclough suggests that CDA sees discourse as a form and practice of social. Discourse practices display ideological effects. Ideology is a central concept in CDA, this is because texts, conversations, etc. are forms of ideological practice or requests from certain ideologies. For example, literary discourse is a form of ideology or a reflection of a particular ideology. This ideology is constructed by the dominant group with the aim of reproducing and legitimizing their domination. One strategy is to make the audience aware that domination is taken for granted. In news texts, for example, it can be analyzed whether the text that appears is a reflection of a person's ideology, whether he is feminist, antifeminist, capitalist, socialist and so on. Ideology in this case is inherently social and CDA sees discourse as a form of social practice. To recognize a critical discourse analysis, it is necessary to know five general characteristics as follows.

1) The nature of cultural and social structures and processes that view texts as a form of social practice and texts as some societal phenomena that are not always linguistic in discourse.
2) Discourse is structured and constitutive, meaning that discourse is a form of social practice, and has a dialectical relationship with other social dimensions.
3) Language use should be analyzed empirically in the context of social interaction.
4) The ideological function of discourse. In this analysis the practice of discourse contributes to the creation and reproduction of unequal power relations between social groups such as social classes, women and men, minority and majority groups, and others.
5) Research conducted with the aim of uncovering the role of discourse practices in preserving unequal power relations.

Fairclough's (1995) approach is more specifically a text-oriented form of discourse analysis and one that seeks to unify three traditions, namely detailed textual analysis in linguistics, macro-sociological analysis/social practice, and interpretive and micro-sociological traditions (including ethnomethodology and conversation analysis). In this kind of discourse, everyday life is treated as a product of people's actions. In addition, discourse is also applied by Fairclough in three different concepts.

First, discourse is understood as a type of language used in a particular field, such as political or scientific. *Second*, the use of discourse as a social practice, meaning that discourse analysis aims to reveal the role of discourse practice in efforts to preserve the social world, including social relations that involve disproportionate power. Power according to Fairclough does not come from outside but determines the structure, rules, and relationships with other factors such as socio-economic, family, communication media, education and science. *Third*, in its most concrete usage, discourse is used as a way of speaking that gives meaning derived from experiences learned from a particular perspective. Therefore, in the discourse order there are discourse practices where texts and discussions are produced and consumed or interpreted.

In contrast to Fairclough's theory, the theory expressed by van Dijk emphasizes text analysis in critical discourse consisting of several structures / levels in which each part supports each other. This level is known as text analysis which consists of: macrostructure, superstructure, and microstructure. Here's the explanation table.

Macro Structure
The global meaning of a text that can be observed from the topic/theme contained in a text or discourse.
Superstructure
The outline of a text, such as the introduction, content, closing, and conclusion.
Microstructure
The local meaning of an observable text. This meaning can be seen in the choice of words, sentences, and styles used by a text.

Explanation:
1. Macro Structure (Thematic)
Thematic elements are the global meaning of a discourse. Theme is a general description of the opinion or idea expressed by a person or journalist. Theme indicates the dominant, central, and most important concept of the content of a story.

2. Superstructure (Schematic / Flow)
Text or discourse generally has a scheme or flow from introduction to end. The flow shows how the parts in the text are arranged and sorted so that they form a unity of meaning. A news story consists of two grand schemes. The first summary is marked with the title and lead. Then the second is the story, which is the content of the news as a whole.

3. Microstructure
a. Semantic Analysis, a semantic review of a news or report will include the setting, details, illustrations, intentions and assumptions contained in the discourse.

1) Background

The background is an element of discourse that can affect (the meaning of the word) to be conveyed. A journalist when expressing an opinion usually presents the background to his opinion. The setting chosen determines which way the audience will be taken.

2) Detail

This element deals with the control of information displayed by a journalist. The communicator will overdisplay information that favors him or her good image. Instead it will discard or display with a small amount of information that can harm its image and position.

3) Intent

This element looks at whether the text is conveyed explicitly or not. Whether the facts are presented naked, plain or not. That is the category of meaning elements in discourse.

4) Presuppositions

Another strategy that can give a certain image when accepted by an audience. This element is basically used to give a racial base, so that the text presented by the communicator appears correct and convincing. Presuppositions exist to give statements that are considered reliable and need not be questioned because of the presence of these statements.

b. Sentence Analysis (Syntax)

The discourse strategy at the syntactic level is as follows:

1) Coherence

Interweaving or affinity between words, propositions or sentences. Two sentences or propositions that describe different facts can be connected using coherence. So that the two facts can become related.

2) Causal Coherence

Causal coherence can easily be seen from the use of connecting words used to describe and explain relationships, or separating a proposition in relation to how one interprets something to be presented to the reading audience.

3) Explanatory Coherence

Explanatory coherence is characterized by the use of subsentences as explanatories. When there are two propositions, the second proposition is an explanatory or description of the first proposition.

4) Discriminating Coherence

Relates to the question of how the two events or facts are to be distinguished. Two events can be made as if they contradict each other and contradict each other (contrast). The conjunction commonly used to distinguish these two propositions is "compared", compared, balanced.

5) Denial

A form of discourse practice that describes how journalists hide what they want to express implicitly. Denial shows as if the journalist approves of something but does not.

6) Sentence Form

Relates to the logical way of thinking, i.e. the principle of causality. This logic of causality when translated into language becomes an arrangement of subjects (which explain) and predicates (which are explained). In an actively structured sentence a person becomes the subject of his statement, while in a passive voice a person becomes the object of his statement.

7) Pronouns

Tools to manipulate language by creating imaginative communities. Pronouns are elements used by communicators to indicate where a person stands in the discourse.

c. Lexicon Analysis (Word Meaning)

The lexicon dimension looks at the meaning of the word. Observation units of the lexicon are words used by journalists in assembling news or reports to the audience. The words chosen represent attitudes to certain ideologies and attitudes. Events are interpreted and labeled with certain words according to their importance.

d. Tailistic (Rhetorical).

1) Writing Style: description, exposition, argumentation, persuasion and narrative.

2) Graphics: the use of bold, italics, the use of underscores, letters that are made larger in size, including, captions, rasters, graphics, images or tables to support the importance of a message.

3.4. Discourse Analysis Function for Students

The function of critical discourse analysts for society is to provide real awareness of their role in society. This thinking stems from that science is 'value-free'. In this regard, the CDA must meet the following requirements in order to effectively achieve its objectives, namely:

a) because it is marginal research, critical discourse research must be better than other research in order to be accepted.
b) focus primarily on social and political issues, rather than current paradigms and habits/trends.
c) empirically, critical analysis of ordinary social problems is multidisciplinary.
d) not only explains the structure of discourse, but it tries to explain the notion of social interaction and especially social structure.
e) more specifically, CDA focuses on discourse structures that create, confirm, legitimize, reproduce, or oppose relations of power and domination in society.

In this regard, Fairclough (1997) concludes the main principles of CDA as follows.
a) CDA is concerned with social problems,
b) Power relations are discursive,
c) Discourse shapes society and culture,
d) Discourse examines (does work) ideology,
e) Discourse is historical,
f) The relationship between text and society is mediated,
g) Discourse analysis is interpretive and explanatory, and
h) Discourse is a form of social action

3.5. Media Discourse in Critical Reading

According to Fairclough and Wodak (1997), CDA sees discourse as a form of social practice so that holistic and contextual criteria need to be considered. The quality of a critical discourse will always be assessed in terms of the ability to place the text in a complete context. Discourse is no longer understood as just a series of words or propositions in a text, but as an idea, concept or effect formed in a particular context so as to influence the way of thinking and acting.

The media has a real power (influence) on society and this has also inspired many 'critical studies' in various disciplines, not least for the field of mass communication, and in addition, for the study of linguistics, semiotics, pragmatics (pragmatics) and discourse on news or TV programs. The latest media even reports something that is considered 'viral' with the addition of images or visuals that support a news discourse that can be accessed by many people. For example, in the news of the climate crisis, news of deforestation, and illegal mining that destroys people's land. The news is supported by images or visuals that try to build reader information so that it is indirectly persuasive for readers.

The study of discourse in this media according to Hall (1992) is known as the cultural studies paradigm. This media study is actually based on a combination of European Neo-Marxists (Gramsci, Althusser, Pecheux) with British socio-cultural approaches (Richard Hoggart, E.P. Thompson, Raymond Williams) and screen analysis. They combine text analysis with image analysis in a culturally broad approach to media. Critical analysis of media discourse here is concerned with broader cultural perspectives such as the dialectic between social consciousness and social beings, such as social practices – including signifying practices that produce culture and ideology – related to other practices, and how people experience (feel) their social conditions.

3.6. Use of @Tirto.id Instagram Content in Critical Discourse Analysis Learning

Instagram @Tirto.id is a source or news channel on social media that is very crowded with Indonesian netizens. Informative and attractively packaged content is the main attraction and advantage. Readability and up-to-date themes also make the Instagram account a reference source in finding news and researching news. In Critical Discourse learning, @Tirto.id Instagram content can be analyzed in text analysis consisting of: macrostructure, superstructure, and microstructure. Examples of such analyses will be presented in the following table.

Table 1. Critical Discourse Analysis in Van Dijk Theory

No.	Image (Visual)	Text Analysis
1		***Microstructure (semantic analysis)*** The image has a narrative that can be seen from the shape (in the form of a tire image of a certain type of vehicle) and words that indicate the percentage of the amount in percent (%). Trains are visualized with train tires, Rental cars are visualized with car tires, Motorcycles are visualized with motor tires, and Buses are visualized with bus tires.
2		**Macro Structure** The visualization above is depicted with a dark-skinned person walking past a house with a banner reading "Accept Boarding except Eastern and non-Muslim students." The visual discourse tells the story of a nomad from the east, in this case a student who has difficulty in finding a place to live (boarding house) because there is an incident of discrimination from society that looks badly at certain races and skin colors.

Based on the multimodality contained in @Tirto.id Instagram content, CDA learning can be implemented by applying key theories such as Fairclough's theory and van Dijk's theory (exemplified in the study). The modes built in @Tirto.id Instagram content have their own text analysis if studied through van Dijk's theory. The images and words that build visual discourse are considered suitable if implemented in CDA learning in Higher Education. This is evidenced by the discussion in this chapter.

4. Conclusion

Multimodality discourse on social media Instagram account @Tirto.id is a form of discourse that contains news information related to the latest cases. In learning critical discourse analysis in universities, multimodality discourse in social media Instagram account @Tirto.id can be utilized by analyzing each post that is felt to have multimodality content. The use of multimodality discourse in social media Instagram account @Tirto.id can we will briefly describe CDA along with the learning concept of Critical Discourse Analysis in Higher Education by utilizing the multimodality content of Instagram @Tirto.id content. Analysis and learning concepts that will be put forward starting from the introduction (containing learning outcomes—an explanation of Critical Discourse Analysis), material (in the form of how to analyze @Tirto.id Instagram content with Van Dijk theory), and closing (delivering suggestions in learning).

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