



Critical Discourse Analysis of Opression in "To Kill a Mockingbird"

Salih Al-Mamoory¹, Masoumah Abathar Witwit²

¹ University of Babylon, College of Education for Human Sciences, Department of English

² University of Babylon, College of Education for Human Sciences, Department of English

Abstract

Race from a social functional perspective has been used as a legitimation ideological tool to oppress a specific social group and to deny their access to social, political, cultural, material, work, welfare services and housing This study is concerned with the ideology of "oppression of Black people" in Harper Lee 's novel "To Kill a Mockingbird". It aims to discover how the novelist presents the ideology of oppression of the black people in South America. A number of speeches by the main characters are analyzed. (Fairclough, 1989) three- dimensional framework is adopted. The study comes out that Harper Lee presents the ideology of oppression at three levels, namely; the description, interpretation, and the explanation levels. This study is of significance for other studies that deals with racism and how it has been represented in novels.

Keywords:

Oppression against black people, racism, (Fairclough, 1989) three- dimensional framework, To Kill a Mockingbird

1. Introduction

(Fairclough, 1993) states that critical discourse analysis (Henceforth: CDA) is an approach that attempts to explain the relationship of connection and determination between discursive practices, events, texts and the wider social and cultural structures, relations, and processes. It investigates how practices, events, and texts are ideologically formed by the relations of power. It also investigates how the obscurity of the relation between discourse and society is a factor for gaining

* Corresponding author: University of Babylon, College of Education for Human Sciences, Department of English.

Email Address: salih_mehdi71@yahoo.com

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power and authority. ([Wodak, 1995](#)) states that CDA is concerned with analyzing obscure and obvious relations of power and control as revealed in language. It is not a single theory; instead CDA deals with high number of approaches and theories with different models and methods. ([Van Dijk, 2001](#)) defines CDA as a kind of discourse research analysis that mainly deals with studying social power, abuse, dominance, and inequality that are enacted, reproduced, and resisted in text and talk in social and political contexts to reveal and eventually resists social injustice. The present study deals with "Oppression" as an ideology in the novel. It answers the following questions: How does the novelist present the ideology of " Oppression" in the novel in the description level, interpretation level and explanation level? The study aims at Finding out the methods used by the novelist to present the ideology of "oppression" in the description level in the novel, dicovering the methods used by the novelist to present the ideology of "oppression" in the interpretation level in the novel, and identifying the methods used by the novelist to present the ideology of "oppression" in the explanation level in the novel. It is hypothesized that the novelist presents the ideology of "oppression" at the description level in the novel, she presents the ideology of "oppression" at the interpretation level in the novel, and she presents the ideology of "oppression" at the explanation level in the novel. The study has concluded that the novelist presents the ideology of "oppression" at the description, interpretation, and explanation level in the novel.

2. Methodology

The present study uses a critical discourse analysis perspective and it uses ([Fairclough, 1989](#)) three dimensional model which consist of three levels. These three levels are the description, interpretation, and explanation levels. This study uses both the qualitative and the quantitative methods for the analysis of the data in the present study. The data that is used for the analysis of oppression against black people is the speeches of the main characters in the novel " To Kill a Mockingbird " by Harper Lee.

Data and Analysis

The Data

About the Novel

The novel " To Kill a Mockingbird" has been published in 1960. It has won the Pulitzer Prize and has been translated in to forty languages. It has been sold more than million copies and been made in to very popular movie. It has also been named the best novel in to twentieth century. The novel is about lawyer who defends a black man charged with the rape of a white girl. He advises his children Scout and Jem Finch not to discriminate between black and white people by advising them not to kill the Mockingbird. Harper Lee in this novel investigates the irrationality of people attitudes towards race and class in the Deep South of America in the 1930. She also presents in this novel a town that is steeped in prejudice, violence and hypocrisy and one man struggle for justice ([Lee, 2010](#)).

The Data

The data of the present study consists of five speeches by a number of character selected from the novel and ten speeches by each of the three main characters, namely: scout, Atticus, and Jem. The sayings of these characters are chosen on the base that they represent the main ideology of the novel " oppression" of black people by white people.

The Model

([Fairclough, 1989](#)) approach is chosen as a model for the present study. It consists of three stages that are interconnected and are used to explore the critical side of discourse. These stages are the description, interpretation, and explanation levels. The description stage deals with textual analysis that consists of vocabulary, grammar and textual structure. The interpretation stage deals with situational context, intertextuality, speech act, and schemata. These aspects deal with text according to its relation to the wider social context and it deals with the text and its context. The final and

third stage of analysis is the explanation stage which deals relationship between interaction and the social context. Explanation stage deals mainly with the issues of ideology and power. (Figure 1), (Fairclough, 1989) Three Dimensional Model.

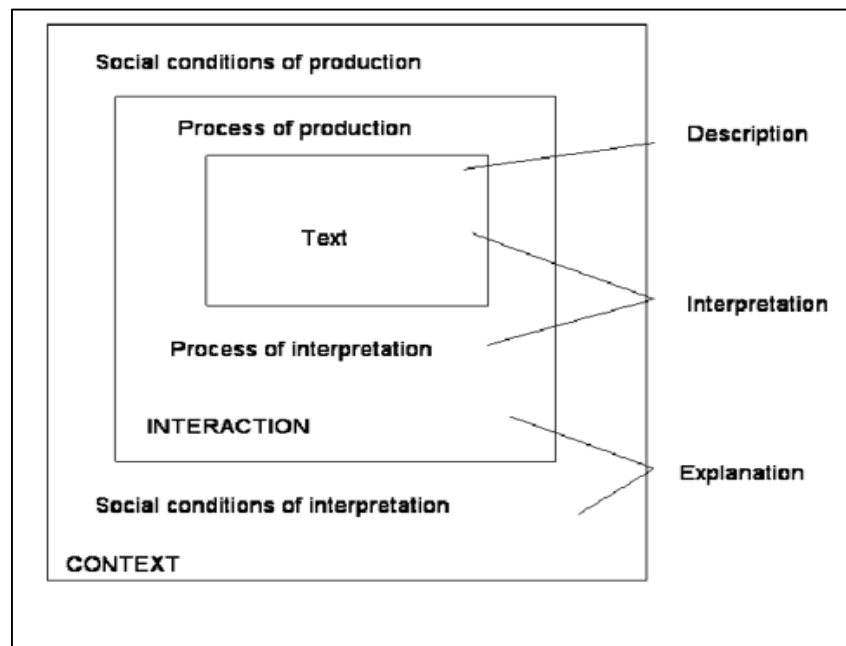


Fig. 1. Fairclough 's (1989) Three Dimensional Model

The Analysis

The analysis of the data deals with three levels, namely; description, the interpretation, and the explanation stage.

The description stage

The description stage consists of vocabulary and textual structure and transitivity.

Vocabulary

(Fairclough, 1989), stated that vocabulary can serve as a mean for presenting the ideological differences that leads to different representations of the world. (Fairclough, 1989) mentions three types of value for vocabulary items: the relational, the experiential and expressive values. Expressive and relational values have to do with social relations and social identities, while the experiential value deals with the content of vocabulary items. (Fairclough, 1992) also asserts that experiential value has to do with "knowledge and belief". The present study in this section deals with vocabulary items that present the ideology of the "oppression" of the black people in South America by the white people.

3. Results

Expressions of "oppression"

The novel "To Kill a Mockingbird" contains expressions that refer to oppression of the black people by white people and the resistance of this "oppression". These expressions can be found in the speeches of the characters in the novel. The expression "nigger" which refers to the oppression of the black people can be found in the speeches of the characters in the novel. Beginning with the main character Atticus, his speeches contain the expression of "Niger". Atticus uses this expression to warn people of its danger and to resist the oppressions of the black people as in "of course I do. Do not say niggers, Scout. That's common" p.85. Atticus in this speech is defending the black people by asking his daughter Scout not to use the word nigger. Also "I'd rather you shot at tin cans in the back yard, but I know you 'will go after birds. Shoot all the blue jays you want, if you can it' em, but remember it's a sin to kill a mocking bird" P103. In this speech, Atticus is using words such as

Blue jays, shooting, and sin to tell his brother not to shoot innocent birds in which he refers to the black innocent people who are killed by white people." She was white, and she tempted a Negro. She did something in our society is unspeakable: she kissed a black man. Not an old Uncle, but a strong young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterward. In this speech, Atticus uses expressions such as " white, tempted, Negro, kissed to defend a black man who was accused falsely of raping a white girl. " Which, gentleman, we know in itself a lie as Black as Tom Robinson's skin, I lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral; some Negro men are not trusted around women- black or white. But this is a truth that applies to the human race and no particular race of men and to a particular race of men. There is not a person in this courtroom who has never told a lie, who has never done an immoral thing, and there is no man living who has never looked upon a woman without desire P233. In this speech, Atticus is using expressions such as "Negro, immoral, trusted, and desire to show that the bad things can be committed not only by black people but also by white people. " In our courts, when it's a white man's word against a black man's, the white man always wins. They are ugly, but those are facts of life" p. 252. Atticus has used expressions such as ugly, white man, black man to show the ugliness of the discrimination between the black people and the white people and how the white men have authority to do whatever they like with the black men.

On the other side, there are characters that defend the oppression of the black people by white people. "My folks said your daddy was a disgrace an' that nigger oughta hang from the water-tank p 87". This speech is said by Cecil Jacobs in which she uses expressions such as disgrace, nigger, and hang in which she presents the opinion and the attitude of the people in the town concerning the black people. If Uncle Atticus lets you run around with stray dogs, that's his own business, like Grandma says, so it ain't your fault. I guess it ain't your fault if Uncle Atticus is a nigger-lover besides, but I am here to tell you it certainly does mortify the rest of the family P94. Francis in this speech uses expressions such as " nigger-lover" to reflect the attitude of the white people against defending a black man. "Your father's no better than the niggers and trash he works for". This speech has been said by Mrs. Dubose in which uses expressions such as trash, nigger lover to view her opinion about defending black people. "Why I run for Tate quick as I could. I knowed who it was, all right, lived down yonder in that nigger-nest, passed the house every day. Jedge, I have asked this country for fifteen years to clean out that nest down yonder, they are dangerous to live around sides devaluing my propertyP200. This speech has been said by Mr. Ewell in which he uses expressions such as Niger nest that reveals his attitude and his hatred for the black people. With Mr. Ewell and seven children on the place boy"? P225. This speech has been said by Mr. Gilmer in which he uses the expression " boy" which reflects his attitude of believing in the inferiority of the black people and supremacy of the white people ([Mile, 1993](#)).

Textual Structure

The study in this stage deals with the larger scale structure of the text. ([Fairclough, 1989](#)) states that the textual structure refers to the manner or the way in which the text is constructed or organized of expected components and expected order. This stage deals with the analysis of the organization and the structure of the text. The novel consists of 31 chapters. The novelist Harper Lee begin the first chapters with presenting the Childhood of the storyteller Scout and her brother Jem and her friend Dell, then she moves gradually from presenting the childhood experience to presenting the attitude of people toward the black people. In the last chapters of the novel, Harper Lee presents the trail of an innocent black man and the aggression of people toward the black people. Finally, the novel ends with killing Tom Robinson as a victim of the oppression of the black people by white people.

Transitivity

(Fairclough, 1992) states that transitivity is the feature of grammar of clauses that is linked to the ideational meaning. (Fairclough, 1992) also states that purpose behind analyzing the transitivity of the clauses is to identify the social, political, cultural, ideological that decides how a process is indicated through a specific kind of discourse.

(Halliday & Matthiessen, 2014): state that there are there are three parts which forms the transitivity of a clause: participant (who and whom), process (what), and circumstance (in what condition). Participants and processes are essential in the analysis of the transitivity of the clauses which the circumstances are peripheral. They indicate that processes are six. The main ones are material, relational, and mental. Behavioral, verbal, and existential are subsidiary ones. The present study adopts their model for the analysis of transitivity of the characters' selected speeches.

Table (1): Transitivity Analysis of Major Characters' Speeches

No.	Clause	Participants	Process Type
1	"Do not say niggers , scout	Sayer	Verbal
2	I am simply defending a negro-	Actor	Material
3	His name is Tom Robinson	Identified	Relational
4	He is a member of Calpurnia's Church	Identified	Relational
5	And Cal knows his family well	Sensor	Mental
6	She says	Sayer	Verbal
7	That they're clean living folks	Identified	Relational
8	Scout, you are not old enough to understand some things yet.	Identified	Relational
9	But there's been some high talk around town	Identified	Relational
10	That I shouldn't do much about defending this man	Actor	Material
11	It is a peculiar case	Identified	Relational
12	It won't come to trial until summer session	Existent	Existential
13	John Taylor was kind enough to give use a postponement	Identified	Relational
14	If I didn't I could not hold up my head in town	Identified	Relational
15	I couldn't represent this country in the legislature	Actor	Material
16	I could not tell you or Jem not to do something again"	Sayer	Verbal
17	Because I could never ask you to mind me again	Sayer	Verbal
18	Every lawyer gets at least one case in his life time	Sensor	Mental
19	That affects him personally	Sensor	Mental
20	This one's mine	Identified	Relational
21	You might hear some ugly talk about it at school	Sensor	Mental
22	Do one thing for me if you will	Actor	Material
23	You just keep you head high	Actor	Material
24	And keep those fits down	Actor	Material
25	No matter what anybody says to	Sayer	Verbal
26	Don't you let'em get your goat	Actor	Material
27	Try fighting with your head for a change	Actor	Material
28	It is a good one	Identified	Relational

29	Simply because we were licked a hundred year before we started is no reason for us not to try	Identified	Relational
30	It could not be worse , Jack	Identified	Relational
31	The only thing we have got is black man's word against the Ewells'.	Identified	Relational
32	But do you think	Sensor	Mental
33	I could face my children otherwise?	Actor	material
34	You know what's going to happen	Sensor	Mental
35	And I hope and pray	Sensor	Mental
36	I can get Jem and Scout through it without bitterness	Actor	material
37	Why reasonable people go stark raving mad when anything involves a negro comes up.	Actor	Material
38	I do not pretend to understand	Sensor	Mental
39	I just hope	Sensor	Mental
40	That Jem and Scout come to for their answers	Actor	material
41	Instead of listening to the town	Sensor	Mental
42	I hope they trust me enough	Sensor	Mental
43	I'd rather you shot at tins in the back yard	Actor	Material
44	But I know	Sensor	Mental
45	You will go after birds	Actor	Material
46	Shoot all the blue jays you want	Actor	Material
47	But remember	Sensor	Mental
48	, it is a sin to kill a mockingbird	Identified	Relational
49	Trail'll probably be Monday	Identified	Relational
50	You can keep him one night	Actor	Material
51	Get some sleep Tom	Actor	Material
52	They won't bother you anymore	Actor	Material
53	You know	Sensor	Mental
54	It is a funny thing about Braxton	Identified	Relational
55	He despises Negroes	Sensor	Mental
56	Won't have one hear him	Sensor	Mental
57	I don't know of any low	Sensor	Mental
58	That says they can't talk	Sayer	Verbal
59	May be if we didn't give them so much to talk about	Actor	Material
60	They'd would be quiet	Identified	Relational
61	Why don't you drink your Coffee , Scout	Actor	Material
62	She was white	Identified	Relational
63	and she tempted a negro	Sensor	Mental
64	She did something in our society is unspeakable	Identified	Relational
65	She kissed a black man	Actor	Material
66	No code mattered to her before she broke it	Actor	Material
67	But it came crashing down on her afterward	Existent	Existential
68	And so a quiet , respectable , humble Negro who had the unmitigated temerity to feel sorry for a white Women	Sensor	Mental

69	Has had to put his word against two white people's.	Actor	Material
70	I need not remind you on their appearance and conduct on the stand	Sensor	Mental
71	The exception of the Sheriff of Maycomb County have presented themselves to you gentleman	Actor	Material
72	That you gentleman would go along with them on the assumption – the evil assumption	Actor	Material
73	That all negroes lie	Sayer	Verbal
74	That all Negroes are basically immoral beings	Identified	Relational
75	That all negroes men are not to be trusted around our women	Identified	Relational
76	Which, gentleman, we know in itself as lie as black as Tom Robinson's Skin.	Identified	Relational
77	I do not have to point to you	Actor	Material
78	You know the truth	Sensor	Mental
79	And the truth is this	Identified	Relational
80	Some Negroes lie	Sayer	Verbal
81	Some Negroes are immoral	Identified	Relational
82	Some Negroes are not to be trusted around women	Identified	Relational
83	But this is the truth that applies to the human race and no particular race of men and to a particular race of men	Identified	Relational
84	There is not a person in this courtroom who has never told a lie	Sayer	Verbal
85	Who has never done an immoral thing	Actor	Material
86	And there is no man living who has never looked upon women without desire	Identified	Relational
87	Before , I quiet	Sayer	Verbal
88	Thomas Jefferson once said	Sayer	Verbal
89	That all men are created equal	Identified	Relational
90	There is a tendency in this year of grace , 1935 ,	Identified	Relational
91	For certain people to use this phrase out of context	Sayer	Verbal
92	To satisfy all conditions	Actor	Verbal
93	The most ridicules example I can think of	Sensor	Mental
94	Is that people who ran public education promote the stupid and idle along with industrious	Actor	Material
95	Because all men are created equal	Actor	Material
96	Educators will gravely tell you	Sayer	Verbal
97	The children left behind suffer terrible feeling of inferiority	Sensor	Mental
98	We know	Sensor	Mental
99	All men are created equal in the sense some people would have to believe	Sensor	Mental
100	Some people would have more opportunity than others	Identified	Relational

101	Some people have more opportunity	Identified	Relational
102	Because they are born with it	Identified	Relational
103	Some men make money more than others	Actor	Material
104	Some ladies make cakes better than others	Actor	Material
105	Some people are born gifted beyond the normal scope of most men	Identified	Relational
106	I don't know	Sensor	Mental
107	But they did it	Actor	Material
108	They have done it before	Actor	Material
109	And they will do it again	Actor	Material
110	And when they do it	Actor	Material
112	It seems that only children weep	Identified	Relational
113	Tom Robinson is a colored man	Identified	Relational
114	No jury in this part of the world's going to say	Sayer	Verbal
115	We think you're quality	Sensor	Mental
116	It was either a straight acquittal or nothing	Identified	Relational
117	The white man always win	Actor	Material
118	There are ugly	Identified	Relational
119	But those are facts of life	Identified	Relational
120	You couldn't	Actor	Material
121	But they could and did.	Actor	Material
122	The older you grow , the more of it you'll see	Sensor	Mental
123-	The one place where a man ought to get a square deal is the courtroom	Existent	Existential
124-	Be he any color of the rainbow	Identified	Relational
125-	But people have a way of carrying their resentment right into the jury box.	Actor	Material
126	As you grow older	Identified	Relational
127	, you will see white men cheat black men every day of your life	Actor	Material
128	But let me tell you something	Sayer	Verbal
129	and don't forget it	Sensor	Mental
130	Whenever a white man does that to black man	Actor	Material
131	No matter who he is	Identified	Relational
132	How rich he is	Identified	Relational
133	Or how fine a family he comes from	Identified	Relational
134	That white man is a trash	Identified	Relational
135	There is nothing more sickening to me	Identified	Relational
136	Than a low-grade white man who will take advantage of a negro's ignorance	Actor	Material
137	Do not fool yourselves	Actor	Material
138	And one of these days we are going to pay the bill for it.	Actor	Material
139	I hope it is not in your children's time	Sensor	Mental
140	Do you defend negroes	Actor	Material
141	Do all lawyers defend negroes	Actor	Material
142	Then why did Cecile say	Sayer	Verbal
143	You defend negroes	Actor	Material

144	He made it sound	Actor	Material
145	Like you are running a still.	Actor	Material
146	You mean if you did not defend that man	Actor	Material
147	Jem and I would not have to mind anymore	Actor	Material
148	Cal , I know	Sensor	Mental
149	Tom Robinson is in Jail	Identified	Relational
150	He's done something awful	Actor	Material
151	But, why won't folks hire Helen	Actor	Material
152	Cal , why don't you talk nigger- talk to your folks	Sayer	Verbal
153	When you know it's not right	Sensor	Mental
154	You said	Sayer	Verbal
155	Braxton Underwood despises negroes right in front of her	Actor	Material
156	I don't think	Sensor	Mental
157	It is a good habit, Atticus.	Identified	Relational
158	It encourages them	Actor	Material
159	You know	Sensor	Mental
160	how they talk among themselves	Sayer	Verbal
161	Well, Dill, after all his just a negro	Identified	Relational
162	She won't let him alone about Tom Robinson	Actor	Material
163	She almost said	Sayer	Verbal
164	Atticus was disgracing the family	Actor	Material
165	My folks said	Sayer	Verbal
166	Your daddy was a disgrace	Identified	Relational
167	An' that nigger oughta hang from the water tank	Exstintnt	Existential
168	If uncle Atticus let you run around with stray dogs	Actor	Material
169	That's his own business	Identified	Relational
170-	Like Grandma says	Sayer	Verbal
171	So it ain't you fault	Identified	Relational
172	If uncle Atticus is nigger-lover	Identified	Relational
173	But I am here to tell you	Sayer	Verbal
174	Just what I said	Sayer	Verbal
175	Grandma says	Sayer	Verbal
176	It is bad enough	Identified	Relational
177	He let you all run wild	Actor	Material
178	But now he's turned out a nigger- lover	Identified	Relational
179	We'll never be able to walk the streets again	Actor	Material
180	Your father's no better than the nigger' trash	Identified	Relational
181	It is the same God , aint it	Identified	Relational
182	It is because of what folks says	Sayer	Verbal
183	Tom has done	Actor	Material
184	Folks are anxious to have anything to do with his family	Actor	Material
185	Old Mr. Bob Ewell accused him of rapin's his girl	Sayer	Verbal
186	And had him arrested and put in Jail	Actor	Material
187	Well, in the first place I am black	Identified	Relational
188	You all know of brother Tom Robinson's trouble	Sensor	Mental

189	He has been a faithful member of first purchase	Identified	Relational
190	Since he was a boy	Identified	Relational
191	You all know	Sensor	Mental
192	What it's for	Identified	Relational
193	Helen can't leave those children to work	Actor	Material
194	While Tom is in Jail	Existent	Existential
195	To tell you the truth	Sayer	Verbal
196	Helen's finding it hard to get work in these days	Actor	Material
197	When it's picking time	Identified	Relational
198	It was the night of November twenty –first	Identified	Relational
199	I was just leaving my office to go to home	Actor	Material
200	When Mr- Ewell came in	Actor	Material
201	Very excited he was	Identified	Relational
202	Some nigger'd raped his girl	Actor	Material

The transitivity analysis of Atticus, Scout, Jem, Cecil Jacobs, Francis, Mrs. Dubose, Calpurnia, Reverend Skye, and Mr. Tate 's speeches as found in (Table 1) (Transitivity Analysis of Major character's Speeches) reveals that the total number of clauses in his speeches are (202) consisting of (73) Material processes, (28) verbal processes, (39) mental processes, (66) relational processes and (5) existential processes. The following table interprets the findings of transitivity analysis. It provides information about the numbers of the overall use of processes and participants. It also represents the percentages.

Table (2): Overall frequency of occurrences of the participants and processes in the clauses of Major Characters' speeches

No	Participant	Process	Frequency Occurrence	of Total par/pro	Freq. of Per
1	Actor	Material	73	202	36.1%
2	Identified	Relational	66	202	32.6%
3	Sensor	Mental	39	202	19.3%
4	Sayer	Verbal	28	202	13.8%
5	Existent	Existential	5	202	2.4%

(Table 2) (Overall frequency of occurrences of the participants and processes in the clauses of Major Characters' speeches) reveals that the actor participant and the material processes are given the highest rate with (73) frequency of occurrence, corresponding to (36.1%). This is followed by the identified participant and the relational processes that are given (66) frequency of occurrences, corresponding (32.6 %). This is followed by the sensor participant and mental processes (39) corresponding to (19.3%). This is followed by the sayer participant and the verbal processes (28) corresponding (13.8%). The lowest ones are the existent participant (5) and the existential processes (13.8%).

The transitivity analysis of selected major characters' speeches reveals the following points:

1- The material processes are used by the major character Atticus to defend the rights of the Black people and to resist the oppression of the Black people by the White people. Also Atticus uses

the material processes to convince his children to take the right actions and to resist the inequality between Black people and White people. Atticus also uses these processes for convincing the people in Meycomb to stop doing wrong actions regarding the Black people and to show how White people do wrong actions regarding the Black people. The material processes are also used by other characters like Atticus to convince the people in Meycomb County to do right actions regarding the Black people. The other characters like Francis, Mrs. Dubose, Cecil Jacobs use these processes to make people do wrong actions concerning the Black people. The material processes are used by the novelist to view how the majority of the White people do wrong actions regarding the Black people. It also shows through the use of the material processes that people how do right actions regarding the Black people are the minority.

2- The relational processes are used by the major character Atticus to identify the man who is defending as a Black Man and to identify this Black man as a good one and to identify some white people as doing injustice toward the Black people. The relational processes are also used by other characters such as Francis, Mrs. Dubose, Cecil Jacobs to identify the people who defend the Black people as wrong and disgrace for the whole society. The relational processes are used by the novelist to identify some people as standing against the rights of the Black people and as being racists and to identify the minority of people as resisting the racism and the oppression of the black people.

3- The mental processes are used by the major character Atticus to remind his children that Black people are good people and to show that defending a black man affects him personally. He also uses the mental processes to show that a white girl can tempt a black man and that the black man felt sorry for white women. He uses them in the court to remind the jury that Black people must not be punished for nothing and to remind that the Black people and the White people are equal in rights. The mental processes are also used by others characters in the novel that represents the minority as Reverend Skyes and Calpurnia to remind the people that Black and white people are equal. The novelist uses the mental processes to view remind the people through using the major characters like Atticus of the Black people's rights and the equality between Black and White people.

4- The verbal processes are used by the major character Atticus to teach his daughter not to use the word " Niger", to defend the Black people using the what Calpurnia says about Tom Robinson and his family, to tell his children the importance of defending a Black man and to advice his children not to listen to people who despise the Black people, and finally to show that Black and White people are equal using the words of Thomas Jefferson. The novelist uses the verbal processes to view the words of important people like Thomas Jefferson who called for the equality of Black and White people.

5- The existential processes are used by the major character Atticus to show that courts in the Southern states in America do not respect the Black people's rights. These processes are also used by Reverend Skyes to show that Black people like Helen do not have any place to work in and they are victimized. The existential processes are used by the novelist to show the injustices of the courts in Southern America States regarding the rights of the Black people.

The Interpretation Stage

The interpretation stage of the present study consists of the situational context analysis.

Situational Context

(Fairclough, 1989) has stated that there are four questions that correspond with the four dimensions of situation. These four questions are:

A- What's going on?

The content of discourse consists of activity type which contains a textual structure, topic, and purpose. The activity type in to which the discourse of the novel belongs to literature and is a novel of historical fiction and characters in this historical fiction may either be imaginary or

representation of actual figures. The topic that is dealt with in this novel is the oppression of the African- Americans and preventing them from getting equality.

B- Who's involved?

The social identities that represent the discourse in this novel are the novelist Harper Lee who through this novel addresses the culture and people of South America during the mid- 20th century to raise the awareness and change the element of inequality between white and black people in South America. The characters in the novel are the social identities that represent the society of South America who discriminate between white and black American and those who resist this discrimination.

C- In what relations?

The social relations that control the discourse of this novel is the racism, oppression, inequality, injustice of the society and its legal issues regarding the black Americans. Harper Lee presents the rigid class structure and the social stratification of Meycomb County which represent the society of South America in 1930.

D- What's the role of language?

Language plays a vital role in the novel. Harper Lee uses language to show the attitude of the white Americans in the society of South America toward the black Americans. Through the use of language, it becomes clear that some characters in the novel ask for the discrimination between black and white American who represent the majority and other characters that defend the rights of the black American as Atticus, Scout, Jem, Dill, and the Judge Taylor. The majority of characters represents there attitude toward the black people by using words like " Nigger lover, Trash, Nigger nest and boy which reveals ideology of racism.

The Explanation Stage

This section deals with the ideology within the novel.

The Ideology

The ideology of the novel can be revealed by explaining the ideas that are found in the text of the novel. These ideas are morality, social inequality, the mockingbird, and racism. These ideas are explained in order to reveal the ideology of " oppression" which, according to this study, is the main ideology in the novel.

A- Morality

The novel of " To Kill a Mockingbird" is considered to be exploration of human morality. Through the novel, there are a number of conversations between Atticus and his children regarding good and bad. Atticus is considered to be a teacher for his children and the whole town. Atticus believes that people have good and bad sides but it is the good side which will win at the end. Atticus attempts to teach, challenge, and change the deeply inherited ideology of racism that is ingrained in the racist town of Meycomb County (Grade Saver: To Kill a Mockingbird).

B- Social Inequality

Social inequality is one of the central ideas in the novel " To Kill a Mockingbird". Harper Lee in this novel depicts many forms of social equality. Firstly, there is the matter of discrimination between poor and rich people. Also, there is racism and inequality between black and white people. Black people' rights are denied by the White people and the Black Americans suffers from inequality that is done by White people. The last type of inequality is between man and women in the Southern American society. Women have been considered lower than men in the society. There have been particular ways in which women were expected to act in the society and this can be seen clearly in the treatment of Aunt Alexandra for Scout and how Aunt Alexandra is familiar with how women must act in the society (Bartleby Research: Social Inequality in to Kill a Mockingbird).

C- The Mockingbird

Scout and Jem receive air guns for the Christmas. Atticus tells his children Scout and Jem that he prefers for them to shoot the tin can rather than any bird and if they want to shoot birds, they must not shoot Mockingbirds. He explains that it is a sin *to kill a Mockingbird*. The mockingbird is very important idea in the novel. Miss Maudie explains to Jem and Atticus why it's wrong to shoot Mockingbirds. Mockingbirds do not do any harm and all they do is singing peacefully, therefore it is a sin to kill these birds. The Mockingbirds represents goodness and purity. The Mockingbird represents real characters. It firstly represents Tom Robinson who has been accused of raping a White girl and has been sentenced to death in spite of being innocent. Another example of the Mockingbird is Boo Radely who has been locked up by his father for his entire life. He has saved the life of Jem and Scout by killing Mr. Ewell but the Sherriff has said that Mr. Ewell killed himself, because Boo is another example of an innocent Mockingbird who must be protected.

D-Racism

Racism is the major them of the novel. In 1930, the Black American has been highly subjugated by the White Americans. Black people have not been permitted to commingle with the White people in public areas. The towns in South America have clearly distinct White and Black Areas. Scout in the novel explores the differences between White and Black people. There are many examples if racism in the novel for instance, when Atticus wants to visit Calpurnia Aunt Alexandra has prevented here simply because Calpurnia is a Black woman. Another example is Tom Robinson who has been convicted because he is a Black Man (Grade Saver: *To Kill a Mockingbird*).

4. Discussion

The analysis of "oppression of black people" in major characters' speeches in "To Kill a Mockingbird" according to (Fairclough, 1989) three dimensional model on the description, interpretation and explanation levels leads to finding out how the novelist Harper Lee presents the ideology of oppression using these characters. On vocabulary level, for instance, main characters' use expressions like a nigger either to stand against the oppression of Black people by white people whom are the minorities, or standing with the oppression of Black people whom represent the majorities. On the interpretation level, the situational context of this novel show that this novel represents the southern American society that stands for racism, prejudice against black people. On the explanation level, ideologies like prejudice, racism, inequality and the mockingbird has been presented by the novelist to reflect the reality of the southern American society and their ideologies.

5. Conclusions

The novelist Harper Lee represents the ideology of "Oppression of the black people in the description level. The novelist presents the ideology of the "oppression" using vocabulary and lexical items. The novelist presents the ideology of the "oppression" using material, relational, mental, verbal, and existential processes. The novelist presents the ideology of the "oppression" using textual strategies. The novelist Harper Lee represents the ideology of "Oppression of the black people in the interpretation level. The novelist presents the ideology of "Oppression using situational context strategies. The novelist Harper Lee represents the ideology of "Oppression of the black people in the explanation level. The novelist represents the ideology of "Oppression using a number of ideas like morality, social inequality, the mockingbird, and racism to view the ideology of "oppression" of the black people.

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