



## A Critical Discourse Analysis of ‘A Guide to Boycotting for Palestine’ on the ‘Let’s Talk Palestine’ Instagram Account Using Fairclough’s Three-Dimensional Model

Fikri Arya Nurrachman<sup>1</sup>, Fitra Hanif<sup>2</sup>, Raden Muhammad Rafi Riquillah<sup>3</sup>, Dwi Rahayu<sup>4</sup>

[1fikrinurrachman98@gmail.com](mailto:fikrinurrachman98@gmail.com)

[2fitrahanifi7@gmail.com](mailto:fitrahanifi7@gmail.com)

[3radenrafi56@gmail.com](mailto:radenrafi56@gmail.com)

[4dosen02343@unpam.ac.id](mailto:dosen02343@unpam.ac.id)

<sup>1,2,3,4</sup> English Department Faculty of Letter, Universitas Pamulang, Indonesia

### Article Info

### Abstract

**Keywords:** Critical Discourse Analysis, Discourse, Norman Fairclough Three Dimensional Model, Instagram.

This study aims to investigate the use of written communication on an Instagram post. Specifically, the power contained in the communication and its influence for the audiences. In purpose to reveal the implied meaning of the messages, by examining the diction used, sentence form and the topography in a written communication. This study applied a qualitative descriptive method to help in arranging this study. This study found the relationship between the word used and the author ideology in an instagram post which can be known as a form of discourse. The examined data shows that the repetition of words ‘BDS’ and ‘Boycott’ has a power to build up the content. With the depicted symbols as the target of the ‘BDS’ and ‘Boycott’ action, the author uses his/her authority to influence the readers persuasively. The writers conclude that the object is conveying the author’s message to persuade the audiences with the use of language. Further, this study focuses on an Instagram post entitled, “A Guide to Boycotting for Palestine” by the “Let’s Talk Palestine” Instagram account.

© 2024 Universitas Pamulang

✉ Corresponding author:

B3 Building, Kampus Viktor, Pamulang, Tangerang Selatan Indonesia 50229

E-mail: [fikrinurrachman98@gmail.com](mailto:fikrinurrachman98@gmail.com)

## INTRODUCTION

People talk, state, and express their ideas through communication. In fact, communication becomes the cornerstone for people's interaction. Most people undoubtedly communicate with others for several purposes; to inform, to entertain, to persuade, etc. Salamondra (2021) defined communication as, “the transmission of information from a source to an audience.” (p. 22). Communication can be seen as a condition of conveying messages to other parties. However, conveying a message is not the only trigger to set a communication, there must be active listeners. To be an effective communication, listeners need to comprehend the context conveyed and give feedback if required. It is obvious if a communication happens, it is followed by context.

Since the communication relies on context, the parties involved need to be careful in understanding the context. Its function is to clarify the event or meaning of the message conveyed. Further, context can be various, depending on the situation or condition. In this case, people may get confused in determining or understanding certain contexts in communication. Further, communication in context is the actual form of discourse. To help better understand discourse deeply, a subject was held as so-called discourse analysis. The key concept of discourse analysis is trying to focus on what people mean or want in communication (Bonyadi, 2019). Discourse analysis's main point is on examining the underlying context in a communication. It helps people to better identify the meaning or the intention from the message conveyed. Discourse analysis encompasses all of the communication forms; spoken and written. It covers the whole language used by people in real life. Looking in-depth at discourse analysis broadly examines various contexts, some researchers present a branch of discourse analysis specifically, called Critical Discourse Analysis (CDA). Critical Discourse Analysis specifically examines the relation of language, ideology and power within language use (Liu & Guo, 2016). A number of theories and methods for studying discourse and social life is presented in CDA (Rogers et al., 2016). In a set of theories included in CDA, Norman Fairclough's Three-Dimensional Model becomes the basis of this study analysis. Fairclough as cited in Janks (1997) proposed the three-dimensional analysis: text analysis (description), processing analysis (interpretation) and social analysis (explanation). The writers apply Fairclough's analysis model in examining a written communication contained in an Instagram post.

Therefore, this study analyses a social media platform, specifically Instagram. In this digital era, social media has become essential around the world. It is used by people to communicate, give information and share contents. Number of people choose to use social media for communication over interacting with conversations in person (Dwivedi, et al., 2018). Social media is depicted as an information bridge throughout the world. In specific, current technology affects the information spread (Zeitsoff, 2017). Instagram is one of the most popular, was released in 2010, and has reached 100 million active users in 2018 (Riadi, et al., 2018). This rapid growth indicates people's huge interest in using Instagram. It is an effective social media to spread any information. Tanujaya (2022) reveals that Instagram has power in its 'like' feature which has a subtle influence on recipients by affecting their self-perception, relationships with others, and subsequent

actions. Furthermore, the power of social media like Instagram is not only on its 'like' button, but the most dominant power of Instagram can be seen by its 'followers'. According to Parmelee & Roman (2020), they said that influencing 'followers' views is more than any other source. Both 'like' buttons and 'followers' can be said as the source of power. In other words, if an account has thousands of followers and they push the 'like' button, that account is considered as a credible information source and has the possibility to influence the readers. In so many Instagram accounts that have lots of followers, the writers focus on a post entitled *A Guide to Boycotting for Palestine* by 'Let's Talk about Palestine' account. This account has nearly a million followers across the world. The writers considered this account to have a big power to influence people within this platform. The theoretical framework is based on Fairclough Three-Dimensionality. A qualitative descriptive data analysis method is applied in this research. The writers have gathered expert opinions from journals, e-books, and articles.

## METHODS

The study is conducted using a qualitative-descriptive method in analysing the issues. The concept of qualitative-descriptive method was constructed by both descriptive and qualitative methods. Manjunatha (2019) defines a descriptive method as a method that consists of statements of data exploration as they have been presented by the researcher without being controlled by an over variable. In a simple way, descriptive research attempts to describe, identify and determine the evidence, it could be an event, object, or phenomenon to establish what it is. As Nassaji (2015) mentioned, this research is more concerned with 'what' rather than 'how' or 'why' something has happened

In this study, the data is collected from an Instagram post by 'Let's Talk Palestine' account, '*A Guide to Boycotting for Palestine*', which contains ten slides. The writers examined those all slides with the perspective of Norman Fairclough's three-dimensional model critical discourse analysis framework. The first step is observing the micro level which analyze the language usage such as vocabulary, sentence form, and the words values. In addition, the writers also examined the meaning of the symbols that depicted in each slide. The second step is analyzing the meso level analysis which involves the writers' interpretation of the content relating to the discourse practice. The last step is analyzing the macro level. In this level, the writers examine the power involved in the content and the social struggle that is implied by the author.

## RESULTS AND DISCUSSION

In this section, the writers conduct Norman Fairclough's three-dimensions analysis on Instagram post '*A Guide to Boycotting for Palestine*' by 'Let's Talk about Palestine' Instagram account. This Instagram post contains ten slides that intend to support Palestine by boycotting several brands. The context of boycotting in this Instagram post is surely targeting the brands that support the Israel and Palestine war. Thus, this

Instagram post has its social background, that is the issue of inhumanity that Israeli have done to Palestinian in the recent war. Since Instagram post ‘*A Guide to Boycotting for Palestine*’ by ‘Let’s Talk about Palestine’ Instagram account has large number of ‘followers’ and ‘likes’ to influence people, the writers examine the three-dimensions of this Instagram posting to reveal the relationship between the social context and the power it has in its textual content. Furthermore, the three-dimension: micro level (description), meso level (interpretation), and macro level (explanation) is examined through the following manners

### 1 Micro Level Analysis (Description Level).

The first level of Norman Fairclough’s Three-Dimensional model is micro level, or can be said as description level analysis. In the first level, the analysis of the object involves the textual elements such as language use, vocabulary, grammar, and sentence form. There are numerous texts that can be analyzed in this Instagram post. Each textual element in this instagram post surely conveys a message related to the war. The author uses declarative and imperative words to make this Instagram content. In addition, the writers serve some interpretation of some symbols that are depicted in this Instagram posting. Even though the micro level should focus on the textual elements, it is important to analyze the symbols that are depicted in this Instagram posting because it serves the essential aspect for the content. Moreover, both the textual elements and the symbols on each slide of this Instagram posting make vivid messages for this discourse object. Thus, the writers analyze the micro level as the following data.

#### Datum 1

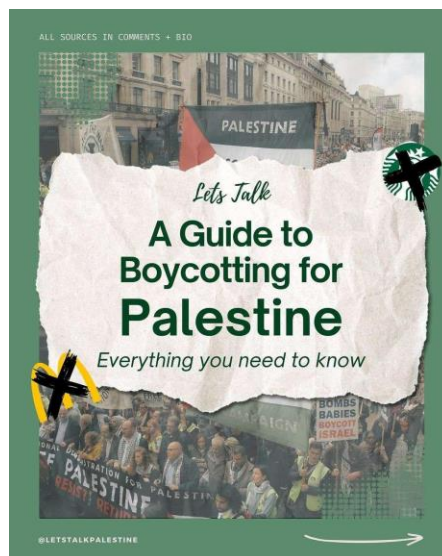


Figure 1 (Let’s Talk Palestine, 2024)

The first datum is taken from the first slide. As can be seen in figure 1, there are some words used as the textual message of the content, and some symbols. Both the textual message and the symbols in this poster (Figure 1) convey implied messages for

the readers. The author put two famous brands that are crossed out, they are Starbucks and McDonald's which indicates to boycott those brands. Beside the depicted symbols, the writers divide the text into three parts; 1) *Lets Talk*, 2) *A Guide to Boycotting for Palestine*, and 3) *Everything you need to know*. In micro level (description) analysis, the preceding text consists of imperative clause and declarative clause. The first one is identified as the imperative clause, while the second and third is identified as the declarative clause. The imperative clause in the first text can be highlighted on the verb 'Lets' or in textual dimension, it can be called as intentional modality which asks the readers to do something it refers to. The declarative clause of the second and third text can be identified through the informative statement. Neither of the second and third use any word that influences the readers.

Both the textual elements and the symbols, together make the message clear. The theme of the entire of this Instagram posting can be known by the readers through the text two and three. Moreover, through the declarative clauses as text two and three, the readers can know that the message is about an invitation to boycott some brands that donate or support the Israel and Palestine war such as Starbucks and McDonald's. The crossed symbols serve as the target that should be boycotted to stop their support and donation for the war. While the first text can function as a persuasive message to influence the readers. Together, if all the texts combined into *Lets talk a guide to boycotting for Palestine, everything you need to know*, with the intentional modality 'Lets', it will become an instruction for the readers to follow the content of this Instagram posting because of the clause *Lets talk* at the first sentence make the whole sentence into active imperative voice. Overall, the textual message in figure 1 can be identified as a persuasive message.

**Datum 2**



Figure 2 (Let's Talk Palestine, 2024)

The second slide (Figure 2) shows a full textual message in its content. Moreover,

the whole second slide (Figure 2) consists of declarative sentences. The writers divide the textual structure into six parts; 1) *BDS is a Palestinian-led global movement calling to*, 2) *Boycott → complicit products*, 3) *Divest → from complicit companies*, 4) *Sanction → Israel*, 5) *\*Divest' means to withdraw investments*, 6) *The strategy:*, and 7) *To take economic action against targets complicit in Israeli apartheid, to increase Israeli's costs of maintaining the occupation and incentivize it to stop its abuses, violence, and oppression*. As can be seen, the textual message in figure 2 is informative context which gives the stages of boycotting strategy.

The first part serves as the main idea of this slide (Figure 2) and gives the readers the idea about *BDS* that has been mentioned in the content by giving the definition on the top of this slide content (Figure 2). The second, third, and fourth part have expressive values which exist to give more detail of *BDS* acronymy. In addition, the used arrow in the text is intended to provide the target of a certain action. The author put the complicit products as the boycott action in the second part. In the third part, the arrow is used to target the complicit companies for divest action, while in the fourth part can be interpreted to give sanction for Israel. The message of the fourth part is more likely to urge the United Nations to give sanction to Israel. The fifth part is written in small font and added asterisk (\*) which means to clarify what *divest* is as has been mentioned in the third part. The sixth part serves as the sub-title of this slide. It is highlighted by the author because the sixth part maintains the important part of the slide. The last is the seventh part which contains the explanation of the sixth part about how this *BDS* strategy works to support Palestine. Within the sixth part, there are two highlighted words, they are '*increase*' and '*incentivize*' which refers to the economic context. The highlighted words have the same role as the arrow that has been examined in the previous part which serves as action and target of the action. In other words, it suggests the readers to participate indirectly in increasing the costs of maintaining the occupation and incentive money of Israel for the war in order to stop their action.

### **Datum 3**



Figure 3 (Let's Talk Palestine, 2024)

Continuing the datum 2, this datum gives more information for the previous findings. Same as the previous finding (datum 2), in this slide (Figure 3), the author gives the importance of boycotting by providing two examples. The writers divided the textual messages of Figure 3 into five parts; 1) *BDS also plays a prominent role in mobilizing cultural and academic institutions to cut ties with complicit Israeli institutions, such as;* 2) *the Hebrew University of Jerusalem, which operates a campus in an illegal settlement in East Jerusalem,* 3) *Cultural boycotts and pressures commonly take the form of urging artists to halt any performances in Israel, as done to Lorde & Sam Smith,* 4) *Why Boycott?* 5) *Boycotting is a demand from the Palestinian community to invest out money into companies that don't support apartheid, as opposed to companies that do,* and 6) *By voting with our money, companies are financially incentivized to cut ties with Israeli apartheid because it's more profitable.*

The writers find that the highlighted clause in the first part can be a focus of its part. Thus, the readers may know that the cultural and academic institutions should join the boycott which the targets are complicit Israeli Institutions. The second part and third part exist to provide the examples of the action that has been done. Moreover, the author points out the concrete academic institution that has been canceled in the second part and specific name that has been canceled for cultural institutions in the third part. To clarify the word 'cultural' in figure 3, this word does not refer to such traditional culture or tribe culture, but it refers to the entertainment context. Then, the author clarifies this boycotting action in the fourth part which is identified as the sub-title of this slide, but in question form to and it continues by giving the an answer to convince the readers to join the boycott action in the fifth part. Next, the sixth part tells the reader a simple thing that the readers can do to contribute to this boycott action. The highlighted clause in the sixth part '*companies are financially incentivized to cut ties with Israeli apartheid*' indicates the cause-effect relationship between the boycott action and the certain companies. Overall, it is clear that the idea of this slide (Figure 3) consists of full informative



declarative sentences to support the idea that has been examined in datum 2 with overwording messages.

#### Datum 4



Figure 4 (Let's Talk Palestine, 2024)

In this datum, the writers examine this poster (Figure 4) by dividing the textual messages into eight parts; 1) *Is It Effective?*, 2) *The US Civil Rights movements and the nonviolent mobilization campaigns against South Africa's Apartheid served as the model for the official BDS movement*, 3) *The Anti-Apartheid Movement called for global sanctions and Boycotts of South Africa products...*, 4) *...which helped bring down the apartheid regime*, 5) *The 382-day Montgomery bus boycott called for an end to racial segregation on American public transit, helping mobilize action...*, 6) *The U.S. Supreme Court declared that segregation on the city's buses was unconstitutional*, 7) *Many conglomerates and monopolies (like Nestlé and Dell) fund Israeli apartheid but, due to tier market dominance and vast reach, it is impractical to push for a mass boycott of all of them at the same time since it won't mobilize a wide enough campaign for long enough to achieve change*, and 8) *So what would we do?*

As can be seen, it is an overwording message contained in the slide (Figure 4) which focuses on the effectiveness of this boycott action. Through the first part, the reader may figure out the main idea of this slide, that is talking about the effectiveness. The author uses the question form to help the readers to answer the same question and it is answered in the next sentence. The highlighted clause in the second part '*the model for the official BDS movement*' refers to boycott action toward South Africa apartheid. The second part has experiential value which serves an actual event that has happened to serve concrete information for the purpose of this Instagram posting. The third part and the fourth part are linked together because the fourth part exists to provide further information for the third part, in which the author uses an arrow to link both parts. The fifth and sixth part also have the same condition as the third and fourth part. Moreover, they identified as



experiential values that serve as informational examples relating to the theme of this slide (Figure 4). The fourth and the sixth sentences are highlighted by the author because the author tries to provide information about what happened in certain events. The seventh part is full of declarative statements with expressive values. The author highlights two words and a clause in this part; 1) 'Nestlé', 2) 'Dell', and 3) 'it is impractical to push for a mass boycott of all of them at the same time'. The words 'Nestlé' and 'Dell' are the names of brands that serve as the actor in the seventh part, while the highlighted clause 'it is impractical to push for a mass boycott of all of them at the same time' is served as the author's ideology to put strong argument in the text. The last, the eighth part is a form of question with a big font which the author writes to ask what the readers' next step is with an interactional question at the end of the slide (Figure 4).

## Datum 5



Figure 5 (Let's Talk Palestine, 2024)

To examine this datum, the writers divide this overwording textual message into six part; 1) *What To Strategically Boycott*, 2) *The BDS movement utilizes strategic targeting to maximize impact, meaning that it's more efficient, as a starting point, to withdraw support from a smaller number of large and accessible companies that are actively funding Israeli apartheid. After a successful campaign forces a company to adhere to our demands, it's replaced with a new target to focus on*, 3) *Popular grassroots targets right now are:*, 4) *Offered free meals to Israeli soldiers. Which sparked a call to boycott all McDonald's branches due to this principles*, 5) *Decided to sue its workers' union for supporting Palestinian liberation*, 6) *Donated \$2M to Israeli organizations. The BDS movement has not initiated a formal boycott but has organized a pressure campaign against the company*, and 7) *(organized by independent activists, not by BDS itself)*. Apart from the textual message, the author put some symbols which are the logos of famous brands.

In this slide (Figure 5), the author uses a sentence that should be a question but

there is no question mark (?) in the sentence of part one. Beside the form of its sentence, this sentence indicates the topic for the slide (Figure 5). Same as the previous examined datum, *BDS* still mentioned in this part as to giving the context of the topic. The words of *BDS* are mentioned thrice which can be seen in part one, six, and seven. In the second part, the author highlights the phrase ‘*strategic targeting to maximize impact*’. It is to underline the goal of *BDS* that has been mentioned in the same part. The *BDS* in the second part has a role as the subject of the sentence that serves as the doer of the action. In the third part, the author uses the sentence that mentions some brands with their logos as the target of the BDS movement which called for. Thus, the author wrote the third part in a big font in order to highlight them as the target of boycott. The fourth, fifth, and sixth has the same role, it is to clarify further information about the action that they have done in the Israel-Palestine war with experiential value. The actor of its experiential values of each part is the logos up above them. In the seventh part is written in small font and in parentheses by the author to make a clarification about *BDS* action. Overall, the whole sentences in this slide (Figure 7) are informative in declarative form. Even so, the word ‘*BDS*’ being repeated to show

**Datum 6**



Figure 6 (Let’s Talk Palestine, 2024)

The datum six is dominated by many symbols instead of the textual message. The symbols itself serve as the target of the action that the author called for. For the textual message in this slide (Figure 6), the writers find four texts. Thus, the writers firstly divide the textual message in four text; 1) *Consumer boycotts*, 2) *Divestment targets*, 3) *Pressure (Non-boycott) targets*, and 4) *Organic boycott targets*. As can be seen, none of those texts can be said as a sentence because they do not satisfy the requirement to become a sentence. They serve as the label for the symbols below them. In the third text, the author mentioned ‘*Non-boycott*’ in parentheses gives clarification for the ‘*Pressure*’ word mentioned.

**Datum 7**



Figure 7 (Let’s Talk Palestine, 2024)

The figure 7 consists of full textual messages. The author gives numbers in each column to divide the message into four points. The writers decide to examine figure 7 based on the author's numbering pattern. In the first point, the author highlights the words ‘*Consumer boycott*’ which is followed by its explanation. The author uses the same words as the previous finding (datum 6) to present the further information. Differently, the author just put the highlighted words without adding any information like the first one. Oddly, the author put the explanation for the second point in the third point which has different highlighted words. The highlighted words in the third point indicate a caution to the readers and then also the author adds another highlight message below the third point. The fourth point has the same condition as the first point. The highlighted word ‘*Organic*’ means true target that should be stopped because the explanation supports the idea of the highlighted words. Overall, the whole sentences are in declarative form. It is because the author did not put any persuasive words to influence the readers to do something. Thus, this slide (Figure 7) can be said to be an informative slide.

**Datum 8**



Figure 8 (Let's Talk Palestine, 2024)

In this datum, there is only one text on the top of the slide, '*BDS Victories*', which the author means giving some testimonies of the effectiveness of '*BDS*' action. Through showing several screenshots of online news articles related to the effectiveness of '*BDS*' action, the author tries to convince the readers to not doubt the effectiveness of '*BDS*' action.

**Datum 9**

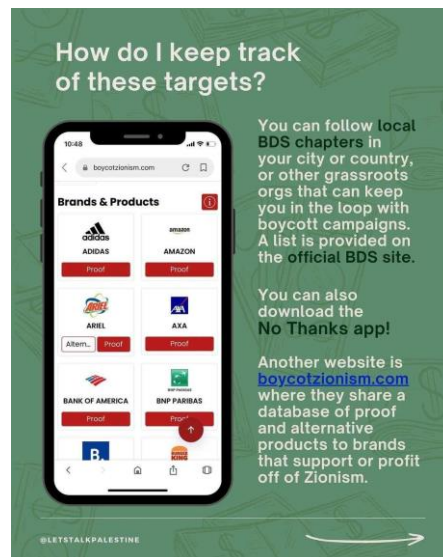


Figure 9 (Let's Talk Palestine, 2024)

The writers examine this figure by dividing the textual message into four parts; 1) *How do I keep track of these targets?*, 2) *You can follow local BDS chapters in your city or country, or other grassroots orgs that can keep you in the loop with boycott*

campaigns. A list is provided on the official BDS site, 3) You can download the No Thanks app!, and 4) Another website is boycottzionism.com where they share a database of proof and alternative products to brands that support or profit off of zionism.

Overall, this slide (Figure 9) consists of a question and four declarative sentences. The first point is in question form which has the same function as the examined example in datum 4. The given question represents the readers' question. Next, in the second point, the author provides the answer for the first point. In the second point, there are two declarative sentences. There are two highlighted noun phrases in the second point, they are 'local BDS chapters' and 'official BDS site'. Those highlighted noun phrases help out the readers to know the answer for the first point. Further information can be seen in the third and fourth point which give more options to track the target that has been mentioned in the first point, they are No Thanks app and boycottzionism.com website. Beside the textual message, the author also put an image to give a visual example of the mentioned app 'No Thanks'.

#### Datum 10

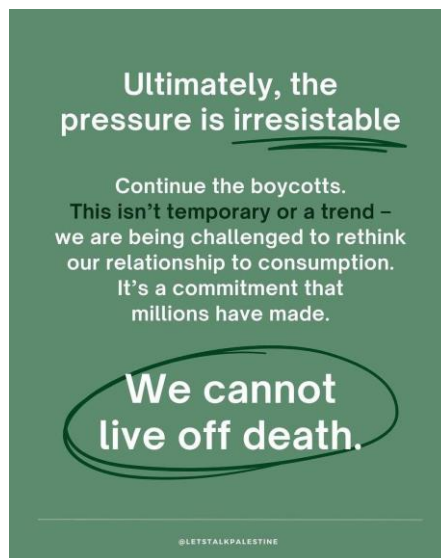


Figure 10 (Let's Talk Palestine, 2024)

In this figure, the author makes this slide full of textual messages. Thus, the writers examine this slide into three parts; 1) *Ultimately, the pressure is irresistible*, 2) *Continue the boycotts. This isn't temporary or a trend - we are being challenged to rethink our relationship to consumption. It's a commitment that millions have made*, and 3) *We cannot live off death*.

In the first point, the author underlines the typo word 'irresistible' which should be 'irresistible'. Even so, the idea of this slide still reaches the readers. The sentence in the first point indicates that the effect of BDS action gives a great pressure to its target which is irresistible. Next, there are three sentences in the second point, it starts with an

imperative clause, not a sentence full of context. The verb 'continue' indicates a persuasive message that the author urges the people to boycott continuously. The reason can be read in the next sentence of the second point. The rest of the sentences in the second point can be said as declarative form. The author highlights the clause '*this isn't temporary or a trend*' to tell the readers that the boycott is not a kind of trend which is only done temporarily. In the last point, the author gives a quotation that indicates his/her protest toward the complicit companies. The quotation refers to the war that has been supported by the complicit companies to kill people and cause suffering to Palestinian.

## 2 Meso Level Analysis (Interpretation Level)

The Instagram post '*A Guide to Boycotting for Palestine*' by 'Lets' Talk Palestine' brings the author's ideology through the words used in the content. According to Aljazeera (2024), the UN Human Rights Council passed a resolution calling for Israel to be held accountable for possible war crimes and crimes against humanity in the Gaza Strip and for an end to all arms sales to the country. Thus, the author highlights the words '*boycott*' and '*BDS*' in this Instagram post to maintain the idea to make this Instagram posting. The discourse practice in this Instagram posting presents the author's intention to support the Palestinian freedom and set them of from genocide. Both the words '*boycott*' and '*BDS*' indicate the action that the author called for. In the production process, both words '*boycott*' and '*BDS*' have a power for the content because they are repeatedly used to be the focus context in this purposeful Instagram post. Thus, this Instagram post contains a persuasive invitation to everyone who supports Palestine. Thus, '*A Guide to Boycotting for Palestine*' Instagram post consists of situational context. The situational context in this Instagram post involves the complicit companies that support Israel as the target of the boycott action, specifically BDS movement. It indicates the production of this Instagram post is not just making up for fame, but it is purposeful in influencing the readers to know the information through the situational context provided.

Furthermore, the discourse process in this Instagram post consists of local coherence. The writers reveal the *BDS* movement and boycott action give coherence with the world which can be examined from datum 4 and 5. The mentioned datum shows the tied reciprocal event with its proposition. In addition, based on Fairclough as cited in Gee & Handford (2012), the semiotic contributes to the social process. The symbols depicted in the content also give a big contribution in local coherence. The symbols in the content have restricted referential fact that has been written below the symbols in datum 5. It has the same concept as has been mentioned by Van Dijk (1993) in which the maintenance coherence is restricted only to speaker ideological preferences.

The next discourse process can be depicted in its distribution process. As can be expected, '*A Guide to Boycotting for Palestine*' is published via social media named Instagram. The large number of followers and viewers of 'Let's talk Palestine' Instagram account contribute to the distribution process which makes the post spreaded by the

algorithm. Thus, the distribution process of this Instagram post indicates the power of this Instagram account to influence the readers or even the random Instagram users. The distribution process through social media such as Instagram represents a direct interaction process between the producers and the consumers. It is because the consumers (the readers) can give their response through the like button or give commentary in the comment column.

### 3 Macro Level Analysis (Explanation Analysis)

The analysis next examined the sociocultural dimension, which involves the situational, institutional, and social levels. In the situational level, the author points out the Israel-Palestine conflict and highlights the companies that support Israel to continuing the genocide. The intention of the author in making this Instagram post is to invite the readers or Instagram users to join the action. In the institutional level, the actor that has the power in this discourse practice is the publisher itself, 'Let's Talk Palestine' Instagram account. Even so, this discourse practice is less powerful because this Instagram account has no authority in making decisions for the Israel-Palestine war. But, the idea of this post is based on a powerful institution, that is UNHCR. The UNHCR itself is already informed to halt all arms for Israel due to the crimes against humanity (Aljazeera, 2024). Thus, even though the producer of the content itself has less power, the idea of making this content is powerful. The next is the social level. This Instagram post brings the social condition context. It is the worst condition of the war which has been worsened by the complicit companies that support the Israel armies. To respond to the social condition, the author called for boycott action to support Palestine by bringing down the complicit companies' economy in order to stop the income for the Israeli armies.

### CONCLUSION

Communication can influence or persuade large groups of people by carefully choosing words to create power within the message. This study examines how written communication on an Instagram account carries implicit messages. The descriptive-qualitative analysis shows that language in Instagram posts can convey power and promote certain ideologies. The study explores the relationship between language, power, and ideology in written communication. The Instagram post "*A Guide to Boycotting for Palestine*" by the account *Let's Talk about Palestine* is the focus, due to its large following. The analysis uses Fairclough's Three-Dimensional Model: micro level (description), meso level (interpretation), and macro level (explanation).

At the micro level, the study describes the language, vocabulary, grammar, and sentence structure used in the post. It found that the post often used declarative, imperative, and persuasive language. At the meso level, the interpretation focuses on the ideology behind the language. The repeated use of the terms "boycott" and "BDS" reflects



the author's intention to persuade viewers. At the macro level, the analysis considers the sociocultural context—situational, institutional, and social dimensions. The post highlights these levels and emphasizes how symbols play a crucial role in conveying the message. The study shows how language, power, and ideology are connected in this Instagram post. The specific words, chosen language, and symbols all contribute to shaping and spreading the intended power and ideology.

However, this study is limited to Norman Fairclough's Three-Dimensional Model and focuses only on discourse practice, power relations, and the social background of the post. The analysis is also restricted to Instagram, a platform with a large user base. Future research could further explore the macro level and expand on the sociocultural aspects of such posts.

## REFERENCES

- Aljazeera. (2024, April 5). UN rights body demands Israel be held accountable for possible 'war crimes'. *Al Jazeera*.  
<https://www.aljazeera.com/news/2024/4/5/un-rights-body-demands-israel-be-held-accountable-for-possible-war-crimes>
- Bonyadi, A. (2019). Discourse analysis and language pedagogy: A review. *Journal of Teacher Education for Sustainability*, 21(1), 128–136.  
<https://doi.org/10.2478/jtes-2019-0010>
- Burhanudin, H., Sumarlam, S., & Rakhmawati, A. (2021). The dimensionality of Javanese Covid-19 appeals on the five mayors and regents' Instagram accounts: Norman Fairclough's critical discourse analysis. *International Journal of Multicultural and Multireligious Understanding*, 8(5), 71–82.  
<https://doi.org/10.18415/ijmmu.v8i5.2523>
- Dwivedi, Y. K., Kelly, G., Janssen, M., Rana, N. P., Slade, E. L., & Clement, M. (2018). Social media: The good, the bad, and the ugly. *Information Systems Frontiers*, 20(3), 419–423. <https://doi.org/10.1007/s10796-018-9848-5>
- Eckert, P. (2000). Sociolinguistics explores the relationship between social structure and linguistic variation, and how this variation is used to construct and negotiate social identities. In J. Smith (Ed.), *The Handbook of Sociolinguistics* (pp. 45-67). Oxford University Press.
- Fairclough, N. (1995). CDA aims to investigate how social power abuse, dominance, and inequality are enacted, reproduced, and resisted through text and talk within the social and political contexts. *Journal of Critical Discourse Studies*, 2(1), 45-67.  
<https://doi.org/10.1080/17405904.1995.12345678>
- Fairclough, N. (2010). Critical discourse analysis is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. *Language in Society*, 39(5), 567-589.  
<https://doi.org/10.1017/S004740451000075X>

- Firdausi, A. N., & Sahayu, W. (2022). Kompas.com and The Jakarta Post Covid-19 news articles representation: A critical discourse analysis. *DIKSI*, 30(2), 177–187. <https://doi.org/10.21831/diksi.v30i2.46643>
- Gee, J. P., & Handford, M. (2012). *The Routledge Handbook of Discourse Analysis*. ISBN: 978-0-203-80906-8 (e-book)
- Janks, H. (1997). Critical discourse analysis as a research tool. *Discourse: Studies in the Cultural Politics of Education*, 18(3), 329–342. <https://doi.org/10.1080/0159630970180302>
- Liu, K., & Guo, F. (2016). A review on critical discourse analysis. *Theory and Practice in Language Studies*, 6(5), 1076–1084. <https://doi.org/10.17507/tpls.0605.23>
- Parmelee, J. H., & Roman, N. (2020). Insta-echoes: Selective exposure and selective avoidance on Instagram. *Telematics and Informatics*, 52. <https://doi.org/10.1016/j.tele.2020.101432>
- Putri, L., Rozelin, D., & Santi, C. F. (2020). Critical discourse analysis at Instagram's caption in advertisement of Ponds. *Nazharat*, 26(2), 345–370.
- Riadi, I., Yudhana, A., & Putra, M. C. F. (2018). Forensic tool comparison on Instagram digital evidence based on Android with the NIST method. *Scientific Journal of Informatics*, 5(2), 235–247. <https://doi.org/10.15294/sji.v5i2.16545>
- Rogers, R., Schaenen, I., Schott, C., O'Brien, K., Trigos-Carrillo, L., Starkey, K., & Chasteen, C. C. (2016). Critical discourse analysis in education: A review of the literature, 2004 to 2012. *Review of Educational Research*, 86(4), 1192–1226. <https://doi.org/10.3102/0034654316628993>
- Salamondra, T. (2021). Effective communication in schools. *BU Journal of Graduate Studies in Education*, 13(1), 22–26.
- Tannen, D. (2001). Discourse analysis studies language in use: How people accomplish social acts through speaking and writing. In M. Johnson (Ed.), *Understanding Discourse Analysis* (pp. 89-102). Cambridge University Press.
- Tanujaya, S. A. (2022). The power of Instagram 'Like.' *K@ta Kita*, 10(1), 154–159. <https://doi.org/10.9744/katakita.10.1.154-159>
- Ugwu, C. N., & Val, E. (2023). Qualitative research. *IDOSR Journal of Computer and Applied Sciences*, 8(1), 20–35. [www.idosr.org](http://www.idosr.org)
- van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse and Society*, 4, 249-283. <https://doi.org/10.1177/0957926593004002006>
- Zeitsoff, T. (2017). How social media is changing conflict. *Journal of Conflict Resolution*, 61(9), 1970–1991. <https://doi.org/10.1177/0022002717721392>