Teacher's Domination in Classroom Interactions: A Critical Analysis for Developing a Qualified Teacher-Students Relationship

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Abstract: This study was designed to describe the form of teacher's domination in classroom interactions and explain language features which represent it. This qualitative study employed the critical discourse analysis model by Fairclough. Data was obtained from the speech produced by six secondary school teachers in Luwu Timur Regency, South Sulawesi. The data was collected through recording, field-notes, and interviews. The data was analyzed using Miles and Huberman flow model which covers: (1) condensation, (2) data presentation, (3) temporary data deduction and verification, and (4) final conclusion making. The results of the study revealed that; (1) teachers controlled the classroom interactions by labelling students, threatening, making fun of students, underestimating, getting angry with them, giving punishment, expressing dissatisfaction/ disappointment, and emphasizing their authority; (2) language features which reflect teachers' domination in the teacher-students communication include: (a) the use of vocabulary, namely marginal vocabulary, metaphors, personal pronouns, and evaluative vocabulary; and (b) the use of grammars, of which are declarative sentences, imperative sentences, interrogative sentences, negative sentences, and modality. The research findings suggest teachers to develop qualified teacher-students interactions by avoiding the use of language features which imply teacher's domination.

Keywords: domination, teacher-students interaction, classroom communication, classroom discourse

1 INTRODUCTION

Schools are institutions which cannot be separated from the practice of domination. The domination takes place at the level of ideology as well as at the practical level. Freire (2005) uses the term bank-style education to illustrate a dominative education model. In its practice, bank-style education makes learning as the center of students' oppression. Teachers are the center of learning activities and the students are the dependent passive objects. They are helpless and need to obey the rules established during the process of acquiring knowledge. Bank-style education, therefore, steals the students' independence and creativity. Learning only happens in one single way that is from teacher to students. These practices show that there are some kinds of dominations exist in the classroom. According to Lovett (2010), domination will create a situation in which individuals and/or social groups depend on one another.

The oppression in bank-style education is a result of the practice of power hierarchy at schools. Learning process in the classroom is one of the media through which this practice develops. Fairclough (1989) asserts that a school is a social institution which is characterized by three distinctive features; they are (1) social space, (2) social roles, and (3) objectives. Social space refers to a place where a learning process takes place, such as classrooms and laboratories. Social roles are focused on the people involved in that process, such as teachers and students. Objectives mean activities done there, such as learning and examinations.

Schools as social institutions place teachers as a dominant subject. They have an authority to manage and control. McCroskey and Richmond (1983) mentions five bases of teacher's authority in the classroom. These bases are adapted from the theory of power by French and Raven. They are coercive power, reward power, legitimate power, referent power, and expert power.

The teacher's authority is a resource which has two contradictory potentials that are to empower and to oppress. This is in line with Karlberg's (2005) which identifies two characteristics of power, authority in a cooperative and in a competitive relationship. In a teacher-students interaction, a cooperative model can create a good connection while a competitive one can result in an oppressive situation. The tendency of the teacher's authority direction will be determined by various elements which help form and influence schools' order and the ideology of the teacher

itself. Schools belong to a social system which is constructed by the elements of structure, culture, climate, leadership, decision making, and interpersonal relations (Bozkus, 2014).

6 Some research findings show that teacher makes use of power in learning, either in a competitive or a cooperative relationship. Jumadi (2007) found out that the use of assertive, directive, and expressive speech act represented the power of senior high school teachers in some ways. Another research finding by Aman and Mustaffa (2006) in Malaysian learning context suggests that teachers' power in classroom discourse can be depicted through (1) how teacher takes turn the discourse, (2) what questions are being asked by the teacher, (3) how teacher controls the topic, and (4) how the discourse structure looks like. These two research findings have revealed that power has been integrated into the teacher-students interactions.

7 A learning interaction is an aspect through which teacher's domination can be mirrored. According to van Dijk (1989), power in an interaction is manifested through a dominant control. A learning interaction is the realization of interactive spoken discourse. The way of how a teacher controls his/her students is a form of domination in learning discourse.

8 Teacher-students interactions in learning discourse describe a power-based relationship between them. It is reflected in the way they speak and the language they use when they speak. Power hierarchy is formed through the teacher's way of speaking and his/her diction. The use of language in teacher-students interactions may reflect teacher's domination. Fairclough (1989) classifies three aspects of domination, that are (1) content, which refers to things uttered or acts conducted, (2) relation, which means a social interaction integrated with the discourse, and (3) subject or position which is filled by someone.

9 A critical discourse analysis on the language used by the teacher will unveil teacher's domination in classroom interactions. Fairclough (1989) has developed a discourse analysis framework in evaluating language as a social practice to identify domination. Fairclough model is well known for the three dimensional analysis which covers analysis of

(1) text, (2) discourse practice, and (3) social practice. At the text dimension, the analysis will be focused on vocabulary and grammatical features as well as text structure. In this research, this kind of analysis will be used to reveal the domination practice in teacher-students interactions.

10 The present research aimed to uncover teacher's domination act in classroom interactions. The interactions refer to how the teacher communicates to manage activities in the classrooms, deliver comments, establish rules, and other related activities which are manifested in language codes. The use of language to achieve certain objectives in classroom interactions can be a disclosure of the teacher's domination act. Distinguished vocabulary and grammatical features represented by the teacher were analyzed from the perspectives of critical discourse analysis. The result of this research, thus, was expected to contribute to the ideas of empowering a qualified teacher-students relationship.

11 METHOD

12 This study was designed qualitatively. It employed critical discourse analysis model by Fairclough (1989). This model is a three dimensional analysis which covers (1) text, (2) discourse practice, and (3) sociocultural practice. The researcher was a key instrument to collecting, analyzing, and interpreting the data.

13 Data was collected from six speeches of a junior high school in Luwu Timur Regency, South Sulawesi. Data was collected through (1) recording, (2) field notes, and (3) interviews. The purpose of recording was to obtain spoken discourse from the teachers together with body gestures provided by them. A handy cam was used to record every classroom interaction in every session of learning process, from pre teaching to post teaching. It was done continuously until it reached data saturation point.

14 Field notes were used to store descriptive and reflective information which followed the discourse. It includes the background, situation, and context. Interviews were conducted to clarify language features used by the teachers and dig up students' perceptions on the implication of language use which represented dominative acts.

15 The data of this research was analyzed using the flow model by Miles, Huberman, dan Saldana (2014). It covers three stages as follows: (1) condensation, (2) data presentation, and (3) conclusion drawing and verification. Condensation was done by selecting, focusing, and abstracting the recording materials, the results of interviews, and field notes in accordance with the indicators of domination and language features. The data was presented according to focus and sub-focus codes which were then organized in matrix of analysis. Conclusion was drawn after interpreting patterns, giving explanation, and getting the proposition form of domination and language features. The proposition produced was re-verified prior to final conclusion making.

16 FINDINGS

17 Based on the research purposes explained beforehand in the introduction section, the research findings were classified into two that are (1) form of teacher's domination in classroom interactions and (2) representation of teacher's domination in language features.

3.1 Form of Teacher's Domination in Classroom Interactions

18 The results of the research have depicted that form of teacher's domination in classroom interactions included (a) labelling, (b) threatening, (c) making fun of students, (d) underestimating, (e) scolding, (f) giving punishments, (g) expressing dissatisfaction/ disappointment, and (h) emphasizing his/her authority. The findings on form of teacher's domination are described as follows.

19 *First,* domination by labelling. The students were labelled with bad characters, like *lazy, very lazy, undisciplined,* and *noisy.* These bad labels humiliated students in front of their peers. As a result, it affected their mental development.

20 *Second*, domination by threatening. Teacher threatened students who were thought to perform bad behaviors. Following is a piece of spoken discourse which shows the act of threatening. T stands for teacher and S stands for student.

(1) T: Ini baru satu bulan sudah luar biasa. (It's

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been a month and you've been acting "impressively")

22 T: *Masih mau sekolah?(Do you still want to go to school?)*

23   S: Mau. (I do)

24 Speech act (1) shows that the student's status at school was threatened. The expression "*do you still want to go to school?"* indicates that the student could be expelled from school if s/he refused to change her/his behaviors. It illustrates that the teacher managed learning with authority power. It also proves teacher's domination in the classroom which can create fear and pressure on students.

25 *Third*, domination by making fun of students. Teacher made fun of students to get their attention to his/her explanation. The same thing also happened to the low achievers. One of the instances of teacher's satirical discourse is as follows.

(2) T: Catatan buat Fauzan, Saleh, tolong Nak!

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26 Sudah tidak punya buku, konsentrasinya juga saya ragukan! Saya ragukan rohnya ada di ruangan ini, siapa tahu jasadnya ada di sini*, rohnya bergentayangan entah di warung, entah di mana.* Fauzan dan Saleh perhatikan dari Pak Guru, *belajarlah giat!*

27   (Notice this, Fauzan, Saleh, Please! You don't have the book with you. I also doubt your presence! I doubt that you really are here, in this room. Who knows? *Maybe your body is here, but your soul is wandering around, in the cafeteria or in other places*. Fauzan and Saleh, please pay attention to the teacher, *study hard*!)

28 Speech act (2) shows teacher's satirical expression "*your soul is wandering around, in the cafeteria or in other places*" which means that the students did not fully pay attention to the lesson. The expression "*study hard!*" refers to the students' poor competence. The students needed to learn more and achieve better. These kind of expressions embarrassed those students.

29 *Fourth*, domination by underestimating students. Teacher used the expression to underestimate students' competence. Following is the example.

(3) T: Sudah? (Done?)

30 S: Sudah! (Done!)

31 T: Kalian ini mau jadi reporter, MC.

32   Bagaimana kalian bisa, kalau kalian seperti ini? (You will be a reporter, Master of Ceremony (MC). *How can you make it, if you are still like this?*)

33 Speech act (3) shows that teacher underestimated the students. The expression "*How can you make it, if you are still like this?* means that the students had no competency as a reporter or MC. This belittling expression could decrease students' motivation to learn.

34 *Fifth,* domination by getting angry with the students. Teacher's anger was performed through an upset expression or angry tone towards students whose performance could not comply with the teacher's expectation. It is illustrated by the following discourse.

(4) S: (bercerita, namun kurang bagus) (telling a

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story, but not in a good way)

36 T: *Okey, silakan duduk! Anda belum siap*! Jangan mempersulit diri sendiri! (nada marah) (*Okey, sit down please! You are not ready yet!* Don't complicate yourself! (angry tone)

37 T: Begitu banyak peristiwa, pengalaman yang pernah kita alami. Jangan mempersulit diri sendiri! (We have already had so many experiences. Don't complicate yourself!)

38 Speech act (4) is a piece of teacher's evaluative comments on student's performance. The teacher showed his/her authority power by interrupting the student who was telling a story. S/he did that because the student could not satisfy his/her standard of a good performance. The teacher performed dominative acts because s/he did not give the student a chance to tell a full story. It humiliated the student.

39 *Sixth,* domination by giving punishment. Teacher gave the students punishment by not letting them to follow the lesson. This act implied domination. One of the data which identifies the act of teacher's domination is described as follows.

(5) T: Kita akan mencoba mengamati buku cetak

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sehubungan dengan berbicara di depan umum.... (We are going to read how to deliver speech in front of public in the textbook)

41 T: Okey, yang tidak bawa buku cetak siapa? (All right, who does not have the textbook?)

42 S: Saya! (beberapa orang mengacungkan tangan) (Me! [Some students raised their hands])

43 T: Selalu saya katakan buku cetak harus dibawa. *Jadi, saya minta keluar saja!* (I have told you to always bring the textbook to my class. *If you don't bring it, just stay outside!)*

44 Speech act (5) is the teacher's comment before the lesson began. S/he wanted to check the students' readiness by asking about the textbook. Students who did not bring the textbook were grounded by the teacher. They shall go outside the classroom. The expression "*just stay outside*" indicates the teacher's authority. It shows that the teacher used his/her power to determine who can join his/her class and who cannot.

45 *Seventh*, domination by showing dissatisfaction/disappointment. Teacher used expressions which represented his/her disappointment of students' performance. The students were thought to be unable to fulfill the criteria set by the teacher.

(6) S: (membaca cerpen) (read a short story)
46 T: Perhatikan pembaca cerpen di atas! (Pay
47 Attention to the reader)
48 T: Menceritakan isi cerpen, beda membaca
49 cepat dengan bercerita. *Anda seharusnya sudah tahu yang seperti ini.* (Telling a story is not the same as reading fast while telling it. *You should have known this*.)

50 Speech act (6) is one example of teacher's evaluative comments on a student's performance. The teacher showed his/her disappointment by saying "*You should have known this*". The teacher assumed that the student had been able to do what he/she wanted him/her to do. The teacher's expression of dissatisfaction implies that the student was not competent enough. It also implies that the teacher imposed his/her perception on the student.

51 *Eighth,* domination by emphasizing authority. Teacher dominated the students by building restrictions line between what the

students may do and what they may not do. S/he used his/her authority to do such a thing. Following is an example of this kind of dominative act.

(7) T: Hei Ahmad, berapa yang tadi kelompokmu
52
dengar? Kamu tadi ada berapa pokok berita yang kamu dengar? Kalau delapan, ya delapan! (Hey Ahmad, what did your group hear? How many pieces of news have you heard? If there are eight, say eight!)
53 T: Sudah terjawab? (Have you got the answer yet?)
54 T: *Tidak ada pertanyaan lagi! (No more questions!)*

55 Speech act (7) provides proof of teacher's authority in limiting the students' curiosity, to ask more questions in this case. Through the statement *no more questions,* the students desperately lost their chance to ask. In fact, when asking more questions, the students can clarify parts that they have not understood yet. Closing the opportunity gap is one form of teacher's domination.

3.2 Representation of Teacher's Domination in Language Features

56 Teacher's domination in classroom interactions is represented in various vocabulary and grammatical features. Findings related to this topic are described as follows.

3.2.1 Teacher's Domination through Vocabulary Use

57 Vocabulary features which represented teacher's domination cover: (a) marginal vocabulary, (b) metaphors, (c) personal pronouns, and (d) evaluative vocabulary. Followings present findings related to vocabulary features.

58 *First,* marginal vocabulary. Teacher utilized words that created a bad image of students. The marginal

vocabulary used is "*lazy*", "*very lazy*", "*laziness*". The word "*lazy*" was used to describe the level of students' motivation to learn.

(8) T: Ayo, kelompok ini maju ke sini! Coba
59   melingkar! Melingkar! (That group comes here! Make a circle! A circle!)

60 T: *Sekarang kau malas*!... Katakan *aku tidak malas* dengan satu gerakan! Aku tidak malas dengan satu gerakan! Tidak boleh malu! (*Now you are lazy!*... Say *I am not lazy* in one move! I am not lazy in one move! Do not fell shy!)

61 S: Bagaimana, Bu? (How was it, Mam?)

62 T: Terserah kamu! (It is really up to you!)

63 Excerpt (8) was addressed to a student who was judged to be lazy by his/her teacher. The assumption created a negative image of the student. The student was forced to say "*I am not lazy*". This kind of teacher's domination humiliated the student. Another marginal word used by the teacher was *undisciplined*. By saying these words, the teacher already had a bad image stuck in the student.

64 *Second,* metaphors. Teacher used a metaphor as an indirect expression to show his/her dominative act. The use of metaphor constructed a bad image in students, insulted the students, and also underestimated them. Here is the example of the use of metaphors by a teacher.

(9) T: Terumata bagi Ananda yang belum tampil
65   maksimal pada kesempatan ini, tolong benahi, persiapkan mental Anda! (For those who could not perform their best today, please fix that, be ready for the next presentation!)

66 T: Jangan nanti di luar hebat sekali! Tiba gilirannya, *mulut terasa terkunci, tergembok*. (You could talk impressively, but when it comes to your turn, *your mouth is totally locked*.)

67 In speech act (9), the teacher used metaphor "*mouth is totally locked*". This expression was uttered in a situation where there was none of the students wanted to perform their work in front of the classroom when they were asked to do so. To illustrate the students' cowardice, the teacher used the expression "*mouth is totally locked*". As a result, the students' bravery was reduced. Other metaphors used by the teacher were *stale* and *cliché* to represent the students' wrong answers. The use of metaphors in classroom interactions generated a dominative effect which can belittle the students and decrease their motivation to learn.

68 *Third,* personal pronouns. Teacher made use of personal pronouns of "*singular you and plural you*". Those personal pronouns created a big gap between the teacher and the students. The use of the pronouns reflected rudeness and impoliteness.

(10)

T: Jadi, ibu kasih tugas. [ ] Ibu berikan
69   tugas. (So, I gave you a homework assignment [   ] I gave you an assignment)

70 S: Bu, periksa dulu bu? (Could you please check it first, Mam?)

71 T: Tidak usah saya periksa dulu. *Bukan urusanmu!* (nada tinggi)! (I don't need to check it. *It's none of your business! [in high tone]*)

72 Speech act (10) happened during a question and answer session in the classroom. In the discourse, the teacher refused to check the students' previous assignment. The use of personal pronoun "*you*" in this context emphasized the teacher's authority. It shows that the teacher did not respect the students. There was such a "*superior-inferior*" hierarchy between the teacher and the students. As a result, they established a bad relationship. In

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the context of teacher-students relationship in a junior high school, the use of pronoun *students* or *my students* is preferable because it promotes affection.

73 *Fourth,* evaluative vocabulary. Teacher utilized negative-nuanced vocabulary to evaluate the students. There were eight evaluative words used: "*monotonous*", "*less*", "*unfortunately*", "*oh my goodness*", "*wrong*", "*inappropriate*", "*not good yet*", and "*not good at all*". These words were used to evaluate students' performance. Following is one of the examples of the use of evaluative words.

(11) T: *Aduh!* Ini persiapan ujian ini. Memahami

74   secara umum saja masih kelabakan! (*Oh my goodness!* We're preparing for the exam now. You cannot even understand the general ideas.)

75 Speech act (11) was performed by the teacher during a question and answer session. The teacher used "*oh my goodness*" to show his/her complaint/dissatisfaction. The use of words can decrease students' motivation. They will think that their effort and hard work are meaningless and not respected by the teacher. They will also feel afraid of expressing their ideas/opinions as they will be judged wrong by the teacher.

3.2.2 Teacher's Domination through Grammatical Patterns

76 Grammatical patterns which represented teacher's domination include: (a) declarative sentences, (b) imperative sentences, (c) interrogative sentences, (d) negative sentences, and (e) modality. Followings are the explanation of each grammatical pattern used.

77 *First,* declarative sentences. A declarative sentence is used in stating something. In classroom interactions, a declarative sentence was utilized to show authority, give punishment, and reveal anger. The instance of the use of

a declarative sentence in a classroom interaction is as follows.

(12)

T: Alan sama Baim ke sini! (Alan and Baim, come here!)

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S: Kenapa saya, Bu? (Why me, Mam?)

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T: Sini! (Come here!)

80 T: Kenapa kau begitu Baim? (Why are you acting like that, Baim?)

81 T: *Kau juga Alan, [ ] keluar-masuk seenaknya. Seolah kamu yang punya peraturan.(You, too, Alan, [ ] you come in and out as you wish as if you were the one who established the rules*)

82 Speech act (12) is a teacher's expression in commenting students' behavior. This speech act was uttered when there was a student entering the classroom right after the teacher was already inside. The declarative sentence was used to describe the teacher's anger towards the student. The use of the sentence made the student nervous and depressed. He felt ashamed because the teacher scolded him in front of his peers.

83 *Second,* imperative sentences. An imperative sentence is a sentence used to give order or ask students to do a certain activity. This sentence makes students feel oppressed. Following is an example of an imperative sentence used by a teacher.

(13)

T: *Turun!* Jangan jauh-jauh, Iin! Cukup

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laporkan peristiwa yang kita alami kemarin saja! (*Get down!* Don't go too far, Iin! Just tell the events we experienced yesterday!)

85 T: Mudah-mudahan yang lain siap! (I hope the others are ready)

86 T: Saya persilakan Anggun! (Anggun, please!)

87 Speech act (13) shows an activity where a teacher stopped a student when she was telling a story. The teacher ordered the student to stop

by saying "*get down!*" The use of the imperative sentence made the student lost her chance to continue her story. In that context, the student was placed as "wrong party" and "being judged". In fact, motivating could be a good solution to the problem. If the student cannot do as what is expected by the teacher, the student can be encouraged to fix her way to tell a story.

88 *Third,* interrogative sentences. An interrogative sentence was used by a teacher to implicitly show his/her power and to impose his/her belief on students. The use of interrogative sentences by teacher is described as follows.

(14)

T: Kenapa tidak ada yang berani memberi
89
tanggapan? (Nobody wants to give comments?)
90
S: Bagus bu! (Good, Mam)
91 T: *Apanya yang bagus? Kau hanya malas bertanya! (Which one is good? You just don't feel like asking!)*

92 Speech act (14) is an excerpt taken from a class discussion. The teacher doubted the students' courage to ask questions. She used an interrogative sentence "*which one is good?*" This sentence refers to a statement rather than a question. It reflects teacher's domination. The teacher was trying to impose her perception on the students. The teacher expected some questions from the students. On the other hand, the students thought their classmate's performance was good enough and there was nothing to do with it anymore. Despite all of this, the teacher was still trying to use her authority to convince the students that there should be more issues to raise. This act of domination was also represented by another interrogative sentence "*Do you still want to follow the lesson or not?*" which was meant to threaten the students who are not seriously engaged in the learning process.

93 *Fourth,* negative sentences. A negative sentence can reflect domination by teacher through the use of following words: *not* and *not yet.* Negative sentences were used to threaten, blame, and stop the students' activities. Following is an instance of the use of a negative sentence.

(15)

T: Ini Irham ini, coba kau maju Irham di
94
sini! (Irham, come in front!)
95 T: Saya tidak pernah lihat ini Irham mau tenang dalam kelas. (I have never seen you behave well in the class.)

96 Speech act (15) was stated by a teacher when s/he saw a student diverting his/her attention to other activities during the lesson. The teacher directly commented on the student's behavior. S/he scolded him by asking him to move to the front seat. In the excerpt, the teacher used negation "*I have never seen*". The use of negation represented teacher's domination by creating a bad image of the student.

97 Other negative sentences found in the classroom interactions are (1) "*Remember, there will be no score for those who do not do the work*" which represented a threatening act; (2) "*I don't like it when you memorize each word*" and "*Ok, have a seat please! You are not ready yet!*" which show the teacher's disappointment; and (3) "*You don't call it a group work*" which means that the teacher underestimated the students.

98 *Fifth,* modality. The use of modality is related to teacher's authority in communicating. Dominative modality used by the teacher in classroom interactions cover; (1) modality which contains an obligation, marked by the words "must" and "have to"; (2) modality which means to "let go", marked by the word "whatever"; and (3) modality which contains a certainty, marked by the word "certainly". Following is the example of the use of

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modality which refers to teacher's domination.

(16)

S: Boleh berita liputan enam, Bu? (Can we

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use *Liputan 6* news, Mam?)

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T: *Terserah* [   ] mau liputan enam, mau liputan apa kek, *terserah!* (Whatever [ ] liputan 6 or *whatever!*)

101   Speech act (16) is an example taken from a question and answer session in the classroom. In that speech act, the teacher used the word "whatever" twice. It means that the teacher let the students do what they wanted to do as if she did not care about the obstacles that the students could face. As a result, the students did not get adequate information about what they had to do. Even though they were trying to show their doubt through asking questions, the teacher seemed to ignore it.

102   DISCUSSION

103 This discussion section is divided into two parts based on the focus of the research which has been featured in the previous findings section.

103.1
Form of Teacher's Domination in Classroom Interactions

104 Based on the results of the research, it was found that teacher's domination in classroom interactions could be manifested in various forms. They cover (a) bad labelling, (b) threatening, (c) making fun of students, (d) underestimating, (e) getting angry, (f) giving punishment, (g) showing dissatisfaction/ disappointment, and (h) emphasizing authority. Teacher has made many efforts to control students' behaviors, discipline them, establish rules, and provide responses to their

performance which is not compatible with the standard set by the teacher. Unfortunately, the efforts fostered dominative acts. The domination existed as a consequence of the competitive use of power (Karlberg, 2005). A competitive power tends to place the party with authority in a position to control and to tame. In the context of education, the emergence of this dominative act can bring a bad impact to the students' academic development. The students who are exposed to the effects will mostly feel depressed, ashamed, and scared. As a result, their ability to express themselves and develop their creativity is left behind. This research finding related to the form of domination is based on the behavioristic theory of which focus is the control of students' behavior (Muijs & Reynold, 2008).

105   The results of the research showed that teacher liked to label students. The words *lazy* and *undisciplined* are the marginalization form to create a bad image of the students. Based on the researcher's perspectives, labeling in classroom interactions indicates teacher's dominancy towards the students. According to Eriyanto (20010), labeling is a language tool used mostly by a dominant party. Labeling has an offensive nature of an individual or groups being dominated. To improve the students' motivation to learn, teacher should avoid labeling as it can humble their pride.

106   Domination acts in the form of threatening and scolding have resulted from teacher's efforts to control students' behavior. The teacher has expected a situation which is under

control and disciplined. Therefore, the students should behave well, be disciplined, and there will be penalties for noncompliance. This finding is in line with Joe (1996) which says that students' being silent, calm, and speaking when asked to refers to a learning model which has been implanted by the teacher since the beginning. To the researcher, the act of threatening and giving punishment are not the effective way to grow the students' self-awareness. Instead, according to Shindler (2010) punishment only serve as an incidental solution, not a fundamental one.

107 The findings of this research have shown that teacher made fun of students, underestimated them, scolded them, and express dissatisfaction/disappointment towards the students. The teacher did these acts because the students' performance could not comply with his/her expectation. In other words, the teacher did not put any respect on the students' hard work. Errors in learning should be tolerated. If the teacher keeps doing the same thing, the students may grow uneasiness and hatred towards their teacher. The students, on the other hand, would like to make a good relationship with the teacher who possesses personality traits such as humane, respectful, and sensitive to students' problems, enthusiastic and positive, professional and proficient in their area (Rudduck & Flutter, 2004).

108 The findings described have indicated that teacher often seeks an opportunity to emphasize his/her authority. The dominative acts is a result of teacher's ideology confirming that the students need to be controlled in order that they can study better. This is in line with the research findings by Eriyanti (20140) which have revealed several ideologies brought by teacher into learning. They are (1) teacher has an authority to control students' activities, (2) there should be penalties for noncompliance, (3) students will learn best if they keep silent, and (4) being disciplined is one of determinants of success. These beliefs make teacher thinks that domination is a normal act. The teacher, thus, puts him/herself in a controller position which unconsciously makes the students feel oppressed.

108.1 Representation of Teacher's Domination in Language Features

109 Based on the results of the research, it was found that teacher's domination was represented by a number of vocabulary and grammatical features. *First,* vocabulary features representing teacher's domination include: the use of marginal vocabulary, metaphor, personal pronouns, and evaluative vocabulary. The findings showed that words have become a medium through which a dominative act happened within classroom discourse. This dominative act did not only exist physically, but verbally through words chosen. As stated by Fairclough (1989), domination can be manifested through the words said, relationship established, and position placed. Teacher's choice of words in communicating with students could imply domination. Teacher can choose his/her own diction to name particular activities done by the students, such as *lazy* and *undisciplined.* The use of marginal vocabulary in classroom interaction could create a bad image of the students. Metaphors used also reflect domination towards the students. Even though metaphors deliver meaning

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indirectly, still they can make students feel uneasy.

110The results of the research which are related to the use of pronouns have described that teacher has created a gap between him/her with the students. The use of pronouns *you* placed the teacher in a superior position. Unlike the use of *you,* teacher's calling students with *my students* can help build a bridge between the teacher and his/her students. According to Santoso (2012), the use of pronouns is related to power and solidarity since pronouns can be used as one strategy to show them. In classroom interactions, most of the teachers used pronouns to emphasize his/her authority and power.

111Evaluative vocabulary was intensely used in the classroom interactions. Based on the findings, evaluative vocabulary utilized by the teacher include *monotonous, less, unfortunately, oh my goodness, wrong, inappropriate, not good yet, not good at all.* The use of negative evaluation illustrated the domination significance. The repeated use of vocabulary can reduce the spirit and the students' motivation to learn.

112*Second,* related to the grammatical features, it was found that declarative, imperative, imperative, interrogative, negative sentences, and modality were used by the teacher to represent his/her dominative acts. The sentence modes describe that in showing his/her authority the teacher scolded the students, revealed his/her anger, restricted the students' activities, imposed his/her beliefs on the students, blamed the students, and threatened the students. This is in line with the results of the study conducted by Eriyanti (2014) which revealed that the use of various modes of sentences could represent ideologies in classroom interactions.

113The findings related to modality used by the teacher have depicted that modality implies obligation, omission and certainty. According to Fairclough (1989), the use of modality has connection with the speaker's authority. Modality in classroom interactions reflects teacher's attitude which contains authority and power.

114 CONCLUSION

115 The results of the research have revealed teacher's dominative acts which cover: labelling, threatening, making fun of students, underestimating, scolding, giving penalties, expressing dissatisfaction/ disappointment, and emphasizing authority.

116Teacher's domination in classroom interactions was also represented by the vocabulary and grammatical features. The vocabulary features used by the teacher include: marginal vocabulary, metaphors, personal pronouns, and evaluative vocabulary. In addition, the grammatical features cover the use of declarative, imperative, interrogative, negative sentences, and modality. Teacher's dominative acts were built on his/her own beliefs and ideologies. The teacher's ideologies pushed him/her to use his/her competitive power in classroom interactions. Based on the findings, it is advisable for a teacher to develop a sustainable relationship with the students and avoid using language features which could imply domination. Stakeholders, such as government and institutions which are responsible for the quality of education are recommended to help promote teacher's professional development in classroom interactions.

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