

A Critical Discourse Analysis on Lecturers' Language Power in EFL Teaching (An Ethnography Study at a Higher Education)

by Sultan Baa

Submission date: 24-Jun-2023 01:21AM (UTC+0800)

Submission ID: 2121498339

File name: iticalDiscourseAnalysisonLecturersLanguagePowerinEFLTeaching.pdf (363.03K)

Word count: 8037

Character count: 43274



A Critical Discourse Analysis on Lecturers' Language Power in EFL Teaching (An Ethnography Study at a Higher Education)

Markus Deli Girik Allo

Asfah Rahman

Sultan

Universitas Negeri Makassar

Bio-profiles:

Markus Deli Girik Allo is a Ph.D. candidate in the Program Pascasarjana of English Education Program of Universitas Negeri Makassar. He is also a lecturer at the English Study Program of UKI Toraja. He teaches Drama, Introduction to Literature, CCU, and Prose. His research interest is English Language Teaching. He can be contacted at jesuitzjoseph@yahoo.com

Prof. Asfah Rahman, M.Ed., Ph.D. is a lecturer in the English Education Program of Universitas Negeri Makassar. He teaches Research Methodology in Language, Statistics, Qualitative and Quantitative Methodology. He can be contacted at m.asfah.rahman@unm.ac.id

Sultan, M.Ed., Ph.D. is a lecturer in the English Education Program of Universitas Negeri Makassar. His research interest is Bilingual Education, TEFL, TESOL, Applied Linguistics. He can be contacted at sultan7304@unm.ac.id.

Abstract

When carrying out the task of teaching English, the problem is that the learner is difficult to understand the instructions given by the lecturer. This misunderstanding occurs because the spoken speech act is inappropriate. Learners have different

understandings or interpretations even at simple sayings by lecturers who teach. This case occurs because of failure in the use of Illocutionary Force Indicating Devices or the use of direct or indirect speech acts in certain situations. In relation with power, when the lecturers applied the reward power it effected the students to participate in the teaching-studying-learning process. In contrast, when the lecturer applied the legitimate power, the students were getting so bored and tend to do others activities beyond the teaching and learning process. Moreover, others students seemed tense and did not engage in learning. The objective of this research is to describe the lecturers' language power represented in EFL Teaching. In this study, the researcher applied qualitative methods. The research design chosen in this study is ethnography. The subjects selected in this study were the lecturers of the English Education Program Study of Teacher Training and Education Faculty of Universitas Kristen Indonesia Toraja. For this research, data is collected and analyzed using observation data instruments. The technique of data analysis used was a cyclical pattern (Spradley, 1980). The result of this study revealed that the lecturers' language power represented in the EFL Classroom through a directive, expressive, and assertive speech acts. The Directives Speech Acts revealed through command, and request, the Expressive Speech Act in the form of pleasure, and the Assertive Speech Acts represented in the *assertion*.

Keywords: *critical discourse analysis, lecturers' language power, EFL teaching, ethnography*

Introduction

The term power according to (Fairclough, 1995) is interpreted in terms of imbalance between participants in discourse events, and in terms of unbalanced capacity to control the text produced, distribution, and when the text has been received in a particular socio-cultural context. The text has ideological properties, such as vocabulary and the use of metaphorical language styles, grammar used, prejudice and implicature, politeness, turn-taking, generic structure, and style. In a broader understanding, (Brown & Gilman, 1960) define power can be in the form of physics, the prosperity of someone or certain group members, in terms of age and gender differences, or terms of differences

in someone's role with others in an institution. Specifically, (Thomas, 1995) distinguishes power into three types, they are legitimate, reference, and expert power.

The form of teacher power in the learning process in the classroom can be identified directly and indirectly. The power of a teacher can also be seen when giving warnings, instructions to students, questions that must be answered by students, and teacher arguments. In other words, each teacher's speech in the class if analyzed in depth will show the form of the teacher's power towards students. In expressions, for example: "do your job". This teacher's expression is not just a general utterance that occurs when the teacher instructs students to do the assignment. But if mastered in-depth, according to (Fairclough, 1989) the expression of the teacher above has the power possessed by the teacher towards students. Deep analysis of teacher expressions can be through linguistic elements such as speaker and listener relations, transitivity, mode, modality, and active-passivity.

The study on language power had been conducted by several researchers, they are: Medriano & De Vera (2019) investigate that President Rodrigo Roa Duterte applied political speeches to reveal his dominance. PRRD's monologue applied the illocutionary acts such i.e. assertive, commissive, verdictive, directive, declarative, and expressive. Sulistyani (2018) finds that the power of Directive Speech Acts applied in the classroom is in three types namely, question, command, and suggestion. Agustina & Cahyono (2016) overview that the phrases used by the lecturers in the study indicate a threatening action and attitudes that lack respect for students. Bustrum (2001) finds that in language learning in the classroom on the context of the cultural sphere in which they learn, not all multicultural students react to their teachers and likewise with their partners in terms of the direct agreement in the context of An institutional environment in which a teacher is devoted. Overton (2006) describes that the education system adopts the teacher's way of applying value to classroom learning. Maftoon & Shakouri (2012) investigate that the teachers did not consider themselves to have power in the context of teaching in the classroom. Although every word of a person has power, and a person who has power but cannot apply it in the proper use of the word then he/she will lose the Power. (Connors & Lundsford, 1993; Lee, 2008; Smith, 1997 in Burns, Chigaeva-Heddad, & Leung, 2019) investigate the power relation between teachers and students.

To analyze whether a sentence has an embodiment of the power of a speech act or not, linguistic elements can be used in analyzing it. To analyze sentences having power, there is one approach that uses linguistic elements that can be used, namely Critical Discourse Analysis (CDA). The Critical Discourse Analysis (CDA) approach is useful for describing the use of language in the discourse and connects between the use of language and the powers possessed by someone who is applied in communication. Language becomes an important factor to see the imbalance of power possessed by community members in Critical Discourse Analysis (CDA). In critical discourse analysis, three dimensions must be analyzed according to (Fairclough, 1989), namely: text (vocabulary, grammar, and textual structure), discourse practice, and sociocultural practice. In the text dimension, power is represented through vocabulary, grammar, and textual structure. After finishing analyzing the dimensions of the text, it will be continued with an analysis of the dimensions of discourse practice. The third dimension is a continuation of the discourse dimension by explaining and analyzing the dimensions of sociocultural practice.

The study conducted by (Suharyo & Irianto, 2009) reveal that there are five functions of the realization of the power possessed by the teacher in the classroom, namely: 1. The teacher can manage classrooms and control the learning process by the learning plan effectively, 2. With authority or power possessed, the teacher can invite students to pay attention to the explanations, arguments, and instructions of the teacher, obey and implement teacher instructions throughout the learning process, 3. trust every argument and speech of the teacher, 4. Students show good attitudes with respect for the teacher, 5. With the power or authority possessed by the teacher, it further powering the differences in teacher and student status.

In terms of teaching English as a foreign language, especially those that occur in English language education Program study at the *Universitas Kristen Indonesia Toraja*, lecturers who teach not native speakers of English. When carrying out the task of teaching English, the problem is that the learner is difficult to understand the instructions given by the lecturer. This misunderstanding occurs because the spoken speech act is inappropriate. Learners have different understandings or interpretations even at simple sayings by lecturers who teach. This case occurs because of failure in the use of

Illocutionary Force Indicating Devices or the use of direct or indirect speech acts in certain situations. In relation with power, when the lecturers applied the reward power it effected the students to participate in the teaching-studying-learning process. In contrast, when the lecturer applied the legitimate power, the students were getting so bored and tend to do others activities beyond the teaching and learning process. Moreover, others students seemed tense and did not engage in learning. Based on the background above, the objective of this research is to describe the lecturers' language power represented in EFL Teaching.

Review of Related Literature

a. Speech Acts Theories

In certain communications, every person who pronounces a word is accompanied by a certain action according to what is said, it is called Speech acts, (Austin, 1962), and (Searle, 1979). Furthermore, Austin divides Speech acts into three important parts, which are locutionary, illocutionary and Perlocutionary Act. The Locutionary Act is the act of producing an utterance. The Illocutionary act is the active outcome of the implied meaning or the actual meaning displayed on the Locutionary Act. And, the Perlocutionary Act is an actual effect of the Locutionary and Illocutionary act.

Austin, as cited in Medriano & De Vera (2019), divides illocutionary of speech acts as “verdictives, behaves, expositive, commissives and exercitives”. (Searle, 1969) divides the illocutionary act into five parts:

- a. Assertive: The speaker reaches an assertive point when they declare how things are in the world.
- b. Directives: Point of Directive when the speaker attempts to make the listener do something.
- c. Commissives: Point that commissive when one commits to doing something.
- d. Expressives: Expressive points when they reveal their attitudes about something in their environment.
- e. Declarative: Declaratory point is a statement to do something, and done.

In this research, the researcher analyzed first the speech act of the lecturer in-depth observation through field-note and recording of teacher talk. Its purpose to show the way lecturers present the language power in the EFL Classroom.

b. Critical Discourse Analysis

Critical Discourse Analysis (CDA) is an integration between three things that is text analysis, analysis at the time the text was produced, received by listeners, and at the time of distribution, and analysis on sociocultural nature is discursive (including things e.g. conversations, interviews, scientific papers), (Fairclough, 1995). Critical Discourse Analysis (CDA) is a theory and method of analyzing the way people, community groups, and even certain institutions in using the language, (Richardson, 2007). The analysts of critical discourse according to (van Dijk, 1993) focus on the relationship between discourse, power, dominance, imbalance in society, and how the discourse is reproduced and maintains the relationship between power and imbalance. CDA practitioners experience a lack of uncertainty between the practice of discourse and social and cultural structures, so they take an explicit political stance. In this context, the CDA is more descriptive than a Conversational Analysis (CA).

CDA specifically emphasized the interdisciplinary study of discourse, which is trying to mediate between the linguistic and social background of the text (Fairclough, 1995, and (Wodak, 2001). Unlike the CA, the CDA is more broadly discussing social, indicating external factors, ideology, power, inequality, and afterward using social and philosophical theories to analyze written and verbal text and interpret it. (Fairclough, 2013) emphasized that in CDA an analyst would analyze text and interactions, but first analyze the problems faced by a particular person or community they are facing, in addition to politics, and Culture. Thus, a CDA researcher began researching from the beginning of the microstructure of the language and then helping to form the macrostructure of society.

c. The Nature of Power

In the critical discourse, the subject matter is the embodiment of good power that is done by a certain person or institution. According to (Fairclough, 1995) power is defined in terms of imbalance between members in a discourse, besides, the power is also conceptualized in terms of capabilities that are not equal to control or control how the text

is produced, Submitted, and when the text came to the listener in a particular socio-cultural context. If the definition of "power", then we will get various definitions. Even in an academic discipline, the term power has inconsistent meaning. Thus, in this study, researchers will focus on the definition of power that is closely related to this research. One of the more relevant views in the study is that Hurt, et al. (1978, as cited in Mccroskey & Richmond, 1983) means that power refers to the teacher's ability to influence their students in learning in various ways outside of the student's control itself. The concept of power is further defined by other experts (Cartwright & Zander, 1968; Cartwright Goldner, 1970; McClelland, 1975; Zaleznik & Kets de Vries, 1975 quoted from Mccroskey & Richmond, 1983). They define power as an ability to influence others, and the affected person will not want to do the desires of people who have power if they are not affected so that they experience a change in the form of behavioral change, belief, and attitude. Below are the bases of power (French & Raven, 1959), (Mccroskey & Richmond, 1983):

1. Coercive Power

Coercive Power is a power based on students ' perception that they will be punished by teachers if they do not do the will of the teacher in the learning process. Thus students in the culture of the class will carry out each teacher's command, this is based on Coercive Power which is owned by the teacher and the student's appreciation to his teacher.

2. Reward Power

Reward Power is a power that is owned by the teacher by giving gifts or appreciation to students as a form of appreciation to students who have carried out the wishes and desires of teachers in the learning process.

3. Legitimate Power

Legitimate Power is a power that belongs to teachers because they are tasked with carrying out the role of a teacher, so in carrying out the role, the teacher has the right to make certain demands and requests associated with Learning and teaching. Another thing, such as transcending culture in the classroom and the personal life of students is not in the realm legitimate the power of a teacher.

4. Referent Power

Referent Power is the foundation for ⁵ the relationship between two people, in class culture, it is based between a teacher and a student. If a student feels attracted to the strengths and advantages of a teacher then the stronger Referent Power is owned by a teacher. Referent Power is a teacher of trust, behavior, and perception, this is what is trying to emulate and become the attraction of students.

5. Expert Power

Expert Power is a teacher-owned power because of the competence and expertise owned by a teacher. So far, students believe that teachers in the field of teaching have the skills and the ability to transfer knowledge, the effect of this power is the change for students especially in terms of cognitive.

² Research Method

In this study, the researcher applied qualitative methods. This method is according to (Creswell, 2012) that a researcher first collects data by compiling and developing the protocol to record data and then proceed at a later stage. The research design chosen in this study is ethnography. This design is a type of qualitative research procedure that illustrates, analyzes, and interprets the various forms and patterns of certain cultural groups, beliefs, and developmental languages over time. In this study, ethnographic design in a cultural group in the classroom of education. Related to the ethnographic term, (Spradley, 1980) views ethnographic design as a research activity describing and interpreting a particular culture to understand the specific way of their life.

In choosing the subject of research, ² the researcher applied purposeful sampling. Purposeful sampling (Creswell, 2012) is when ³ researchers deliberately select individual or specific sites to understand the phenomenon of a research study. The subjects selected in this study were lecturers of the English Education Program Study of Teacher Training and Education Faculty of *Universitas Kristen Indonesia Toraja* and had a total of three lecturers. Below is the description of the subject in this research:

Table 3.1: Summary of subjects (all the names are pseudo name)

Name	Age	Gender	Highest qualification	Teaching experiences	Subject	Total responsible class in a semester
Onneh	55 years old	Male	Doctor degree (S3)	25 years	Research on ELT (3 study credits)	7 classes
Elra	56 years old	Female	Master degree (S2)	22 years	Research on ELT (3 study credits)	6 classes
Ojjud	32 years old	Female	Master degree (S2)	10 years	Cross Culture Understanding (2 study credits)	6 classes

For this research, data is collected and analyzed using observation data instruments. According to (Creswell, 2012) Observation is the process of collecting data by looking directly at people with their activities and specific research sites. Data is collected with several combinations of field records, audio-visual recordings (Mackey, Alison, and Gass, M., 2005). In this research, the purpose of audio-visual recordings is to allow researchers to analyze deeply the use of lecturers' language power in EFL Classroom and involve the comparisons of previous researchers' data and research related references. Then, Observation in the form of field records was conducted 6 (six) times in each class that was assigned to teach by the subject of this study. First observation to get data on classroom culture (types of activities in the learning process), second observation to get data on lecturers' language in EFL Classroom, third observation to find out more about data on previous observations (until data becomes saturated), the fourth observation to know how lecturers' language power was represented in the learning, the sixth

observation to do the fifth observation data (data saturation), and Sixth observation to observe the students' attitude and behavior changes.

The technique of data analysis used in this study was a cyclical pattern (Spradley, 1980). The ethnographic cyclical pattern consists of the following steps: Choosing an ethnographic project, asking ethnographic questions, collecting ethnographic data, creating ethnographic records, analyzing ethnographic data, and writing an ethnography. To know the power of lecturers' language, record data needs to be processed by first transcribe the interaction record data of the class between lecturers and students. To process data analysis in this study, researchers used the critical discourse analysis of Fairclough. According to (Fairclough, 1989), there are three stages of critical discourse analysis: Text descriptions, interpretation of the relationship between text and interaction, and explanations of the relationship between interaction and social context. In-text dimensions, data will be analyzed related to vocabulary, grammar, and text structure. Lecturers' utterances classified to find speech acts involving assertive, directives, commissive, expressive, declarative of speech acts. Then, the above utterances are transcribed and analyzed based on vocabulary, grammar, and categories of text structures. To process the data analysis, researchers used Fairclough's critical discourse analysis. According to Fairclough, there are three stages of critical discourse analysis i.e. text description, the interpretation of the relationship between text and interaction, and an explanation of the relationship between interaction and social context. In-text dimensions, data are analyzed related to vocabulary, grammar, and text structures. Speeches from lecturers are classified to find types of speech acts involving assertive, directive, commissive, expressive, declarative of speech acts. Then, the above utterances are transcribed and analyzed based on vocabulary, grammar, and categories of text structures.

Finding and Discussion

The result of this research about the critical discourse analysis on lecturers' language power (Fairclough, 1989). The data portrayed in the three stages that consist of; description of the text, interpretation of the relationship between text and interaction, and the explanation of the relationship between interaction and social context.

1) Lecturers' Language Power in Directive Speech Acts

Lecturers' language power in directive speech acts below consists of requests and commands done by lecturers in EFL Teaching. It is portrayed as:

a) Extract 1: Questioning on learner's lexical error

In the context of talks below is about the conversation between the lecturer of Research on ELT, and a learner who presented her assignment before the class. Shortly, when that learner presented the assignment using the LCD, the lecturer immediately commented on the correction of the use of grammar which is not appropriate applied by her as presented below:

Yunita : *(Presenting her assignment before the class) (context)*

Mrs. Elra : *(When the learner displayed the first slide from her presentation, the lecturer saw the mistakes made by the students followed by giving feedback) (context)*

“Ok Junita, the background of the research let me see! Ok, the word taught, the first thought and the second taught, which one is true, which one is right, which one is correct? Ok, you are going to do your research entitled..., Yunita? You are going to do your research about the past tense?”

Yunita : *“Yes” (She answered briefly with the word “yes” while nodding her head) (context)*

1) Description

Regarding the above, the Lecturer used the directive speech in the form of a request when she started responding to learner assignments by giving questions. Questions are given by the lecturers in succession without allowing the learner to answer, for example; "Which one is true? Which one is right? Which one is correct? Ok, you are going to do your research with entitled... Yunita? You are going to do your research about the past tense? .There were five questions asked by the lecturer in a row, then at the end, the learner answered briefly and confirmed the lecturer's question using the word “yes”. From the question used by the lecturer, she used the

rhetorical question to test the learner. Through the use of the rhetorical question appears that the lecturer indirectly asked students to answer the lecturer's question by selecting the correct answer.

2) *Interpretation*

In context classroom discourse above, when asked to use a rhetorical question, lecturer using indirect request. Indirect Request according to (Fairciough, 2013) is requesting that consist of a question and can be more or less indirect. On the lecturer's question "You are going to do your research about past tense? The learner would review the research title but the lecturer still asks and confirms the student. The rhetorical question was told by the lecturer reasoned because one question from the lecturer could not answer him, even a mistake that is quite essential done in the beginning. The error is a lexical error in the tense that is the title of the study that the use of the word "thought" should be used is "taught". According to the lecturer that the learner is doubtful to research the past tense because the students are error in the past tense use.

3) *Explanation*

The power of request represented in the discourse above is visible from the use of rhetorical questions by lecturers in the form of indirect requests. (Fairciough, 2013) states that it is obvious that there is a connection between request and power. Someone who has the power, of course, has the right to request something. On the indirect question used by the lecturer above, indeed, the learner replied briefly that the first is correct, although the answer is wrong. Respond to the student, although wrong but how the lecturer to make the student expressed his mind can succeed. Indeed in learning, not all students have the ability and good confidence when asked to speak when they write and vice versa. Furthermore, when the lecturer gave the next question by giving lexical options in past tense use. The lecturer asks that which is right whether the first or the second. But the student again chose the wrong answer. The lecturer then gave oral corrective feedback in the form of recasts. Recast is oral corrective feedback performed by the lecturer by repeating the wrong students '

answers without directly saying that the learner's answer is wrong, and then the lecturer gives the corrections.

b) Extract 2: Correcting tense use

The following is the ⁷ directive Speech act in the form of a request made by the lecturer. The request for a rhetorical question is used when correcting student mistakes when presenting in class, discourse interaction in the classroom is described as follows:

Yunita : *(The student was displaying her job in the slide show presentation, and the lecturer immediately saw the mistake made by the learner and directly gives feedback) (context)*

Mrs. Elra : *“Ingat dia akan meneliti past tense, sementara past tense dia tidak tahu bentuknya bagaimana yang benar. Yang mana yang benar itu, Yunita?”*

Yunita : *“The first”*

Mrs. Elra : *“The first? Yang lain yang mana? Audience, yang mana yang benar?...yang pertama itu yang thought itu, itu dari infinitive of think, kalau di situ think, coba terjemahkan dalam bahasa Indonesia english is dipikirkan sebagai sala satu..itu maunya diajarkan taught ya? Itu baru satu, yang mau dibahas adalah past. How do you know the ability of students while kamu sendiri tidak master, jadi tadi itu kata pertama hati-hati. Berikutnya yang menggelitik saya di sini, because “by English we can go anywhere” saya terima itu dengan akal sehat, the second we easy get job, jangan, siapa bilang banyak alumni bahasa inggris menganggur”.*

learners : *(learners in the classroom laugh at the lecturer statement) (context)*

1) *Description*

The lecturer in the discourse above gave the questions “How do you know the ability of students while you do not master?” .This question is the kind of indirect request. This question is a challenge to the student regarding the knowledge and skills of the past tense, and it is impressed that the student chooses a topic that she does not properly master. Another question in form indirect request presented by the lecturer is "The second, we easily get a job, don't, who says?" .This question asked the learner to provide evidence on her statement.

2) *Interpretation*

It is obvious from the discourse above that the lecturer used questions in the form of indirect requests. Indirect Request according to (Fairciough, 2013) is requesting that consist of a question and can be more or less indirect. The question used by the lecturer above is “How do you know the ability of students while you do not master?” .This question is rhetorically implies that the lecturer did not permit the learner to investigate the students' ability related to past tense because in the vantage point of the lecturer that the students had not the ability in the past tense. Besides that, the lecturer also gave a question on the student statement “By English, we can go anywhere, and we easily get a job". According to the lecturer, on the first clause it makes sense to him, but on the second clause is absurd, saying "The second, we easily get a job, don't, who says? The proof is, many English alumni are unemployed ". Then, on the rhetorical question "who says?" in the context of the lecturer's speech “The second, we easily get a job, don't, who says? The proof is, many English alumni are unemployed “.Rhetorical question types like this reveal a strong feeling of the dissenting of the lecturer. And, through this indirect request, the lecturer requested the evidence of learners’ statement. Furthermore, because the learner could not give the evidence, therefore, the lecturer confirmed his question to reinforce the views she had expressed.

3) *Explanation*

The power of request displayed in the classroom discourse above is indicated from the use of rhetorical questions by lecturers in the form of indirect requests. (Fairciough, 2013) states that it is obvious that there is a connection between request and power. On the question in form of indirect request "How do you know the ability of students while you do not master? ", this question indirectly means that the student could not do the study to find out the ability of students about the past tense because she did not have an ability in that field. It teaches students that it is very important to study vigorous, prepares every material that will be presented, and more accurately in writing, so that not just writing but most importantly is whether the structure is correct and the exact meaning of work can be responsible. In the lecturer's speech form the combination statement and question namely "The second, we easily get a job, don't, who says? The proof is, many English alumni are unemployed ". This indirectly requested the learner to always include evidence of every statement submitted. Indeed no one can resist the data, the statement will not mean without the data in the form of facts.

c) Extract 3: Ordering a learner to delete a statement

In the context discourse below demonstrates the use of the command spoken by the lecturer in giving feedback on the results of the student's work. In giving feedback, this lecturer analogized the study program with the product term.

Sinta : *(She was presenting his opinion in the form of a statement that when someone mastered English then he would easily get the job. Then, lecturers clarify the form of a statement disagree and instruct the student to remove it) (context)*

Miss. Ojjud : *"Ok. Hapus saja itu, itu melecehkan produk lain kalau begitu".*

Learners : *(laughing) (context)*

Miss. Ojjud : *"Tersinggung keras nanti progdi bahasa Indonesia, matematika, ganti saja itu".*

1) *Description*

After the use of requests, the lecturer used the directive speech in the form of the command. The command of directive speech appeared in use imperative "Ok" for example in the speech "Ok, Just delete it, it's harassing other products if so".

2) *Interpretation*

In the interaction, the lecturer used indirect command by uttering "Ok, Just delete it, it's harassing other products if so". The Directive is a kind of speech act which its purpose to request the respond non-linguistically from the hearer, (Suherdi, 2009). The use of the Speech Act directive by the person in the communication aims to make people do something. Giving a command is one example of the use of the Speech Act directive, (Yule, 1998). The lecturer from the above discourse directed the learner to delete the statement because it is sensitive. The sensitive statement meant by the lecturer is "By English, we can go anywhere, and we easily get a job". The lecturer asked the learner to delete the clause "We easily get a job" because it does not make sense and does not correspond to the facts that exist. At the time, the lecturer said that "Ok, Just delete it, it's harassing other products if so", the other learners laughed. It reasoned for the use of utterances "it's harassing and" other products". Afterward, the lecturer clarified that what was meant by another product was other courses, by saying "Indonesian Language, and Mathematics Study Program will be offended later, just change it".

3) *Explanation*

The use of declarative or in the form of a question grammatical by the teacher in the classroom teaching, partially demonstrating the command addressed to the student as the teacher's obligation form. The use of commands by teachers can be categorized as a power relationship, (Fairciough, 2013). From the above discourse, the lecturer's power showed when she asserted students not to be able to appear too confident by saying it is very easy to get a job when speaking English well. It cannot be generalized because the closest evidence of them is the sheer number of English graduates who

have not yet worked. The lecturer said indirectly that "it's harassing other products if so". Therefore, lecturers revealed that she motivated the learners to provide the statement with evidence.

2) Lecturers' Language Power in expressive speech act

Lecturer's language power in expressive speech act presented in the elaboration below in form of appreciation on the learner's work.

d) Extract 4: Appreciating the learner's work

In the context of the conversation between lecturer and learner below, lecturers reviewed students' work. He saw in passing the display of the material presented in Research on ELT lectures. Lecturers reconfirmed whether the student is right to master the material properly. After that, he gave feedback in the form of questions to the learner. Furthermore, the learner answered it well, as described as follows:

Mr. Onneh : *"sudah diajarkan dulu bahwa untuk mendapatkan score student satu adalah jumlah benar dibagi dengan jumlah soal dikali dengan ? berapa?"*

Joni : *"Seratus" (he answered with a loud voice, and sounded to the position of the back seat) (context)*

Mr. Onneh : *"Kenapa dikali dengan seratus?"*

Joni : *"tergantung skor maksimal, pak" (He was very confident answering the lecturer question. It was seen from a serious facial expression) (context)*

Mr. Onneh : *"Ya, mantap, itu yang cocok, kan tidak selamanya skor maksimal adalah seratus, ada juga yang sepuluh. Nah, OK, divided by N number of your respondent adalah jumlah daripada respondent."*

Joni : *"Thank you, sir". (He answered with a full of joy and eagerly smiling) (context)*

1) Description

In the context of classroom discourse above, lecturers gave appreciation to the students for the responsibility of his work. When lecturers tested students' understanding through questions, the learner appropriately answered. Then the lecturer appreciated by saying "*Ya, mantap, itu yang cocok, kan tidak selamanya skor maksimal adalah seratus, ada juga yang sepuluh.* [Yes, steady, that's the fit, right not always the maximum score is a hundred, and there are also the ten]". From the lecturer's speech, it was clear that he used evaluative feedback to respond to learners' work and answer by praising learners using utterances "Yes, steady, that's the fit". When the learner subsequently responded to the lecturer's pleasure, He answered "Thank you, sir" with a full of joy and eagerly smiling.

2) Interpretation

The lecturer's expression of pleasure for the learner's answers to the above interactions expressed a sense of happiness and satisfaction. It is obvious that by using pleasure expression, the lecturer applied the expressive speech act. Expressive under (Searle, 1979) is when someone expresses feelings and attitudes. Form the discourse above, as a lecturer, he felt proud and happy when his students managed to know and understand the material it teaches. This is also one of the benchmarks in achieving every special purpose of the meeting in the lecture. Likewise, with the praise from the lecturer to the learner, it looks like a happy student who indicated a sense of pride and happiness for his ability in the learning process at that time.

3) Explanation

Reward Power is a power that is owned by the teacher by giving gifts or appreciation to students as a form of appreciation to students who have carried out the wishes and desires of teachers in the learning process, (French & Raven, 1959), (McCroskey & Richmond, 1983). In the discourse above, the reward from lecturers to the learner in the teaching and learning process is important in improving the motivation and attitude of students. In context discourse above, the effect of the

lecturer's pleasure is the sense of happiness and pride of the student. It is seen in the form of respond words and act students with a full of joy and eagerly smiling, and in the end, the learner was very polite to answer thanks for the direction, input, and especially praise from the lecturer.

3) Lecturers' Language Power in assertive speech act

e) Asserting the meaning non-verbal communication

In the context of classroom discourse below, the lecturer (Miss. Ojjud) was teaching on the subject of Cross Cultural Understanding. She was teaching non-verbal inter-culturally forms of communication with their own culture. Lecturer elaborated one of the meanings of communication by using a thumb symbol, the excerpt of interaction is as follows:

Miss. Ojjud : *"Kita menggunakan tangan jempol, kalo begini (thumbs up) in American culture. Thumbs up?" (She showed her fingers to the learner and formed thumb up, then, she continued with material explanation) (context)*

Martha : *"Ok" (She raised her hand and answered the question) (context)*

Miss. Ojjud : *"Ya, bagus , Ok, or good. But in Arab and apa tadi yang anda lihat di Arab (guru sambil "thumbs up") in insult for a man. Do you understand? Ini insult. Arti insult?"*

Learners : *(Students do not know the answer, then they try to find in the dictionary what the meaning of the word insult) (context)*

Miss. Ojjud : *Insult. Apa itu insult?*

Learners : *(learners still trying to find in the dictionary what is the meaning of insult) (context)*

Miss. Ojjud : *Huh? Apa itu insult? What is the insult? Jadi kata yang perlu anda tahu "offended", dan "insult". Apa itu offended?*

Learners : *"tersinggung"*

Miss. Ojjud : *Ya, tersinggung. Insult*

- Lisa** : *Penghinaan*
- Miss. Ojjud** : *Ya penghinaan. Ya jadi* once again, some signals or some signs in our culture become an insult or some from the other culture will be offended by those signals. Ok we start from thumb up, thumbs up *artinya* "ok" *atau* "good job" but for American culture. Ok, *ya* for American culture but Arab, this is the sign of bla la bla of man genital organ.
- Jojo** : *Bencong (Very sure to answer it)* (context)
- Miss. Ojjud** : *Bencong? Not bencong! ... (Smiling)...* an organ vital for Arabs. Ok, *jadi itu orang Arab bisa tersinggung kalo anda kasih begini (showing thumb up)*. So, don't do it, ok?
- Students** : *(all learners laugh)* (context)

1) Description

Interaction in the class between lecturer and learners in the above conversation illustrates how lecturers uniquely embedded material about culture. Lecturer first compared the meaning of the symbol of non-verbal language, namely the use of the thumb in intercultural communication. The lecturer first evocated the meaning of the thumb in the American state, by asking the students questions, saying "American culture, Thumbs up?" .Then followed by comparing the meaning of the thumb when applied in communication in Arabic. Similar to the previous way, lecturers asked about the meaning of the use of thumb finger in communication. But no student successfully replied, and then the lecturer gave a clue by saying "It insult for a man". Do you understand? This is an insult. Insult means? ". But none of the students knew the meaning, and the lecturer repeated the question by emphasizing the word "insult". Learners did not know the answer, then they tried to find in the dictionary what the meaning of the word insult. Then they understand and mention in Bahasa Indonesia that insult is something sensitive that can make others offended. Then the lecturer repeated the question by using the filling gap namely "This is the sign of bla la Bla of man genital organ". Then there was the student answered "*shemale*", but claimed by the lecturer as the wrong answer. Because she started

to see the student confusion then he explained its meaning by saying that the thumb up for the Arabs meant the genital organ for men. Once explained as such, all students laugh out loud.

2) *Interpretation*

How the lecturer explained the material about the use of sign thumb culture in different countries is with indirect way. She used assertive of the speech act in explaining the material. Assertive is the speaker reaches an assertive point when they declare how things are in the world, (Searle, 1969). In the discourse context above, she did not immediately explain the meaning of its use but first compared, then followed by asking the students, then students open a dictionary when they do not understand. Even when the lecturer saw the student confusion she gave a clue from his question. However, it was not yet able to answer, and finally, the lecturer immediately gave an answer and explained it at the end. The lecturer's way of explaining the material is highly structured and provides learners with more active opportunities in learning, and students are easier to understand because course materials are described in an interesting and stimulating way of critical thinking, although, they have not had such cultural experience. The lecturer explained the somewhat sensitive material in the eastern culture especially for Indonesians who still highly uphold the moral value of modesty is applied in that context. It is shown to students that people with Eastern cultures do not directly reveal anything of taboo terms.

3) *Explanation*

Expert Power is a teacher-owned power because of the competence and expertise owned by a teacher. So far, students believe that teachers in the field of teaching have the skills and the ability to transfer knowledge, the effect of this power is the change for students especially in terms of cognitive, (French & Raven, 1959), (McCroskey & Richmond, 1983). The expert power showed in this discourse context when the lecturer used the assertive speech act. In using assertive, she succeeded in making learners more active in learning by applying a communicative way of learning by establishing critical thinking of the learners. Also, the lecturer indirectly taught to learners that in the culture of eastern people the taboo is not indiscriminately mentioned, the name so it needs to be

learned because they will someday communicate with people with a different culture, even intercultural. The lecturer was very effective in being applied so that the learners can understand the material well and still apply the moral value of the East Culture.

It is obvious from the finding above that the lecturers' language power in EFL Teaching in this study revealed through the use of speech acts of the lecturers. Per (Fairclough, 1995) power is defined in terms of imbalance between members in a discourse, besides, the power is also conceptualized in terms of capabilities that are not equal to control or control how the text is produced, Submitted, and when the text came to the listener in a particular socio-cultural context. Hurt, et al. (1978, as cited in Mccroskey & Richmond, 1983) means that power refers to the teacher's ability to influence their students in learning in various ways outside of the student's control itself. In this study, the lecturers' ability to influence their students in learning showed in various ways. Through the lecturers' language, it can be investigated their power in EFL Teaching. It is proved through observation that the learners influenced by the lecturers' language power. Lecturers' influence showed through text, attitude, and behavior that they were motivated to learn English.

The lecturers' language power in EFL Teaching represented through a directive, expressive, and assertive speech acts. Directive speech acts are Point of Directive when the speaker attempts to make the listener do something, (Searle, 1969). Directive speech acts in this study revealed through command and request. *Command* applied by ordering a learner to delete a statement without a shred of evidence. It influenced the learners' critical thinking to provide the statement with evidence. *The request* revealed through questioning on learner's lexical error, its effect is the learner's belief to answer and demonstrate the form of courtesy to the lecturer. Besides directives, the lecturers also represented the Expressive speech act in the form of Pleasure. Expressive is the point when they reveal their attitudes about something in their environment, (Searle, 1969). Lecturers' *pleasure* revealed through appreciating the learner's work. This influenced the motivation and attitude of learners. And the last speech acts applied by the lecturers are the Assertive speech act. This type of speech act means that the speaker reaches an assertive point when they declare how things are in the world, (Searle, 1969). Assertive speech acts represented by *asserting* the meaning of non-verbal communication. It

influenced the learners can understand the material well and still apply the moral value of East Culture.

Conclusion

The lecturers' language power represented in the EFL Classroom through a directive, expressive, and assertive speech acts. Directive speech acts in this study revealed through command and request. *Command* applied by ordering a learner to delete a statement without a piece of evidence. It influenced the learners' critical thinking to provide the statement with evidence. *The request* revealed through questioning on learner's lexical error, its effect is the learner's belief to answer and demonstrate the form of courtesy to the lecturer. Besides directives, the lecturers also represented the Expressive speech act in the form of Pleasure. Lecturers' *pleasure* revealed through appreciating the learner's work. This influenced the motivation and attitude of learners. And the last speech acts applied by the lecturers are the Assertive speech act. Assertive speech acts represented by *asserting* the meaning of non-verbal communication. It influenced the learners can understand the material well and still apply the moral value of East Culture.

This study offers pedagogical implication in Teaching English as a Foreign Language, specifically for language and literature courses. First, Lecturers' language power is inherent in promoting change and learning. Since education is a process of change, teachers become the main agents of that change in learners. Most of the times, the lecturers impinge on the learners, sometimes subtly, sometimes strongly. The lecturers also challenge the learners. While this process of the learners' change may be uncomfortable and threatening for them, the process of education almost always includes the learners' change, and the lecturers exercise power over the learners in some way. Second, this study about power is an aspect of literary criticism that focus in lecturers' discourse in classroom context, thus, the learners can learn the contextual material of power in EFL Classroom.

References

Agustina, S., & Cahyono, Yudi, B. (2016). Politeness and Power Relation in EFL

- Classroom Interactions : A Study on Indonesian Learners and Lecturers.
International Journal of Language and Linguistics, 3(2), 92–100.
- Austin, J. L. (1962). *HOW TO DO THINGS WITH WORDS*. Great Britain: Oxford University Press.
- Brown, Roger & Gilman, A. (1960). *The pronouns of power and solidarity*. Cambridge: MIT Press.
- Bustrum, B. J. (2001). *Language and Power in the ESL Classroom*. Grand Valley State University.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Intergovernmental Panel on Climate Change, Ed.). Boston: Pearson Education, Inc.
- Fairclough, N. (2013). *Language and Power* (Second edi). New York: Routledge.
- Fairclough, N. (1989). *Language and Power*. New York: Longman Inc.
- Fairclough, N. (1995). *Critical Discourse Analysis: the Critical Study of Language*. New York: Longman Group Limited.
- French, J. R. P., & Raven, B. (1959). *The bases of social power*. Michigan: Univeristy of Michigan, Institute for Social Research.
- Mackey, Alison, and Gass, M., S. (2005). *Second language research : methodology and design*. London: Lawrence Erlbaum Associates, Inc.
- Maftoon, P., & Shakouri, N. (2012). The Concept of Power in Teacher Talk: A Critical Discourse Analysis. *World Applied Sciences Journal*, 19(8), 1208–1215.
<https://doi.org/10.5829/idosi.wasj.2012.19.08.1894>
- Mccroskey, J. C., & Richmond, V. P. (1983). Power in the classroom I: teacher and student perceptions. *Communication Education*, 32(April), 175–184.
- Medriano, R. S., & De Vera, P. V. (2019). Dominance Construction in Monologic Political Discourse Based on Selected Public Speeches of President Rodrigo Roa Duterte. *Asian EFL Journal*, 23(3.4), 5–21.
- Overton, J. (2006). *Teacher identity and power relationships in contexts of change : a case study of teachers*. Charles Darwin University Darwin,.
- Richardson, J. (2007). *Analysing Newspapers: An Approach from Critical Discourse Analysis*. Retrieved from

- [https://books.google.co.id/books?hl=id&lr=&id=wphMDwAAQBAJ&oi=fnd&pg=PR9&dq=Richardson,+J.+H.+\(2007\).+Analysing+Newspapers:+An+Approach+from+Critical+Discourse+Analysis.pdf.&ots=3-phMAw17z&sig=-SVB9uQhfb1Ap3EXyYWL3VUUmTA&redir_esc=y#v=onepage&q&f=false](https://books.google.co.id/books?hl=id&lr=&id=wphMDwAAQBAJ&oi=fnd&pg=PR9&dq=Richardson,+J.+H.+(2007).+Analysing+Newspapers:+An+Approach+from+Critical+Discourse+Analysis.pdf.&ots=3-phMAw17z&sig=-SVB9uQhfb1Ap3EXyYWL3VUUmTA&redir_esc=y#v=onepage&q&f=false)
- Searle, J. R. (1969). *Speech Acts*. <https://doi.org/10.1017/CBO9781107415324.004>
- Searle, J. R. (1979). *EXPRESSION AND MEANING: Studies in the Theory of Speech Act*. United States of America by: Cambridge University Press.
- Spradley, J. P. (1980). *Participant observation*. Orlando, florida: Harcourt Brace Jovanovich Inc.
- Suharyo & Irianto. (2009). *Kekuasaan sosial dalam bahasa (Studi Kasus pada Komunikasi Verbal dalam KBM di SMPN 32 Semarang)*. Retrieved from <http://eprints.undip.ac.id>
- Suherdi, D. (2009). *CLASSROOM DISCOURSE ANALYSIS "A Systemiotic Approach"* (REVISED ED). Retrieved from http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/196211011987121-DIDI_SUHERDI/ETALASE/CLASSROOM DISCOURSE ANALYSIS.pdf
- Sulistiyani. (2018). The Power of Directive Speech Acts in EFL Classroom Interaction. *Advances in Social Science, Education and Humanities Research, 145*(Iconelt 2017), 16–20. Atlantis Press.
- Thomas, J. (1995). *Meaning in interaction: an introduction to pragmatics*. New York: Pearson Education Limited.
- van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse & Society, 4*(2), 131–132. <https://doi.org/10.1177/0957926593004002001>
- Wodak, R. (2001). *METHODS OF CRITICAL DISCOURSE ANALYSIS*. Thousand Oaks, California: SAGE Publications Ltd.
- Yule, G. (1998). *Explaining English Grammar*. New York: Oxford University Press.

A Critical Discourse Analysis on Lecturers' Language Power in EFL Teaching (An Ethnography Study at a Higher Education)

ORIGINALITY REPORT

13%

SIMILARITY INDEX

13%

INTERNET SOURCES

3%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1	jurnal.ahmar.id Internet Source	3%
2	journal.unugiri.ac.id Internet Source	2%
3	teflin.org Internet Source	1%
4	www.ccsenet.org Internet Source	1%
5	nca.tandfonline.com Internet Source	1%
6	www.elejournals.com Internet Source	<1%
7	etheses.uin-malang.ac.id Internet Source	<1%
8	www.coursehero.com Internet Source	<1%
9	Submitted to University of New England Student Paper	<1%

10	Submitted to University of Queensland Student Paper	<1 %
11	Submitted to Machakos University Student Paper	<1 %
12	media.neliti.com Internet Source	<1 %
13	Submitted to University of Stirling Student Paper	<1 %
14	Htet Shwe Wah Oo, Kaw Nau, Khin Mar Kyi. "The cultural practices of Bamar diabetic patients: An ethnographic study", Heliyon, 2020 Publication	<1 %
15	link.springer.com Internet Source	<1 %
16	fdocuments.in Internet Source	<1 %
17	erepo.unud.ac.id Internet Source	<1 %
18	talenta.usu.ac.id Internet Source	<1 %
19	repository.ummetro.ac.id Internet Source	<1 %
20	Hajidah Fildzahun Nadhilah Kusnadi. "Discourse of Women's Body Construction in	<1 %

Advertising and Promotion "Lovely Nia" and "Alitaren", Jurnal Spektrum Komunikasi, 2022

Publication

21	e-journal.usd.ac.id Internet Source	<1 %
22	id.123dok.com Internet Source	<1 %
23	idoc.pub Internet Source	<1 %
24	ses.library.usyd.edu.au Internet Source	<1 %

Exclude quotes On

Exclude matches < 6 words

Exclude bibliography On

A Critical Discourse Analysis on Lecturers' Language Power in EFL Teaching (An Ethnography Study at a Higher Education)

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17

PAGE 18

PAGE 19

PAGE 20

PAGE 21

PAGE 22

PAGE 23

PAGE 24

PAGE 25
