Abstract

Utterance is product of verbal act which is formed in a sentence, composed by words and phrases and delivered orally from speaker to hearer in a situational context. Every utterance is an act that manifests power of the speaker. By doing a research in LIA Harapan Indah, I propose to have research to analyze power’s manifestation of a teacher through his/her utterances in classroom. By using three dimensions theory of Critical Discourse Analysis by Norman Fairclough, the data results show that in Elementary classes, teachers show overt power. On the other hand, in Intermediate, High Intermediate and Conversation classes, teachers show covert power.

Keywords: modifikasi, konvensional, metafora, konseptual, iklan, asurans

1. INTRODUCTION

Utterance is a product of verbal act which is formed in a sentence, composed by words and phrases and delivered orally from speaker to hearer in certain situation. Utterance will always depend on who, where, when and how. In other words, utterance is influenced by context. Context is necessary in a conversation between speaker and hearer, because it is the basic layer that creates utterances. A speaker will consider about the hearer, place, time and way to deliver it, whenever he/she utters something. For example, an utterance of a teacher to student will be different with an utterance of student to his/her friend. It’s caused by relation factor between speaker and hearer, situation (formal or informal), age and etc. So that, a contextual utterance will have the same function and purpose.

A relation between speaker and hearer will create speech acts. It’s basically a combination of utterances to achieve a goal. So, every utterances will have direct and indirect meanings. Direct meaning is clear information that is carried out by the utterance, meanwhile indirect meaning can be also said with the second meaning. According to Austin (109), every utterance is an act of doing something. So, when a speaker utters something, he/she also does something.

For example, a teacher utters to all students in classroom, “This whiteboard is so dirty”. That utterance may contain two meanings. First, it may mean a statement. It means that the teacher only states if the whiteboard is full of dirt. Second, it may be an order. It means that the teacher asks some students to clean it. The first meaning is also called by direct meaning, meanwhile the second is an indirect meaning. Since direct meaning is the real meaning, so students may be easy to understand this. But, indirect meaning can be difficult to understand, because it needs an interpretation from the hearer. This meaning will not be successfully interpreted without a discourse that contains context.

Fairclough (26) said that discourse is the product of interaction between speaker and hearer. Another example, when teacher asks student to do homework, there’s a power from teacher that makes the students...
obey the teacher’s instruction. It can happen due to unequal encounter between them. This unequal encounter can be seen by the position of teacher as the speaker who brings an order to the students.

Bourdieu (502-503) said the situation where utterances can be interpreted by another meaning is a sign of authority. If I can go back to the example of the dirty whiteboard, the indirect meaning can be appeared because of a power. The order meaning will not be interpreted by some students if the person who said that is in the same position. It means, that person has no power to give an order to those students to erase the whiteboard. But, because that utterance was uttered by a teacher, who institutionally has authority of the students, so that the students may feel like responsible to do it.

2. RESEARCH METHOD

Through that way in seeing how the power can work in language, I see this as an interesting analysis. So, I am interested in analyzing teacher utterances to reveal a power that is enacted in a classroom. So, the purpose of this research is about how to see the manifestation of teachers’ power in a classroom discourse. To do that, I need Critical Discourse Analysis (CDA) theory by Fairclough. CDA sees discourse as a form of social practice. Besides, CDA also sees discourse as conscious tools to persuade, influence, provoke in achieving something. But, to analyze the discourse needs to be considered by the historical context.

Fairclough was divided the step in analyzing this in three dimensions. He called the first dimension as description analysis, the second is interpretation analysis and the third is explanation analysis. These three dimensions are very helpful to reveal a power that actually derived by the teacher’s utterances. According to Fairclough (45), description analysis is context analysis. It means that this dimension focuses in linguistic unures, such as vocabularies; grammatical and text structures. In interpretation analysis, it focuses in seeing how the text relation and its social interaction works. In explanation analysis, it focuses with the relation between interaction and social context. Social context consists of production and interpretation in social condition.

So, based on the theory from Fairclough above, this research was conducted in LIA Harapan Indah. LIA Harapan Indah was chosen because it was built in 1959 and has been popular in 18 provinces. It has educated more than 240,000 students in each year. It has also more than 1000 professional teachers (data taken from www.liapramuka.com). The reason for analyzing teachers’ utterances is because educational institution is one of many places where power can be institutionally given. As the example, all the utterances in the classroom between teacher and students fully manifests power. All the conscious or unconscious utterances from teacher is manifestation of power.

This research was early started on April 3rd 2014 and finished on April 17th 2014. It was started by selecting the subjects randomly (random sampling). Random sampling was chosen as the technique to collect data, because I wished to have vary class level. After that, I got five teachers with five different levels to be reserached by tapping their teaching activity. The fifth classes are Elementary 4 level that consists of first until second grades of Junior High School students (later on, I will call this as data source 1). The second class is Intermediate 1 level that consists of second until third grades of Junior High School students (or data source 2). The third class is High Intermediate 1 level that consists of first until second grades of Senior High School students (data source 3). The fourth class is Elementary 2 level that consists of first until second grades of Junior High School students (data source 4). And the fifth class is Conversation 5 that mostly consists of college students and also workers (data source 5).
I did the taping by using a handycam that is placed on a tripod. I was as a true observer who just put the camera standing on tripod in the five teachers’ classes. The camera was put on the corner of the class and near to the students position. So that the view was straight to the teachers. The reason is because this analysis will only focus on teachers’ utterances. Before I started the video taping,

I prepared the handycam in the class. So, after the teacher feels ready, I pressed the start button and then left the room. Right around a half an hour later, I came back to the class to press the stop button.

All the teachers were observed once in a meeting. The duration of every meeting was about one and a half hour. After the taping of each class was done, then I watched the video and made the transcript. I made it by only focusing on teachers’ utterances. So, whenever one or some students were talking, I didn’t transcribe it. And after all the videos were done, the next step is going to the analysis. All the transcriptions were analyzed by using Fairclough three dimensions in CDA.

3. ANALYSIS AND RESULT

As I’ve explained before, description analysis is the first dimension. In this dimension, the analysis is focused on vocabulary, grammatical and textual structural. This dimension is divided into three values, experiential; relational; and expressive values. In experiential value, analysis is focused on the classification scheme, ideological words, meaning relations, such as synonymy; hyponymy; antonymy; and also metaphor. Here, I have to concern with the vocabularies chosen by the teachers. So, it depicts something that they want to draw. In relational value, focus on the social relationship between speaker and hearer delivered through the euphemistic expression and formal informal words.

In expressive value, deals with larger analysis of the producer with the social identity. But, after looking at to all datas, I didn’t find the answer for the classification schemes. And I also didn’t find some words who have ideological meaning and also the use of metaphor. Meanwhile, I found only two examples of synonymy in utterances (from data source 2 and 3) and only one example of antonymy (from data source 4). Because of that reason, the description analysis was started from grammatical and text structure.

In grammatical analysis, experiential value focuses on the transitivity, nominalization, active-passive and positive-negative sentence. Relational value focuses on sentence modes (declarative, interrogative and imperative), modality and also pronominal. In expressive value, it focuses on expressive modality. The expressive modality deals with the functions of “have to” and also “must”. But, in experiential value, I couldn’t find the example of nominalization. Moreover, all the teachers’ utterances are transitive sentences that is completely followed by the objects. So, it means that during the teaching time, teachers always speak in full sentences (subject, predicate and object). Another fact is found that all the utterances are in active and positive. On the other hand, it is found less than 5 examples of passive and negative in one data source. Based on that, the explanation is not going to be continued.

In relational value, the analysis is started from modes, modality and “I” “you” “we” pronominal. In modes, the utterances from each data source is classified by the functions, declarative; interrogative; and imperative. Declarative has a function as a statement or information. Interrogative has a function to ask or get information from the hearer. And imperative has a function as an order. The three modes have a relation in analysing about power. Because declarative mode indicates a speaker who loves to share and tell much information. And this also indicates a speaker who loves to be listened more by the hearers. Interrogative mode
indicates a speaker who loves asking questions to hearer. Asking questions also have direct and indirect meaning. It is a direct meaning if the speaker asks a question, but he/she actually has no idea about the answer. It is an indirect meaning if the speaker asks a question, but he/she knows the answer. it means, the speaker is trying to check hearer. Here is the concluding result from 5 data sources about the frequency of uttering declarative, interrogative and imperative modes:

<table>
<thead>
<tr>
<th>Sumber Data</th>
<th>Jenis Modus</th>
<th>Deklaratif</th>
<th>Interogatif</th>
<th>Imperatif</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>15</td>
<td>68</td>
<td>37</td>
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<td>44</td>
<td>33</td>
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<td>32</td>
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<td>48</td>
<td>70</td>
<td>67</td>
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<td>5</td>
<td></td>
<td>40</td>
<td>11</td>
<td>27</td>
</tr>
</tbody>
</table>

Based on that grid, the result from data source 1 (Elementary 4 level) shows high frequency in using interrogative modes, 68 utterances. The result from data source 2 (Intermediate 1 level) shows high frequency in using declarative modes, 44 utterances. The result from data source 3 (High The result from data source 4 (Elementary 2 level) shows high frequency in using Intermediate 1 level) shows high frequency in using declarative modes, 59 utterances, interrogative modes, 70 utterances. And it also has high frequency in using imperative modes, 67 utterances. The result from data source 5 (Conversation 5 level) shows high frequency in using declarative utterances, 40 utterances.

Based on all results above, it can be concluded that teachers in lower levels often dominate conversation in the classroom by using interrogative and imperative utterances. Interrogative is used for attracting and keeping students’ attention to the teacher. Imperative is used for giving order (direct or indirect meaning). Meanwhile, in higher levels, conversation is dominated by declarative sentence. It’s because the teachers tend to show off their selves to the students by giving statement or information. In brief, lower classes get more teachers’ power, but higher classes get less teachers’ power.

The next is modality. Modality is a sentence that is followed by may, might, have to, must, should, can, will, would and also the negative from all of them. Here is the concluding result from 5 data sources about the use of modality in teachers’ talking time:

<table>
<thead>
<tr>
<th>Sumber Data</th>
<th>Kemunculan Modalitas</th>
<th>Jenis Tindak Tutur</th>
<th>Direktif</th>
<th>Komisif</th>
<th>Representatif</th>
<th>Deklaratif</th>
<th>Ekspresif</th>
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<td>15</td>
<td>7</td>
<td>1</td>
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<td>-</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>31</td>
<td>22</td>
<td>4</td>
<td>5</td>
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</tr>
<tr>
<td>4</td>
<td>53</td>
<td>52</td>
<td>1</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>5</td>
<td>11</td>
<td>9</td>
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<td>2</td>
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</tr>
</tbody>
</table>
Based on that grid above, data source 1 (Elementary 4 level) shows 23 utterances in using modality, and there are 15 that used directive utterances. The result from data source 2 (Intermediate 1 level) shows 15 utterances in using modality, and there are 10 that used directive utterances. The result from data source 3 (High Intermediate 1 level) shows 31 utterances in using modality, and there are 22 that used directive utterances. The result from data source 4 (Elementary 2 level) shows 53 utterances in using modality, and there are 52 that used directive utterances. The result from data source 5 (Conversation 5 level) shows 11 utterances in using modality, and there are 9 that used directive utterances.

So, from all results, the highest frequency in using directive is from lower level, which is data source 4. Meanwhile, in higher level (Conversation 5) that mostly consists of 20-25 years old students has the lowest frequency in using directive. In brief, teachers in lower level tend to show the power by using directive (direct and indirect). Directive has function to ask hearer to do something that the speaker wishes. In classroom, teacher often asks students to do anything teacher likes. An order is the manifestation of exact power of a teacher. On the other hand, teachers in higher level tend to use declarative. It is because of the maturity of the students (20-25 years old students). It means that in studying, teacher doesn’t have to show big effort to attract students’ attention. So, lower classes still need to be given enough power from the teacher to control students. But, in higher level that is dominated by college students and workers, get less than teachers’ power.

Pronominal is the possession from members in conversation. In this analysis, pronominal is used for seeing the position between teacher and students in a discourse. This analysis will focus on the use of “I”, “you” and “we” in a classroom discourse. Here is the concluding result from 5 data sources about the use of “I”, “you” and “we” pronominal:

<table>
<thead>
<tr>
<th>Sumber Data</th>
<th>Kemunculan Pronomina “I” dan “You”</th>
<th>Kemunculan Pronomina “We”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>13</td>
</tr>
</tbody>
</table>

Based on the results above, in data source 1 (Elementary 4 level), there are 4 utterances that use “I” “you” pronominal and 2 utterances that use “we” pronominal. In data source 2 (Intermediate 1 level), there are 11 utterances that use “I” “you” pronominal and 3 utterances that use “we” pronominal. In data source 3 (High Intermediate 1 level), there are 4 utterances that use “I” “you” pronominal and 16 utterances that use “we” pronominal. In data source 4 (Elementary 2 level), there are 11 utterances that use “I” “you” pronominal and 9 utterances that use “we” pronominal. In data source 5 (Conversation 5 level), there are 6 utterances that use “I” “you” pronominal and 13 utterances that use “we” pronominal. So that, from over all utterances, the highest frequency in using “I” and “you” pronominal is from data source 2 and 4. And the highest frequency in using “we” pronominal is from higher level, which is Conversation 5 class. Basically, the use of “I”, “you” and “we” shows how the relation between the teacher and students who are involved in a discourse. The difference among the three of them shows the position between speaker and hearer. When speaker uses “I”, it means that he/she wants to show individualism. It seems like this situation is only the speaker’s wish. Meanwhile, “we” shows that the teacher and students are in the same position or equal. When teacher uses “you”, it indicates a boundary
between them. The use of “we” can also be used to show that the teacher gets involved with the students. But, “you” can be assumed that the teacher is out from the students and doesn’t involve there.

In brief, teachers in Elementary 2 and Intermediate 1 level often show the differences to the students by using “I” and “you” pronominal. But, in higher level which is Conversation 5, teacher often shows the equal position by using “we” pronominal.

In expressive value, expressive modality has bigger meaning than modality. It will focus with the use of have to and must. Here is the concluding results from all datas about the use of expressive modality:

<table>
<thead>
<tr>
<th>Number</th>
<th>Tuturan Bermodalitas Ekspresif</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Based on the grid above, the expressive modality is often used by teacher in the lowest level, which is data source 4. Meanwhile, teachers in Intermediate and Conversation class are seldom to use expressive modality. Expressive modality (have to and must) is an obligation. These two modals will make the order stronger, for example when teacher said, “tomorrow you can bring your book” and “tomorrow you have to bring the book”. In the first example, teacher is still giving the options to the student to bring the book or not. But, in the second example, teacher is giving no options to the students, which is taking the book tomorrow. By expressive modality, teacher uses the power overtly and the grid above shows that lower levels still get the strongest power from the teachers.

In text structural, the interactional conventions focus on the turn-taking. Turn-taking has something to do to reveal the power of teacher in classroom, because it deals with topic controlling, confirmation and formulation. Turn-taking frequency can be created by the power relation between speaker-hearer (in this case is teacher and student) and also the discourse type, formal or informal. If the situation is informal and the power of both are equal, so the turn-taking will more happen. Meanwhile, if the situation is formal and the speakers or hearers aren’t equal, the turn-taking will not much happen. So that, the analysis that is done through turn-taking will see the manifestation of the teachers in a classroom.

Teachers controlling is one of power’s manifestation. It is because controlling is one way to place the students on the right ‘place’.

The second dimension is interpretation. This dimension has a function to see the relation between text and interaction. Interaction is divided into two, process of production and process of interpretation. This kind of analysis will combine two aspects, “what’s in the text” and “what’s in interpreters’ mind”. In textual interpretation, surface of utterances is the number one step to be analyzed. In this point, the analysis deals with phonology and word formation. The second is meaning of utterances. In this stage is related with semantics and pragmatics. In this stage, the utterances are categorized into representative, comissive, declarative, directive and expressive. By using this, my analysis will be clearly divided since the main topic is about utterances. The third is local coherence. This analysis relates utterances with cohesion and coherence. Cohesion is formation of phrases or sentences that is linked well and organized. Coherence is the meaning relation that is formed well. The fourth is text structures. This analysis concerns with the whole text. Here, it focuses on schemata, frame and script. And next, contextual interpretation is
consisted of situational context and intertextual context. In situational context, we have to concern with the physical situation, properties of participants and MR that is used to interpret the discourse. In the intertextual context, it’s related with the text that has been finished to analyze and after that, it is connected by another text.

The third is explanation. Explanation is the process that focuses on the interaction with the social context. It consists of production in social condition and interpretation in social condition. This stage has something to do with the discourse as part of social process, as a social practice and the social structures. So that, explanation analysis is in sociocultural practice dimensions. This analysis must be done in the relation between text and social situation that is linked by sociocultural process.

4. CONCLUSION
In brief, it can be concluded based on the data sources that the teachers’ utterances in classroom manifests the power. Every utterances can be defined based on the functions and purposes.

Teacher 1 in Elementary 4 level shows the power overtly. It is proved by the dominance of interrogative and directive utterances. By looking at the interview result, data shows that the teacher uses the power as a right tool to show who she is. It is also used for controlling the class well.

Teacher 2 in Intermediate 1 Level tends to be able to control the power overt and covertly. It is proved by the use of modality utterances. There are 10 directive utterances from 15. That result is on the second place after the lowest, data source 5. But, there are 11 utterances that used “I” and “You” pronominial. The result is the highest with data source 4. The high frequency of teacher in using directive utterances indicates teachers’ power. And this also fits to the use of “I” and “you” pronominial in data source 2, the interview result shows another implication from a teacher to see the power.

Teacher 3 in High Intermediate 1 level shows the power covertly. That teacher has the highest amount in using “we” pronominal. It indicates that the teacher is in the same position with the students. Interview result shows that teacher 3 gives more respect to the students than the other teachers do. Another data shows that teacher 3 often gives directive utterances that followed by please.

Teacher 4 in Elementary 2 level looks discipline enough in controlling her class. It is proved by the dominance of interrogative and imperative utterances. In those utterances, teacher often says “can”. It indicates the use of indirect imperative. It also means that everything will be done based on her decision. It is also showed in the interview result. It states that the power is the tool to be used in controlling individu and also groups. Next, teacher said that by the help of the power, she’d be easy in controlling students’ behaviour. It matches with the result that teacher 4 has the highest amount in uttering directive.

Teacher 5 in Conversation Class looks more relaxed in positioning him self in the classroom. It is also proved by the dominance of declarative utterances and only contained by much information. Teacher 5 shows as the lowest amount for the use of directive utterances. Teacher doesn’t give much direct instruction to the students. Moreover, teacher keeps uttering “we” when explaining the lesson.

So, level varieties and students character influence teachers to show the power. In lower level, the teachers tend to show overt power by uttering directive, but in higher level, the power is showed covertly with the high frequency of representative and declarative.

In modes discussion, it has been showed there that in lower levels, such as Elementary 2 and 4. There are many interrogative utterances. Interrogative is often used for maintaining the students’ attention and concentration in classroom.
It is because Elementary students still need their teachers observation. So that, the teacher must be very often to show power by being active in giving the questions to them. As the example, in data source 4 has big manifestation of power in using imperative utterances. This high frequency is caused by the ages of the students. So, it isn’t wondering if the teacher in data source 4 show the overt power.

In data source 2, 3 and 5, which is Intermediate, High Intermediate and Conversation class, are dominated by the declarative utterances. The use of declarative utterances has function to give statement and also information. In those three adult classes, teacher tends to use declarative utterances because the type of the learners. The three teachers believe that the older students are, the more mature they are. The high frequency in using declarative utterance indicates the consciousness from the students to accept the lesson well. Because of it, this kind of class doesn’t need high dominance of teachers’ power.

5. REFERENCES


