Critical Discourse Analysis of Teachers' Language in Learning Interaction

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Abstract

This study aims to describe the experiential, relational, and expressive value seen from the selection of the text structure, grammar, and vocabulary of the teachers' language in the learning interaction in class. It employs a qualitative approach through critical discourse analysis using the Fairclough model. The data were collected through observations of learning at SMK Muhammadiyah Bulukumba, and analyzed through the flow model of Miles and Huberman. This research founded that (1) the text structure is dominated by teachers with control participants, (2) the experiential value is founded in the selection of expressive grammar, (3) and experiential value is founded to include words, adjective, verbs, and informal vocabulary.

Keywords: critical discourse analysis, learning interaction, teachers' language

1. Introduction

Language is a reflection of social status. Someone can show their social status through the use of language, including the choice of words and utterances. Language is a social institution practice and also a practice of power. Through language, one can be seen by the public as good or bad. Language is not meant as something neutral that can transmit and present reality as its original state, but it has charged power. Discourse can be used to increase the influence of power [1].

Fairclough states that all texts always contain ideology that reflects the use of vocabulary, sentences, and a particular discourse [2]. The term "power" has become part of the central theme in any analysis, including the power of teachers' language in learning interactions. According to Sinclair and Coultard, in perspective power bargaining, the power of discourse that occurs in the classroom always shows unequal interaction [3]. Inequality is caused by the participants' position of power. The teacher has more power than the students.

The results of Hardjono's research show the domination of the teacher in learning interaction, with one out of three teachers' comments in learning activities being a compliment, whereas two out of three was a censure for students [4]. Based on this phenomenon, the intention of this research is to observe the interaction between teacher and students in learning activities using a critical discourse analysis approach. In a critical perspective, discourse is understood as the use of language in social practice. Three linguistic features are harnessed: the experiential value, the relational value, and the expressive value.

2. Methods

This research uses a qualitative descriptive method. The intention is to make picture systematically painting, factual, and accurate about the data, the characteristic, and the phenomenon relationship that is examined. The research adopts a critical discourse analysis approach. A critical discourse analysis is a process of attempts to give an explanation of a text (social reality) in a critical paradigm that not only looks at the language from the linguistic aspect but also connects with the context.

This study uses the Fairclough model and refers to the use of language as a social practice that contains implications: Discourse is a form of action, and there is a reciprocal relationship between the discourse of social structure [5]. This research aims to observe and describe the linguistic utilization structure harnessed by the teacher in learning interaction.

The data is the utterances used in the learning interactions at SMK Muhammadiyah Bulukumba. It is generated by the teacher during the dialogue, interaction, and communication with the students. The source of the data is the structure of the text, grammatical, and the vocabulary of the teachers' language. The researcher is the main instrument and has the task of collecting, processing, and interpreting the data. The supporting instruments are observation guidelines and field note forms.

The following are used for data collection: (a) an observation technique or non-participation observation, with the researcher only listening without involving herself during the learning interaction; (b) recording technique, i.e. the collection of data by recording the use of language, which can be done with a recording device, (c) field notes, which are very important during the observations.

The technique used for data analysis is the Miles and Huberman flow model, which contains five phases, as follows [4]: (a) identification, (b) data reduction, (c) data presentation, (d) conclusion and verification, (e) final conclusions and recommendations [6].

3. Results

The results of the research are presented according to the three text dimensions based on Fairclough's (1995) text, i.e. text, grammatical structure, and vocabulary. The results of the examination of teachers' language intend of text structure include the following: (a) a turn-taking system, (b) interruption, (c) assertion, (d) control topic, and (e) formulation. Turn-taking is giving an opportunity to partners to speak. Participants who are dominant will command their partner taking turns to talk. The results showed that teachers are very dominant in terms of taking turns to talk. Several times the teacher gave the opportunity to students to ask and to command, but the teacher still took the opportunity to talk. This shows an imbalance between participants and dominant teachers in taking turns to talk, while students passively receive information. This can be seen in the following example.

(1) *T: Nurlinda, kalau kalimat perintah menggunakan kata apa?*

S: Ayo, mmm.

T: Apa lagi yang lain?

S: mmm (siswa lain ribut)

T: Ayo, mari, partikel -lah.

S: Iya ...

T: Iya, iya, perhatikan, yang lain juga.

The interruption is the teachers' language, which interrupts the students' conversation. The use of interruption in interaction in learning indicates that teachers perceive students as an object that should be controlled. Each speech of the students that is not acceptable will be immediately interrupted, which can limit the students. They cannot express their thoughts and ideas freely.

The assertion was used to control students' participation in learning interactions. This occurred when the teacher asked the students to answer a question, and when the students answered, the teacher confirmed the question indicated not to appreciate the students. This, of course, resulted in a negative impact.

Controlling topic done by teachers with controlling the students answer to limit the possible answer of the students and ordered him to certain things. The formulations held through the mention of certain syllables that students should proceed as follows.

(2) *T: Ketika mengucapkan kalimat perhatikan into ...*

   S: Intonasi.

   T: Tidak kalah penting tanda ...

   S: Tanda baca.

The results of the review in terms of the teachers are assigned grammatical language include: (a) experiential value with the use of positive sentences, negative sentences, and passive sentences; (b) relational value found in the form of declarative sentences, interrogative mode, imperative, modality mode, and the use of pronominal person; and (c) the expressive value found was expressive modalities.

Experiential value uses the negative sentences is done the addition of the word pick instead of *bukan, tidak*, and *belum* that shows the rejection of the teacher of a student's answer and evaluation of the student's behavior. Positive sentences are used in phrases containing teacher assertiveness and continuity of meaning. Passive sentences are used to convey the meaning of teachers who dominate the students indirectly. Their speech showed the power of teachers towards students as managers of situations in the classroom.

The relational value in the form of the declarative sentence mode to provide information, and to determine and limit certain realities that are discussed. Interrogative sentences are used by teachers to obtain information from students, and even to correct, blame, or satirize students. Imperative sentences are used by teachers to instruct students to do something according to the teachers' wishes. The modality mode with regard to the authority of the teacher as dominant participants in the interaction. The modalities that occurred are a necessity, hope, please, and estimates. The pronominal person mode implies the social distance created between the teacher and students. The pronominal persons used are *saya* and *kita*.

The expressive value form of expressive modalities with regard to the authority if the speaker in relation to the truth of the representation of reality. Expressive modalities are forms of certainty and possibility.

The results of the examination of the teachers' language in terms of vocabulary include: (a) experiential value of the word class verbs and adjectives, and the

informal vocabulary; (b) relational value through cynicism, hyperbole, metaphor, and euphemism; (c) expressive value through positive and negative evaluation.

TABLE 1: Teachers' Vocabulary that Indicates Experiential Value.

The experiential value in the form of the selection of vocabulary relating to content, knowledge, and the beliefs of the teachers as a text generator.

The relational value that occurs the sign that shows the social relations between teachers and students. This value is reflected in the form of course or subtle innuendo with words of cynicism and euphemism. The position of the dominant teacher makes a speech is the occurrence of students' weakness, but the goal is to make the students dared to appear. Hyperbole and metaphor are also used for the same purpose so that the resulting effect is the opposite, namely the potential negative impact on the students psychological.

The value of expressive vocabulary is related to the subjective gesture producing the text. Positive and negative evaluations occurred as shown in the following table.

TABLE 2: Teachers' Vocabulary that Indicates Expressive Value.

The intensity of negative evaluation is higher than that of positive evaluation. This is because the teachers present themselves as knowing many more things than the students. The students are identified as objects who should be notified and corrected every time they make mistakes and lackness.

4. Conclusion

Based on the results of research that has been done on learning interaction at SMK Muhammadiyah Bulukumba the following conclusions can be drawn. **First**, the text structure is dominated by teachers with control participants through (a) a turn-taking system, (b) interruption, (c) assertion, (d) control topics, and (e) formulation. **Second**, in the selection of expressive grammar, the experiential value is found to include: (a) the negative sentence mode, (b) the positive sentence mode, and (c) the passive sentence mode. Relational values are found to include (a) the declarative sentence mode, (b) the interrogative sentence mode, (c) the imperative sentence mode, (d) a relational modality mode, and (e) a pronominal persona mode. The expressive value found

was expressive modalities. **Third**, in terms of the selection of vocabulary, the experiential value of is found to include words, adjective, verbs, and informal vocabulary. The relational value is found in cynicism, hyperbole, metaphor, and euphemism. The expressive values found include positive and negative evaluations. Based on the above results, it can be seen that discourse that occurs in the classroom always shows unequal interaction. Inequality is caused by the participant's position of power. The teacher has more power than the students.

Acknowledgement

Conflict of Interest

Authors declare that there is no conflict of interest in this research.

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