

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Teachers and their role are often considered as the most important aspect of the educational process. However, learning related to the students and what they learn are more important consideration (Sequeira, 2017). Learning is a relatively permanent change behavior which occurs at the end of experience (Akdemir, 2016). Meanwhile, teaching (instruction) means a set of events, outside the learners that are designed to support internal process of learning (Sequeira, 2017). It means teaching is a set of instruction given by the teacher to the learners in order to make the process of learning run successfully. There are many models used by teachers in teaching, depending on the context.

Otherwise, Not only from the model used by the teachers in teaching which is able to succeed the learning process, it also strongly depends on how the teachers' communication with the students. Communication is the way to exchange ideas, attitudes, emotion, or information which happens between speaker and a listener, both oral and written (Swandewi, 2016). Language which is defined as a system of arbitrary symbols is used for human in communication (Aidinlou & Amineh, 2016). Mc.Croskey & Richmond (1983) stated that communication is the central to teaching process

Mc.Croskey & Richmond 1983. Thus, the success in running teaching and learning process in the classroom also depends on the language used by the teachers (Basra & Thooyibah, 2017). It means that communication is the key that determines whether or not the knowledge is successfully transferred in teaching and learning process. Mc. Croskey & Richmond (1983) added that the process of communication occurred in the classroom shows the difference between knowing and teaching. In other words, teaching means to transfer what knowledge to others through communication, meanwhile knowing does not need to transfer the knowledge itself.

In the process of transferring the knowledge, power appears. Power and communication are closely related (Mc.Croskey & Richmond 1983). If there is no communication in the classroom then the teacher is powerless. The power will exist if it is used for all intense and purpose. That is why the use of power requires communication.

Through the communication the teachers transferred their knowledge to the students according their own way to make the students enjoy the learning process. Power exists in communication (Mc.Croskey & Richmond 1983). Power defined as the ability to influence opinions, values and behaviors of others (Vlčková, Mareš & Ježek, 2015 Directive speech act occurs from the interaction in the classroom and it has power to shape students' character based on principle religious, tolerance, discipline, hard work, creativity, curiosity, motivation, approval, friendly, peaceful service, being educated, community aware and responsibility (Duhita, 2018). In relation with the teaching and learning process, power of the teacher is an important thing to

control the process. The primary task of teaching is to gain and maintain the cooperation of students (Doyle & Carter, 1984).

Power seems to be an important element of any discourse, and language is entwined in social power of different power (Andinlou & Amineh, 2016). This means that language indexes power, expresses power, and challenge power (Wodak & maryer, 2015). French and Raven (1959) expressed social power highlight “the resources one person has available so that he or she can influence another person to do what that person would not have done otherwise.

Power refers to the ability of teachers to affect in some way the students' well-being beyond the students' own control (Hurt, et al, 1978). Teacher power is conceived as an individual's potential to have an effect on other person's or group of person behavior yet power cannot be taken as an attribute of teachers rather power is a property of the social relations (Anagaw & Mossu, 2019). In this regard, power is defined as the teachers' ability to influence students to do something they would not have done had they not been influenced (Karney et al., 1984). Teacher power is important component of instructional communication. Teachers' power in its own is also vital and can be considered as foundation upon which to professionalize teaching (Maxcy, 1991). Hence, the educational paradigm emphasized the articulation of power in the classroom (Jackman, 2014).

French and Raven (1986) proposed influential typology of social power as a relational phenomenon distinguishes coercive power (the threat of administering punishing consequences or removal of rewarding ones), reward power (the use of positive consequences or removal of negative ones),

legitimate, referent power (which is based on good relationships and identification with those power), and expert power (related to perceptions of one's knowledge and ability in a given area) bases of teacher power.

All in all, it can be assumed that the most important thing to increase the quality of outcome in education is the teachers' communication. Even though the model, method and teaching material used is the best one, that is all useless if the teacher cannot make good communication in the teaching and learning process.

Studies have confirmed that teachers' use of power strongly influences teacher - student relationships, students' motivation to learn, and learning outcomes (Anagaw & Mossu, 2019). Raywid (1995) cited that teachers' power is extremely impressive with regard to create and control the social environment of the classroom.

In another hand, Vlčková et al (2015) confirmed that there are some studies found that the qualified teachers master their teaching subject, but they do not know how to establish power relationship in the classroom that make them become harsh and rude, finally the students felt uncomfortable to learn. Therefore it is important to place the right way to establish power relationship in the classroom. In accordance with Anagaw and Mossu (2019) there are some cases showing that knowledgeable and hardworking teachers who entered classroom well prepared were still failed to deliver their lesson effectively because of ineffective use of communication skill to engage, inform, or related with the students. Moreover, the teachers do not see themselves powerful in some ways (Maftoon & Shakouri, 2012).

Even though there were so many researches that teacher power can maintain the teachers – students’ relationship, there were not the research that had concerned in how the bases power of the teachers work from the utterances produced by the teachers.

In order to investigate whether these phenomena also occurs as well as to examine how the teachers communicate and implemented their power through the utterances produced in teaching and learning process, it is the importance of conducting the study.

SMA N 1 Amlapura in which this study was conducted is one of the best senior high school in Karangasem. Based on preliminary observation made in this Senior High School, it was found that the teachers tend to implement pedagogical approach in which the teachers dominate the learning process. Meanwhile, to make the students as the center of teaching and learning process become the recent issues in education (Jackman, 2014). The teacher seemed work really hard to get the students academically engaged in teaching and learning process. It was clearly seen that the students repeatedly gave the students instructions to get the students engaged. Instruction is the way teacher to have students done something, and the other expressions used by the teacher to give them motivation or feedback. The instruction will be effective if it is powerful. As stated by Sulistiyowati (2016), the most interaction used in the classroom is instruction in which teachers usually innate the interaction by giving instructions. Therefore, giving instructions become a crucial issue in teaching and learning because once teachers fail in giving instruction, then the whole learning process is a waste of time.

The instructions given by the teachers are important to make the learning process effective. How the instructions given by the teachers work? Whether or not those instructions show the power owned by the teacher? Hence, it is important and timely to study teachers' power use during their instructional communication emphasizing how teacher power based associated with classroom interaction. Thus this study intends to identify the major power bases of teachers, determine the classroom interaction patterns and uncover how teacher power base associated with the classroom interaction.

## 1.2. Research Question

- 1.2.1 What kind of powerful utterances used by the teacher to give instructions in the classroom interaction?
- 1.2.2. What kind bases power of teacher presented linguistically that frequently appears with the instruction during the interaction in the classroom?
- 1.2.3 How do the teachers' utterances and power work on the students in the classroom interaction?

## 1.3. The Purpose of the Study

- 1.3.1. To investigate the powerful language expression used by the teacher to give instructions in the classroom interaction
- 1.3.2. To reveal the bases power of teacher presented linguistically that frequently appears with the instruction during the interaction in the classroom.

1.3.3. To investigate how the teachers' utterances and power work on the students in the classroom interaction.

#### 1.4. Significance of the Study:

##### 1. Theoretical Significance

This study can strengthen the theory of language and power practically used in English Language Teaching in relation with how to motivate, give feedback and give instruction to the students.

##### 2. Practical Significance

###### 1. The Significance for Teachers

The result of this study is expected to be able to be used as a reference in teaching English for secondary students, so that the teacher can give instructions to the students in effective way.

###### 2. The Significance for Students

The result of the study is expected to be able to make the students motivated and well involved and interested in English learning process as well as promote good teacher – students relationship.

###### 3. The Significance for Other Researchers

The result of this study is expected to be the resources of the other researchers in conducting the research in the same filed.