Critical Discourse Analysis of Language and Power in EFL Classroom Interaction

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Abstract
Critical Discourse Analysis is a theory describing how texts are exercised in social phenomena related to discourse and interests in it. In the theory, language and teacher power are two important components to learn because they are areas of discourse learning. However, the topic of language and power is still rarely discussed, especially in EFL interaction. This study aims to discuss the use of language and the power possessed by the teacher in interacting with students in the classroom on the way student perceptions and its contribution to student learning outcomes. It investigates teacher discourse and teacher-student discourse that occurs in the classroom interaction. Through this explanation of critical discourse analysis, the researcher proposes to distribute the concepts of classroom interaction between teacher and students, the use of the teacher's language, and the use of the teacher's power to show the role of the power of using language in classroom interactions to create good learning characteristics and outcomes. The analysis employs Fairclough's theory and the types of power by French and Raven (1959). The method used in this study is a descriptive qualitative research method that deals with data in the form of words from interviews and questionnaire. The results showed that the teacher's language in classroom interaction is used not only to interact with the students but also to provide the materials and information, to give instruction, and to train the students' skill. The power with the highest frequency of use produced by the teacher during the learning process is expert power, reward power, referent power, legitimate power and the last is coercive power.

INTRODUCTION

The use of language in the context of classroom interaction has developed and modified according to what students need to achieve learning objectives. Teacher uses language to give instruction to students, check their understanding, and explain the activities they will go through in classroom. Therefore, in the context of the classroom, language acts as an interactional media where teacher and students repeatedly engage in interactions in classroom activities such as material demonstrations, presentations, question-and-answer sessions, as well as reflection and class evaluation. Using language in this section is to convey something both orally and in writing. The purpose of using language through classroom interaction is how teacher can make the students understand well about the material provided, shape students' mindsets and contribute to student learning outcomes. That is, language has an important role as a tool to provide information and make students interactive and talkative in the classroom.

Critical Discourse Analysis is a field which is a way for linguists to discover the hidden ideology behind simple words. Critical discourse analysis uses analytical tools from specific fields to answer questions about larger and more systematic relations of class, gender, and culture. The main principles of Critical Discourse Analysis (CDA) are social issues related to power relations, shaping society and culture, ideological works, historical perspectives, mediation text forms, interpretation and explanation of public relations, and shaping social action (Fairclough, N. & Wodak, 1997). On the other explanation, critical discourse analysis means using combined techniques that are carried out simultaneously for textual research and the use of language as a social and cultural practice (Fairclough, 1992). In other words, critical discourse analysis is applied to analyze language used to reveal the hidden meaning of communication events in social life.

Ng and Deng (2019) pointed out that language is a system related to human nature in the form of conventional symbols used to understand meaning, and is defined as a social function that can help humans to express, communicate their thoughts and feelings. While, Fairclough defines language as a form of social practice that refers to the use of language as a form of social practice that is part of society, part of a social process, and as a socially conditioned process (Fairclough, 1989). In general, the use of language is used to build interaction and convey something to others. In a social environment such as in the classroom, the people who use language are teachers and students. Functionally, the teacher uses language to express material, content, and information as a transactional function that is being used. Meanwhile, to express social relationships, when in class, the teacher uses language according to its interactional function.

In terms of discourse, language occupies a position as a medium for communicating with each other between students and a teacher in the classroom. Communication can be given in the form of conversation or writing. In the classroom, language is used by a teacher and students to interact with each other. This happens when the teacher and students talk about a particular topic that they are discussing together. The language used in the classroom helps students and a teacher to raise issues related to class activities that are considered important in the form of interactions, topics and assignments, questions and responses, form and function, and other related issues.

Power refers to the strength or ability that a person has over a certain group. Power means domination caused by differences in the social structure of a group. Fairclough

(2001) stated that power indicates the presence of someone who is strong with the ability to monitor and even restrain the contributions of others who are not strong. In other words, power is a person's ability to control and limit others because that person has a power relation. Power can be found in many sources that indicate the existence of power either individually, in groups, or in institutions. In the classroom, the teacher is someone who has power. The power possessed by the teacher is due to the power of relations possessed in terms of the social and scientific level possessed. The main purpose of the teacher's power is to ensure the formation of student characteristics and build their opinions and responses. Teachers always use a lot of resources to shape students' beliefs and their views in classroom interactions. These resources include skills, material development, handling classes, conveying information, the ability to give and hurt students without forcing them.

Power describes the existence of control from the top to the lower levels in a social hierarchy. In classroom discourse, power describes the teacher's control over the thoughts, behavior, and responses of students. Power refers to the act of controlling a person over a group of people which results in restrictions on the freedom of other groups to influence their thoughts and actions (Van Dijk, 2001). Talking about power in the classroom, teachers have the power to exercise power to control students in many aspects, such as students' thinking, behavior, and responses. This is known because the teacher has the greatest influence in expert power. In addition, because teachers have a higher social status than students, and that is no less important because teachers have the ability to provide sources of knowledge to students.

According to Sava (2016), in essence, the interactive approach is a way to stimulate and inspire the exchange of ideas, education, and experiences between teacher and students in positive collaboration and active participation way. The interaction between teacher and students is defined as the most important interpersonal interaction in classroom activities, it is considered important because it is very closely related to student learning outcomes. The application of the interaction framework certainly gives results that show a better understanding of the objectives and activities of the classroom, in particular the objectives of teacher and student interaction and communication. Brown (Brown, 2001) states that interaction refers to the collaborative reciprocity of thoughts, feelings, or ideas between two or more people that produce a reciprocal impact on each other. This means that when students interact or communicate, they receive input and it makes them produce output. The teacher here acts as an individual who helps students interact through the provision of a stimulus in the form of something that students must get so as to produce something that is in synergy with the goals to be achieved through classroom interaction.

The teacher and students use language in classroom interactions as evidence of their individual existence. They will interact with each other to show their existence in class activities that occur. However, the language used in communicating between teachers and students has different patterns and forms. In class interaction, especially in the EFL class, the teacher is the most active individual in interacting and has the authority in all class activities, namely the giver of the material, the individual who dominates the situation, and the controller of the class activity as a whole. In addition, it can be seen that the learning process is under the control of the teacher.

As stated by Fairclough (2001) that power is to make participants who have power to monitor and restrain the contribution of participants who do not have power. That is, to control and limit participants must have power relations. Power can be found in many

resources that define the power of some group or institution. In classroom interactions, the teacher has the greatest power. The use of language and the existence of power relations used by teachers can construct power and provide differences in social power structures. Through the use of the power of language the teacher can help students understand the material presented by the teacher, build their mindset and help contribute to the creation of student responses.

French and Raven (1959) mention that there are 5 types of power. They are 1). Legitimate power is the power that comes from differences in social status, age differences, differences in rules, and differences in abilities. 2). Referent power is the power that comes from a person's ability to make other people like himself. 3). Expert power is the strength that comes from the ability, skill, experience, knowledge, and intelligence of a person. 4). Reward Power is the power that comes from a person's ability to give gifts, appreciation, or good judgment if what is desired can be achieved. 5). Coercive power is the power that comes from a person's ability to punish, criticize, and provide judgment if what is desired is not achieved.

Meanwhile, students, having a position as individuals who receive everything that comes from the teacher, not domineering individuals, have the obligation to follow orders and instructions from the teacher. Ng & Deng (2019) explain that the power relation of language has five parts; 1) Language expresses power, 2) Language reflects power, 3) Language maintains existing dominance, 4) Language unites and divides nations, and 5) Language creates influence through words, speech, and conversation. Thus, through the teacher's language power, the students will have a mindset that is in accordance with the learning objectives expected by the teacher. In addition, student learning outcomes can also be seen from the contribution of the use of the teacher's language power during classroom interaction. Therefore, in this study, the researcher investigated the following questions;

Research Questions;
1. How are language and power exercised in EFL classroom?
2. How does student perceive the teacher's language and power in EFL classroom?

METHOD
Research Design
This study employs a descriptive qualitative method. Taylor, et al. (2016) stated that qualitative research is a research method that produces qualitative descriptive data in the form of written or spoken words from people who are observed and observed behavior. This study uses a descriptive design because it focuses on a particular place or behavior of a group in the classroom which is specifically carried out in university classroom interactions. The subjects involved were EFL students who interacted with teacher directly and dynamically in classroom at the university. Interaction is done to ease the students and teacher to carry out classroom activities that make learning objectives as a benchmark for learning success in the classroom so that it requires an active and talkative interactions using language as a medium of interaction.

Subject
This study conducted in the Department of English Education in the Faculty of Education at the university in Jombang. Interviews and questionnaires were given to all

students in one class. Data were taken from 5 student representatives in one class with the criteria; 1). Student with active interaction in class 100%, 2). Student with active interaction in class 90%, 3). Student with active interaction in class 80%, 4). Student with active interaction in class 70%, and 5). Student who is considered less active in interacting with the teacher.

Instruments

The data in this study were obtained based on questionnaires through the use of Google Forms and conducting interviews to collect valid information from 22 third semester students and one lecturer who interacted each other during the teaching and learning process. In this study, the researcher used a semi-structured interview instrument. The questionnaire was open-ended model that consists of 10 questions for each related to the topic taken in this study, namely the use of language and power on students' thinking patterns and its contribution to learning outcomes. Researchers provide questions for each subject and participant according to the existing list of questions but can also ask other questions that are not available in the list. Interviews were used to obtain data from subjects regarding opinions, speculations, and feelings about something in their own words. Meanwhile, the questionnaire used in this study is an open-ended model in which the subjects present their answers according to their perceptions and knowledge freely without being restricted.

Data Analysis

The data in this study were analyzed in the form of text dimensions from questionnaire and the results of interview. In analyzing the data, this study applied the technique developed by Miles, et al. (2014) who stated that data analysis in qualitative study has three steps: data reduction, data display, and conclusion.

RESULTS

Teacher's Language Use in EFL Classroom

Language is an important component in classroom interactions that are practiced by teachers and students. Thus, language is a medium used by teachers when carrying out all activities, especially in the classroom. Two-way communication which is the direction of interaction between teacher and students in the classroom has a different pattern. The teacher uses language in the classroom not only to provide material, but also shows his/her position as the center who occupies the highest throne in the classroom. So that the teacher has the right to give instructions, provide material, and shapes the mindset of students in accordance with the learning objectives to be achieved. The exercises language teacher in the classroom is when there are interaction, giving material, asking questions between students and the teacher, discussions, as well as other interactive activities that do require language as a means of conveying information.

When interactions occur in the EFL classroom, the use of English by the teacher facilitates students to easily carry out interactive conversations during the learning process. The use of language as a medium for channeling information to be conveyed by the teacher. In EFL classes where English is neither the first nor the second language, the teacher requires the use of English more intensely so that students are accustomed to using English in everyday conversation. It is also part of the student's learning objectives, namely the active use of English in everyday life. In addition, there are several uses of

language in the EFL classroom. The data from the student perceptions are described as below:

Table 1. *The Student Perception of the Teacher's Language Use*

Name of Students	Student's Perception About Teacher's Language
Student 1	*"Language is a teacher's medium to communicate with students. In teaching and learning activities, teacher always tries to make students actively communicate in English by using English in class whenever communicating with students."*
Student 2	*"Teacher uses English in classroom interactions to train students' skills not only in English but also the students are more courageous and active in classroom activities.*
Student 3	*"Language is a tool to convey material in class. The teacher uses language when giving a material or topic in learning."*
Student 4	*"The use of English by the teacher in the classroom is a way for the teacher to give the instruction, so the students are able to follow what instructions given by the teacher in the classroom."*
Student 5	*"English is a difficult language, so teacher needs to make the habit of speaking in English so that students can interact with English."*

Hence, according to the student's perception, the use of language are as a medium for communicating with students, to train students to be active in English by getting used to using English, to train students to be skilled in using English in interacting in class, as well as a tool to convey material and information. Broadly speaking, the use of language by teacher when interacting in the classroom is not only as a medium or tool to convey information and provide instructions, but also as a way to train students' skills and abilities in using English during class interactions.

Teacher's Power in EFL Classroom

In addition to language, teacher power also has a role in classroom interaction. Teacher has power over the students to support matters related to instructions and orders that must be carried out by students in class activities. Teachers have several types of power in class interactions related to their abilities and strengths in social strata in the field of education. The application of this power occurs when the teacher is in front of the class to control student activities, the teacher's ability to regulate class conditions, the teacher's ability to the material and expertise possessed, the teacher's ability to appreciate student performance, and the teacher's ability to provide criticism and punishment to students in class.

In class interaction, the way the teacher delivers and how the teacher handles the class becomes an important point in maximizing student learning outcomes. When the teacher delivers the material, language is a measure of the success of the teacher's delivery. When the teacher delivers the material using good and correct language, students will easily understand what the teacher is saying. In addition to language, there is teacher power that also plays a role in maximizing student learning outcomes, namely expert power. The ability of the teacher in terms of mastery of the material is also a

component that must be possessed by the teacher in order to produce the learning outcomes to be achieved.

In handling the class, the teacher has the power to regulate and control all student activities in the classroom. The existence of controls and rules made by the teacher is so that students are able to meet the requirements for successful learning in the learning process in the classroom. Thus, teacher power is needed to complement teacher's language in classroom interactions. Not only the use of language as a medium of interaction, but also the influence of the teacher's power so that students are able to create maximum learning outcomes according to the learning objectives to be achieved. In relation to what power the teacher used in the classroom, the data related to the teacher's power in EFL classroom will be shown below:

Table 2. *The Student Perception of the Teacher's Power*

Name of Students	Teacher's Power				
	Legitimate Power	Referent Power	Expert Power	Reward Power	Coercive Power
Student 1	10%	15%	50%	20%	5%
Student 2	10%	10%	60%	18%	2%
Student 3	15%	20%	45%	15%	5%
Student 4	15%	20%	50%	12%	3%
Student 5	10%	5%	65%	15%	5%

According to the table above, in terms of frequency, the power used by most teachers comes from expert power, reward power in the second place, then referent power, legitimate power and lastly, coercive power. It can be seen that the greatest power of teacher comes from the abilities, skills, knowledge and experience of teacher during teaching and learning activities, and although teacher has the ability to punish or criticize students, teacher has never used this power and had never been enforced by the teacher in classroom interactions.

The use of language will also contribute to student learning outcomes, this can be seen from the delivery of material by teacher who uses language as a tool of delivering material. In addition, reflection and evaluation by teacher also affects student learning outcomes. The use of written and spoken language greatly affects the mindset and learning outcomes of the students. It can be described that at the same time, the language and power of a teacher work in balance. Language is a medium used to convey information, interact in two directions with students, and provide instructions in accordance with learning objectives. At the same time, the power of a teacher plays a role in the teacher's ability to control students, handle classes, and provide teacher power over all student activities in the classroom.

DISCUSSION

Talking about its function, it can be seen from the results above that in the context of the classroom the language used by the teacher is a form of social practice provided by the teacher in interacting with students in the classroom. This is in line with Fairclough's (1989) opinion which states that language is a social practice which refers to the use of language as a form of social practice, part of a social process, and as a socially conditioned

process. In practice, the language used by the teacher during class interactions serves to convey material and information related to the learning being discussed.

Based on the results above, it can be seen that the teacher uses several types of power in class interactions. These types of power are strongly supported by the opinion of French and Raven (1959). First, legitimate power, namely the ability of teachers resulting from differences in social status, age differences, and interests between the two. The teacher has the power to regulate and control all student activities in the classroom, which means that legitimate power is one of the powers used by teachers in classroom interactions. As seen in the results, legitimate power ranks fourth after referent power in its use in the classroom. The teacher uses legitimate power to regulate all class activities, but in this study, the teacher did not fully regulate the class atmosphere because of student presentations so that the teacher gave full time and space for students to explore the class for themselves.

The second is referent power, namely the ability of a teacher to handle the class and students to achieve the goal, namely so that students are able to achieve the teacher's wishes to have the same learning outcomes as his wishes. This is in line with French and Raven (1959) who stated that the power of reference refers to the tendency of students to obey all teacher instructions as part of respect. Similar to legitimate power, referent power also occupies the third position after reward power, because in the world of lectures and higher education, teachers tend to use an approach by instructing students to be more open to their teachers so that teachers are able to convey material more meaningfully.

Third, as it is known that the teacher's power that most influences students' thoughts and activities is expert power. In class interaction, teachers must have the ability and expertise as well as experience in accordance with the field being taught so that they can help students understand the material and topics discussed. Expert power exercised by the teacher can provide interruptions made by the teacher when students have an understanding that does not match it. This power has the highest frequency of use because it is closely related to student understanding and learning outcomes.

Fourth is reward power that comes from the teacher's ability to give appreciation to students in class. The power of the award can be in the form of appreciation in expression, giving gifts or giving added scores. Reward power serves as a way to arouse students' enthusiasm for learning and affect student learning outcomes. This power occupies the second position after the expert power. Because according to them, by appreciating the learning outcomes, they become passionate about developing students' abilities. Thus, reward power is a power that must be possessed and used when the teacher interacts in the classroom.

Finally, the teacher has the power to punish or criticize students if students do not succeed in fulfilling the instructions given by the teacher, this power is called coercive power. The ability to punish students is given to improve student discipline in the classroom. However, as seen from the results, teachers do not use this power much because it is felt that it has a bad effect and has a bad tendency on student learning outcomes.

CONCLUSION
The use of language and power in the EFL class has its own function. The language in the EFL classroom is used to convey information to students. Not only that, language is

also used to interact, but also to provide materials, information, communication media, and ways to train students' abilities and activeness in class.

Meanwhile, the teacher's power in class interaction can be seen in several points, they are, the teacher's power in providing material is contained in the expert power which has the most frequency of use. There is also reward power where by the teacher providing appreciation to students, students are able to increase their enthusiasm and improve their abilities in class. Third, namely referent power, the teacher provides a comfortable learning situation so that students can easily achieve the goal of equating learning outcomes according to what the teacher wants to achieve in class. Fourth, namely legitimate power, even though there is a gap between social status, age, and interests, the teacher does not fully use this power because the teacher fully gives classes to students so that students are more active and productive in class. However, indirectly the teacher still controls and handles the class so that the class runs more optimally and is directed according to the learning objectives.

The last is the power that is most minimized by the teacher, namely coercive power. The ability of teachers to punish and criticize students so far is rarely used by teachers because it has an unfavourable impact on the mental, thoughts, and behaviour of students in the classroom.

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