HOW TO DISCLOSE POWER IN TEACHER TALK
(A Critical Approach)

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Abstrak:

*Cara untuk mengungkap kekuasaan (potensi untuk mengendalikan orang lain)
seorang guru dalam kelas dilakukan dengan menganalisis percakapan guru
dalam proses belajar mengajar. Model pendekatan yang bisa digunakan adalah
dengan menerapkan pendekatan analisis wacana kritis, model kognisi social
yang dikemukakan oleh van Dijk. Tulisan ini bertujuan untuk mendiskripsikan
cara melakukan penelitian model kognisi social tersebut, untuk mengungkap
kekuasaan yang terkandung dalam percakapan (wacana) guru di dalam
kegiatan pembelajaran di kelas. Untuk menerapkan model ini peneliti
menggunakan tiga demensi, yakni dimensi teks, dimensi kognisi sosial dan
dimensi konteks sosial. Dalam dimensi teks terdapat tiga struktur teks yang
analisis yaitu macrostructure (makna global teks atau topik), superstructure
(kerangka teks) dan microstructure (makna local teks). Untuk kognisis sosial
yang dianalis adalah kondisi mental dari pembuat teks tersebut. Analisis ini
dilakukan dengan menganalisis pengetahuan, sikap dan ideology guru. Dalam
konteks sosial yang dianalisis adalah kekuasan yang tercermin dalam jenis
kekuasaan dan akses yang dimiliki oleh guru.*

Kata kunci:
Kekuasaan, Analisis Wacana Kritis, Percakapan (wacana) Guru

INTRODUCTION

Power can be defined as "a property of relations between social groups, institutions and organizations".[1] There are two kinds of power, namely social power and individual power. Social power is the power owned by a group of people (the members of the group) while an individual power is the power owned by a certain individual. The social power is considered in this writing. Further he writes that social power is stated in relation to the control conducted by one group (its members) over actions or minds of (the members of) another group. There are two kinds of power, namely the power of coercion and the power of consent. The power of coercion is implemented by force physically or verbally, while the power of consent is conducted by persuasion.

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[1]T.A. van Dijk, 1996. "Discourse, Power and Access", in C. R. Caldas-Coulhard and M. Coulhard, *Text and Practices, Reading in Critical Discourse Analysis*, London: Routledge, p. 84-85.

Since it is related to the power in the class, the social group are the group of teachers as manager in the classrooms to conduct the control to the other group called students. The control can be in the form of limiting the freedom of action of the others, influencing their knowledge, attitudes and ideologies. Further, Eriyanto writes that the practice of power which is usually based on their or his valuable sources such as money, knowledge, status etc., is conducted either directly and physically or indirectly in the form of persuasion.[2]

In conducting the learning and teaching process in the classroom a teacher and his/her students make various kinds of talks or discourses in the opening, learning and teaching activities as well as closing activities. In every discourse, it can be stated the teacher maintains to win in the struggle of power .

In other words discourse is created with the purpose that the speaker wants to win the struggle of power. In this struggle it can be argue that the side of teacher wins the struggle of the power over his students. He can determine the discourse whatever he likes to talk about covering the teaching and learning activities.

In the classroom, a teacher makes some talk (discourse) which contains power enshrined in the language of the discourse implicitly and explicitly. The power should be understood and realized by the teacher so that they are able to construct discourse with the proper power. Maftoon and Shakouri states that not all teachers do not see themselves powerful even though the expressions used in the teaching process are influential.[3] Besides, even those who are in power but fail to make use of appropriate language in the correct context will lose their power. The proper power of the teacher's classroom talks is required in order that they are able to motivate the students to achieve the teaching goal. In order to engage the proportional power in the classroom, they have to be able to study and analyze their classroom talks (discourses). The study of the discourse or discourse analysis which primarily investigates the power in social group is called critical discourse analysis (CDA).

There are some models of how to conduct the research on discourses employing CDA. According to Maftoon and Shakouri, there are three approaches which are generally implemented. They are (1) Fairclough's social practice model, (2) van Dijk's socio-cognitive model and (3) Wodak's sociological and historical approach. Among the three approaches van Dijk's

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[2]Eriyanto, 2006. *Analisis Wacana: Pengantar Analisis Teks Media*, Bantul, Yogyakarta: PT. LkiS Pelangi Aksara Yogyakarta, h. 272.

[3]Maftoon, P. and Shakouri, N. 2012. "The Concept of Power in Teacher Talk: A Critical Discourse Analysis". *World Applied Sciences Journal* 19 (8): 1208-1215.

socio-cognitive model is one of the most often referenced models in conducting critical discourse analysis. In this writing it is described the procedure how to conduct the study of critical discourse analysis using this model so that a teacher is supposed to obtain the global way. The result of this writing can become the basic consideration to do the research.

POWER IN TEACHER TALK

Based on the number of speaking participants, spoken discourse comprises monologue (produced by a single speaker), dialogue (with two speakers), and multi-party conversation (with three or more speakers).[4] Related to the classroom discourse, monologue is the talk by a single teacher; dialogue is the talk between one teacher and one student   and the multiparty conversation is between *a teacher and two students or more.*

In the three forms of classroom discourse, there is always power embedded in their language use. To uncover how far the power is enshrined in it using CDA of van Dijk's socio-cognition model, a researcher analyzes three levels or dimensions namely text, social cognition and social context. They have to be analyzed to be one unity. In the dimension of text there are three structures which have to be analyzed,

i.e. macrostructure (global meaning), superstructure (schema) and microstructure (local meaning). In the social cognition the researcher describes the mental condition of the teacher. This is conducted by analyzing the teacher's knowledge, attitude and ideology. In the social context he analyzes the kinds of the teacher power and the access that the teacher has.

Views of Discourse Analysis

Brown and Yule describe that the analysis of discourse or discourse analysis is the analysis of language in use.[5] Further they state that the analysis is not only restricted to the linguistic forms independent of the purposes or functions, but also what the language is used for.

Different from the above, in discourse analysis, Mohammad A.S. Hikam argues that there are three views about language.[6] The first view is called the positivist discourse analysis. In this view the language is regarded as the bridge between human beings and objects outside. One of the characteristics of this view is that ideas and the realities are separated, so that in analyzing a discourse, it is not necessary to relate to the subjective meaning of the statements which underlie the statement. The statement is considered correct as far as it is

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[4]U. Yuwono, 2007. "Wacana" dalam *Pesona Bahasa: Langkah Awal Memahami Linguistik*, Jakarta: PT Gramedia Pustaka Utama, h. 94.

[5]Brown, G. and Yule, G. 1984. *Discourse Analysis*, Cambridge: Cambridge University Press., p. 1.
[6]Eriyanto, 2006. *Analisis Wacana: Pengantar Analisis Teks Media…*, h. 4-6.

syntactically and semantically true. The second view is the constructivist discourse analysis. This view is opposed to the first above, that is the subject is thought to be the central aspect in the discourse practice and is related to the society. The subject has the capability to control a certain intended meaning. In this connection, discourse analysis is to disclose the intended meaning of text. The last view is named critical discourse analysis (CDA). This view is used to revise the first and the second. The focus of this trend is not on the concept of grammar or the process of interpretation in constructivism analysis, but on the process of (re)production and the context by the subject who is not neutral. Language of the text is the representation of the intended meaning which cannot be separated with the power.

Critical Discourse Analysis

As a simple definition of CDA, Sheyholislami states that CDA is the analysis of discourse aiming at making transparent the connections between discourse practices, social practices, and social structures, connection that might be opaque to the layperson.[7] Similar to the definition, van Dijk acknowledges that CDA is a field that is concerned with studying and analyzing written and spoken texts to reveal the

discursive sources of power, dominance, inequality and bias.[8] In the new edition, van Dijk prefers to speak of the term CDA into CDS (Critical Discourse Studies).[9] This can accommodate not only critical analysis but also critical theory as well as critical application. In this edition, van Dijk writes the more complete definition about CDS that the aim of the CDA is to reveal the hidden meanings such as power, dominance, ideology, etc. that are the intended and real meaning of the discourse.[10]

Principles of CDA

In CDA, discourse is not only analyzed as the language study, such as syntactic and semantic aspects in terms of traditional linguistics, but also related to the context, such as setting, participant, end, act sequence, key, etc. Based on this view, according to Van Dijk, Fairclough and Wodak, CDA has the following characteristics:[11]
a. Action.

A discourse is understood as an action or an interaction. A teacher who is teaching is interacting with his students. A writer who writes

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[7]J. Sheyholislami, 2001. *Critical Discourse Analysis*. Retreaved from: http://http-server.carlton.ca/csjsheyhol/articles/what is CDA.pdf. Accessed on 28 August 2010.

[8]T.A. van Dijk, 1998. *Critical Discourse Analysis*, Retreaved from http://www.hum.uva.nl/teun/cda.htm. Accessed on 26 May 2010.

[9]T.A. van Dijk, 2002. "Critical Discourse Studies: A Sociocognitive Approach" in Wodak, R. and Meyer, M. Methods of Critical Discourse Analysis. London: Sage, p. 62.

[10]Ibid., p. 63-64.

[11]Eriyanto, 2006. *Analisis Wacana: Pengantar Analisis Teks Media*…, h. 7-14. Bdk Y.A. Darma, 2009. *Analisis Wacana Kritis*, Bandung: CV. Yrama Widya, h. 61-65.

communicates with readers, etc. So discourse is (1) created on purpose or with a certain intention such as to inform, to persuade, to convince, etc. and (2) expressed or controlled consciously.

b. Context

CDA conducts the analysis of a discourse by considering the context of the discourse, such as background, situation, event and condition. Discourse is produced, understood and analyzed within a certain context, not only analyzed from the internal linguistics or isolated from its context. Guy Cook states that in analyzing discourse there are three concepts involved, namely text, context and discourse. Text is all kinds of language form for communication: verbal, utterance, music, picture, imagery. etc. Context is everything outside of the text which influences the use of the language such as participants, situation, and setting. While discourse means that both text and context have to be considered together in the communication process. The similar context is also cited by Halliday and Hasan that there are three features of situational context which influence the meaning of text.[12] They are (1) the field of discourse referring to what happens to the nature of the social event that is taking place; (2) the tenor of discourse referring to the participants taking part and (3) the mode of discourse referring to what part of the language is playing. Discourse in this sense covers both the text and context, so in discourse analysis the text and context have to be noticed.

c. History

The analysis of the discourse has to attend to the social context related to the content of the text. One of the social contexts is history. This is necessary to use in order to be able to understand the text precisely.

d. Power

Discourse is not neutral and natural without any hidden meaning, but it always contains the struggle for power. The power here can be various, for example the power between men against women, employers and employees, doctors and patients, teachers and students. The power enshrined in the discourse can be analyzed not only the details and the grammar of the text, but also found in its relationship with social context, politics, economy and culture.

e. Ideology

Ideology is a central concept in critical discourse analysis. It is stated that text, speech, dialogue, etc. are the representation or the practice of a certain ideology. It is used to legalize the dominance to others.

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[12]M.A.K. Halliday and R. Hasan, 1985. *Language, Context, and Text: Aspects of Language in a Social-semiotic Perspective.* Burwood,Victoria: Deakin University Press., p. 12.

Approach to CDA

Among CDA practitioners , van Dijk is one of the most often referenced and quoted in critical studies in discourse analysis. Sheyholislami, Eryanto and Darma have similar statements.[13] The model developed by van Dijk is the model which has been applied in CDA by most critical discourse analysts. It is because van Dijk elaborates the discourse elements so that the models can be implemented practically. The model of CDA proposed by van Dijk is called socio-cognitive model.[14] In this model, a discourse has three dimensions, namely text, social cognition and social context. The essence of the analysis is to combine the three dimensions into the comprehensive, unified whole. The three dimensions above can be shown in the following figure.
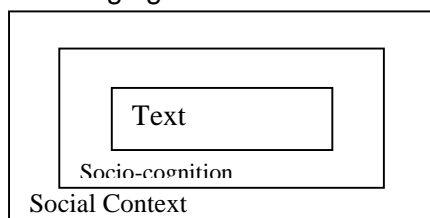
[13]J. Sheyholislami, 2001. *Critical Discourse Analysis* …, p. 3; Eriyanto, 2006. *Analisis Wacana: Pengantar Analisis Teks Media…*, h. 221; Y.A. Darma, 2009. *Analisis Wacana Kritis…*, h. 96.
[14]T.A. van Dijk, 2006. "Multidisciplinary CDA: A Plea for Diversity" in Ruth Wodak and Michael Meyer, *Methods of Critical Discourse Analysis.* London: Sage Publicatios Ltd., p. 97; Moslem Ahmadvand, 2008-2009*., Critical Discourse Analysis: An Introduction to Major Approaches.* Retreaved from http://www.iranianlinguistics.org/papers/critical_discourseanalysis.Pdf . Accessed on 19 October 2010; J. Sheyholislami, 2001. *Critical Discourse Analysis.*

These three dimensions make up the three points which form the triangle They will be described as the following:

a. Dimension of Text

As stated above, van Dijk writes that CDA studies can pay attention to all levels and dimensions of discourse, viz. those of grammar (phonology, syntax and semantics), style, rhetoric, schematic organization, speech acts, pragmatic strategies, and those of interaction among others.[15] From the various levels or dimensions above, van Dijk divides into three kinds, namely (1) macrostructure, the global meaning of text in the form of its topic or theme, (2) superstructure, the arrangement or the schema of a text or how the text has been arranged to form the unified text, and (3) microstructure, local meaning of a text consisting of (a) pragmatic aspects, (b) semantic aspects and (c) stylistic aspects.

In the following the three dimensions above are described but because they cover very broad elements for each dimension, then the description is limited only to some important points.

1) Macrostructure

As stated above macrostructure or the global meaning in the form of topic of the text becomes one aspect which is

[15]T.A. van Dijk, 1996. "Discourse, Power and Access"…; Eriyanto, 2006. *Analisis Wacana: Pengantar Analisis Teks Media…*, h. 224-259; T.A. van Dijk, 2006. "Ideology and Discourse Analysis". *Journal of Political Ideologies.* Barcelona, Spain: Routledge: Taylor and Francis Group., p. 26.

important to detect. This is because the topic becomes the fundamental role in communication and interaction.[16] He further explains that a topic represents what a discourse is about, embodies most important information of a discourse and explains overall coherence of text and talk.[17] Since it is the global meaning of text, then, it cannot be directly observed, but it is inferred from discourse. However, it is often expressed in discourse for instance in titles, summaries, thematic sentences and conclusions.

Related to the learning and teaching activities in the classroom the teacher talk contains the topic which is usually presented at the beginning. The presentation of the topic is usually connected with the knowledge which has been mastered by her students. This topic is usually supported by some subtopics or propositions which can be traced from the beginning to the end of the classroom discourse. To make sure that the supporting propositions are correct some smaller supporting details are required. By mentioning the topic supported by some propositions through the whole text, the teacher is able to make the students understand the global meaning of the text. This understanding of the topic is one of the elements for the teacher to control to students.

2) Superstructure

As stated above that superstructure indicates its schema or generic structure of text from the beginning to the end. It shows how the divisions of the text are arranged in such a way that the text can fulfill the unity meaning.[18] The schema as the outline of the text depends on the framework of text type that the speaker develops. This is related to the arrangement of the parts. Usually a certain type of text has already had a certain generic structure, for example: the text type of explanation has a certain generic structure, namely, (1) general explanation, (2) explanation related to the process and (3) conclusion.[19] In practice, the elements of generic structure of a text is not arranged in a very strict way. The speaker can modify some elements so that the text is more interesting.

The analysis of superstructure of a text in classroom research aims to find out what schema a text has and what variation it contains as well as what purpose the teacher uses the variations. At the beginning or the introduction of a certain talk or introduction usually consists of attention statement and purpose statement. In the attention statement the speaker states something that leads the students to think about the points he wants to convey. In the purpose statement, a speaker states the

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[16]Ibid., p. 102.
[17]T. A. Van Dijk, 1980. *Macrostructures.* Hillsdale, Nj: Erlbaum.

[18]Eriyanto, 2006. *Analisis Wacana: Pengantar Analisis Teks Media…*, h. 231-234.
[19]Tim Jurusan Bahasa Inggris, 2010. *Bahasa Inggris*, Surabaya: Program Continuing Education, h. 18-19.

point that you want your audience to know the orientation of your speech. To end the speech, the speaker draws a conclusion consisting of two points They are summary and reinforcement of the thesis. The summary contains just the main important general idea that should be remembered by the audience. While the reinforcement is simply the paraphrase of the main points the main idea.

3) Microstructure

In the analysis of micro structure or local meaning, it is focused on the semantic, pragmatic, stylistic aspects of the discourse. The micro structure analysis of the text can be so broad that no analysis covers all aspects of the discourse. Only the aspects which are important are included in the analysis. Related to the study of classroom discourse only some points of pragmatic, semantic and stylistic aspects are described.

a). Pragmatic aspects

Related to pragmatic aspects, there are some various definitions stated by different experts. Yule writes some definitions of pragmatics.[20] One of them is stated that the study of pragmatics is concerned with the study of meaning as communicated by a speaker (or a writer) and interpreted by a listener (or reader). It is related more to do with what speakers mean by their utterances than what words or phrases in those utterances might mean by themselves.

So from this statement, pragmatics is the study of speaker meaning. Since the pragmatic study cannot be separated from the interpretation of what people mean in particular context and how the context influences what is said, pragmatics can be defined as the study of contextual meaning. Viewed from the inference drawn by the listeners, pragmatics is the study of how more get communicated than is said. Lavinson writes some definitions.[21] One of the definitions is from the view of the features of language structures, that is pragmatics is the study of the relations between language contexts that are grammaticalized, or encoded in the structure of language. What is meant by being grammaticalized here is in the broad sense, covering the encoding of meaning distinctions in the lexicon, morphology, syntax and phonology of the languages. The scope of pragmatics in this sense includes the study of deixis, presupposition, speech acts and implicature.

(1) Deixis

Deixis is a technical term referring to 'pointing' to something. There are some deixtic forms: person deixis, temporal deixis, spatial deixis.[22] Person deixis is the kind of deixis consisting of the speaker (I), the second person (you) and third person (he, she, and it). In some of the languages, the pronouns have some variations

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[20]G. Yule, 1997. *Pragmatics.* Oxford: Oxford University Press., p. 3.

[21]S.C. Lavinson, 1995. *Pragmatics.* Cambridge: Cambridge University Press.
[22]G. Yule, 1997. *Pragmatics…*, p. 9.

elaborated with markers of relative social status. The linguistic markers (expressions) that show respect to addressees are called honorifics. Temporal deixis are deixis pointing to adverbs of time (*now* and *then*). And those pointing to adverbs of place (*here* and *there*) are called spatial deixis. Temporal and spatial deixis can also be divided into two categories namely, proximal and distal. Proximal deixis refers to the situation near to the speaker's context, i.e*: this, here* and *now*, while those referring to distal deixis are *that, those* and *then*.

In the classroom the use of a different deixis can give the students different impression, depending on the condition that the teacher wants to convey. For example: in the class, the use of different personal deixis, such as *we* and *they or you* give different impression to the students. The use of the pronoun *we* shows no distance between the teacher and his students, arouses the feeling of togetherness or closeness between them. While the use of pronoun *they or you* makes a distance or gap between the two parties. The teacher does not want to make the relationship close.

(2) Presupposition

A background belief or assumption behind a proposition or facts whose truth is required for an utterance to be appropriate is called presupposition.[23] Similar to the above it

can be said that presupposition is something that the speaker assumes to be the case prior to making an utterance.[24] It is stated here that the speaker, not the sentence, has presupposition. For example, in the sentence *Mary's brother bought three horses*, the presupposition is that a person called *Mary exists* and that *she has a brother*. The speaker can have more specific presuppositions such as *Mary has only one brother* and *he has a lot of money.*

In the class the use of presupposition is needed to support the meaning of a certain proposition. The choice of the proposition has to be based on the consideration that the presupposition is fact or logical statement. This is meant to make the students feel convinced, then they accept the concept of the proposition.

(3) Speech act

Yule and Austin define that speech act is an action performed by the use of an utterance to communicate.[25] There are three speech acts which can be found in the communication, namely locutionary act, illocutionary act and perlocutionary act. Locutionary act is the basic act of utterance with a particular meaning. The term illocutionary act is the act which reflects the intent of the

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[23]H. Jackson, 2007. *Key Terms in Linguistics.* London: Continuum., p. 65; V.

Fromkin, R. Rodman, and N. Hyams, 2003. *An Introduction to Language,* Boston: Heinle., p. 216.
    [24]G. Yule, 1997. *Pragmatics…,* p. 25.
    [25]Ibid., p. 47; J.L. Austin, 1992. *How to Do Things with Words,* Oxford: Oxford University Press, p. 94-108.

speaker in uttering the sentence (e.g. *to praise, criticize, warn*, etc.) and perlocutionary act involves the effect that the speaker has on his or her addressees in uttering the sentence.

In the class a teacher often uses the three kinds of speech act. The expression of speech act is used to make the students feel impressed since they need to think about the intended meaning and its effect of an expression. For example, when a teacher fails to maintain order in the classroom, she says *"I'll keep you in after the class.*" In this utterance she simultaneously produces three speech acts: a locutionary act (the utterance itself), an illocutionary act (*a warning*) and perlocutionary act (silencing the students).

b) Semantic aspects

In the semantic aspects the elements which are important to be covered are the elements which are emphasized in the classroom. The elements are background and details

(1) Background

Background is an element of text which influences the meaning of the message. The background can give some support to what attitude the students are directed. Before a speaker presents a discourse, he usually chooses a certain background. According to Eriyanto, the background of a text has the following functions:[26] (1) The background can lead the audience

to have a certain view as he wants, to follow his ideas, to persuade them in order to change their attitude. (2) The background can be engaged to support the truth in a text. (3) The background can be used to be the basis of his ideas that they agree with him. So, the background becomes an important element which can be used to make the text stronger to persuade the students.

(2) Details

Details function as the information control expressed by a speaker. In this connection the speaker describes his ideas comprehensively with more details for those which are beneficial for him. By supplying the details, the information can persuade or convince the audience. On the contrary, he only mentions little details or even no details at all which weaken his ideas or harm his position. In the classroom students who seem lazy to take part in learning activities are motivated, for instance, by giving them some expressions which can arouse their learning spirit. He had better not tell them the insulting remarks which can lower their learning motivation.

c) Stylistic Aspects

Stylistics is concerned with the study of style in language.[27] He writes that the focus of stylistics is the style, that is the way how the writer or speaker conveys his or her idea. Similar to the definition, Verdonk states that style in

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[26]Eriyanto, 2006. *Analisis Wacana: Pengantar Analisis Teks Media…*, h. 235-236.

[27]P. Sudjiman, 1993. *Bunga Rampai Stilistika*, Jakarta: Pustaka Utama Grafiti., h. 13.

language is one which we use so commonly in our everyday conversation, and it seems unproblematic, occurring naturally and frequently that we are inclined to take it for granted without enquiring what we mean by it. So stylistics is the study of style or the analysis of distinctive expression in language and the description of its purpose and effect.   Related to the classroom discourse, only   linguistic aspects are concerned. They consist of (a) code switching and (b) language styles (c) level of language

(1) Code-switching

The term code-switching is used to denote the language or variety of language used by a speaker in particular social context, or that a speaker is able to use as part of their linguistic repertoire.[28] Code-switching usually used by bilingual speakers is a kind of insertion of a word or a phrase from one language into an utterance that is basically constructed in another language. Holmes says that speakers often change code in a speech within a domain or social situation.[29] By switching the code, they can adapt the language to the situations consisting of presence of a new participant and they want to show the signal as of group membership and share ethnicity with an addressee. Sometimes they want to give the signal of their solidarity or relationship between

interlocutors of equal status. Code-switching can also be found when they discuss a particular topic. Bilinguals often find it easier to talk about a particular topic in one code rather than another.

By employing the code-switching a teacher can make the relationship between the teacher and his students close, then they are not afraid or shy to communicate with him such as to ask questions, to clarify some concept, to argue, etc.

(2) Language Styles

In language styles, what is taken into account is limited to lexicon. This is how the orator uses choice of words used in the speech. According to Eriyanto, this element shows the way how a speaker or writer conducts the choice of words in expressing a message, since certain words can show the attititude or the ideology of the speaker or writer, for example the word *pass away* is different from the word *die*.[30]

In this section it   will be described the factors which influence the choice of words by the speaker. They called speech situations consisting of social factors and social dimensions.

(a) Social factors

The variety of language is based on (1) users of the language-the participants and (2) uses of the language-social setting and (3) function

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[28]H. Jackson, 2007. *Key Terms in Linguistics...*, p. 82.

[29]J. Holmes, 1997. *An Introduction to Sociolinguistics*, Harlow Essex: Addison Wesley Longman Limited., p. 41-45.

[30]Eriyanto, 2006. *Analisis Wacana: Pengantar Analisis Teks Media…*, h. 255.

of the interaction and (4) topic.[31] What is meant by the user is who is talking to whom e.g. teacher--students wife–husband, customer–shopkeeper, boss–worker, the purpose or function of the interaction is informative or social, and the setting and social context are for example: home, work, school, etc. and the topic is that what is talked about.

(b) Social dimensions

In addition to the components of the speech situation above, it is important to describe three (among four) different dimensions which relate to the factors above,[32] since they can signify the implicit meaning of power or domination presented by the speaker's speeches. These are:
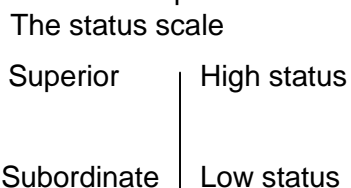
(1) A social distance scale concerned with participant relationships

The solidarity-social distance scale can be illustrated as follows:

Intimate _____ Distant

High solidarity   Low solidarity
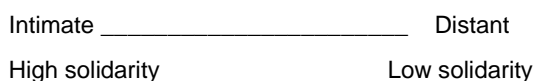
This scale is useful to know how well the speaker communicates with the audience in his speech. This is reflected in the linguistic choice, such as vocabulary, grammar or styles.

(2) A status scale concerned with participant relationships

The status scale

Superior | High status

Subordinate | Low status

[31]J. Holmes, 1997. *An Introduction to Sociolinguistics*, p. 11-12.
[32]Ibid., p. 11-17.

This scale points to the relevance of relative status in some linguistic choices. A person called Sir, Ms, Mr. or Mrs. has higher status than the person called using the first name.

(3) A formality scale relating to the setting or type of interaction

Formality scale

Formal | High formality

Informal | Low formality
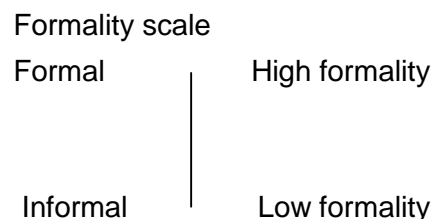
This scale is useful in assessing the influence the social setting on language choice. In the speech such as the ritual service or sermon in a church or the the transaction with the bank manager in the office. People use the formal language. But in a friendly chat, they use informal one.

From the components of speech situation above, in speaking to the students a teacher is required to be aware of not only the ability to construct grammatical sentences but also the ability to use the appropriate language in speech situations above.

b. **Dimension of Socio-cognition**

Critical discourse analysis not only limits the analysis on the text but also the way how the text is produced. Van Dijk proposes this analysis called the socio-cognition. The purpose of this level is used to uncover the hidden meanings of a text, since the text itself reveals some meaning, opinion and ideology, so that the socio-cognition and social context are needed. Further van

Dijk acknowledges that CDA is interested in power, domination and social inequality and it tends to focus on groups, organizations and institutions.[33] This means that CDA needs to account for the various forms of social cognition shared by these social collectivities: knowledge, attitudes, and ideologies.

The other socially shared representations expressed in discourse is through mental models, that is through application to a specific event or situation. It is through the mental models that every discourse requires our knowledge of the world, our socially shared attitudes and finally our ideologies and fundamental norms and values.

c. Dimension of Social Context

In analyzing the discourse, the third dimension, social context should also be analyzed. According to van Dijk, the social analysis can cover more local and more global.[34] For more local analysis of the discourse is from the level of interaction and situation. While in the second analysis covers group level, social organization and organization and institutions Further he cites that in the social analysis there are two important points, i.e power and access.

1) Power

One crucial presupposition of critical discourse analysis is understanding the nature of social

power or dominance.[35] Related to the power there are two kinds, namely the individual power and social power. Social power is based on the privileged access to socially valued resources, such as wealth, income, position, status, force, group membership, education and knowledge. Further he states:

> Power involves control, namely by (members of) one group over (those of) other groups. Such control may pertain to action and cognition: that is, a power group may limit the freedom of action of others, but also influence their minds. Besides the elementary resource to force to directly control action (as in police violence against demonstrators, or male violence against women), 'modern' and often more effective power is mostly cognitive, and enacted by persuasion, dissimulation or manipulation, among other strategic ways to change the mind of others in one own interests.[36]

Related to the teacher power French and Raven states that a teacher usually has the five kinds of power.[37] They are attractive power, expert power, reward power, coercive power, position power. By these kinds of power a teacher can move them as the teacher wants.

2) Access

CDA gives much attention to access for each group in a society. The

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[33]T. A. Van Dijk, 2006. "Ideology and Discourse Analysis". *Journal of Political Ideologies.* Barcelona, Spain: Routledge: Taylor and Francis Group, p. 113.
[34]Ibid,. p. 115.

[35]T. A. Van Dijk, 1996. "Discourse, Power and Access", in C. R. Caldas-oulhard and M. Coulhard, *Text and Practices, Reading in Critical Discourse Analysis*, London: Routledge., p. 254
[36]Ibid.
[37]French and Raven, 1974, http://www.ttacnews.vcu.edu/2010/05/teacher-response-strategies-avoid-power-struggles-in-the-classroom/ Accessed on 22 January 20014.

elites have more access to discourse than those who has a less power. Thus the elites have more influence to the less powerful groups. By having more access they have more control to the minds and/or their actions. Van Dijk states that in access can have the following dimensions.[38] They are (1) planning: taking the initiative, the preparation or the planning of a communicative event; (2) setting: who is allowed or obliged to participate, in what role, what time, what place and what circumstances of text; (3) controlling communicative events: mode of communication (spoken or written), the language style, the genres of discourse and types of speech acts; (4) scope and audience control: for dialogues (formal meetings) specific participants are allowed to be present.

CONCLUSION

If the students fail to achieve the teaching objectives (goals), a teacher tends to find the scapegoat by blaming his students. It is rare for the teacher to blame himself by acknowledging that his way of teaching causes the students to fail. This is bad attitude. One of the ways to make the teacher aware of his weaknesses is to conduct a critical classroom discourse analysis to his talk. This is meant to know whether or not his talk can really influence or persuade the students. In other words the teacher has to analyze the power of his talks that is to find how far his talk has the

potency to control his students. To uncover the power in a discourse (teacher talk) a critical discourse analysis (CDA) is applied. In this article the proposed CDA is van Dijk's called socio-cognition model.

In this model, a discourse has 3 dimensions, namely text, social cognition and social context. The essence of the analysis is to combine the three dimensions into the comprehensive, unified whole. From the various levels or dimensions above, van Dijk divides the text into three kinds, namely (1) macrostructure, the global meaning of text in the form of its topic or theme, (2) superstructure, the arrangement or the schema of a text or how the text has been arranged to form the unified text, and (3) microstructure or local meaning of a text consisting of (a) pragmatic aspects, (b) semantic aspects.

CDA needs to account for the various forms of social cognition shared by these social collectivities: knowledge, attitudes, and ideologies. These are needed disclose the mental condition of the teacher in conducting the talk in learning and teaching process.

From the social context there are two points which have to be analyzed namely (1) the power or the properties possessed by the teacher and (2) the teacher's access that consist of planning, setting, controlling communicative events and scope.

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[38]T. A. Van Dijk, 1996. "Discourse, Power and Access"…, p. 87.

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