

**AN ANALYSIS OF POWER IN TEACHER TALK ON  
TIFFANI'S YOUTUBE CONTENT ENTITLED “LIVE  
ENGLISH CLASS” AT SPEAK ENGLISH  
WITH TIFFANI**

**A Thesis  
Submitted as a Partial Fulfillment of the requirements for  
S-1 Degree**

**By:  
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**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2020/2021**

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## ABSTRACT

The present research was concerned with the notion of power in language used by Tiffani. This research aimed to discover the power in Tiffani's teacher talk in her Youtube content entitled "Live English Class" by using the concept of Critical Discourse Analysis (CDA).

This research used the descriptive qualitative method. The Three-Dimensional Framework by Norman Fairclough was used in analyzing the data of Critical Discourse Analysis (CDA). In relation between discourse and power, several theories were used in this research include the theory of Teun Van Dijk, the theory of Norman Fairclough, the theory of French and Raven and the theory of Searle.

Two forms of power have been found in Tiffani's teacher talk in her Youtube content entitled "Live English Class". Unwittingly, Tiffani has used her privileged as a teacher as well as an English native speaker so that several power revealed from the activity of teaching and learning in the "Live English Class" program. There, the dicovered power used by Tiffani succeeded led the class interactively. In other word, the power found in Tiffani's teacher talk headed to the positive context. Thus the conclusion was drawn after found out two forms of power, namely the five bases power and the power which represented in the form of speech act.

***Keywords: Critical Discourse Analysis, Discourse, Power.***

## Free Plagiarism Letter

I hereby declared that this thesis entitled “An Analysis of Power in teacher talk on Tiffani’s Youtube content entitled ‘Live English Class’ in Speak English with Tiffani” is entirely my own work and it is based on research. I also declared that all materials and source consulted in the preparation of this thesis, such as from books, journals, articles, and other types of documents related to this study, which are properly recognized in footnotes and bibliographies.

Bandar Lampung, December 2021

Declare by



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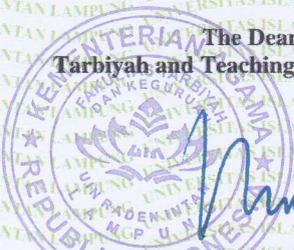
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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Most Gracious and The Most Merciful.

فَاصْبِرْ صَبْرًا جَمِيلًا

[Fasbir ssabran jameelaa]

“So be patient with gracious patience.” (70:5)<sup>1</sup>



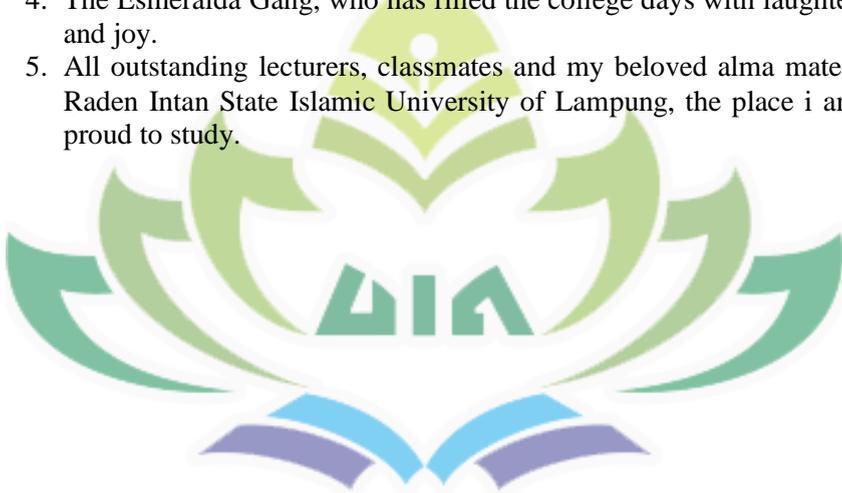
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<sup>1</sup> Al Qur'an, Chapter 70, Lofty Stations [Al-Maarij] 70:5.

## DEDICATION

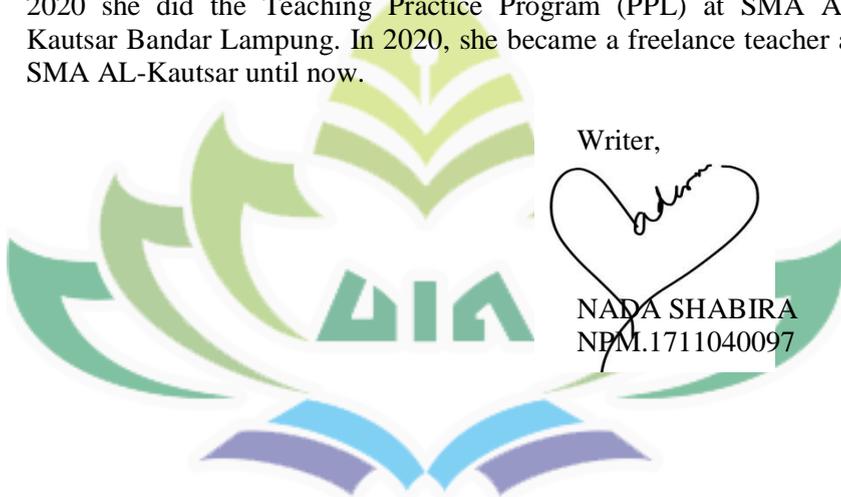
In the name of Allah SWT, the most gracious and merciful so that this masterwork was completed. Accordingly, this masterwork was dedicated to every uttered hopes. In prayer, those tears form into the ocean. In the storm, they made me survive to keep sailing on the sea of life. My whole gratitude is devoted to the noble beings on earth, father, Mr. Wahidin and mother, Ms. Martinawati. The following list are the greats in my life:

1. My dearest foster mom, Bainah who has given me unconditional love and lots of delicious food during my final year in college.
2. The apple of my eyes, Mas Banu.
3. My superb buddies, Kinanti, Anna, Tata, and Jenggala.
4. The Esmeralda Gang, who has filled the college days with laughter and joy.
5. All outstanding lecturers, classmates and my beloved alma mater, Raden Intan State Islamic University of Lampung, the place i am proud to study.



## CURRICULUM VITAE

Nada Shabira was born on February 20th, 2000, in Taman Baru, South of Lampung. Nada is the oldest child of Mr.Wahidin and Ms.Martinawati. She has a young sister, her name is Alya Faiza. She began her study at TK Tunas Harapan Belambangan and completed in 2005. She continued her study at SD N 1 Kekiling and completed in 2011. Then, she continued her education at MTs. Al Kautsar Depok and finished in 2014. Furthermore, she continued her education at SMA N 1 Kalianda and graduated in 2017. In 2017, she continued her education at The State Islamic University (UIN) Raden Intan Lampung and was accepted to the Faculty of Tarbiyah and Teacher Training, majoring in English Education. From October to November 2020 she did the Teaching Practice Program (PPL) at SMA Al-Kautsar Bandar Lampung. In 2020, she became a freelance teacher at SMA AL-Kautsar until now.



## ACKNOWLEDGMENT

In the name of Allah SWT, the most gracious and merciful so that this masterwork was completed. A long journey has been passed in conducting this masterwork. Ups and downs throughout the process turned the writer wiser, especially in decipher the meaning of patience.

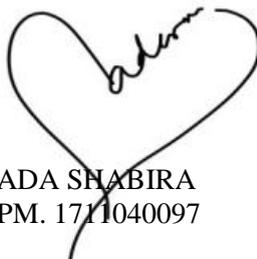
In the greatest appreciation, the gratitude are intended to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, as Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung and staff that provided opportunities and assistance during study to complete this thesis well.
2. Meisuri, M.Pd, as the chairperson of the English Education Study Program of UIN Raden Intan Lampung, has assisted in completing this thesis.
3. Dewi Kurniawati, S.S., M.Pd as an advisor, has patiently provided support, guidance, advice, and assistance in completing this thesis.
4. Satria Adi Pradana, M.Pd as a co-advisor, the mentor which spent a bunch of time in guiding, inspiring, and motivating in the making of this masterwork.
5. All Lecturers of the Department of English Education who have educated and provided a lot of knowledge and experience to the writer during their studies at the Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
6. My dearest friends Esmeralda's, Kinanti, Anna, Dita and, my lovely foster sister Beta Lopitasari.
7. My beloved friends Windi, Destri, and Kerabat Jenggala, who have provided meaningful support to the writer to complete this thesis.
8. All parties who have encouraged along the process in the making of this masterwork.

Lastly, it was said that all the shortcomings and mistakes were clearly present in the process of making in this masterwork. Therefore, the deepest apologies and critics are conveyed and accepted. This research

was expected to be useful for readers and can be used as a reference for development for a better future.

Bandar Lampung, December 2022  
Writer,



NADA SHABIRA  
NPM. 1711040097



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# CHAPTER I

## INTRODUCTION

This chapter is designated to presents the introduction of the thesis, each of them are: title affirmation, background of the problem, focus and sub-focus of the research, identification of the problem, formulation of the problem, the objective of the research, uses of the research, relevance study, research methodology consists of research design, the instrument of the research, data collecting technique, data analysis, and trustworthiness of the data.

### A. Title affirmation

One of the foremost things in a research is comprehension. Therefore, to avoid misinterpretation, it is indispensable to affirm the title. Due to the title “An Analysis of Power in Teacher Talk on Tiffani’s Youtube content entitled “Live English Class” at Speak English with Tiffani”, hence, the briefly explanation of the title.

This analysis of teacher's power in language used is anchored in the realm of critical discourse analysis. Critical Discourse Analysis is a field that is concerned with studying and analyzing written and spoken texts to reveal the discursive sources of power, dominance, inquiry (interrogation) and bias. It examines how these discursive sources are maintained and reproduced within specific social, political and historical contexts.<sup>1</sup>

Live English Class is one of the youtube content belonging to the Speak English with Tiffani channel which is the object of this research. This type of content is a live stream, which allow to engage the audience from all around the world in real

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<sup>1</sup> Teun A. Van Dijk, "22 Critical Discourse Analysis." Discourse analysis (2015): 466.

time with a video feed, chat and more. The entire utterances of Tiffani in it will be analyzed by researcher using a Critical Discourse Approach.

Speak English with Tiffani is tiffani's YouTube account which was created since 9 May 2016. The account has reached 23 million viewers, with content based on language learning. The content is interesting for various groups, especially students and anyone who is interested in learning English.

Due to the live stream feature; as a result, Live English Class brings real-time practice in learning English. Learners could directly jump into the Live English Class by responding what the speaker is saying through the chat feature that has been provided. Since, there are language used and power manifested by the speaker in the Live English Class then, it will run smoothly. The power that is manifested in the speaker's discourse in the Live English Class would be analyzed by conducting a Critical Discourse Analysis.

## **B. Background of the Research**

Given the era of globalization which is called 5.0 or super smart society, we are unconsciously required to be able to continue to evolve. One of them is to be able to understand and master the international language, namely English. Having multiple language skills has become commonplace as well as interesting. Having good language skills is the key to successful communication. Besides mastering the mother tongue, mastery of international languages such as English is very necessary.

English is a connecting language. In order not to be eroded by the times, learning English continues to be present in subjects at every school in Indonesia. Of course, it is not as easy as imagined, especially for Indonesians whose language style is much different from native English speakers.

However, this does not make Indonesians just give up. There are many Indonesians today who are literate about the importance of mastering English by taking English courses or studying via the internet.

Along with the development of technology and the times, every Indonesian needs to learn English. just as happened in the past few decades, the Indonesian government included English as the first foreign language used in Indonesia. English is included in the curriculum and is an important subject in elementary, junior and senior high schools so that it has a great opportunity to be used as the language of instruction in several schools in Indonesia. Discussing about English is not much different from other languages, it has definitions, positions and functions. English in Indonesia is included in the category of foreign languages. Suhendar in Yulia stated, Foreign languages for Indonesia are all languages except Indonesian, regional languages, including Malay.<sup>2</sup>

In teaching and learning activities in the classroom, a teacher has a very important role. Celce-Murcia in barsa pointed out that language use applied in the classroom affect students' process and progress of learning.<sup>3</sup> In the matter of delivering material to students it means that the language used by the teacher must included power such as, leading the class well. Aside of being the sources of knowledge which students could ask everything they doubt about or they dont know, in that moment the teacher becomes the figure who has power. In order for students to be interested in learning English, a teacher must be able to manage the class well. In brief, the teacher could explore their language used in teaching and

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<sup>2</sup> Yulia Agustin. "Kedudukan bahasa Inggris sebagai bahasa pengantar dalam dunia pendidikan." *Deiksis* 3.04 (2015): 354-364.

<sup>3</sup> Basra, S. M., & Thooyibah, L. (2017). A speech act analysis of teacher talk in an EFL classroom. *International Journal of Education*, 10(1), 73-81. doi: <http://dx.doi.org/10.17509/ije.v10i1.6848>

learning process. It is all about how the teacher used their power in language shapes the relationships and learning.

Apparently, Harmer in Barsa implied that students learn from the teacher talk.<sup>4</sup> That is why the teachers are expected to have the ability to communicate well with students. Moreover, in every teaching and learning process the teacher should adjust their language use in order to give the student comprehension for what they hear. We can add the statement from Leid "Teachers' use of power in learning environments affects our students' experiences, our teaching experiences, and the extent to which learning goals are met."<sup>5</sup> From there we can say, whatever the teacher does through the language, it will ultimately shapes the classroom atmosphere. That is why, high awareness and good control are needed by applying the gifted power in teacher as well as possible.

Teacher talk is the utterances done by the teacher in the teaching and learning process. As stated by Lei in Barsa, good communication in the teaching and learning process depends on a good and effective teacher talk.<sup>6</sup> In addition, Harmer in Barsa pointed out that too much teacher talk can make students lose their chance to talk, and he actually stated that a good teacher maximizes time for students to talk and minimize time for him/her to talk.<sup>7</sup> In summing up, that it is not only the matter of talk delivering by the teacher but also try to take a look at what powers can be used by teacher to lead the class well and create the effective atmosphere.

Regarding to the occurrence of "Live English Class" by speak English with Tiffani's youtube channel, this is greatly interesting to discuss. Especially in language-based learning, it is realized that discourse does not only occur in real life, but also in online classroom activities. As define by Foucault, he

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<sup>4</sup> Ibid.

<sup>5</sup> Leslie Frances Reid, and Jalal Kawash. "Let's talk about power: How teacher use of power shapes relationships and learning." *Papers on postsecondary learning and teaching* 2 (2017): 34-41.

<sup>6</sup> Ibid

<sup>7</sup> Ibid.

sees discourse as "a group of statements which provides a language for talking about a way of representing the knowledge about a particular topic at a particular historical moment...Discourse is about the production of knowledge through language".<sup>8</sup> In the same perspective, Fairclough emphasizes unequal relations of power could expressed by language use, notably language and power work together. Language use plays an important role in the teaching and learning process. In fact, to obtain good communication skills for students, teacher's language is considered as the foremost factor. Thus, the notion of power in teachers' language use seems plausible in the context of classroom towards teaching offline or online classes.<sup>9</sup>

As claimed by Wodak the Austrian linguist, "language is not powerful on it is own, it gains power by the use, that is, powerful people make it a powerful language".<sup>10</sup> Thereby, imagining a word uttered by an influencer like a teacher it definitely plausible to have a power that would affected the listener, in contrast to the commoner it just end up nonsense. On a similar note, Jones says, "words do not produce or interpret themselves; people engaged over some matters are responsible of that".<sup>11</sup> Along this case, there is a concept of power uttered by the teacher in the classroom as happened in online classes. It means, to convey and constructs meaning implicitly and explicitly, the teacher's language becomes a powerful main focus in the classroom. Due to this, Dangel and

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<sup>8</sup> Cherifi Alaa-Eddine and Hadji Ferroudja, dissertation: "*Power and Ideology in Teachers' Language Use in the Classroom: The Case Study of EFL Teachers in the Department of English at Mouloud Mammeri University*" (Tizi-Ouzou: Mouloud Mammeri University, 2018), P.1

<sup>9</sup> Ibid.

<sup>10</sup> Ruth Wodak and Michael Meyer, *Methods of Critical Discourse analysis* (London: Sage Publications Ltd, 2001), P. 10

<sup>11</sup> Peter E Jones, "Jones, Peter E. "*Why there is no such thing as "critical discourse analysis"*". Language and Communication. (2006), doi:10.1016/j.langcom.2006.08.001, P.5

Durden holds, "it is credible that while using a language, teachers convey their thoughts".<sup>12</sup>

In Fairclough's term, "sense assumptions or ideology which he believes that it is close to power, because it depends on the nature of power relations which underlie the conventions. It is the linking element between individual's knowledge of the world and their social practices since it mediates individual's thought and behaviour".<sup>13</sup> According to what Fairclough used to call, especially in the case of teachers when they interact linguistically with students, it is based on assumptions that are implicitly and explicitly reflected. It synergizes with the crucial of the role of language in the ideological process, especially on ideology and power goes in line. Regarding earlier explanation, it is fall under the scope of critical discourse analysis which is being described in the background of the problem.

Critical discourse analysis (CDA) is an approach to linguistic elements used to determine the manifestation of power in a sentence. Critical Discourse Analysis (CDA) does not only reflect discourse and context in the public sphere, but also correlates language, ideology, and power that dominate in a circle or community. As State by Van Dijk, "CDA is a field that is concerned with studying and analyzing written and spoken texts to reveal the discursive sources of power, dominance, inquiry (interrogation) and bias".<sup>14</sup> In the same vein, Wodak maintains that CDA explores social inequalities and how people obtain and maintain power in society.<sup>15</sup>

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<sup>12</sup> Julie Rainer Dangel and Tonia Renee Durden, "The nature of teacher talk during small group activities".(YC young children, 2010), access on: <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1015&context=cyfsfacpub> (Feb 18th 2021, 12:13 Am)

<sup>13</sup> Ibid., P.1

<sup>14</sup> Ibid., P.7

<sup>15</sup> Ibid., P.8

Through the discourses that happen in online classroom, the idea about power of teacher's discourse might be occur.

Therefore, this is very interesting to discuss. Usually, critical discourse analysis is used to examine the power of language in social, political and other terms. Over the past few decades, educators have also turned to critical discourse analysis to understand the way of meaning construction in the context of education, to answer the question of relations between language and society.<sup>16</sup> CDA is an important research method and angle in the field of education. It contains a series of dialectical processes to understand and analyze complex relationships such as authority, power, morality and ideology, and discursive practice to achieve this complex relationship in educational context.<sup>17</sup> Classroom is a microscopic social context, teacher classroom decision making is one of the common forms of discourse practice in language education, which is embedded in the hierarchical structure of teacher-student relationship, culture, language and history.<sup>18</sup> On this opportunity, there will be many advantages that can be explored in Educational topics as related to Critical Discourse Analysis. Commonly, critical discourse analysis is conducted to explore inequalities and assess discourse with a power in a seemingly unevenness vibes. On this topic, there will be many positive things that can be revealed related to educational field, that will be useful for educator to have an effective ELT class.

Based on the preliminarily research that was conducted by elaborating the background of the problem, it is centered on

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<sup>16</sup> Zhang youwen, "The Critical Discourse Analysis of Language Teacher's Instructional Decisions", (International Journal of Educational Technology and Learning 2.2, 2018), P.59

<sup>17</sup> Norman Fairclough, "Critical discourse analysis and the marketization of public discourse: The universities". (*Discourse & society*, 4.2, 1993), P.133-168

<sup>18</sup> Ibid.

the apprehensive of the online classroom phenomenon amid the COVID-19 pandemic, especially in the language based learning such as English language teaching. There are several related concerns to the occurrence of online classes during a pandemic.

Firstly, the gap between students and teachers occurs in the implementation of online classes, such as students who are being passive when English learning takes place. Whereas language-based classes must be classes that support interactivity, particularly on the four pillars of English skills which commonly called LSRW, namely listening, speaking, reading and writing.

Secondly, teacher's control and decisions do not stimulate the enthusiasm of students to take an online classes; as a result, when the teacher present its material by conduct an english teaching process in the online class meeting, it is explicitly seems like a formality one, henceforth students also become a passive listeners. Language-based learning ought to support practical learning. However, the existence of online classes made the practical learning did not carried out well. In fact, it is always the practice that counts to encourage the students' skill.

One form of oral discourse interactional mechanism is learning interaction. The presence of reciprocal contact between teachers and students characterizes learning discourse. As reported by Yuwono, Interactional discourse is characterized by a reciprocal response from the speaker and listener.<sup>19</sup> In the same agreement with Mills, discourse is a linguistic communication between the transaction of speakers and addressees, an interpersonal activity whose form is

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<sup>19</sup> Andri donal, thesis: "*Critical discourse analysis on language and power in elt classroom*", (Surakarta: Sebelas maret university, 2014, p.2

determined by its social purpose.<sup>20</sup> The intercourse between educators and learners in the classroom context has an influence on the efficiency of learning. In classroom, the relation between teacher and student is reflected by the use on the language they produce during learning interaction. Clearly, the way the teacher produces communication to students represents the teacher's perspective on the situation of their students.

Based on the hierarchy concept in the vein of sociolinguistic, teachers and students are plausible sample in the notion of superior-subordinate relationships. In this case the teacher can be a mentor, motivator and facilitator for students. Consciously, it is the ideology system of a teacher. By way of explanation, students' view of the teacher and subject are influenced by the use of the teacher's language. In a classroom, the teacher not only serve as a source of knowledge, but as a controller on the passage of a learning process.

Identical as the lesson plans outlined in each of its basic competencies, to achieve the learning objectives the teacher controls all activities in the classroom such as evaluating the learning process to determine the extent of students' understanding of the material being taught. For instance, in language-based learning, particularly in the English subject matter, speaking skill certainly requires monitoring by the teacher, whether student's skills continue to improve in the learning process, or even decrease. In this case, being an assessor is responsible for the statement of right or not the student's arguments. In other words, it is the teacher who controls and influences student actions in the classroom. As previously reported, it can be inferred that in a classroom

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<sup>20</sup> Ibid.

context, the power and authority are owned more by teachers than students.

Grounded from the explication above, the power manifested by the speaker in the Live English Class in Speak English with Tiffani, will be elaborated by conducting a Critical Discourse Analysis which enables a vigorous assess of the language used. Since the occurrence of power and language used are owned by the speaker, the researcher will try to discover the power in language uttered by Tiffani using the three-dimensional framework by Fairclough.

Since, the study that raise the issues of language and power is still rare, especially in the online classes. Therefore this research aims to raise awareness issues for educators, especially for teachers who are still conducting language classes with a boring atmosphere. The way the power expressed by the speaker in "Live English Class" in Speak English with Tiffani's Youtube channel will be outlined.

The educational video in Youtube platform called live English class that provided by an influencer once a Youtuber named Tiffani will be discussed in this research. Teacher Tiffani has a YouTube account called "Speak English with Tiffani" where the content contains language-based learning, specifically the English teaching content. Tiffani started her account at May 9th, 2016 and has over 23 million views. she comes from America. Prior to her YouTube fame, she used to work as a Web Designer for NASA. Exactly, It trained her to be even more of a perfectionist than she already was. Additionally, it turns out that she has also been involved in the world of education by becoming an English teacher since 2009. Some unique facts about teacher Tiffani is she has lived in South Korea for 10 years, she started teaching English in Korea as a missionary, she has become an ESL teacher for 10 years and

why she became an English teacher is that she aims to help students enjoy speaking English. Her main goal is to help students speak with confidence. She also has a website called [SpeakEnglishWithTiffani.com](http://SpeakEnglishWithTiffani.com) to help any students around the world speak English with confidence. What is more interesting is that she has an online academy on a website called [speakenglishwithtiffaniacademy.com](http://speakenglishwithtiffaniacademy.com), the first online English Academy for Intermediate and Advanced English Learners. Tiffani said, “i have taught tens of thousands of people how to speak English confidently while enjoying the process, you can get to the level you want, no matter where you start, or the challenges you face, you can do it.” Said Tiffani on her website called [Speak English with Tiffani](http://SpeakEnglishWithTiffani.com). It is not surprising that she is an inspirational figure in the world of education, especially since she has a large YouTube audience.

This is the example of the application of power in language used by Teacher Tiffani in a video entitled "Live English Class" by her Youtube account named, [Speak English With Tiffani](http://SpeakEnglishWithTiffani.com), which was uploaded by her around 3 months ago, November 25th, 2020. This example is analyse by adapting fairclough's CDA.

As the object of this research, Live English Class is a live stream content type, which allow to engage the audience from all around the world in real time with a video feed, chat and more. Live English Class brings real-time practice in learning English. Learners could directly jump into the live english class by responding what the speaker is saying through the chat feature that has been provided. Since, there are language used and power manifested by the teacher in the live English class then, it will run smoothly. The power manifestation in teacher's discourse which represented in the live english class would be analyzed by conducting a critical discourse analysis.

Drew on the state of the problem above, “**AN ANALYSIS OF POWER IN TEACHER TALK ON TIFFANI'S YOUTUBE CONTENT ENTITLED ‘LIVE ENGLISHCLASS’ IN SPEAK ENGLISH WITH TIFFANI**” will be conducted by the researcher.

### **C. Focus And Sub Focus Of The Research**

Based on the elucidation in the background of the problem above, the focus of this research is to find out the power that exist Tiffani’s Teacher Talk in "Live English class" which a youtube content by Speak English With Tiffani. There are at least two sub-focuses in discovering powers, first the theory of French and Raven and secondly the theory of Searle.

### **D. Identification Of The Research**

As previously known, it can be inferred that the identification of the problem in this study lies in Tiffani's use of power and it is obviously owned more by Tiffani as a teacher than students. Therefore, this study aims to raise awareness that the use of language in the context of ELT can reveal power relations.

### **E. Formulation Of The Research**

In relation with the research background, there only one question that will be raised further in this research, that is, “what powers can be found in the teacher talk of Tiffani in ‘Live English Class’ youtube content using the three-dimensional framework by fairclough?”

### **F. Objective Of The Research**

In line with the formulation of the problem above, the objective of this research is to discover the power in Tiffani’s teacher talk by using the three-dimensional framework by fairclough.

## G. Significance Of The Research

Presently, the research which dealing with power and language in the society, such political aspect has been well known. In contrast, studies on the relationship between language and power in the view of education are rarely carried out, especially those undergoing English Language Teaching (ELT) through online classes. In the online classroom phenomenon, the fact is the use of power cannot be avoided as long as there are interaction between teacher and students. Therefore, to overcome the gap between teachers and students in the online classroom phenomenon, teachers' awareness is needed to manage the class well. The perception of power in the online classroom perspective phenomenon is how the teacher's expression shows interactivity in the online class activities. By conducting this research, here are the following contribution as expects:

### 1. Theoretically

This research has the purpose of elaborating the power in language used by the speaker in the Live English Class youtube content belonging to Tiffani. Therefore, the present research aims to raise the awareness of teacher's power and control, particularly in the context of ELT Classroom. Indeed, research findings are expected to give the benefits for English teacher out there, especially those who have difficulty in managing the class, by then they would know how to increase student enthusiasm in ELT Classroom through teacher's control and decisions with interactive classes, by applying teacher's power in a good way.

### 2. Practically

The findings of this research are expected to inspire and contribute to English teachers, English learners, future researchers and readers both theoretically and practically; also for Raden Intan State Islamic University, especially:

## a) The readers

Provide knowledge that refers to CDA (Critical Discourse Analysis) which is not widely known by English Education students at UIN Raden Intan Lampung, in other words this research will contribute to anyone who is interested in discourse studies, especially in critical discourse analysis or anything related with the topics discussed. Furthermore the researcher intended to use CDA and conduct it according to the rules of linguistic studies. In this case, the analysis of the power element in the language used by tiffani as the speaker in the Live English Class youtube content.

## b) Other researchers

Adding the research of Critical Discourse Analysis, which still scarcely done today. Become useful reference for students who are interested in knowing more about Critical Discourse Analysis.

## c) Lecturer

Providing input for the learning materials for linguistics lecturers about critical discourse analysis which is at this time have not realized yet in the writer's faculty and it is hoped if that happen, it can be given even in the wider context.

## d) Collegian

Provide the knowledge related to CDA as well as its theories to the collegian. Thus, it can be applied in another CDA research.

## e) Raden Intan Islamic State University

Particularly for English Department student, who is interested in discourse study, especially about the next critical discourse analysis research.

## H. Relevance study

In relation to this research, there have been several studies related to the CDA element such as language, power, and ideology in many context, they are:

1. The research was written by Priatmoko (2013) he conducted a Critical discourse analysis which dealing with power, language and ideology and aims to explore the issue of language and power of SBY's speech that is used about the Jakarta bombings. The results obtained from this study shows that CDA can explore the relationships among language, power, and ideology. The power can be known through the language used as its utterer purpose. the strongly power and ideology is clearly seen explicitly.
2. A Study of Critical Discourse Analysis in Beauty Product Advertisement of Garnier, a thesis conducted by Rimah Hidayah (2016) at State Islamic University of Sunan Ampel Surabaya. The findings of this study show that the ideal identity in the advertisement of *Garnier* is constructed by advertiser through the use of textual features and social features. In the textual features analysis, the writer finds out that there are many linguistics features used in the advertisement, as one example is adjectives; which is used to construct the ideal identity in the term of beauty and handsome.
3. Power and Ideology in Teachers' Language Use in the Classroom: The Case Study of EFL Teachers in the Department of English at Mouloud Mammeri University, a Dissertation conducted by Mr. CHERIFI Alaa-Eddine and Ms. HADJI Ferroudja (2018) the study is concerned with the notion of power and ideology in teachers' classroom discourse. It attempts to investigate whether teachers' language use at the department of English at Mouloud Mammeri University

reveal power relationships, and how their use of language reflect ideological beliefs. The results show that the language used by teachers in their classrooms reflects ideological beliefs; moreover, teachers' use of language in some occasions reveals the exercise of power on students while interacting linguistically.

4. A critical discourse analysis of gender stereotype in *buku sekolah elektronik* (bse) using halliday's transitivity analysis, a thesis conducted by Rasman (2014). This study applied quantitative and qualitative methods under Fairclough's Critical Discourse Analysis (CDA). It employed Halliday's Transitivity Analysis in the description stage of CDA. The findings showed that the processes embedded to male characters outnumber the processes embedded to female characters. There are 813 processes embedded to male characters. Meanwhile, there are only 279 processes embedded to female characters. Based on Goatly's Hierarchy of Power Framework, the processes embedded to male characters are more powerful than those embedded to female characters.
5. A masters theses conducted by Bonnie Jo Bustrum (2001) at the Grand Valley University, USA dealing with power and language which aims to explore the issue of language and power in teachers-students relationship from multicultural perspective, that is students from different countries and cultural background. The results obtained from this study was that not all the students-teachers relation demonstrate power relations.

The difference between previous research and this research lies in the context used, and the research objectives. Based on the relevance studies mentioned, here is the following explanation of each study. Firstly, Priatmoko in 2013 has conducted a critical discourse analysis in the political context. The aims are to explore the issue of language and power of SBY's speech that is used about the Jakarta bombings.

Secondly, Rimah hidayah in 2016 has conducted a Critical Discourse Analysis which study the textual features and social features in beauty product advertisement which is used to construct the ideal identity in the term of beauty and handsome. Thirdly, Mr. CHERIFI Alaa-Eddine and Ms. HADJI Ferroudja in 2018 has conducted the study which attempts to investigate the aspect of Critical discourse analysis in the educational context, such as whether teachers' language use at the department of English at Mouloud Mammeri University reveal power relationships, and how their use of language reflect ideological beliefs. Fourthly, Rasman in 2014 has conducted a Critical discourse analysis with the objectives to discover the dominan power of gender stereotipe in *buku sekolah elektronik* (bse). Therefore, the study applied mix methods under Fairclough's Critical discourse analysis and employed Halliday's Transivity analysis in the description stage of CDA.

## **I. Research methodology**

### **1. Research design**

To analyse the data, this research uses a descriptive qualitative method. Litosseliti in Gani, views that qualitative research involves both structures and patterns in analysing data without considering how many peculiar characteristics are needed.<sup>21</sup> While descriptive research in Kothari perspective, he stated that idea is consisting of a survey and fact-finding.<sup>22</sup> Using the descriptive qualitative method means that the researcher has no control over the data as well as the variable. The three-dimensional framework by Norman Fairclough will be use by the

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<sup>21</sup> Wahyuni, Rosi, and Kastam Syamsi. "The Analysis of Critical Discourse Analysis in the Speeches of Nadiem Makariem and Muhadjir Effendy at Teacher's Day." *International Journal of Linguistics, Literature and Translation* 4.6 (2021): 245-251.

<sup>22</sup> Kothari, Chakravanti Rajagopalachari. *Research methodology: Methods and techniques*. New Age International, 2004.

researcher in analysing the data of Critical Discourse Analysis (CDA). The data will be in the form of written text such as script of Tiffani's speeches, which performed on the youtube video "Live English Class". In collecting the data, the researcher will be used several steps, including finding the script from <https://www.youtube.com/watch?v=hdKF16zqDTg&t=1630s>. Hereinafter, reading the text is the second step and the last step is start to analyze the scripts used the three-dimensional framework by Norman Fairclough.

## 2. Research Source

Data source is a set of evidence or facts collected and presented for a specific purpose.<sup>23</sup> In this study, to obtain the data, the video entitled "Live English Class" with the theme "How To Speak English About A Specific Topic" published by Tiffani in her youtube account named Speak English with Tifani will be analyzed by the researcher. It was streamed live on November 25th 2020. In the description box she wrote "In this month's live English Class you will learn about how to speak English - like a native English speaker - about a specific topic. It will be a very interactive class, so be ready to participate!". In addition, the live stream video is 1 hour 3 minutes 30 seconds long. This video is the source of data in this study. The data is taken from the utterances in the video which has the power shown by the speaker.

## 3. Instrument of the research

As stated earlier, that a qualitative approach will be carried out, therefore the human will become the research instrument. Bogdan and Biklen says in qualitative research, the key instrument in qualitative research is the

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<sup>23</sup> Moh. Pabundu Tika, *Metodologi Research Bisnis*, (Jakarta : PT. Bumi Aksara, 2006), h. 57

researcher himself/herself.<sup>24</sup> Thus, the researcher will be the main instrument of this research, in order to gather and analyze the data. The supporting instruments that will be used to collect theories, journals and information related to this research are books, internet, data sheets and laptop.

#### 4. Data Collecting Technique

The data which is used in this thesis comes from Tiffani's utterances as the teacher in Live English Class. In the way of collecting the data, here are the following steps :

1. Searching for the video.

As the first step of collecting the data, video recorder observation that will be used in this research is taken from youtube platform. It shows that the Live English Class is a real-time practice of online class. It means that the utterances are truly said by the speaker, in this case is Tiffani.

2. Searching the script.

After downloading the video, then looking for the script of the Live English Class video. By clicking the "Three Dot Menu" underneath the youtube video and it will open up, and click "Open Transcript", afterward the transcript will appear to the right of the video. Finally, it can be copied and paste by pressing "Ctrl + C" and "Ctrl + V".

3. Downloading the video and the script.

The final step is saving both of the data, the video and the script. Particularly, the script will be used for the main data to be analyzed.

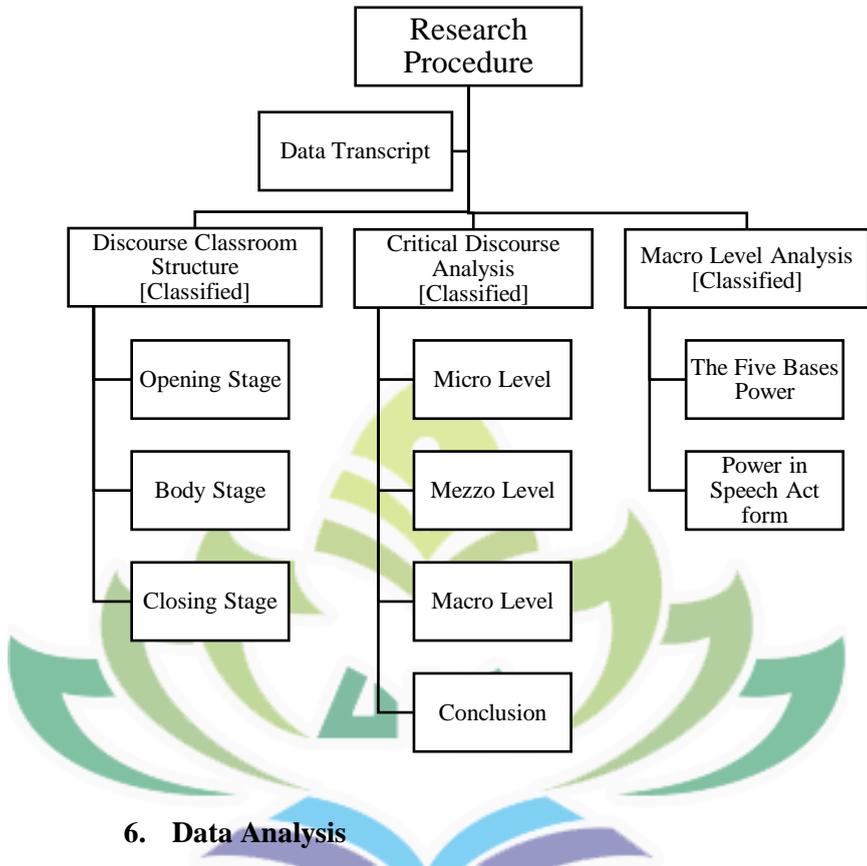
## 5. Procedure of the Research

These data will be analyzed by using critical discourse analysis approach proposed by Norman Fairclough which covers description, interpretation and explanation. To make it easily understood, these steps are as follows:

1. Read the script while synchronizing it to the youtube content entitled "Live English Class".
2. To simplify the analysis process, the transcripts classified into 3 stages of classroom discourse structure, such as opening stage, body stage and closing stage.
3. After classified into the structure of classroom discourse, the next step is the 3rd dimensional classification of the fairclough theory on the Live English class data script.
  - a. Micro-Level
  - b. Mezzo- Level
  - c. Macro-Level
4. After categorizing the three-dimensional framework by fairlough in CDA which found in teacher talk by Tiffani, the next step is to sort the power found by adapting the theoretical model of French and Raven, who identified the five bases of relational power in teacher.
5. Making a conclusion of the analysis.

It is the last step. This research will find the conclusion from the data analysis about the power as the aspect of CDA which relate to the research question.

**Figure 1.1 Research Procedure**



## 6. Data Analysis

In presenting as well as analyzing the data, the researchers used the qualitative data analysis theory from Miles and Huberman in Gani. This kind of analysis has three steps in the process. They are data reduction, data display or data representation, and conclusion drawing and verification.

1. In the first step, which is data reduction, the data that has been obtained by observation is selected by the researchers in the set of classification to be analyzed. The analysis is to find what the micro, mezzo, and macro-level are in the speeches of Tiffani.

2. In the data display or representation, the researcher presented the data analysis in the table and used sentences to explain the data clearly.
3. Finally, in the last step, which is conclusion drawing and verification, the researcher concludes the result of analysis by using the researcher own words.

## **J. Systematic Of Discussion**

The researcher discusses the research into the structure as below:

Chapter I present the introduction which consists of title affirmation, background of the problem, focus and sub focus of the research, identification of the problem, objective of the research, uses of the research, relevance study, research methodology and systematic discussion.

Chapter II presents the theories of Critical Discourse Analysis (CDA) including the notion of power and its related topic.

Chapter III presents the general description of Critical Discourse Analysis (CDA) in the “Live English class” video, and the fact of the research.

Chapter IV presents research analysis which consists of analysis of research data, and research findings.

Chapter V presents the conclusion and suggestion of the research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The main theoretical frameworks will be described specifically in this chapter. The first part is concerned to the presentation of related concept in this study. To analyze the discourse used by Teacher Tiffani, hence, the second part is devoted to the elaboration of Critical Discourse Analysis initiated by Norman Fairclough.

#### A. Discourse Analysis

Zelling Harris first conceptualized discourse analysis in 1952 in order to analyze the relationship between speech and writing.<sup>25</sup> In this case there are two main interests raised by him, including: the perusal of language beyond the sentence level and the interrelation of linguistic and non-linguistic demeanor. In order to find a way, Harris examines the former in detail to describe how language features are allocated in a text and the ways in which they are merged in certain types and styles.<sup>26</sup>

Essentially, the term 'Discourse Analysis' has a broad meaning that covers various aspects of the field, it is a multidisciplinary field.<sup>27</sup> Therefore, it is obviously used to depict the interrelated of activities in different disciplines, for instance the relevant ones are sociolinguistics, psycholinguistics, philosophical linguistics, and computational linguistics.<sup>28</sup> Brown and Yule defined that the analysis of discourse is definitely analyzing the language in use.<sup>29</sup> Hence, it cannot be limited only to the linguistic forms whose purpose and

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<sup>25</sup> B, Paltridge, (2006). *Discourse Analysis*. New York: Continuum

<sup>26</sup> Ibid.

<sup>27</sup> Gillian Brown and G, Yule. (1985) *Discourse Analysis*. Cambridge University Press.

<sup>28</sup> Ibid.

<sup>29</sup> Gillian Brown and G Yule, (1983). *Discourse analysis*. Cambridge university press.

function have been designed in human affairs.<sup>30</sup> Moreover, some linguists may concentrate on determining the formal properties of a language, a discourse analyst is committed to an investigation of what that language is used for.<sup>31</sup>

In fact the terms 'discourse' and 'text' are both used interchangeably. Expressly known as a synonym.<sup>32</sup> Despite the fact that both terms are used as synonyms, there are some differences between them. Although both of terms said to be synonymous, the differences still occurs between them. As said by Crystal that a discourse is an intensify the language especially in spoken, as happened in sermons, speech in conferances or any other arguments.<sup>33</sup> While the text is something that is naturally spoken, written and discourse conveyed by anyone. Simply put, this is a unit of language whose function is determined as a communicative tool such as conversations and posters, as state by Crystal.<sup>34</sup> in the same vein, Nunan argued that both terms 'Discourse' and 'Text' are interchangeably used.<sup>35</sup>

## **B. Critical Discourse Analysis**

To delve into the philosophy of Critical Discourse Analysis (CDA), Van Dijk has definned that, Critical Discourse Analysis (CDA) is a field that is focused in studying and analyzing written and spoken texts to discover the discursive source of power, dominance, inquiry (introgation) and bias.<sup>36</sup>

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<sup>30</sup> Ibid.

<sup>31</sup> Ibid.

<sup>32</sup> David Nunan. *Introducing discourse analysis*. Penguin Books, 1993.

<sup>33</sup> Elizabeth Woodward-Smith, "Discourse in Context: The Monologue." *Discourses in co (n) text: the many faces of specialised discourse*. Cambridge Scholars Publishing, 2015.

Mumba, Cyprian, and Sitwe Benson Mkandawire. "The Text-based Integrated Approach to Language Teaching: Its Meaning and Classroom Application." *Multidisciplinary Journal of Language and Social Sciences Education (2664-083X, Online ISSN: Print ISSN: 2616-4736) 2.1* (2019): 123-142.

<sup>35</sup> Drid, Touria. "Discourse Analysis: Key concepts and perspectives." *Al Athar Journal 9* (2010): 20-25.

<sup>36</sup> Dijk, Teun Adrianus van Dijk. *News analysis: case studies of international and national news in the press*. L. Erlbaum, 1987.

Along with Wodak she sees CDA as fundamentally concerned with analyzing opaque relations as well as transparent structural relationships of dominance, discrimination, power and control as manifested in language.<sup>37</sup>

The focus of CDA usually depends on the intent of a feeling, and whatever is in the mind that can be reflected in the language used by humans in an utterance. In line with Rogers in Paltridge, Critical Discourse Analysis can be assumed that using language always related to the social and discourse can depict and build social universe.<sup>38</sup>

Van Dijk, explains that CDA is multidisciplinary in nature.<sup>39</sup> This is related to the discursive studies that are based on social problems, such as power, dominance and injustice which are reflected through discourse by considering social and political contexts. Therefore it is neither considered a theory nor a method due to its ability to adopt and juxtapose various points of view, this is because of the usefulness that has been applied.<sup>40</sup>

Moreover, In Van Dijk, the best way to define CDA would be “a *shared perspective and doing linguistics, semiotics, and a discourse analysis*”.<sup>41</sup> It seems that CDA is best captured as a shared perspective that includes multiple approaches. It is a multidisciplinary approach to language analysis and it has no unified theoretical framework or methodology. To maintain a high viewpoint on the concept of CDA, Fairclough defines, “Discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes :

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Ruth Wodak "What CDA is about—a summary of its history, important concepts and its developments". *Methods of critical discourse analysis 1* (2001), P.2

<sup>38</sup> Ibid.

<sup>39</sup> Teun A. Van Dijk "Multidisciplinary CDA: A plea for diversity." *Methods of critical discourse analysis 1* (2001), P.95

<sup>40</sup> Marianne W Jørgensen., and Phillips Louise J. *Discourse analysis as theory and method*. Sage, 2002.

<sup>41</sup> Ibid.2

to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power ; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony".<sup>42</sup> Simply put, CDA give thought to a bond between linguistics production and social variables, which consolidate power relations and struggles.

Henceforth, McGregor see discourse as expressing oneself using words.<sup>43</sup> Simply, we can say it is about interpreting oneself into words. He adds that, critical discourse analysis challenges us to move from seeing language as abstract to seeing our words as having meaning in a particular historical, social and political condition.<sup>44</sup> These statement is in line with the implicit concept which try to discover the hidden intention from a particular condition. Still in the McGregor side, that Critical discourse analysis is a tool to help members of a profession understand the messages they are sending to themselves and others and to understand the meanings of the spoken and written texts by others. The words of those in power are taken as "self-evident truths" and the words of those not in power are dismissed as irrelevant, inappropriate or without substance.<sup>45</sup>

Locke stated that discourse is a coherent way of making sense of the world as reflected in human sign systems including verbal language. He further describes discourse as a concept that is in an active relation to reality.<sup>46</sup> Language signifies reality in the sense that discourse is in a passive relation to

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<sup>42</sup> Rear, David. "Laclau and Mouffe's discourse theory and Fairclough's critical discourse analysis: An introduction and comparison." *Unpublished paper* (2013): 1-26.

<sup>43</sup> McGregor, S.L.T. 2010. *Critical Discourse Analysis: A Primer*. Halifax. Mount Saint Vincent University

<sup>44</sup> Mogashoa, Tebogo. "Understanding critical discourse analysis in qualitative research." *International Journal of Humanities Social Sciences and Education* 1.7 (2014): 104-113.

<sup>45</sup> McGregor, S.L.T. 2010. *Critical Discourse Analysis: A Primer*. Halifax. Mount Saint Vincent University

<sup>46</sup> *Ibid*, 5

reality, with language merely referring to objects which are taken to be given in reality.<sup>47</sup> Discussions and conversations with the people involved with teaching and learning policies can bring about the reality of the situation on the ground. Language is the heart of critical discourse analysis.

Since language is a social and cultural instrument, our sense of reality is socially and culturally constructed, said Fulcher.<sup>48</sup> From those definitions we can conclude that, Critical discourse analysis is about elaborating, inferring, analysing, and critiquing the any social context. Hence, Discourse analysis implicitly represent the ability of thinking critically towards a problem in order making the world more meaningful with it's advance of interpretation.

### C. Principles of Critical Discourse Analysis

Fairclough and Wodak offered eight foundational principles of CDA. These principles are a useful starting point for researchers interested in conducting CDA. These are:<sup>49</sup>

1. CDA addresses social problems
2. Power relations are discursive
3. Discourse constitutes society and culture
4. Discourse does ideological work
5. Discourse is historical
6. A sociocognitive approach is needed to understand how relations between texts and society are mediated
7. Discourse analysis is interpretive and explanatory and uses a systematic methodology
8. CDA is a socially committed scientific paradigm

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<sup>47</sup> Ibid, 6

<sup>48</sup> Fulcher, R. 2010. Critical Discourse Analysis. London and New York. Longman, P.2.

<sup>49</sup> Ibid. P.2

#### **D. Approaches of Critical Discourse Analysis**

Critical Discourse Analysis is not an analysis that is based solely on a single method. Hence the various attempts by researchers to deal with different methods of analysis and different types of discourse are known as schools.<sup>50</sup> Despite their differing epistemological perspectives and methodologies, these schools agree on a few fundamental principles, such as revealing latent power structures, combating discrimination and inequality, and clarifying a researcher's own stance and point of view.<sup>51</sup> Hence the following approaches of Critical Discourse Analysis in each schools :

##### **1. Teun Van Dijk' Sociocognitive(1988) Model of Critical Discourse Analysis**

Teun Van Dijk was one of the most prominent CDA practitioners in the late 1990s. He proposes a CDA approach based on three fundamental concepts:

- a. Social analysis deals with the identification of context or what is called as 'overall societal structures', that is to say, the social surroundings or environment which consist of beliefs, customs, and behaviors which constitute the social norms.
- b. Discourse analysis is concerned with the text itself (syntax, lexicon, local sentences, topics, semantic structures, etc.) that is linguistic description.
- c. cognitive analysis related to the mental representation, understanding thoughts, and experiences linked to the social norms of the producer.

It is distinguishes this approach from others in CDA. Indeed, according to Van Dijk, sociocognition bridges the gap between society and discourse. That is to say, it is as

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<sup>50</sup> Nalan Büyükkantarcıoğlu, *Toplumsal gerçeklik ve dil*. Multilingual, 2006.

<sup>51</sup> Ibid.

“a mediator”.<sup>52</sup> Sociocognition is defined by him as “the system of representations and processes of group members”.<sup>53</sup> It is critical to understand that mental representations are frequently associated with the ‘US’ versus ‘THEM’ Relations, where the discourse includes positive self-representation and negative others representation.<sup>54</sup> For illustration, the minority ethnic group as an emigrant who constitutes the ‘THEM’ is negatively represented, whereas the local group or the ‘US’ is positively represented. Van Dijk is a prominent proponent of this approach. The majority of his critical works are concerned with the reproduction of ethnic prejudices and racism in discourse and communication.

## 2. Ruth Wodak’s (1996) Sociological and Historical Approach of CDA

Wodak and her colleagues in Vienna developed their CDA model on sociolinguistics in Berstenian tradition, and on the ideas of Frankfurt school, specifically those of Habermas.<sup>55</sup> She worked on a variety of social issues, including sexism, racism, and anti-Semitism (discrimination against Jews). The Vienna School believes that analyzing historical events and discourses is the best way to understand prejudiced, political, and discriminatory ideologies; this school is also known as the historical approach to discourse.<sup>56</sup>

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<sup>52</sup> Sheyholislami, Jaffer, *Yesterday’s “Separatists” are Today’s “Resistance Fighters”*: A Critical Discourse Analysis of the Representation of Iraqi Kurds in *The Globe and Mail* and *The New York Times*. MA Thesis. University of Ottawa. (2001).P.4

Teun A. Van Dijk. "Critical Discourse Analysis in Schiffirin." D., Tannen, D. and Hamilton, HE (eds)(2001) *The Handbook of Discourse Analysis*, Massachusetts: Blackwell Publishing (2001).

<sup>54</sup> Ibid.

<sup>55</sup> Ibid.64

<sup>56</sup> Ibid.,P.8

The primary feature of this approach is that it attempts to relate additional details with the analysis and interpretation of written or spoken texts. This approach can be used to analyze the indirect prejudiced utterances, and to identify and expose the codes contained in prejudiced discourse. This approach can be used to analyze indirect prejudice statements, and to identify and disclose the codes contained in prejudiced discourses.

### **3. Fairclough's (2001) Approach to Critical Discourse Analysis**

Norman Fairclough, another CDA figure, develops the third main approach. Many former theorists influenced him, including Halliday with his SFL, Foucault, Gramsci, and many others.<sup>57</sup> Fairclough asserts that his early critical language study approach focuses on the relationships between socio-cultural change and discourse change. He argued that his work focuses on raising the awareness of domination between one group and another which is characterized by the use of language.<sup>58</sup> the fairclough approach has been a leading role model in critical discourse analysis for the past 2 decades. His approach is said to be one of the most comprehensive frameworks in critical discourse analysis.

#### **E. The Three-Dimensional Framework by Fairclough**

This study is made to find the Critical Discourse Analysis (CDA) in the speeches of Tiffani in Speak English with Tiffani. The three-dimensional framework from Norman Fairclough will be used to analyze the data, which are the transcript of speeches from Tiffani as a teacher in 'Live English Class'. Fairclough framework is an analysis of spoken

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<sup>57</sup> Ibid. P.6

<sup>58</sup> Norman Fairclough, "*Analyzing Discourse. Textual Analysis for Social Research*". London: Routledge.2003.

or written language text as well as discourse practice and discursive events as of socio-cultural practice.<sup>59</sup> The three-dimensional frameworks from Fairclough are:

1. Micro-Level, usually said as text analysis to find linguistics aspects of the speech. In other words, Hussain et al. define that the texts' syntax, metaphoric structure, and certain rhetorical devices are analysed at this micro-level.<sup>60</sup> In the previous research done by Donald, there are several components that are involved at the micro level, namely: Vocabulary, Grammar, and Text Structure.

- 1) Vocabulary analysis involves:

- a) Experiential value. It was related to classification schemes, ideological words, rewording and overwording, meaning relations (synonymy, hyponymy, and antonymy), and metaphors.
- b) Relational values. It was related to euphemistics expression and formal and informal words.
- c) Expressive values. It was related to positive and negative evaluation.

- 2) Grammar analysis involves:

- a) Experiential value. It was related to the type of process and participant predominate, normalizations, active or passive sentences, and positive or negative sentences.
- b) Relational values. The aspects of relationals values included modes sentences (declarative, grammatical question, and imperative), relational modality and pronouns we and you.
- c) Expressive value. It could be seen from the use of expressive modality.

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<sup>59</sup> Hussain, S., Jote, A. & Sajid, S. (2015). *Critical discourse analysis: demystifying the fuzziness*. *The International Journal Of Humanities & SocialStudies*, 3(10), 242-249

<sup>60</sup> Ibid.

- 3) Textual structure analysis involves:
- a) Interactional conventions which involved the way of participants controlled the turns of others. There were four devices used for this; interruption, enforcing explicitness, controlling topic, and formulation.
  - b) Larger-scale structure.
2. Meso-Level, also known as the dimension of discourse practice, at this stage the analysis focuses on the relationship between the production and consumption processes of text. In addition by Fairclough, this level is also involved in interpretation activities and related to the relationship between the dimensions of discourse practice. Furthermore, Fairclough quoted in Fauzan, he stated that interpretation is done through a combination of text with the "meaning" of the text by using all the "sources" of interpretation so as to produce an interpretation. Interpretation is carried out at several levels, namely: utterance (surface of utterance), meaning of utterance (meaning of utterance), coherence of meaning (local coherence), and discourse integrity (text and point).<sup>61</sup>
3. Macro-Level, usually known as social-culture analysis that affects the texts which consist of what the situational, institutional, and social levels are in the texts. Karreman in Rosi views that the micro-level contains the inter-textual understanding, trying to understand the social currents that affect the texts.<sup>62</sup>

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<sup>61</sup> Fauzan, Umar. "Analisis wacana kritis model Fairclough." *Jurnal Pendidik* 5.2 (2013): 1-10.

<sup>62</sup> Ibid.



## F. Classroom as Context

According to Nunan, the term 'context' is the foremost thing in discourse analysis.<sup>63</sup> In addition, Brown and Yule stated, a context refers to the environment or circumstances in which language is used.<sup>64</sup> Surely, in Nunan, context refers to the situation giving rise to the discourse, and within which the discourse is embedded.<sup>65</sup>

Remarkably, Nunan declare that there are two types of context. The linguistic context is the first one, which covers the range of discourse being analyzed. The non-linguistic is the second one, that is, the context of experiential in discourse taking place. The instances of non-linguistics are: the communicative occurrence types, such as, jokes, stories, lecturer, the participant and the interaction between them, and the basis knowledge underlying the communicative situation.

In Widdowson, Language classroom as a language education context is seen as mediation between language, teachers, and linguistic theory.<sup>66</sup> Otherwise, Elsa Auerbach, prompt that we should comprehend the relations of social and ideology within the classroom and their relation to larger world outside.<sup>67</sup> Additionally, Auerbach stated, Pedagogical choices about curriculum development, content, materials, classroom processes, and language use, although appearing to be informed by a political professional considerations, are, in fact, inherently ideological in nature, with significant implications for learners socioeconomic roles.<sup>68</sup> The notion of classroom function proceed as the microcosm of the broader

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<sup>63</sup> Touria Drid, "Discourse Analysis: Key concepts and perspectives." *Al Athar Journal* 9 (2010): 20-25.

<sup>64</sup> Ibid.

<sup>65</sup> David Nunan. *Introducing discourse analysis*. Penguin Books, 1993.

<sup>66</sup> Pauline Gibbons, "Mediating language learning: Teacher interactions with ESL students in a content-based classroom." *TESOL quarterly* 37.2 (2003): 247-273

Elsa Auerbach, "Deconstructing the discourse of strengths in family literacy." *Journal of Reading Behavior* 27.4 (1995): 643-661.

Zouhir, Abderrahman. "Language situation and conflict in Morocco." *Selected Proceedings of the 43rd Annual Conference on African Linguistics*. Somerville, MA: Cascadilla Proceedings Project, 2013.

social order, in other words, the relation in political context beyond the classroom remains reproduced within classroom. From that we can say, all the choices that are related to classroom are ideological, so the political relations of the outside are reproduced within the classroom.

### G. The Notion of Teacher Talk

The utterances by teacher is called teacher talk. According to Wasi'ah in Afifah, "Teacher talk is used to guide the learning activity of the students in constructing a joint and share the educational knowledge with the students".<sup>69</sup> While Yanfen & Yuqin in Afifah also state that teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk not only determines how well they make their lectures, but also guarantees how well students will learn.<sup>70</sup>

The success of an English class in English Language Teaching (ELT) can be influenced by the teacher who is the main factor. According to harmer in Maria ulfa, stated that a teacher is a major factor in the continuance of a student's motivation.<sup>71</sup> In other words, teacher means to be sources of motivation. We could recognized that the teacher is the biggest factor in the sustainability of the student's level of motivation. Mastery of the class by the teacher is very important so that students can obey and follow the lesson well. In other words, the teacher has applied the concept of power in learning activities.

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Nurul Afifah, Nopa Yusnilita, and Vinna Riana Resiani. "An Analysis of Teacher Talk in English Classroom Interaction of the Seventh Grade Students of SMPN 23 Oku." *ETERNAL (English Teaching Journal)* 8.2 (2017).

<sup>70</sup> Ibid.

<sup>71</sup> Ulfa, Maria, and Allif Syahputra Bania. "EFL student's motivation in learning English in Langsa, Aceh." *Studies in English Language and Education* 6.1 (2019): 163-170.

## H. The Notion of Power in Critical Discourse Analysis

In the human circadian, language is one of the foremost instruments in life. When communicating with others it is possible to have a tendency between the speaker and the listener in a conversation. This can be seen when someone dominates a conversation. One way to study the dominances in language use is critical discourse analysis. In line with Locke, he describes discourse as a practice not just of representing the world, but of signifying the world, constituting and constructing the world in meaning.<sup>72</sup> From the Locke's side, it can be said that Critical Discourse Analysis is about comprehending the real meaning.

The embodiment of power in human relations is the prime topic in critical discourse research. According to Van Dijk in Haris, power is not only a way to control the acts of other people, but also their minds, and such mind control, which is again at the basis of action control, is largely discursive.<sup>73</sup> In line with the cycle of social relations, discourse is the most basic role in producing power.

Wodak as cited in Parviz termed, language is powerless; the power of language is from those who use it. The issue of power is inseparable from the way someone dominates a situation. As Putra and Triyono said, power is something that naturally occurs which is a form of power struggle.<sup>74</sup> The implementation of power could be seen in superior and subordinate communication, such as, government and citizens, the mass media and audiences, the teacher and students, the boss and workers, and so forth.

As maintained by Eriyanto in Suharyo, critical discourse analysis has various characteristics, including: They are

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<sup>72</sup> Locke, T. 2004. *Critical Discourse Analysis*. London: Cromwell Press

<sup>73</sup> Haris, Wiraswastika. "A critical discourse analysis of conversation control strategies used at Metro TV in Kick Andy show." *PARAFRASE: Jurnal Kajian Kebahasaan & Kesastraan* 10.02 (2010).

Hendri Pitrio Putra., and Sulis Triyono. "Critical Discourse Analysis on Kompas. com News: 'Gerakan# 2019GantiPresiden'." *LEKSEMA: Jurnal Bahasa Dan Sastra* 3.2 (2018): 113-121.

action, context, history, power, and ideology.<sup>75</sup> The following are the explanations:

1. Action

Discourse is understood as an action (action). With this kind of understanding associate discourse as a form of interaction. Action, is allowing 2 ways of looking at discourse, including: discourse aims to influence, debate, persuade, etc. and discourse is something that is shown consciously or controlled.

2. Context

Critical discourse analysis considers the context of discourse such as setting, situation, event, and condition. Discourse here is seen as being produced, understood, and analyzed in a particular context.

3. Historical

Placing discourse in a certain social context means that discourse is produced in a certain context and cannot be understood without including the accompanying context.

4. Power

Critical discourse analysis also considers the element of power in its analysis. The concept of power is one of the key relationships between discourse and society.

5. Ideology

Ideology is also a central concept in critical discourse analysis. This is because texts, conversations, and others are forms of ideological practice.<sup>76</sup>

In Fairclough perspectives, power is conceptualized both in terms of asymmetries between participants in discourse events, and in terms of unequal capacity to control how texts

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Suharyo, Suharyo. "Paradigma Kritis Dalam Penelitian Wacana." *Nusa: Jurnal Ilmu Bahasa dan Sastra* 13.3: 482-492.

<sup>76</sup> Ibid.

are produced, distributed and consumed (and hence the shapes of texts) in particular sociocultural contexts.<sup>77</sup>

CDA maintains that language is not powerful on its own. It gains power by use.<sup>78</sup> In fact, Wodak is alluding to the power of language indices. Language can be used to oppose power and overthrow it even though power does not come from language. In this regard, Blackledge holds that CDA is centrally interested in language and power because it is usually in language that discriminatory practices are enacted and in language that unequal relations of power are constituted and reproduced.<sup>79</sup> According to Foucault power is referred to as power/knowledge, because in discourse, power and knowledge work together, that is, knowledge provides power.<sup>80</sup>

### **I. The Five Power Bases in Teacher**

In Leid Statement, “Teacher use of power in learning environments warrants continued attention because it strongly influences teacher-student relationships, students’ motivation to learn, and learning outcomes.”<sup>81</sup> In brief we can say, whatever the teacher does through the language, it will ultimately shape the classroom atmosphere. That is why, high awareness and good control are needed by applying the gifted power in teacher as well as possible. Also he add that “Research on teacher power use in post-secondary contexts is rooted in the theoretical model of French and Raven who identified five bases of relational power.” In the study of French and Raven, they stated that there are several powers

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<sup>77</sup> Fairclough, Norman (1995). *Critical discourse analysis: The Critical Study of Language* New York. Longman Inc. P.1

<sup>78</sup> Ibid.,P.10

<sup>79</sup> Adrian Blackledge, “*Discourse and power in a multilingual world*”,Vol. 15. John Benjamins Pub., 2005.

<sup>80</sup> M Foucault, *Archaeology of Knowledge*. London: Tavistock Publication.1972

<sup>81</sup> Reid, Leslie Frances, and Jalal Kawash. "Let's talk about power: How teacher use of power shapes relationships and learning." *Papers on postsecondary learning and teaching* 2 (2017): 34-41.

including: referent, expert, reward, legitimate, and coercive. There are, referent, expert, reward, legitimate, and coercive.<sup>82</sup>

French and Raven in Leid, given the description of the teacher power or we can say 'The five power bases', from the application of power by the teacher in the classroom so that the atmosphere and behavior are shaped.

**Table 2.1 The Power Bases and its Description.**

No	Power Bases	Description	
1	Referent	Teachers connect with students, identify and empathize with students' needs and concerns, are open and approachable	Prosocial forms of power
2	Expert	Teachers have expertise in the subject they are teaching, and expertise on how to teach the subject.	
3	Reward	Teachers reward students for good performance or complying with requests (positive feedback, bonus points, extra credit).	Antisocial forms of power <sup>83</sup>
4	Legitimate	Teachers are expected to set rules and expectations, and have authority over students.	
5	Coercive	Teachers punish	

<sup>82</sup> Ibid.

<sup>83</sup> Ibid.

		students for poor performance or not complying with requests (negative feedback / attention, penalties).	
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This paper is devoted to explore the use of power which affects the learning environments in teaching and learning process. In learning environments, Taking heed to power is the foremost portion of teaching and learning process. It obviously challenging in gaining insight also feedback on how our performance impacts the class atmosphere and students behavior. According to Frymier, Teachers and students go through a process of meeting one another, exchanging information, and adjusting and developing expectations similar to what any two individuals would go through in developing a relationship.<sup>84</sup> Also, he add, both teachers and students have goals they wish to achieve.<sup>85</sup> From that we can infer that the achievement of these goals depends on the teacher's ability in managing the class, so that these goals can be accepted by both parties.

The duty of teacher is not only to share the knowledge, but also how to motivate students to learn. Harmer in Donal proposes three areas where teacher's behaviour can directly influence students' continuing participation in the classroom.<sup>86</sup>

1. Goals and goal setting. Motivation is closely bound up with a person's desire to achieve a goal. Crookes and Lehner in Donal, specify that should be carefully

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<sup>84</sup> Ann Bainbridge Frymier,, and Marian L. Houser. "The teacher-student relationship as an interpersonal relationship." *Communication education* 49.3 (2000): 207-219.

<sup>85</sup> Ibid.

<sup>86</sup> Andri Donal. *Critical Discourse Analysis on Language and Power in ELT Classroom (An Ethnography Study at STKIP Bangkalan, Madura)*. Diss. UNS (Sebelas Maret University), 2014.

considered as goals in the teaching of ESL and EFL. As such, three goals must be considered: (a) Simultaneous development of English communicative abilities (b) Application of knowledge to develop a critical awareness of the world (c) Ability to act on knowledge and awareness to improve matters.<sup>87</sup>

2. Learning environment. Although teacher may not be able to choose the actual classroom, a teacher still can do a lot about the classroom physical appearance and the emotional atmosphere of lesson. Both of these can have a powerful effect on the initial and continuing motivation of students.<sup>88</sup>
3. Interesting classes. Teacher needs to provide students with a variety of subjects and exercise to keep them engaged.<sup>89</sup>

#### **J. The representation of Power in Speech Acts Forms**

When a teacher has started a class then an activity called "speech" must be occurs, now it is very possible that in the utterances during the class the teacher applies the power that can be seen in the forms of speech acts. In tiffani's teacher talk, the researcher finds a micro level in the linguistic aspect which will be classified by adapting the previous research in Donal. They are:

##### **a) The representation of power in directive speech acts.**

In speech act, directive act has great potential in representing power in the use of language. In illocutionary speech acts, power lies in the intention of the speaker's utterance, so that it requires doing something.

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<sup>87</sup> Ibid.

<sup>88</sup> Ibid.

<sup>89</sup> Ibid.

The directive speech acts can be divided into six forms. speech acts presents the speaker's power.

**a. Power in Command form**

One of the types in directive speech acts is a command form, this form has certain characteristics. In the context of the classroom, the command form can be popped up when the teacher gives direction to ongoing learning, such as directing topics to be discussed in ongoing learning materials. In other words, giving directions that occur in "direction" situations usually occurs in sentences containing direct orders, which can be concluded that this is included in the realm of power in critical discourse analysis in education settings.

In the matter of classroom, especially in most Indonesian school, it has become a culture that everything related to learning is regulated by the school or teacher, such as the dominant culture of school rules, learning materials, books and evaluation systems.

In contrast, the power dominances culture in this realm is not a sin, but something that can be sustainably improved so that education in Indonesia can achieve its goals. One of them is an interactive, communicative and creative teacher in the classroom so that it triggers students to be more enthusiastic in learning. Which can finally realize their goals.

**b. Power in Request form**

As fairclough said in donal, that there is a close relationship between request and power, he add that request is divided into two; direct requests and indirect

requests.<sup>90</sup> In addition to the command form, a request form is even used by teachers and students. Compared to commands, this form is more human-sounding. So, the power level is relatively low.

For Example:

Direct request : “Can you make a sentence?”

Elaboration : These sentences mark the explicit intention which finally shows the dominance of power on Tiffani teacher talk, she sounds more superior in the class.

Indirect request : “I want to see how you can combine alive and well”

Elaboration : In this case, Tiffani's words contain an indirect request, which she actually intended asking the audience or students directly to make a sentence, hence, pay attention to the word "See" it is implicitly showed Tiffani intention, that she wants the audience or students to immediately make new sentences related to "Alive and Well"

### c. Power in Prohibition form

In a class there must be rules, one of them is prohibiting coming late. If there is a violator, then the punishment will come. This belongs to the prohibition form. In addition, Al-saaidi et al classified the prohibition acts into three levels: Prohibition in syntactic level, Prohibition in semantic level, and Prohibition in pragmatic level. In the view of syntactic, there are

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<sup>90</sup> Andri Donal. *Critical Discourse Analysis on Language and Power in ELT Classroom (An Ethnography Study at STKIP Bangkalan, Madura)*. Diss. UNS (Sebelas Maret University), 2014.

abundant ways to realize the prohibition. These ways are as follows:

**a. Imperative sentence**

In simply saying “do not” it is clear that imperative can be used to forbid an action.

According to Jawad quoted by Al-Saaidi et al, the basic difference between a ‘command’ and a ‘prohibition’ is that the former indicates instructing the addressee

to do something whereas the latter indicates instructing the addressee NOT [author’s

emphasis] to do a given thing. Thus, it could be claimed that a ‘prohibition’ is a kind

of a negative ‘command’. For examples: keep clean!, Don’t open your book!<sup>91</sup>

**b. Declarative sentence**

Allan claimed that a declarative sentence can be used in performing any subcategory of speech act including prohibition to denote an actualization of the illocutionary act. This is done either through clauses containing a performative verb, or through the meaning of the predicates in such sentences as the followings:

Example 1 : I *forbid* you to speak to him. [Clause containing a performative verb]

Example 2 : Adam *must not be allowed out on the balcony*. [Predicate]<sup>92</sup>

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<sup>91</sup> Al-Saaidi, Sawsan Kareem, Ghayth K. Shaker Al-Shaibani, and Hashim A. Mohammed Al-Husseini. "Speech Act of Prohibition in English and Arabic: A Contrastive Study on Selected Biblical and Quranic Verses." *Arab World English Journal* 4.4 (2013).

<sup>92</sup> Ibid.

**a. Negative verb be with to + infinitive**

Thomson and Martinet viewd that prohibition can be carried out through another common construction which is the negative verb *be* with *to infinitive*.

Example: You *are not to come* into my room without knocking.<sup>93</sup>

**b. Block Language**

Prohibition can be expressed by another construction that is of a block language. Quirk, Greenbaum, Leech, and Svartvik in Al-shaaidi, discussed that block language appears in functions as labels, titles, (some) newspaper headlines, headings, notices, and advertisements.

For examples: No entry!, No smoking area!, and No camera!

(the context in the fashion boutique).

According to semantic level, the prohibition can be in form of modality sentences. There are negative modal auxiliaries which can be used with prohibitive sentences such as (must not, may not, cannot, shall not, and have not got to).

For example:

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<sup>93</sup> Ibid.

(1) Students *must not* use dictionaries in the examination.

(2) You *cannot* go abroad without a passport.

According to pragmatic level, prohibition act can be classified as Prohibitive Performative Verbs and Hedges. Allan, argues that the verb spells out the illocutionary force of the performative clause effectively because the meaning of the performative verb presents the essence of the illocution,

e.g. *I promise, I forbid, and I prohibit.*

While for hedge, Fraser says that some illocutionary acts can be effectively performed by a type of sentence which is called “hedged performative”. For example, to utter: “*I must forbid* you from saying anything” may count as an act of forbidding, though the literal interpretation of this is only a report of obligation.<sup>94</sup>

### c. Power in Permission form

The form of permission usually happen in the classroom, when a teacher gives permission to students to do or not do something. For example, a teacher gives permission to a sick students go home earlier.

### d. Power in Advice form

In the context in the classroom, as one who has more experience, a teacher usually gives advices to students

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<sup>94</sup> Ibid.

to do positive thing or not to do negative thing. For example, when a teacher advises students to not stay up. Teacher explains the bad effect to stay up to students.

**c. Power in Asking form**

Asking is one form of directive form of power in the classroom. A teacher can give questions to his or her students, and students have to answer it. It means that by giving questions, a teacher expects students give information related to the questions. Questions can be related to the subject or not. For example, a teacher asks students the definition of simple sentence. Another example is teacher asks students why they did not come yesterday.

**b) The representation of power in Commissives Speech Act**

Searle quoted in Hashim, he claimed that Commissives form, Commit speakers to some future actions, e.g., promising, offering, swearing, etc. to do something.<sup>95</sup>

**c) The representation of power in Assertives Speech Act**

Searle argues that speech act has function to inform others about something.<sup>96</sup> The prominent point in the learning process is the information conveyance by the teacher. It clearly contain the power form inside.

**d) The representation of power in Expressive Speech Act**

This kind of speech act form is belongs to psychological conditions, such as feeling blue, delight, etc. This acts is also the power representation of teacher and student.

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<sup>95</sup> Safair Safwat Mohammed Hashim,, and Suhair Safwat. "Speech acts in political speeches." *Journal of Modern Education Review* 5.7 (2015): 699-706.

<sup>96</sup> John R Searle. "A classification of illocutionary acts1." *Language in society* 5.1 (1976): 1-23.

## K. Youtube As A Learning Medium

As an indispensable role of societies, technology can be used in diverse aspects of human life. The abundant aspects of life are played by technology. This can be seen in people's daily lives, such as the technology used by the community to carry out activities and complete work or seek information. As a matter of fact, there is a technology that influences today's society called internet. A million up to billion informations are studied in the ocean of internet. Various sources are contributed to offer a variety of accurate information. Case in point, learners can explore any online material through a website or platform and provide them with an incredible knowledge. It is not surprising that people nowadays are increasingly active on social media to keep up with their relatives, friends, and even to complete online classes.

In the world of web technologies, there is a platform called Youtube. As the biggest video platform, millions of content such as educational videos, creativity, video blogging, news, movie trailers up to live streaming are included on YouTube. Apart from being an American online video-sharing platform, Youtube is also often used as a source of research out there. According to experts, Burke et al, they explained although this website is intended for entertainment purposes, it has also proven useful to conduct in research as well.<sup>97</sup> To expand the educational audience, some teachers or lecturers are able to upload content to their YouTube channel, which related to teaching materials, then turn them into explanatory videos just like what happens in real life.

By the advanced of technology, Youtube presents a live streaming feature. A Youtube feature namely live stream can be accessed for various things. For instance, a live class such as the one held by teacher Tiffani. She used this feature to

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<sup>97</sup> Sloane C. Burke, Shonna Synder & Robin C. Rager, "An assessment of faculty usage of YouTube as a teaching resource". *Internet Journal of Allied Health Sciences and Practice*. Volume 7 number 1, Jan 2009, P.1-8

implement real-time practice in the online class. The live streaming entitled "Live English Class" on the youtube channel of Speak English With Tiffani can be reached by viewers from all over the world. Hence, anyone could continue their learning process everywhere even in the midst of a pandemic, especially to improve their English skills.

#### **L. Speak English With Tiffani**

Speak English with Tiffani is Tiffani's original youtube channel. A youtuber once a teacher called Tiffani created her youtube account on 9 may 2016 and now has around 1.08 million views. She is originally from America, before youtube made him famous, she used to work at Nasa as a Web-Designer. The Speak English with Tiffani Youtube account, as of today, has 1.1 million subscribers.

Tiffani's YouTube content contains language-based learning, especially English teaching content. One of the sustainable content is the content entitled "Live English Class". As the object of this research, Live English Class is a live stream content type, which allow to engage the audience from all around the world in real time with a video feed, chat and more. Live English Class brings real-time practice in learning English. Learners could directly jump into the live english class by responding what the speaker is saying through the chat feature that has been provided. Since, there are language used and power manifested by the teacher in the live English class then, it will run smoothly. The power manifestation in teacher's discourse which represented in the live english class would be analyzed by conducting a critical discourse analysis.



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